

185249

CALIBER
ASSOCIATES

PROPERTY OF
National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville, MD 20849-6000

**THE PATHWAYS TO SUCCESS
SUMMATIVE EVALUATION REPORT**

Prepared by:

Caliber Associates
10530 Rosehaven Street, Suite 400
Fairfax, Virginia 22030
(703) 385-3200

Prepared for:

The Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Justice
810 7th Street, N.W.
Washington, DC 20531
(202) 307-5911

October, 2000

I. BACKGROUND AND METHODOLOGY

This report presents the findings of the national summative evaluation of the Pathways to Success Demonstration Project. Pathways to Success is a special emphasis prevention program established in 1995 by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in accordance with Section 261(a)(5) of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended in 1992 (P.L. 93-415; 42 U.S.C. 5601 *et seq.*). The Pathways to Success program was funded by OJJDP, the Bureau of Justice Assistance, and the National Endowment for the Arts. This report documents the findings of the national evaluation of Pathways program outcomes. The first chapter provides an overview of Pathways, discusses the goals of the summative evaluation, and presents the evaluation methodology. The next three chapters describe program characteristics, implementation activities, daily operations, and outcomes at each of the demonstration sites. The final chapter presents a synthesis of the outcomes across the demonstration sites and “lessons learned” from the national evaluation (both the formative and summative evaluations).

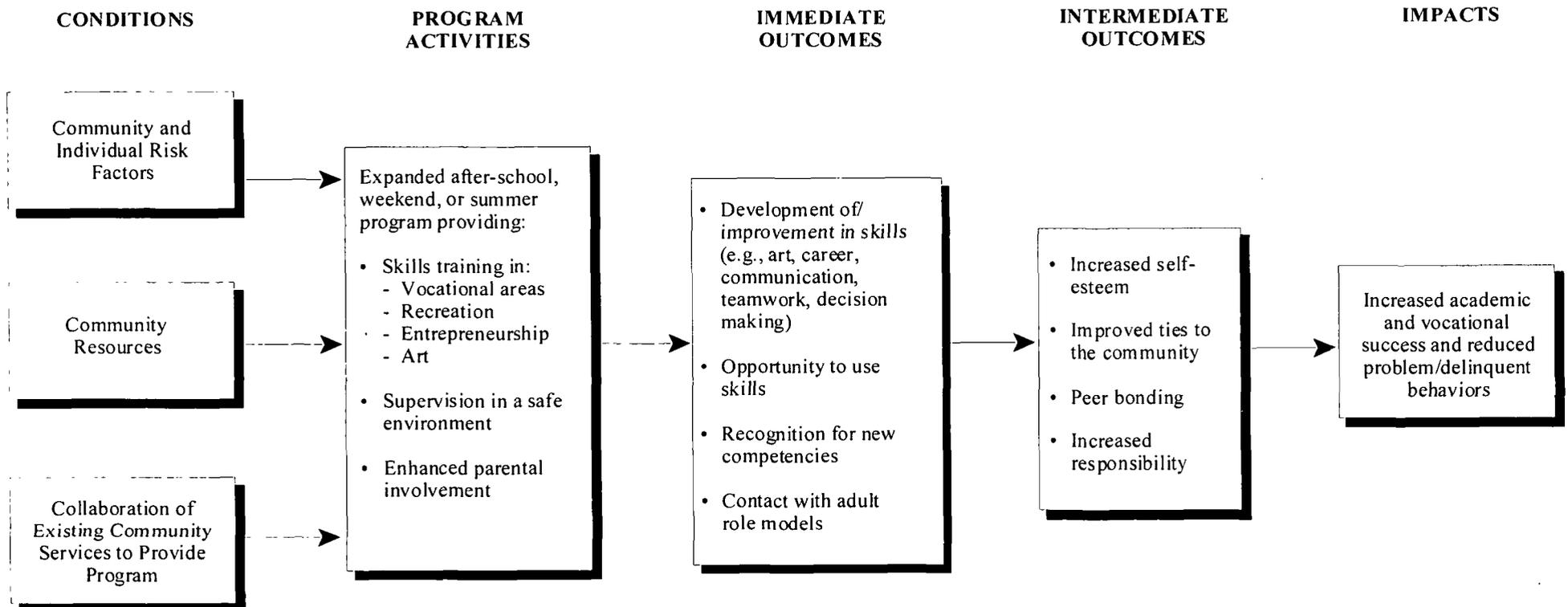
1. OVERVIEW OF THE PATHWAYS TO SUCCESS DEMONSTRATION PROJECT

The Pathways to Success Demonstration Project was designed to accomplish two key objectives:

- Provide at-risk youth with a variety of age-appropriate programs in vocational, entrepreneurial, recreational, and arts education fields that allow them to build on existing strengths and develop new skills during nonschool hours
- Provide and promote coordinated, collaborative prevention efforts that target at-risk youth.

Through these program objectives, Pathways to Success aimed to reduce the *risk factors* that make youth more susceptible to problem behaviors and crime (e.g., social alienation, early school failure) and enhance the *protective factors* that enable youth to lead healthy, productive lives (e.g., positive peer associations, communication skills) through skills-based prevention/intervention programming. As shown in Exhibit I-1, this program approach is expected ultimately to reduce the rates of juvenile delinquency and related behavior problems (e.g., school dropout) among participating youth.

**EXHIBIT I-1
PATHWAYS TO SUCCESS PROGRAM LOGIC MODEL**



Originally, five sites received first year (1995-1996) Pathways funding:

- Arts SOS in Newport, Rhode Island
- ON STAGE in Anchorage, Alaska
- Youth Sanctuary in Homestead, Florida
- Elementary Baseball in Washington, D.C.
- Project CLEAR in New York, New York.

Funding was continued through the second (1996-1997) and subsequently the third (1997-1998) program years at all but one of the program sites, Project CLEAR.

While the four continually funded Pathways sites shared the same delinquency prevention goal, they employed different implementation strategies, served different target populations, provided different types of activities, and emphasized different expected program outcomes. Exhibit I-2 provides a summary of each of the four Pathways sites.

2. NATIONAL EVALUATION OF PATHWAYS TO SUCCESS

The national evaluation involved both a formative evaluation and a summative evaluation. The formative evaluation was conducted during the second program year (1996-1997) and was designed to gather information on program implementation and operations at each of the four participating sites to document key program characteristics and to help interpret the summative evaluation results. The results of the formative evaluation were submitted to OJJDP in October 1997.¹ The summative evaluation was conducted during the third program year (1997-1998) and was designed to assess whether the Pathways programs had a positive effect on the knowledge, attitudes, and behaviors of program participants. Due to problems with recruitment, program implementation, and service delivery, the ON STAGE program in Alaska did not participate in the summative evaluation. Findings from the formative and summative evaluations are intended to provide evidence of the effectiveness of skills-based approaches in enhancing youth development and decreasing juvenile delinquency and crime as well as information about strategies that program staff perceive to be particularly useful in implementing skills-based prevention and intervention programs.

¹ Although many of the key findings or lessons learned from the formative evaluation are presented in this report, the reader should refer to the *Pathways to Success Formative Evaluation Report* for more detailed information about this evaluation.

There were five key questions for the summative evaluation:

1. To what extent are the participant and comparison groups similar (e.g., age, sex, self-esteem, delinquency)?
2. To what extent are the programs providing skills-based activities in a structured environment to youth during nonschool hours (i.e., attendance and completion rates)?
3. To what extent do the programs achieve the desired immediate effects on participants (e.g., improved program-related skills such as communication and cooperation)?
4. To what extent do the programs have the desired intermediate effects on the attitudes and behaviors that affect delinquency and academic performance (e.g., healthier attitudes about drug use, increased positive peer and adult associations, improved self-esteem)?
5. To what extent do the programs have the desired impacts on juvenile delinquency and academic performance (i.e., decreased court referrals and increased academic grade point average)?

The summative evaluation tasks were divided among Caliber Associates, the national evaluator, and the local programs. Caliber, under contract with the Office of Juvenile Justice and Delinquency Prevention (OJJDP), was responsible for developing the evaluation design and data collection instruments, providing ongoing technical assistance throughout the data collection period, gathering program implementation data through on-site focus groups and interviews, analyzing the implementation and outcome data, and preparing this final report. The Pathways sites were responsible for administering the data collection instruments, which included written surveys and forms. Elementary Baseball in D.C. contracted with Caliber under a separate contract to serve as their local evaluator and assist with the evaluation effort. The other sites relied on program staff to administer the data collection instruments.

EXHIBIT I-2
OVERVIEW OF PATHWAYS TO SUCCESS PROGRAM CHARACTERISTICS

	ARTS SOS	ON STAGE	YOUTH SANCTUARY	ELEMENTARY BASEBALL
Location	Newport, Rhode Island	Anchorage, Alaska	Homestead, Florida	Washington, D.C.
Target Group	40 at-risk youth ages 14 to 18 in grades 10 through 12	100 to 160 at-risk youth ages 12 to 14 in grades 7 through 9	130 at-risk youth ages 11 to 16 in grades 6 through 9	70 at-risk youth in grades 3 through 6
Program Objectives	Provide opportunities to: <ul style="list-style-type: none"> ■ Participate in supervised skill building activities during nonschool hours ■ Develop peer support groups ■ Interact with positive adult role models ■ Spend time with parents in constructive activities ■ Network with local artists and organizations 	Provide opportunities to: <ul style="list-style-type: none"> ■ Explore and express ideas about “real world” issues ■ Contribute to a performance that meets professional artistic standards ■ Bond with peers and adults in a pro-social setting ■ Spend time with parents in constructive activities ■ Increase involvement in the community 	Provide opportunities to: <ul style="list-style-type: none"> ■ Participate in skill-based delinquency prevention activities during nonschool hours ■ Interact with a positive peer group and adult role models ■ Increase parent involvement ■ Increase involvement in the community 	Provide opportunities to: <ul style="list-style-type: none"> ■ Increase/improve self-discipline, respect for others, and self-esteem ■ Improve communication skills, problem solving skills, and conflict management skills ■ Improve physical condition ■ Improve school attendance
Program Activities	<p><i>Weekly activities:</i></p> <p><u>Youth Playback Theater</u>—Addresses “real world” issues through drama activities</p> <p><u>Through Our Eyes</u>—Uses the visual arts to examine family and community</p> <p><u>Edible Metaphors</u>—Uses creative writing to explore and document experiences</p> <p><u>Off the Curb</u>—Presents prevention-focused messages through dance</p> <p><i>Monthly activity:</i></p> <p><u>Playback Theater</u>—Teaches prevention skills through drama</p>	<p><u>After-School Play-Writing and Development Program</u>—Teaches how to produce plays based on real experiences</p> <p><u>Summer Theater Experience Program</u>—Provides opportunity for youth to work with professional theater artists</p>	<p><u>Counseling</u>—Provides small-group counseling sessions, individual academic counseling, and small-group tutoring to participants as needed</p> <p><u>Dance Club</u>—Provides instruction in contemporary dance</p> <p><u>Athletic Club</u>—Provides sports activities (practices and games)</p> <p><u>Career Club</u>—Teaches job skills</p> <p><u>Mural Club</u>—Provides instruction on mural painting (summer only)</p>	<p><u>Baseball</u>—Teaches skills, conditioning, and teamwork</p> <p><u>Literacy Tutoring</u>—Provides one-on-one literacy tutoring</p> <p><u>Mentoring</u>—Court personnel provide one-on-one sessions for every participant (six sessions/month)</p> <p><u>Academic Support Group</u>—Provides additional support and encouragement to youth who show early signs of problem behavior</p>

2.1 Data Collection Instruments and Strategy

While the overall Pathways to Success Demonstration Project model, as depicted in Exhibit I-1, was tailored to meet the specific characteristics of each site, the risk- and protection-focused approach to delinquency prevention and intervention shared by the programs resulted in a core set of expected outcomes that was common to all sites. Standardized data collection instruments were developed to assess the extent to which the Pathways programs had achieved these common outcomes. These standardized instruments included:

- **Participant Skills Assessment**—This instrument was used to document instructors' perceptions of participants' art and program-related skills. It was completed by program instructors near the beginning and end of the program period. The skill indicators contained in the instrument included: quality of output, level of participation, work habits, conflict resolution skills, communication skills, and the ability to cooperate with others.
- **Your Opinions Count (YOC) Survey**—This survey was designed to measure changes in self-reported attitudes and behaviors (i.e., intermediate effects and impacts). It was administered to both program participants and comparison group youth before and after the program period.
- **Academic Data Form**—This instrument was used to gather pre- and post-program academic data, when available, from both participant and comparison group members' school records.
- **Court Information Form**—This instrument was designed to record basic demographic data and court information on both participant and comparison group youth at the beginning and end of the program period. None of the Pathways sites, however, were able to access court records for program participants or comparison youth.²

Background and key demographic (e.g., age, race, gender) data were recorded on the **Referral Forms** completed by staff for each youth at the start of the program. Copies of the outcome data collection instruments are included in Appendix A. Exhibit I-3 presents a data map that links the research questions to the data collection instruments used to answer them.

Program staff and local data collectors at the Pathways sites were responsible for administering these data collection instruments. To ensure consistent data collection across the three sites, Caliber developed a *Data Collection Implementation Guide* that divided the data

² Program staff at all sites felt it was too difficult and too time consuming given their limited resources to obtain court records for each youth as part of the evaluation. Some of the difficulty was due to a lack of experience working with the juvenile courts.

collection process into discrete tasks, described the steps needed to complete each task, and provided a data collection schedule tailored to the local program plan. (A copy of the guide is included in Appendix B.) Prior to the data collection period, Caliber also conducted site visits to each program to familiarize local program managers and data collectors with the national evaluation, to discuss site-specific design issues (e.g., identifying comparison group youth), and to review the *Data Collection Implementation Guide* and sample data collection instruments. During these site visits, Caliber provided instruction on obtaining parental permission for data collection, administering the data collection instruments, implementing confidentiality measures, and collecting data from existing records (e.g., school files).

In addition to conducting the pre-data collection site visits, Caliber also took the following steps to ensure successful data collection efforts at the three sites:

- **Monitored the data collection process and provided technical assistance by phone as needed.** Caliber contacted the sites at key points during the data collection process to ensure that the survey administration efforts were moving smoothly. The local data collectors also contacted Caliber when they had questions or concerns about their efforts.
- **Checked the incoming data for consistency and accuracy.** The local data collectors checked the completed instruments for missing data and then returned them to Caliber, where the data were entered into a database constructed for this evaluation. As the data were entered into the database, they were checked for internal consistency and accuracy. When inconsistencies and missing data were detected, a member of Caliber's evaluation team contacted the local data collectors to clarify and resolve the issue.

Caliber also conducted on-site, post-program interviews with program staff to collect additional qualitative information to further document program implementation and support interpretation of the summative evaluation findings. This qualitative information included factors that influenced program implementation, operations, and outcomes (e.g., instructor training, transportation problems) as well as factors that influenced the implementation of the national evaluation strategy at the local level (e.g., sampling the target population, administering the instruments).

EXHIBIT I-3

DATA MAP FOR THE PATHWAYS TO SUCCESS DEMONSTRATION PROJECT OUTCOME EVALUATION

RESEARCH QUESTIONS AND LOGIC MODEL COMPONENT INDICATORS	DEFINITION OF INDICATOR	DATA SOURCE
To what extent are the participant and comparison groups similar?		
Age	Date of Birth (mo/day/yr)	Referral Form (4) YOCS (1)
Sex	Sex	Referral Form (3)
Ethnicity	Asian/Pacific Islander, African-American, Caucasian, Hispanic/Latino, Native American, Other	Referral Form (7)
Grade level	Grade level at start of program	Academic Data Form
Living Situation	The person(s) with whom the youth is presently living	Referral Form (10)
School type	Public, alternative, vocational, special education, etc.	Referral Form (12)
School status	Part time, drop out, GED program, expelled, graduated, etc.	Referral Form (11)
Special learning needs	Educational and psychological diagnoses (e.g., ESL, attention deficit)	Referral Form (16)
Other programs/services	Non-Pathways programs (e.g., counseling, recreational teams/clubs)	Referral Form (17)
To what extent are the programs providing skills-based activities in structured environments to youth during nonschool hours?		
Program attendance	Number of absences from program activities	Program attendance records maintained by program staff
To what extent do the program achieve the desired immediate effects on participants		
Improved skills	Youth exhibits increased knowledge/skills imparted through program	Participant Skill Assessment
Improved teamwork	Youth behaves in a cooperative way with others in the group	Participant Skill Assessment
Improved work skills	Youth works on a task from beginning to end	Participant Skill Assessment
Improved participation	Youth actively participates in class/sessions	Participant Skill Assessment
Improved communication skills	Youth communicates effectively with adults	Participant Skill Assessment
	Youth communicates effectively with peers	Participant Skill Assessment
Gained skills	Youth showed noticeable gains in program-related skills	Participant Skill Assessment
Recognition for effort	Youth received public recognition for effort or performance	Participant Skill Assessment
To what extent do the programs have the desired intermediate effects on the attitudes and behaviors that affect delinquency and academic performance?		
Hope for the future	How often are future expectation statements true for respondent	YOCS (2-5)
School attitude and value	How often are school value statements true for respondent	YOCS (6-9)

EXHIBIT I-3

DATA MAP FOR THE PATHWAYS TO SUCCESS DEMONSTRATION PROJECT OUTCOME EVALUATION

RESEARCH QUESTIONS AND LOGIC MODEL COMPONENT INDICATORS	DEFINITION OF INDICATOR	DATA SOURCE
Attitude toward drug use	How often is it okay for same-age youth to use alcohol, cigarettes, other drugs	YOCS (10-15)
Peer influence/Decision making	Frequency of participation in harmful activities with friends	YOCS (21-25)
Alienation from adults	Level of agreement with statements about trust, communication, and respect for adults who are not the respondent's parents	YOCS (44-48)
Alienation from peers and family	Level of agreement with statements about acceptance, reliable friendships, closeness to family, etc.	YOCS (49-53)
Self-esteem	Level of agreement with statements about pride, failure, confidence, etc.	YOCS (54-58)
Self-efficacy	Ease of ability to perform various skills	YOCS (59-65)
Associating with delinquent peers	Do respondent's closest friends exhibit these behaviors (true or false)	YOCS (18-20)
Associating with drug-using peers	Do respondent's closest friends exhibit these behaviors (true or false)	YOCS (16-17)
To what extent do the programs have the desired impacts on juvenile delinquency and academic performance?		
Frequency of participation in delinquent behaviors	Self-report of involvement in delinquent behaviors such as smoking, alcohol/drug use, fighting, damage to property, stealing, gang involvement, and weapon possession	YOCS (26-43)
Academic GPA	GPA in core academic courses per semester or quarter	Academic Data Form
School enrollment	Enrollment status at beginning of program and at end of program Reason for change in status (expelled, withdrew, transferred, other)	Academic Data Form Academic Data Form
School attendance	Number of excused absences in the semester (whole day) Number of unexcused absences (whole day)	Academic Data Form
School suspensions and discipline actions	Number of suspensions Number of days suspended Was the youth formally disciplined	Academic Data Form Academic Data Form Academic Data Form

2.2 Data Analysis Plan

The analysis of summative evaluation data involved six key steps:

- Assessing the comparability of participant and comparison groups at each site
- Assessing the extent to which youth received structured activities during non-school hours
- Assessing changes in participants' program-related skills (i.e., the program's immediate outcomes) at each site
- Comparing changes in participants' and comparison group members' attitudes and behaviors (i.e., the program's intermediate outcomes and impacts) at each site
- Examining qualitative information about program implementation
- Summarizing key evaluation findings across sites.

The methods used to accomplish each step are described below.

Assessing the Comparability of Participant and Comparison Groups

The first step in analyzing the summative evaluation data was to determine the extent to which the participant and comparison groups at each site were comparable on key demographic, attitudinal, and behavioral variables at the start of the program period. To assess the comparability of the two groups, we examined age, grade, sex, race, and from the Referral Form and Academic Data Form, as well as self-reported attitudinal and behavioral data from the pre-program YOC Survey. For each variable, we tested the statistical significance, when possible, of differences between the participant and comparison groups.³ The greater the similarity between the participant and comparison groups at the start of the program, the more confident we could be that any differences between the two groups at the end of the program could be attributed to participation in the programs rather than to pre-existing group differences. The specific methods and criteria used for selecting comparison groups at each site are discussed in more detail in the site descriptions presented in the next three chapters.

³ Due to the small group sizes at each of the Pathways sites, a statistical significance level of $p \leq .10$ was used, when appropriate, for this evaluation. The use of $p \leq .10$ means that the probability of a difference between the participant and comparison groups occurring by chance is 10 percent or less (and, thus, the probability that the difference was a result of the program is 90% or more).

Assessing the Extent to Which Youth Participated in Structured Activities During Nonschool Hours

The purpose of this assessment was to document the extent to which youth actually attended the program and were therefore exposed to structured, skills-based activities during nonschool hours. This information was necessary for examining the relationship between levels of attendance or exposure and program outcomes. Under the evaluation design, data obtained from program attendance records were to be analyzed to assess program attendance and completion rates. However, only one site maintained program attendance records adequate for a quantitative analysis of program attendance, and none of the sites maintained sufficient records for determining program completion rates. The absence of this information at all sites posed two analytical challenges. First, it only allowed for approximations of program attendance and completion rates at an aggregate level (e.g., overall attendance rate of 80%). Second, the absence of youth-specific attendance and completion information precluded an in-depth analysis of the relationship between attendance or completion and outcomes. It was not possible to explore the impact of different attendance levels on outcomes for participants (e.g., did youth who attended 90% of the sessions show greater improvement than youth who attended less than 50%?).

Assessing Changes in Participants' Program-Related Skills

Data from the Participant Skills Assessment (completed by program staff at each site) were analyzed to determine the programs' immediate effects on program participants. The percentage of participants who possessed each of the program-related skills (e.g., conflict resolution and communication skills) at the beginning of the program period was compared to the percentage that possessed these skills at the end of the program period. Program staff responses to several additional questions on the post-program Participant Skills Assessment also were tabulated that described the instructors' overall perceptions of whether the participants had gained new skills, produced a final product, and received recognition for their accomplishments.

Comparing Changes in Participants' and Comparison Group Members' Attitudes and Behaviors

A quasi-experimental evaluation design was used to compare the attitudes and behaviors of program participants to those of the matched comparison group youth before and after the program period. Analyses of data obtained from the YOC Survey, and school records (Academic Data Form), when available, were conducted to assess the degree to which the programs achieved their desired intermediate outcomes and impacts.

Key attitudinal and behavioral outcome measures (e.g., self-esteem, frequency of positive behaviors) were based on self-report data from the YOC Survey. This survey of 72 total items contained 13 sets of items that focused on specific outcome domains. For example, the first set focused on the youth's attitude toward the future. The first 11 sets of items measured the following outcome domains:

- Attitude toward the future (questions 2-5)
- Attitude toward school (questions 6-9)
- Attitude about drug use (questions 10-15)
- Positive peer associations (questions 16-20)
- Resistance to peer pressure (questions 21-25)
- Frequency of delinquent behaviors (questions 26-30, 32-33, 35-39, 41-42)
- Frequency of positive behaviors (questions 31, 34, 40, 43)
- Positive associations with adults (questions 44-48)
- Alienation from others (questions 50, 52-53)
- Self-esteem (questions 54-58)
- Self-efficacy (questions 59-65).^{4, 5}

The last two YOC Survey item sets focused on the respondents' interest in and attachment to their communities (questions 66 through 68 and questions 69 through 72). Summary outcome measures were not created for these item sets because each item measured a unique and unrelated activity. The results from these items are not presented in this evaluation.

⁴ To ensure that each item included in a summary outcome measure contributed to the measurement of the desired outcome domains, a reliability assessment (Cronbach's Alpha = .5) and factor analysis (factor loading \geq .5) were conducted on each set of survey items. (Survey items 49 and 51 were not included in their intended summary outcome measure, alienation from others, because their factor loadings were below the .5 level of acceptance recognized in the literature.)

⁵ The responses to each question were coded such that the highest response choice (e.g., 3 in a scale from 1 to 3) represented the most favorable attitude or behavior. Thus, the higher the score, the better the outcome. Each respondent's "score" for an outcome measure was calculated by determining his or her average response to the items included in that measure. For example, a respondent's "attitude toward the future" score was calculated by averaging their responses to questions two through five.

Academic data were analyzed, when available, to assess changes in academic grade point average and attendance records during the program period. When data for both participant and comparison groups were available, tests were conducted to determine if the participants' academic scores (i.e., group means and proportions of youth who showed improvements) differed significantly from the comparison group's scores. (Chapters Two, Three, and Four provide more detail on the availability and limitations of local data at each site.)

Examining Qualitative Information Gathered Through On-Site Interviews

To support the interpretation of summative evaluation findings, Caliber analyzed information on program implementation activities, program operations, and local implementation of the evaluation design and data collection strategy. Information on program implementation and operations is presented at the beginning of each site-specific chapter, and a discussion of the factors that may have affected each site's evaluation results is included in the section on evaluation results.⁶

Comparing Evaluation Results Across Sites

Differences in participant and comparison group sizes, target population characteristics, program duration, and other important factors precluded the planned "pooling" of the Pathways data to conduct aggregate analyses. Instead, Chapter Five presents summary information about key site-level findings along with discussions about the factors that may have affected these findings. Due to the small sample size at most of the sites and the fact that some of the outcomes and impacts were not expected to occur within the time frame of this evaluation, our discussion of evaluation results covers both statistically significant findings and findings that are noteworthy and promising though not statistically significant. These small, but non-significant differences may provide promising evidence that the programs are moving participants in the right direction.

The next three chapters discuss how the summative evaluation design and data collection strategy presented in this chapter were implemented at each of the three Pathways sites participating in the evaluation and provides the results of the summative evaluation findings for each site.

⁶ A more detailed description of program implementation and operation at each site is provided in the Pathways to Success Program Formative Evaluation Report, submitted to OJJDP in October 1997.



II. ARTS SOS PROGRAM IN NEWPORT, RHODE ISLAND

In October 1995, community leaders in Newport County, Rhode Island implemented Arts SOS to respond to the need for after-school delinquency prevention programs for at-risk youth in the city's public housing developments and other high-risk areas. Arts SOS is an arts-based, after-school program designed to provide at-risk youth ages 13 to 18 with theater, dance, visual arts, and creative writing activities in a supervised setting. Funded with a Pathways to Success grant from OJJDP, the program is administered by Stopover Services of Newport County, Inc. (SOS), a nonprofit crisis intervention counseling agency that provides free services to at-risk youth and their families.

1. PROGRAM DESIGN

Arts SOS is a juvenile delinquency prevention program designed to provide 40 at-risk youth per year with opportunities to:

- Develop positive peer support groups
- Interact with positive adult role models, including Playback Theater members, Arts SOS co-leaders, community-oriented police officers, and representatives from area businesses
- Interact with their families during constructive, pro-social activities
- Network with local artists, businesses, and community organizations (who provide information on a range of career possibilities).

