

**REPORT OF THE FISCAL YEAR 2003-2004
EVALUATION OF THE SOUTHSIDE PREVENTION
AND INTERVENTION PROGRAM
ADMINISTERED BY
THE SPARTANBURG PUBLIC SAFETY DEPARTMENT
FOR THE 2003-2004 SCHOOL YEAR
FUNDED UNDER TITLE II OF
THE JUVENILE JUSTICE DELINQUENCY
PREVENTION ACT**

OCTOBER 1, 2004

**Evaluation Conducted by SWS, Inc.
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EXECUTIVE SUMMARY

The City of Spartanburg was awarded a Title II, Part B Juvenile Justice and Delinquency Prevention Act grant from the South Carolina Department of Public Safety for the period October 1, 2003 through September 30, 2004. The grant involves youth from Spartanburg's Weed & Seed project who are identified as truants or who have been identified as having attendance problems in a program called Southside Prevention and Intervention. The targeted area is the Southside community of the city, which includes the Highland Community, Crescent Hills Apartments, Forest Park and Spartanburg County's Arkwright Community.

The broad goals of the program are to: develop the partnerships that will allow the Spartanburg Weed & Seed community to improve the school performance and attendance of youth in area schools and reduce the amount of truancy and attendance problems; and to improve the lives of youth on the Southside who are status offenders or have the potential of being status offenders by providing them with an opportunity to obtain skills that will allow them to perform better in school and stay involved in community activities. To achieve these goals, three objectives were established. These are: a summer program provided by the Spartanburg Public Safety for potential status offenders; services provided by Crescent Hills Apartments to 75 youth (15 at a time) at Crescent Hills Apartments and 15 youth at CC Woodson; and services provided by Bethlehem Center to 50 youth ages four to 15 at the Bethlehem Center, and 15 youth at Community Baptist Church.

There are three parts to the methodology for the evaluation. The first two of these are aimed at gathering data on the achievement of the goals and objectives. The third is to use the data to reach conclusions and make recommendations.

Since the programs in the Safe Havens were essentially implemented as summer programs, changes in school grades and behaviors attributable to the programs cannot be measured until the end of next school year. However, the number and type of youth served met the goals of the project. Changes in the pre- and post-test results for the Safe Havens program generally changed in the directions for which one would hope. The youth who were served by the summer program for potential status offenders showed considerable improvements in their responses to key pre- and post-test questions.

There are three recommendations in the evaluation report. The first is to require the parents of participants to sign a permission slip allowing the Safe Haven or a representative to go to the school and get the students' report card, attendance, and behavior records. Secondly, the youth served in the Safe Havens under this grant are largely a sub-set of the youth being served under the Weed and Seed grant. It is therefore important that the Safe Havens identify the youth being served and the interventions being received through the Formula grant more precisely. If that is done, next year's evaluation carefully distinguish between grades and behavior changes attributable to this program and those attributable to on-going programs at the Safe Havens. The third recommendation is, prior to the beginning of the 2005 summer program, the program administrators and the evaluators should coordinate pre- and post-test questions and schedules. By mid-April, the curricula for the summer programs should be completed.

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	I
TABLE OF CONTENTS	II
INTRODUCTION.....	1
THE SOUTHSIDE PREVENTION AND INTERVENTION PROGRAM	1
PROGRAM GOALS AND OBJECTIVES	1
MEASUREMENTS BEING MADE AS PART OF THE PROJECT.....	2
METHODOLOGY.....	3
INTRODUCTION.....	3
PART 1 - DETERMINE THE COMPLETENESS OF THE GRANT IMPLEMENTATION.....	3
PART 2 - MEASURING PROGRESS ON GOALS AND OBJECTIVES	3
PART 3- DEVELOP AN EVALUATION REPORT.....	4
IMPLEMENTATION OF THE GRANT GUIDELINES.....	5
PROGRAM TO IMPROVE ATTITUDES TOWARD SCHOOL AND SUCCESS	5
<i>Crescent Hills and CC Woodson.....</i>	5
Program Operation and Participants.....	5
Program Activities	5
<i>Bethlehem Center and Community Baptist</i>	6
Program Operation and Participants.....	6
Program Activities	7
SUMMER PROGRAM FOR POTENTIAL STATUS OFFENDERS	7
<i>Program Operation and Participants.....</i>	7
<i>Program Activities</i>	8
PROGRESS TOWARD GOALS AND OBJECTIVES	9
PROGRAM TO IMPROVE ATTITUDES TOWARD SCHOOL AND SUCCESS	9
<i>Crescent Hills and CC Woodson.....</i>	9
Changes in Grades	9
Changes in Attendance.....	10
Changes in Attitude.....	11
<i>Bethlehem and Community Baptist</i>	17
Changes in Grades	17
Changes in Attendance.....	19
Changes in Attitude.....	20
SUMMER PROGRAM FOR POTENTIAL STATUS OFFENDERS	26
<i>Program Attendance.....</i>	26
<i>Attitudes Before and After the Program</i>	27
Responsibility for their own Behavior.....	27
Responsibility for their own Education	32
Responsibility for Setting Goals	35
CONCLUSIONS	37
RECOMMENDATIONS.....	38
APPENDIX ONE: PRE- AND POST-SURVEY INSTRUMENTS.....	39
APPENDIX TWO: PARTICIPANTS' EXAMPLES OF SHORT-TERM AND LONG-TERM GOALS.....	44

INTRODUCTION

The Southside Prevention and Intervention Program

The City of Spartanburg was awarded a Title II, Part B Juvenile Justice and Delinquency Prevention Act grant from the South Carolina Department of Public Safety for the period October 1, 2003 through September 30, 2004. This grant was developed by the City of Spartanburg Public Safety Department. The grant involves youth from Spartanburg's Weed & Seed project who are identified as truants or who have been identified as potentially having attendance problems in a program called Southside Prevention and Intervention.

The targeted area is the Southside community of the city, which includes the Highland Community, Crescent Hills Apartments, Forest Park and Spartanburg County's Arkwright Community. This area includes three Public Housing projects and two subsidized apartment complexes that have a number of Section 8 rental assistance units. This area has many pressing health and safety issues such as high rates of alcohol, tobacco and other drug abuse (ATOD). There are approximately 6,200 residents in this area of 3.12 square miles.

Two other grants are coordinated with the Southside Prevention and Intervention program. The first is a Weed & Seed Grant to control violent crime and drug-related crime and then provide a safe environment free of crime and drug use. The second is the Drug Free Communities Grant aimed at reducing ATOD use among youth and, eventually, adults. The combination of the three grants provides a powerful attempt to make major, lasting changes for the residents. The three projects complement one another and together can accomplish more than each individually can accomplish. There is full cooperation and inter-support among the three projects.

The City of Spartanburg acts as the fiscal agent for the grant funding. The Spartanburg Public Safety Department has responsibility for the fiscal accounting (along with the Finance Department) and provides the Grant Coordinator. Spartanburg School District 7 supports the program by providing information to recruit appropriate youth to be in the program. The program operates in the Bethlehem Center, Crescent Hills Apartments, Community Baptist Church, and the CC Woodson Recreational Center. In addition, the Spartanburg Public Safety Department provides a summer program in the four Safe Havens in the Southside Community.

Program Goals and Objectives

The broad goals of the program are:

- To develop the partnerships that will allow the Spartanburg Weed & Seed community to improve the school performance and attendance of youth in area schools and reduce the amount of truancy and attendance problems.
- To improve the lives of youth on the Southside who are status offenders or have the potential of being status offenders by providing them with an opportunity to obtain skills that will allow them to perform better in school and stay involved in community activities.

To achieve these goals, the following objectives were established:

- During the summer, Spartanburg Public Safety Department will provide to 40 identified status offenders or those identified as having the potential to be status offenders, a skills program that will encourage them to not participate in activities that result in attendance problems and being labeled as incorrigible, as well as provide opportunities for Community Service hours. The youth will be expected to have improved attitudes toward staying in school and succeeding in school.
- During the grant period, Crescent Hills Apartments will provide services to 75 youth (15 at a time) at Crescent Hills Apartments and 15 youth at C.C. Woodson with the following:
 - a. Classes to improve their attitudes toward school and improve their school performance at least one letter grade in at least one area from a base line set based upon the first report card received.
 - b. Classes to improve attitudes toward school, which should result in improved attendance. Classes will include information on alternatives to truancy, information on how to find a job, anger management, building self-esteem, computer skills and leadership.
- During the grant period, the Bethlehem Center will provide services to 50 youth ages four to 15 at the Bethlehem Center and 15 youth at Community Baptist Church with the following:
 - a. Classes to improve their attitudes toward school and improve their school performance at least one letter grade in at least one area from a base line set based upon the first report card received.
 - b. Classes to improve attitudes toward school, which should result in improved attendance. Classes will include information on alternatives to truancy, information on how to find a job, anger management, building self-esteem, computer skills and leadership.

Measurements Being Made as Part of the Project

Several measurements were conducted as part of the implementation of the grant beyond what can be found in school and other records. These are:

- A pre- and post-test administered during the summer program to measure the changes in attitudes of the involved youth.
- A similar test completed by the summer program worker on each participant.
- A pre- and post-test to determine if attitudes have changed in the Crescent Hills Apartments and Bethlehem Center programs.

METHODOLOGY

Introduction

There are three parts to the methodology for the evaluation. The first two of these are aimed at gathering data on the achievement of the goals and objectives. The third is to use the data to reach conclusions and make recommendations.

Part 1 - Determine how completely the implementation of the grant as described in the grant application is carried out.

Part 2 - Measure the progress made towards meeting the goals and objectives of the grant.

Part 3 - Develop an evaluation report.

It should be noted that the award of the contract to conduct the evaluations did not occur until April 2004. SWS was therefore unable to influence the gathering of data, design of instruments, and so on until the project was two-thirds complete for the year. This timing placed some limitations on the evaluation, which will be stated below. However, the programs were very cooperative and helpful, and willing to support SWS in completing this evaluation, which made the task doable.

Part 1 - Determine the Completeness of the Grant Implementation

The proposal for the grant includes a detailed description of how the project will be implemented. Carrying out the implementation plan is important to achieving the goals and objectives. It is equally important to building a sense of a common cause and smooth relationships among the different groups working in the community on the project.

Learning how this process went, and learning the lessons about what worked best and what might work better next time, is essential to the evaluation. To learn these things, a series of visits were paid to the programs and informal interviews were conducted with the leaders of the program.

Part 2 - Measuring Progress on Goals and Objectives

There are four types of quantitative data that were used to measure the success of the program. These are:

- Improvement of at least one letter grade in at least one area from a base set upon the first report card received.
- Improvement in attendance at school by participants.
- Improvements in the pre- and post-tests for the classes provided at the Safe Havens.
- Improvements in the pre- and post-tests in the summer program.

The grade and attendance records were originally to be gathered from the schools. However, the school year was almost over by the time SWS became involved and it was impossible to gather parental permission slips to examine these records in the schools. The programs do have copies of report cards for many of the children and these were used to the extent they were available to measure improvements in grades and attendance

Pre- and post-tests were designed by SWS for both the activities carried out at Safe Havens and the summer program. These instruments were administered by a combination of SWS personnel and personnel of the programs. The instruments may be found in Appendix One.

Initially, it was also planned to gather qualitative data to determine the success of the program through focus groups with children and parents during the school year. Since the contract was not awarded until the end of the school year, interviews with individuals working in the programs and informal discussions with program participants were substituted.

The data gathered was put into Access databases and analyzed using SPSS software. A unique identifier using a code consisting of initials and date of birth was acquired for each person in the program. This allows for analysis across the interventions in this program and in the other two programs in the Southside community.

Part 3- Develop an Evaluation Report.

The report development process consists of five parts. 1) A database developed into which all of the quantitative data gathered is placed. 2) Conducting statistical and qualitative methods used to analyze the database, creating a description of the project, its successes and its weaknesses. 3) Placing the findings of the analysis into charts, tables and written form. 4) Preparing written conclusions drawn from the findings and reported. 5) Preparing written recommendations.

The final report includes a description of the grant and its goals and objectives, the findings, the conclusions, and the recommendations.

IMPLEMENTATION OF THE GRANT GUIDELINES

Partnerships were developed among the four Safe Havens in the Southside area, Spartanburg School District 7, the Weed and Seed and Drug Free Communities Grants personnel, and the Spartanburg Department of Public Safety. These partnerships provide both the ability for the project to access the young people being targeted and the resources such as classroom space necessary to carry out the work of the project.

Program to Improve Attitudes toward School and Success

This program was to mainly operate in Crescent Hills Apartments and Bethlehem Center, with each of these centers providing assistance to the other two centers, CC Woodson Recreational Center and Community Baptist Church.

Crescent Hills and CC Woodson

During the grant period, the Crescent Hills Apartments Safe Haven organized and provided services to 75 youth in groups of 15 at a time. They also provided services to 15 youth at C.C. Woodson.

Program Operation and Participants

During the grant period, Crescent Hills apartments provided summer programming to 75 youth, ages 10 to 15. The program operated from June through July of 2004 and lasted from 9:00 am to 4:00 pm. CC Woodson provided summer programming to 15 youth from June 9 to August 11, 2004.

Program Activities

The summer program provides a wide variety of activities, including an Accelerated Reading program, a science class, a robotics class, and trips to the Spartanburg County Library for educational activities. Participants were also allowed time in the computer lab. These activities helped participants build their educational skills, which in turn helps to build their self-esteem.

The program also gave the children the opportunity to do fun activities, such as bowling, skating, swimming, fishing, and going to the park. These activities were geared toward building better relationships with their peers. One prime example of this was the "Be Kind to Each Other Day." The center operates a Track and Field team during the summer and several other sports programs during the year. The program participants not playing these sports will often hold pep rallies prior to a match. These programs not only help increase the participants' self-esteem, but also help build their leadership skills.

A wide variety of speakers came to the center to speak to the participants. These speakers included someone from Safe Home and Rape Crisis Center and the Spartanburg Alcohol and

Drug Abuse Commission (SADAC). The program also took participants to the Southside Learning Center once a week. On July 14, Crescent Hills participated in activities and discussion at the Department of Public Safety with the Youth Council Board.

The program counselor for Crescent Hills spent five hours at CC Woodson every Wednesday. On these days, participants built their math and cognitive skills utilizing the computer lab, held open discussions on issues that concern the participants, participated in physical fitness activities, met with a representative of SADAC, and participated in the activities at the Department of Public Safety. CC Woodson also coordinated with Crescent Hills in order to host an "Amateur Talent Day" at CC Woodson.

Bethlehem Center and Community Baptist

During the grant period, the Bethlehem Center organized and provided services to 72 youth, ages four to 15, at the Bethlehem Center and 15 youth at Community Baptist Church.

Program Operation and Participants

During the grant period, Bethlehem Center provided services utilizing two methods. The first method is the Summer Youth Apprentice Program (YAP). This program operated from June 2 to July 29, 2004 from 10:00 am to 12:00 pm and from 2:00 pm to 4:00 pm. A total of 31 youth, ages 11 to 15, participated in this program for at least one day. The second method is the Summer Computer Camp, which operated from June 28 through July 22, 2004. A total of 47 youth, ages five to 13, participated in this program for at least one day. Some of the youth participated in both the YAP and the Summer Computer Camp. A total of 72 different youth were served by the two programs. Community Baptist provided programming to 15 youth, ages five to fifteen, during the grant period.

