Psychology Dissertations   Department of Psychology

5-4-2020

Staff- and Youth-reported Youth Voice as Predictors of Community Service through Empowerment

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STAFF- AND YOUTH-REPORTED YOUTH VOICE AS A PREDICTOR OF

COMMUNITY SERVICE THROUGH EMPOWERMENT: LONGITUDINAL ANALYSIS

by

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Under the Direction of Gabriel Kuperminc, PhD

ABSTRACT

Positive Youth Development (PYD) programs typically provide their members with opportunities to acquire and practice leadership skills and to participate in volunteer activities (e.g., Durlak & Weissberg, 2010; Larson & Angus, 2011). The experience of feeling heard in an after-school program setting may empower youth to participate in civic engagement activities including community service (Watts & Flanagan, 2007). This study examined mediating effects of psychological empowerment on the association between feeling heard and participating in community service. Cross-sectional and longitudinal analyses were conducted. The cross-

sectional analysis included n=36,955 teens ages 13-17 who completed the survey in 2016. The longitudinal analysis included data from a subset of youth who completed surveys in both 2016 and 2017. Participants in the longitudinal analysis were 7,544 members of the Boys and Girls Clubs of America ages 13-17. The samples for cross-sectional and longitudinal analyses were similar. Both analyses included 45 - 47% female participants. In addition, participants had diverse ethnic/racial backgrounds. Most participants were economically disadvantaged (74%). This study found an indirect effect from feeling heard to community service and club service mediated by empowerment. In addition, there was an indirect effect from youth input and agency to community and club service through empowerment. Findings will help aid practitioners in developing strategies to foster civic engagement by increasing youths' opportunities to give feedback and be involved in decision making at their clubs.

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

in the College of Arts and Sciences

Georgia State University

2020

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May 2020

DEDICATION

I want to take a minute to express my deep graditude to everyone who helped me get through graduate school including family, friends, colleagues, and professors. You were all an important part in this achievement.

ACKNOWLEDGEMENTS

Thank you to the ECO lab for the guidance and support, the peer reviewing and helpful suggestions. Thanks to the BGCA team for allowing me to use this data for my dissertation and for Omar Guessous specifically for being a valuable research partner and helping develop my ideas based on your vast knowledge of BGCA and their data. Finally, many thanks to my committee that provided helpful insight along the way and allowed me to pick their brains about research thoughts during my data analysis process.

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1   INTRODUCTION

Civic engagement is a multidimensional construct that includes civic duty, civic skills, neighborhood/social connection, and civic participation (Zaff, Boyd, Li, Lerner, & Lerner, 2010; Zaff et al., 2011). Civic engagement is an integral part of active citizenship from adolescence through adulthood. Many young people choose to participate in civic activities, such as community service and volunteering, to either make a difference in their community or to express opinions about current life situations and difficulties. Based on recent data from the Bureau of Labor (2015), 26.4% of teens participate in volunteer activities. By the age of 20, however, that percentage drops to 18.4%. This age-related decline in volunteering is remarkable because of the importance of civic engagement and its association with positive developmental outcomes. For example, research shows that youth who participate in civic activities have higher levels of positive social skills, self-esteem, and academic performance than their less engaged peers (Celio, Durlak, & Dymnicki, 2011; Conway, Amel, & Gerwien, 2009; Johnson, Beebe, Mortimer, & Snyder, 1998). Declining rates of civic engagement across adolescence raise concerns about opportunities for healthy social and emotional development; therefore, there is a critical need for research to increase our understanding of developmental patterns of change in civic engagement and of the organizational and social processes that can promote it. This study aims to investigate how youth voice in after-school programs may predict youth community service through indicators of empowerment.

In addition to short-term positive outcomes like social skills and academic achievement, civic engagement is important to study because of its long-term benefits, more specifically, how it relates to other civic engagement indicators, such as political involvement. It is in the interest of a democratic society to ensure that youth maintain civic engagement throughout their adult

years. Research suggests that only a small percentage of young adults in the United States (U.S.) are civically engaged and even fewer are politically engaged. For example, the rates of volunteerism for young adults (ages 16-24) are the lowest of all age groups: The Bureau of Labor Statistics (2015) reported similarly low rates of volunteering for this age group of 22.5% in 2011 and 21.8% in 2015. In terms of political engagement, teens and young adults often have the lowest turnout rates in local and national elections (Census, 2017). Mobilizing young people remains a priority of many politicians. The effects of increased youth civic engagement can include a more diverse and representative Congress and more progressive policies that can create positive change in many communities. For example, in 2008 high engagement levels by young adults contributed to the historic election of Barack Obama as the first African-American president of the U.S. (Census, 2009). In addition, in countries around the world young people have been at the forefront of many social and political movements from the Umbrella Movement in Hong Kong (Lee & Chan, 2016) to the Arab Spring in the Middle East (Anderson, 2013). When young people are mobilized, social change is possible. Thus, focusing on indicators of civic engagement and settings that promote them can help us understand how to encourage and maintain engagement in youth across time.

1.1   The Role of After-school Programs

After-school programs have been studied as settings that can help promote positive developmental outcomes among youth, including civic engagement (e.g., Durlak & Weissberg, 2007; Larson & Angus, 2011). These settings serve a diversity of youth, but often focus on children and adolescents from low-income communities. Outcomes related to participation in after-school programs vary from academic to social-emotional development. For example, participation in after-school programs has been linked to increases in social competence,

leadership skills, conflict resolution, and teamwork (Catalano, Berglund, Ryan, Lonczak, & Hawkin, 2004; Durlak, Weissberg, & Pachan, 2010; Pittman, 2017). Settings such as after-school programs can help promote civic engagement among youth by providing access to opportunities and the structure needed for service activities (Allen, 2017; Brandt & Klein, 2016). After-school programs provide an environment for positive youth development through programs and activities that emphasize community service and leadership (Roy, Raver, Masucci, & DeJoseph, 2019; Strobel, Kirshner, O'Donoghue, &Wallin McLaughlin, 2008).

Research that identifies indicators of sustainable civic engagement are especially important for organizations that primarily serve youth of color who are less likely to participate civically than their peers due to lack of access and feelings of disenfranchisement from the political system (Pew, 2018). For example, Watts and Flanagan (2007) discuss the importance of providing an environment with opportunities for youth to feel a sense of agency in order for them to be involved in civic participation. The researchers argue that simply having a social view that accurately recognizes injustices within the system is not enough for youth to become engaged. Instead, youth need both the opportunity structure within a given setting, such as an after-school program, and the sense that their voice and actions matters (Watts & Flanagan, 2007). Awareness of injustices, having resources and skills to make a difference, and having opportunities to take action is a process that many refer to as empowerment. This empowerment process leads to youth believing they have the tools and opportunities to be engaged, and therefore become more engaged. More recently, researchers have become interested in understanding the factors driving positive outcomes through participating in youth programs. Specifically, researchers are beginning to investigate how after-school programs can create

environments where youth have opportunities for meaningful involvement and feel that they have a voice.

Program quality has emerged as a mechanism that may explain increases in and maintenance of positive youth development outcomes (Yohalem & Wilson-Ahlstrom, 2010), including community service and leadership. One element of program quality which is particularly relevant to civic engagement is the extent to which young people have input in club activities and decision making (e.g., event planning, staffing practices), often referred to as *youth voice*. Previous research shows that engaging youth in decision-making processes promotes their problem-solving abilities, social skills, and sense of belonging in youth clubs (Akiva, Cortina, & Smith, 2014). Providing opportunities for youth voice in after-school programs may empower them and enhance their leadership abilities, subsequently promoting their involvement in civic activities. Youth voice can be assessed both at the setting-level (e.g., the extent to which staff of the setting encourage youth to participate in giving feedback or decision making at the club) and the individual-level (e.g., the extent to which young people perceive being able to express their opinions and make important decisions related to the club). Using a sample of youth attending a national youth-serving after-school program, this study will examine three questions: 1. How does staff-reported youth voice relate to civic engagement in after-school program attendees across time? 2. How does youth-reported youth voice relate to civic engagement for after-school program attendees across time? 3. Is the relationship between youth voice and civic engagement explained by indicators of psychological empowerment?

1.2 Community Service

This study draws on Zaff and colleagues' (2010) definition of civic engagement. The multidimensional operationalization of civic engagement considers relevant cognitive, social,

behavioral, and emotional processes (Zaff et al, 2011). For example, civic duty is the collection of attitudes and beliefs about an individual's responsibility to improve her/his community. Civic skills are an individual's perception of her/his ability to act. Neighborhood/social connection refers to the transactions between the individual and her/his community that convey a sense of connection and caring,which is in turn related to civic participation (e.g., Zaff et al., 2010). Civic participation includes a variety of activities, such as volunteering, political participation, or organizational involvement (Chan, Ou, & Reynolds, 2014; Zaff et al., 2010). The present study focuses on one key aspect of civic participation—community service—which is one of the more accessible civic engagement activities for teens. Further, this study assesses two outcomes: community service (i.e., helping out in the community) as well as club service (i.e., helping out at the club).

Beyond its importance as an outcome variable due to the positive change that is created when people contribute to their community, community service is also related to other positive outcomes. For example, previous research has found that youths' involvement in community service is related to political awareness, commitment to moral principles, increased social skills, and academic achievement (Celio et al., 2011, McFarland & Thomas, 2006; Yates & Youniss, 1996; Youniss, Mclellan, & Su, 1999). In addition, research shows that the positive outcomes associated with community service involvement are sustained over time. Using data from a national dataset (the National Educational Longitudinal Study; The Department of Education, 1988-2000), McFarland and Thomas (2006) followed 10,827 youth for over a decade and found that participation in community service and other politics-related volunteer activities at ages 14 to 16 predicted increases in political participation seven to twelve years afterwards. Further, this increase was sustained after controlling for personal characteristics such as self-esteem and

leadership experience (McFarland & Smith, 2006). Other researchers have found that participation in community service in high school increases pro-social attitudes and increases the likelihood of youth's continued engagement during adulthood (Janoski, Musick, & Wilson, 1998). Whereas community service is clearly an important marker of positive youth development, research to date has provided only limited understanding of the factors that promote it. One promising approach to studying community service is examining how after-school settings can serve as an environment that encourages and promotes community service in youth.

Despite evidence that high quality after-school programs often provide community service opportunities for teens, there is limited research on how participation in such programs contributes to youths' engagement in community service. Thus, one aim of this study is to fill a gap in the literature by examining the role of high quality after-school programming (with a focus on youth voice) in promoting community service engagement among teens. In addition, this study will examine whether that association is mediated by indices of youth empowerment (e.g., awareness of sociopolitical environment, leadership efficacy, intent to make a difference).