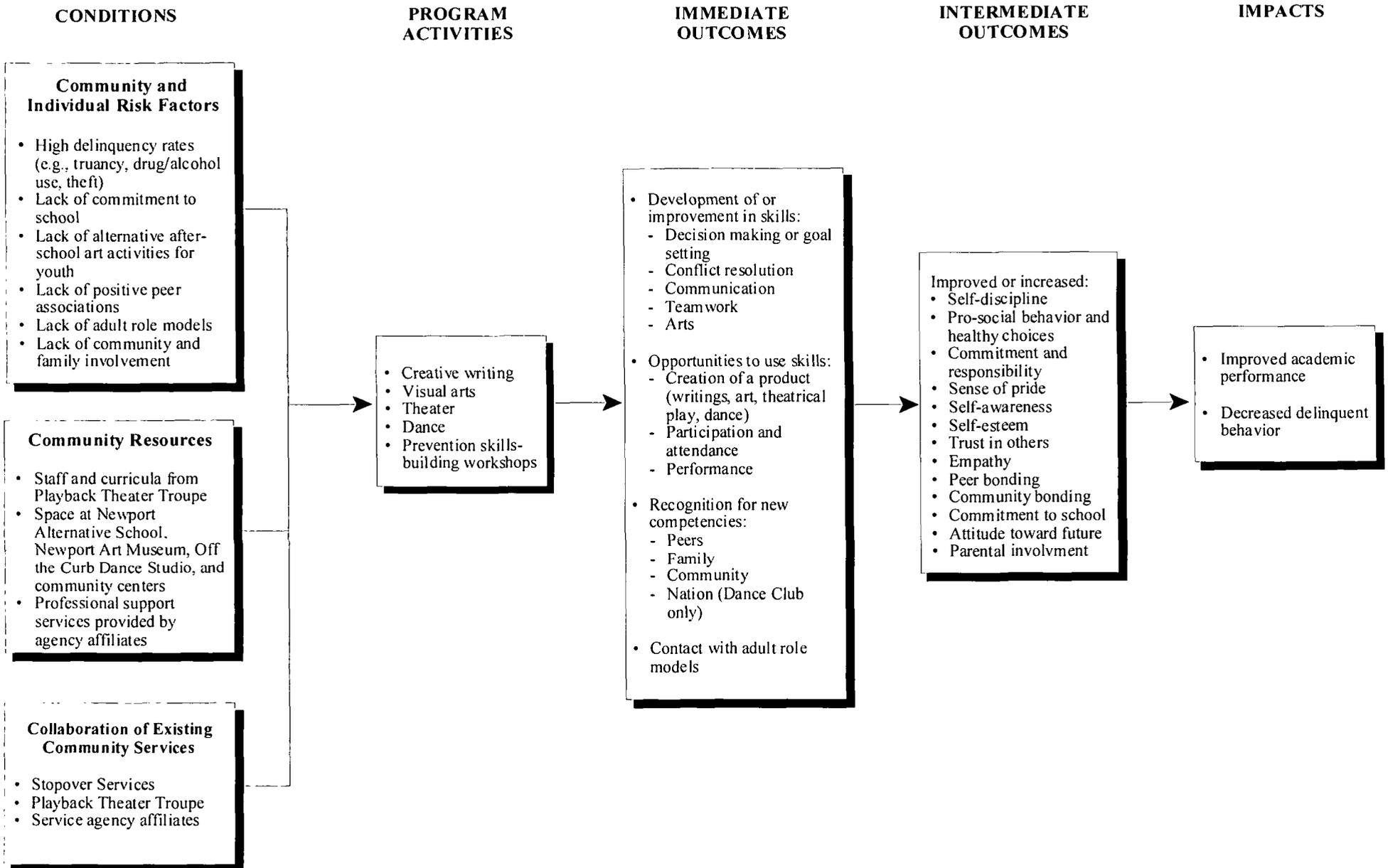
Arts SOS provides these opportunities through after-school, weekend, and summer program activities. These activities include:

- Youth Playback Theater—addresses “real world” issues through drama
- Through Our Eyes—uses visual arts to examine family and community
- Edible Metaphors—uses creative writing to explore and document experiences
- Off the Curb—presents prevention-focused messages through dance
- Playback Theater—teaches prevention skills through drama.

The first four activities are conducted on a weekly basis; the fifth activity, Playback Theater, is provided on a monthly basis. These activities are expected to provide participants with the knowledge, skills, attitudes, and experiences that will pave the way for academic, vocational, and social success. Exhibit II-1 illustrates the program's overall design, and the following section describes how this design was implemented.



EXHIBIT II-1 ARTS SOS PROGRAM MODEL





2. PROGRAM IMPLEMENTATION AND OPERATIONS

Stopover Services completed a number of program implementation activities during each of the three program years, including the following:

- Securing additional resources to support the program
- Hiring and training program staff
- Recruiting youth from the target population
- Conducting the program activities.

The following subsections describe each of these activities.

2.1 Securing Additional Resources to Support the Program

In addition to the Pathways to Success grant funds, Stopover Services committed agency resources to implement Arts SOS, including staff and curricula. The staff committed to the program were members of Stopover Services' Playback Theater (PBT), an improvisational theater troupe designed to serve the at-risk youth population of Newport County, which has been administered by Stopover Services since 1992. The agency also arranged for its social service agency affiliates to provide professional assistance on issues such as substance abuse, domestic violence, and suicide in an effort to provide a "seamless continuum of care" for participating youth and families of Newport County. For example, in April 1996, Stopover Services established service linkages between Arts SOS and the Newport Women's Resource Center.

In addition to committing its own resources to support program activities, Stopover Services accessed additional resources through pre-existing collaborative partnerships with agencies such as the Florence Gray Community Center, the Newport Art Museum, and the Newport Alternative School, all of which donated space in their facilities for program activities. The agency also incorporated the nationally-recognized Off the Curb Dance Troupe into Arts SOS to provide intensive instruction in cultural and contemporary dance forms.⁷

⁷ Prior to the inception of Arts SOS, the Off the Curb Dance Troupe served at-risk youth in the Newport community to enhance their knowledge and skills and to raise awareness about the need for juvenile delinquency prevention. Recognizing the potential for a mutually beneficial relationship, the Troupe began working with the Arts SOS founders to integrate the prevention-oriented dance activities into Arts SOS programming. The Troupe served Arts SOS participants year-round and incorporated the monthly PBT workshops for Arts SOS into its curriculum.

Despite the program's success in securing additional resources, it was not able to locate a central facility to house all of the program activities. Consequently, program activities were conducted at a variety of locations across the community, hindering collaboration among different activities and the coordination of auxiliary services (e.g., transportation and nutrition).

2.2 Hiring and Training Program Staff

Since the program's inception, the executive director of Stopover Services supervised program administration activities and hired personnel for the following staff positions:

- Program Director—responsible for training Playback Theater staff and designing and coordinating daily program activities
- Business manager—responsible for organizing public exhibitions and performances, maintaining public relations, keeping program records, and other general program implementation tasks
- Clinical director—responsible for supervising artistic director and group co-leaders
- Group co-leaders—responsible for conducting daily program activities. (Three artists and five Playback Theater troupe members have served as group co-leaders since the program's inception.)

Each year the program also received additional support from the entire Playback Theater Troupe, an administrative assistant, and volunteers from the community.

Since the programs inception, Arts SOS staff received monthly in-service training designed to help them conduct activities consistently and resolve issues and problems as they arise. In addition, SOS directors provided ongoing supervision to the co-leaders, and the co-leaders of each program activity scheduled regular planning and troubleshooting sessions. The co-leaders who were responsible for the monthly prevention-focused skill-building workshops also received additional PBT training with the PBT troupe and attended pertinent external training on prevention-related issues.

2.3 Recruiting Youth from the Target Population

The Arts SOS after-school program was designed to provide services to at-risk youth ages 13 to 18 from the public housing projects of Park Holm/Tonomy Hill and surrounding areas. Each year, Stopover Services staff, local school counselors and teachers, and community centers in the area referred approximately 40 at-risk youth from the target areas to the program. During the past two years of program operation, staff were very successful in recruiting youth

from the area Alternative School. Unfortunately, recruitment was not as successful with the Department of Children, Youth, and Families (DCYF) in the final program year due to miscommunications and lack of a consistent contact person with the agency. Additionally, recruitment was often difficult because the program conflicted with other activities, including after-school jobs. These factors also contributed to poor attendance for some participants. Other outside factors (e.g., inadequate transportation, family problems) also contributed to poor attendance and the need to drop out of the program for 25 percent of the participants (eight of the original 32). Despite these obstacles, many of the youth returned year after year to participate in the program and, during this past year, according to the attendance records kept by program staff, attendance rates ranged from 50 percent to 95 percent, with an average attendance rate of 70 percent.

Another unforeseen challenge the program faced was that many of the youth referred to the program had mental health problems. Although the program had not originally been designed to serve this population of youth, program staff felt they had been able to meet the special needs of these youth. This was largely due to the fact that many PBT members had clinical backgrounds and the Arts SOS program had access to the broader SOS services. Often, a PBT member with training would work closely with youth that needed extra help or counseling.

2.4 Conducting the Program Activities

Arts SOS offered four weekly activities—improvisational theater, visual arts, creative writing, and dance—from which participants chose up to two activities. In addition, Arts SOS offered a monthly skills-building workshop (Playback Theater) that was designed for all participants.⁸ At the completion of the program period, all participants were expected to have learned new art skills, had an opportunity to demonstrate these new skills, and received recognition for their accomplishments. Moreover, participants were expected to exhibit improvement in attitudes toward education, future planning, peer and adult bonding, teamwork, and other pro-social behaviors. When necessary or helpful, Arts SOS students were referred to Stopover Services. This past year included referrals for counseling, career help, and interventions for family crises, runaways, and school problems.

Youth Playback Theater (Improvisational Theater)

⁸ Due to lack of funding, some of the originally scheduled activities for midwinter 1998 did not take place. OJJDP's original grant ended January 31, 1998. Supplemental funding, made available by OJJDP so that Arts SOS could continue to participate in the impact evaluation, was not received until March 1998.

The Youth Playback Theater (YPBT) was an improvisational theater that trained five to 10 participants per year in voice, stage movement, characterization, scene development, and improvisational techniques. Each participant maintained a journal to record their weekly activities, and the plays developed and performed by the youth were based in part on material drawn from the journals. The plays focused on prevention themes (e.g., violence, drug addiction) and were grouped to create complete performances. Because of poor attendance during the past year, Playback Theater did not meet regularly with YPBT. With only two to three youths consistently interested in YPBT, a decision was made to terminate the improvisational theater activity. However, the few participants of YPBT became involved with other Arts SOS activities.

Through Our Eyes (Visual Arts)

Through Our Eyes (TOE) used the visual arts to provide youth with a new medium for self-expression and communication. Participants learned to express themselves and communicate their feelings through their artwork (e.g., paintings, sculptures, mosaics). Frequent field trips to the Newport Art Museum were possible because of the close collaboration with this agency. TOE's 10-20 participants held art shows in the community and in schools for younger children. For example, youth exhibited work at a final Arts SOS Showcase, with one youth giving painting demonstrations during the show.

Edible Metaphors (Creative Writing)

Edible Metaphors helps ten or more participants to explore and pen their personal and cultural histories through journals, short stories, poetry, essays, and plays. In addition, youth learned to express themselves through their writing. Some of the topics explored through Edible Metaphors included suicide prevention, substance abuse prevention, conflict resolution, change and closure, and relationships. Each participant completed a book of his/her work and was encouraged to share his/her writing at public readings. During the past year, after an initial visit to a retirement center to interview residents for stories and poems, a reading was later given there. Another field trip this past year allowed students to hear poet laureate Robert Pinsky at Brown University.

Off the Curb (Dance)

The nationally-recognized Off the Curb Dance Troupe provided a culturally diverse group of about 10 youth with intensive instruction in cultural and contemporary dance forms. Through movement and expressive arts therapies and technique training (e.g., flexibility,

strength, cardiovascular endurance, and muscle memory), the Dance Troupe leader helped participants develop competitive dance skills. Unlike the other program activities, Off the Curb required youth to audition to become members of the troupe and to invest more time in their training. Participants had to commit to a minimum of two dance classes and 3-hour Sunday rehearsals every week. In addition, they had to participate in local and out-of-state performances, frequently up to three times a week. Over the past year, these performances included school and community events, the Canadian Dance and Fitness Conference, the New York City Dance Convention and Special Olympics, and an opening for an L.L. Cool J concert at the Providence Civic Center. Through these performances, the participants presented an anti-drug, anti-violence message to the community.

Playback Theater (Theater)

Since 1992, Playback Theater (PBT) has worked with SOS clients to help them express their personal stories, goals, and dreams through improvisational acting. Once a month, PBT conducted a skills-building workshop for Arts SOS participants. These workshops used role playing to help participants develop refusal skills, conflict resolution skills, cognitive skills, and healthy behaviors.

3. IMPLEMENTATION OF THE EVALUATION DESIGN

Program staff began implementing the national evaluation design and data collection strategy in October 1997. The evaluation tasks completed by program staff and Caliber Associates included:

- Selecting a comparison group
- Collecting data
- Assessing the comparability of participant and comparison youth
- Analyzing data.

Each of these tasks is described in the following subsections.

3.1 Selecting a Comparison Group

The Arts SOS program director selected youth for the comparison group from youth they had contact with through Stopover Services and the local schools. Staff identified youth for the comparison group that were similar to participants with respect to age, sex and other important

factors (e.g., living in high crime areas). Twelve youth agreed to serve as the comparison group for this evaluation.

3.2 Collecting Data

The local data collectors (i.e., program staff) administered the following data collection instruments:

- **Participant Skills Assessment**—Assessments were completed in October and June for 24 program participants.
- **Your Opinions Count Survey (YOC)**—Pre- and post-program surveys were completed by 20 participants and nine comparison youth.⁹
- **Academic Data Form**—Academic data could not be obtained using the forms developed for the national evaluation. Instead, self-report academic information for the semester prior to the start of the program and for the semester during the program period was obtained from 20 program participants and nine comparison youth.¹⁰

Program staff were unable to obtain court information for program participants and comparison youth.

3.3 Assessing the Comparability of Participant and Comparison Youth

The descriptive data collected by program staff for each youth was examined to determine the extent to which the participant and comparison groups were comparable on key demographic and behavioral variables at the start of the program period. Based on the percentages shown in Exhibit II-2, participant and comparison youth on whom pre- and post-program data were collected tended to be of the same age, race, sex, and the majority of youth lived with either their mothers or both parents. Exhibit II-3 shows that, on average, the participant and comparison youth obtained similar pre-program scores on six of the 11 attitude and behavior outcome indicators. For the remaining five indicators, comparison youth reported, on average, less favorable scores than did participants.¹¹

⁹ Of the original 32 program participants, 8 failed to complete the program and 4 were unavailable for post testing. Three of the original 12 comparison youth were unavailable for post-testing.

¹⁰ Local data collectors had difficulty accessing academic records for program participants and comparison youth. In some cases, the schools were unwilling to release this information and in other cases, staff had problems identifying the schools the youth had attended. Many of the youth were not in school or attended alternative schools. For this reason, self-report data was substituted for actual academic records.

¹¹ It is important to note that it was not possible to determine if these differences were statistically significant given the small sample sizes for each group (i.e., less than 30).

EXHIBIT II-2				
DEMOGRAPHICS FOR COMPARISON AND PARTICIPANT YOUTH AT START OF EVALUATION¹				
DEMOGRAPHICS	COMPARISON		PARTICIPANT	
	N	%	N	%
Age				
12	0	0.0	1	5.0
13	0	0.0	0	0.0
14	1	11.1	2	10.0
15	6	66.7	10	50.0
16	0	0.0	3	15.0
<u>17</u>	<u>2</u>	<u>22.2</u>	<u>4</u>	<u>20.0</u>
TOTAL	9	100.0	20	100.0
Race				
African-American	1	11.1	6	30.0
Asian	0	0.0	0	0.0
Hispanic	2	22.2	1	5.0
White	5	55.6	9	45.0
<u>Other</u>	<u>1</u>	<u>11.1</u>	<u>4</u>	<u>20.0</u>
TOTAL	9	100.0	20	100.0
Sex				
Female	3	33.3	7	35.0
<u>Male</u>	<u>6</u>	<u>66.7</u>	<u>13</u>	<u>65.0</u>
TOTAL	9	100.0	20	100.0
Live with				
Mother	3	33.3	5	25.0
Father	0	0.0	0	0.0
Both parents	2	22.2	6	30.0
Guardian	3	33.3	0	0.0
Residential treatment	1	11.1	0	0.0
Foster home	0	0.0	0	0.0
Other	0	0.0	2	10.0
<u>Missing</u>	<u>0</u>	<u>0.0</u>	<u>7</u>	<u>35.0</u>
TOTAL	9	100.0	20	100.0

¹ This table only includes the youth who were included in the final analysis (i.e., those with complete pre- and post-program data). The youth excluded from the analysis (12 participants and three comparison youth) due to missing data were similar to the youth included in the final analysis on key demographic measures.

EXHIBIT II-3			
OUTCOME INDICATOR MEANS FOR PARTICIPANT AND COMPARISON YOUTH AT START OF EVALUATION¹			
OUTCOME INDICATORS	RANGE²	COMPARISON (N=9)	PARTICIPANT (N=20)
Attitude toward the future	1 to 3	2.17	2.53
Attitude toward school	1 to 3	2.50	2.46
Attitude about drug use	1 to 3	2.61	2.68
Positive peer associations	0 to 1 ³	.42	.67
Resistance to peer pressure	1 to 4	2.78	3.09
Frequency of delinquent behaviors	1 to 4	3.03	3.36
Frequency of positive behaviors	1 to 4	3.17	3.10
Positive relationships with Adults	1 to 3	2.34	2.40
Alienation from others	1 to 3	2.31	2.65
Self-esteem	1 to 3	2.36	2.68
Self-efficacy	1 to 3	2.65	2.83

¹ This table only includes the youth who were included in the final analysis (i.e., those with complete pre- and post-program data). The youth excluded from the analysis (12 participants and 3 comparison youth) due to missing data were similar to the youth included in the final analysis on key attitude and behavior indicators.

² The high end of the range shown for each outcome indicator represents the most favorable response.

³ Because this indicator is composed of true-false questions, the mean is interpreted as the average proportion of correct or true responses by a youth. For example, the average comparison youth is likely to answer 42 percent of the items for this indicator correctly or positively.

3.4 Analyzing Data

Crosstabulations, means, and proportions were calculated. These basic techniques allowed us to describe the participant and comparison groups for this study and make modest comparisons between the two groups. Given the small sample size of each group, tests of statistical significance were not performed for this site because any results would not reflect accurate statistical differences. This precluded the use of more sophisticated statistical techniques (e.g., differences of proportions, t-tests, ANOVA) to analyze the data for this site.

4. EVALUATION FINDINGS

This section covers the following types of evaluation findings:

- Changes in participants' program-related skills
- Changes in participant and comparison group youths' attitudinal and behavioral outcomes (including academic performance).

It also provides contextual information obtained from interviews with program staff that was useful in interpreting these findings.

4.1 Changes in Participants' Program-Related Skills

To measure the degree to which Arts SOS achieved its immediate outcomes during the program period, the participants' Participant Skills Assessment scores were compared to their post-program scores. Changes in the participants' program-related skills were assessed using the Participant Skills Assessment completed by the co-leaders of each component early in the program and again at the completion of the program. Pre- and post-program scores were available for 24 of the participants. According to program staff, the majority of participants exhibited all seven program-related skills at the start of the program. There were, however, noticeable improvements during the program period, as shown in Exhibit II-4, including:

- A greater proportion of participants exhibited program-related skills by the end of the program compared to the start of the program
- The greatest improvements were found in the participants' ability to demonstrate skills necessary to produce quality work/art, participation in sessions, and ability to work on tasks from start to finish
- A greater proportion of youth were reported to have improved their communication skills with peers by the end of the program (67% at the start of the program compared to 75% by the end of the program).

In addition to rating participants on the seven program-related skills, co-leaders were asked to indicate whether participants had (1) gained skills necessary to produce/perform in the program, (2) produced/performed by the end of the program, and (3) received public recognition for his or her work. Of the 24 youth for whom these data were available, 79 percent or 19 youth were reported to have achieved each of these three goals. According to program staff, the majority of youth in the program learned new skills, were given the opportunity to use these new skills, and received positive feedback and recognition for their accomplishments. Both program staff and participants found the public performances to be invaluable to their experience in the program. The performances gave the youth an opportunity to be seen by others (e.g., family, friends, community members) as positive, contributing members of their communities and instilled in them a sense of pride and accomplishment.

EXHIBIT II-4		
PERCENT OF PARTICIPANTS EXHIBITING PROGRAM-RELATED SKILLS AT START AND END OF PROGRAM (N=24)		
SKILLS	START OF PROGRAM	END OF PROGRAM
Demonstrates necessary skills to produce quality work/art	75%	87.5%
Expresses anger appropriately	61.9%	66.7%
Communicates effectively with adults	62.8%	66.6%
Cooperates with others	79.2%	79.2%
Participates in sessions	66.6%	83.3%
Communicates effectively with peers	66.7%	75.0%
Works on tasks from start to finish	66.7%	85.7%

4.2 Changes in Participant and Comparison Groups' Attitudinal and Behavioral Outcomes (Including Academic Performance)

To determine if program participants demonstrated greater improvement in attitudes and behaviors than comparison youth during the program period, changes in pre- and post-program scores were assessed for the *Your Opinions Count* outcome indicators. As discussed in Chapter One, 11 outcome indicators, or summary variables, were constructed from the items included on the *Your Opinions Count* Survey. The proportions of youth improving, staying the same, or declining between the start and end of the program were computed for each of the outcome indicators. Exhibit II-5 presents the results of this analysis. Key results from this analysis include:

- For most of the outcome indicators, participant and comparison youth showed no change in their scores from the start to the end of the program. The majority of the youth maintained their favorable pre-program scores.
- A greater proportion of comparison youth showed improvement in their attitudes toward the future, school, resistance to peer pressure, alienation from others and self-esteem than participant youth.
- More participants showed improvement in their attitude about drug use by the end of the program period than comparison youth.
- More than half of the comparison youth showed a decline in their frequency of positive behaviors compared to one-third of the participants.

Neither group of youth reported less involvement in delinquent behavior. This may be, in part, because at the start of the program, participant and comparison youth reported, on average, not

engaging in delinquent behavior very often. Most youth maintained their favorable scores. It is important to note that 20 percent of the participant youth showed a decline in their scores (or an increase in their frequency of delinquent behavior) during the course of the program, with a similar proportion of youth showing improvement or a decrease in their delinquent activity. Follow-up data collection, including court and school disciplinary data, would be necessary to further explore the extent to which youth are engaging in delinquent behaviors.

EXHIBIT II-5				
PROPORTION OF YOUTH SHOWING CHANGE IN ATTITUDES AND BEHAVIORS¹				
ATTITUDES AND BEHAVIORS	TOTAL N²	ARTS SOS		
		% Less Favorable	% No Change	% More Favorable
Attitude Toward the Future				
Comparison	9	11.1	55.6	33.3
Participant	20	20.0	75.0	5.0
Attitude Toward School				
Comparison	9	11.1	66.7	22.2
Participant	20	5.0	85.0	10.0
Attitude About Drug Use				
Comparison	9	11.1	88.9	0.0
Participant	20	10.0	80.0	10.0
Positive Peer Associations				
Comparison	9	11.1	88.9	0.0
Participant	20	30.0	70.0	0.0
Resistance to Peer Pressure				
Comparison	9	22.2	55.6	22.2
Participant	20	20.0	75.0	5.0
Frequency of Delinquent Behaviors				
Comparison	9	0.0	77.8	22.2
Participant	20	20.0	60.0	20.0
Frequency of Positive Behaviors				
Comparison	9	55.6	11.1	33.3
Participant	20	35.0	40.0	25.0
Positive Relationships With Adults				
Comparison	9	0.0	77.8	22.2
Participant	19	10.5	63.2	26.3
Alienation From Others				
Comparison	9	22.2	66.7	11.1
Participant	19	26.3	73.7	0.0
Self-Esteem				
Comparison	9	11.1	66.7	22.2
Participant	19	21.1	73.7	5.3
Self-Efficacy				
Comparison	9	11.1	88.9	0.0
Participant	18	5.6	88.9	5.6

¹ A change was defined as an increase or decrease of .5 or greater in the outcome indicator score.

² The population size used in determining the proportions is provided for each outcome indicator. The population size is not constant across each indicator because of missing data.

Given that many of the youth maintained their pre-program scores (positive or negative), that is, they showed no change in their scores during the program period, it is important to further examine the data to determine whether the program had a positive impact on the youths' attitudes and behaviors. Ideally, program staff would like all program participants (irrespective of how they began the program) to report favorable attitudes and behaviors by the end of the program period. Exhibit II-6 demonstrates how closely the program came to achieving this "ideal" goal by presenting the proportion of participant and comparison youth with favorable scores on each of the attitude and behavior outcome indicators by the end of the program period. The proportions represent those youth who either maintained their favorable pre-program attitudes or behaviors or those who reported a favorable attitude or behavior score by the end of the program. As shown in Exhibit II-6, at least half of all participants reported favorable scores on seven of the 11 outcome indicators. In addition, a greater proportion of participant youth reported favorable scores on seven of the 11 outcome indicators compared to the comparison youth by the end of the program period. These findings suggest that the program made promising progress toward achieving its "ideal" goal. For the most part, participant youth either maintained or achieved a favorable attitude or behavior score by the end of the program period.

Although program staff were unsuccessful at obtaining academic records from the schools for participant or comparison youth, self-report academic information was obtained from the youth who completed the pre- and post-surveys. The data indicated that at the start of the program, 89 percent of program participants and 78 percent of comparison youth reported earning a grade point average of C or above. Both groups showed noticeable improvement by the end of the program period with 95 percent of participants and 89 percent of comparison youth reporting a grade point average of C or above. When asked how often they missed school, 50 percent of the participants and 67 percent of comparison youth reported missing two to three days of school each month at the start of the program. By the end of the program period, both participant and comparison youth reported missing less school per month than at the start of the program period. Additional academic-related information was obtained from informal interviews with program participants. According to these interviews, involvement in the program taught youth greater responsibility, and the importance of commitment to education. Several participants indicated that they now "took school more seriously" and a few youth expressed an interest in attending college to pursue their interest in the arts.

EXHIBIT II-6 PERCENT OF PARTICIPANT AND COMPARISON YOUTH WITH FAVORABLE SCORES AT THE END OF THE PROGRAM PERIOD^{1, 2}		
ATTITUDE AND BEHAVIOR OUTCOME INDICATORS	COMPARISON YOUTH	PARTICIPANT YOUTH
Attitude toward the future	11.1%	50.0%
Attitude toward school	55.6%	55.0%
Attitude about drug use	88.9%	60.0%
Positive peer associations	44.4%	20.0%
Resistance to peer pressure	33.3%	70.0%
Frequency of delinquent behaviors	66.7%	55.0%
Frequency of positive behaviors	11.1%	42.1%
Positive relationships with Adults	22.2%	45.0%
Alienation from others	22.2%	47.4%
Self-esteem	33.3%	57.9%
Self-efficacy	66.7%	83.3%

¹ The sample size for the comparison youth was constant for each outcome indicator (N=9), however, this was not true for participant youth. The sample size for the participant youth for most of the outcome indicators was 20. Missing data, however, reduced the participant sample size for the remaining indicators. The participant sample size was 19 for the following indicators: positive relationships with adults, alienation from others, and self-esteem. For self-efficacy, the sample size was 18.

² A favorable score is anything within a predetermined favorable range of the highest possible score on each outcome indicator. For example, if the range for an outcome indicator was 1 to 3, with 3 being the highest possible score, a youth scoring between 2.5 and 3.0 was recorded as having a favorable score. If the range for the indicator was 1 to 4, with 4 being the highest score, a youth scoring between 3.0 and 4.0 was recorded as having a favorable score.



III. YOUTH SANCTUARY PROGRAM IN HOMESTEAD, FLORIDA

Since Hurricane Andrew devastated Homestead, Florida in 1992, the city has experienced escalating rates of juvenile delinquency and crime (e.g., drug use, burglary, gang activity). In August 1995, the multifaceted social service agency ASPIRA of Florida, Inc. responded to these growing problems by opening Accolade Middle School, an alternative middle school serving high-risk Latino migrant and other minority youth who experience difficulties in public schools (e.g., language problems, poor attendance, academic failure) that often lead to problem behaviors and delinquency. Two months later, ASPIRA South—a regional branch of the agency—applied for and received Pathways to Success funding to develop and implement the Youth Sanctuary program to help meet the high demand for supervised, after-school activities at Accolade Middle School.

1. PROGRAM DESIGN

Youth Sanctuary was designed to provide approximately 130 at-risk minority youth ages 11 to 16 from Accolade Middle School and nearby migrant camps in South Dade County with a safe haven from risk factors such as negative peer pressure and drug trafficking and to provide youth with opportunities to:

- Interact with a positive peer group and adult role models
- Participate in constructive activities with their families
- Become involved in the community.

Youth Sanctuary provided a range of coordinated after-school, weekend, and summer skill-based delinquency prevention activities. These activities included:

- Counseling—provided small-group counseling sessions, individual academic counseling, and small-group tutoring to participants as needed
- Dance Club—provided instruction in cultural dance
- Athletic Club—provided sports activities (i.e., practices and games)
- Career Club—taught job skills
- Art Club—provided photography instruction.