Participants came from two places: the Jessie Boyd summer school and the Parks and Recreation Summer Camp. Participants from the Jessie Boyd summer school were split into two groups. The first group was in the computer lab on Mondays and Wednesdays from 12:00 pm to 1:00 pm and included eight children ages five to seven. The second group was in the computer lab on Tuesdays and Thursdays from 12:00 pm to 1:00 pm and included ten children ages six to nine. Participants from the Parks and Recreation Summer Camp were split into three groups. The first group was in the computer lab on Mondays and Wednesdays from 10:30 am to 11:30 am and included nine children ages six to eight. The second group was in the computer lab on Tuesdays and Thursdays from 10:30 am to 11:30 am and included 13 children ages nine to eleven. The third group was in the computer lab on Fridays from 10:00 am to 12:00 pm and included seven children ages 12 to 13.

Program Activities

The activities for the YAP program included computer lab sessions, information on filling out job applications and preparing for the future, character education, a self-defense class, fire safety, classes on abstinence and STD's, and classes on how to do well in school. These classes were taught by the summer program counselor and by several speakers from the community. The program also received a visit from the mayor, participated in a "Boys to Men" luncheon, went on a tour of the BMW plant, and did community service at the Spartanburg Methodist College. Additionally, the program brought in programming from SADAC on the consequences of marijuana and cigarettes, and programming from Safe Homes and Rape Crisis Coalition on abusive relationships and low self esteem. Each program was planned at a certain time, allowing participants to learn the importance of being to events and programs in a timely manner.

The focus of the Summer Computer Camp was to teach participants useful computer skills. Participants learned the external and internal parts of a computer, how to turn the computer on and off properly, how to properly load and unload CD ROM disks, basic components of Windows, typing, and basic skills in using Microsoft Word.

The counselor from Bethlehem center also went to the Community Baptist Church once a week to assist with their programming. The counselor provided lessons on computer skills. The students also participated in some of the programming at Bethlehem center.

Summer Program for Potential Status Offenders

During the summer, the Spartanburg Public Safety Department provided services to 40 young people identified as having the potential to be status offenders. The services provided included:

- A skills program to encourage them to not participate in activities that result in attendance problems and being labeled as incorrigible.
- Opportunities for Community Service hours.

Program Operation and Participants

The Summer Youth Program was conducted from June 11 to July 30, 2004. A separate session was held at each of the four SAFE Havens. The program at Community Baptist Church operated from 9:00 am to 12:20 pm on June 17 through 24. The group was comprised of 9 females and 6 males ranging in age from 12 to 17 years old. The program at CC Woodson Recreational Center operated from 10:00 am to 2:30 pm on July 28 through July 2. The group was comprised of 13 males ranging in age from 11 to 17 years old. The program at Bethlehem Center operated from

10:00 am to 1:30 pm on July 7th and 8th and from 2:00 pm to 4:30 pm on July 13 through 15 and 21st. The group was comprised of 7 females and 3 males ranging in age from 10 to 17 years old. The program at Crescent Hills operated from 10:00 am to 1:30 pm on July 12 through 15 and July 26 and 27. Because of space limitations at Crescent Hills Apartments, the session was held at nearby Park Hills Elementary. The group was comprised of 12 males ranging in age from 10 to 15 years old. Overall, the Goal-Setting program served 49 youth from all four centers.

Program Activities

The activities for the summer program centered on helping the participants set goals for their future. The summer youth counselor invited a wide variety of speakers chosen to address the needs of each individual group. These speakers included police officers, Boy Scout executives, school administrators, SCADA counselors, drug abuse counselors, and social workers, among others. The summer youth counselor also presented a workshop once a day; the topics of which included: education, social skills, attitude, life skills, decision making, current events, and choices. The overall goal of the program was to help the participants build new relationships with their peers, discuss goal-setting in a variety of settings and activities, learn teamwork skills, and leave the session with at least one personal, career, family, and educational goal.

PROGRESS TOWARD GOALS AND OBJECTIVES

Progress toward the goals and objectives is evaluated using the performance indicators set forth in the grant proposal. For each objective, these performance indicators are discussed.

Program to Improve Attitudes toward School and Success

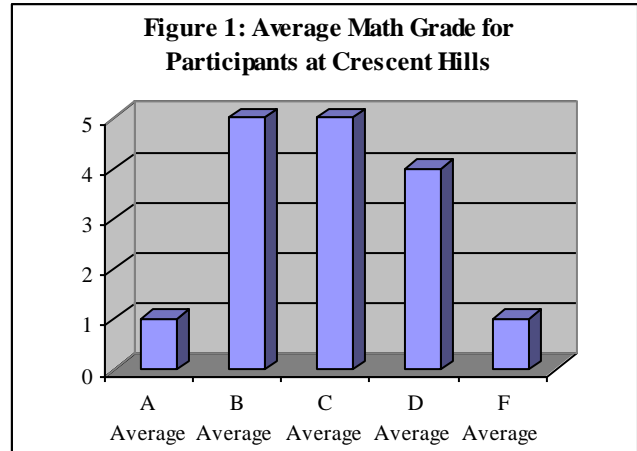
It must be noted that there were difficulties in obtaining report cards and attendance data on the students participating in the programs. Participants were asked but not required to bring their report cards to their program counselor. Therefore, the amount of data for these two measurements is significantly less than what is optimal. Additionally, because these programs operated during the summer, participants' grades for the 2003-2004 school year would not have been affected by the programming. Therefore, these grades provide a baseline for comparison next year.

Crescent Hills and CC Woodson

Changes in Grades

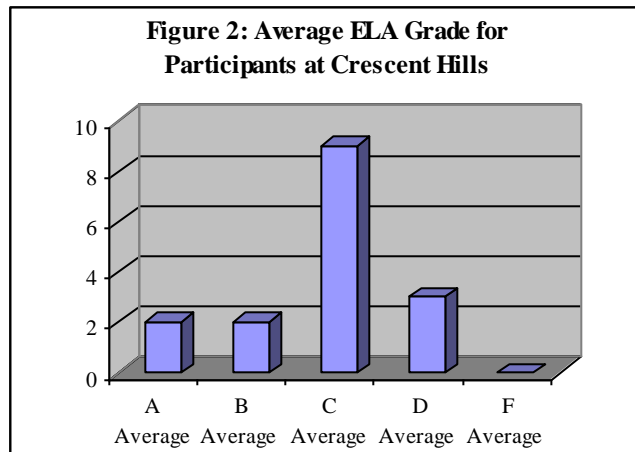
Sixteen participants from Crescent Hills submitted their report card from the 2003-2004 school year. Of these, 6.3% had an average math grade of an A, 31.3% had an average math grade of a B, 31.3% had an average math grade of a C, 25% had an average math grade of a D, and 6.3% had an average math grade of a F. (See Table 1 and Figure 1.)

Table 1: Average Math Grade for Participants at Crescent Hills		
	#	%
A Average (93-100)	1	6.3%
B Average (85-92)	5	31.3%
C Average (77-84)	5	31.3%
D Average (69-76)	4	25.0%
F Average (Below 69)	1	6.3%
Total	16	100.0%



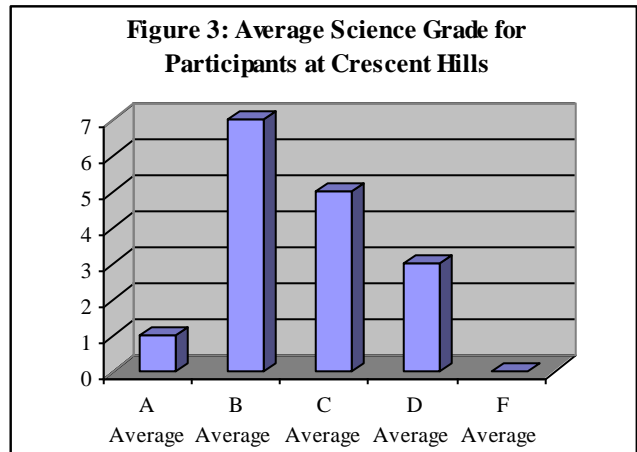
Of the 16 who submitted their report cards, 12.5% had an average English/language arts grade of an A, 12.5% had an average English/language arts grade of a B, 56.3% had an average English/language arts grade of a C, 18.8% had an average English/language arts grade of a D, and none of the students had an average English/language arts grade of a F. (See Table 2 and Figure 2.)

Table 2: Average ELA Grade for Participants at Crescent Hills		
	#	%
A Average (93-100)	2	12.5%
B Average (85-92)	2	12.5%
C Average (77-84)	9	56.3%
D Average (69-76)	3	18.8%
F Average (Below 69)	0	0.0%
Total	16	100.0%



Of the 16 who submitted their report cards, 6.3% had an average science grade of an A, 43.8% had an average science grade of a B, 31.3% had an average science grade of a C, 18.8% had an average science grade of a D, and none of the participants had an average science grade of a F. (See Table 3 and Figure 3.)

Table 3: Average Science Grade for Participants at Crescent Hills		
	#	%
A Average (93-100)	1	6.3%
B Average (85-92)	7	43.8%
C Average (77-84)	5	31.3%
D Average (69-76)	3	18.8%
F Average (Below 69)	0	0.0%
Total	16	100.0%

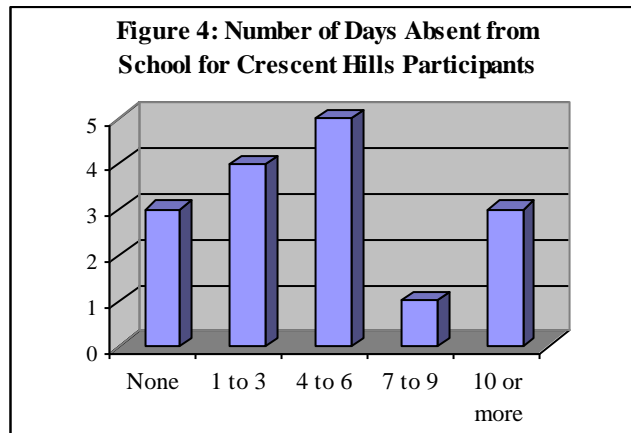


Report cards were not submitted from the participants in the summer program at CC Woodson.

Changes in Attendance

Of the 16 who submitted their report cards, 18.8% did not miss any days of school, 25% missed one to three days, 31.3% missed four to six, 6.3% missed seven to nine, and 18.8% missed ten or more. (See Table 4 and Figure 4.)

	#	%
None	3	18.8%
1 to 3	4	25.0%
4 to 6	5	31.3%
7 to 9	1	6.3%
10 or more	3	18.8%
Total	16	100.0%



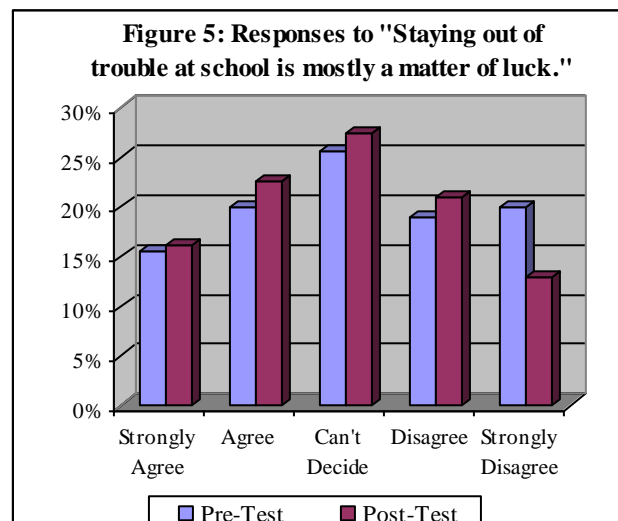
School attendance was not reported for the participants at CC Woodson.

Changes in Attitude

The participants in the summer programs at Crescent Hills and CC Woodson were administered a pre-and-post attitude survey. At Crescent Hills, 74 participants took the pre-test and 52 took the post-test. At CC Woodson, 18 participants took the pre-test and 11 took the post-test. Because these centers worked closely together to deliver their programs through the grant, the responses from the participants have been combined. It must be noted that the data may be skewed due to the much larger number of pre-tests than there are post-tests. For purposes of this analysis, “no responses” are not included. A copy of the survey can be found in Appendix One.

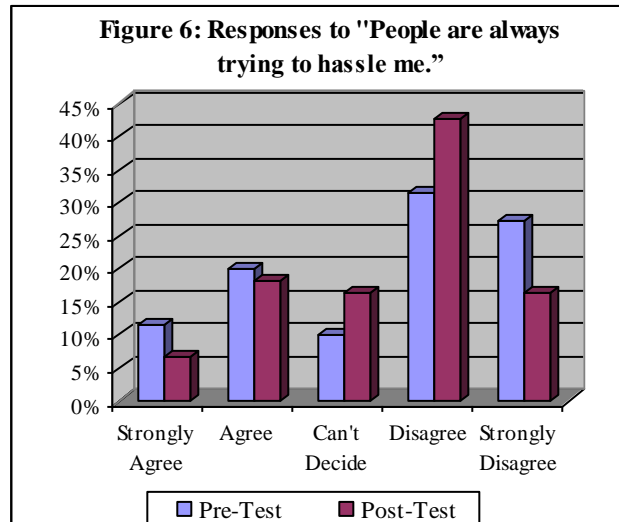
The first question on this survey states, “Staying out of trouble at school is mostly a matter of luck.” The percentage of participants who agreed with this statement increased from 35.6% for the pre-test to 38.7% for the post-test. In addition, the percentage of participants who disagreed with this statement decreased from 38.9% for the pre-test to 33.9% for the post-test. Approximately ¼ of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 5 and Figure 5.)

	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	14	15.6%	10	16.1%
Agree	18	20.0%	14	22.6%
Can't Decide	23	25.6%	17	27.4%
Disagree	17	18.9%	13	21.0%
Strongly Disagree	18	20.0%	8	12.9%
Total	90	100.0%	62	100.0%



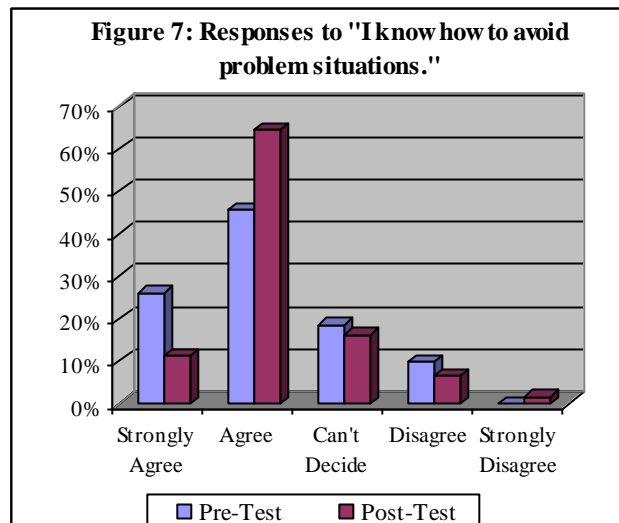
The second question on this survey states, "People are always trying to hassle me." The percentage of participants who agreed or strongly agreed with this statement decreased from 31.4% for the pre-test to 24.6% for the post-test. In addition, the percentage of participants who disagreed with this statement increased from 31.4% for the pre-test to 42.6% for the post-test; however, the percentage of participants who strongly disagreed with this statement decreased from 27.1% on the pre-test to 16.4% on the post-test. Approximately 10% to 20% of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 6 and Figure 6.)