1.3 Youth Voice

Youth voice is one of the dimensions of youth-adult partnership in program quality research (Zeldin, Krauss, Collura, Lucchesi, & Sulaiman, 2014). Youth voice refers to the intentional inclusion and promotion of youth opinions and decision making in youth programs (Fredericks, Kaplan, & Zeisler, 2001; Larson, 2006; Larson, Walker, & Pearce, 2005). Research on after-school programs has relied on either staff-reported or youth-reported perceptions of youth voice. The two approaches have examined youth voice with regards to different outcomes, and both approaches have found that it is an important indicator of program quality. For

example, one study found that staff perceptions contributed to a setting level "Relational

Practices" factor that was strongly related to youth perceptions of program quality (Kuperminc et

al., 2019). In addition, youth perceptions of having a voice along with other program quality

indicators were strong correlates of youth program quality perceptions(Kuperminc et, al., 2019).

Research has also shown that youth voice relates to other positive outcomes like leadership and

conflict resolution (Kuperminc et, al., 2019). However, beyond the study by Kuperminc and

colleagues , most studies do not include both youth and staff perspectives in an effort to attain a

more comprehensive operationalization of the program quality construct. Furthermore, no studies

specifically focus on both levels of youth voice as indicators of program quality, and few have

investigated the independent associations of these two perspectives on youth voice to explaining

young people's civic engagement.

1.3.1   Staff-reported Youth Voice

Previous research suggests that program providers often perceive high levels of emphasis

and promotion of youth voice in their programs (Akiva et al., 2014). Deschenes and colleagues'

(2010) survey of 198 programs that primarily serve youth of color across five major U.S. cities

found that encouragement of youth voice was prevalent in most after-school programming sites.

For example, most programs offered opportunities to make decisions related to events and

activities at the program (Deschenes et al., 2010). Recently, studies have examined factors that

increase the likelihood that staff at after-school programs will use a pro-youth voice approach.

For example, Maletsky and Evans (2017) found that positive relationships between youth and

program staff were the strongest indicators of the promotion of youth voice. However, when

measured at the club-level, staff and organizations may set a low bar for what they would

consider as youth involvement in decision making. Research shows that even though most

programs report letting youth choose their in-club activities, only a small number of them report allowing youth to help with staffing decisions or more organizational-level changes (Akiva et al., 2014; Head, 2011). In addition, there is no evidence that staff report of youth voice would match the perception of youth in the club. In other words, even though staff may report providing opportunities for feedback and decision making at the club, youth may not perceive that such autonomy is granted to them within the club. Therefore, it is important to examine how both levels of youth voice, as reported by both staff and youth, are related to empowerment outcomes in youth such as leadership efficacy. Further, it is important to examine how both youth and staff perspectives of youth voice relate to community service within and outside the club and the extent to which those associations can be explained by youths' gains in empowerment.

1.3.2 *Youth-Reported Youth Voice*

Research has also specifically examined how youth-reported youth voice is related to positive outcomes. For example, research studies have found that youth voice is related to problem solving abilities and social efficacy (Akiva et al., 2014; Lulow, Harrington, Alexander, & Kendrick Burk, 2014). One study conducted in Malaysia found that youth voice was related to indicators of youth empowerment including leadership efficacy and perceived ability to make policy change (Zeldin, Krauss, Kim, Collura, & Abdullah, 2016). Specifically, Zeldin et al., (2016) found that youths' perceptions of voice were significantly related to leadership competence cross-sectionally, which in return predicted gains in leadership competence a semester later. Other studies have found that youth voice is an important part of successful service-learning programs (Fredericks et al., 2001). Further, Fredericks et al. (2001) also found that the emphasis on youth voice was related to increased connections to others, identity formation, and empowerment. Other research studies suggest that youth feel higher levels of

belonging within a program when they feel that their voice is heard and valued by the staff

(Mitra, 2004). Larson et al., (2005) found that youth who feel that their voice and opinions

matter report increases in self-confidence and relationships with adults. In addition, opportunities

for youth's engagement in decision making involves youth in processes similar to democratic

decision making (Camino, 2000). Youth voice may be particularly important for youth from

marginalized groups, as it provides opportunities for youth to improve their skills and

competencies and strengthen their self-esteem and confidence (Anderson, 2018). Taken together,

research indicates that youth voice contributes to creating an environment for youth where they

feel that they belong and that they have autonomy over decisions and tasks that affect their lives.

In addition, it improves youth experiences by correlating with positive youth development

outcomes including self-esteem and empowerment.

1.3.3   *Research Gap Regarding Youth Voice*

Based on previous studies, staff reports are often used to inform researchers of the

environment of the program and staff practices (Akiva et al., 2014; Deschenes et al., 2010).

Studies that focus on staff perceptions of youth voice have tended to focus on the association

between youth voice and youth-adult relationships and have not examined its association with

other youth development outcomes (e.g., Maletsky & Evans, 2017). In contrast, studies that

examine youth voice based on youth's perceptions have examined several positive youth

outcomes, ranging from academic success to civic engagement (e.g., Fredericks et al., 2001;

Larson et al., 2005; Mitra, 2004; Zeldin et al., 2016). According to previous research, youth

voice is related to indicators of empowerment. In addition, youth voice is related to youth

community service. Therefore, empowerment may explain the relationship between youth voice

and community service for youth in after-school programs. This study aims to build on previous

research and account for multilevel data to examine how both staff-reported and youth-reported

youth voice predict community service through indicators of empowerment.

1.4   Empowerment

According to Zimmerman (2000), empowerment is best described as a process through

which individuals or communities intentionally exert power to take control over their

circumstances. Zimmerman's theory of empowerment addresses processes at the individual,

community, and organizational levels (Zimmerman, Israel, Schulz, & Checkoway, 1992).

Empowerment processes include working with others to achieve positive change, gaining access

to resources, and developing a deep understanding of existing societal dynamics (Zimmerman,

2000). At the individual- (also called the psychological) level, empowerment includes an

individual's perceptions of their competence, actions towards change, and an understanding of

their environment (Zimmerman, 2000). The current study will use measures assessing each of

these three dimensions of psychological empowerment. First, leadership self-efficacy refers to an

individual's belief that s/he has the skills and knowledge to achieve a specific goal (Bandura,

1977, 1986). Similar to previous studies (Zeldin et al., 2016; Zimmerman, 2000), this study will

use leadership self-efficacy as one indicator of youth empowerment. Second, the study will

examine action towards change as another indicator of empowerment. This construct assesses

youth's attempts to take action that would create change in their communities (Zimmerman,

2000). Finally, the last empowerment indicator deals with youth understanding their

sociopolitical environment. Awareness of societal injustices is an important component of

empowerment. Identification of inequalities fuels youth's motivation to take action and create

change in their societies (Zimmerman, 2000). This study examines whether youth voice as

reported by youth and by program staff is related to empowerment as assessed via these indicators.

In addition, this study examines whether a sense of psychological empowerment predicts community service participation. Previous research suggests that there is a strong link between empowerment and indicators of civic engagement, including an association between community service and sense of empowerment (Hart & Kirshner, 2009; Watts & Flanagan, 2007). Researchers have argued about the direction of this relationship (i.e., whether empowerment predicts engagement, or whether engagement leads to more empowerment). In addition to examining these associations cross-sectionally, this study will test whether baseline youth voice is related to community service one year later, and whether empowerment explains the links between youth voice in after-school programing and community service.

1.5   Addressing Potential Confounds

It is important to consider how characteristics of individuals and youth settings might affect the associations among youth voice, empowerment, and community service. For example, large clubs and clubs with relatively few staff may be less able to create or sustain the conditions to support youth voice. Indeed, Hirsch, Deutsch, and DuBois, (2011) found that clubs with high average attendance (an indicator of size) may resort to focus on crowd management, leaving little room for promoting youth voice. Individual-level characteristics may also be related to how youth perceive some of the study variables. For example, older youth may have more freedom and activity options than younger youth (Kuperminc et, al., 2019). Therefore, it's important to examine characteristics like age, gender, and average attendance among others as covariates in the model in order to reduce the influence of potential confounds on the association between youth voice and empowerment and how they relate to community service.

1.6   Current Study

In summary, this study investigates how an indicator of program quality relates to social-developmental outcomes in youth participating in Boys and Girls Clubs of America (BGCA) after-school program. Figure 1 illustrates the hypothesized model. Based on previous research it is expected that more positive perceptions of program quality will relate to more community service in youth (Fredricks, Naftzger, Smith, & Riley , 2017; Yohalem & Wilson-Ahlstrom, 2010). This study focuses on one aspect of program quality – youth voice – and examines a model in which measures of youth voice as reported by program staff (referred to in this study as *youth input and agency*) and by youth (referred to in this study as *feeling heard*) are related to positive youth outcomes, such that youth voice contributes to empowerment, which in turn, predicts involvement in community service. This study builds on previous research in a number of ways: First, it examines youth voice based on staff perceptions and based on youth perceptions. Previous research has used either staff- or youth-reported, however, there is no evidence that youth perceive the same youth voice opportunities that staff report that they provide. Therefore, this study included both levels of measurement. This approach allows to more comprehensively examine the relationship between club-level and individual-level quality measures and individual-level prosocial outcomes.

Second, this study builds on previous cross-sectional analyses and takes a longitudinal approach to examine whether youth voice along with indicators of psychological empowerment—leadership efficacy, action towards change, and understanding of the sociopolitical environment— are related to youth's engagement in community service. Previous research suggests that there is an association between civic engagement and indicators of empowerment (Hart & Kirshner, 2009; Watts & Flanagan, 2007), but the cross-sectional nature

of most research precludes establishing temporal precedence. This study replicated prior cross-sectional research and extend it by examining the longitudinal association between these variables; in other words, it is expected that indicators of empowerment measured at baseline will predict participation in community service in the subsequent year. Whereas a temporal association between empowerment and subsequent civic engagement is expected, this does not preclude the possibility of bidirectional association.

Third, this study utilized empowerment theory to examine whether it is a mechanism through which youth voice contributes to behaviors associated with civic engagement. Specifically, a sense of psychological empowerment was examined as a mediator of the relation between youth voice and community service. Specifically, it was hypothesized that youth voice would be positively related to empowerment, and that empowerment, in turn, would be positively related to youth participation in community service activities. It was expected that through giving youth in BGCA the opportunity to make decisions and provide feedback about their club experience, youth would perceive increases in their ability to lead, awareness of the environment, and intent to create change and therefore would engage in activities that make a difference at their club and in their communities.
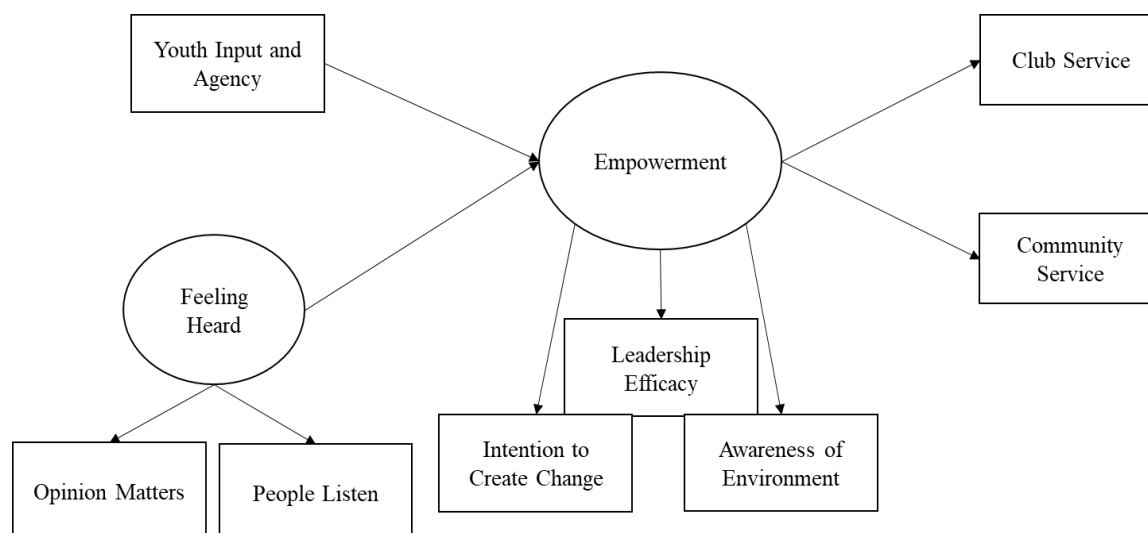
Figure 1 Mediation Model of Service Predicted by Youth Voice as Mediated by Empowerment.