Youth who participate in these activities were expected to develop new skills and healthy attitudes and behaviors that lead to academic and vocational success, as well as decreased involvement in the problem behaviors that lead to juvenile delinquency and crime. Exhibit III-1 illustrates the program's overall design, and the following sections describe how this design was implemented.

2. PROGRAM IMPLEMENTATION AND OPERATIONS

ASPIRA South completed a number of program activities during the three years of Pathways to Success funding, including the following:

- Forming the ASPIRA Pathways to Success Coalition
- Securing resources to support the program
- Hiring and training program staff
- Recruiting youth from the target population
- Conducting the program activities.

The following subsections describe each of these program activities.

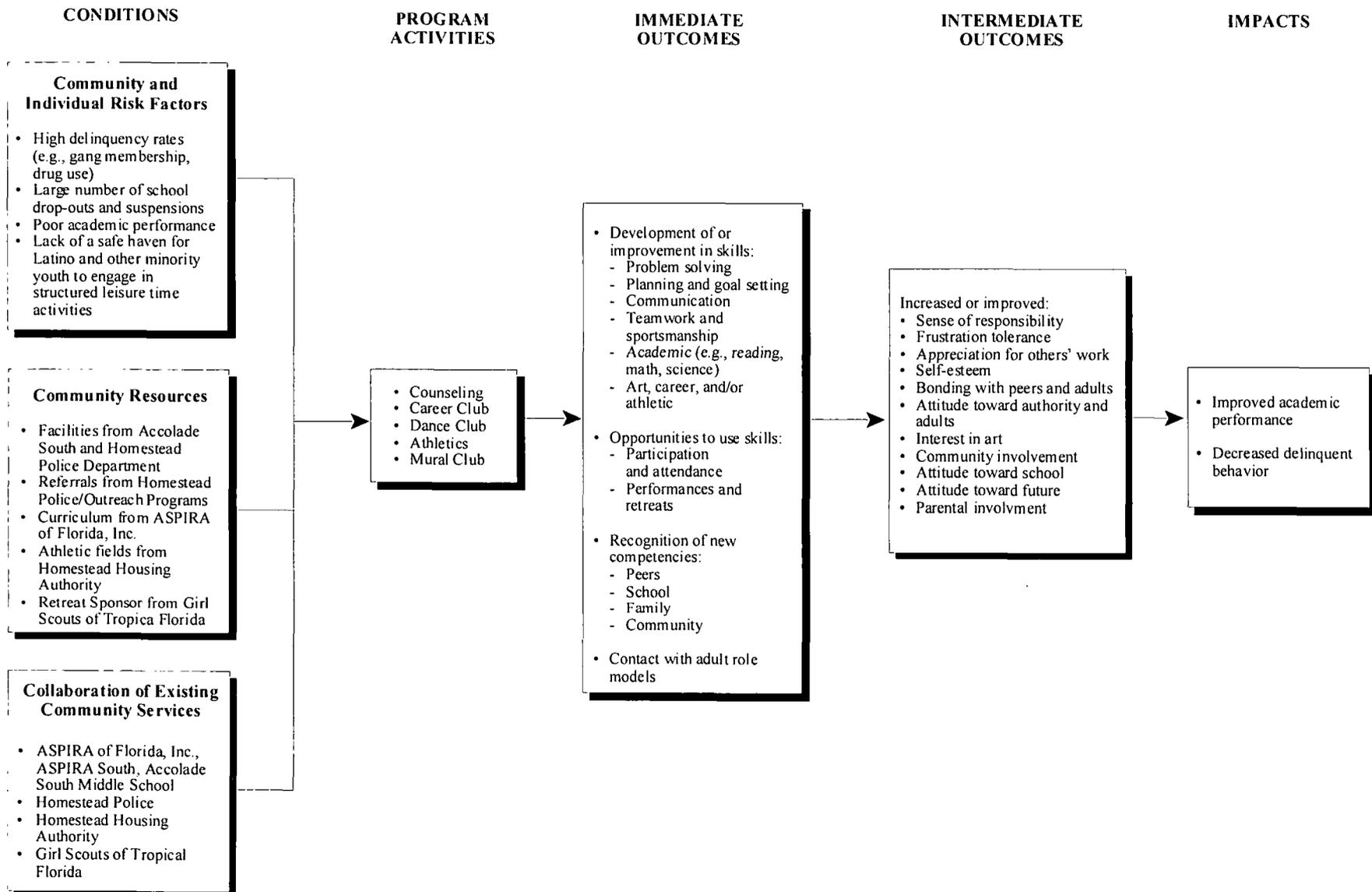
2.1 Forming the ASPIRA Pathways to Success Coalition

By the end of the summer of 1995, ASPIRA of Florida, Inc. and ASPIRA South had founded Accolade Middle School to help address some of the needs of area youth. Realizing that this alternative middle school would not be able to address all of the area's youth-related issues, ASPIRA South also established the Pathways Youth Sanctuary Coalition, which included the Homestead Police, the Homestead Housing Authority, and the Girl Scouts of Tropical Florida in addition to ASPIRA of Florida, Inc. and Accolade Middle School, to design and implement a coordinated juvenile delinquency prevention strategy targeting Homestead area youth. The Coalition applied for and received a Pathways to Success grant and began meeting four times a year to monitor program implementation and outcomes.

2.2 Securing Resources to Support the Program

Pathways Youth Sanctuary Coalition members committed a number of their own resources to support program activities, including the services of experienced staff (e.g., the director of Accolade Middle School), existing facilities for weekly activities (e.g., Accolade

EXHIBIT III-1 YOUTH SANCTUARY PROGRAM MODEL



Middle School classrooms and Homestead Housing Authority athletic fields), and existing staff training curricula (e.g., ASPIRA of Florida's curriculum).

In addition to committing their own resources, the Coalition leveraged various in-kind services (e.g., transportation) from Dade County School District, other health and human services organizations, and volunteers from the community. For example, in past years, Big Brothers/Big Sisters volunteers assisted program staff in conducting field trips to local sites, including local businesses and human service agencies.

2.3 Hiring and Training Program Staff

Immediately following the grant award in October 1995, the ASPIRA South deputy director, who completed the Pathways grant applications and provided fiscal and administrative oversight, hired personnel to fill the following positions: Youth Sanctuary program director, outreach counselor, athletic coach, dance instructor, and art instructor. Since the fall of 1995, volunteers from the community and other organizations have supported program activities by providing transportation for the youth and other critical services.

Ongoing training was provided to program staff each year. The outreach counselor (who also served as the Career Club instructor) attended a minimum of one training session a month covering a variety of subject matters specific to the target population (e.g., conflict resolution). The dance instructor was trained over several 1-hour sessions on program issues and different ethnic dances. As a transfer from another ASPIRA division, the art teacher required little training but did attend two sessions at the Ft. Lauderdale Art Institute. The athletic coach from the previous program year returned to the program this past year and therefore underwent no new training. Youth Sanctuary continued to employ the training practices and curriculum of its collaborative partners, ASPIRA South and ASPIRA of Florida, Inc.

2.4 Recruiting Youth from the Target Population

In the fall of 1997, Accolade Middle School teachers and counselors and Homestead Police/outreach counselors referred over 100 at-risk youth to the program, and the outreach counselor conducted 1-hour assessments of each youth's needs and interests. While the program was designed to serve the same 130 youth during the three years of Pathway funding, participation levels fluctuate due to attrition caused by relocation, teen pregnancy, lack of interest, and other factors. According to program staff, the program attendance rate ranged from less than 50 percent to almost 100 percent for some youth. Staff estimated program attendance

to be approximately 80 percent overall each year.¹² Although attendance fluctuated during the program period, the number of participants served by the program increased each year, in some cases, exceeding the original goals.

2.5 Conducting the Program Activities

Since its inception, Youth Sanctuary has provided at-risk youth with five services: counseling, Career Club, Dance Club, Art Club, and Athletic Club, each of which is described below. Each youth chose to participate in up to three of the four clubs, and all participants received counseling as needed.

Counseling

The outreach counselor provided the following types of counseling as needed, based on school and program staff recommendations and self-referrals:

- Individual—This counseling covered the specific needs and interests of individual participants. Some participants participated in more than one session per month.
- Small group—These groups focused primarily on conflict-resolution and crisis intervention.
- Academic—This activity included monitoring students' grades and school behavior and referring participants to tutoring.
- Tutoring—Small group instruction was provided twice a week and individual instruction on an as-needed basis. This tutoring covered science, math, health, and social studies.
- Career—These sessions covered a range of job-related topics on an as-needed basis.

During the third program year, the majority of the program's participants attended at least one type of counseling session.

Career Club

The Career Club met weekly, attended a vocational retreat and a conference, went on educational and recreational field trips, and conducted career assessments using the ASPIRA

¹² Actual attendance records were not maintained for this site and therefore, we had to rely on estimations provided by program staff for the evaluation.

Career Curriculum and the Holland Self-Directed Search. The Club meetings covered topics such as career awareness, leadership development, self-esteem, awareness of the effects of drug use, pregnancy and STD prevention, and teamwork. The Career Club served approximately 30 youth at the weekly meetings and sometimes over 100 on the field trips, retreats, and workshops during the third program year.

Dance Club

Since the program's inception, the Dance Club practiced two or three times a week and conducted performances of different cultural dances at ASPIRA and community functions. ASPIRA functions included Mexican Celebration Day, Puerto Rican Celebration Day, and the Annual ASPIRA South Awards Ceremony. During the past program year, community functions included performing the songs from "Grease" at Leisure City Elementary and performing traditional Puerto Rican dances on a local Saturday morning television show. The Dance Club served 25 to 35 participants, on average, each year.

Athletic Club

The Athletic Club engaged participants in a range of sports activities (e.g., flag football, volleyball, baseball) to increase their sportsmanship, leadership skills, teamwork, knowledge of game rules, and athletic skills. For the past three years, the Club has practiced after school twice a week, on average, and played in a competitive game approximately every other week. For three months in the spring of 1998, a new Sunday basketball program added extra practices and games beyond the usual Athletic Club activities. Many of the practices and games were held at a nearby park serving the Homestead community. The Athletic Club was designed to serve 50 youth and exceeded this goal during the third program year, serving 70.

Art Club

In 1998, the Art Club provided an opportunity for participants to learn photography and to produce a yearbook for Accolade South. The participants completed many group projects, like the yearbook, as well as two photography exhibits at Accolade and a local photo gallery. Youth also attended field trips to art supply stores, libraries, and the Miami Art Museum. Although the Art Club was designed to serve 90 youth, approximately 100 youth participated in the Club this past year.

3. IMPLEMENTATION OF THE EVALUATION DESIGN

Program staff and Caliber Associates began implementing the national evaluation design and data collection strategy in October 1997. The evaluation tasks completed by program staff and Caliber Associates included:

- Selecting a comparison group
- Collecting data
- Assessing the comparability of participant and comparison youth
- Analyzing data.

Each of these tasks is described in the following subsections.

3.1 Selecting a Comparison Group

Comparison youth were selected from a middle school about two miles from Accolade (the middle school that Accolade's "alternative students" would otherwise have attended). While comparison youth were neither randomly assigned to the comparison group nor matched with the program participants, they were expected to be comparable to the participants because the majority of youth at the school shared similar demographic characteristics and faced similar risk factors.

3.2 Collecting Data

The counselor administered the following data collection instruments:

- Participant Skills Assessment—Assessments were completed in October and June for 100 of the youth who consistently participated in the program.
- Your Opinions Count Survey (YOC)—Pre- and post-program surveys were completed by 130 participants and 37 comparison youth.¹³

¹³ Although pre- and post-data was available for 130 participants, the comparative analyses for this evaluation used a sample of the 130 youth in order to create comparable sample sizes between the participant and comparison groups and to better ensure an adequate match between groups. That is, since all comparison youth were either 13 or 14 years of age, only participant youth within this age range were included in the comparative analyses.

- Academic Data Form—Academic information was collected for 86 program participants. Academic data could not be obtained for comparison youth.

Official court information was not available for this site.¹⁴

3.3 Assessing the Comparability of Participant and Comparison Youth

Analyses were conducted to determine the extent to which the participant and comparison groups were comparable on key demographic and behavioral variables at the start of the program period. As shown in Exhibit III-2, there were significant differences in the age and race of participant and comparison youth. In addition, as shown in Exhibit III-3, comparison youth reported, on average, significantly more favorable scores on six of the 11 attitude and behavior outcome indicators. For the remaining five indicators, participant and comparison youth reported similar scores. In general, the two groups appeared to be more different than similar at the start of the program period. For future evaluations, a more rigorous process needs to be followed when selecting a comparison group.

3.4 Analyzing Data

Crosstabulations, differences of proportions, and t-tests were conducted for the evaluation for this site. These techniques allowed us to identify meaningful differences between the participant and comparison groups. Given the relatively smaller sample size for the comparison group than the participant group, a sample of participants was selected and used for the comparative analyses rather than the total population of program participants. This was done to equalize the sample sizes and to ensure more comparable samples with respect to age and grade level. Only participant youth 13 to 14 years of age (sixth through eighth graders) were included in the comparative analyses.

¹⁴ Program staff did not feel comfortable trying to obtain court records for participants. Instead, limited court information was obtained during counseling sessions with youth. It was discovered that over 90 percent of the participants had no court referrals prior to or during the program period.

EXHIBIT III-2				
DEMOGRAPHICS FOR COMPARISON AND PARTICIPANT YOUTH				
AT START OF EVALUATION¹				
DEMOGRAPHICS	COMPARISON		SAMPLE OF PARTICIPANTS	
	N	%	N	%
Age				
13	25	80.6	21	56.8
<u>14</u>	<u>6</u>	<u>19.4</u>	<u>16</u>	<u>43.2</u>
TOTAL	31	100.0	37	100.0
Race				
African-American	10	32.3	2	5.4
Asian	2	6.5	0	0.0
Hispanic	16	51.6	34	91.9
White	1	3.2	1	2.7
<u>Other</u>	<u>2</u>	<u>6.5</u>	<u>0</u>	<u>0.0</u>
TOTAL	31	100.0	37	100.0
Sex				
Female	22	71.0	26	70.3
<u>Male</u>	<u>9</u>	<u>29.0</u>	<u>11</u>	<u>29.7</u>
TOTAL	31	100.0	37	100.0
Live with				
Mother	10	32.3	7	18.9
Father	0	0.0	0	0.0
Both parents	21	67.7	29	78.4
Guardian	0	0.0	0	0.0
Residential treatment	0	0.0	1	2.7
Foster home	0	0.0	0	0.0
<u>Other</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
TOTAL	31	100.0	37	100.0

¹ This table only includes the youth who were included in the final analysis (i.e., those with complete pre- and post-program data). The youth excluded from the analysis (16 participant youth and 6 comparison youth) due to missing data were similar to the youth included in the final analysis on key demographic measures.

EXHIBIT III-3			
OUTCOME INDICATOR MEANS FOR PARTICIPANT AND COMPARISON YOUTH AT START OF EVALUATION ¹			
OUTCOME INDICATORS	RANGE²	COMPARISON (N=31)	SAMPLE OF PARTICIPANTS (N=37)
Attitude toward the future	1 to 3	2.65*	2.35
Attitude toward school	1 to 3	2.67*	2.44
Attitude about drug use	1 to 3	2.91	2.89
Positive peer associations	0 to 1 ³	.88	.71
Resistance to peer pressure	1 to 4	2.96*	2.81
Frequency of delinquent behaviors	1 to 4	3.79	3.49
Frequency of positive behaviors	1 to 4	3.19*	2.78
Positive relationships with adults	1 to 3	2.34*	2.20
Alienation from others	1 to 3	2.52	2.43
Self-esteem	1 to 3	2.73*	2.44
Self-efficacy	1 to 3	2.82*	2.67

¹ This table only includes the youth who were included in the final analysis (i.e., those with complete pre- and post-program data). The youth excluded from the analysis (16 participant youth and six comparison youth) were similar to the youth included in the final analysis on key attitude and behavior indicators.

² The high end of the range shown for each outcome indicator represents the most favorable response.

³ Because this indicator is composed of true-false questions, the mean is interpreted as the average proportion of correct or true responses by a youth. For example, the average comparison youth is likely to answer 42 percent of the items for this indicator correctly or positively.

* Indicates a statistically significant difference at the $p \leq .10$ level between means on the outcome indicator.

4. EVALUATION FINDINGS

This section covers the following types of evaluation findings:

- Changes in participants' program-related skills
- Changes in participant and comparison group youths' attitudinal and behavioral outcomes (including academic performance).

It also provides contextual information obtained from interviews with program staff that was useful in interpreting these findings.

4.1 Changes in Participants' Program-Related Skills

To measure the degree to which Youth Sanctuary achieved its immediate outcomes during the program period, changes in the participants' program-related skills were assessed using the Participant Skills Assessment completed by the counselor early in the program and again at the completion of the program. Pre- and post-program scores were available for 100 of the participants. As shown in Exhibit III-4, the following findings are worth noting:

- The majority of participants exhibited all seven program-related skills at the start of the program.
- A greater proportion of participants exhibited each of the program-related skills by the end of the program compared to the start of the program.
- Significant improvements were obtained in the following areas: ability to express anger appropriately, communicate effectively with adults, and work on tasks from start to finish.

In addition to rating participants on the seven program-related skills, co-leaders were asked to indicate whether participants had (1) gained skills necessary to produce/perform in the program, (2) produced/performed by the end of the program, and (3) received public recognition for his or her work. Of the 100 youth for whom these data were available, 99 percent were reported to have gained new skills and 96 percent both produced quality work and were recognized for their accomplishments. The results of the Participant Skills Assessment analyses suggest that the program was successful in achieving its immediate outcomes. Information obtained from program participants during on-site visits also indicates that the program was successful in instilling youth, not only with new skills, but with greater confidence and a strong sense of pride in themselves and their work. Many youth recognized that they had great potential for the first time in their lives. It was also noted by many of the youth and program staff that, through public performances, youth were able to express themselves freely to those around them and in some cases, able to work out personal problems through these performances.

EXHIBIT III-4 PERCENT OF PARTICIPANTS EXHIBITING PROGRAM-RELATED SKILLS AT START AND END OF PROGRAM (N=100)		
SKILLS	START OF PROGRAM	END OF PROGRAM
Demonstrates necessary skills to produce/perform in program	91.0	95.0
Expresses anger appropriately	74.0	82.0*
Communicates effectively with adults	77.0	86.0*
Cooperates with others	85.0	88.0
Participates in sessions	79.0	81.0
Communicates effectively with peers	86.0	90.0
Works on tasks from start to finish	82.0	88.0*

* Indicates a statistically significant difference ($p \leq .10$) in the proportion of youth exhibiting each skill from the start to the end of the program.

4.2 Changes in Participant and Comparison Groups' Attitudinal and Behavioral Outcomes (Including Academic Performance)

To determine if program participants demonstrated greater improvement in attitudes and behaviors than comparison youth during the program period, changes in pre- and post-program scores were assessed for the *Your Opinions Count* outcome indicators. As discussed in Chapter One, 11 outcome indicators, or summary variables, were constructed from the items included on the *Your Opinions Count* Survey. The proportions of youth improving, staying the same, or declining between the start and end of the program were computed for each of the outcome indicators. Exhibit III-5 presents the results of this analysis. Key results from this analysis include:

- For most of the outcome indicators, participant and comparison youth showed no change in their scores from the start to the end of the program. The majority of the youth maintained their pre-program scores.
- A significantly greater proportion of participant youth reported improvement in their frequency of delinquent and positive behaviors, alienation from others and self-efficacy than comparison youth.
- More than half of the comparison youth reported a decline in positive peer associations compared to one-third of the participants.

EXHIBIT III-5				
PROPORTION OF YOUTH SHOWING CHANGE IN ATTITUDES AND BEHAVIORS¹				
ATTITUDES AND BEHAVIORS	TOTAL N	YOUTH SANCTUARY		
		% Less Favorable	% No Change	% More Favorable
Attitude Toward the Future				
Comparison	31	21.6	64.9	13.5
Participant	37	16.1	74.2	9.7
Attitude Toward School				
Comparison	31	12.9	71.0	16.1
Participant	37	13.5	64.9	21.6
Attitude About Drug Use				
Comparison	31	0.0	96.8*	3.2
Participant	37	8.1*	86.5	5.4
Positive Peer Associations				
Comparison	31	58.1*	41.9	0.0
Participant	37	32.4	67.6*	0.0
Resistance to Peer Pressure				
Comparison	31	25.8*	61.3	12.9
Participant	37	13.5	62.2	24.3
Frequency of Delinquent Behaviors				
Comparison	31	6.5	87.1*	6.5
Participant	37	10.8	70.3	18.9*
Frequency of Positive Behaviors				
Comparison	31	48.4	41.9	9.7
Participant	37	27.0	32.4	40.5*
Positive Relationships With Adults				
Comparison	31	12.9	61.3	25.8
Participant	37	27.0*	56.8	16.2
Alienation From Others				
Comparison	31	19.4*	74.2	6.5
Participant	37	8.1	75.7	16.2*
Self-Esteem				
Comparison	31	6.5	90.3	3.2
Participant	37	10.8	81.1	8.1
Self-Efficacy				
Comparison	31	3.2	96.8*	0.0
Participant	37	13.5*	75.7	10.8*

¹ A change was defined as an increase or decrease of .5 or greater in the outcome indicator score.

² The population size used in determining the difference in proportions is provided for each outcome indicator. The population size is not constant across each indicator because of missing data.

* Indicates a statistically significant difference between the participant and comparison groups with respect to the proportion of youth who showed a change on a given outcome indicator. The asterisk is located next to the group with the greater proportion showing change or no change. The significance level used was $p \leq .10$.

A significantly greater proportion of comparison youth also showed a decline in resistance to peer pressure compared to the participant youth. This difference may be attributed to the program's emphasis on exposing youth to positive role models and working to increase bonding with pro-social peers. The participants themselves reported making new friends and "hanging around" with a better group of friends as a result of participating in the program.

Given that many of the youth maintained their pre-program scores (positive or negative), that is, they showed no change in their scores during the program period, it is important to further examine the data to determine whether the program had a positive impact on the youths' attitudes and behaviors. Ideally, program staff would like all program participants (irrespective of how they began the program) to report favorable attitudes and behaviors by the end of the program period. Exhibit III-6 demonstrates how closely the program came to achieving this "ideal" goal by presenting the proportion of participant and comparison youth with favorable scores on each of the attitude and behavior outcome indicators by the end of the program period. As shown in Exhibit III-6, 50 percent or more of all participants reported favorable scores on five of the 11 outcome indicators. A greater proportion of comparison youth reported favorable scores on nine of the 11 outcome indicators compared to the participant youth by the end of the program period. In general, the program appears to have fallen short of achieving many of the desired intermediate outcomes and impacts anticipated at the start of the program. It is possible that over time and with increased exposure to the program, more youth will show change in their attitudes and behaviors. Further study is needed to determine the longer lasting impacts of the program on the participants.

Finally, changes in academic performance from the start to the end of the program period were examined for program participants. Academic data were not available for comparison youth. Of the 86 participants for whom grade point average data were available, 58 percent achieved a grade point average of C or above at the start of the program. This percentage increased to 68 percent by the end of the program period, thus fewer youth were performing "below average" after participating in the program. School attendance data also were examined for 72 participants. At the start of the program, 18 percent of the participants recorded "three or more" unexcused absences. By the end of the program, this percentage increased to 26 percent, a significant difference. Although some youth showed a decline in school attendance and, in a few cases, dropped out of school, these same youth continued to attend the program. Youth were committed to the program and recognized a sense of responsibility. Program staff were able to work with the youth and encourage them to return to or work harder in school. For many youth, program staff were successful in their efforts. Feedback from youth indicated that they gained a greater appreciation for education as a result of participating in the program, many reported a

new interest in school, and others indicated that they did better in school and learned more after being in the program.

EXHIBIT III-6 PERCENT OF PARTICIPANT AND COMPARISON YOUTH WITH FAVORABLE SCORES AT THE END OF THE PROGRAM PERIOD^{1,2}		
ATTITUDE AND BEHAVIOR OUTCOME INDICATORS	COMPARISON YOUTH (N=31)	PARTICIPANT YOUTH (N=37)
Attitude toward the future	66.7*	32.4
Attitude toward school	66.7*	37.8
Attitude about drug use	96.8*	86.5
Positive peer associations	51.6	51.4
Resistance to peer pressure	1.6	2.4
Frequency of delinquent behaviors	87.1	70.3
Frequency of positive behaviors	38.7*	29.7
Positive relationships with Adults	32.3*	10.8
Alienation from others	38.7	46.0*
Self-esteem	74.2*	37.8
Self-efficacy	90.3*	64.9

¹ The sample size for the comparison youth was constant for each outcome indicator (N=9), however, this was not true for participant youth. The sample size for the participant youth for most of the outcome indicators was 20. Missing data, however, reduced the participant sample size for the remaining indicators. The participant sample size was 19 for the following indicators: positive relationships with adults, alienation from others, and self-esteem. For self-efficacy, the sample size was 18.

² A favorable score is anything within a predetermined favorable range of the highest possible score on each outcome indicator. For example, if the range for an outcome indicator was 1 to 3, with 3 being the highest possible score, a youth scoring between 2.5 and 3.0 was recorded as having a favorable score. If the range for the indicator was 1 to 4, with 4 being the highest score, a youth scoring between 3.0 and 4.0 was recorded as having a favorable score.

* Indicates a statistically significant difference between the participant and comparison groups with respect to the proportion of youth who obtained a favorable score on a given outcome indicator by the end of the program period. The asterisk is located next to the group with the greater proportion reporting a favorable score. The significance level used was $p \leq .10$.



IV. ELEMENTARY BASEBALL PROGRAM IN WASHINGTON, D.C.

Elementary Baseball targets the Shaw community, which has one of the highest rates of poverty, crime, unemployment, single-parent families, and Temporary Assistance for Needy Families (TANF) recipients in the District of Columbia. The program operates from Garrison Elementary, which is located in the Shaw community. Approximately 95 percent of Garrison's predominantly minority student population live in single-parent households, 90 percent are TANF-eligible, many come from homes with a history of substance abuse and/or domestic violence, and many experience school failure. Designed to counteract these risk factors, Elementary Baseball provides co-educational baseball, literacy tutoring, and mentoring.