Table 6: Crescent Hills and CC Woodson Participants' Responses to "People are always trying to hassle me."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	8	11.4%	4	6.6%
Agree	14	20.0%	11	18.0%
Can't Decide	7	10.0%	10	16.4%
Disagree	22	31.4%	26	42.6%
Strongly Disagree	19	27.1%	10	16.4%
Total	70	100.0%	61	100.0%



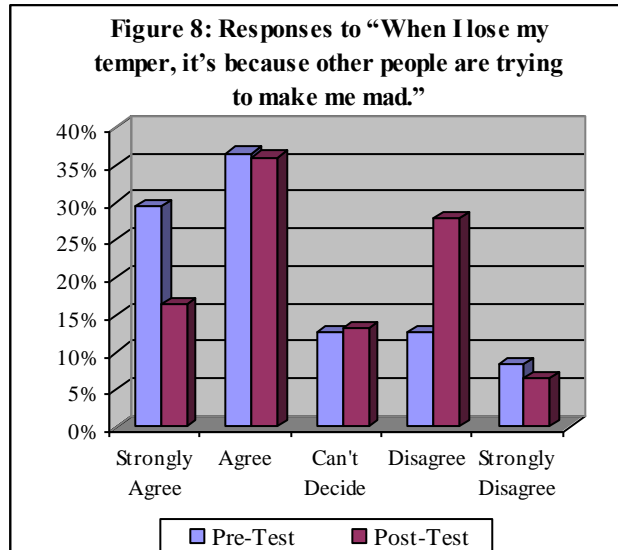
The third question on this survey states, "I know how to avoid problem situations." The percentage of participants who disagreed or strongly disagreed with this statement decreased from 9.8% on the pre-test to 9% on the post-test. The percentage of participants who agree or strongly agree with this statement increased from 71.8% on the pre-test to 75.8% on the post-test. Approximately 15% to 20% of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 7 and Figure 7.)

Table 7: Crescent Hills and CC Woodson Participants' Responses to "I know how to avoid problem situations."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	24	26.1%	7	11.3%
Agree	42	45.7%	40	64.5%
Can't Decide	17	18.5%	10	16.1%
Disagree	9	9.8%	4	6.5%
Strongly Disagree	0	0.0%	1	1.6%
Total	92	100.0%	62	100.0%



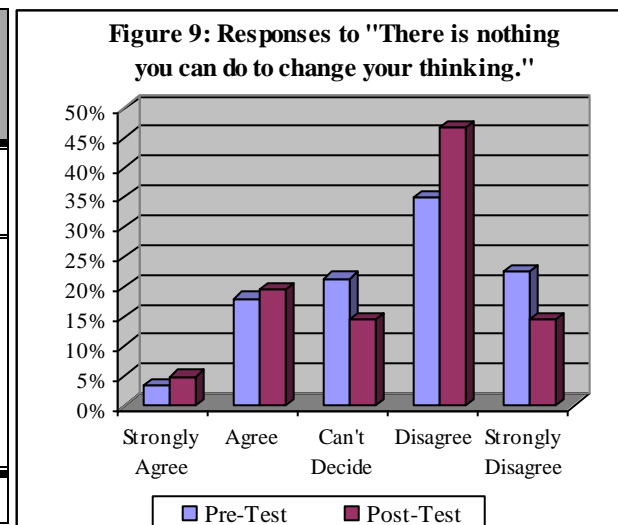
The fourth question on this survey states, “When I lose my temper, it’s because other people are trying to make me mad.” The percentage of participants who agreed or strongly agreed with this statement decreased from 66.2% on the pre-test to 52.5% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement increased from 21.2% on the pre-test to 34.5% on the post-test. Approximately ten to fifteen percent of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 8 and Figure 8.)

Table 8: Crescent Hills and CC Woodson Participants’ Responses to “When I lose my temper, it’s because other people are trying to make me mad.”				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	21	29.6%	10	16.4%
Agree	26	36.6%	22	36.1%
Can't Decide	9	12.7%	8	13.1%
Disagree	9	12.7%	17	27.9%
Strongly Disagree	6	8.5%	4	6.6%
Total	71	100.0%	61	100.0%



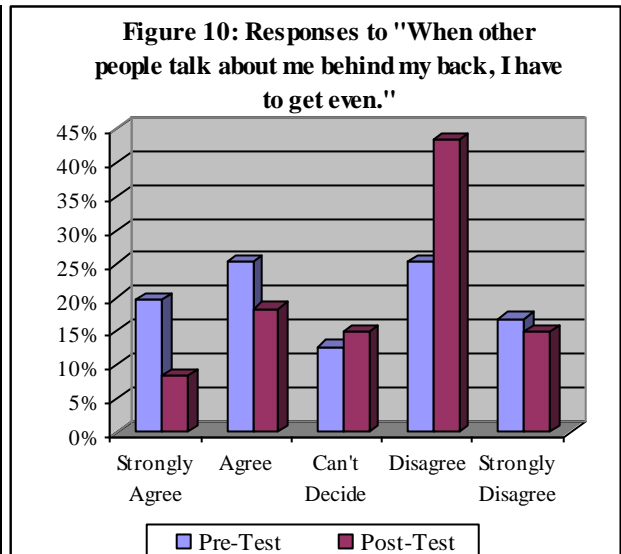
The fifth question on this survey states, “There is nothing you can do to change your thinking.” The percentage of participants who agreed or strongly agreed with this statement increased slightly from 21.4% on the pre-test to 24.2% on the post-test. On the other hand, the percentage of participants who disagreed or strongly disagreed with this statement increased from 56.1% on the pre-test to 61.3% on the post-test. The percentage of participants who could not decide decreased from 21.3% on the pre-test to 14.5% on the post-test. (See Table 9 and Figure 9.)

Table 9: Crescent Hills and CC Woodson Participants’ Responses to "There is nothing you can do to change your thinking."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	3	3.4%	3	4.8%
Agree	16	18.0%	12	19.4%
Can't Decide	19	21.3%	9	14.5%
Disagree	31	34.8%	29	46.8%
Strongly Disagree	20	22.5%	9	14.5%
Total	89	100.0%	62	100.0%



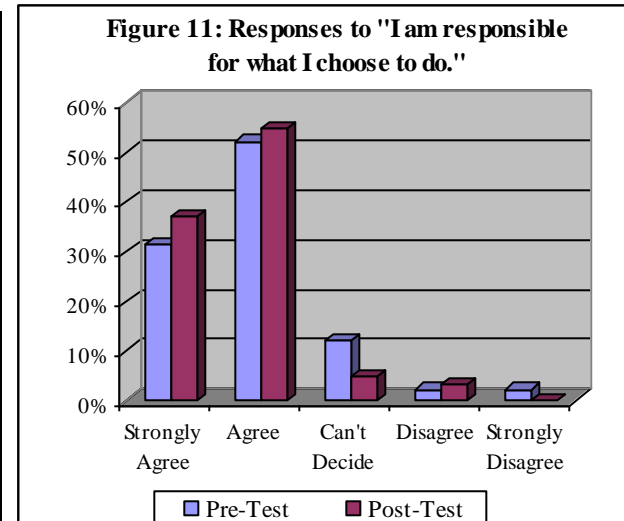
The sixth question on this survey states, "When other people talk about me behind my back, I have to get even." The percentage of participants who agreed or strongly agreed with this statement decreased from 45.1% on the pre-test to 26.6% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement increased from 42.3% on the pre-test to 58.3% on the post-test. Approximately ten to fifteen percent of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 10 and Figure 10.)

Table 10: Crescent Hills and CC Woodson Participants' Responses to "When other people talk about me behind my back, I have to get even."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	14	19.7%	5	8.3%
Agree	18	25.4%	11	18.3%
Can't Decide	9	12.7%	9	15.0%
Disagree	18	25.4%	26	43.3%
Strongly Disagree	12	16.9%	9	15.0%
Total	71	100.0%	60	100.0%



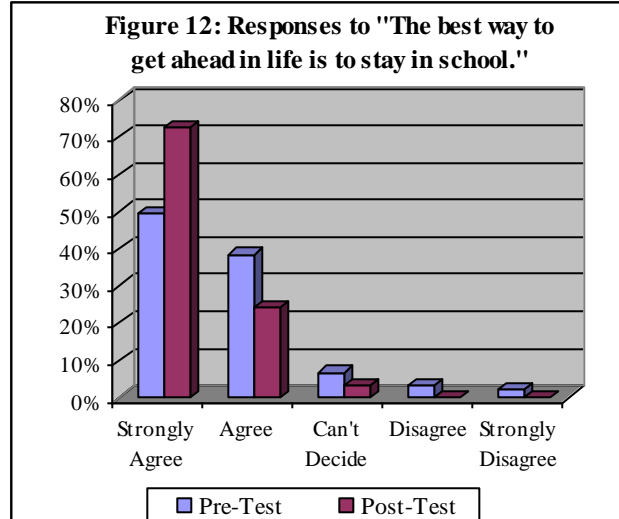
The seventh question on this survey states, "I am responsible for what I choose to do." The percentage of participants who agreed or strongly agreed with this statement increased from 83.7% on the pre-test to 91.9% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement decreased from 4.4% on the pre-test to 3.2% on the post-test, and the percentage of participants who could not decide decreased from 12% on the pre-test to 4.8% on the post-test. (See Table 11 and Figure 11.)

Table 11: Crescent Hills and CC Woodson Participants' Responses to "I am responsible for what I choose to do."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	29	31.5%	23	37.1%
Agree	48	52.2%	34	54.8%
Can't Decide	11	12.0%	3	4.8%
Disagree	2	2.2%	2	3.2%
Strongly Disagree	2	2.2%	0	0.0%
Total	92	100.0%	62	100.0%



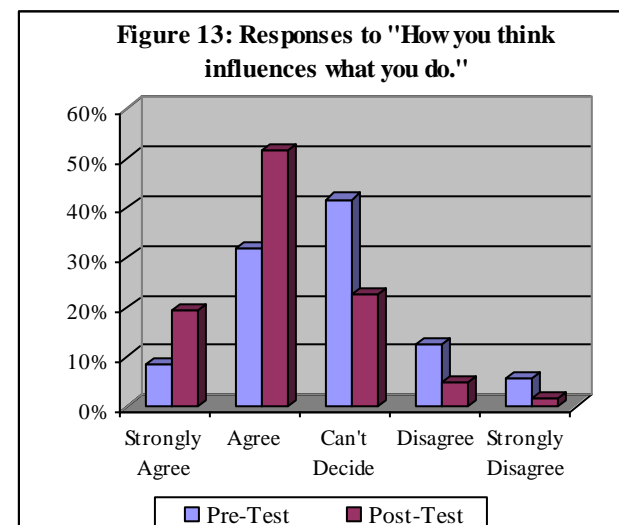
The eighth question on this survey states, "The best way to get ahead in life is to stay in school." The percentage of participants who agreed or strongly agreed with this statement increased from 88% on the pre-test to 96.8% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement decreased from 5.5% on the pre-test to 0% on the post-test, and the percentage of participants who could not decide decreased from 6.6% on the pre-test to 3.2% on the post-test. (See Table 12 and Figure 12.)

Table 12: Crescent Hills and CC Woodson Participants' Responses to "The best way to get ahead in life is to stay in school."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	45	49.5%	45	72.6%
Agree	35	38.5%	15	24.2%
Can't Decide	6	6.6%	2	3.2%
Disagree	3	3.3%	0	0.0%
Strongly Disagree	2	2.2%	0	0.0%
Total	91	100.0%	62	100.0%



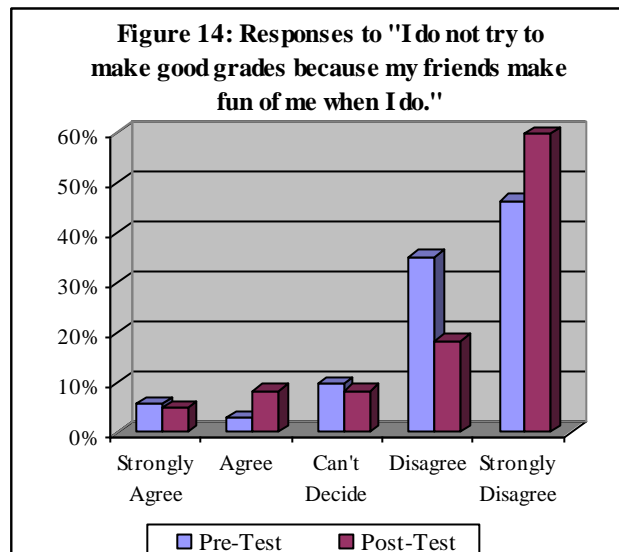
The ninth question on this survey states, "How you think influences what you do." The percentage of participants who agreed or strongly agreed with this statement increased from 40.2% on the pre-test to 71% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement decreased from 18.1% on the pre-test to 6.4% on the post-test, and the percentage of participants who could not decide decreased from 41.7% on the pre-test to 22.6% on the post-test. (See Table 13 and Figure 13.)

Table 13: Crescent Hills and CC Woodson Participants' Responses to "How you think influences what you do."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	6	8.3%	12	19.4%
Agree	23	31.9%	32	51.6%
Can't Decide	30	41.7%	14	22.6%
Disagree	9	12.5%	3	4.8%
Strongly Disagree	4	5.6%	1	1.6%
Total	72	100.0%	62	100.0%



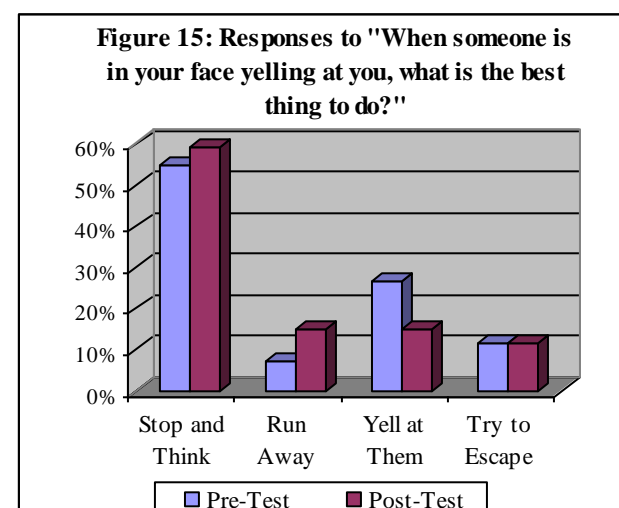
The tenth question on this survey states, "I do not try to make good grades because my friends make fun of me when I do." The percentage of participants who agreed or strongly agreed with this statement increased slightly from 8.4% on the pre-test to 13.3% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement decreased from 81.7% on the pre-test to 78.3% on the post-test. The percentage of participants who could not decide remained about the same at 9.9% on the pre-test and 8.3% on the post-test. (See Table 14 and Figure 14.)