2   Method

2.1   Program Description

Boys and Girls Clubs of America (BGCA) is a national organization that includes more than 1,100 clubs across the United States of America. This organization is responsible for services that reach approximately four million young people across a variety of communities. For more than a century, BGCA has been dedicated to serving youth and teens who need it most by providing the environment, human and financial resources, and support for youth to succeed both within and outside school settings.

BGCA offers several opportunities for youth to be involved in club activities, including several that are specifically focused on promoting youth voice and the development of skills for civic engagement. For example, Keystone Club is a program for teens that provides opportunities to build leadership skills and abilities through engagement and training in planning, budgeting, and fundraising among other activities. Many Clubs also help youth participate in advocacy initiatives both within the club and at the community, state, and federal levels. In addition, every

year clubs choose a "youth of the year" recipient who serves as a representative for their club as well as an ambassador and a voice for all youth.

2.2 Procedure

The data were collected through BGCA's National Youth Outcome Initiative (NYOI) which has been collecting data since 2015, this study uses data collected in 2016-2017. NYOI collects, analyzes, interprets, and disseminates information based on measures that tap into various domains of positive youth development including academic, social, cognitive, and behavioral domains. Youth completed the survey in groups of 15-20 on paper or online facilitated by a staff member from their club. Questions were read aloud by a staff member for all youth (9-12) and some teens (13-18). Otherwise, teens completed the survey on their own. The survey took approximately 30 to 45 minutes to complete.

In addition to the youth surveys, data were also collected from archival sources and staff surveys. Archival data include information on general club characteristics, like location, size, and community type. Staff survey data included questions how staff perceive the club environment and their role within it. Since BGCA began collecting staff data in 2015, there have been approximately 10,000 staff surveys completed from over 2,000 clubs across the U.S.

2.3 Participants

All Boys and Girls Clubs were invited to participate in this initiative and encouraged to survey the average number of youth and teens who attend their club regularly. All participants were members of BGCA. Members of BGCA are youth who attend the club on a regular basis, which usually starts daily after school and continues until early evening. Participants were included in the cross-sectional analysis if they were teens between the ages of 13-17 and completed the survey in 2016. Teens were chosen for this study because participants who took

the survey in 2016 completed both measures of community service and club service. In contrast, youth younger than 13 only completed a question about club service. This resulted in a sample of N = 36,955 for the cross-sectional analyses. Participants had an average age of 14.55 (SD = 1.56). Girls Comprised 44.5% of study participants. The largest ethnic/racial group was Black/African American (36%), with Latino/Hispanic as the next largest group (22.3%), followed by White (16.9%), and multiracial (15.5%). Most participants received free- or reduced-price lunch (78.7%), a proxy for economic disadvantage.

Participants were included in the longitudinal analysis if they had two years of data and were between the ages of 13 and 17 years in 2016. For these analyses, participants were excluded if they were 18 years old in 2016 to ensure that at their second year of participation they were 18 or younger. Although the NYOI study was not designed to be longitudinal, the current study takes advantage of the fact that approximately 1 in 4 students did complete the study over multiple years. For longitudinal analyses, this resulted in a sample of N = 7,544, with ages at baseline ranging from 13 to 18 years. Girls comprised 47% of the sample. The largest ethnic/racial group was Black/African American (30%), with Caucasian/White as the next largest group (23%), followed by Latino/Hispanic (20%), and multiracial (15%). Most participants received free- or reduced-price lunch (74%), a proxy for economic disadvantage.

At the club level, the sample included clubs that had at least 3 staff members complete the survey (k = 2006 for the cross-sectional analyses). This number ensures that club-level data are based on multiple staff reports while taking into consideration that smaller clubs have smaller number of staffs. This sample included a majority of community-based club sites (73.7%); other club sites were school-based or located in public housing or Native American reservations. In addition, these clubs were mostly located in urban areas (59.5%). The average daily attendance

for these clubs was M=16.07 SD=13.20. The longitudinal sample included 1241 clubs that were located predominantly in community-based sites (73%), and 59.2% of clubs were in urban geographical locations.

2.4 Measures

2.4.1 Demographics

Youth were asked to answer questions about their age, school grade, sex, and receipt of free/reduced lunch at school. These data came from the organization's member management system (MMS) which is a data source that is managed by each of the clubs then shared with the main organization's research team.

2.4.2 Participants Characteristics

Indicators of individual youths' years of membership and attendance were acquired from BGCA's MMS database. Years of membership refers to the number of years that each member had been a part of BGCA at the time of completing the baseline survey.

2.4.3 Club Characteristics

Characteristics that described the nature of the club were acquired through BGCA records. Average daily attendance, an indicator of club size, is the average number of youths who attended the club each day during the school year. Community location refers to the location of the club within each state (urban, suburban, or rural). Facility type indicates the environment in which the Club operated (traditional or non-traditional setting). To detect effects of club-level covariates on the study outcomes, categorical variables were tested as separate groups by using independent samples ANOVA's with the main study variables as outcomes.

2.4.4 Feeling Heard: Youth Perception of Youth Voice

This measure consisted of two items from the youth survey assessing how much youth agreed with the following statements: "People listen to me here", and "I feel like my ideas count here". There were four response options that ranged from *Strongly Disagree* to *Strongly Agree*. To calculate the total score for youth voice the answers from the three items were averaged. The correlation between the two items was $r = 0.55$.

2.4.5 Youth Input and Agency: Staff reported Youth Voice

Five items from the staff survey were used to assess club level youth voice. Items assess the extent to which staff at the club seek youths' feedback about activities and events at the club and provide opportunities for involvement in organizational decision-making like staffing. Specifically, items asked staff to rate their agreement with statements such as: "How much do you support and encourage youth-led activities?", and "How much do you consult a youth leadership council or similar youth committee that provides input to club staff regarding club programming." There were five response options that ranged from *Strongly Disagree* to *Strongly Agree*. To calculate the total score for club-level youth voice the answers from the five items were averaged. Internal consistency of this measure was $\alpha = 0.88$.

2.4.6 Empowerment

Empowerment was measured as a latent construct with three indicators: Leadership; Intent to Create Change; and Awareness of Environment.

2.4.6.1 Leadership

This four-item measure assessed agreement with statements like "If I'm the leader of the group, I make sure that everyone in that group feels important", "I am pretty good at organizing a team of kids to complete a project," "Once I know what needs to be done, I am good planning

how to do it," and "I feel like I can stand up for what I think is right, even if my friends disagree." The four response options ranged from *Strongly Disagree* to *Strongly Agree*. To calculate the total score for leadership efficacy the answers from the four items were averaged. This scale had a reliability of $\alpha = 0.88$.

2.4.6.2   Intent to Create Change

This measure consists of 3 items assessing participants agreement with the following statements: "I have done things to help people in my community," "I spend time on projects with other people to help the community," and "I try to help when I see people in need." The response options for this scale ranged from *Strongly Disagree* to *Strongly Agree*. To calculate the total score for this scale the answers from the three items were averaged. Cronbach's alpha for these items was $\alpha = .77$.

2.4.6.3   Awareness of Environment

This measure assessed how much participants agree with three items related to awareness of environment including the following: "When I make a decision, I try to think about how other people will be affected," "I want to help when I see someone having a problem" and "I believe I can make a difference in my community." The response options for this scale ranged from *Strongly Disagree* to *Strongly Agree*. To calculate the total score for awareness of environment scale the answers from the three items were averaged. Cronbach's alpha for these items was $\alpha = .73$.

2.4.7   Community and Club Service

Two questions in the survey asked teens to report about their: 1. Community Service: "In the last year how often did you volunteer in your school, neighborhood, or out in the community?"; 2. Club Service "In the last year how often did you help out at the club?" For both

Questions, participants had five response options ranging from *Never* to *Once a week or more*. To calculate the total score for this scale the answers from the two items were averaged. The correlation between the two items was $r = .56$.

2.5   Analysis Plan

IBM's SPSS statistical software (25) was used to examine descriptive statistics. Gender, SES, grade, and race at the individual-level covariates. Community location, type, and average attendance were covariates at the club-level. Preliminary analysis focused on whether any demographic or club characteristics functioned as confounds. Bivariate correlations were run between the model variables.

To calculate the club-level indicator of youth voice, this study utilized direct-consensus composition in which questions that are asked about the construct are asked of individuals and addressed about individual staff behaviors (Van Mierlo, Vermunt, & Rutte, 2009). For each club, the scores of its staff members were used to create a site-level aggregate. In other words, this study used the average score for all staff at the club, to imply the club-level score of youth voice. The correlation between individual staff members scores on staff-reported youth voice (youth input and agency) and the club score was $r = .54$, $p < .001$. This suggested an agreement between staff at each club regarding this variable. Therefore, this study relied on the aggregate of youth input and agency rated by staff for each club and used it for other analyses. The club scores of youth input and agency were then merged with the individual-level data and applied to each participant in that club using a reference variable of site ID. This method was used for all club-level variables and allowed us to estimate correlations between those variables and other study variables.

2.5.1   Missing Data

There were 136,655 youth who participated in the BGCA survey in 2016. About a quarter of these participants also completed the survey in 2017, of which 27.4% were teens ($N = 36,955$). Participants data were included in the longitudinal analysis if they were teens between the ages of 13 and 17 at both times of the survey in 2016 and 2017. Therefore, the final sample size for cross-sectional analysis was $n = 36,955$ and the sample for longitudinal analyses was $n = 7,544$. This age group was chosen because surveys for the younger age group did not include the questions about club and community service used in the teen sample. As noted in Table 1, both intentions to create change and awareness of environment had large percentages of missing data (about 63% for each); these questions were part of an optional survey module that was not administere at all sites. Mplus was therefore used with Full Informational Maximum Likelihood, in order to deal with the missing values in the data set. Mplus was able to estimate the models with all 7,544 participants instead of omitting participants whose clubs did not include the optional survey module on those two variables. This ensured an equal sample size across all study models, which helped maintain statistical validity when comparing models.