1. PROGRAM DESIGN

The overall goal of Elementary Baseball was to help at-risk Garrison Elementary School students, ages eight to 12, to develop and strengthen the protective factors (e.g., high self-esteem, positive peer group) that would enable them to succeed in school and would help prevent behaviors that lead to juvenile delinquency and crime. To this end, Elementary Baseball provided the following activities:

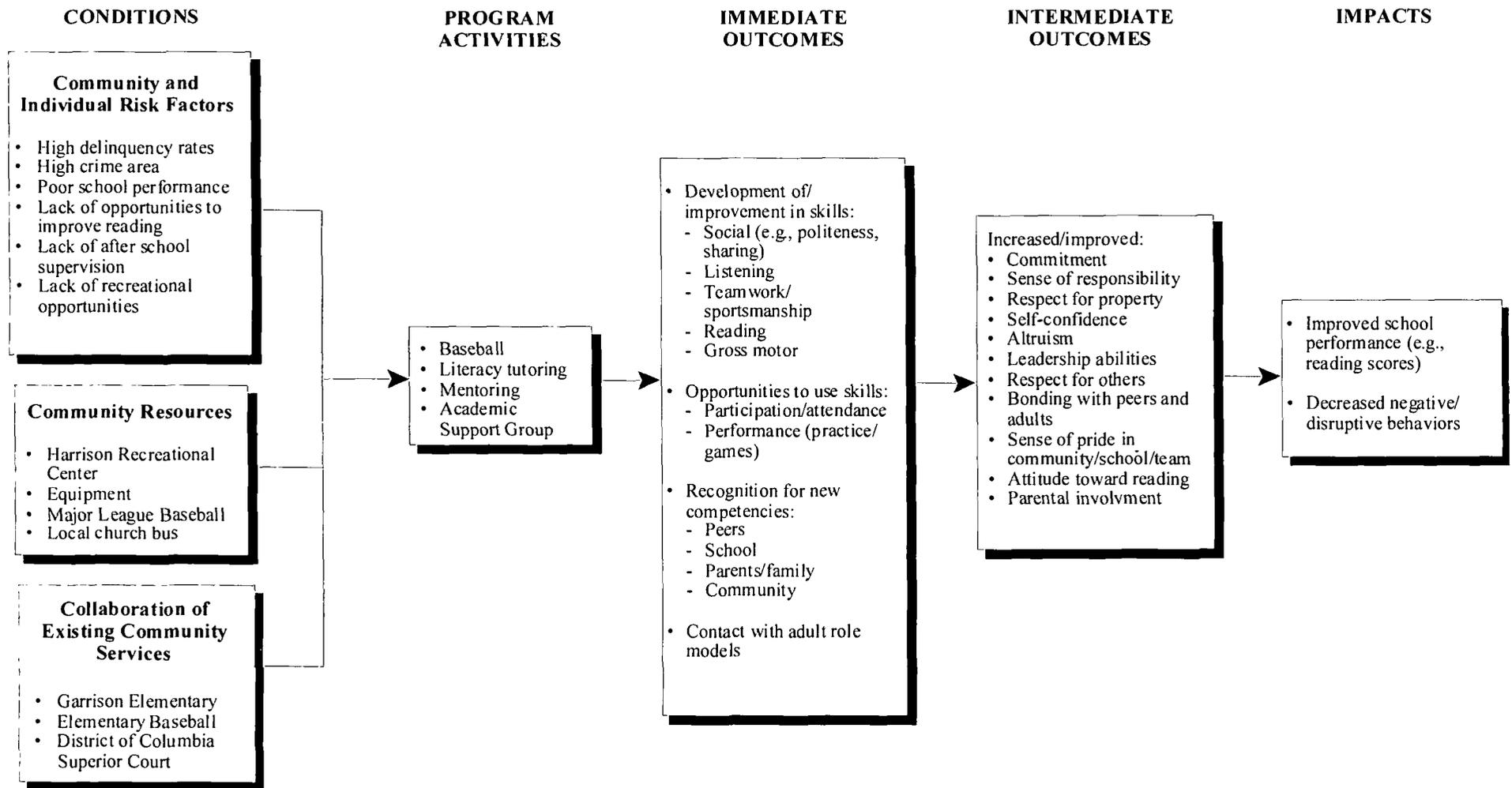
- Baseball—taught skills, conditioning, and teamwork
- Literacy tutoring—provided one-on-one literacy tutoring
- Mentoring—provided one-on-one mentoring sessions for every participant.

These activities also taught the participants other skills (e.g., conflict resolution skills), and provided them with opportunities to interact with both peers and adults and to participate in constructive activities with their families. Exhibit IV-1 illustrates the program's overall design, and the following section describes how the design was implemented.

2. PROGRAM IMPLEMENTATION AND OPERATIONS

Elementary Baseball was established at Garrison Elementary School in 1993 by John McCarthy, a former professional baseball player. McCarthy, who served as the program director since the program's inception, collaborated with the District of Columbia Superior Court to apply for Pathways to Success funding, to supplement the program's baseball instruction with tutoring and mentoring components. The grant partners received program funding in October 1995 and began implementing the following program activities, which focused on developing an expanded, Pathways to Success version of Elementary Baseball:

EXHIBIT IV-1 ELEMENTARY BASEBALL PROGRAM MODEL



- Developing collaborative arrangements and leveraging community resources
- Hiring and training program staff
- Recruiting youth from the target population
- Conducting the program activities.

The following subsections describe each of these activities.

2.1 Developing Collaborative Arrangements and Leveraging Community Resources

Prior to the program's inception, the program director had established a collaborative relationship with Garrison Elementary School. Through this relationship, the program director provided Elementary Baseball practices and games to Garrison Elementary students. The school provided space for storing program equipment and it referred youth to the program. Recognizing the potential to augment the program with mentoring, tutoring, and student support components, the program director then collaborated with the District of Columbia Superior Court to develop a Pathways to Success grant proposal. Garrison Elementary School agreed to continue hosting the program and to provide additional space for program activities. Once Elementary Baseball received program funding, the three program partners began contributing staff time and other resources to implement the program (e.g., school teachers referred students and met with the student support coach, Court employees served as mentors to participants).

Elementary Baseball leveraged a number of other critical resources to support program activities, including: the Harrison Recreation Center baseball field for Saturday games for the older children, infield dirt and two pitching machines (located at the baseball field) from Major League Baseball, and a range of in-kind services (e.g., transportation) from organizations and individuals in the community. In addition, the program recruited a number of volunteers, including academic tutors and mentors.

2.2 Hiring and Training Program Staff

Since receiving the Pathways to Success grant, the District of Columbia Superior Court has provided administrative oversight for the Elementary Baseball Program. In addition, the Court coordinated the program's mentoring component, which involved recruiting Court employees to serve as mentors and providing support to the mentors as needed.

The program director provided overall management and administrative support for the entire program, supervised program staff, and operated as the student support coach. Including Mr. McCarthy, several staff help run the program, including:

- Eight to 10 part-time coaches
- Part-time tutor co-coordinators
- Two mentor coordinators
- Part-time administrative assistant.

In addition, the program director and the Court recruited teachers, parents, community leaders, court employees, and work-study college students to volunteer as literacy tutors and mentors for the program.

Elementary Baseball provided the literacy tutors and the mentors with training to prepare them to assume their positions. The program director and tutor coordinators provided a one-day orientation for all volunteer tutors that emphasizes the importance of providing stable, consistent tutoring services to the participants. A similar orientation was provided for volunteer mentors at the beginning of each spring season. Both received occasional feedback from their respective coordinators.

While the program did not provide any pre-program training to the athletic and student support coaches, the program director and the coaches did conduct informal large- and small-group discussions throughout the program year. In addition, the program director conducted a formal meeting with each coach at the end of each season to provide feedback on his or her performance, to discuss program strengths and weaknesses, and to offer recommendations for improvement.

2.3 Recruiting Youth from the Target Population

Elementary Baseball recruited Garrison Elementary School students, ages eight to 12, in both the fall and the spring (prior to the start of the baseball season) through informational meetings conducted at the school. In addition, teachers recommend students who exhibit good behavior and school performance, because they believe that the program would provide the support and encouragement that these students needed to maintain their positive behaviors. Less frequently, teachers recommend children who showed early signs of delinquency and/or school failure in hopes that the program would redirect these youth to more appropriate behaviors and improve their academic performance.

Participation and attendance in the program was high for the majority of youth. Program staff estimated an average attendance rate of 90 percent, with a range of 65 to 100 percent.¹⁵ Staff attribute the high attendance rate to program location, parental support for the program, and high levels of interest and enthusiasm from both the youth and the staff. Like other programs, however, there were some youth who were frequently absent from the program, primarily due to other after-school commitments.¹⁶ In addition, eight youth who started the program in the fall were either removed or left the program before the end of the school year (three youth moved and attended a new school, three youth were removed by either a teacher, parent, or staff member due to disciplinary problems, and two youth chose to leave the program on their own).

2.4 Conducting the Program Activities

Elementary Baseball administered three primary activities: baseball, literacy tutoring, and mentoring. In addition to these primary activities, an informal academic support group served a small group of children who need specialized, intensive support. At the completion of the program, participants were expected to show improvement in punctuality, listening skills, reading skills, teamwork, respect for others, self-confidence, and responsibility. Other intended outcomes varied depending on what was developmentally appropriate for each age group. Older participants (ages 11 and 12) were expected to take on more responsibility for helping other participants to succeed in the program, model leadership skills, set good examples, and demonstrate greater dedication and commitment to the program. Younger participants (ages 10 and younger), on the other hand, were encouraged to practice politeness, remain quiet while others were talking, treat each other with respect, remember to show up for practice and tutoring, and help care for the equipment and the field.

Baseball

The baseball program included a fall (September to November) and a spring season (March to June). This year, 70 to 80 participants attended a total of 40 weekly after-school practice sessions and played in a total of 40 games held on Saturdays. Participants were divided into five teams based on age. The fifth and sixth graders, who were combined to form an older team of about 25 players (the Dodgers), traveled to play other teams from Washington, D.C. and Maryland. Four teams of younger children (approximately 10 youth per team) competed against each other in local games. To ensure a positive, supportive experience for the younger

¹⁵ Although attendance records were kept for this program, the information was never made available for the evaluation even after several requests were made for the data.

¹⁶ There were a lot of extra-curricular activities offered at Garrison Elementary for the youth.

participants, no scores were kept and the players were rotated to every position during each games. The baseball program provided an opportunity for the children to engage in healthy and fun recreational activity, learn teamwork skills, develop a pro-social group identity, learn to interact appropriately with peers and adult authority figures, and gain self-esteem and self-confidence. The program also featured periodic group field trips, a parent orientation, and opening and closing day ceremonies with community recognition and trophies.

Literacy Tutoring

The 80 tutors of the literacy tutoring program, including four work-study students from Howard University, provided 1-hour, one-on-one tutoring sessions twice a week after school in an effort to raise the participants' low standardized reading test scores. Each tutoring session included a 45-minute social period followed by a 60-minute tutoring session. Youth were expected to attend at least one session each week but were given the opportunity to attend both tutoring sessions weekly. The program was designed to help the youth to enjoy reading, improve their reading skills and comprehension. For the benefit of the participants, students who regularly exhibited problem behaviors during tutoring sessions were expelled from the program.

Mentoring

The mentoring component of Elementary Baseball matched 50 program participants with 30 volunteer mentors from the District of Columbia Superior Court. These volunteers served as adult role models for participating youth. Because of the shortage of mentors this past year, matches were first made with children based on need and dedication to the program. Since the program's inception, mentors have attended the participants' baseball games, taken youth on educational, cultural, and recreational outings, and provided general support and encouragement. Due to the large time commitment required of the volunteer mentors, this component only operated during the spring season. Several group activities during the third program year helped the mentors maintain their required minimum of six contacts per month with their participants. In addition, a partnership contract between the mentor and the youth was negotiated at the beginning of the spring semester to increase the level of commitment from both parties.

3. IMPLEMENTATION OF THE EVALUATION DESIGN

Program staff and Caliber Associates began implementing the national evaluation design and data collection strategy in October 1997. The evaluation tasks completed by program staff and Caliber Associates included:

- Selecting a comparison group
- Collecting data
- Assessing the comparability of participant and comparison youth
- Analyzing data.

Each of these tasks is described in the following subsections.

3.1 Selecting Comparison Groups

Comparison youth were selected from one sixth grade class and one fourth grade class based on the teachers' willingness to administer the Your Opinions Count Survey.¹⁷ While comparison youth were neither randomly assigned to the comparison group nor matched with the program participants, they were expected to be comparable to the participants because the majority of youth at each school shared similar demographic characteristics and faced similar risk factors.

3.2 Collecting Data

The local data collectors and program director administered the following data collection instruments:

- Participant Skills Assessment—Assessments were completed in October and May for 69 of the youth (45 younger and 24 older youth) who consistently participated in the program.
- Your Opinions Count Survey (YOC)—Pre- and post-program surveys were completed by 14 of the older participants (Dodgers) and 19 of the older comparison youth.

¹⁷ The size of the fourth grade comparison group was greatly reduced during the program period because many of the students were recruited for the program.

- Academic Data Form—Academic information was not collected using the academic forms. Instead, standardized reading scores—from the Stanford Achievement Test, 9th Edition, administered in the fall and spring—were used in place of academic grades due to changes in the grading system that prevented comparisons of grades over time.^{18, 19}

Court information was not collected in D.C. because the participants were presumed by program staff to be too young to be involved in the Juvenile Justice System.

Given the young age of the majority of youth in the program (third and fourth graders), the YOC Survey was not administered to these youth. Instead, pre- and post-program focus groups were conducted with approximately 30 of the younger participants in October and May to assess changes in their attitudes and behaviors during the program period.²⁰

3.3 Assessing the Comparability of Participant and Comparison Youth

The descriptive data collected by program staff for each youth was examined to determine the extent to which the participant and comparison groups were comparable on key demographic and behavioral variables at the start of the program period. Based on the percentages shown in Exhibit IV-2, participant and comparison youth on whom pre- and post-program data were collected tended to be of the same age, race, sex, and grade level. Exhibit IV-3 shows that, on average, the participant and comparison youth obtained similar pre-program scores on eight of the 11 attitude and behavior outcome indicators. For the remaining three indicators, comparison youth reported, on average, slightly more favorable scores than did participants.²¹

¹⁸ These scores were only available for fourth and sixth graders (participants and comparison youth) because the Stanford 9 was only administered to those grades.

¹⁹ The analysis of the standardized scores was part of a separate local evaluation of Elementary Baseball's literacy tutoring component conducted by Caliber under contract with the program. Key findings from the evaluation are presented in this report. For a detailed report of these findings, see *the Evaluation of Elementary Baseball's Literacy Tutoring Component* in Appendix C.

²⁰ Although it was originally planned to conduct pre- and post-program focus groups with the 4th grade comparison youth, this was not possible due to the contamination of the group. That is, many students in the 4th grade comparison group became participants in the program during the evaluation period.

²¹ It is important to note that it was not possible to determine if these differences were statistically significant given the small sample sizes for each group (i.e., less than 30).

EXHIBIT IV-2						
DEMOGRAPHICS FOR COMPARISON AND PARTICIPANT (OLDER AND YOUNGER) YOUTH AT START OF EVALUATION ¹						
DEMOGRAPHICS	COMPARISON		OLDER PARTICIPANTS		YOUNGER PARTICIPANTS²	
	N	%	N	%	N	%
Age						
7	0	0.0	0	0.0	6	13.0
8	0	0.0	0	0.0	19	41.4
9	0	0.0	0	0.0	21	45.6
10	4	21.1	7	50.0	0	0.0
11	13	68.4	7	50.0	0	0.0
<u>12</u>	<u>2</u>	<u>10.5</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
TOTAL	19	100.0	14	100.0	46	100.0
Race						
African-American	17	89.5	12	85.7	35	76.1
Asian	0	0.0	0	0.0	1	2.2
Hispanic	2	10.5	2	14.3	5	10.9
White	0	0.0	0	0.0	0	0.0
<u>Other</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>5</u>	<u>10.9</u>
TOTAL	19	100.0	14	100.0	46	100.0
Sex						
Female	10	52.6	5	35.7	20	43.5
<u>Male</u>	<u>9</u>	<u>47.4</u>	<u>9</u>	<u>64.3</u>	<u>26</u>	<u>56.5</u>
TOTAL	19	100.0	14	100.0	46	100.0
Grade Level						
Third	0	0.0	0	0.0	25	54.3
Fourth	0	0.0	0	0.0	21	45.7
Fifth	0	0.0	6	42.9	0	0.0
<u>Sixth</u>	<u>19</u>	<u>100.0</u>	<u>8</u>	<u>57.1</u>	<u>0</u>	<u>0.0</u>
TOTAL	19	100.0	14	100.0	46	100.0

¹ This table only includes the youth who were included in the final analysis (i.e., those with complete pre- and post-program data). The youth excluded from the analysis (10 participant and three comparison youth) due to missing data were similar to the youth included in the final analysis on key demographic measures.

² Although only the comparison youth and older program participants are included in the comparative analyses, demographic information is presented for younger participants for descriptive purposes only.

EXHIBIT IV-3			
OUTCOME INDICATOR MEANS FOR OLDER PARTICIPANT AND COMPARISON YOUTH AT START OF EVALUATION¹			
OUTCOME INDICATORS	RANGE²	COMPARISON (N=19)	OLDER PARTICIPANTS (N=14)
Attitude toward the future	1 to 3	2.61	2.33
Attitude toward school	1 to 3	2.82	2.87
Attitude about drug use	1 to 3	3.01	2.96
Positive peer associations	0 to 1 ³	.64	.51
Resistance to peer pressure	1 to 4	3.40	3.40
Frequency of delinquent behaviors	1 to 4	3.75	3.70
Frequency of positive behaviors	1 to 4	3.23	3.20
Positive relationships with adults	1 to 3	2.44	2.42
Alienation from others	1 to 3	2.41	2.52
Self-esteem	1 to 3	2.66	2.71
Self-efficacy	1 to 3	2.85	2.68

¹ This table only includes the youth who were included in the final analysis (i.e., those with complete pre- and post-program data). The youth excluded from the analysis (10 participant and 3 comparison youth) were similar to the youth included in the final analysis on key attitude and behavior indicators.

² The high end of the range shown for each outcome indicator represents the most favorable response.

³ Because this indicator is composed of true-false questions, the mean is interpreted as the average proportion of correct or true responses by a youth. For example, the average comparison youth is likely to answer 64 percent of the items for this indicator correctly or positively.

3.4 Analyzing Data

Crosstabulations, means, percentages, and differences of proportions were conducted for the evaluation for this site. These techniques provided us with descriptive information on the participant and comparison youth and, in some cases, allowed us to identify meaningful changes in participants' pre- and post-scores. Given the small sample sizes for both the older participant and comparison groups, tests of statistical significance could not be conducted for this site. Some significance testing was possible, however, when comparing changes in the participants' scores from the start to the end of the program period.

4. EVALUATION FINDINGS

This section covers the following types of evaluation findings:

- Changes in participants' (older and younger) program-related skills

- Changes in older participant and comparison group youths' attitudinal and behavioral outcomes.

Information obtained from pre- and post-focus group interviews with younger participants also is summarized in this section along with information on academic performance and contextual information obtained from interviews with program staff that was useful in interpreting these findings.

4.1 Changes in Participants' (Older and Younger) Program-Related Skills

To measure the degree to which Elementary Baseball achieved its immediate outcomes during the program period, the participants' Participant Skills Assessment scores were compared to their post-program scores. Changes in the participants' program-related skills were assessed using the Participant Skills Assessment completed by the program director, with input from coaches, tutors, and mentors, early in the program and again at the completion of the program. Pre- and post-program scores were available for 69 participants (45 younger and 24 older youth). According to program staff, the majority of participants began the program with all of the necessary program related-skills. There were, however, noticeable improvements during the program period, as shown in Exhibit IV-4, including:

- A greater proportion of younger and older participants exhibited each of the program-related skills by the end of the program compared to the start of the program.
- Significant improvements for older participants were found in the participants' ability to demonstrate skills necessary to produce quality work/perform, communicate effectively with adults, and work on tasks from start to finish.
- Significant improvements for younger participants were found in the participants' ability to demonstrate skills necessary to produce quality work/perform, communicate effectively with adults, cooperate with others, participate in sessions, and work on tasks from start to finish.

In addition to rating participants on the seven program-related skills, program staff were asked to indicate whether participants had (1) gained skills necessary to produce/perform in the program, (2) produced/performed by the end of the program, and (3) received public recognition for his or her work. All 69 youth were reported to have achieved each of these three goals. According to program staff, the majority of youth in the program learned new skills (e.g., baseball, academic, social), were given the opportunity to use these new skills (e.g., interaction with others, baseball games, field trips), and received positive feedback and recognition for their accomplishments (e.g., games in the community, award ceremonies).

EXHIBIT IV-4 PERCENT OF OLDER (N=24) AND YOUNGER (N=45) PARTICIPANTS EXHIBITING PROGRAM-RELATED SKILLS AT START AND END OF PROGRAM		
SKILLS	START OF PROGRAM	END OF PROGRAM
Demonstrates necessary skills to produce quality work/art		
Older participants	87.5	100.0*
Younger participants	93.4	100.0*
Expresses anger appropriately		
Older participants	83.4	87.5
Younger participants	80.0	86.7
Communicates effectively with adults		
Older participants	83.3	95.8*
Younger participants	82.2	100.0*
Cooperates with others		
Older participants	87.5	91.7
Younger participants	93.4	100.0*
Participates in sessions		
Older participants	87.5	95.8
Younger participants	86.7	95.5*
Communicates effectively with peers		
Older participants	87.5	95.8
Younger participants	95.5	97.8
Works on tasks from start to finish		
Older participants	66.6	87.5*
Younger participants	80.0	88.9*

4.2 Changes in Older Participant and Comparison Groups' Attitudinal and Behavioral Outcomes

To determine if program participants demonstrated greater improvement in attitudes and behaviors than comparison youth during the program period, changes in pre- and post-program scores were assessed for the *Your Opinions Count* outcome indicators. As discussed in Chapter One, 11 outcome indicators, or summary variables, were constructed from the items included on the *Your Opinions Count* Survey. The proportions of youth improving, staying the same, or declining between the start and end of the program were computed for each of the outcome

indicators. Exhibit IV-5 presents the results of this analysis. Key results from this analysis include:

- For most of the outcome indicators, the majority of participant and comparison youth showed no change in their scores from the start to the end of the program.
- A greater proportion of participants showed improvement in their attitudes toward the future, positive peer associations, alienation from others and self-esteem than did comparison youth.
- More participants showed improvement in their frequency of delinquent behavior by the end of the program period than did comparison youth.

The noticeable changes in the proportion of participants reporting more favorable attitudinal and behavioral scores are an early indication that the program is having its desired impact on the participants. Program staff indicated that, among other things, the program stressed teaching positive behaviors, increasing bonding with pro-social peers and adults, and program staff worked hard to connect youth to their communities and instill a sense of pride in the participants. These results suggest that the program is making positive progress with the youth.

Given that many of the youth maintained their pre-program scores (positive or negative), that is, they showed no change in their scores during the program period, it is important to further examine the data to determine whether the program had a positive impact on the youths' attitudes and behaviors. Ideally, program staff would like all program participants (irrespective of how they began the program) to report favorable attitudes by the end of the program period. Exhibit IV-6 demonstrates how closely the program came to achieving this "ideal" goal by presenting the proportion of participant and comparison youth with favorable scores on each of the attitude and behavior outcome indicators by the end of the program period. As shown in Exhibit IV-6, at least half of all participants reported favorable scores on all 11 outcome indicators by the end of the program. In addition, a greater proportion of participant youth reported favorable scores on five of the 11 outcome indicators compared to the comparison youth by the end of the program period. These findings suggest that the program made promising progress toward achieving its "ideal" goal. For the most part, participant youth either maintained or achieved a favorable attitude or behavior score by the end of the program period.

EXHIBIT IV-5				
PROPORTION OF OLDER PARTICIPANTS AND COMPARISON YOUTH SHOWING CHANGE IN ATTITUDES AND BEHAVIORS ¹				
ATTITUDES AND BEHAVIORS	TOTAL N²	ELEMENTARY BASEBALL		
		% Less Favorable	% No Change	% More Favorable
Attitude Toward the Future				
Comparison	19	15.8	68.4	15.8
Participant	14	14.3	57.1	28.6
Attitude Toward School				
Comparison	19	21.1	73.7	5.3
Participant	14	21.4	78.6	0.0
Attitude About Drug Use				
Comparison	18	0.0	60.0	0.0
Participant	14	0.0	92.9	7.1
Positive Peer Associations				
Comparison	18	0.0	88.9	11.1
Participant	14	0.0	64.3	35.7
Resistance to Peer Pressure				
Comparison	18	11.1	66.7	22.2
Participant	13	7.7	61.5	30.8
Frequency of Delinquent Behaviors				
Comparison	18	0.0	100.0	0.0
Participant	14	0.0	85.7	14.3
Frequency of Positive Behaviors				
Comparison	18	22.2	50.0	27.8
Participant	14	28.6	50.0	21.4
Positive Relationships With Adults				
Comparison	18	11.1	72.2	16.7
Participant	13	0.0	76.9	23.1
Alienation from Others				
Comparison	18	5.6	77.8	16.7
Participant	14	14.3	42.9	42.9
Self-Esteem				
Comparison	18	16.7	72.2	11.1
Participant	14	21.4	42.9	35.7
Self-Efficacy				
Comparison	18	0.0	94.4	5.6
Participant	14	0.0	100.0	0.0

¹ A change was defined as an increase or decrease of .5 or greater in the outcome indicator score.

² The population size used in determining the proportion of youth showing a change or no change in their attitude and behavior scores is provided for each outcome indicator. The population size is not constant across each indicator because of missing data.

EXHIBIT IV-6		
PERCENT OF PARTICIPANT AND COMPARISON YOUTH WITH FAVORABLE SCORES AT THE END OF THE PROGRAM PERIOD^{1,2}		
ATTITUDE AND BEHAVIOR OUTCOME INDICATORS	COMPARISON YOUTH	PARTICIPANT YOUTH
Attitude toward the future	68.4	78.6
Attitude toward school	73.7	78.6
Attitude about drug use	100.0	92.9
Positive peer associations	83.3	85.7
Resistance to peer pressure	66.7	61.5
Frequency of delinquent behaviors	100.0	92.9
Frequency of positive behaviors	50.0	50.0
Positive relationships with adults	44.4	78.6
Alienation from others	61.1	50.0
Self-esteem	61.1	85.7
Self-efficacy	66.7	85.7

¹ The sample size for the comparison youth was constant for each outcome indicator (N=9), however, this was not true for participant youth. The sample size for the participant youth for most of the outcome indicators was 20. Missing data, however, reduced the participant sample size for the remaining indicators. The participant sample size was 19 for the following indicators: positive relationships with adults, alienation from others, and self-esteem. For self-efficacy, the sample size was 18.

² A favorable score is anything within a predetermined favorable range of the highest possible score on each outcome indicator. For example, if the range for an outcome indicator was 1 to 3, with 3 being the highest possible score, a youth scoring between 2.5 and 3.0 was recorded as having a favorable score. If the range for the indicator was 1 to 4, with 4 being the highest score, a youth scoring between 3.0 and 4.0 was recorded as having a favorable score.

4.3 Summary of Focus Group Interviews with Younger Participants

In order to identify how younger participants had changed and what they had learned from participating in Elementary Baseball, Caliber conducted participant focus groups at the beginning and end of the program. There were 34 youth who participated in the early focus groups and 32 of these youth attended the focus groups at the end of the program period. The pre-focus groups were designed to explore what youth hoped to get out of the program and to identify their needs. Based on the pre-focus group interviews, we learned that youth wanted the following from the program:

- Opportunity to do more fun things after school with other kids their age
- Tutoring in reading and other subjects so that they could do better in school
- Instruction in baseball so that they could become better players
- Opportunity to go places and see new things with their mentors.

Based on findings from the focus groups conducted at the end of the program, Elementary Baseball was able to meet the needs of these youth. The findings from the post-participant focus groups are presented in the following paragraphs and organized according to the program components, baseball, mentoring, and tutoring.

Baseball

According to the younger participants involved in the focus group interviews, the following results were achieved during the program period:

- Everyone had a great time in the program and felt they had become better baseball players
- Almost everyone wanted to continue playing baseball and stay involved in the program
- Youth learned good sportsmanship, teamwork, leadership skills, self control, responsibility and perseverance (“never give up”).

In addition, youth reported that they liked having their friends, family members, and others in the community come out to watch them play baseball. This support made them feel good about themselves and the “excitement of the crowd” made them play better. Youth also indicated that they liked having a chance to spend time with their friends and they would like the opportunity to meet new kids their age and help others learn to play baseball. Interestingly, not only did youth discuss the things they learned from coaches, but they talked about things they learned from each other, such as how to be a better team player, how to encourage others to do well, and how to be a better ball player.

Mentoring

Youth indicated that they liked having a mentor because they were able to visit new and interesting places that they otherwise wouldn’t have gotten a chance to see (e.g., museums, zoo, parks, restaurants), they had someone to “tell them how great they were” and give them support on and off the field, and they had an adult, other than their teachers or parents, who wanted to help them do better in school. The exposure to a positive adult role model was considered an important part of the program. The only negative comments provided by youth were those of disappointment in their mentors when they had to break an “appointment” with the youth. It isn’t good enough to be a mentor in name only. These youth came to rely on their mentors for many things and looked forward to the time they spent together. Youth did indicate that they wished they could have done more with their mentors.

Tutoring

The younger participants indicated that they enjoyed the tutoring component of the program and were proud to report that they had improved their reading skills as a result of the tutoring sessions. In addition, youth said they enjoyed reading more and many were less “anxious” about reading in front of others (i.e., greater confidence in their reading ability). The youth spoke very favorably about their tutors and seemed to have established a strong bond with these individuals. The importance of this relationship to the youth was once again echoed in their disappointment when tutors were unable to attend a session. Although the program focus only on literacy tutoring, youth expressed the need and an interest in participating in tutoring for other subjects (e.g., math, history, science).