Table 14: Crescent Hills and CC Woodson Participants' Responses to "I do not try to make good grades because my friends make fun of me when I do."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	4	5.6%	3	5.0%
Agree	2	2.8%	5	8.3%
Can't Decide	7	9.9%	5	8.3%
Disagree	25	35.2%	11	18.3%
Strongly Disagree	33	46.5%	36	60.0%
Total	71	100.0%	60	100.0%



The final question on this survey asks, "When someone is in your face yelling at you, what is the best thing to do?" The percentage of participants who answered "Stop and Think" increased from 54.9% on the pre-test to 59% on the post-test. In addition, the percentage of participants who stated that they would "Yell at Them" decreased from 26.8% on the pre-test to 14.8% on the post-test. The percentage of participants who stated that they would "Try to Escape" remained about the same (11.3% and 11.5%) and the percentage that would "Run Away" increased from 7% to 14.8%. (See Table 15 and Figure 15.)

Table 15: Crescent Hills and CC Woodson Participants' Responses to "When someone is in your face yelling at you, what is the best thing to do?"				
	Pre-Test		Post-Test	
	#	%	#	%
Stop and Think	39	54.9%	36	59.0%
Run Away	5	7.0%	9	14.8%
Yell at Them	19	26.8%	9	14.8%
Try to Escape	8	11.3%	7	11.5%
Total	71	100.0%	61	100.0%



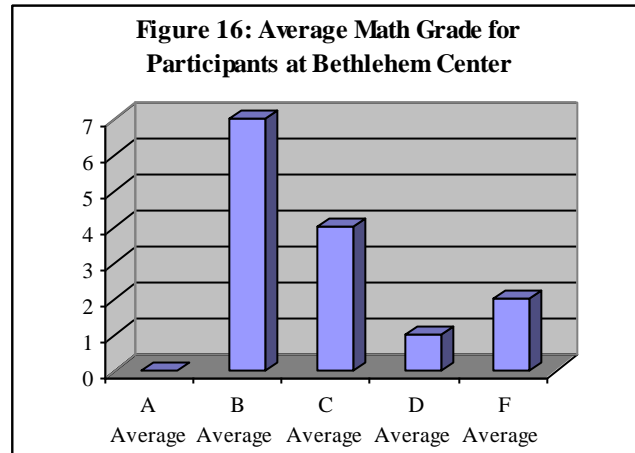
Bethlehem and Community Baptist

Changes in Grades

Seventeen participants from Bethlehem Center submitted their report card from the 2003-2004 school year. Due to the nature of grades for students in the first grade (S, R, and U instead of A, B, C, D, and F), three report cards that were submitted are not included in this analysis. Therefore, only fourteen report cards were available for analysis. In addition, it must be noted that these students did not provide their grades for all six grading periods; therefore, the average grades presented in this analysis may not reflect the average grade for these students for the entire year.

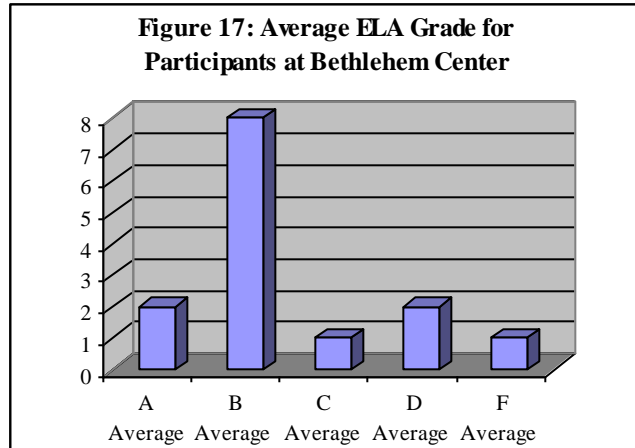
Of these fourteen participants, 0% had an average math grade of an A, 50% had an average math grade of a B, 28.6% had an average math grade of a C, 7.1% had an average math grade of a D, and 14.3% had an average math grade of a F. (See Table 16 and Figure 16.)

Table 16: Average Math Grade for Participants at Bethlehem Center		
	#	%
A Average (93-100)	0	0.0%
B Average (85-92)	7	50.0%
C Average (77-84)	4	28.6%
D Average (69-76)	1	7.1%
F Average (Below 69)	2	14.3%
Total	14	100.0%



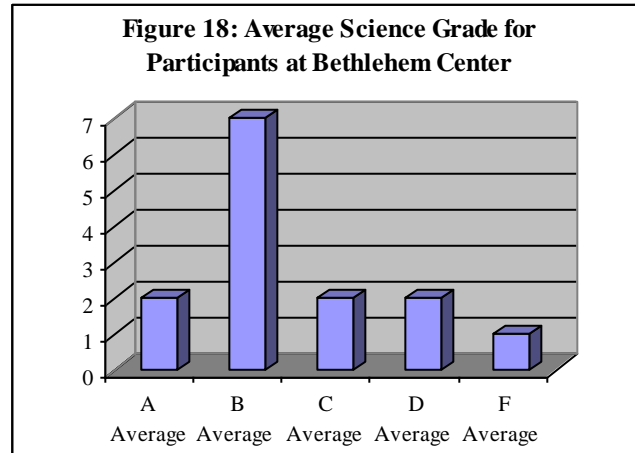
Of those who submitted their report cards, 14.3% had an average English/language arts grade of an A, 57.1% had an average English/language arts grade of a B, 7.1% had an average English/language arts grade of a C, 14.3% had an average English/language arts grade of a D, and 7.1% had an average English/language arts grade of a F. (See Table 17 and Figure 17.)

Table 17: Average ELA Grade for Participants at Bethlehem Center		
	#	%
A Average (93-100)	2	14.3%
B Average (85-92)	8	57.1%
C Average (77-84)	1	7.1%
D Average (69-76)	2	14.3%
F Average (Below 69)	1	7.1%
Total	14	100.0%



Of the 14 who submitted their report cards, 14.3% had an average science grade of an A, 50% had an average science grade of a B, 14.3% had an average science grade of a C, 14.3% had an average science grade of a D, and 7.1% had an average science grade of a F. (See Table 18 and Figure 18.)

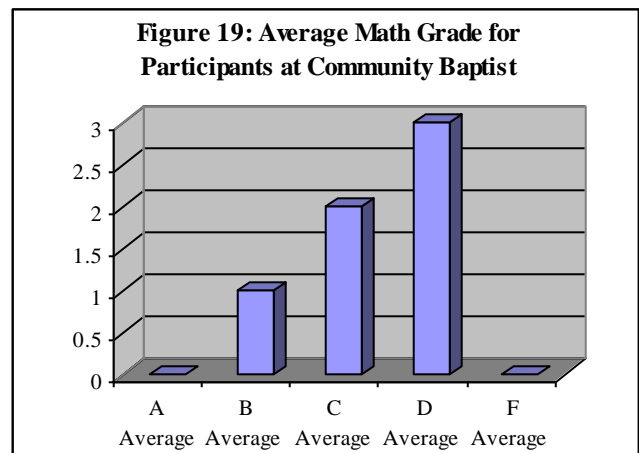
Table 18: Average Science Grade for Participants at Bethlehem Center		
	#	%
A Average (93-100)	2	14.3%
B Average (85-92)	7	50.0%
C Average (77-84)	2	14.3%
D Average (69-76)	2	14.3%
F Average (Below 69)	1	7.1%
Total	14	100.0%



Six participants from Community Baptist Church submitted their report card from the 2003-2004 school year. It must be noted that these students did not provide their grades for all six grading periods; therefore, the average grades presented in this analysis may not reflect the average grade for these students for the entire year.

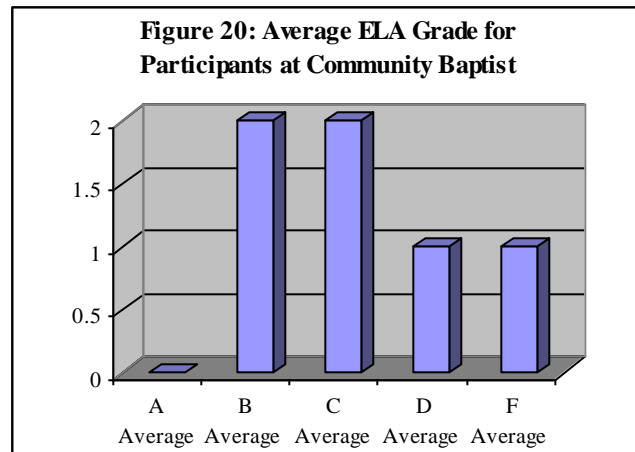
Of these six participants, 0% had an average math grade of an A, 16.7% had an average math grade of a B, 33.3% had an average math grade of a C, 50% had an average math grade of a D, and 0% had an average math grade of a F. (See Table 19 and Figure 19.)

Table 19: Average Math Grade for Participants at Community Baptist		
	#	%
A Average (93-100)	0	0.0%
B Average (85-92)	1	16.7%
C Average (77-84)	2	33.3%
D Average (69-76)	3	50.0%
F Average (Below 69)	0	0.0%
Total	6	100.0%



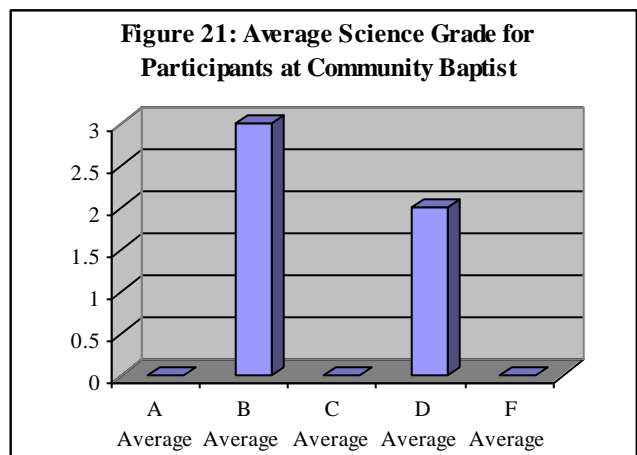
Of those who submitted their report cards, 0% had an average English/language arts grade of an A, 33.3% had an average English/language arts grade of a B, 33.3% had an average English/language arts grade of a C, 16.7% had an average English/language arts grade of a D, and 16.7% had an average English/language arts grade of a F. (See Table 20 and Figure 20.)

Table 20: Average ELA Grade for Participants at Community Baptist		
	#	%
A Average (93-100)	0	0.0%
B Average (85-92)	2	33.3%
C Average (77-84)	2	33.3%
D Average (69-76)	1	16.7%
F Average (Below 69)	1	16.7%
Total	6	100.0%



Of the six who submitted their report cards, one student's science grade was an "S", which does not compare to the remaining students' grades. Of the five remaining, 60% had an average science grade of a B and 40% had an average science grade of a D. (See Table 21 and Figure 21.)

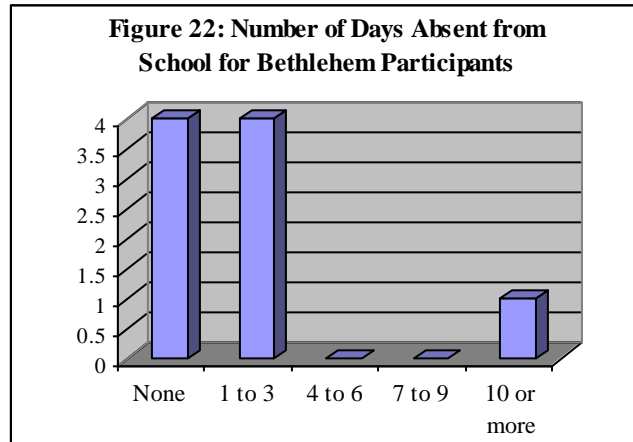
Table 21: Average Science Grade for Participants at Bethlehem Center		
	#	%
A Average (93-100)	0	0.0%
B Average (85-92)	3	60.0%
C Average (77-84)	0	0.0%
D Average (69-76)	2	40.0%
F Average (Below 69)	0	0.0%
Total	5	100.0%



Changes in Attendance

Of the 14 who submitted their report cards, five did not have their attendance reported. Of the remaining nine, 18.8% did not miss any days of school, 25% missed one to three days, 31.3% missed four to six, 6.3% missed seven to nine, and 18.8% missed ten or more. (See Table 22 and Figure 22.)

Table 22: Number of Days Absent from School for Bethlehem Center Participants		
	#	%
None	4	44.4%
1 to 3	4	44.4%
4 to 6	0	0.0%
7 to 9	0	0.0%
10 or more	1	11.1%
Total	9	100.0%



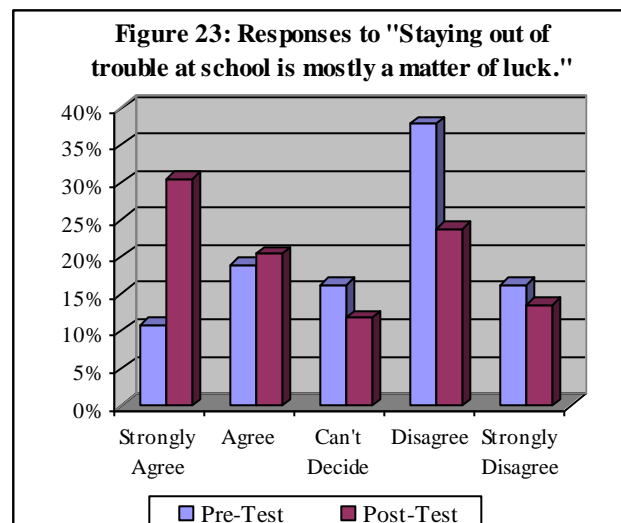
School attendance was not reported for the participants at Community Baptist.

Changes in Attitude

The participants in the summer programs at Bethlehem and Community Baptist were administered a pre-and-post attitude survey. At Bethlehem Center, 59 participants took the pre-test and 50 took the post-test. At Community Baptist, 15 participants took the pre-test and 10 took the post-test. Because these centers worked closely together to deliver their programs through the grant, the responses from their participants have been combined. For purposes of this analysis, “no responses” are not included. A copy of the survey can be found in Appendix One.

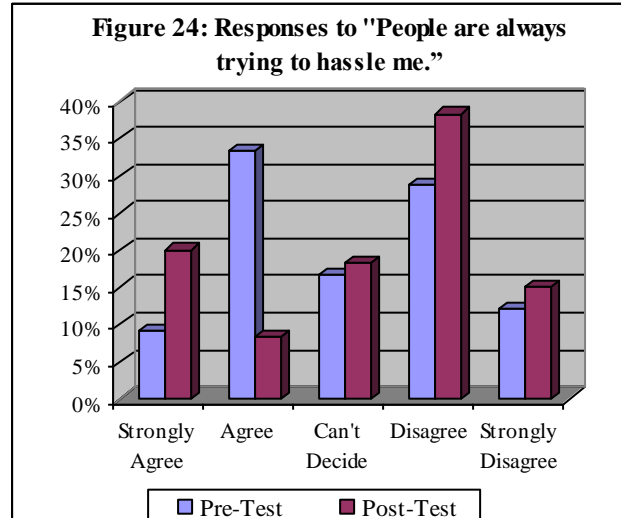
The first question on this survey states, “Staying out of trouble at school is mostly a matter of luck.” The percentage of participants who agreed with this statement increased from 29.7% on the pre-test to 50.8% on the post-test. In addition, the percentage of participants who disagreed with this statement decreased from 55% on the pre-test to 37.4% for the post-test. Approximately 12% to 16% of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 23 and Figure 23.)