Mplus (8.1) was used to run confirmatory factor analyses, the measurement model, and structural models both cross-sectionally and longitudinally. These were used to examine the structure of empowerment as a construct in the model. For this factor: leadership efficacy, intention to create change, and awareness of environment were the three measured variables used to indicate the construct of youth psychological empowerment.

To assess the analysis models, the study examined chi-square and other fit indices to determine the fit of the model to the data. A non-significant chi-square indicated good fit of the model, however with data with a large sample size chi-square alone is not enough to understand

fit of the model as it is sensitive to sample size. Other fit indices were therefore needed, for example, a model with an SRMR value less than .10, RMSEA value less than .08, and comparative fit index (CFI) above .90 also indicated good model fit (Kline, 2016).

Covariates (i.e., age, gender, race, ses, and years of membership), feeling heard, youth input and agency, and the three indicators of empowerment were assessed at the baseline year, whereas community and club service were assessed both at baseline and a year later. Individual- and club-level characteristics that had significant associations with community service in the preliminary analyses were included as covariates in the structural models. Indirect effects were tested by using the Indirect command in Mplus, which also estimates their standard errors and the total effect. Results helped delineate whether empowerment mediated the relation between feeling heard and community and club service, as well as youth input and agency and community and club service.

3   RESULTS

3.1   Preliminary Analyses

Means and standard deviations for study variables in the cross-sectional and longitudinal samples can be found in Table 1. As seen in the table, the means and standard deviations were similar across the cross-sectional and longitudinal samples. Independent samples t-tests were run to examine differences between the means of study variables between the two samples. T-tests for continuous variables tests showed several significant differences with effect sizes ranging from $d = 0.00$ to $d = 0.16$ between participants that completed surveys only in 2016 as compared to those who completed the survey both in 2016 and 2017. Mean differences, t-test values, significance, and effect sizes are included in Table 4.

Bivariate correlations were examined between the study variables in the longitudinal

sample and can be found in Tables 2 and 3. Correlations for the cross-sectional sample can be

found in the appendix. Results showed a small positive correlation between feeling heard and

youth input and agency ($r = .05$, $p < .01$). The strongest correlation was between the community

service and club service ($r = .56$, $p < .001$). The correlation between empowerment and youth

input and agency was small but significant ($r = .04$, $p < .05$). The correlations between the

outcome variables of club service and empowerment and community service and empowerment

were $r = .19$, $p < .001$, and $r = .20$, $p < .001$, respectively. Finally, youth input and agency was

not significantly related to community service or club service.

3.2   Covariates

As previously mentioned, both individual characteristics and club characteristics were

used as covariates in the model. Correlations between covariates and the main study variables

were run. Means, standard deviation, frequencies, and missing data percentages for these

variables in both the cross-sectional as well as the longitudinal analyses are included in the Table

1. Bivariate correlations between those variables and other variables are included in Tables 2 and

3 for the longitudinal analysis, and C1 and C2 for the cross-sectional analyses. Age at baseline

was correlated with community and club service a year later $r = .14$, $p < .001$, and $r = .11$, $p <$

.001, respectively. In addition, years of club membership at baseline was also positively

correlated to both club service and community service a year later (see Table 2). These findings

were in line with our expectations based on previous literature. Of the continuous club

characteristics, average daily attendance had a negative correlation with youth input and agency,

feeling heard and club service $r = -.10$, $p < .001$, $r = -.05$, $p < .001$, and $r = -.05$, $p < .001$,

respectively. Means difference tests showed that there were no significant differences between

community or club service at different site-types or community locations. Age, gender, years of

membership, average attendance, and SES were the only covariates included in the structural

models.

Table 1 Means, Standard Deviations, and Frequencies of Study Variables

	Cross Sectional Analysis			Longitudinal analysis		
	Mean (SD)	Frequency	Missing %	Mean (SD)	Frequency	Missing%
1. Gender (Female)	--	44.5%	.2%	--	46.3%	.2%
2. Race (Black)	--	36%	.2%	--	37.45	.1%
3. Age	14.55 (1.33)	--	.2%	14.36 (1.33)	--	.1%
4. Site Type (Traditional)	--	73.7%	0	--	73%	0
5. Com Location (Urban)	--	59.5%	0	--	59.2%	0
6. Years Membership	2.15 (2.80)	--	5.8%	2.51 (2.80)	--	3.7%
7. ADA	16.07 (13.20)	--	0	15.03 (10.05)	--	0
8. SES (Low)	--	78.7%	4.8%	--	85.6%	3.8%
9. Feeling heard	3.14 (0.70)	--	1.7%	3.14 (0.70)	--	1.7%
10. YIA	3.61 (0.40)	--	23.1%	3.64 (0.46)	--	23.1%
11. Leadership	3.33 (0.57)	--	2.6%	3.34 (0.55)	--	2.6%
12. Intent to Create Change	3.17 (0.68)	--	63.1%	3.19 (0.68)	--	64.1%
13. Awareness of Environment	3.28 (0.62)	--	62.9%	3.29 (0.62)	--	63.9%
14. Com. Service 2016	2.67 (1.41)	--	.2%	2.79 (1.39)	--	.2%
15. Club Service 2016	2.78 (1.54)	--	0	3.03 (1.51)	--	0
16. Com. Service 2017	--	--	--	2.90 (1.39)	--	.2%
17. Club Service 2017	--	--	--	3.16 (1.51)	--	0

Note. Overall Cross-sectional Sample size was $N = 36,955$; For Longitudinal Analysis $n = 7,544$. YIA = Youth Input and Agency; ADA = Average Daily Attendance; SES = Socioeconomic Status

Table 2 Correlations among All Study Variables in the longitudinal sample, Part 1

	1	2	3	4	5	6	7
1. Gender	1.00						
2. Race	-.04**	1.00					
3. Age	.05**	-.03*	1.00				
4. Site Type	-.02	-.01	.12**	1.00			
5. Com Location	.02	-.06**	.10**	.07**	1.00		
6. Yrs Member	.01	-.01	.05**	-.08**	-.01	1.00	
7. ADA	-.01	.06**	.02*	-.19**	.20**	.06**	1.00
8. SES	.03*	.05**	-.01	.05**	.13**	.05**	-.03**
9. Feeling heard	.03*	.04**	.12**	.03*	.02	.03*	-.05**
10. YIA	-.01	-.05**	.01	-.03	.01	-.04**	-.10**
11. Leadership	.03*	-.06**	.05**	.00	.00	.03*	-.02
12. Intent to Create Change	-.03	-.03	.11**	.03	-.02	.04*	-.03
13. Awareness of Environment	.00	-.02	.11**	.03	-.02	.01	-.03
14. Com. Service17	-.11**	.01	.14**	.01	.00	.07**	.01
15. Club Service17	-.08**	.01	.11**	-.02*	-.03**	.10**	-.05**

Note. Overall $N = 7,544$ and the sample size varies for each pairwise comparison due to missing data. YIA = Youth Input and Agency; ADA = Average Daily Attendance; SES = Socioeconomic Status *Significant at $p < .05$; ** Significant at $p < .01$

Table 33 Correlations among All Study Variables in the longitudinal sample, Part 2

	8	9	10	11	12	13	14	15
8. SES	1.00							
9. Feeling Heard	-.00	1.00						
10. YIA	.09**	.05**	1.00					
11. Leadership	-.00	.29**	.04**	1.00				
12. Intent to Create Change	-.05*	.23**	.04	.51**	1.00			
13. Awareness of Environment	-.03	.25**	.06**	.55**	-.01	1.00		
14. Com Service17	-.06**	.12**	.01	.17**	.20**	.17**	1.00	
15. Club Service17	-.04**	.14**	.04**	.18**	.18**	.16**	.56**	1.00

Note. Overall $N = 7,544$ and the sample size varies for each pairwise comparison due to missing data. YIA = Youth Input and Agency
*Significant at $p < .05$; ** Significant at $p < .01$

Table 4 Mean Differences T-tests for Continuous Variables Between 1- and 2-Time Survey Takers

	M_D	T-test	Effect Size (Cohen's D)
Age	0.19	11.31*	0.14
Years of Membership	-0.36	-10.18*	0.12
ADA	1.04	6.03*	0.08
Feeling heard	0	0	0.00
YIA	-0.03	-5.78*	0.06
Leadership	-0.01	1.40	0.02
Intent to Create Change	-0.02	-2.33*	0.02
Awareness of Environment	-0.01	-1.28	0.01
Com. Service 2016	-0.12	-6.75*	0.08
Club Service 2016	-0.25	-12.89*	0.16

Note. Overall Cross-sectional Sample size was $N = 36,955$; For Longitudinal Analysis $n = 7,544$. YIA = Youth Input and Agency; ADA = Average Daily Attendance; *Significant at $p < .05$;

3.3 Primary Analyses

The following models, both cross-sectional and longitudinal, had data both at the individual-level and at the club-level, therefore, a two-level model was hypothesized. However, the two-level type model in Mplus did not converge with the available data, because of a lack of variance at the club-level for intent to create change and awareness of environment, two of the three indicators of empowerment. In addition, due to the use of these measures from an optional module in the survey, there was an average of 7 participants at each club in the longitudinal dataset. This within-cluster sample size was insufficient to estimate the model using the two-level analyses type in Mplus. Thus, the specification command in Mplus was used to identify the data as complex. When coupled with the cluster variable this option enables Mplus to handle data that violates independence assumptions of regression models. This approach is in line with recommendations by Muthen and Asparouhov (2005; 2006a) and allowed for the modeling of study hypotheses without omitting any important variables (i.e., indicators of empowerment), while also correcting standard error estimations to account for clustering.

3.4 Cross-sectional Measurement Model

A measurement model was first estimated for the cross-sectional sample. The measurement model was estimated at the individual level, accounting for clustering of youth in clubs and including aggregated club-level variables such as youth input and agency. This model, included all possible correlations among all the main study variables (i.e., covariates, IVs, mediator, and DV) and was used as a baseline against which to compare subsequent models. Because this model did not examine any substantive hypothesis any misfit could be attributed to the measurement portion of the model. The measurement model fit the data well, $X^2 = (28, N = 36,955) = 621.05$, scaling correction for MLR $= 1.20$, $p < .001$ CFI $= .96$, RMSEA $= .02$, SRMR

= .02. The main study variables were significantly and positively correlated, however, youth input and agency was unrelated to both club service and community service. Standardized coefficients ranged from β = .05 p <.05 (feeling heard with youth input and agency) to β = .52 p <.001 (Community service and club service). Full results for this model as well as subsequent/nested models are available in Table C1 in the appendix.

3.5   Cross-sectional Structural Models

A full mediation model was tested next with the community and club service as the dependent variables. The model included indirect paths mediated by empowerment from feeling heard to community and club service and from youth input and agency to community and club service. The model fit the data well, X^2 = (32, N = 36,955) = 716.62, scaling correction for MLR = 1.25, p < .001 CFI = .98, RMSEA = .02, SRMR = .02. However, the model fit significantly worse than the measurement model, Satorra-Bentler Scaled $X^2(4)$ = 94.06, p < .001, suggesting that a fully mediated model failed to fully account for the covariances among variables in the structural model.