4.4 Academic Performance

As part of a separate local evaluation of Elementary Baseball’s literacy tutoring component, standardized scores (i.e., Stanford 9 Achievement Test) were obtained from the student records at Garrison Elementary for 10 sixth grade participants and 20 sixth grade comparison youth. For the fourth graders, data were available for 21 participants and seven comparison youth. The Stanford 9 is a norm-referenced standardized test designed to measure important learning outcomes in reading (i.e., vocabulary and reading comprehension) and math. Given the literacy focus of Elementary Baseball, only the reading scores were examined for the evaluation.²² A summary of the findings is presented below. For a more detailed discussion of the results, a copy of the report, *Evaluation of Elementary Baseball’s Literacy Tutoring Component*, is provided in Appendix C.

In general, the findings suggest that the literacy tutoring component of the program contributed to participants’ positive performance on the Stanford 9 Achievement Test. For the sixth graders, program participants showed greater improvement in their overall reading score than did comparison youth. Participant youth improved, on average, 28 points compared to comparison youth improving 10 points. For the fourth graders, program participants showed slightly greater improvement in reading comprehension than did comparison youth. Participant youth improved, on average, 3 points, and comparison youth improved 1 point.²³ Program staff attribute the greater improvement among the sixth grade participants compared to the fourth grade participants to the number of years in the program. The average number of years served

²² For a detailed discussion of the findings from the local evaluation, see Appendix C.

²³ Although a difference of a few points may not seem important, when determining whether someone passes or fails in school, a few points can make a substantial difference.

for the sixth graders was 2.7 compared to 1.4 for the younger fourth graders. Program staff believe the “veteran” participants were more familiar with the tutors and the tutoring sessions which enable them to take full advantage of what the program had to offer. It is anticipated that, over time, the “rookie” participants will do the same. Further evaluation is needed to test this theory.

V. KEY FINDINGS AND LESSONS LEARNED

This chapter presents a synthesis of the key summative evaluation findings from the Pathways programs and a discussion of the lessons learned from both the formative and summative evaluations.

1. KEY SUMMATIVE EVALUATION FINDINGS

The Pathways programs shared the following promising evaluation results:

- The majority of participants maintained or showed improvement in their program-related skills (e.g., communication with adults and peers, cooperation with others, completing tasks, participating in sessions) by the end of the program.
- Most program participants (50% or more) either maintained or achieved favorable attitude and behavior scores by the end of the program period.

In addition, many of the participants showed noticeable improvement in their grade point average during the program period and expressed a greater interest in and increased commitment to school. Other key findings across the sites include increased bonding with pro-social peers and adults, increased self-confidence, sense of belonging (i.e., community membership), and, for many youth, the development of a new positive outlook on the future. The findings from the national evaluation suggest that the Pathways programs have helped participants to develop and/or improve skills, attitudes, and behaviors. In addition, the majority of youth participating in the program appear to have benefited from the opportunities to use their new skills and receive positive feedback and recognition for their accomplishments. Further evaluation of these programs is, however, necessary to assess the long-term impact of these changes.²⁴

2. LESSONS LEARNED

Pathways program staff reported many “lessons learned” about implementing and evaluating skills-based juvenile delinquency prevention programs. Factors contributing to program success and areas needing improvement are discussed in the two subsections that follow.

²⁴ Future evaluations should strive for larger sample sizes to allow for more statistical testing and should make every attempt to obtain multiple measures of outcomes (i.e., self-report, observation, official records). As with this evaluation, however, often times you are limited by program design and resources.

2.1 Factors Contributing to Program Success

According to program staff, the following factors enhanced program activities at each of the program sites:

- Qualified, professional program staff
- Frequent participant performances, exhibits, and/or games
- Frequent field trips
- Collaborative partnerships among multiple community organizations
- Transportation for participants.

Each of these factors is described in the paragraphs below. In addition, unique factors that facilitated program implementation at individual sites also are discussed.

Qualified Program Staff

Program staff reported that a critical factor in their programs' success has been the selection of the appropriate number of program staff who (1) exemplify the qualities and attitudes the programs seek to impart to the youth, (2) have experience working with at-risk youth, and (3) are professionals in art, dance, theater, and/or athletics. After implementing their programs, the staff at several sites recognized the need for lower instructor-participant ratios and hired additional instructors, program assistants, and/or volunteers to provide more one-on-one and small group interaction for their participants. In addition to selecting the appropriate number of program staff, the programs have also tried to match the needs and interests of the target population with the expertise and experience of the program staff and volunteers. For example, the Rhode Island program employed members of the Playback Theater Troupe to serve as co-leaders for its weekly program activities, taking advantage of the members' previous experience leading prevention-oriented workshops for at-risk populations. This site also employed an intern who is closer in age to the participants and, thus, is believed to be better able to communicate with the participants when personal issues arise. Similarly, the District's program uses Court officials as mentors for their program participants, relying on their experience working with troubled youth to help participants deal effectively with the challenges they face on a daily basis. The District also employs high school students as tutors for the program participants, increasing the time the participants spend in positive, pro-social, constructive activities.

Using professionals in art, dance, theater, and/or athletics to teach participants about their specific skill areas ensured a high level of interest among participants, as well as a high level of respect for the instructors. Professionals have an in-depth understanding of the techniques, conceptual and scientific bases, and psychological aspects involved in their programmatic areas and are able to draw on their own training and experience to accommodate the various learning styles and interests of program participants. Moreover, program staff believe that the participants perform at a higher level because they realize that they will be judged by professionals who are likely to have higher expectations than non-professional staff would. The professionals illustrate to the participants the importance of diligence and discuss the relevance of a high-quality process to a high-quality product and, ultimately, to a successful career. The professionals have shown the participants that it is possible to achieve success in a field of one's choosing through study, practice, and diligence.

Frequent Participant Performances, Exhibits, and/or Games

Incorporating frequent performances, exhibits, and/or games into the programs provided youth with the positive feedback and recognition that they needed to improve their self-esteem and pride. These performances also increased community bonding and, in some cases, increased parental involvement in youth activities.

Frequent Field Trips

Offering a variety of field trips helped expose participants to new geographic and cultural areas, provided a critical opportunity for the participants to form and strengthen relationships with adults and peers outside of the classroom setting, and strengthened their understanding of and attachment to their communities. In addition, program staff believe that the field trips may help improve the participants' outlook on the future by providing them with educational and, in some cases, career opportunities. For example, one program conducted field trips to a recording studio, where youth were able to record their own music.

Collaborative Partnerships with Other Organizations

By establishing collaborative partnerships with other community organizations, the grant applicants have been able to access the wide range of resources needed to implement after-school and summer programs for at-risk youth (e.g., artistic and social service expertise, facilities, administrative oversight). For example, the Miami program founded the ASPIRA Pathways to Success Coalition to plan the program activities and to monitor the program implementation

process. Through this Coalition, the program acquired experienced staff, staff training curricula, and a wide variety of facilities for program activities.

While collaborative arrangements are important factors in acquiring program resources, they require careful maintenance to ensure smooth program operations. Roles and responsibilities must be stated explicitly, and ongoing, frequent communication is needed to overcome challenges to program implementation as they arise.

Transportation for Participants

Providing some form of “user-friendly,” reliable transportation (whether through a local bus system, school buses, volunteers, or staff) was a key factor in achieving adequate or more than adequate attendance rates. Program staff discovered that they could not always rely on parents to provide transportation for the participants. Moreover, when transportation systems are difficult for youth to learn, require participants to travel for long periods of time to get to their final destination, or prove unreliable, youth are less likely to attend program activities.

Site-Specific Success Factors

In addition to the success factors identified across all four of the programs, staff at several programs identified the flexibility of the program structure and the provision of snacks as factors that affected their program implementation activities. Rhode Island determined that the use of a flexible program structure has been important for their program. Flexible structures have enabled the staff to modify program activities as needed to meet the changing needs of program participants. Program staff felt that a more rigid structure would have made the facilitation of the program activities difficult and could have hampered program participation. On the other hand, a rigid program structure was more successful with the District’s program, perhaps because of the younger age of the participants and their need for consistency. An additional success factor for the District was the provision of nutritious snacks (e.g., sandwiches, fruit, milk). These snacks ensured that the youth received at least one healthy meal during the day, provided them with needed energy to function during the program, and educated them about the importance of nutrition.

2.2 Areas for Improvement

Program staff across the Pathways programs also identified several program areas in need of improvement. These areas included:

- Recruiting program participants
- Leveraging sufficient resources
- Involving parents in program activities
- Ensuring the appropriate frequency and/or duration of program activities.

Another area that was recognized as needing more staff attention was program evaluation. Each of these factors is described in the paragraphs below.

Recruiting Program Participants

Participant recruitment has been one of the more difficult tasks for program staff, along with the related task of ensuring adequate participation and attendance rates. Program staff attribute low recruitment levels to problems obtaining permission from parents, inadequate marketing of program activities to the target population, and competition with other interests and responsibilities (e.g., family responsibilities, work, other extracurricular activities). Some programs are now working more closely with targeted schools to ensure that teachers and other school staff refer adequate numbers of at-risk youth to the program. Other sites are increasing their program's publicity throughout the community to increase parent awareness of and support for the programs.

Leveraging Sufficient Resources

Program staff at the four sites recognized the need to leverage more program resources, because current resources (e.g., facility space, equipment) have not been adequate (e.g., too small, not centrally located, poor acoustics). In addition, greater resources would allow programs to hire quality staff and ensure that they were fully compensated for their contributions to the programs. Additional resources also could be used for further evaluation of the programs. It is often difficult given "tight" budgets and lack of experience to incorporate evaluation into program planning. As a result, not enough is known about the impact of these programs on youth in the short or long term.

Involving Parents in Program Activities

All of the sites reported lower levels of parent involvement than were originally expected. As a result, program staff at each of the sites are considering how (and to what extent) to increase family involvement in the program. (While some sites are determined to increase parent

involvement in their programs, others are reconsidering the importance of family involvement as an objective for their programs.)

Ensuring the Appropriate Frequency and/or Duration of Program Activities

Most program staff (and participants) expressed concern about the length of program activities and the amount of contact the participants have with the instructors. Rhode Island would like to expand the length of their program activities to provide youth with more time to learn new skills and increase their opportunities to accomplish tasks. In addition, increasing the length of the program would serve to increase the amount of time that the youth are involved in safe and constructive activities. Although the length of activities is important, the District's program expressed a greater concern for the amount of time that youth are interacting with positive adult role models. Program staff would like to increase the number of contacts between the program mentors and the participants. This change would help establish a stronger bond between the mentor and the youth and would provide the mentor with more opportunities to serve as a role model for the youth.

* * * * *

Successful youth programs have been characterized as those that provide the following:

- Opportunities for success and development of a positive self-image
- Bonding to pro-social adults and institutions
- Frequent, timely and accurate feedback for both positive and negative behaviors
- Increased influence and exposure to positive role models
- Flexibility to meet the needs of the target population.

Successful programs also have been characterized as those programs that reach out to families, schools, and other community partners in youth development to provide a comprehensive community-based program. The Pathways programs have demonstrated that they share some of these same characteristics. There is, however, always room to improve and through continued evaluation, these programs will be able to identify and replicate their strengths, improve upon their weaknesses, and adjust their services to meet the specific needs of their target populations. These programs have shown us that providing youth with new skills, giving them the opportunities to use these skills, and offering them positive feedback and recognition for their hard work and perseverance can lead to healthy beliefs and clear standards of behavior. Further

study, however, is needed to determine under what conditions (e.g., environmental and social factors), for which youth (e.g., background characteristics), and for how long (e.g., 12 months, 24 months) these positive changes will last.

APPENDIX A

DATA COLLECTION INSTRUMENTS

- **Participant Skill Assessment**
- **Your Opinions Count Survey**
- **Academic Form**
- **Referral Form**

Program Start Date: _____
 Today's Date: _____

**Pathways to Success
 Pre-Program Skills Assessment**

Program Name: _____
 Instructor Name: _____

The information from this instructor rating form will be used to assess the participant's progress in a variety of areas during the program period. It is recommended that this form be filled out as close to the beginning of the program as possible. However, in order to ensure that an accurate rating of each participant is obtained, allow yourself up to 4 weeks to become comfortable with the participants and your ability to rate each participant in the areas listed below.

For each of the following areas, please rate the youth using the following scale: 1 "Strongly Disagree" to 4 "Strongly Agree." Please feel free to make any additional comments on the back of this page, if necessary.

Participant Name: _____		Comments
ID Number: _____		
<i>Youth demonstrates skills needed to produce quality work/art products.</i>	① ② ③ ④ Strongly ----- Strongly Disagree Agree	
<i>Youth actively participates in class/sessions.</i>	① ② ③ ④ Strongly ----- Strongly Disagree Agree	
<i>Youth works on a task from beginning to end.</i>	① ② ③ ④ Strongly ----- Strongly Disagree Agree	
<i>Youth expresses anger and conflict appropriately.</i>	① ② ③ ④ Strongly ----- Strongly Disagree Agree	
<i>Youth communicates effectively with adults.</i>	① ② ③ ④ Strongly ----- Strongly Disagree Agree	
<i>Youth behaves in a cooperative way with others in the group.</i>	① ② ③ ④ Strongly ----- Strongly Disagree Agree	
<i>Youth communicates effectively with peers.</i>	① ② ③ ④ Strongly ----- Strongly Disagree Agree	

Name: _____ ID #: _____

Your Opinions Count

THANK YOU for taking part in this survey. The purpose of this survey is to find out about the experiences and opinions of students your age in cities like Atlanta, Georgia, San Antonio, Texas, Miami, Florida, and Portland, Oregon. Hundreds of students from across the country will be filling out copies of this survey.

Your survey is confidential and your name will not appear on it. Some of the questions are about serious topics like drugs and alcohol. Please answer the questions truthfully. This is not a test. There are no right or wrong answers.

Please answer all of the questions. If you need help understanding a question, ask one of the adults who gave you the survey. They are there to help you.

PRACTICE QUESTIONS

Filling out the survey is easy. Just fill in the circle below the answer you choose.

How often do you do each of the following things in your free time?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Pretty Often	Not Very Often	Never
A. Watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Read a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Play a sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other questions ask how strongly you agree or disagree with a statement.
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Agree a Lot	Agree a Little	Don't Agree
E. I like reading books better than listening to music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. I would rather listen to music than watch television.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. I like reading books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. I don't like playing sports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Please write the month, day, and year that you were born:

For example, January 1 1981

Month

Day

Year

How often are the following statements true about you?

(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Always True	Sometimes True	Never True
2. I have a lot in my life to look forward to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I don't think I will be a very successful person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Nothing ever goes right for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel good about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often are the following statements true about you?

(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Always True	Sometimes True	Never True
6. I think it is important to work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The things I learn in school are interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to learn new things in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It is important to me to be a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you think it is okay for students your age to do the following things?

(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Always Okay	Sometimes Okay	Never Okay
10. Drink alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Smoke cigarettes/Chew tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Smoke marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sell drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Abuse prescription drugs/pills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Use inhalants (sniff glue)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are the following statements true or false about the friends you hang out with?

(CHOOSE EITHER TRUE OR FALSE FOR EACH STATEMENT)

	True	False
16. My closest friends do not drink alcohol.	<input type="checkbox"/>	<input type="checkbox"/>
17. My closest friends use drugs (marijuana, pills, inhalants, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
18. My closest friends attend school regularly (<i>do not skip school</i>).	<input type="checkbox"/>	<input type="checkbox"/>
19. My closest friends get into trouble at school.	<input type="checkbox"/>	<input type="checkbox"/>
20. My closest friends belong to gangs.	<input type="checkbox"/>	<input type="checkbox"/>

How often do you do each of the following?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Pretty Often	Sometimes	Not Very Often	Never
21. I do things that I know are wrong just to be more popular with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I let my friends talk me into doing things I really don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I worry about letting my friends down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I try to do things that will impress my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I "go along with the crowd" even if it might get me into trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the **past three months**, how often have you done the following things?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Pretty Often	Sometimes	Not Very Often	Never
26. Carried a weapon (knife or gun)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Got in a fight where I hit or was hit by someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Smoked cigarettes or chewed tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Drank alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Used drugs (marijuana, pills, inhalants, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Decided not to cheat on a school test or assignment when I could have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Damaged someone else's property or belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Skipped a day of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Worked towards doing good things on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Threw dangerous objects at cars or people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Brought alcohol or drugs to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 37. Used force to get money or things from someone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Broke into, or tried to break into, a car or building | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Disobeyed your parent/guardian (<i>Did something they told you not to do</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Told the truth to your parent/guardian about something you did wrong | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Participate in a gang | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Stole or tried to steal something | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Tried to do better in school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The following statements are about adults who are not your parents (for example, teachers and coaches).

How strongly do you agree or disagree with the following things?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

- | | Agree A Lot | Agree A Little | Don't Agree |
|--|--------------------------|--------------------------|--------------------------|
| 44. The adults I know, who are <u>not</u> my parents, let me decide things for myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. The adults I know, who are <u>not</u> my parents, give me enough responsibility. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. The adults I know, who are <u>not</u> my parents, are interested in what I have to say. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. I have a lot of respect for the adults I know, who are <u>not</u> my parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. I can talk with the adults I know, who are <u>not</u> my parents, when I have a problem. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How strongly do you agree or disagree with the following statements?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

- | | Agree A Lot | Agree A Little | Don't Agree |
|--|--------------------------|--------------------------|--------------------------|
| 49. The kids I know are not very friendly to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. I feel that I am very close to my family. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. I often feel left out of things that others are doing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. Most people accept me when I am just being myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. I have friends I can turn to when I have a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

problem.

How strongly do you agree or disagree with the following statements?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Agree A Lot	Agree A Little	Don't Agree
54. I am able to do things as well as most people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. I feel I do not have a lot to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. I feel that the longer people know me, the more they like about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I often feel that I am a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How easily could you do each of the following things?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	I could do it by myself	I could do it only with help	I could not do it
59. Could you read a story in a magazine or book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Could you write a letter to a friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Could you draw a picture of something in your neighborhood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Could you play on a sports team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Could you write a report about the kind of work you have been doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Could you build something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Could you act out a scene in a play?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How interested are you in doing the following things?
(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	Very interested	A little interested	Not at all interested
66. Visiting an art museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Writing for fun (story, poem, journal, diary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Going to a dance performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many **hours each week** would you be willing to do the following for your community?

(CHOOSE ONE ANSWER FOR EACH STATEMENT)

	5 or more hours	3-4 hours	1-2 hours	None
69. Help other kids with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Clean up the neighborhood by picking up trash along the streets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Help improve the look of the neighborhood by planting flowers or painting a mural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Recycle aluminum cans, newspapers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you are finished with this survey, please close the booklet and stay in your seat until the adult who gave you the survey comes by to collect it.

THANK YOU FOR COMPLETING THIS SURVEY

ACADEMIC DATA

Youth's Name:	ID#:		
Name of School:			
Attended from (mo/yr): / To: /			
Use the student's school records from the semester immediately prior to the program, the Fall semester during program operation, and at the end of the Spring semester to answer the following questions.			
Question	1. Semester before program begins (Spring 1997)	2. Semester during program operation (Fall 1997)	3. Semester at the end of the program (Spring 1998)
Indicate the student's grade level (e.g., 7th, 8th, etc.)			
Was the youth enrolled in school at the beginning of the semester?	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
If "no," circle the appropriate reason(s): <i>Suspended Expelled Withdrew Transferred Other (explain)</i> :	S E W T O:	S E W T O:	S E W T O:
Was the youth enrolled in school at the end of the semester?	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
If "no," circle the appropriate reason(s): <i>Suspended Expelled Withdrew Transferred Other (explain)</i> :	S E W T O:	S E W T O:	S E W T O:
Student's academic GPA in the semester			
Total number of absences (whole day)			
Number of excused absences in the semester (whole day)			
Number of unexcused absences (whole day)			
Was the youth suspended during the semester?	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
If "yes," how many times was the youth suspended			
How many total days was the youth suspended			
Use Teacher or Counselor comments to provide other indicators of student's level of school participation, if possible.			
Class participation:			
Perceived interest and effort:			
Completing assignments:			
Extracurricular activities:			
Other:			

REFERRAL FORM*

Instructions: Please complete the following information on each youth at the beginning of the program.

1. Name		2. ID No:	
3. Address:			
City:		State:	Zip:
4. <input type="checkbox"/> Male <input type="checkbox"/> Female	5. Date of Birth:	Month:	Date: Year:
6. Race/Ethnicity (Choose one):			
<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> African-American	<input type="checkbox"/> Native American	
<input type="checkbox"/> Caucasian	<input type="checkbox"/> Bi-Racial	<input type="checkbox"/> Hispanic/Latino	
<input type="checkbox"/> Other (explain): _____			
7. Date of referral: Month: Date: Year:			
8. Referred to program by:			
<input type="checkbox"/> Self/Parent		<input type="checkbox"/> Other (explain):	
<input type="checkbox"/> Court			
<input type="checkbox"/> School			
9. How long has the youth participated in this program?			
<input type="checkbox"/> New to program this year		<input type="checkbox"/> Other (explain):	
<input type="checkbox"/> Second year with program			
<input type="checkbox"/> Third year with program			
10. Current grade level:			
<input type="checkbox"/> 3 rd	<input type="checkbox"/> 6 th	<input type="checkbox"/> 9 th	<input type="checkbox"/> 12 th
<input type="checkbox"/> 4 th	<input type="checkbox"/> 7 th	<input type="checkbox"/> 10 th	<input type="checkbox"/> Other:
<input type="checkbox"/> 5 th	<input type="checkbox"/> 8 th	<input type="checkbox"/> 11 th	
11. School status:			
<input type="checkbox"/> Full time	<input type="checkbox"/> Drop out	<input type="checkbox"/> Graduated/GED completed	
<input type="checkbox"/> Part time	<input type="checkbox"/> GED program	<input type="checkbox"/> Other (explain):	
<input type="checkbox"/> Irregular attendance	<input type="checkbox"/> Suspended/expelled	<input type="checkbox"/> Unknown	
12. School type:			
<input type="checkbox"/> Public school	<input type="checkbox"/> Special education	<input type="checkbox"/> Residential treatment program	
<input type="checkbox"/> Alternative school	<input type="checkbox"/> GED program	<input type="checkbox"/> Other (explain):	
<input type="checkbox"/> Vocational school	<input type="checkbox"/> College	<input type="checkbox"/> Unknown	
13. Special learning needs:			
<input type="checkbox"/> ESL		<input type="checkbox"/> None	
<input type="checkbox"/> Attention deficit/Learning disability		<input type="checkbox"/> Other (explain):	
<input type="checkbox"/> Psychiatric diagnosis (explain): _____		<input type="checkbox"/> Unknown	
14. Youth lives with:			
<input type="checkbox"/> Mother	<input type="checkbox"/> Guardian (relationship: _____)		
<input type="checkbox"/> Father	<input type="checkbox"/> Residential treatment program		
<input type="checkbox"/> Both parents	<input type="checkbox"/> Other (explain):		
<input type="checkbox"/> Foster home	<input type="checkbox"/> Unknown		
15. Youth receives these other NON-YouthARTS services:			
<input type="checkbox"/> Counseling		<input type="checkbox"/> None	
<input type="checkbox"/> Tutoring		<input type="checkbox"/> Other (explain):	
<input type="checkbox"/> Recreational		<input type="checkbox"/> Unknown	

* Once this form is completed, please make a copy for your own records and a copy to be returned with the post-data collection instrument folders. The original should be returned with the pre-data collection instrument folders.

APPENDIX B
DATA COLLECTION GUIDE

**PATHWAYS TO SUCCESS
PARTICIPANT OUTCOMES EVALUATION**

**DATA COLLECTION
IMPLEMENTATION GUIDE**

CALIBER
ASSOCIATES

TABLE OF CONTENTS

INTRODUCTION.....	2
TASK 1: BECOME FAMILIAR WITH THE OUTCOME EVALUATION.....	7
TASK 2: PLAN THE DATA COLLECTION TIMETABLE.....	16
TASK 3: INTRODUCE THE EVALUATION TO KEY ADMINISTRATORS.....	18
TASK 4: OBTAIN PERMISSION FROM PARENTS TO COLLECT DATA	19
TASK 5: ASSIGN IDENTIFICATION NUMBERS TO PROGRAM AND COMPARISON GROUP PARTICIPANTS	20
TASK 6: COMPLETE REFERRAL FORMS.....	21
TASK 7: KEEP PROGRAM ATTENDANCE RECORDS.....	22
TASK 8: ADMINISTER THE PRE-PROGRAM <i>YOUR OPINIONS COUNT</i> SURVEY ...	23
TASK 9: ADMINISTER PRE-PROGRAM PARTICIPANT SKILLS ASSESSMENT FORMS	25
TASK 10: RETURN COMPLETED PRE-PROGRAM INSTRUMENTS TO CALIBER	26
TASK 11: ADMINISTER THE POST-PROGRAM <i>YOUR OPINIONS COUNT</i> SURVEY AND THE PARTICIPANT FEEDBACK SURVEY.....	27
TASK 12: ADMINISTER POST-PROGRAM PARTICIPANT SKILLS ASSESSMENT FORMS	29
TASK 13: COLLECT ACADEMIC DATA.....	30
TASK 14: COLLECT JUVENILE COURT DATA.....	31
TASK 15: RETURN COMPLETED POST-PROGRAM INSTRUMENTS TO CALIBER ..	32

INTRODUCTION

This *Implementation Guide* is designed to assist Pathways to Success program sites in collecting data for a national evaluation of program outcomes funded by the Office of Juvenile Justice and Delinquency Prevention. In addition to detailed instructions on the data collection process, this *Guide* also includes examples of the data collection instruments that will be used to assess the program's impact on participant attitudes and behaviors.

1. BACKGROUND

Research shows that youth who lack supervised, constructive activities during nonschool hours are at greater risk of engaging in delinquent and criminal activities than their supervised peers. Unfortunately, many youth spend more than 40 percent of their waking hours without adult supervision, and nearly half of this time is spent watching television.¹ Further, youth from low-income families spend even more of their time without supervision than other youth, compounding the risks and problems associated with economic deprivation (e.g., school dropout, teen pregnancy). At the same time, shrinking revenues have forced school districts to cut back non-academic programs, including those offered during nonschool hours, leaving youth with few opportunities to avoid or cope with the factors that place them at risk for problem behaviors (e.g., gang activity, availability of drugs, negative peer pressure). In response to these disturbing trends, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) developed the Pathways to Success program in 1995.

2. PROGRAM OVERVIEW

Pathways to Success is a special emphasis prevention program designed to accomplish two key objectives:

- Provide at-risk youth with a variety of age-appropriate programs in vocational, entrepreneurial, recreational, and arts education fields that allow them to build on existing strengths and develop new skills during nonschool hours
- Provide and promote coordinated, collaborative prevention efforts that target at-risk youth.

¹ Timmer, S., Eccles, J., & O'Brien, I. (1995). How children use time. In Carnegie Corporation of New York, *A matter of time: risk and opportunity in the nonschool hours*. New York: Carnegie Corporation.

Through these program objectives, Pathways to Success aims to reduce the *risk factors* that make youth more susceptible to problem behaviors and crime (e.g., social alienation, school failure); enhance the *protective factors* that enable youth to lead healthy, productive lives (e.g., pro-social bonding, communication skills); and, ultimately, reduce the rates of juvenile delinquency and related behavior problems such as substance abuse and school dropout in participating communities. The Pathways to Success Program is funded by OJJDP, the Bureau of Justice Assistance, and the National Endowment for the Arts.

Of the 15 public and private organizations that submitted applications for Pathways to Success grants in 1995, OJJDP approved first program year (1995-1996) funding for five programs: Arts SOS (Newport, RI), ON STAGE (Anchorage, AK), ASPIRA South Youth Sanctuary (Homestead, FL), Elementary Baseball (Washington, D.C.) and Project CLEAR (New York, NY). Funding was continued through the second program year (1996-1997) at all but one of the program sites, Project CLEAR. Second year funding for ON STAGE was delayed until April 1997.