Table 23: Bethlehem and Community Baptist Participants' Responses to "Staying out of trouble at school is mostly a matter of luck."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	8	10.8%	18	30.5%
Agree	14	18.9%	12	20.3%
Can't Decide	12	16.2%	7	11.9%
Disagree	28	37.8%	14	23.7%
Strongly Disagree	12	16.2%	8	13.6%
Total	74	100.0%	59	100.0%



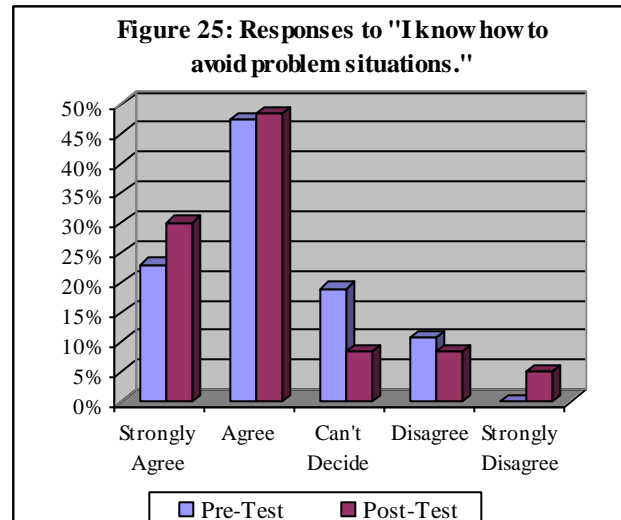
The second question on this survey states, "People are always trying to hassle me." The percentage of participants who agreed or strongly agreed with this statement decreased from 42.4% on the pre-test to 28.3% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement increased from 40.9% for the pre-test to 53.3% for the post-test. Approximately 16% to 19% of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 24 and Figure 24.)

Table 24: Bethlehem and Community Baptist Participants' Responses to "People are always trying to hassle me."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	6	9.1%	12	20.0%
Agree	22	33.3%	5	8.3%
Can't Decide	11	16.7%	11	18.3%
Disagree	19	28.8%	23	38.3%
Strongly Disagree	8	12.1%	9	15.0%
Total	66	100.0%	60	100.0%



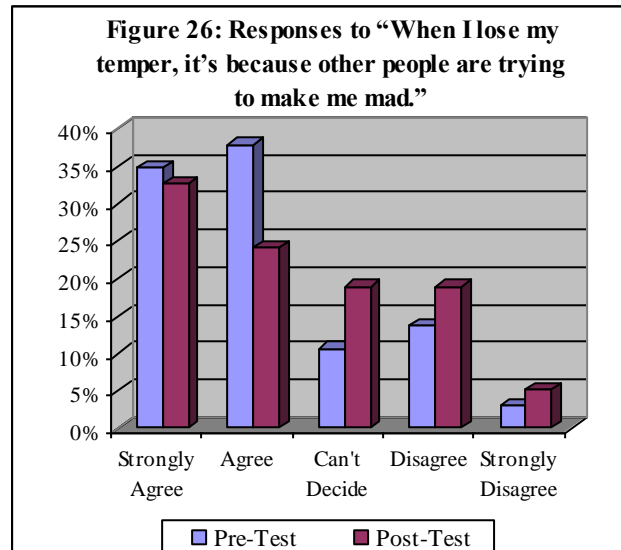
The third question on this survey states, "I know how to avoid problem situations." The percentage of participants who agreed or strongly agreed with this statement increased from 70.3% on the pre-test to 78.3% on the post-test. On the other hand, the percentage of participants who disagreed or strongly disagreed with this statement increased from 10.8% on the pre-test to 13.3% on the post-test, and the percentage of participants who could not decide decreased from 18.9% to 8.3%. (See Table 25 and Figure 25.)

Table 25: Bethlehem and Community Baptist Participants' Responses to "I know how to avoid problem situations."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	17	23.0%	18	30.0%
Agree	35	47.3%	29	48.3%
Can't Decide	14	18.9%	5	8.3%
Disagree	8	10.8%	5	8.3%
Strongly Disagree	0	0.0%	3	5.0%
Total	74	100.0%	60	100.0%



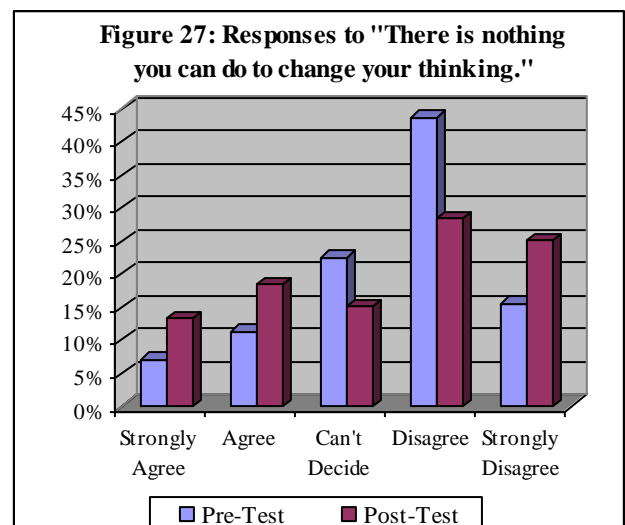
The fourth question on this survey states, “When I lose my temper, it’s because other people are trying to make me mad.” The percentage of participants who agreed or strongly agreed with this statement decreased from 72.7% on the pre-test to 56.9% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement increased from 16.6% on the pre-test to 24.2% on the post-test. Approximately ten to twenty percent of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 26 and Figure 26.)

Table 26: Bethlehem and Community Baptist Participants’ Responses to “When I lose my temper, it’s because other people are trying to make me mad.”				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	23	34.8%	19	32.8%
Agree	25	37.9%	14	24.1%
Can't Decide	7	10.6%	11	19.0%
Disagree	9	13.6%	11	19.0%
Strongly Disagree	2	3.0%	3	5.2%
Total	66	100.0%	58	100.0%



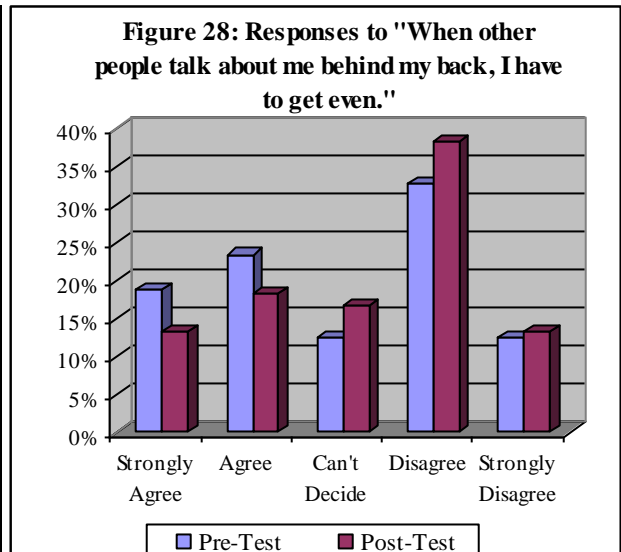
The fifth question on this survey states, “There is nothing you can do to change your thinking.” The percentage of participants who agreed or strongly agreed with this statement increased from 18.3% on the pre-test to 31.6% on the post-test, and the percentage of participants who disagreed with this statement decreased from 43.7% to 28.3%. On the other hand, the percentage of participants who strongly disagreed with this statement increased from 15.5% on the pre-test to 25% on the post-test. The percentage of participants who could not decide decreased from 22.5% on the pre-test to 15% on the post-test. (See Table 27 and Figure 27.)

Table 27: Bethlehem and Community Baptist Participants’ Responses to "There is nothing you can do to change your thinking."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	5	7.0%	8	13.3%
Agree	8	11.3%	11	18.3%
Can't Decide	16	22.5%	9	15.0%
Disagree	31	43.7%	17	28.3%
Strongly Disagree	11	15.5%	15	25.0%
Total	71	100.0%	60	100.0%



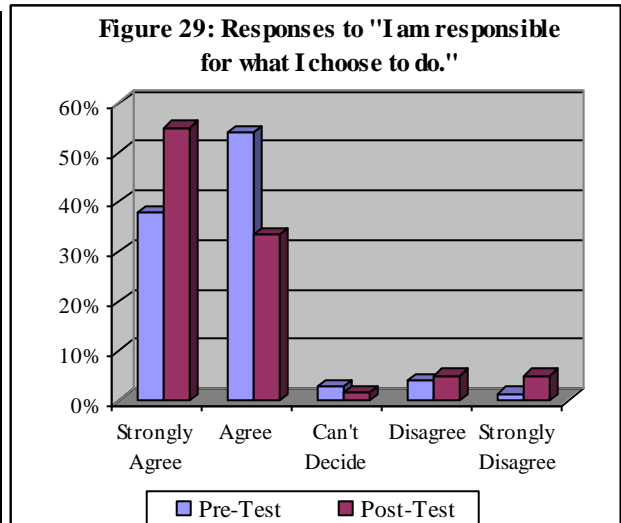
The sixth question on this survey states, "When other people talk about me behind my back, I have to get even." The percentage of participants who agreed or strongly agreed with this statement decreased from 42.2% on the pre-test to 31.6% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement increased from 45.3% on the pre-test to 51.6% on the post-test. Approximately twelve to seventeen percent of participants could not decide how to respond to this statement on both the pre- and the post-test. (See Table 28 and Figure 28.)

Table 28: Bethlehem and Community Baptist Participants' Responses to "When other people talk about me behind my back, I have to get even."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	12	18.8%	8	13.3%
Agree	15	23.4%	11	18.3%
Can't Decide	8	12.5%	10	16.7%
Disagree	21	32.8%	23	38.3%
Strongly Disagree	8	12.5%	8	13.3%
Total	64	100.0%	60	100.0%



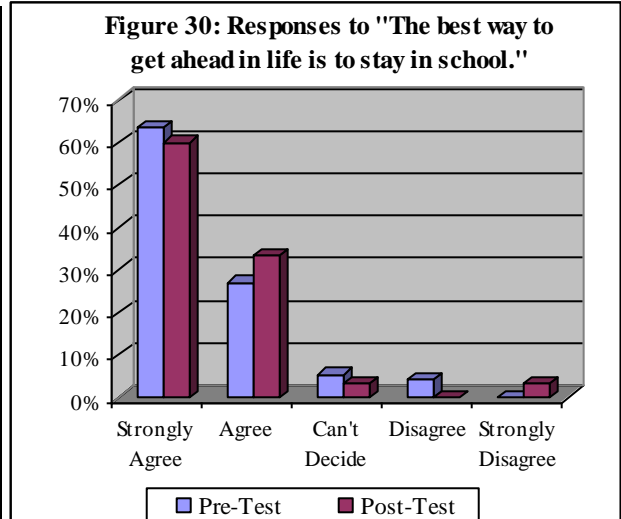
The seventh question on this survey states, "I am responsible for what I choose to do." The percentage of participants who strongly agreed with this statement increased from 37.8% on the pre-test to 55% on the post-test. On the other hand, the percentage of participants who agreed with this statement decreased from 54.1% on the pre-test to 33.3% on the post-test. The percentage of participants who could not decide and disagreed remained about the same and the percentage that strongly disagreed increased from 1.4% on the pre-test to 5% on the post-test. (See Table 29 and Figure 29.)

Table 29: Bethlehem and Community Baptist Participants' Responses to "I am responsible for what I choose to do."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	28	37.8%	33	55.0%
Agree	40	54.1%	20	33.3%
Can't Decide	2	2.7%	1	1.7%
Disagree	3	4.1%	3	5.0%
Strongly Disagree	1	1.4%	3	5.0%
Total	74	100.0%	60	100.0%



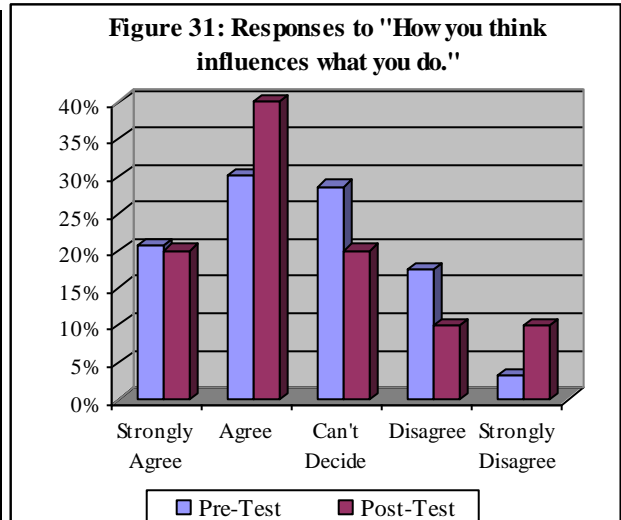
The eighth question on this survey states, “The best way to get ahead in life is to stay in school.” The percentage of participants who agreed or strongly agreed with this statement increased from 90.5% on the pre-test to 93.3% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement decreased from 4.1% on the pre-test to 3.3% on the post-test, and the percentage of participants who could not decide decreased from 5.4% on the pre-test to 3.3% on the post-test. (See Table 30 and Figure 30.)

Table 30: Bethlehem and Community Baptist Participants' Responses to "The best way to get ahead in life is to stay in school."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	47	63.5%	36	60.0%
Agree	20	27.0%	20	33.3%
Can't Decide	4	5.4%	2	3.3%
Disagree	3	4.1%	0	0.0%
Strongly Disagree	0	0.0%	2	3.3%
Total	74	100.0%	60	100.0%



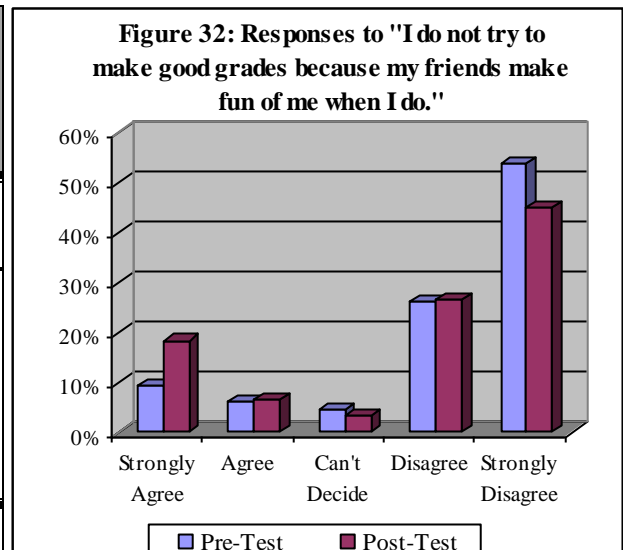
The ninth question on this survey states, “How you think influences what you do.” The percentage of participants who agreed or strongly agreed with this statement increased from 50.8% on the pre-test to 60% on the post-test. In addition, the percentage of participants who could not decide decreased from 28.6% on the pre-test to 20% on the post-test, and the percentage of participants who disagree or strongly disagree remained about the same at 20.7% for the pre-test and 20% for the post-test. (See Table 31 and Figure 31.)