A final model was tested which included a direct path from feeling heard to club service. Addition of this direct path resulted in improved model fit, X^2 = (31, N = 36,955) = 583.18, scaling correction for MLR = 1.29, p < .001 CFI = .98, RMSEA = .02, SRMR = .02. Moreover, the model fit about as well as the measurement model, Satorra-Bentler Scaled $X^2(3)$ = 3.63, p > .05, suggesting that this model fully captured the covariance in the structural portion of the model. The direct path from feeling heard to club service reached significance, β = .07 p < .001. The indirect path from feeling heard to community service was β = .12 p < .001, and the indirect path from feeling heard to club service was β = .09 p < .001. The indirect effects from youth input and agency to community and club service were both β = .01 p < .05. Overall, the model

accounted for 18% of the variance in empowerment, and 11% of the variance in community service and 10% of the variance in club service.

3.6   Longitudinal Measurement Model

A measurement model was estimated for the longitudinal sample using the same specifications as for the cross-sectional sample. This model fit the data well, $X^2 = (34, N = 7544) = 227.66$, scaling correction for MLR = 1.06, $p < .001$ CFI = .98, RMSEA = .03, SRMR = .02. The main study variables were significantly and positively correlated, however, in this model youth input and agency was unrelated to both community and club service. Standardized coefficients ranged from $\beta = .06$ $p < .05$ (empowerment with youth input and agency) to $\beta = .56$ $p < .001$ (Community service and club service). Full results for this model as well as subsequent/nested models are available in Table C2 in the appendix.

3.7   Longitudinal Structural Models

The next step was to specify the hypothesized structural mediation model (model 1). This model specified that empowerment fully explained the relationship between the youth voice variables (i.e., staff reports of youth input and agency and youth reports of feeling heard) and community service. It also specified that empowerment explained the association between youth voice variables and club service. The model fit the data well, but significantly worse than the measurement model, $X^2 = (38, N = 7,544) = 234.52$, scaling correction for MLR = 1.10, $p < .001$ CFI = .98, RMSEA = .03, SRMR = .02. Satorra-Bentler Scaled $X^2(4) = 11.49$, $p < .05$.

For Model 2, a direct path was added from feeling heard to club service. The model with this direct path was then tested. This model fit the data well, $X^2 = (37, N = 7,544) = 224.81$, scaling correction for MLR = 1.10, $p < .001$ CFI = .98, RMSEA = .03, SRMR = .02. This model fit better than the mediation model with no direct paths and was not significantly different from

the measurement model, Satorra-Bentler Scaled $X^2(3) = 3.97$, $p > .05$. The indirect effects from

feeling heard to community service and club service were significant, $\beta = .04$, $p < .001$ and $\beta = $

$.03$, $p < .001$ respectively. The direct path from feeling heard to community service was also

significant $\beta = .04$, $p < .01$. The indirect effects of youth input and agency to community service

and club service were non-significant. The model accounted for 23% of the variance in

empowerment, 19% of the variance in community service and club service.

Table 5 Summary Statistics for Longitudinal Structural Equation Models

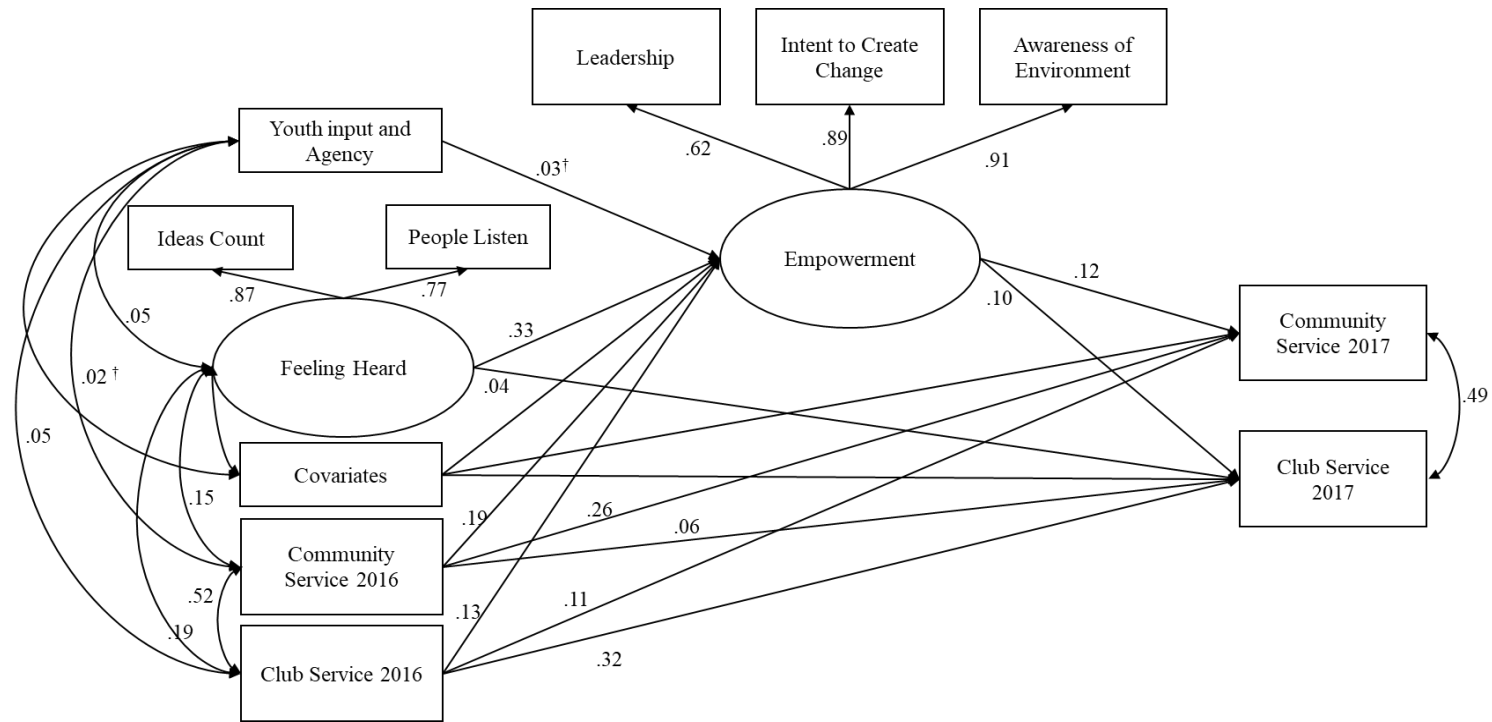| Model #	Model Description	χ^2	*df*	CFI	SRMR (between)	Model compared	*Δdf*	Satorra-Bentler Scaled χ^2
1	Measurement Model	227.66	34	.98	.02	-	-	-
2	Model 1	234.52	38	.98	.02	1	4	11.49*
3	Model 2	224.81	37	.98	.02	1	3	3.97

Note. * $p < .05$.

Figure 2 Final Longitudinal Structural Model (Model 2)

Note: All exogenous variables are correlated in the model. All estimates are standardized and statistically significant ($p < .05$), except for two that failed to reach significance ($p > .05$; indicated with †). Age and years of membership were among the more strongly correlated covariates with study variables.

4   Discussion

The present study examined the association between youth voice and community and club service in teen BGCA participants. This study is the first to examine youth voice as reported by both youth and by staff. Further, this study also tested whether individual empowerment mediated the relationships between feeling heard and community service, feeling heard and club service, youth input and agency and community service, and youth input and agency and club service. In this study empowerment was operationalized as a latent construct which included: leadership (i.e., overall leadership efficacy), intent to create change (i.e., intentions and plans to create social change), and awareness of environment (i.e., youth's understanding of the sociopolitical environment and how to navigate it). This study examined hypotheses both cross-sectionally and longitudinally, which were partially supported.

This study replicated findings regarding bivariate relationships between youth-reported youth voice and community service (Gullan, Power, & Leff, 2013). Youth who perceived that their voice matters at the club were also more likely to participate in community and club service. More specifically, this study found that feeling heard was a significant correlate of community and club service both at baseline and a year later. In other words, if youth reported feeling that their voice mattered at the Club, they participated more in community and club service both concurrently and a year later. In addition, this study found some evidence that youth voice as reported both by youth and by program staff played a role in predicting participation in more community and club service. However, youth's perception of feeling heard at their clubs was a stronger correlate of community and club service than staff reports of providing opportunities for youth input and agency. This has been implied in previous research as well. Having the opportunity to make your voice heard only matters if you perceive the availability of

those opportunities (Akiva et al., 2014; Head, 2011). Notably, findings indicate that youth input and agency were significant correlates of baseline club service in the longitudinal models. However, youth input and agency did not predict community service cross-sectionally or longitudinally. This is a novel finding as past studies on staff-reported youth voice had not tested a relationship between staff-reported youth voice and community service, either cross-sectionally or longitudinally. This offers more evidence that providing youth with opportunities to be engaged at the club such as giving feedback and making decisions may bring about increased community and club service.

The current study also replicated findings from previous research regarding the bivariate relationship between empowerment and community service (Watts & Flanagan, 2007). Specifically, the study found that higher individual empowerment is related to more community and club service. These findings held true for both the cross-sectional and the longitudinal analyses. According to these results youth who reported feeling empowered (i.e., feeling that they have leadership skills; being aware of their environment; and intending to make a change in their communities) were also more likely to report participating in community and club service. This study, therefore, provides more evidence that to increase youth civic involvement (e.g., community service) there should be a focus on increasing their sense of empowerment. The current also study found that in the cross-sectional as well as the longitudinal analyses empowerment was positively related to youth reported voice (i.e., feeling heard). Such that, the more youth reported feeling that their voices were heard at the club the more they also reported feeling a sense of empowerment. This provides some evidence to the hypothesis that when youth have a positive experience at their after-school programs they are more likely to report increases in positive outcomes such as feeling empowered.

The hypothesis regarding a relationship between staff reported youth voice and empowerment was only supported in the cross-sectional model but not in the longitudinal one. In other words, when staff reported providing ample opportunities for youth to make decisions at the club and give feedback, it related to little increases in a sense of empowerment in the cross-sectional model and not at all in the longitudinal model. Although Zeldin and colleagues (2016) examined this relationship using leadership efficacy alone as a proxy for empowerment and only youth-reported youth voice, the current study was able to find similar findings with both levels of youth voice and a more nuanced construct of empowerment (i.e., included awareness of environment and intent to make change). In addition, this finding adds to our knowledge about the nature of the relationship between staff-reported variables about club environment and positive social developmental outcomes for youth.