3. THE NATIONAL EVALUATION

In 1996, during the second program year, OJJDP tasked Caliber Associates to conduct a national evaluation of the demonstration programs involving two main components: (1) a formative (process) evaluation designed to describe the level of program implementation achieved by the grantees as well as factors that facilitated or hindered implementation, and (2) a summative evaluation designed to assess the effectiveness of after-school, weekend, and summer skill-building programs in promoting positive social outcomes and reducing the risks and behaviors that lead to juvenile delinquency. The formative evaluation component has been completed, and the Caliber team is currently preparing the final report on program implementation. The summative evaluation, on the other hand, is just getting started.

In preparation for the summative evaluation, Caliber conducted an evaluability assessment, developed and pilot-tested evaluation data collection instruments, and provided technical assistance to prepare all of the sites to help conduct the evaluation. As part of our ongoing technical assistance to the program sites, we have prepared this package of materials designed to support local data collection activities.

4. THE IMPLEMENTATION GUIDE

This *Implementation Guide* first describes the data collection tasks and then presents examples of the data collection instruments that will be used to assess changes in the attitudes and behaviors of youth who participate in Pathways programs.

At the start of the summative evaluation, Caliber will send each site a package of file folders containing the data collection instruments to be completed for each youth in the participant and comparison groups. The program sites will administer these instruments to the youth at the appropriate times and then return the completed instruments to Caliber. Caliber will then analyze the data and prepare the final report.

Before administering the data collection instruments, you must complete the following activities:

- ← Identify staff who will administer surveys and collect other data
- ← Select a group of program participants and tell them about the program
- ← Select a comparison group and tell them about their participation in the survey data collection activities

If you have not completed these tasks, or if you require assistance in completing them, please contact Caliber Associates as soon as possible.

The remaining sections of this *Implementation Guide* provide detailed information on the following local data collection tasks:

- Task 1: Become familiar with the outcome evaluation
- Task 2: Plan the data collection timetable
- Task 3: Introduce the evaluation to key administrators
- Task 4: Obtain permission from parents to collect data on youth
- Task 5: Assign identification numbers to program and comparison group participants
- Task 6: Complete Referral Forms
- Task 7. Keep program attendance records
- Task 8: Administer the pre-program *Your Opinions Count* survey
- Task 9: Administer Pre-Program Participant Skills Assessment Forms
- Task 10: Return completed pre-program instruments to Caliber
- Task 11: Administer post-program *Your Opinions Count* survey and the Participant Feedback Survey
- Task 12: Administer Post-Program Participant Skills Assessment Forms
- Task 13 Collect academic data
- Task 14: Collect juvenile court data (optional)
- Task 15: Return completed post-program instruments to Caliber.

We have included suggestions on how to complete each task as well as some examples. If you have any questions or require assistance at any point, contact Caliber Associates. Exhibit 1 lists the names, addresses, and telephone numbers of Caliber staff who can answer your questions.

Because frequent communication between Caliber and the program sites will help you to clarify any data collection issues and will help us to gather information on the local data collection process, we ask that you contact us at the following points:

- At the conclusion of the pre-program *Your Opinions Count* survey administration and when you send these surveys to Caliber for analysis
- When you complete the academic and/or juvenile court data collection
- At the conclusion of the post-program *Your Opinions Count* survey administration and when you send these surveys to Caliber for analysis.

Keep in mind that you should contact Caliber Associates *anytime* you have a question.

EXHIBIT 1
CALIBER ASSOCIATES REPRESENTATIVES
PATHWAYS TO SUCCESS PROGRAM EVALUATION

CALIBER ASSOCIATES

Address: 10530 Rosehaven St., Suite 400
Fairfax, VA 22030

Phone: 703-385-3200

Fax: 703-385-3206

Project Manager: Cindy Gimbel

Deputy Project Manager: Heather Jennings

Analysts: Chris Zamberlan
Monica Anzaldi

Please make a copy of this page and post it for easy access to the phone numbers and address listed above.

TASK 1: BECOME FAMILIAR WITH THE OUTCOME EVALUATION

Task One is to become familiar with the outcome evaluation and the data collection instruments. To help you accomplish this task, this section summarizes the Pathways outcome evaluation, describes the data collection instruments, and presents the data collection tracking system that will be used to facilitate local data collection. Do not hesitate to call a Caliber staff member if you have any questions.

1. OVERVIEW OF THE PATHWAYS TO SUCCESS OUTCOME EVALUATION

The four Pathways to Success programs are based on a general model of how the program is expected to work (i.e., how it is expected to impact participating youth). As shown in Exhibit 2, this model proposes that the implementation of skill-based activities during nonschool hours in safe, supervised settings will provide youth with improved skills, opportunities to use these skills, recognition for new competencies, and contact with adult role models. These immediate outcomes will, in turn, lead to increased self-esteem, improved ties to the community, enhanced peer bonding, and increased responsibility. In the long run, these immediate and intermediate outcomes are expected to result in increased academic and vocational success and reduced problem and delinquent behavior.

The purpose of the outcome evaluation is to measure the extent to which the programs have achieved these immediate and intermediate outcomes and, if possible, the expected long-term impacts. To this end, a set of data collection instruments has been developed to gather relevant data from program participants, instructors, counselors, school records, and (if possible) court records. These instruments are designed to assess any changes in the youth's attitudes, skills, and behaviors.² The next section describes these instruments.

² To ensure that any changes observed can be attributed to program participation (and not to external factors such as improved school curricula), a subset of these instruments will also be administered before and after the program for a similar group of nonparticipating youth (i.e., a comparison group). If you have not yet selected your comparison group or have concerns about your selected group (e.g., whether or not they are similar enough to the program participants), please contact Caliber Associates immediately.

2. THE DATA COLLECTION INSTRUMENTS

The following data collection instruments will be used to collect the information necessary to assess program outcomes and impacts:

- Referral Form (demographic data)
- *Your Opinions Count* Survey
- Participant Skills Assessment Form
- Academic Data Form
- Court Information Form (where appropriate)
- Participant Feedback Survey.

Exhibit 3 illustrates which instruments will be used to gather data on each component of the program model (e.g., characteristics of target population, intermediate outcomes).

2.1 Referral Form

The Referral Form is designed to document demographic data on each program and comparison group participant. It should be completed by program staff (or collaborating professionals such as school or court counselors) before the program begins. In addition to providing important descriptive information, the demographic data will aid in tracking and coordinating the other data collection instruments. The form records the following pieces of information about each youth:

- Gender
- Date of birth
- Race/ethnicity
- Date and source of referral
- Grade level at entry into program
- School status and type
- Special learning needs
- Residency (who youth lives with).

2.2 *Your Opinions Count Survey*

The *Your Opinions Count* Survey is based on previously validated instruments designed to measure youth attitudes and behaviors. It was revised using feedback from the field and results from pilot tests with participants in a similar program. The survey consists of the following sub-sections:

- Question 1 asks the respondent to write their date of birth
- Questions 2 through 5 measure future expectations or hopelessness
- Questions 6 - 9 ask about attitudes toward school
- Questions 10 - 15 ask about attitudes toward drug use
- Questions 16 - 20 ask about association with peers who engage in problem behaviors including drug use, truancy and gangs
- Questions 21 - 25 ask about peer influence and decision making
- Questions 26 - 43 ask about self-reported rebellious and delinquent behaviors such as weapons possession, fighting, and alcohol, tobacco, and other drug use
- Questions 44 - 48 ask about alienation from adults not including parents
- Questions 49 through 53 ask about alienation from family and same-age children
- Questions 54 through 58 ask about self-esteem
- Questions 59 through 65 ask about self-perceived ability to perform tasks related to program activities such as building something, drawing a picture, or writing about their work
- Questions 66 through 68 ask about the respondent's level of interest in arts events such as visiting a museum or going to a dance performance
- Questions 69 through 72 ask about the respondent's willingness to contribute their time to improve their community, a measure of the value and connection they feel toward the community.

The survey should be administered to program and comparison group participants before and after the program period. A copy of the survey is included in the Appendix.

2.3 Participant Skills Assessment Form

The Participant Skills Assessment Form is designed to document the instructors' perceptions of the program participants' knowledge, attitudes, and behaviors. This form should be administered twice: once at the start of the program (i.e., as soon as the instructor is able to assess these variables, but no later than four weeks) and again at the end of the program. Comparisons of the pre- and post-program responses will provide information about the program's impact on participant knowledge and skills.

2.4 Academic Data Collection Form

The Academic Data Collection Form provides a template for the collection of academic information from program and comparison group participants' teachers and school records. Data will be collected for the semester immediately prior to program participation (Spring 1997), for the period during program participation (Fall 1997), and at the end of the program period (Spring 1998). Either the entire form can be completed at the end of the program period, or sections of the form can be completed as soon as the appropriate information is available. The form records the following information:

- Grade level
- Enrollment status
- Academic grade point average
- Attendance (excused and unexcused absences)
- Suspensions
- Classroom behavior
- Extracurricular activities.

The data collector should work with school staff to complete the form.

2.5 Court Information Form (Optional)

The Court Information Form provides a template for the collection of specific court history data, where these data are available. This form is optional because some Pathways to Success program sites target youth populations with little, if any, court involvement. The form should be completed for both program participants and comparison group youth. It records information about the number and type of court referrals for the youth at two time periods, the year prior to entering the program and the current program period, allowing us to identify changes in court involvement over time.

2.6 Participant Feedback Survey

The Participant Feedback Survey should be administered to program participants at the end of the program period. The survey is intended to measure the level of satisfaction with various aspects of the program and lead to program refinements. It also provides an opportunity for program designers to learn more about the effect of specific service delivery processes, such as transportation, staff involvement with participants, and communication about program schedules and events, on the participants' satisfaction with the program.

3. THE DATA COLLECTION TRACKING SYSTEM

To help you ensure that the appropriate instruments are completed for each program and comparison group participant, we have developed a tracking system involving the three components described below.

Data Collection Tracking Forms-Both the Data Collection Tracking Form (for *Program* Participants) and the Data Collection Tracking Form (for *Comparison Group* Participants) provide a list of *identification numbers* (see box below) for each youth participating in the program and in the comparison group, respectively. The first step you will need to take when you receive the data collection instruments is to assign each participant one of the numbers listed on these forms. To help you remember which number you assigned to each youth, you can print

The 5-character **identification numbers** are constructed as follows:

- ← The first character identifies the program site: A = Alaska, D = DC, M = Miami, and R = Rhode Island
 - ← The second character tells whether the youth is a member of the Program (P) or the Comparison Group (C)
 - ← The last three digits provide individual, sequential identifiers for the youth (e.g., 001 identifies the first child assigned an identification number at that site).
- For example, MP050 identifies the 50th program participant assigned an identification number in Miami, and MC050 identifies the 50th comparison group participant assigned an identification number in Miami.

the participants' names to the left of their assigned identification numbers. To the right of the identification numbers are the data collection instruments. As each participant completes each instrument, check the appropriate box. (Before returning these forms to Caliber, you can cut the Name column from the form, erase the names, or mark over them to protect the participants' confidentiality.) You will send the Data Collection Tracking Forms to Caliber with the last package of post-program data collection instruments.

Pre-Program Data Collection File Folder-Caliber will provide Pre-Program Data Collection File Folders for each program and comparison group participant. Each folder contains a complete set of data collection instruments that must be completed at the start of the program period (i.e., Referral Form, *Your Opinions Count Survey*, and Pre-Program Participant Skills Assessment Form), as well as a Pre-Program Participant Tracking Form (which is stapled to the front cover of the folder).³ As each instrument is completed, you will return it to the appropriate folder and check the box to the left of its title on the Pre-Program Participant Tracking Form. Once all of the instruments in each of the pre-program folders are completed, you will return the folders to Caliber Associates.

To help you keep track of which folder and which instruments belong to each youth, we have printed a participant identification number on front cover of each folder, data collection instrument, and tracking form. We have also attached blank, removable name labels at the top of each folder, instrument, and tracking form. You can write the appropriate participant name on each label before administering the instruments and then remove them before returning the folders, instruments, and tracking forms to Caliber.

³ The comparison group participant Pre-Program Data Collection File Folders do *not* contain Pre-Program Participant Skills Assessment Forms, which should be completed for program participants only.

Post-Program Data Collection File Folder-Caliber also will provide a *Post-Program Data Collection File Folder* for each youth participating in the program and in the comparison group. Each folder contains a complete set of data collection instruments that must be completed toward the end of the program period, as well as a Post-Program Participant Tracking Form (which will be stapled to the front cover of the folder). These instruments include the *Your Opinions Count Survey*, the Participant Skills Assessment Form, the Academic Data Instrument, the Court Information Form, and the Participant Feedback Survey.⁴ The appropriate identification numbers are pre-printed onto the folders, data collection instruments, and tracking forms. Once all of the instruments in a folder have been completed and returned to the folder, you can remove all the Name Labels from each instrument and verify that the same identification number appears on all of the documents in a file folder. When all folders are complete, return them to Caliber.

The following section provides a timeline for completing the program evaluation tasks, including administering the evaluation instruments and returning them to Caliber.

⁴ The comparison group participant Post-Program Data Collection File Folders do *not* contain Post-Program Participant Skills Assessment Forms or Participant Feedback Surveys, both of which should be completed for program participants only.

TASK 2: PLAN THE DATA COLLECTION TIMETABLE

The Pathways Outcome Evaluation timetable, presented in Exhibit 4, provides sufficient time to complete all tasks but does not allow for delays. The site program coordinator is responsible for ensuring that all tasks included in this timetable are completed by the dates specified. However, in order to ensure that there are no delays in completing the tasks, everyone assisting in the local data collection process should be familiar with the timetable. You may want to make copies of the timetable for these individuals and highlight the specific dates to which they must adhere.

Exhibit 3 contains four types of information:

- Local data collection tasks
- The weeks during which each task is to occur
- The dates by which completed data collection forms should arrive at Caliber
- The dates on which completed data collection forms were mailed to Caliber.

If at any time you find that you are not able to meet your due dates, immediately contact Caliber Associates for assistance.

**EXHIBIT 4
DATA COLLECTION TIMETABLE**

Task	Week	Date due at Caliber	Date mailed
Task 1: Become familiar with the outcome evaluation	before start of program	NA	NA
Task 2: Plan the data collection timetable	before start of program	NA	NA
Task 3: Introduce the evaluation to key administrators	weeks 1 - 5	NA	NA
Task 4: Obtain permission from parents to collect data	before start of program	NA	NA
Task 5: Assign identification numbers to program and comparison group participants	before start of program	NA	NA
Task 6: Complete Referral Forms	before start of program	12/31/97 and 7/31/98	
Task 7: Keep program attendance records	throughout program period	7/31/98	
Task 8: Administer the pre-program <i>YOC</i> survey*	week 1	12/31/97	
Task 9: Administer Pre-Program Participant Skills Assessment Form	within first 4 weeks of program start	12/31/97	
Task 10: Return Pre-Program Data Collection File Folders with completed instruments to Caliber*	within 2 weeks of semester end	12/31/97	
Task 11: Administer the post-program <i>YOC</i> survey and the Participant Feedback Survey*	last 2 weeks of program	7/31/98	
Task 12: Administer Post-Program Participant Skills Assessment Form	within 2 weeks of program end	7/31/98	
Task 13: Collect academic data*	within 2 weeks of program end	7/31/98	
Task 14: Collect juvenile court data (optional)	within 2 weeks of program end	7/31/98	
Task 15: Return completed Post-Program Data Collection File Folders with completed instruments to Caliber*	within a month of program end	7/31/98	

* Contact Caliber upon completion.

TASK 3: INTRODUCE THE EVALUATION TO KEY PERSONNEL

One of the first steps in the data collection process is to obtain support from the agencies on which you will be relying for records. We recommend that you conduct briefings at each agency involved in the data collection effort (prior to administering the data collection instruments) to provide an overview of the evaluation and to describe their specific role in the data collection process. These briefings are especially important for school and juvenile court staff who will be providing academic and court data on both program and comparison group youth.⁵ The briefing agenda should include:

- An overview of the national evaluation
- A description of the types of information the survey results will provide
- A description of the data collection process and the role of the particular agency
- An agreement on relevant deadlines
- The identification of a contact person at the agency.

We also recommend that you bring a copy of the survey instruments and this *Implementation Guide* to the briefings.

⁵ If you have chosen not to obtain court data, target your briefings to school staff.

TASK 4: OBTAIN PERMISSION FROM PARENTS TO COLLECT DATA

The local data collectors *must* obtain written permission from the parents of both program and comparison group participants before administering the surveys or gathering data from the schools or the courts. Caliber recommends distributing printed permission forms to these parents for their signatures. An example of an appropriate permission form is provided in the Appendix. The local data collectors should also provide parents with the name and phone number of a contact person who can respond to any questions or concerns about the evaluation.

TASK 5: ASSIGN IDENTIFICATION NUMBERS TO PROGRAM AND COMPARISON GROUP PARTICIPANTS

Before the program begins, the local data collector will assign each program and comparison group participant one of the identification numbers printed on the Data Collection Tracking Form. Keep in mind that the second character of each number identifies whether the youth belongs to the program (P) or the comparison group (C). For example, the first *program* participant assigned an identification number in Miami would be referred to as MP001, and the first *comparison group* participant assigned an identification number in Miami would be referred to as MC001.

Writing the names of the youth to the left of their assigned identification numbers on the Data Collection Tracking Form will help you keep the assignments straight throughout the data collection period. Before returning these forms to Caliber with the package of post-program data collection instruments, you can cut the Name column from the form, erase the names, or mark over them to protect the participants' confidentiality.

Once you have assigned identification numbers to each youth, you can fill in the name labels on each instrument and tracking form in each youth's folder. These name labels will help ensure that the instructors and others assisting in the data collection process will provide the appropriate information for each youth. Once the identification numbers on the first page of each instrument have been verified, you can remove the labels before sending the completed instruments to Caliber. (You will instruct the participants to remove the name labels at the top of the *Your Opinions Count* Survey once you have verified that they have received the correct survey.)

Caliber will send the data collection file folders and enclosed instruments in two boxes:

- ← Program participant box(es)-contain data collection folders with program participant data collection instruments and participant tracking forms, which are printed on white paper
- ← Comparison group box(es)-contain data collection folders with comparison group participant data collection instruments and participant tracking forms, which are printed on yellow paper.

Each box is divided into two sections for pre- and post-program data collection file folders. We recommend that you maintain the file folders, along with their respective data collection tracking forms, in these boxes throughout the data collection process to facilitate the survey administration process.

TASK 6: COMPLETE REFERRAL FORMS

Before the program begins, the local data collector will distribute copies of the Referral Form to the instructor(s), who must complete the forms for each youth referred to the program and the comparison group and then return the completed forms to the local data collector. The data collector will then complete the following tasks:

- Make a copy of the completed Referral Form
- Return the *original* completed form to the appropriate Pre-Program Data Collection File Folders and check the box to the left of Referral Form on the Pre-Program Participant Tracking Form
- Return the *copy* of the completed form to the appropriate Post-Program Data Collection File Folders and check the box to the left of Copy of the Referral Form on the Post-Program Participant Tracking Form
- Check the Referral Form column of the Data Collection Tracking Form for each youth with a completed form and follow up with the instructors if any youth lack a completed Referral Form.

A copy of this form is included in the Appendix.

TASK 7: KEEP PROGRAM ATTENDANCE RECORDS

Program attendance is a critical outcome for all program participants. In order to provide accurate information about program attendance, we ask that you complete the following tasks:

- Create an attendance sheet with the names of all program participants. Leave room for a brief description of the session, the date, and the duration of the session.
- Take attendance during each program activity session.
- Be sure to distinguish between different types of sessions (e.g., tutoring, art instruction, case management) in the description field or use separate attendance sheets for different types of sessions.

Enclose your attendance records (along with the Data Collection Tracking Form) in the package of completed post-program data collection instruments that you send to Caliber at the end of the data collection period.

A portion of a sample attendance sheet is provided below, and a full sample attendance sheet is provided in the Appendix.

SAMPLE ATTENDANCE SHEET

	Date:	Date:	Date:	Date:
	Activity:	Activity:	Activity:	Activity:
	Duration:	Duration:	Duration:	Duration:
Adams, Jim	present absent	present absent	present absent	present absent
Bass, Sally	present absent	present absent	present absent	present absent
<i>ETC.</i>	present absent	present absent	present absent	present absent

TASK 8: ADMINISTER THE PRE-PROGRAM *YOUR OPINIONS COUNT SURVEY*

At the beginning of the program period (preferably before or on the first day of program activities), you will administer the *Your Opinions Count Survey* to both program and comparison group youth.⁶ This task involves completing the following steps:

1. Determine the survey date and site for the participant and comparison groups. The surveys should be administered to the two groups separately to avoid biasing comparison group responses (The comparison group participants may take the survey less seriously if they discover that they are part of a larger experiment in which other students are receiving services while they are not).
2. Make several copies of each Data Collection Tracking Form. These copies will serve as your program and comparison group rosters during survey administration.
3. Pull the *Your Opinions Count Survey* from each of the data collection file folders and attach it to the appropriate roster.
4. Bring to each survey administration site the roster and the corresponding surveys, as well as a copy of this *Implementation Guide* for reference.
5. Using the appropriate roster, take attendance at the beginning of each session. (You will need to follow up with participants who are absent.)
6. You may want to assign the youth to seats according to the order that they appear on the roster to facilitate the process of distributing the surveys to the appropriate youth.
7. Distribute the surveys, verifying that each youth receives the survey with his or her name on the front page.
8. Instruct the youth to remove the name label on the front of their surveys and explain to them that the information that they provide will be kept confidential.
9. Review the information on the first page with the participants. Read the sample questions to familiarize the respondents with the survey format. Encourage the participants to ask questions before *and* during the survey administration. Exhibit 5 provides examples of some possible questions and appropriate responses.

⁶ The *Your Opinions Count* survey should be administered to the comparison group youth as close as possible to the first day of program activities but no later than two weeks into the program session.

**EXHIBIT 5
POSSIBLE QUESTIONS AND APPROPRIATE RESPONSES**

Question	Response
How will the survey results be used?	The results will be used to improve services provided to youth.
I have already completed many surveys this year. Does it matter if I return my survey?	Everyone who received a survey needs to return it. (Encourage participation.)
How can I be sure my responses will remain confidential?	You will remove the name labels at the top of your survey before returning them to me.
Can I take my survey home and complete it later?	The survey should be completed during the session. If a student has problems that will prevent them from completing the survey during the allotted time period, the local data collector should provide individual assistance at another time.

10. Instruct the students to remain in their seats and raise their hands as they finish. Collect the completed surveys one at a time, checking to make sure that each participant has removed the name label at the top of the survey. Check off the names on the roster as you collect the surveys.

It is important to protect the confidentiality of the information collected. Do not open surveys after they have been completed.

11. Thank the respondents for participating and provide additional information about relevant program and data collection information (such as the next survey session and arrangements for compensation, if applicable for comparison group youth).
12. Return the completed surveys to the appropriate folders, checking the appropriate box on the Pre-Program Participant Tracking Form and marking the appropriate column on the appropriate Data Collection Tracking Form. Verify that the number at the top of each survey corresponds to the number printed on the cover of the folder.
13. Contact a member of the Caliber Associates project team to inform us of your status.

TASK 9: ADMINISTER PRE-PROGRAM PARTICIPANT SKILLS ASSESSMENT FORMS

The data collector will distribute the Pre-Program Participant Skills Assessment Forms (located in the program participants' Pre-Program Data Collection File Folders) to the appropriate instructor at the beginning of the program.⁷ These forms should be completed by the instructor within the first four weeks of the program start date (i.e., as soon as the instructor feels able to assess the knowledge and skills of the participants).

The instructor should complete an assessment form for each participant in the program, verifying that they are assessing the youth whose name and identification number appear at the top of the form. Once completed, the instructor will return the forms to the data collector, who will then remove the name labels from the forms and return them to the appropriate file folders. Once the forms are returned to the file folders, the local data collector will check the appropriate boxes on the Pre-Program Participant Tracking Form located within each folder and check the appropriate column on the Data Collection Tracking Form, following up with the instructor if any forms are missing.

⁷ If a participant receives services from more than one instructor, choose the instructor who is most familiar with the participant's progress to complete the form. If possible, this instructor should obtain input from the other instructors as he/she completes the form.

TASK 10: RETURN COMPLETED PRE-PROGRAM INSTRUMENTS TO CALIBER

Once all of the pre-program data collection instruments (Referral Form, *Your Opinions Count* Survey, Pre-Program Participant Skills Assessment Form, Pre-Program Participant Tracking Form) have been completed and returned to the appropriate Pre-Program Data Collection File Folders, package and mail them to Caliber Associates. You should mail them no later than two days before the due date to ensure that they arrive at Caliber by the designated due date. Contact Caliber immediately if you are unable to meet the due date shown in the timetable (see Task 2).

Before mailing the instruments, you should complete the following steps:

1. Double check to make sure that each data collection file folder contains all of the instruments listed on the Pre-Program Participant Tracking Form stapled to the front cover of the folder. Verify that the identification numbers on each instrument match the number printed on the front cover of the file folder. Check off each completed instrument on the appropriate Data Collection Tracking Form, and make a copy of this form to include in the package of completed instruments.
2. Package the folders in boxes addressed to:

Caliber Associates
10530 Rosehaven, 4th Floor
Fairfax, VA 22030
Attention: Pathways Evaluation
703-385-3200 (Phone)
703-385-3206 (FAX)
3. The return address should include your name and full mailing address. Number each box (e.g., 1 of 2), if you are sending more than one box.
4. Send the box to Caliber via a shipping service that will provide a receipt so that the box can be traced if lost. Using First Class Mail or Priority Mail will ensure prompt delivery of the box.
5. Once you have shipped the completed instruments, contact a member of the Caliber Associates project team.

TASK 11: ADMINISTER THE POST-PROGRAM *YOUR OPINIONS COUNT* SURVEY AND THE PARTICIPANT FEEDBACK SURVEY

The post-program *Your Opinions Count* survey should be administered to both program and comparison group participants within a week of the program's end date. The Participant Feedback Survey should be administered to program participants *only* once they have completed the *Your Opinions Count* survey.

Do NOT replace respondents who completed a pre-program *Your Opinions Count* survey but who are unable or unwilling to take the post-program survey.

To administer these surveys, you must complete the following steps (which are nearly identical to the instructions for the pre-program *Your Opinions Count* survey administration):

1. Determine the survey date and site for the participant and comparison groups. As was also the case with the pre-program *Your Opinions Count* survey, the surveys should be administered to the two groups separately to avoid biasing comparison group responses.
2. Make a copy of each Data Collection Tracking Form (which should already contain check marks in each of the pre-program data collection instrument columns). These copies will serve as your program and comparison group participant rosters during survey administration.
3. Pull the *Your Opinions Count* Survey from each of the data collection file folders and attach it to the appropriate roster. Pull the Participant Feedback Survey from the each program participant's folder and attach it to the program participant roster.
4. Bring to each survey administration site the roster and the corresponding surveys, as well as a copy of this *Implementation Guide* for reference.
5. Using the roster, take attendance at the beginning of each session. (You will need to follow up with participants who are absent.)
6. You may want to assign the youth to seats according to the order that they appear on the roster to facilitate the process of distributing the surveys to the appropriate youth.
7. Distribute the *Your Opinions Count* survey, verifying that each youth receives the survey with his or her name on the front page.
8. Instruct the youth to remove the name label on the front of their surveys and explain to them that the information that they provide will be kept confidential.

9. Review the information on the first page with the participants. Read the sample questions to familiarize the respondents with the survey format. Encourage the participants to ask questions before *and* during the survey administration.
10. Instruct the students to remain in their seats and raise their hands as they finish. Collect the completed surveys one at a time, checking to make sure that each participant has removed the name label at the top of the survey. Check off the names on the roster as you collect the surveys.
11. As the *program* participants return their completed *Your Opinions Count* Surveys to you, you will distribute the Participant Feedback Surveys and instruct the participants to remain in their seats and raise their hands as they finish. Collect the completed surveys one at a time, checking to make sure that each participant has removed the name label at the top of the survey. Check off the names on the program participant roster as you collect the surveys.