Table 31: Bethlehem and Community Baptist Participants' Responses to "How you think influences what you do."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	13	20.6%	12	20.0%
Agree	19	30.2%	24	40.0%
Can't Decide	18	28.6%	12	20.0%
Disagree	11	17.5%	6	10.0%
Strongly Disagree	2	3.2%	6	10.0%
Total	63	100.0%	60	100.0%



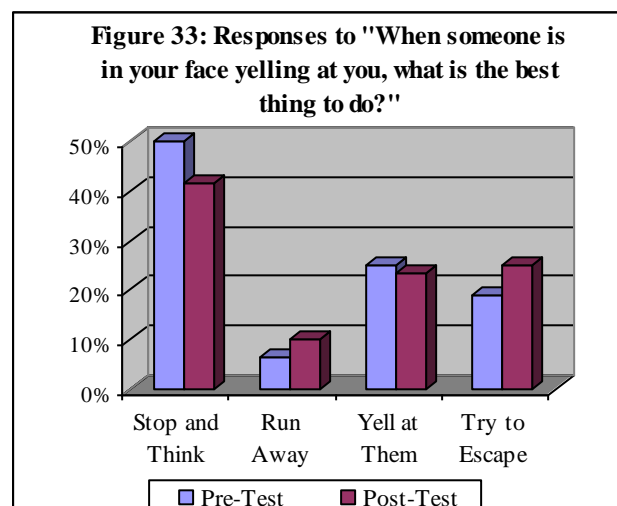
The tenth question on this survey states, “I do not try to make good grades because my friends make fun of me when I do.” The percentage of participants who agreed or strongly agreed with this statement increased from 15.4% on the pre-test to 25% on the post-test. In addition, the percentage of participants who disagreed or strongly disagreed with this statement decreased from 80% on the pre-test to 71.7% on the post-test. The percentage of participants who could not decide remained about the same at 4.6% on the pre-test and 3.3% on the post-test. (See Table 32 and Figure 32.)

Table 32: Bethlehem and Community Baptist Participants' Responses to "I do not try to make good grades because my friends make fun of me when I do."				
	Pre-Test		Post-Test	
	#	%	#	%
Strongly Agree	6	9.2%	11	18.3%
Agree	4	6.2%	4	6.7%
Can't Decide	3	4.6%	2	3.3%
Disagree	17	26.2%	16	26.7%
Strongly Disagree	35	53.8%	27	45.0%
Total	65	100.0%	60	100.0%



The final question on this survey asks, “When someone is in your face yelling at you, what is the best thing to do?” The percentage of participants who answered “Stop and Think” decreased from 50% on the pre-test to 41.7% on the post-test. On the other hand, the percentage of participants who stated that they would “Yell at Them” decreased slightly from 25% on the pre-test to 23.3% on the post-test. The percentage of participants who stated that they would “Try to Escape” increased (18.8% on the pre-test and 25% on the post-test) and the percentage that would “Run Away” increased from 6.3% to 10%. (See Table 33 and Figure 33.)

Table 33: Bethlehem and Community Baptist Participants' Responses to "When someone is in your face yelling at you, what is the best thing to do?"				
	Pre-Test		Post-Test	
	#	%	#	%
Stop and Think	32	50.0%	25	41.7%
Run Away	4	6.3%	6	10.0%
Yell at Them	16	25.0%	14	23.3%
Try to Escape	12	18.8%	15	25.0%
Total	64	100.0%	60	100.0%



Summer Program for Potential Status Offenders

The performance indicators designed to evaluate the progress of participants in the summer program were a pre- and post-test for the youth and a similar test to be completed by the worker on each child. Rate of attendance in the program is also important.

Program Attendance

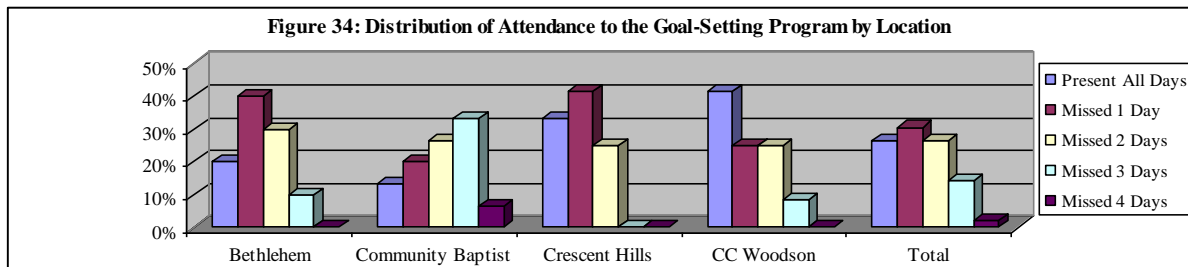
The duration of the program at Bethlehem Center was six days. Approximately 20% of the participants attended the program all six days. More participants (40%) only missed one day. Another 30% missed two days, and 10% missed three days. (See Table 34 and Figure 34.)

The duration of the program at Community Baptist Church was six days. Approximately 13% of the participants attended the program all six days. Another 20% only missed one day. The majority of participants missed either two days (27%) or three days (33%). The remaining 7% (one participant) missed four days. It must be noted that this center had more participants (15) than any other center. (See Table 34 and Figure 34.)

The duration of the program at Crescent Hills was six days. Approximately 33% of the participants attended the program all six days. More participants (42%) only missed one day. The remaining 25% missed two days. (See Table 34 and Figure 34.)

The duration of the program at CC Woodson Recreational Center was five days. Almost half of the participants (42%) attended the program all five days. Another 25% only missed one day, and 25% missed two days. (See Table 34 and Figure 34.)

	Bethlehem		Community Baptist		Crescent Hills		CC Woodson		Total	
	#	%	#	%	#	%	#	%	#	%
Present All Days	2	20%	2	13%	4	33%	5	42%	13	27%
Missed 1 Day	4	40%	3	20%	5	42%	3	25%	15	31%
Missed 2 Days	3	30%	4	27%	3	25%	3	25%	13	27%
Missed 3 Days	1	10%	5	33%	0	0%	1	8%	7	14%
Missed 4 Days	0	0%	1	7%	0	0%	0	0%	1	2%
Total	10	100%	15	100%	12	100%	12	100%	49	100%



Attitudes Before and After the Program

The analysis of attitudes toward responsibility utilizes a survey that was administered to participants at the beginning of the program (pre-test) and at the end (post-test). A copy of this survey can be found in Appendix One. The survey is divided into three themes: Responsibility for their own Behavior, Responsibility for their own Education, and Responsibility for setting their own Goals. The survey items that fall under each theme are analyzed in two steps. The first step is the comparison of responses from all participants who completed the pre-test to responses from all participants who completed the post-test. The second step is the test for significantly different responses for only those participants that completed both the pre-test and the post-test.

Out of the 49 total participants, 32 participants took the pre-test and 33 (potentially different) participants took the post-test. These differences occur due to the inability of the program facilitator to require the participants to attend the program every day. It must also be noted that the post-test was administered a minimum of 5 days and a maximum of 14 days after the administration of the pre-test. Therefore, some of the students may have had more time to absorb the material than others.

For questions one and five, a response of ‘Strongly Disagree’ is considered a 5, ‘Disagree’ is considered a 4, ‘Can’t decide’ is considered a 3, ‘Agree’ is considered a 2, and ‘Strongly Agree’ is considered a 1, since disagreeing with these statements exhibits a more positive attitude than agreeing with them. For questions two through four and six through ten, a response of ‘Strongly Disagree’ is considered a 1, ‘Disagree’ is considered a 2, ‘Can’t decide’ is considered a 3, ‘Agree’ is considered a 4, and ‘Strongly Agree’ is considered a 5, since agreeing with these statements exhibits a more positive attitude than disagreeing with them.

Responsibility for their own Behavior

The first question in this theme is question one: “Staying out of trouble is mostly a matter of luck.” More of the participants who took the pre-test disagreed with this statement (46.9%) than agreed with it (34.4%). More of the participants who took the post-test disagreed with this statement (39.4%) than agreed with it (33.3%). When comparing the two tests, however, there appears to be a slight decrease in the percentage of participants who stated that they disagree with this statement and an increase in the percentage of participants who stated that they are unsure how to answer the question. (See Table 35 and Figure 35.) This could be due in part to there being different participants who took the pre-test and the post-test. Therefore, it is important to examine the difference in responses for only those students who took the pre-test and the post-test. A paired-samples t-test shows that there is a slight increase in the average response for those students who took both the pre-test and the post-test. Therefore, these students show a somewhat more positive attitude toward staying out of trouble. This difference, however, is not statistically significant ($t=0.04$, $df=23$, $p=0.888$). (See Table 36 and Figure 36.)

Table 35: Attitudes Toward the Question "Staying out of Trouble is Mostly a Matter of Luck." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	6	18.8%	8	24.2%
Agree	5	15.6%	3	9.1%
Can't Decide	6	18.8%	9	27.3%
Disagree	5	15.6%	6	18.2%
Strongly Disagree	10	31.3%	7	21.2%
Total	32	100.0%	33	100.0%

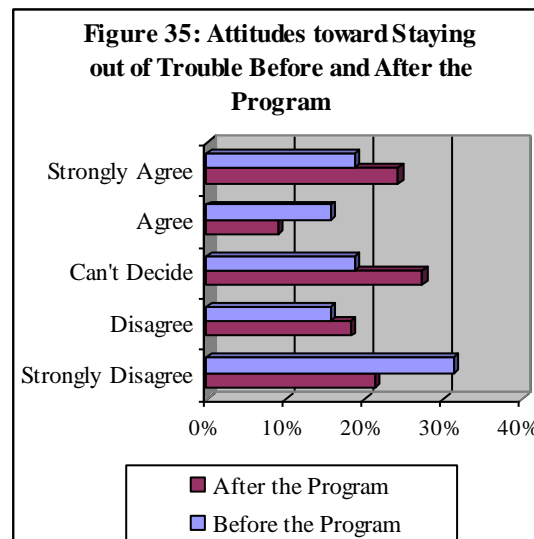
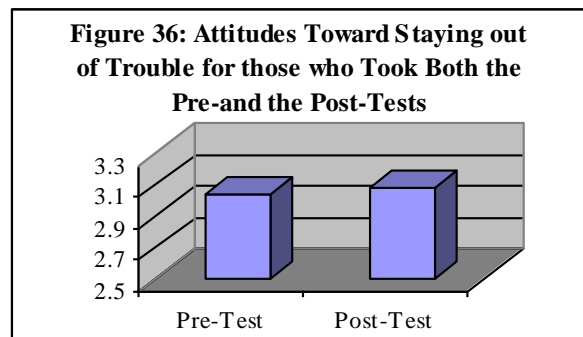


Table 36: Attitudes Toward Staying out of Trouble for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	3.04	24	1.49
Post-Test	3.08	24	1.59



The second question in this theme is question three: "I know how to avoid problem situations." More of the participants who took the pre-test agreed with this statement (71.9%) than disagreed with it (9.4%). More of the participants who took the post-test agreed with this statement (66.7%) than disagreed with it (9.1%). When comparing the two tests, however, there appears to be a slight decrease in the percentage of participants who stated that they agree with this statement and an increase in the percentage of participants who stated that they are unsure how to answer the question. (See Table 37 and Figure 37.) This could be due in part to there being different participants who took the pre-test and the post-test. Therefore, it is important to examine the difference in responses for only those students who took both the pre-test and the post-test. A paired-samples t-test shows that there is a slight increase in the average response for those students who took both the pre-test and the post-test. Therefore, these students show a somewhat more positive attitude toward knowing how to avoid problem situations. This difference, however, is not statistically significant ($t=0.21$, $df=23$, $p=0.83$). (See Table 38 and Figure 38.)

Table 37: Attitudes Toward the Question "I know how to avoid problem situations." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	12	37.5%	7	21.2%
Agree	11	34.4%	15	45.5%
Can't Decide	6	18.8%	8	24.2%
Disagree	3	9.4%	3	9.1%
Strongly Disagree	0	0.0%	0	0.0%
Total	32	100.0%	33	100.0%

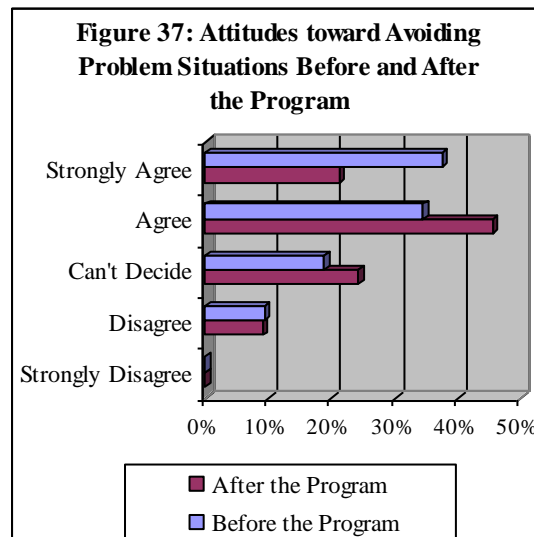
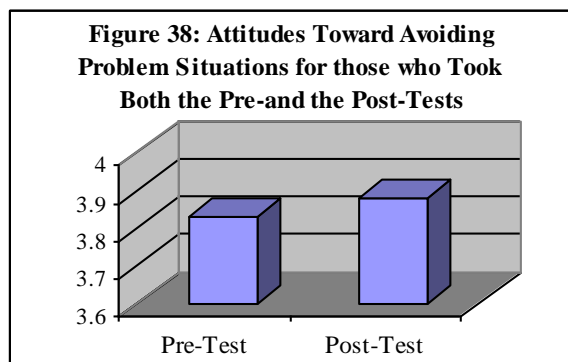


Table 38: Attitudes Toward Avoiding Problem Situations for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	3.83	24	1.01
Post-Test	3.88	24	0.95



The third question in this theme is question four: "I know what I am going to do for the rest of the summer." More of the participants who took the pre-test agreed with this statement (50%) than disagreed with it (9.4%). More of the participants who took the post-test agreed with this statement (54.5%) than disagreed with it (3%). When comparing the two tests, there is a slight increase in the percentage of participants who stated that they agree with this statement, an increase in the percentage of participants who stated that they are unsure how to answer the question, and a decrease in the percentage of participants who stated that they disagree with this statement. (See Table 39 and Figure 39.) It is also important to examine the difference in responses for only those students who took both the pre-test and the post-test. A paired-samples t-test shows that there is a slight decrease in the average response for those students who took both the pre-test and the post-test. Therefore, these students show a somewhat less positive attitude toward knowing what to do for the rest of the summer. This difference, however, is not statistically significant ($t=-0.28$, $df=19$, $p=0.79$). (See Table 40 and Figure 40.)