Finally, little was known about how empowerment affected the relationship between youth voice and positive outcomes. The present study provided evidence to suggest that empowerment partially mediates the association between youth voice and club service both cross-sectionally and longitudinally. In other words, youth who reported higher levels of feeling heard at their BGCA Club also reported feeling more empowered, and in turn were more likely to participate in club service concurrently and a year later. A partial mediation suggests that feeling heard remains important to predicting participation in club service even after controlling for empowerment. This provides further evidence that youth voice is an important part of positive youth development in after-school programs such as BGCA. In addition, this study found that empowerment fully mediated the relationship between feeling heard and community service cross-sectionally and longitudinally. More specifically, youth who reported higher levels of feeling heard at their BGCA Club also reported feeling more empowered, and in turn, were more

likely to participate in community service both cross-sectionally and a year later. Youth voice and club service are both happening in the same context and setting (i.e., the Boys and Girls Clubs), however, community service may be occurring outside of youth's participation at the Club. This is an important finding because even though helping at a BGCA Club is beneficial to all parties, helping in your community, school, neighborhood, or place of worship is crucial in understanding how youth take the experiences and skills from participating in BGCA and apply them outside that setting. In addition, this finding means that empowerment is accounting for all variance explained in community service from youth voice. Therefore, by increasing youth's sense of empowerment, BGCA is enabling youth to become valuable members of their communities. These results were partially replicated with the staff-reported youth voice variable. In the cross-sectional analyses there was an indirect effect from youth input and agency to community and club service through youth empowerment. In other words, the more staff reported that they provided opportunities for youth input and agency the more empowered youth felt and in return the more they participated in community service both at the club and in the community. This adds to the strength of the study in finding that both staff providing opportunities and youth perceiving those opportunities are indirectly related to increases in youth involvement in community and club service. These findings relating to youth input and agency were not replicated in the longitudinal analyses as the path coefficients between staff-reported youth voice and community and club service did not reach significance. Nonetheless, this study provides evidence for the importance of youth voice in predicting community service on multiple levels (i.e., both club- and youth-level) and provides one example in which positive youth development programs can help increase youth community service at their club and in their communities.

4.1   Implications

After-school programs are an important setting in which young people can enhance their socioemotional and developmental skills. Previous research has demonstrated that after-school programs with high levels of quality, measured in a variety of ways, are strong indicators of more positive youth development. More specifically, recent evaluation reports have found that BGCA members who report a positive club experience also report high levels of positive outcomes including social competence and academic achievement both cross-sectionally and longitudinally (Seitz, Joseph, Khatib, Wilson, & Kuperminc, 2019). The current study is an important contribution to the literature because it shows that the association between program quality and positive outcomes can be at least partially explained by youth feeling empowered at the Club. Improving youth's club experience (e.g., more agency, more opportunities for giving feedback, and ensuring that their voices are heard) bolsters their sense of empowerment which increases their positive outcomes (e.g., community service). It is, therefore, important for researchers to continue considering after-school programs such as BGCA an environment in which we can test similar theories of change regarding positive youth development, especially for often-underserved youth.

In addition, findings from this study were consistent with previous study findings that when youth understand the importance of service activities and have social responsibility, they are more likely to continue engaging in community service (e.g., Dharamsi et al., 2010; Youniss & Yates, 1997). These constructs are similar to indicators of empowerment used in this study. Specifically, this study tested awareness of environment and intent to make change which are similar to having social responsibility and understanding the importance of service activities. Those indicators of empowerment are also highlighted by Zimmerman (2000) as integral parts of

overall psychological empowerment. In addition, findings in this study add to the literature by showing that the relationship between empowerment and indicators of civic engagement (i.e., community service) is found both cross-sectionally and longitudinally. In other words, previous experiences of community and club service increase youth's empowerment which predicts their future service engagement. This is an important finding, specifically as researchers try to delineate how to increase civic engagement among youth and how to maintain those levels of involvement into later years. This finding shows that ensuring that youth feel heard allows them to believe that they have the skills and abilities necessary to make changes to their environment and therefore participate in more community service. Researchers can rely on these findings to direct future hypotheses about other aspects of youth experiences at after-school programs and how those affect positive outcomes. These findings will also encourage staff inclusion of program components that highlight youth engagement in decision making and providing feedback at the club because the current study highlights their connection with desirable youth outcomes such as positive social developmental outcomes and community service.

This study also highlights that both youth- and staff-reported quality indicators such as youth voice are important to understanding how program quality relates to positive outcomes. Feeling heard was a stronger predictor of community and club service throughout the study and in both cross-sectional and longitudinal analyses. However, youth input and agency had a significant indirect effect on club and community service cross-sectionally. These findings are in agreement with previous research that the opportunity piece is critical for youth to become involved (Watts & Flanagan, 2007). But the finding of a small correlation between youth-reported and staff-reported youth voice suggests that staff might be over-estimating the opportunities they provide to youth (Akiva et al., 2014; Deschenes et al., 2010). This is in line

with other studies that suggest that opportunities to make your voice heard only matter if you

perceive the availability of those opportunities (Akiva et al., 2014; Head, 2011). It could be the

case that staff across different BGCA Clubs are providing adequate amounts of opportunities for

youth engagement, but that youth do not perceive those opportunities and therefore do not

participate in more community and club service. Strategies to strengthen the link between

opportunities that staff members and clubs provide and the youths' perceptions of being heard

could be important for facilitating the likelihood that youth will become more civically engaged.

A way to do this might be in the form of communicating those opportunities to both youth and

their parents so that they are encouraged and reminded to be engaged by multiple agents within

their social structure. For example, one idea would be producing a newsletter that advertises

club opportunities and how to get involved in them. This might help bridge the gap between

youth and staff perceptions of their club environment. Ultimately, examining youth voice from

multiple perspectives offers a more complete picture of the indicators and processes that lead to

increased youth community service.

It is also important for after-school programs to emphasize empowerment as the approach

towards positive outcomes specific to civic engagement. This study found only a cross-sectional

indirect effect from youth input and agency to community and club service. This may mean that

staff efforts to encourage input and agency can help open opportunities for youth to engage in

service, but that may not be enough to foster continued engagement over time if those

opportunities do not also include an intentional effort to facilitate key aspects of empowerment.

Beyond leadership skills, programs may want to include components that enhance youth's

awareness of environment. For example, Zimmerman and colleagues (2017) evaluated an after-

school program that was built based on Zimmerman's empowerment theory and covered the

three components of empowerment theory: intrapersonal, interactional, and behavioral. Within the interactional component youth learn to become aware of their environments and their needs. More specifically, youth were trained to identify and assess community components that may prevent healthy development. Youth participated in tours of their communities to assess needs and completed photovoice projects to help them visualize community conditions. These strategies may be of great use to after-school programs such as BGCA in order to increase important indicators of youth empowerment and therefore foster civic engagement and other positive youth development outcomes.

This study is one of few to consider both club- and individual-level indicators and covariates of positive youth outcomes. This is an important step in adding to the literature on after-school programs and their role in positive youth development. This study expanded on previous work to include club characteristics such as average attendance that increase understanding of the types of after-school program environments that can promote civic engagement. For example, it showed that clubs with larger numbers of average daily attendance seem to have less capacity to offer opportunities for youth voice. In addition, larger attendance was also related to youth reporting lower levels of feeling heard and of participating in club service. This suggests that clubs with large attendance may require more community/family support in order to be able to provide youth with the most optimal club environment and experience. As discussed, this study also examined the same construct (e.g., youth voice) at youth and staff-levels. The inclusion of variables reported by youth as well as variables reported by staff allows both stakeholders a chance to add to the understanding of after-school settings and what makes them effective for youth's success and development. In line with this implication, other club-level indicators can also be included to further our understanding of these

settings. As previous research points out, youth voice is only one part of the related overall constructs of adult-youth relations (Zeldin et al., 2014) or staff relational practices (Kuperminc et al., 2018). Other indicators of this club-level variable, such as staff cultural sensitivity or setting high expectations may be of interest to add to the overall prediction ability of the study models.

4.2   Limitations and Future Directions

The NYOI data collection helped gather large sets of data with a variety of variables and constructs. Despite this large-scale data collection efforts there was not an emphasis on participant retention. This study took advantage of a number of participants that provided multiple years of data to imply prediction of outcomes. As noted in the results section there was a significant reduction in sample size from baseline to time 2. Only about a fifth of teen participants who completed the survey in 2016 also completed it in 2017. That said, longitudinal analyses had sufficient power to estimate the hypothesized models. Further, despite the significant difference in sample size from cross-sectional to longitudinal analyses, there were few differences in the parameters estimated. For example, the strength of associations across both types of analyses mostly held, with the exception of the relation between youth input and agency and club service. Nonetheless, the study could have been strengthened by having an explicitly longitudinal research design. It is however understandable for BGCA and NYOI to have used this design in their data collection as BGCA serves a large number of youths, some of which are only there temporarily. This is to say that it remains important to design research studies that take into consideration longitudinal approach to data analysis. Even so, having data such as the one provided by BGCA still allows researchers to study a variety of topics and examine different types of hypotheses despite these limitations.

Other limitations related to data collection were in the different modules provided to youth vs. teens. Youth (young people below 13) did not respond to questions that asked about their participation in community service. In addition, youth's question about service in the club was different from that for teens, therefore it prevented the examination of these outcomes across a wider range of age groups. Other important constructs in this study were included as a part of an optional module for clubs to complete. This lead to only a minority of clubs providing data on measures that were used to indicate empowerment. This construct was an important part of understanding how to increase community service in young people and what explained the relationship between youth voice and community service. These missing data precluded more complex analyses. For example, one problem specific to running a two-level model was with the lack of variability at the club-level for intent to create change and awareness of environment. Running these models would have helped further examine study constructs' effect on community service. Therefore future research should aim to maintain greater consistency in the measures used in data collection. This study falls short of implying causation in regard to relationship between empowerment and community service as only partial temporal precendce was established because only baseline empowerment was used. As mentioned, this study found an effect of empowerment on youth community service both cross-sectionally and longitudinally. Previous research has tried to answer the questions of "which comes first empowerment or engaging in community service. Therefore it would meaningful to further explore alternative models that explore other paths or other theories of change. In addition, based on results there is much that remains unknown about the determinants of community service. Other correlates of empowerment and community service may account for more variance in these variables than were found in this study. For example, research has established that variables such as self-

esteem, confidence, and personality traits, such as empathy, are strong indicators of empowerment (Tabatabaei Yazdi & Mustamil, 2015). These constructs could be integral to understanding more about empowerment and therefore community service and other civic engagement dimensions.

Finally, other program quality indicators may be interesting to consider in this model. Previous research suggests that all program quality indicators contribute in different ways to youth's experience in after-school programing (Kuperminc et al., 2018). Therefore, it is beneficial to expand the scope of analysis beyond exclusively examining youth voice and to consider other indicators such as overall club experience, staff expectation, and staff recognition (Kuperminc et al., 2018). These variables may not directly increase community service participation, but they may increase youth's empowerment or their sense of belonging to the club, which in return might lead to increased service to the club and community. In addition, after-school programs have specific initiatives that aim to increase youth leadership and civic engagement. It would be interesting to study how youth participation in these developmental programs within BGCA (e.g., Keystone Club) can enhance both youth's experience in the club and their prosocial outcomes.