It is important to protect the confidentiality of the information collected. Do not open surveys after they have been completed.

12. Thank the respondents for participating in the survey.
13. Return the completed surveys to the appropriate data collection folders, checking the appropriate box on the Post-Program Participant Tracking Form and marking the appropriate column on the Data Collection Tracking Form. Verify that the number at the top of each survey corresponds to the number printed on the cover of the folder.
14. Contact a member of the Caliber Associates project team to inform us of your status.

TASK 12: ADMINISTER POST-PROGRAM PARTICIPANT SKILLS ASSESSMENT FORMS

Following the instructions provided for Task 9, administer the Post-Program Participant Skills Assessment Forms within two weeks of the program's end date. (Remember to return the completed forms to the appropriate Post-Program Data Collection File Folders, indicate that the forms are completed on the appropriate tracking forms, and verify that the identification numbers at the top of the forms match those on the cover of the file folders.) Comparisons of the pre- and post-program participant skills assessments will show whether the instructors perceive changes in the knowledge and skills of the program participants during the course of the program.

TASK 13: COLLECT ACADEMIC DATA

You will use the Academic Data Collection Form to collect three sets of academic data for both program and comparison group participants, including 1) data for the semester preceding the program's start date, 2) data for the middle of the program period, and 3) data at the end of the program period.

Contact the schools at the beginning of the program period to determine the best timeline for gathering this information. You can either gather the data as they become available (i.e., at three points during the course of the program period), or you can wait until the end of the program period to gather them from the program records. If delays in the availability of academic data make completing the form by the scheduled due date impossible, contact Caliber Associates to discuss alternative due dates.

Once you have completed the forms, return them to their respective file folders, remove the name labels from the forms, indicate that they are completed on the appropriate tracking forms, and verify that the identification number at the top of the form matches the number on the front cover of the folder.

TASK 14: COLLECT JUVENILE COURT DATA (OPTIONAL)

You will use the Juvenile Court Information Form to collect information about the juvenile court history of both program and comparison group participants *if* your program has identified delinquency prevention as one of its outcomes and you have determined that court data are available for the participants. Once you have completed each form, make sure to return it to the correct Post-Program Data Collection File Folder, indicate that it is completed on the appropriate tracking forms, remove the name label, and verify that the identification number at the top of the form matches the number on the cover of the folder.

TASK 15: RETURN COMPLETED POST-PROGRAM INSTRUMENTS TO CALIBER

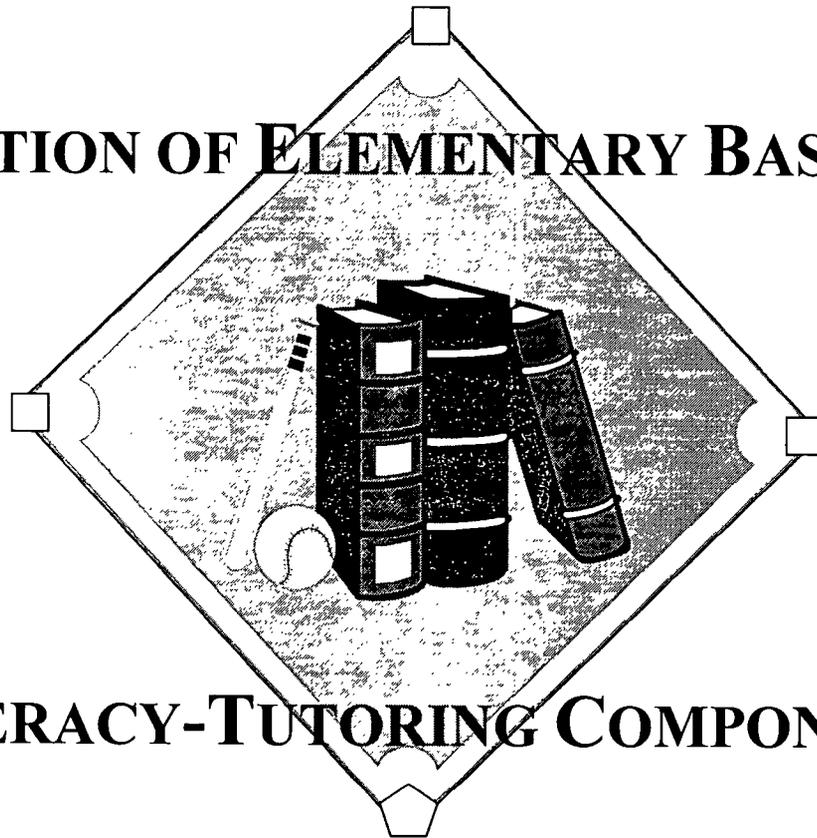
Follow the instructions provided for Task 10 to return all of the completed post-program instruments to Caliber. Each Post-Program Data Collection Folder should contain up to seven instruments: a copy of the Referral Form, the *Your Opinions Count* Survey, the Post-Program Participant Skills Assessment Form, the Participant Feedback Survey, the Academic Information Form, the Court Information Form, and the Post-Program Participant Tracking Form.⁸ In addition to the complete folders, you also should include in the package copies of the Attendance Sheet and the Data Collection Tracking Forms. Contact Caliber once you have mailed the package.

⁸ The comparison group folders will *not* contain the Post-Program Participant Skills Assessment Forms or the Participant Feedback Surveys.

APPENDIX C

**EVALUATION OF ELEMENTARY BASEBALL'S
LITERACY-TUTORING COMPONENT**

EVALUATION OF ELEMENTARY BASEBALL'S



LITERACY-TUTORING COMPONENT

August 1, 1998

CALIBER
ASSOCIATES



I. WHAT IS ELEMENTARY BASEBALL?

I. WHAT IS ELEMENTARY BASEBALL?

Elementary Baseball is an after-school, skills-based juvenile delinquency prevention program established at Garrison Elementary school in Washington D.C. in 1993 by John McCarthy, a former professional minor league baseball player. McCarthy, who has served as the program's director since its inception, developed Elementary Baseball after giving a motivational talk to a group of Garrison students, during which he recognized an urgent need for constructive after-school recreational programs. During its first two years of operation, Elementary Baseball provided baseball instruction to approximately 50 high-risk students at Garrison (10 youth the first year and 40 youth the second year). Toward the end of the program's second year, the program director collaborated with the District of Columbia Superior Court to apply for Federal funding.¹ The funding was used to expand the type of services provided by the program, including literacy-tutoring, mentoring, and student support.

Elementary Baseball quickly became a well-established school-based, co-educational program that provides one-on-one mentoring, tutoring, and baseball each school year for approximately 70 high-risk inner-city youth in grades 3 through 6 at the Garrison Elementary School in Washington, D.C.² The annual 9-month program features two full baseball seasons, weekly literacy-tutoring sessions with local high school and college students throughout the academic school year, and a spring mentoring program that matches children to responsible adult volunteers from the District of Columbia Courts who serve as positive role models. These three program components are described on the following pages.

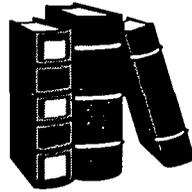
¹ Elementary Baseball received Federal funding under the Pathways to Success Program, a special emphasis prevention program established in 1995 by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in accordance with Section 261(a)(5) of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended in 1992 (P.L. 93-415; 42 U.S.C. 5601 *et seq.*). As part of OJJDP's ongoing effort to promote community-based delinquency prevention, Pathways to Success is designed to accomplish two key objectives: (1) Provide at-risk youth with a variety of age-appropriate programs in vocational, entrepreneurial, recreational, and arts education fields that allow them to build on existing strengths and develop new skills during non-school hours; (2) Provide and promote coordinated, collaborative prevention efforts that target at-risk youth. The Pathways to Success Program is funded by OJJDP, the Bureau of Justice Assistance, and the National Endowment for the Arts.

² The majority of students at Garrison are considered at risk for academic failure and delinquent behavior. Because the program could not provide services to all of Garrison's students, the program director, teachers, and principal selected those students with the greatest need and who showed interest in participating in the program.



Baseball

The baseball program includes a fall season (September to November) and a spring season (March to June). Participants attend weekly after-school practice sessions and play in approximately 18 games held on Fridays and Saturdays. The participants are divided into five teams based on age. The 5th and 6th graders, who are combined to form one team, travel to play other organized, little-league teams from Washington, D.C. and Maryland. The four teams of younger children compete against each other in local games. The baseball program provides an opportunity for the children to engage in healthy and fun recreational activity, learn teamwork skills, develop a pro-social group identity, learn to interact appropriately with peers and adult authority figures, and gain self-esteem and self-confidence. Periodic group field trips, a parent orientation, and opening and closing day ceremonies round out the program.



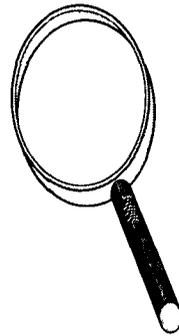
Literacy-Tutoring

The literacy-tutoring program provides weekly, one-hour, one-on-one tutoring sessions after school to help raise the participants' standardized reading test scores. This program year, participants were given the option of attending one or two tutoring sessions each week during the program period. Local college and high school students serve as volunteer tutors. The program is designed to help the youth learn to enjoy reading and improve their reading and comprehension skills.



Mentoring

The mentoring component of Elementary Baseball, currently operating during the spring season only, matches adult volunteers from the D.C. Courts with program participants. The mentors attend the participants' baseball games; take them on educational, cultural, and recreational outings; and provide general support and encouragement. Mentors are expected to have at least six contacts each month with their youth, including recreational activities every other weekend, during the spring program period. Many of the mentors continue their relationships with the youth even after the program period has ended.



II. EVALUATION OF THE LITERACY-TUTORING COMPONENT

II. EVALUATION OF THE LITERACY-TUTORING COMPONENT

An evaluation of Elementary Baseball was conducted during the 1997-1998 school year. The evaluation was part of a national evaluation of the four demonstration sites that received funding under the Pathways to Success Program (Anchorage, Alaska; Miami, Florida; Newport, Rhode Island; Washington, D.C.). The national evaluation was designed to assess the effectiveness of after-school, weekend, and summer skills-building programs in promoting positive social outcomes and reducing the risks and behaviors that lead to juvenile delinquency. The results of the national evaluation will be available from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in the fall of 1998.

In addition to participating in the national evaluation, Elementary Baseball wanted to focus a local evaluation specifically on the impact of the literacy-tutoring component on standardized reading scores of program participants. Elementary Baseball contracted with Caliber Associates, a research and evaluation firm and the national evaluators for the Pathways to Success Program, to conduct the local evaluation. Like the national evaluation, the local evaluation utilized a quasi-experimental design to compare reading scores of program participants to those of matched comparison group youth at the beginning and end of the program period. Reading scores were obtained from the Stanford Achievement Test, Ninth Edition (known as the Stanford 9) administered to all D.C. elementary students in grades 1 through 6 in the fall (start of program) and spring (end of program) of the 1997-1998 school year. The Stanford 9 scores were used because they represent a regularly administered, valid and reliable measure of reading literacy skills.

II. EVALUATION OF THE LITERACY-TUTORING COMPONENT (CONTINUED)

Although Elementary Baseball provides services to students in grades 3 through 6, only program participants in the 4th and 6th grades were included in the local evaluation. Participants in the 3rd and 5th grades were not included because matched comparison groups were not available for these grade levels. The comparison groups used for the local evaluation consisted of youth in one 4th and one 6th grade class at Garrison Elementary. Classrooms were selected based on the teachers' willingness to participate in the evaluation. In addition, an attempt was made to identify classrooms with few, if any, Elementary Baseball participants. The comparison youth were identified as sharing many of the same risk factors as the program participants, including low academic performance in reading.

Stanford 9 data were obtained from the student records at Garrison Elementary in June 1998. For the 6th graders, Stanford 9 data were available for 10 of the 11 participants (91%) and 20 of the 25 comparison youth (80%). For the 4th graders, data were available for all 21 of the participants (100%) and 7 of the 10 comparison youth (70%).^{3/4} Brief descriptions of the Stanford 9 Achievement Test and the data used for the evaluation (reading scores and performance standards) are presented on the following pages. The results of the evaluation of the literacy-tutoring component are presented in Section III followed by the evaluation conclusion in Section IV.

³ The comparison group for the 4th graders was reduced during the program period because many of the youth in this classroom became members of Elementary Baseball. The original size of the 4th grade comparison group was 21. During the school year, 11 students from the comparison group joined Elementary Baseball.

⁴ Due to the small sample sizes of both the participant and comparison groups, tests of statistical significance were not conducted for this evaluation.

Stanford Achievement Test Series, Ninth Edition (Stanford 9)

The Stanford 9 is a norm-referenced standardized test that is designed to measure the important learning outcomes of most school curriculums. The Stanford 9 has been used by schools nationwide since 1923. The results of the Stanford 9 are best used to identify academic strengths and weaknesses of students. In addition, the results may contribute to the decisions about placement of students into special programs, like Elementary Baseball, and may also help to measure program effectiveness.

The Stanford 9 test administered to Garrison Elementary Students in the fall of 1997 and spring of 1998 assessed student performance in reading and mathematics. Only the results of the reading test were analyzed, given the current literacy focus of the Elementary Baseball tutoring component. The reading test consists of the following two subtests:

- Vocabulary—This subtest included multiple choice items related to synonyms, context, and multiple meanings.
- Reading Comprehension—This subtest included multiple choice items related to initial understanding, interpretation, critical analysis, and reading strategy.

Together, these subtests make up the total reading test for the Stanford 9. Scores are presented for the overall reading test as well as for each subtest. There are also categorical performance standards associated with these scores. Brief descriptions of the Stanford 9 scores and performance standards used for this evaluation are presented on the following pages.

Stanford 9 Scores

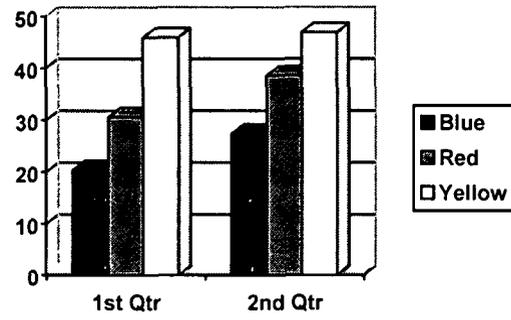
According to the standardized instructions provided with the Stanford 9, it is recommended that scaled scores for the total test and subtests be used when studying change in students' performance over time. A scaled score is a numeric score that has been converted to a standardized score and can be compared to other score types across total tests and subtests of the Stanford 9. An alternative to using the scaled scores is to use the raw score (number of questions the student answered correctly) and the number of total questions possible to calculate the percentage of questions answered correctly for each subtest and total test. For the 6th graders, scaled scores were available for the total reading test and both the vocabulary and reading comprehension subtests. For the 4th graders, however, printed records of the scaled scores were not available. Instead, percentage scores, as described above, were computed and presented for these youth. Both methods allow for the comparison of change in reading scores over time.

Stanford 9 Performance Standards

The performance standards for the Stanford 9 were determined by national expert panels of educators, who judged each test question on the basis of how students at different levels of achievement should perform. The performance standards are derived from the actual scores each student receives on the Stanford 9 (total test and subtests). The four categories or levels of student performance include:

- *Below basic* indicates little or no mastery of fundamental knowledge and skills
- *Basic* denotes partial mastery of the knowledge and skills that are fundamental for satisfactory work
- *Proficient* represents solid academic performance, indicating that students are prepared for the next grade
- *Advanced* signifies superior performance beyond grade-level mastery.

It is the goal of the D.C. Public Schools to have all students read at or above the *proficient* level.



III. EVALUATION RESULTS

III. EVALUATION RESULTS

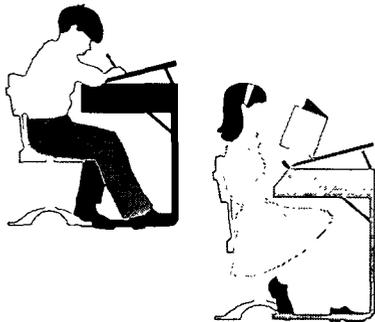
The results from the local evaluation are organized according to the following areas:

- Stanford 9 scores for overall reading, vocabulary, and reading comprehension for participant and comparison youth
- Stanford 9 performance standards (i.e., below basic, basic, proficient, advanced) for overall reading, vocabulary, and reading comprehension for participant youth.

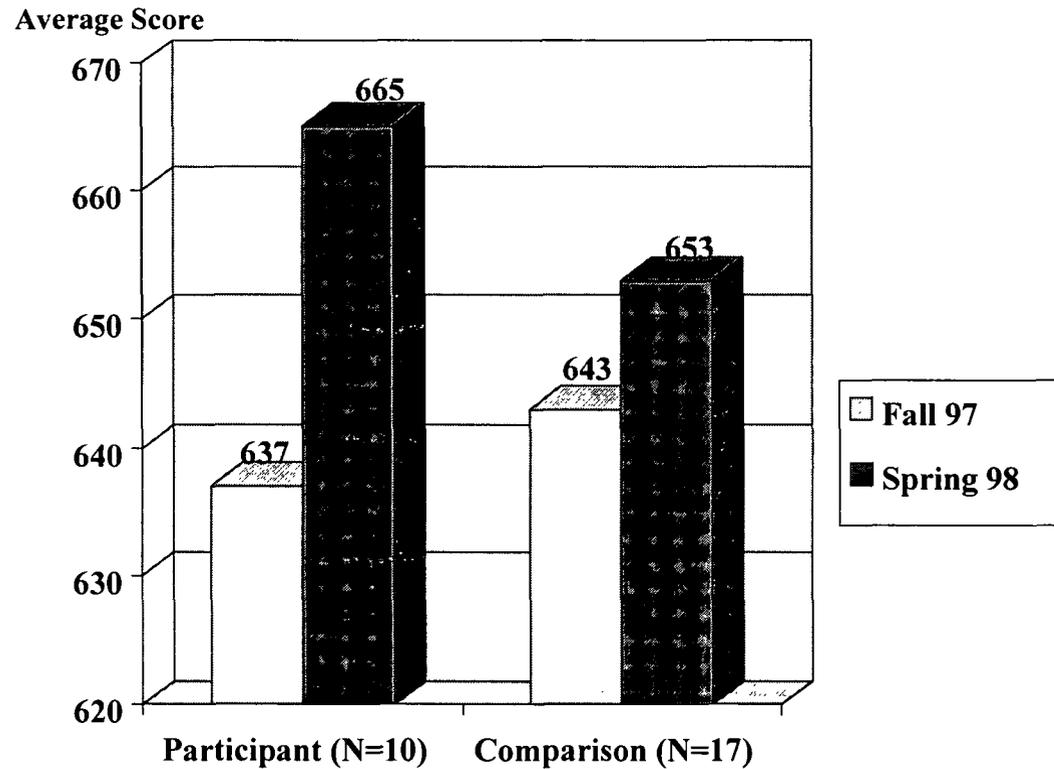
Findings are presented for 6th graders and 4th graders separately. It is important to treat the results for the two groups separately given the age-related developmental differences for these groups of students. In addition, the reading skills taught to these two grades are substantially different.

Results of the Analysis of Stanford 9 Scores for Participant and Comparison Youth

- **6th Graders**
- **4th Graders**



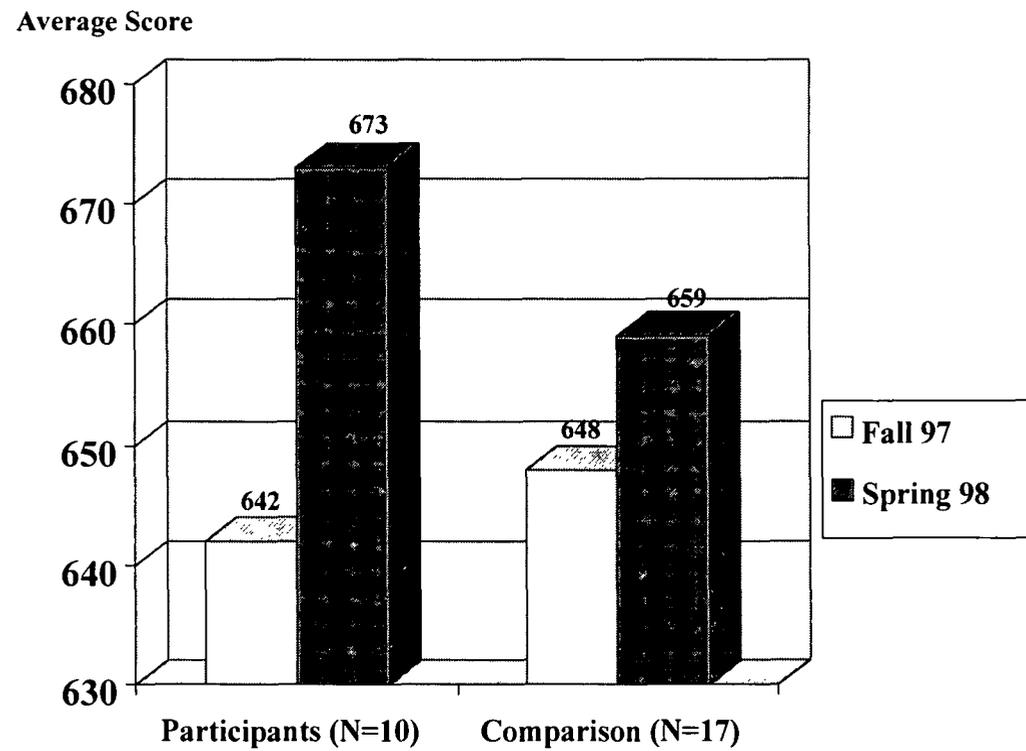
Results of Sixth Graders' Stanford 9 Total Scaled Reading Scores



Results of Sixth Graders' Stanford 9 Total Scaled Reading Scores

- In the fall (pre-test), comparison youth scored slightly higher on the total reading test than did the participant youth.
- Both participant and comparison youth showed significant improvement in their total reading score from the fall to the spring.
- Program participants showed the greatest improvement in their reading scores from the fall to the spring. Participant youth improved, on average, 28 points whereas comparison youth improved only 10 points.
- In the spring (post-test), participants scored higher on the total reading test than did the comparison youth.
- The performance standards associated with the average scores for the participant and comparison youth indicate that both groups received a *basic* performance standard rating in the fall and the spring.

Results of Sixth Graders' Stanford 9 Scaled Vocabulary Scores

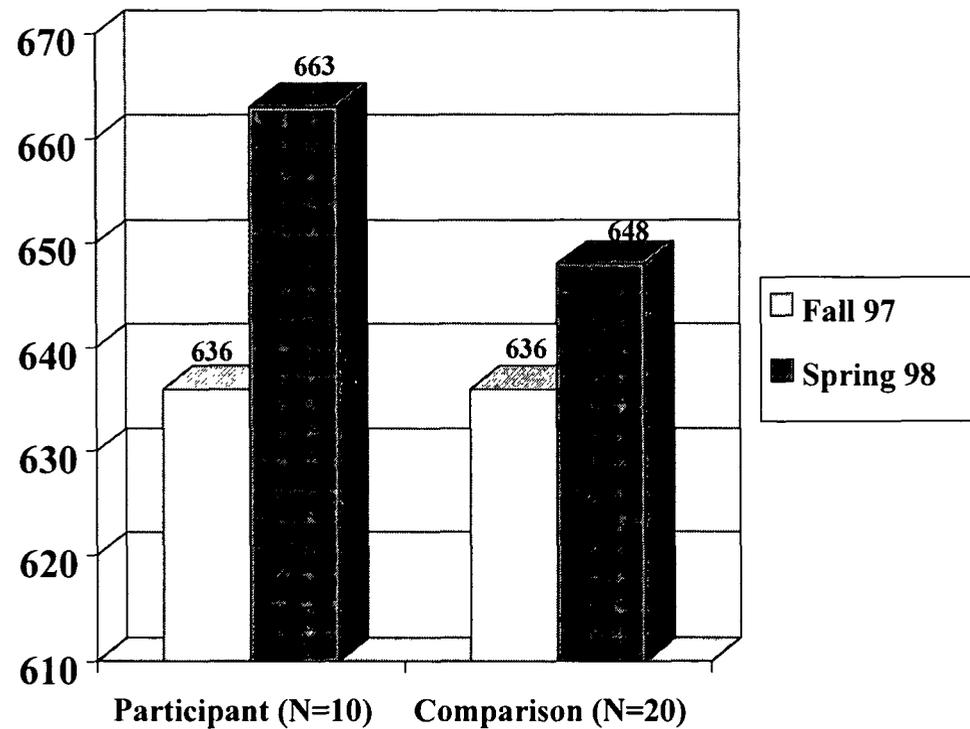


Results of Sixth Graders' Stanford 9 Scaled Vocabulary Scores

- In the fall (pre-test), comparison youth scored slightly higher on the vocabulary subtest than did the participant youth.
- Both participant and comparison youth showed improvement in their vocabulary score from fall to spring.
- The participants showed the greatest improvement in their vocabulary scores from the fall to spring tests. Participant youth improved, on average, 31 points whereas comparison youth improved only 11 points.
- In the spring (post-test), participants scored higher on the vocabulary subtest than did the comparison youth.
- The performance standards associated with the average fall and spring scores for the participant and comparison youth indicate that although both groups received a *basic* performance standard rating in the fall, only the participants improved their performance standard rating. Participants improved from *basic* to *proficient* whereas the comparison youth continued to perform at a *basic* level.

Results of Sixth Graders' Stanford 9 Reading Comprehension Scores

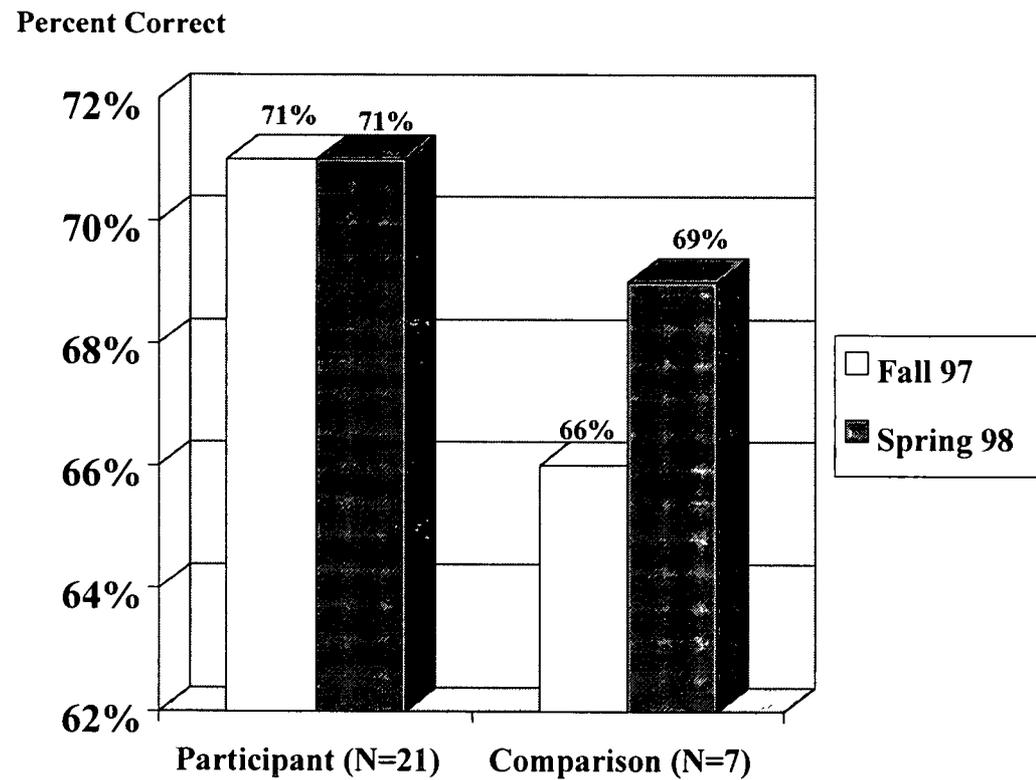
Average Score



Results of Sixth Graders' Stanford 9 Scaled Reading Comprehension Scores

- In the fall (pre-test), participant and comparison youth scored the same on the reading comprehension subtest.
- Both participant and comparison youth showed significant improvement in their reading comprehension scores from fall to spring.
- The participants showed the greatest improvement in their reading comprehension scores from fall to spring. Participant youth improved, on average, 22 points whereas comparison youth improved only 12 points.
- In the spring (post-test), participants scored higher on the reading comprehension subtest than did the comparison youth.
- The performance standards associated with the average fall and spring scores for the participant and comparison youth indicate that both groups received a *basic* performance standard rating in the fall and the spring.