Table 39: Attitudes Toward the Question "I know what I am going to do for the rest of this summer." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	10	31.3%	10	30.3%
Agree	6	18.8%	8	24.2%
Can't Decide	7	21.9%	11	33.3%
Disagree	1	3.1%	0	0.0%
Strongly Disagree	2	6.3%	1	3.0%
No Response	6	18.8%	3	9.1%
Total	32	100.0%	33	100.0%

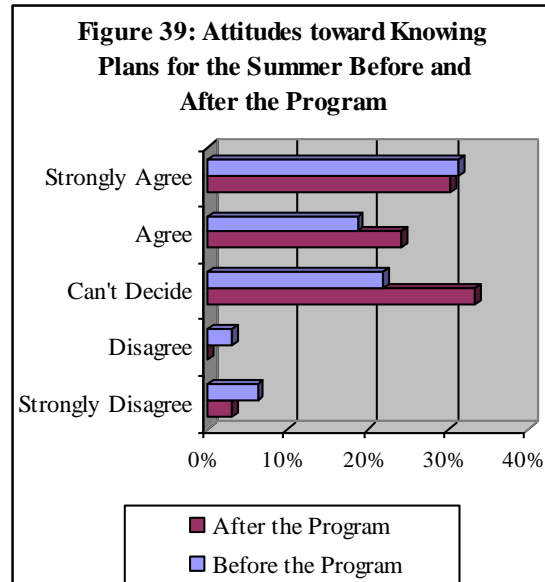
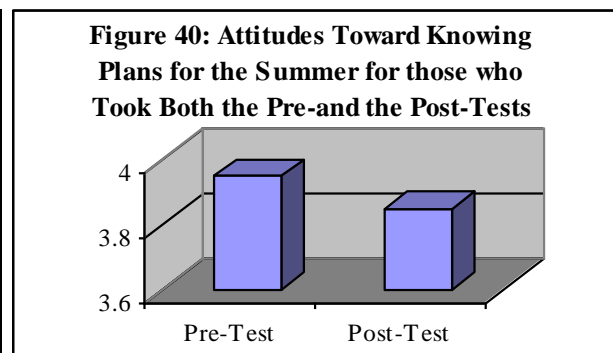


Table 40: Attitudes Toward Knowing Plans for the Summer for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	3.95	20	1.28
Post-Test	3.85	20	1.09



The fourth question in this theme is question five: "There is nothing you can do to change how your life is going." More of the participants who took the pre-test disagreed with this statement (40.6%) than agreed with it (28.1%). More of the participants who took the post-test disagreed with this statement (63.6%) than agreed with it (27.3%). When comparing the two tests, there is a large increase in the percentage of participants who stated that they disagree with this statement, a decrease in the percentage of participants who stated that they are unsure how to answer the question, and a slight decrease in the percentage of participants who stated that they agree with this statement. (See Table 41 and Figure 41.) It is also important to examine the difference in responses for only those students who took both the pre-test and the post-test. A paired-samples t-test shows that there is a slight increase in the average response for those students who took both the pre-test and the post-test. Therefore, these students show a somewhat more positive attitude toward feeling that they can change the way their life is going. This difference, however, is not statistically significant ($t=1.44$, $df=19$, $p=0.167$). (See Table 42 and Figure 42.)

Table 41: Attitudes Toward the Question "There is nothing you can do to change how your life is going." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	3	9.4%	2	6.1%
Agree	6	18.8%	7	21.2%
Can't Decide	4	12.5%	2	6.1%
Disagree	5	15.6%	14	42.4%
Strongly Disagree	8	25.0%	7	21.2%
No Response	6	18.8%	1	3.0%
Total	32	100.0%	33	100.0%

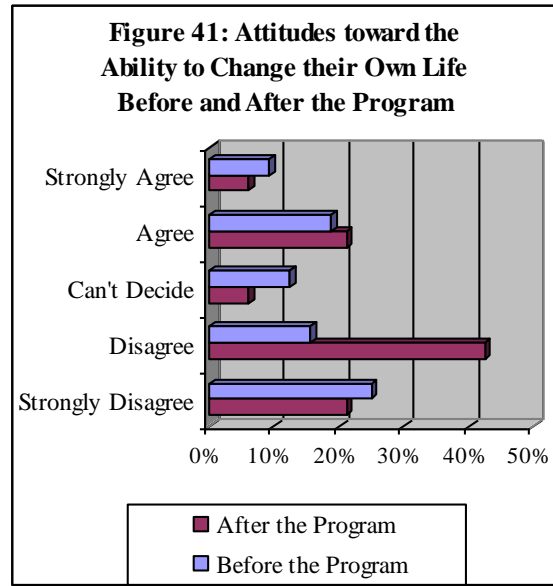
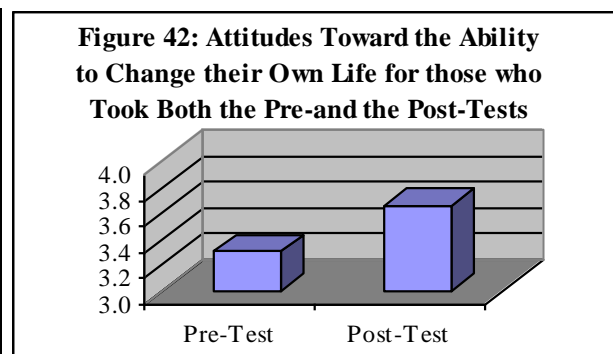


Table 42: Attitudes Toward the Ability to Change their Own Life for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	3.30	20	1.49
Post-Test	3.65	20	1.23



The fifth question in this theme is question seven: "I am responsible for what I choose to do." Almost all of the participants who took the pre-test agreed with this statement (87.5%) and none of the participants disagreed. Almost all of the participants who took the post-test agreed with this statement (90.5%) and none of the participants disagreed. When comparing the two tests, there is a slight increase in the percentage of participants who stated that they agree with this statement and a decrease in the percentage of participants who stated that they are unsure how to answer the question. (See Table 43 and Figure 43.) It is also important to examine the difference in responses for only those students who took both the pre-test and the post-test. A paired-samples t-test shows that there is a slight increase in the average response for those students who took both the pre-test and the post-test. Therefore, these students show a somewhat more positive attitude toward taking responsibility for their own actions. This difference, however, is not statistically significant ($t=1.28$, $df=22$, $p=0.21$). (See Table 44 and Figure 44.)

Table 43: Attitudes Toward the Question " There is nothing you can do to change how your life is going." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	13	40.6%	14	42.4%
Agree	15	46.9%	16	48.5%
Can't Decide	3	9.4%	1	3.0%
Disagree	0	0.0%	0	0.0%
Strongly Disagree	0	0.0%	0	0.0%
No Response	1	3.1%	2	6.1%
Total	32	100.0%	33	100.0%

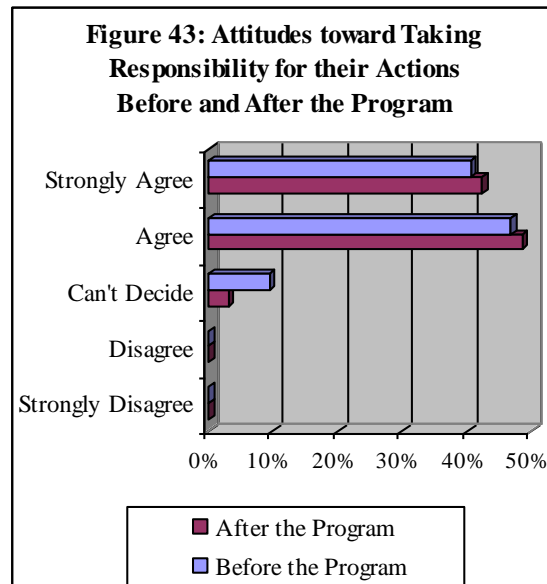
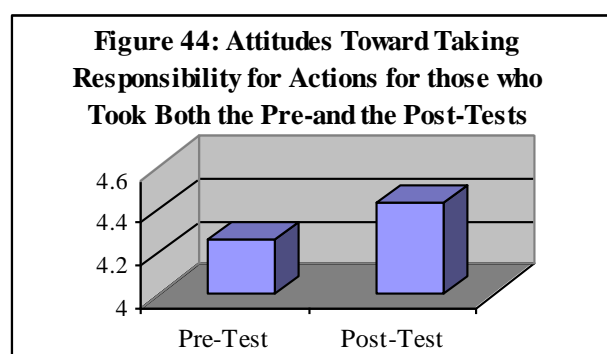


Table 44: Attitudes Toward Taking Responsibility for Actions for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	4.26	23	0.69
Post-Test	4.43	23	0.51



Responsibility for their own Education

The first question in this theme is question two: “I know what kind of education I am going to get.” Almost all of the participants who took the pre-test agreed with this statement (71.9%) and none of the participants disagreed. Almost all of the participants who took the post-test agreed with this statement (81.8%) and none of the participants disagreed. When comparing the two tests, there is a slight increase in the percentage of participants who stated that they agree with this statement and a decrease in the percentage of participants who did not respond to this question. (See Table 45 and Figure 45.) It is also important to examine the difference in responses for only those students who took both the pre-test and the post-test. A paired-samples t-test shows that there is no difference in the average response for those students who took both the pre-test and the post-test. Therefore, the program had no effect on the participants’ attitude toward taking responsibility for their education. It holds then, that this comparison is not statistically significant ($t=0.00$, $df=20$, $p=1.000$). (See Table 46 and Figure 46.)

Table 45: Attitudes Toward the Question "I know what kind of education I am going to get." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	14	43.8%	15	45.5%
Agree	9	28.1%	12	36.4%
Can't Decide	4	12.5%	5	15.2%
Disagree	0	0.0%	0	0.0%
Strongly Disagree	0	0.0%	0	0.0%
No Response	5	15.6%	1	3.0%
Total	32	100.0%	33	100.0%

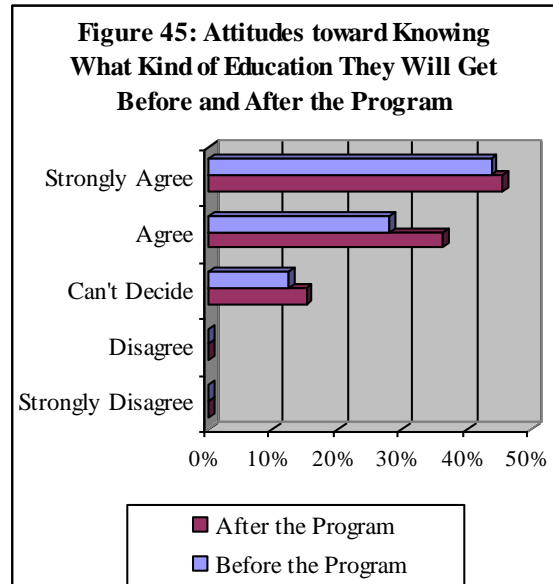
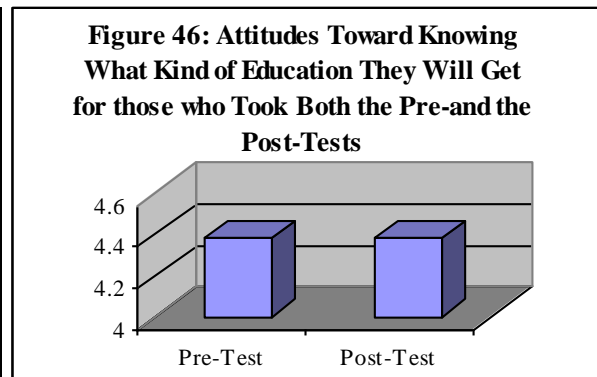


Table 46: Attitudes Toward Knowing What Kind of Education They Will Get for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	4.38	21	0.74
Post-Test	4.38	21	0.74



The second question in this theme is question six: "I know what I want to do to make a living when I finish my education." Over half of the participants who took the pre-test agreed with this statement (56.3%) and only one of the participants disagreed (3.1%). Almost all of the participants who took the post-test agreed with this statement (90.9%) and only of the participants disagreed (3.0%). When comparing the two tests, there is a large increase in the percentage of participants who stated that they agree with this statement and a decrease in the percentage of participants who did either could not decide or did not respond. (See Table 47 and Figure 47.) It is also important to examine the difference in responses for only those students who took both the pre-test and the post-test. A paired-samples t-test shows that there is an increase in the average response for those students who took both the pre-test and the post-test. Therefore, the participants have shown a slight improvement in their attitude toward knowing what they want to do to make a living when they finish their education. This difference, however, is not statistically significant ($t=1.78$, $df=20$, $p=0.09$). (See Table 48 and Figure 48.)

Table 47: Attitudes Toward the Question "I know what I want to do to make a living when I finish my education." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	13	40.6%	19	57.6%
Agree	5	15.6%	11	33.3%
Can't Decide	5	15.6%	1	3.0%
Disagree	1	3.1%	1	3.0%
Strongly Disagree	0	0.0%	0	0.0%
No Response	8	25.0%	1	3.0%
Total	32	100.0%	33	100.0%

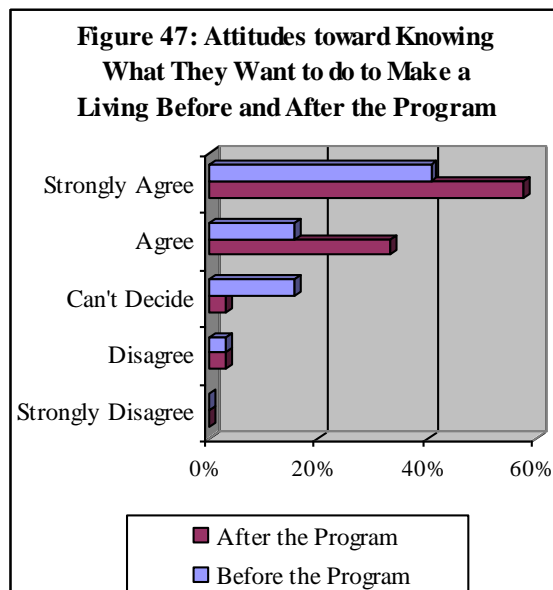
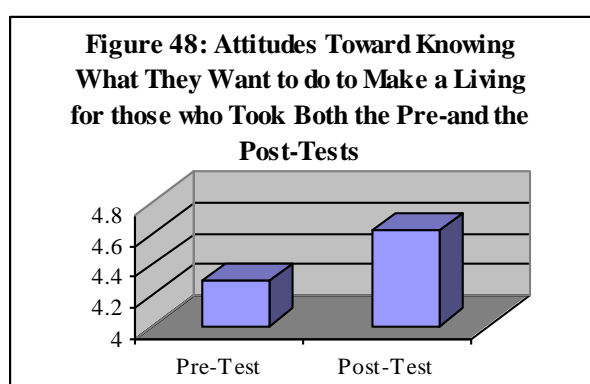


Table 48: Attitudes Toward Knowing What They Want to Do to Make a Living for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	4.29	21	0.90
Post-Test	4.62	21	0.59



The third question in this theme is question eight: "The best way to get ahead in life is to stay in school." The majority of the participants who took the pre-test agreed with this statement (81.3%) and five of the participants disagreed (15.6%). Almost all of the participants who took the post-test agreed with this statement (96.9%) and none of the participants disagreed. When comparing the two tests, there is an increase in the percentage of participants who stated that they agree with this statement and an almost corresponding decrease in the percentage of participants who disagreed. (See Table 49 and Figure 49.) It is also important to examine the difference in responses for only those students who took both the pre-test and the post-test. A paired-samples t-test shows that there is an increase in the average response for those students who took both the pre-test and the post-test. Therefore, the participants have shown a slight improvement in their attitude toward staying in school. This difference, however, is not statistically significant ($t=0.77$, $df=22$, $p=0.0.45$). (See Table 50 and Figure 50.)