4.3   Conclusion

Youth who are civically engaged early on in their lives are likely to continue being engaged in their communities across time. Through after-school programming, practitioners and staff members can help youth develop the skills necessary for civic engagement and help them form their perspective towards becoming contributing members of their communities. This study provides evidence for one way we can increase youth service to both their after-school program and their communities. When opportunities provided to youth are both accessible and visible to

them, they are most likely to take advantage of them and be engaged in their environments.

When young people do not perceive opportunities to making a difference and are not

empowered, they are not likely to be civically engaged. Strategies that focus on empowering

youth and adding to their skills may be the way we get more young people involved in making a

difference in the world.

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APPENDICES

Appendix A

Study Measures

Youth Voice Measures:

Feeling Heard: Youth-reported Youth Voice.

How much do you agree or disagree with the following statements?

1. I feel like my ideas count here.

2. People listen to me here.

    Answer choices: Strongly Agree, Agree, Disagree, Strongly Disagree.

Youth input and Agency: Staff-reported Youth Voice.

Please tell us how much you do the following?

1. Encourage youth to take ownership of club space (e.g. through providing opportunities for input club decorations, resources, materials, and furniture arrangements).

2. Support and encourage youth-led activities.

3. Allow youth to play an active role in selecting club activities and programs.

4. Consult a youth leadership council or similar youth committee that provides input to club staff regarding club programming.

5. Facilitate opportunities for youth to be involved club staff hiring decisions.

Empowerment Measures

Leadership.

How much do you agree or disagree with each of the following statements?

1. Once I know what needs to be done, I am good at planning how to do it.

2. I am pretty good at organizing a team of kids to do a project.

3. If I'm the leader of a group, I make sure that everyone in the group feels important.

4. I feel like I can stand up for what I think is right, even if my friends disagree.

   Answer choices: Strongly Agree, Agree, Disagree, and Strongly Disagree.

   Intention to Create Change.

   How much do you agree or disagree with each of the following statements?

1. I try to help when I see people in need.

2. I spend time on projects with other people to help the community.

3. I have done things to help people my community.

   Answer choices: Strongly Agree, Agree, Disagree, Strongly Disagree.

   Awareness of Sociopolitical Environment. How much do you agree or disagree with

each of the following statements?

1. When I make a decision, I try to think about how other people will be affected

2. I want to help when I see someone having a problem.

3. I believe that I can make a difference in my community

   Answer choices: Strongly Agree, Agree, Disagree, Strongly Disagree.

Community Service

   In the last year how often have you done the following?

   1. Volunteered in your school, neighborhood, or out in the community

   2. Helped out at the Boys & Girls Club. For example, tutoring younger members, leading

      activities, planning events at the club, etc.

   Answer choices: Never, About Once a Year, About Once a Month, About Once Every

Two Weeks, About Once a Week or More.

Appendix B

Additional Tables and Graphs
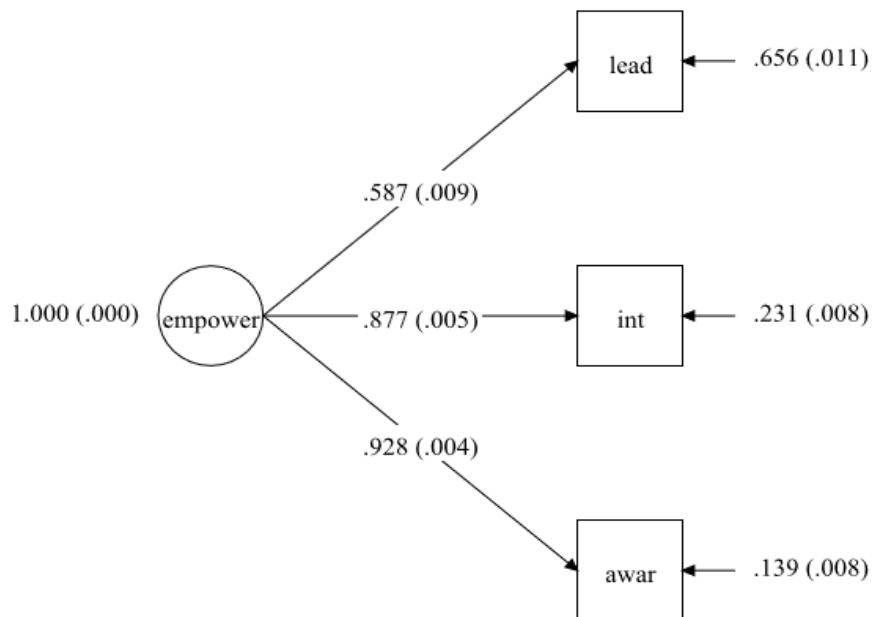
Figure 32 CFA Model for Empowerment Construct

Appendix C

Table C1 Correlations among All Study Variables – Cross-sectional analysis, Part 1

	1	2	3	4	5	6	7
1. Gender	1.00						
2. Race	-.03**	1.00					
3. Age	.05**	-.01	1.00				
4. Site Type	-.02	-.01	.12**	1.00			
5. Com Location	.02	-.06**	.10**	.07**	1.00		
6. Yrs Member	.01	.01	.05**	-.08**	-.01	1.00	
7. ADA	-.01	.05**	.08**	-.19**	.20**	.02*	1.00
8. SES	.00	.04**	-.01*	.05**	.13**	.05**	-.12**
9. Feeling heard	.04*	-.04**	.14**	.03*	.02	.02*	-.00
10. YIA	-.01	-.06**	.02	-.03	.01	-.07**	-.11**
11. Leadership	-.02*	-.06**	.08**	.00	.00	.02*	-.02*
12. Intent	-.02	-.05**	.13**	.03	-.02	.04**	-.03
13. Awareness	.01	-.05**	.12**	.03	-.02	.03*	-.03*
14. Com. Service16	-.08**	.01	.12**	.01	.00	.05**	.00
15. Club Service16	-.06**	-.02**	.12**	-.01	-.01	.09**	-.04**

Note. Overall $N = 36,955$ and the sample size varies for each pairwise comparison due to missing data.
*Significant at $p < .05$; ** Significant at $p < .01$

Table C2 Correlations among All Study Variables– Cross-sectional analysis, Part 2

	8	9	10	11	12	13	14	15
8. SES	1.00							
9. Feeling Heard	.00	1.00						
10. YIA	.00	.04**	1.00					
11. Leadership	-.00	.29**	.05**	1.00				
12. Intent	.02*	.27**	.05**	.52**	1.00			
13. Awareness	.02*	.29**	.05**	.55**	.61**	1.00		
14. Com Service16	-.02**	.13**	.01	.20**	.30**	.23**	1.00	
15. Club Service16	-.03**	.17**	.02	.19**	.25**	.20**	.52**	1.00

Note. Overall $N = 36,955$ and the sample size varies for each pairwise comparison due to missing data. YIA = Youth Input and Agency *Significant at $p < .05$; ** Significant at $p < .01$

Table C3 Path Coefficients and Estimates from Cross-sectional Models

Regression Path		Measurement Model		Structural Model 1		Structural Model 2	
		B (SE)	β	B (SE)	β	B (SE)	β
Empower By	Leadership	1.00 (0.0)	.62*	1.00 (0.0)	.62*	1.00 (0.0)	.62*
	Inten	1.74 (.03)	.90*	1.75 (.03)	.90*	1.75 (.03)	.90*
	Awareness	1.61 (.03)	.91*	1.62 (.03)	.91*	1.62 (.03)	.91*
Feeling	Ideas count	1.00 (0.0)	.77*	1.00 (0.0)	.77*	1.00 (0.0)	.77*
Heard By	Ppl listen	1.24 (.02)	.88*	1.24 (.02)	.88*	1.24 (.02)	.88*
	Heard	0.08 (0.0)	.41*	0.25 (.01)	.41*	0.25 (.01)	.41*
	YIA	0.01 (0.0)	.06*	0.03 (.01)	.03*	0.03 (.01)	.03*
Empower	Age	0.07 (.01)	.13*	0.02 (0.0)	.07*	0.02 (0.0)	.07*
With/On	ADA	-.08 (.06)	-.02	0.00 (0.0)	-.01	0.00 (0.0)	-.01
	SES	0.0 (0.0)	.01	0.00 (.01)	0.01	0.00 (.01)	0.01
	Gender	-0.0 (0.0)	-.02*	-.03 (.01)	-.04*	-.03 (.01)	-.04*
	Yrs Mem	0.04 (.01)	.03*	0.00 (0.0)	0.02	0.00 (0.0)	0.02
	Clb Srv 16	0.15 (.01)	.27*				
	Cm Srv 16	0.15 (.01)	.30*				
Heard With	YIA	0.01 (0.0)	.05*	0.01 (0.0)	.05*	0.01 (0.0)	.05*
	Age	0.14 (.01)	.15*	0.14 (.01)	.15*	0.14 (.01)	.15*
	ADA	0.02 (.18)	0.0	-.01 (.17)	-0.0	-.01 (.18)	0.0
	SES	-.00 (0.0)	0.0	-0.0 (0.0)	-0.0	-0.0 (0.0)	-0.0
	Gender	0.10 (0.0)	.04*	0.01 (0.0)	.04*	0.01 (0.0)	.04*
	Yrs Mem	0.04 (.02)	.02*	0.04 (.07)	.02*	0.04 (.02)	.02*
	Clb Srv 16	0.16 (.01)	.18*				
	Cm Srv 16	0.12 (.01)	.14*				
Yia With	Age	0.01 (.02)	.02	0.01 (.02)	.02	0.01 (.02)	0.02
	ADA	-.71 (.47)	-.12*	-.71 (.47)	-.12*	-.71 (.47)	-.12*
	SES	0.00 (.01)	.01	-.00 (0.0)	-0.0	-.00 (0.0)	0.01
	Gender	0.00 (0.0)	0.0	0.00 (0.0)	0.01	0.00 (0.0)	0.00
	Yrs Mem	-.14 (.07)	-.1*	-.14 (.07)	-.10*	-.14 (.07)	-.10*
	Clb Srv 16	0.01 (.01)	.02				
	Cm Srv 16	0.00 (.01)	.01				
Age With	ADA	1.69(1.32)	.08†	1.69 (1.3)	.08†	1.69 (1.32)	.08†