Results of Fourth Graders' Stanford 9 Total Reading Scores

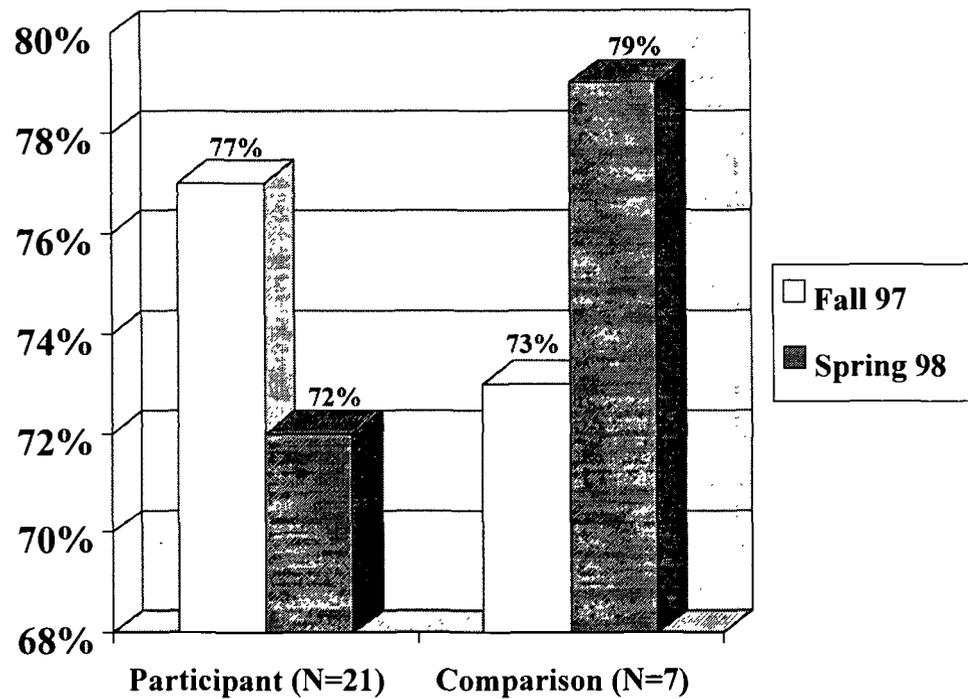


Results of Fourth Graders' Stanford 9 Total Reading Scores

- In the fall (pre-test), participant youth scored higher on the total reading test than did the comparison youth.
- Participant youth, on average, maintained the same total reading score from fall to spring. Comparison youth, however, showed a slight improvement in their total reading score.
- In the spring (post-test), participants continued to score higher on the total reading test than the comparison youth.

Results of Fourth Graders' Stanford 9 Vocabulary Scores

Percent Correct

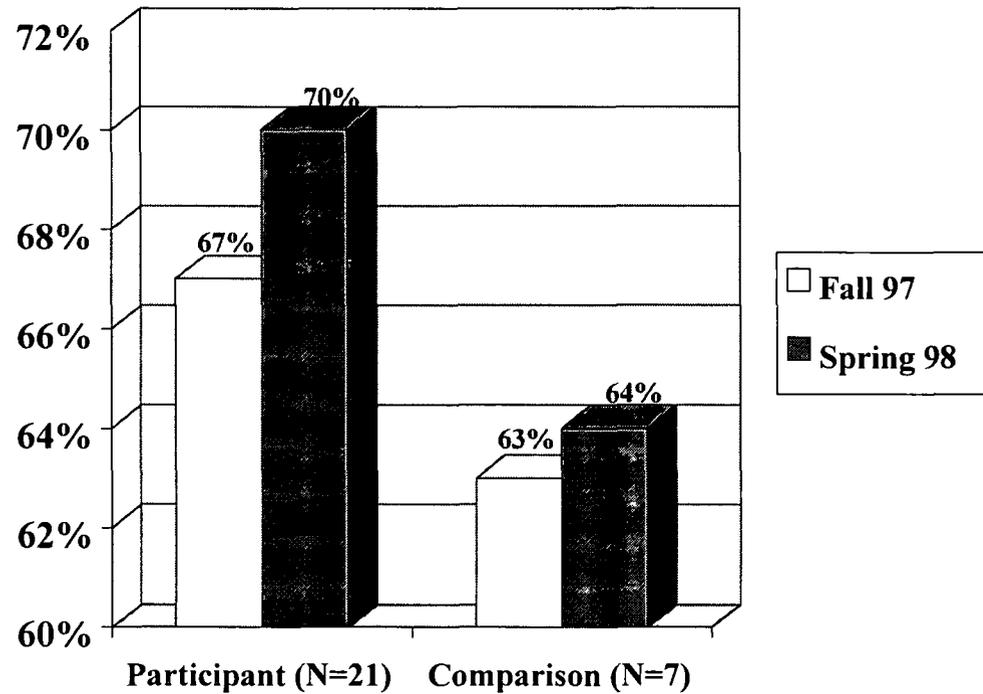


Results of Fourth Graders' Stanford 9 Vocabulary Scores

- In the fall (pre-test), participant youth scored slightly higher on the vocabulary subtest than did the comparison youth.
- The participant youth showed a decrease in their vocabulary scores from fall to spring. Comparison youth, however, showed an improvement in their scores.
- In the spring (post-test), comparison youth scored higher on the vocabulary subtest than did the participant youth.

Results of Fourth Graders' Stanford 9 Reading Comprehension Scores

Percent Correct

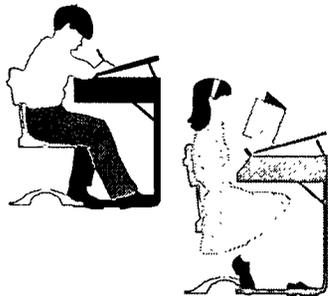


Results of Fourth Graders' Stanford 9 Reading Comprehension Scores

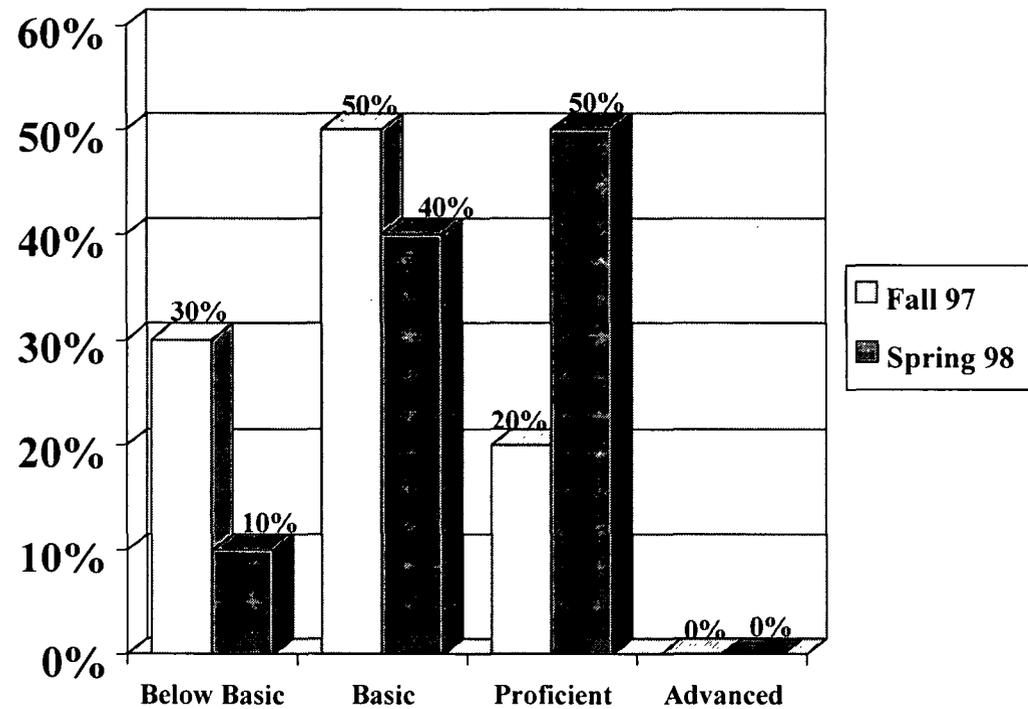
- In the fall (pre-test), participant youth scored slightly higher on the reading comprehension subtest than did comparison youth.
- Both participant and comparison youth showed a small improvement in their reading comprehension scores from fall to spring.
- The participant and comparison youth showed similar improvement in their reading comprehension scores from the fall to spring tests. Participant youth improved, on average, 3 points and comparison youth improved 1 points.
- In the spring (post-test), participants scored higher on the reading comprehension subtest than did the comparison youth.

Results of the Analysis of Stanford 9 Performance Standards for Participant Youth

- **6th Graders**
- **4th Graders**



Results of Sixth Grade Participants' Stanford 9 Total Reading Performance Standards



Results of Sixth Grade Participants' Stanford 9 Total Reading Performance Standards

As shown in the graph on page 29, between the fall and spring test administrations:

- There was a noticeable decrease in the proportion of participant youth who performed at a below basic standard
- There was a substantial increase in the proportion of youth who performed at a proficient standard.

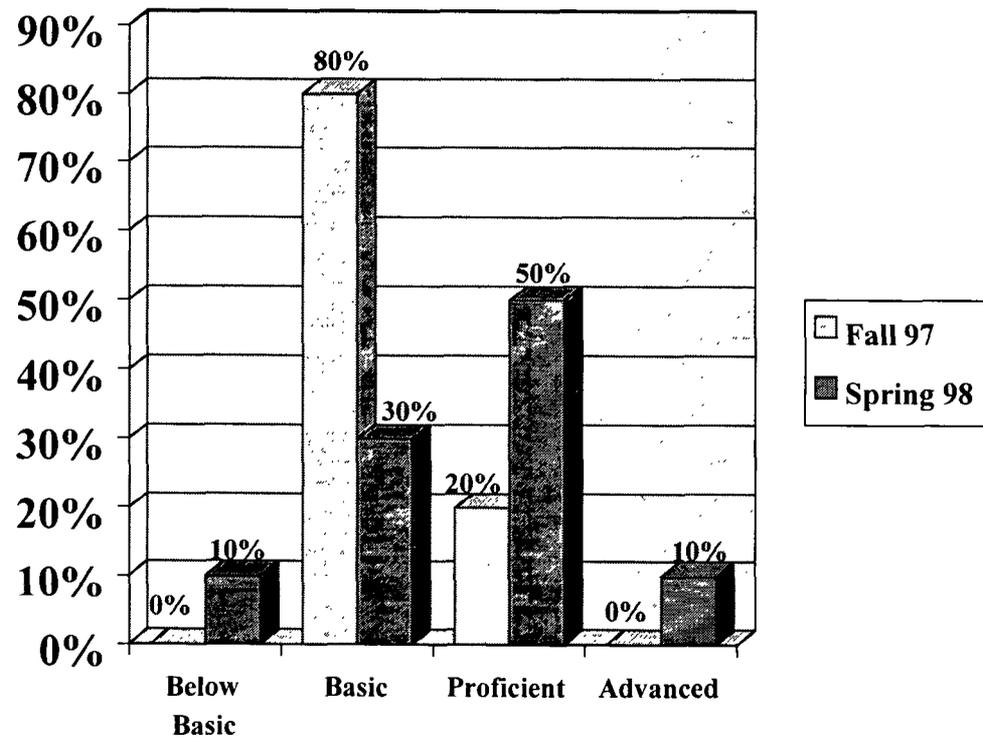
When comparing the performance standards of program participants to comparison youth:

- A greater proportion of program participants who performed at or below the basic level in the fall improved their performance standard by one or more ratings in the spring (63% and 13%, respectively).^{5/6}

⁵ These results are not shown in the graph on page 29.

⁶ Youth who received a below basic rating improved to a basic performance standard rating or higher. Youth who received a basic rating improved to a proficient standard rating or higher.

Results of Sixth Grade Participants' Stanford 9 Vocabulary Performance Standards



Results of Sixth Grade Participants' Stanford 9 Vocabulary Performance Standards

As shown in the graph on page 31, between the fall and spring test administrations:

- There was a slight increase in the proportion of participant youth performing at a below basic standard
- Although there was a substantial decrease in the proportion of youth performing at a basic standard, there was a noticeable increase in the proportion of youth performing at a proficient and advanced standard.

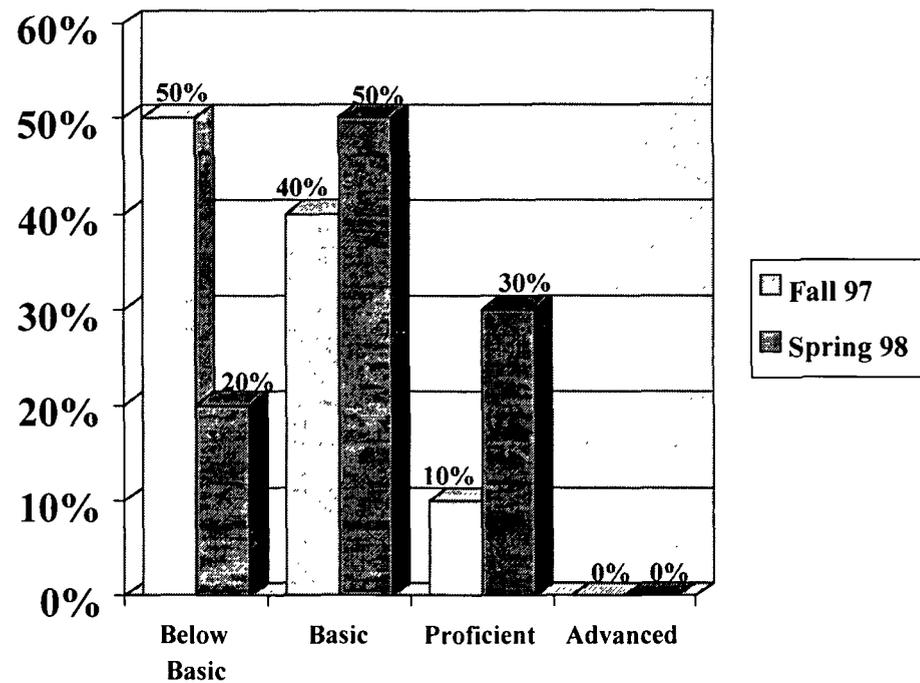
When comparing the performance standards of program participants to comparison youth:

- A greater proportion of program participants who performed at or below the basic level in the fall improved their performance standard by one or more ratings in the spring (63% and 27%, respectively).^{7/8}

⁷ These results are not shown in the graph on page 31.

⁸ Youth who received a below basic rating improved to a basic performance standard rating or higher. Youth who received a basic rating improved to a proficient standard rating or higher.

Results of Sixth Grade Participants' Stanford 9 Reading Comprehension Performance Standards



Results of Sixth Grade Participants' Stanford 9 Reading Comprehension Performance Standards

As shown in the graph on page 33, between the fall and spring test administrations:

- There was a decrease in the proportion of participant youth performing at a below basic standard
- There was a slight increase in the proportion of youth performing at a basic standard
- There was a noticeable increase in the proportion of youth performing at a proficient standard.

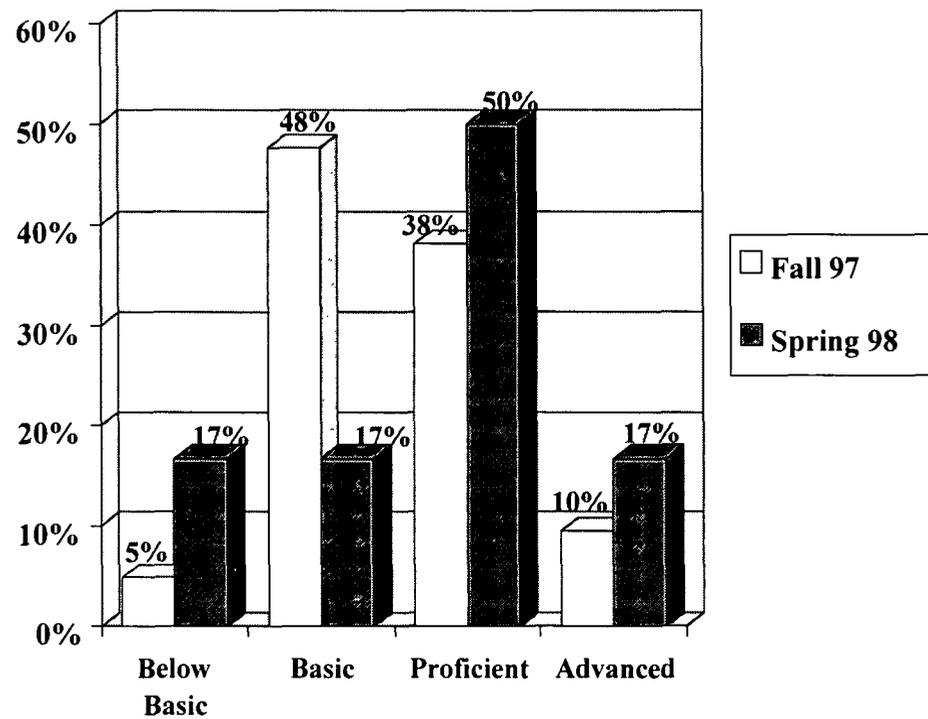
When comparing the performance standards of program participants to comparison youth:

- A greater proportion of program participants who performed at or below the basic level in the fall improved their performance standard by one or more ratings in the spring (56% and 21%, respectively).^{9/10}

⁹ These results are not shown in the graph on page 33.

¹⁰ Youth who received a below basic rating improved to a basic performance standard rating or higher. Youth who received a basic rating improved to a proficient standard rating or higher.

Results of Fourth Grade Participants' Stanford 9 Total Reading Performance Standards



Results of Fourth Grade Participants' Stanford 9 Total Reading Performance Standards

As shown in the graph on page 35, between the fall and spring test administrations:

- There was a noticeable increase in the proportion of participant youth performing at a below basic standard
- Although there was a substantial decrease in the proportion of youth performing at a basic standard, there was an increase in the proportion of youth performing at a proficient and advanced standard.

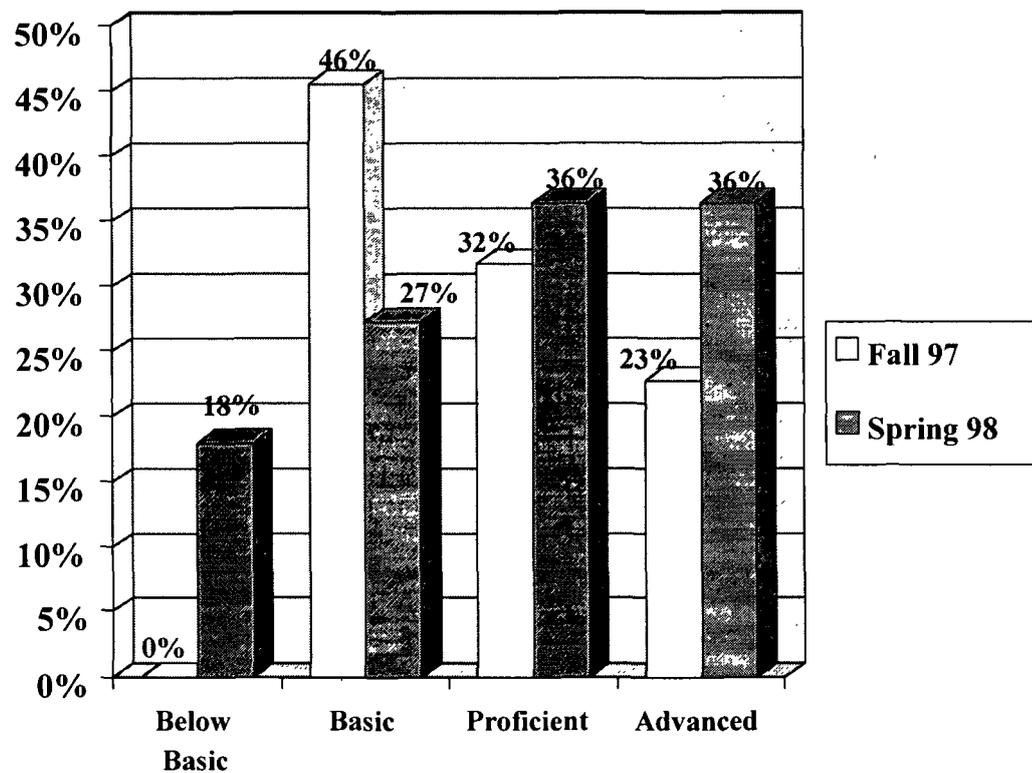
When comparing the performance standards of program participants to comparison youth:

- A smaller proportion of program participants who performed at or below the basic level in the fall improved their performance standard by one or more ratings in the spring (18% and 75%, respectively).^{11/12}

¹¹ These results are not shown in the graph on page 35.

¹² Youth who received a below basic rating improved to a basic performance standard rating or higher. Youth who received a basic rating improved to a proficient standard rating or higher.

Results of Fourth Grade Participants' Stanford 9 Vocabulary Performance Standards



Results of Fourth Grade Participants' Stanford 9 Vocabulary Performance Standards

As shown in the graph on page 37, between the fall and spring test administrations:

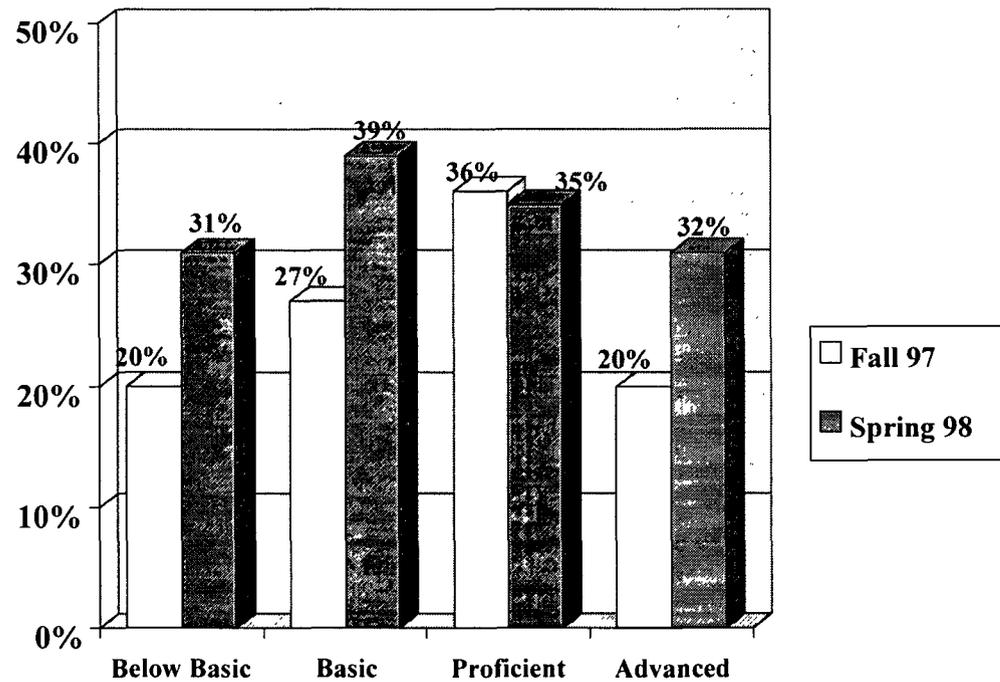
- There was a noticeable increase in the proportion of participant youth performing at a below basic standard
- Although there was a substantial decrease in the proportion of youth performing at a basic standard, there was a slight increase in the proportion of youth performing at a proficient and advanced standard.

When comparing the performance standards of program participants to comparison youth:

- All five of the comparison youth received a performance standard rating of proficient or higher in the fall and spring
- Of the 10 program participants who received a basic rating in the fall, 3 of these youth (30%) improved to a proficient rating in the spring.¹³

¹³ These results are not shown in the graph on page 37.

Results of Fourth Grade Participants' Stanford 9 Reading Comprehension Performance Standards



Results of Fourth Grade Participants' Stanford 9 Reading Comprehension Performance Standards

As shown in the graph on page 39, between the fall and spring test administrations:

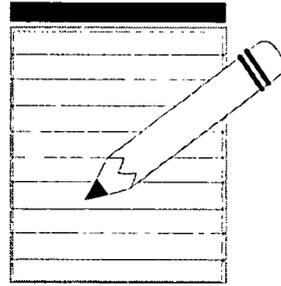
- There was an increase in the proportion of participant youth performing at a below basic standard
- There was an increase in the proportion of youth performing at a basic and an advanced standard
- The proportion of youth performing at a proficient standard remained fairly constant.

When comparing the performance standards of program participants to comparison youth:

- A slightly greater proportion of program participants who performed at or below the basic level in the fall improved their performance standard by one or more ratings in the spring (58% and 50.0%, respectively).^{14/15}

¹⁴ These results are not shown in the graph on page 39.

¹⁵ Youth who received a below basic rating improved to a basic performance standard rating or higher. Youth who received a basic rating improved to a proficient standard rating or higher.



IV. CONCLUSION

IV. CONCLUSION

In general, the findings from the local evaluation of the literacy-tutoring component of Elementary Baseball suggest that the tutoring component contributes to the participants' positive performance on the Stanford 9 Achievement Test. For the 6th graders, program participants showed greater improvement in all test areas (total reading, vocabulary, and reading comprehension) than did the comparison youth.¹⁶ For the 4th graders, program participants showed greater improvement in reading comprehension than did the comparison youth. On the other hand, the 4th grade participants scored lower on the vocabulary subtest in the spring than in the fall. Since the vocabulary and reading comprehension subtests make up the total reading score on the Stanford 9, the increase in one score and the decrease in the other resulted in an unchanged total reading score for the 4th grade participants from fall to spring. Interestingly, the 4th grade participants still received a total reading score slightly higher than the 4th grade comparison youth.¹⁷

Program staff attribute the greater improvement among the 6th grade participants compared to the 4th grade participants to the number of years in the program. The average number of years the 6th graders participated in Elementary Baseball was 2.7 years compared to 1.4 years for the 4th graders. Apparently, the "veteran" participants were more serious about the tutoring sessions than the "rookie" participants. In addition, the greater dedication and maturity shown by the 6th graders allowed the tutors to spend more of the session time tutoring rather than "babysitting", which was the case with many of the 4th graders.

¹⁶ It should be noted that the comparison youth also show improvement in these three test areas, although not as substantial as the participant youth. This finding suggests that the emphasis Garrison Elementary has placed on improving the reading skills of its students has been successful.

¹⁷ Any comparisons between the 4th grade participants and comparison youth need to be made with caution due to the small size of the comparison group. It is possible that seven other 4th grade students would have scored very differently on the Stanford 9 than the seven youth included in the comparison group.

IV. CONCLUSION

(CONTINUED)

Providing students with extra help in reading can yield positive results. It is important that Elementary Baseball continues to assess how specific program characteristics (i.e., consistency, frequency, duration, dedication of tutors and participants) contribute to these encouraging findings. Elementary Baseball also needs to continue to target the appropriate students for the program (e.g., those with the greatest risk of academic and social failure) and consider conducting individual assessments at the start of the program period to identify the specific strengths and weaknesses of each participant. This information can be used to assist the tutors in tailoring the tutoring sessions to the needs of each participant. The Stanford 9 scores can be used as part of this assessment process. In addition, Elementary Baseball may need to expand the tutoring component of the program to include other subject areas such as mathematics or science. It is important that the program be flexible and able to identify and adjust to the changing needs of the target population. Continued evaluation of program implementation and outcomes will help the program identify these changes.

PROPERTY OF
National Criminal Justice Reference Service (NCJRS)
300 S. GARDNER ST.
ALEXANDRIA, VA 22304-6145