Table 49: Attitudes Toward the Question "The best way to get ahead in life is to stay in school." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	16	50.0%	21	63.6%
Agree	10	31.3%	11	33.3%
Can't Decide	0	0.0%	1	3.0%
Disagree	5	15.6%	0	0.0%
Strongly Disagree	0	0.0%	0	0.0%
No Response	1	3.1%	0	0.0%
Total	32	100.0%	33	100.0%

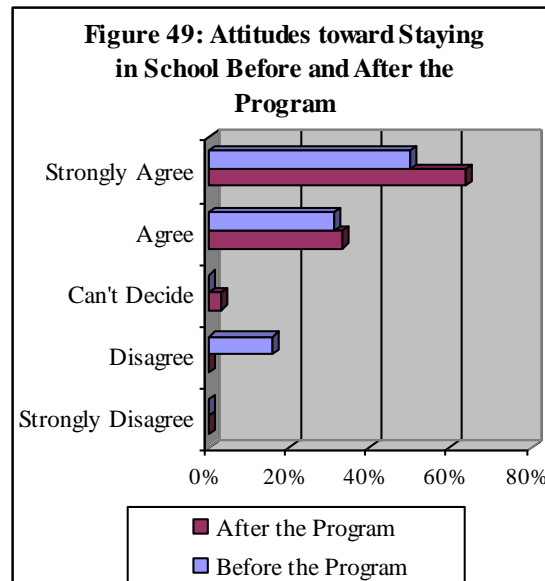
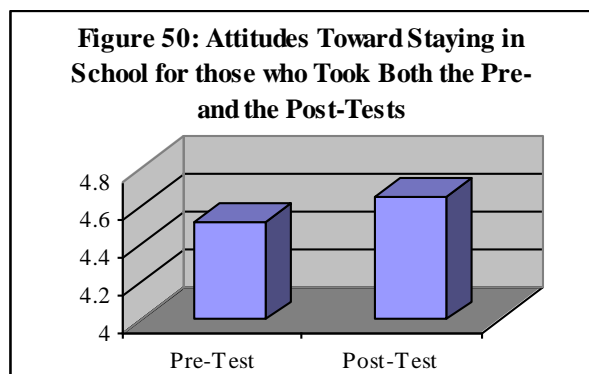


Table 50: Attitudes Toward Staying in School for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	4.52	23	0.73
Post-Test	4.65	23	0.49



Responsibility for Setting Goals

The first question in this theme is question nine: "Achieving goals is how you succeed in life." The majority of the participants who took the pre-test agreed with this statement (78.3%) and none of the participants disagreed. The majority of the participants who took the post-test agreed with this statement (81.8%) and none of the participants disagreed. When comparing the two tests, there is a slight increase in the percentage of participants who stated that they agree with this statement and an increase in the percentage of respondents who could not decide. (See Table 51 and Figure 51.) This could be due in part to there being different participants who took the pre-test and the post-test or to there being more participants who did not respond to this question on the pre-test. Therefore, it is important to examine the difference in responses for only those students who took the pre-test and the post-test and responded to both questions. A paired-samples t-test shows that there is a decrease in the average response for those students who took both the pre-test and the post-test. Therefore, the participants have shown a somewhat less positive attitude toward achieving their goals. This difference, however, is not statistically significant ($t=0.53$, $df=19$, $p=0.61$). (See Table 52 and Figure 52.)

Table 51: Attitudes Toward the Question "Achieving goals is how you succeed in life." Before and After the Program				
	Before the Program		After the Program	
	#	%	#	%
Strongly Agree	13	40.6%	18	54.5%
Agree	12	37.5%	9	27.3%
Can't Decide	1	3.1%	4	12.1%
Disagree	0	0.0%	1	3.0%
Strongly Disagree	0	0.0%	0	0.0%
No Response	6	18.8%	1	3.0%
Total	32	100.0%	33	100.0%

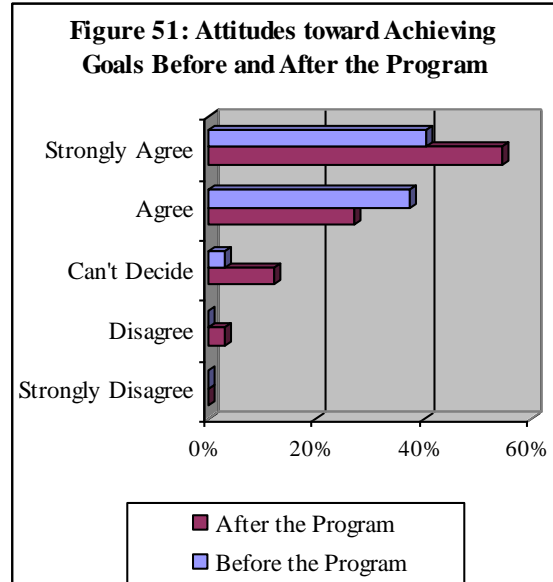
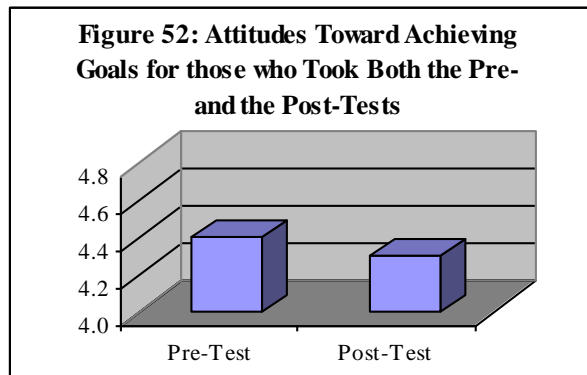


Table 52: Attitudes Toward Achieving Goals for Only Those Students Who Took Both the Pre- and Post-Tests			
	Mean	N	SD
Pre-Test	4.40	20	0.60
Post-Test	4.30	20	0.92



The participants were also asked to give an example of a short-term goal and an example of a long-term goal. These responses are included in Appendix Two.

CONCLUSIONS

1. Since the programs in the Safe Havens were essentially implemented as summer programs, changes in school grades and behaviors attributable to the programs cannot be measured until the end of next school year.
2. The number and type of youth served met the goals of the project.
3. Changes in the pre- and post-test results for the Safe Havens program generally changed in the directions for which one would hope. However, on one question, "Staying out of trouble at school is mostly a matter of luck." the answers moved somewhat in the opposite direction from what one would hope. This may be attributable to the experience of the youth.
4. There were no statistically significant differences between the pre- and post-tests for the youth served by the Safe Havens. On the whole, the scores of the youth were high on the pre-test, leaving small room for improvement. This may be attributable to the youth being served by the centers under other programs during the school year.
5. The youth who were served by the summer program for potential status offenders showed considerable improvements in their responses to key pre- and post-test questions. Regarding the question "There is nothing you can do to change how your life is going," the proportion of respondents disagreeing to the statement increased by 1/3, from 41% to 64%. Regarding the question, "I know what kind of education I am going to get," 82% agreed after the classes, versus 72% before. Regarding the question, "I know what I want to do to make a living when I finish my education," the proportion of students agreeing changed from 56% to 91%. And regarding the question, "The best way to get ahead in life is to stay in school," the proportion agreeing moved from 81% to 97%.
6. Other than the potential status offenders, the population served by this grant is largely the same individuals served by the Safe Havens with other funding. The Formula funding was used to enrich the learning of a select group of youth.

RECOMMENDATIONS

1. Require the parents of participants to sign a permission slip allowing the Safe Haven or a representative to go to the school and get the students' report card, attendance, and behavior records.
2. The youth served in the Safe Havens under this grant are largely a sub-set of the youth being served under the Weed and Seed grant. It is therefore important that the centers identify precisely which youth receive Formula grant funded services and precisely what interventions they are receiving. If that is done, next year's evaluation will be able to carefully distinguish between grades and behavior changes attributable to this program and those attributable to on-going programs at the Safe Havens.
3. Prior to the beginning of the 2005 summer program, the program administrators and the evaluators coordinate pre and post test questions and schedules. By mid-April, the curricula for the summer programs be completed.

APPENDIX ONE: PRE- AND POST-SURVEY INSTRUMENTS

PRE-TEST FOR 2004 SUMMER YOUTH PROGRAM FOR POTENTIAL STATUS OFFENDERS

What is your: _____
First Letter of First Name First Letter of Last Name Birth Date (mm/dd/yyyy)

Name of Center: _____ Today's Date: _____

1. Staying out of trouble is mostly a matter of luck.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

2. I know what I kind of education I am going to get.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

3. I know how to avoid problem situations.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

4. I know what I am going to do for the rest of this summer.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

5. There is nothing you can do to change how your life is going.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

6. I know what I want to do to make a living when I finish my education.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

7. I am responsible for what I choose to do.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

8. The best way to get ahead in life is to stay in school.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

9. Achieving goals is how you succeed in life.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

10. I know how to achieve my goals.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

11. An example of a long term goals is: _____

12. An example of a short term goal is: _____

POST-TEST FOR 2004 SUMMER YOUTH PROGRAM FOR POTENTIAL STATUS OFFENDERS

1. Staying out of trouble is mostly a matter of luck.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

2. I know what I kind of education I am going to get.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

3. I know how to avoid problem situations.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

4. I know what I am going to do for the rest of this summer.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

5. There is nothing you can do to change how your life is going.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

6. I know what I want to do to make a living when I finish my education.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

7. I am responsible for what I choose to do.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

8. The best way to get ahead in life is to stay in school.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

9. Achieving goals is how you succeed in life.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

10. I know how to achieve my goals.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

11. My long term goals are: _____

12. My short term goals are _____

PRE-TEST FOR THE SOUTHSIDE SUMMER PROGRAM TO IMPROVE ATTITUDES TOWARD SCHOOL AND SUCCESS

What is your: _____
First Letter of First Name
First Letter of Last Name
Birth Date (mm/dd/yyyy)

Name of Center: _____ Today's Date: _____

8. Staying out of trouble at school is mostly a matter of luck.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

9. People are always trying to hassle me.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

10. I know how to avoid problem situations.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

11. When I lose my temper, it's because other people are trying to make me mad.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

12. There is nothing you can do to change your thinking.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

13. When other people talk about me behind my back, I have to get even.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

14. I am responsible for what I choose to do.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

8. The best way to get ahead in life is to stay in school.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

9. How you think influences what you do.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

10. I do not try to make good grades because my friends make fun of me when I do.

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

11. When someone is in your face yelling at you, what is the best thing to do?

- a) Stop and think
- b) Run away
- c) Yell at them
- d) Try to escape

POST-TEST FOR THE SOUTHSIDE SUMMER PROGRAM TO IMPROVE ATTITUDES TOWARD SCHOOL AND SUCCESS

What is your: _____
First Letter of First Name
First Letter of Last Name
Birth Date (mm/dd/yyyy)

Name of Center: _____ Today's Date: _____

1. **Staying out of trouble at school is mostly a matter of luck.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

2. **People are always trying to hassle me.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

3. **I know how to avoid problem situations.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

4. **When I lose my temper, it's because other people are trying to make me mad.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

5. **There is nothing you can do to change your thinking.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

6. **When other people talk about me behind my back, I have to get even.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

7. **I am responsible for what I choose to do.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

8. **The best way to get ahead in life is to stay in school.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

9. **How you think influences what you do.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

10. **I do not try to make good grades because my friends make fun of me when I do.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

11. **When someone is in your face yelling at you, what is the best thing to do?**

- | | |
|-------------------|------------------|
| a) Stop and Think | c) Yell at them |
| b) Run away | d) Try to escape |

12. **Participating in this program has been helpful to me.**

Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
----------------	-------	--------------	----------	-------------------

13. **Suggestions to make this program better or more helpful:**

**APPENDIX TWO:
PARTICIPANTS' EXAMPLES OF SHORT-TERM AND LONG-
TERM GOALS**

Short-Term Goals

The following are lists of examples of short-term goals participants listed on the pre-test and on their post-test.

From the Pre-Test

making A's and B's throughout my 10th grade year
become a painter or a daycare person
To graduate middle school and go on to high school
My short term goal is to make a good grade on something.
Thing I'm doing now
Making basketball team
making an A in a class I am not good in.
The shorter term is to stay out of trouble
Nurse
not getting into trouble today
to meet more people
when you want to stay out of trouble and you can't stay out of it
I want to be a nurse
a goal that you made up that is not acheivable
going to school
Me finishing my education
I will be something when I grow up
A short term I want to be a dancer
To pass jr high

From the Post-Test

Music Producer
Making A's and B's
Making A's and B's
To get A's and B's this semester
Stay in school
To make all A's
Stay at home
Do better in school
Cutting grass cleaning house
Past my grade
To make Spartan High Basketball C-team.
To make some money and get through my summer
To play football for Carver Junior High
To make all A's and B's and to behave in school without getting put out.
To get a job
To make straight A's by the end of this upcoming school year

To do good in school and stay out of trouble
Is getting a job
Finish Middle School
Save money to buy my own school things
To try to make better grades
To stay in school a lot
Stay out of trouble.
To be a good MVP and a leagued in basketball.
Finishing school
Is to make it in this life
Make it pass the 10th grade
Doing good for what I'm doing in my life like any one else.
Stay in school
To score a touchdown.

Long-Term Goals

The following are lists of examples of short-term goals participants listed on the pre-test and on their post-test.

From the Pre-Test

becoming a hair dresser or cosmetologist
become an actor in my life
To go to college to become an anesthesiologist
My goal is to play football
My long term goal is to finish school and going to college to study on what I want to be.
Is what I want to be
Trying to finish school
being a model
To play football for Carver Junior High
Finish high school graduate go to Harvard college become a singer and a dancer my back
up plan is to be a nurse
finishing school
being a lawyer
stay in school
I want to be a lawyer
something you can achieve a goal in real life
working
Me becoming a basketball player
I will like to have a long term job
Finish in school
Going to college and becoming a cosmetologist

From the Post-Test

Going to the WNBA

Working

Becoming a cosmetologist, pediatrician

Is to become an anesthesiologist

Being a chiropractor

Is to be in the NFL

To stay in school and do my best

Go to college

Being a football player or actor

Be in the Pro's

To past 9th grade go to Spartanburg High School

To become a model or either a poet

To stay in school to get my education

Is to go to college, finish, and become a singer and a dancer. My back up plan is to be a nurse or a doctor.

To join the Air Force

To have a full academic or sport scholarship at the University of Miami (FL) or UNC

To become a police, a teacher, or a cosmetology

Staying out of trouble

To be an NBA player, being a rapper and and actor

Is to play football and make it to the pros

I want to finish my education, and get a degree

To be a computer engineer

Get through school.

Make good grades and do better what I now

Having a good job

To focus on basketball

To make it in the Pro's

Playing basketball and doing what I can to stay in school.

To stay in school and past my grade to become a cosmetologist

Make it to the NFL