	SES	-.01 (.02)	-.01	-.01 (.02)	-.01	-.01 (.02)	-.01
	Gender	0.04 (.01)	.05*	0.04 (.01)	.05*	0.04 (.01)	.05*
	Yrs Mem	0.29 (.07)	.05*	0.29 (.07)	.05*	0.29 (.07)	.05*
	Clb Srv 16	0.29 (.02)	.12*				
	Cm Srv 16	0.26 (.02)	.12*				
ADA With	SES	-1.09(1.35)	-.12	-1.09 (1.4)	-.12	-1.09 (1.4)	-.12
	Gender	-.09 (.11)	-.01	-.01 (.11)	-.01	-.09 (.11)	-.01
	Yrs Mem	-.76(3.89)	-.01	-.76 (3.9)	-.01	-.77 (3.9)	-.01
	Clb Srv 16	-.77 (.40)	-.03*				
	Cm Srv 16	0.00 (.16)	0.0				
SES With	Gender	0.00 (0.0)	0.0	0.00 (0.0)	0.0	0.00 (0.0)	0.0
	Yrs Mem	0.12 (.03)	.05*	0.12 (.03)	.05*	0.12 (.03)	.05*
	Clb Srv 16	0.03 (.01)	.03*				
	Cm Srv 16	0.02 (.01)	.02*				
Gender With	Yrs Mem	0.01 (.01)	.01	0.01 (.01)	.01	0.01 (.01)	.01
	Clb Srv 16	-.05 (.01)	-.06*				
	Cm Srv 16	-.05 (0.0)	-.08*				
YrsMem With	Clb Srv 16	0.51 (.03)	.09*				
	Cm Srv 16	0.27 (.03)	.05*				
Clb Srv 16 W Club Service 16 On	Cm Srv 16	1.13 (.01)	.52*	0.91 (.02)	.46*	0.92 (.02)	.47*
	Empower			1.18 (.04)	.27*	0.99 (.04)	.23*
	Heard			---		0.19 (.02)	.07*
	Age			0.09 (.01)	.08*	0.08 (.01)	.08*
	ADA			-.01 (0.0)	-.04*	0.00 (0.0)	-.04*
	SES			0.05 (.03)	.02	0.05 (.03)	.02
	Gender			-.19 (.02)	-.06*	-.20 (.02)	-.06*
	Yrs Mem			0.03 (.01)	.08*	0.03 (.01)	.08*
Com. Service 16 On	Empower			1.16 (.04)	.29*	1.16 (.04)	.29*
	Age			0.08 (.01)	.08*	0.08 (.01)	.08*
	Gender			-.21 (.02)	-.07*	-.21 (.02)	-.07*
	Yrs Mem			0.02 (0.0)	.08*	0.02 (0.0)	.08*
	SES			0.04 (.02)	.02*	0.04 (.02)	.02*
	ADA			0.00 (0.0)	-0.0	0.00 (0.0)	-0.0

Table C4 Path Coefficients and Estimates from Longitudinal Models

Regression Path		MEASUREMENT MODEL		STRUCTURAL MODEL 1		STRUCTURAL MODEL 2	
		B (SE)	B	B (SE)	B	B (SE)	B
Empower	Leadership	1.00 (0.0)	.62*	1.00 (0.0)	.62*	1.00 (0.0)	.62*
By	Inten	1.80 (.07)	.89*	1.80 (.03)	.89*	1.80 (.07)	.89*
	Awareness	1.67 (.03)	.91*	1.67 (.03)	.91*	1.67 (.03)	.91*
Feeling	Ideas count	1.00 (0.0)	.77*	1.00 (0.0)	.77*	1.00 (0.0)	.77*
Heard By	Ppl listen	1.22 (.02)	.87*	1.21 (.02)	.87*	1.22 (.05)	.87*
Empower	Heard	0.07 (.01)	.39*	0.20 (.02)	.33*	0.20 (.02)	.33*
With/On	YIA	0.01 (0.0)	.06*	0.03 (.01)	.03†	0.02 (.01)	.03†
	Age	0.04 (.01)	.10*	0.00 (0.0)	.01	0.00 (0.0)	.01
	ADA	-.13 (.06)	-.04*	0.00 (0.0)	-.01	0.00 (0.0)	-.01
	SES	0.0 (0.0)	.02	0.00 (.01)	-.00	0.00 (.01)	0.00
	Gender	0.01 (0.0)	-.02	-.01 (.01)	-.01	-.01 (.01)	-.01
	Yrs Mem	0.05 (.02)	.04*	0.00 (0.0)	-.00	0.00 (0.0)	0.00
	Clb Srv 16	0.17 (.01)	.30*	0.05 (0.0)	.13*	0.03 (0.0)	.13*
	Cm Srv 16	0.14 (.01)	.31*	0.03 (0.0)	.19*	0.05 (0.0)	.19*
	Clb Srv 17	0.14 (.01)	.24*				
	Cm Srv 17	0.10 (.01)	.24*				
Heard With	YIA	0.01 (.01)	.05*	0.01 (.01)	.05*	0.01 (0.0)	.05*
	Age	0.10 (.01)	.14*	0.10 (.01)	.14*	0.10 (.01)	.14*
	ADA	-.31 (.11)	-.06*	-.32 (.11)	-.06*	-.32 (.18)	-.06*
	SES	-.00 (0.0)	0.01	-0.0 (0.0)	-.01	-0.0 (0.0)	-.01
	Gender	0.01 (0.0)	.03†	0.01 (0.0)	.03†	0.01 (0.0)	.03†
	Yrs Mem	0.05 (.02)	.03*	0.05 (.02)	.03*	0.05 (.02)	.03*
	Clb Srv 16	0.17 (.01)	.19*	0.17 (.01)	.19*	0.17 (.01)	.19*
	Cm Srv 16	0.12 (.01)	.15*	0.12 (.01)	.15*	0.12 (.01)	.15*
	Clb Srv 17	0.14 (.01)	.16				
	Cm Srv 17	0.10 (.01)	.13				
Yia With	Age	0.00 (.02)	.01	0.00 (.02)	.01	0.01 (.02)	0.01

	ADA	-.45 (.18)	-.10*	-.45 (.18)	-.10*	-.45 (.18)	-.10*
	SES	0.01 (.01)	.09*	0.01 (.01)	-.09*	-.01 (.01)	-.09*
	Gender	0.00 (0.0)	.01	0.00 (0.0)	0.01	0.00 (0.0)	-.01
	Yrs Mem	-.06 (.05)	-.05	-.06 (.05)	-.05	-.06 (.05)	-.05
	Clb Srv 16	0.03 (.02)	.05*	0.03 (.02)	.05*	0.03 (.02)	.05*
	Cm Srv 16	0.01 (.01)	.02	0.01 (.01)	.02	0.01 (.01)	.02
	Clb Srv 17	0.03 (.02)	.04†				
	Cm Srv 17	0.01 (.01)	.01				
Age With	ADA	0.30 (.34)	.05*	1.69 (1.3)	.02	0.30 (.34)	.02
	SES	-.01 (.02)	.01	-.01 (.02)	.01	-.01 (.02)	.01
	Gender	0.03 (.01)	.05*	0.03 (.01)	.05*	0.03 (.01)	.05*
	Yrs Mem	0.18 (.07)	.05*	0.29 (.07)	.05*	0.18 (.07)	.05*
	Clb Srv 16	0.23 (.04)	.11*	0.23 (.04)	.11*	0.23 (.04)	.11*
	Cm Srv 16	0.23 (.02)	.12*	0.23 (.02)	.12*	0.23 (.02)	.12*
	Clb Srv 17	0.21 (.04)	.11*				
	Cm Srv 17	0.26 (.03)	.14*				
ADA With	SES	-.11 (.15)	-.04	-.11 (.15)	-.04	-.11 (1.4)	-.04
	Gender	-.06 (.07)	-.01	-.06 (.07)	-.01	-.06 (.07)	-.01
	Yrs Mem	1.66(.77)	-.06*	1.66 (.77)	.06*	1.66 (.77)	.06*
	Clb Srv 16	-.54 (.28)	-.04*	-.54 (.21)	-.04*	-.54 (.28)	-.04*
	Cm Srv 16	-.19 (.21)	-.01	-.19 (.28)	-.01	-.19 (.21)	-.01
	Clb Srv 17	-.68 (.29)	-.05*				
	Cm Srv 17	0.20 (.21)	-.01				
SES With	Gender	0.00 (0.0)	.02	0.00 (0.0)	.02	0.00 (0.0)	.02
	Yrs Mem	-.04 (.02)	-.05*	-.04 (.02)	-.05†	-.04 (.02)	-.05†
	Clb Srv 16	-.02 (.01)	-.05*	-.03 (.01)	.05*	-.02 (.01)	-.05*
	Cm Srv 16	-.03 (.01)	-.06*	-.02 (.01)	.06*	-.03 (.01)	-.06*
	Clb Srv 17	-.02 (.01)	-.04*				
	Cm Srv 17	-.03 (.01)	-.06*				
Gender With	Yrs Mem	0.01 (.02)	.01	0.01 (.01)	.01	0.01 (.01)	.01
	Clb Srv 16	-.06 (.01)	-.08*	-.06 (.01)	-.08*	-.06 (.01)	-.08*
	Cm Srv 16	-.05 (.01)	-.07*	-.05 (.01)	-.07*	-.05 (.01)	-.07*
	Clb Srv 17	-.06 (.01)	-.08*				

		B (SE)	β	B (SE)	β	B (SE)	β
	Cm Srv 17	-.08 (.01)	-.11*				
YrsMem With	Clb Srv 16	0.58 (.07)	.13*	0.58 (.07)	.13*	0.58 (.07)	.13*
	Cm Srv 16	0.25 (.05)	.06*	0.25 (.05)	.06*	0.25 (.05)	.06*
	Clb Srv 17	0.42 (.06)	.10*				
	Cm Srv 17	0.26 (.04)	.07*				
Clb Srv 16 W	Cm Srv 16	1.15 (.03)	.52*	1.15 (.03)	.52*	1.15 (.03)	.52*
	Clb Srv 17	0.94 (.04)	.40*				
	Cm Srv 17	0.66 (.03)	.30*				
Cm Srv 16 W	Clb Srv 17	0.59 (.03)	.28*				
	Cm Srv 17	0.74 (.03)	.37*				
Clb Srv 17 W	Cm Srv 17	1.18 (.03)	.56*	0.83 (.03)	.49*	0.83 (.03)	.49*
Club Service 17 On	Empower			0.54 (.07)	.12*	0.44 (.08)	.10*
	Heard			---		0.10 (.03)	.04*
	Age			0.06 (.02)	.05*	0.06 (.02)	.05*
	ADA			-0.01 (0.0)	-.03*	-0.01 (0.0)	-.03*
	SES			-0.09 (.07)	.02	-0.09 (.06)	-.02
	Gender			-0.16 (.04)	-.05*	-0.16 (.04)	-.05*
	Yrs Mem			0.03 (.01)	.05*	0.03 (.01)	.05*
	Clb Srv 16			0.31 (.02)	.32*	0.31 (.02)	.32*
	Cm Srv 16			0.06 (.02)	.06*	0.06 (.02)	.06*
Com. Service 17 On	Empower			0.47 (.07)	.12*	0.47 (.07)	.12*
	Age			0.09 (.01)	.09*	0.09 (.01)	.09*
	Gender			-0.23 (.03)	-.08*	-0.23 (.02)	-.08*
	Yrs Mem			0.01 (.01)	.03*	0.01 (.01)	.03*
	SES			-0.15 (.07)	-.03*	-0.15 (.07)	-.03*
	ADA			0.00 (0.0)	.02	0.00 (0.0)	.02
	Clb Srv 16			0.10 (.01)	.11*	0.10 (.01)	.11*
	Cm Srv 16			0.25 (.01)	.26*	0.25 (.01)	.26*