

**REPORT OF THE FISCAL YEAR 2004-2005
EVALUATION OF THE SOUTHSIDE PREVENTION
AND INTERVENTION PROGRAM
ADMINISTERED BY
THE SPARTANBURG PUBLIC SAFETY DEPARTMENT
FUNDED UNDER TITLE II OF
THE JUVENILE JUSTICE DELINQUENCY
PREVENTION ACT**

OCTOBER 15, 2005

**Evaluation Conducted by
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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.

Overall, the program was implemented in accordance with the grant proposal. Partnerships, through the Youth Council, were developed to improve the lives of youth. The two main Safe Havens implemented the after school program to improve attitudes toward school, and the summer program was provided to youth from each of the four areas of the Southside community. 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.

Crescent Hills had a successful year. It is recommended it continue to implement the program as planned. Bethlehem Center had a successful year with the exception of support for the Community Baptist Church portion of the program and improvements in leadership skills and life skills. Both of these problems are attributable to staff turnover. It is recommended that Bethlehem Center continue to work on mitigating staff turnover. The Summer Program had a successful year. It is recommended it continue to implement the program as planned.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	I
TABLE OF CONTENTS	II
INTRODUCTION	1
THE SOUTHSIDE PREVENTION AND INTERVENTION PROGRAM	1
PROGRAM GOALS AND OBJECTIVES	1
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
PARTNERSHIPS TO IMPROVE THE LIVES OF YOUTH.....	5
AFTER SCHOOL PROGRAM	5
<i>Safe Haven: Crescent Hills Apartments</i>	6
Program Participants.....	6
Program Activities	7
Assistance Provided to CC Woodson Recreational Center	8
<i>Safe Haven: Bethlehem Center</i>	8
Program Activities	9
Assistance Provided to Community Baptist Church.....	10
<i>Schools Served by the After School Program</i>	10
SUMMER PROGRAM	12
<i>Program Operation and Participants</i>	12
<i>Program Activities</i>	13
PROGRESS TOWARD GOALS AND OBJECTIVES	14
AFTER SCHOOL PROGRAM	14
<i>Safe Haven: Crescent Hills</i>	14
Changes in Grades	14
Changes in Attendance.....	15
Changes in Pre-Post Tests	16
<i>Safe Haven: Bethlehem Center</i>	23
Changes in Grades	23
Changes in Attendance.....	25
Changes in Pre-Post Tests	25
SUMMER PROGRAM FOR POTENTIAL STATUS OFFENDERS	33
<i>Program Attendance</i>	33
<i>Attitudes Before and After the Program</i>	33
Personal Responsibility	34
Importance of Education	35
Conflict Resolution Skills.....	36
Thinking Skills	37
Leadership Skills	38
Total Score	39
CONCLUSIONS	41
CRESCENT HILLS AFTER-SCHOOL PROGRAM	41
BETHLEHEM CENTER AFTER-SCHOOL PROGRAM	41
SUMMER PROGRAM	42
RECOMMENDATIONS	43
CRESCENT HILLS AFTER-SCHOOL PROGRAM	43
BETHLEHEM CENTER AFTER-SCHOOL PROGRAM	43
SUMMER PROGRAM	43
APPENDIX ONE: SURVEY INSTRUMENTS FOR THE AFTER SCHOOL PROGRAM	44
APPENDIX TWO: SURVEY INSTRUMENTS FOR THE SUMMER PROGRAM	45

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, 2004 through September 30, 2005. This is the second year of funding for this grant. 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 grant period, Crescent Hills Apartments will provide services to 75 youth (15 at a time) at Crescent Hills Apartments and 15 youth at CC 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 baseline 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 baseline 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 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.

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 was carried out.

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

Part 3 - Develop an evaluation report.

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.

The implementation was evaluated in three parts. The first part was a review of participation in activities and partnerships geared toward improving the lives of youth in the Southside community. The second part was to determine if the after school program served the intended audience and administered the classes and activities with youth as laid out in the grant proposal. The third part was to determine if the summer program served the intended audience and administered the classes and activities with youth as laid out in the grant proposal.

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 gathered by the staff at each of the Safe Havens. The program staff obtained copies of report cards from both the youth and from the schools. Upon entering the program, parents were asked to sign permission slips allowing program staff to examine their child's school records.

Pre- and post-tests were designed by SWS for both the activities after school program and the summer program. The after school program used three instruments that were age specific and included questions on life skills, leadership, character education, computer literacy, and attitudes toward school and work (4th grade and up). These instruments were administered by the program staff. The instruments for the after school program may be found in Appendix One. The instrument for the summer program includes questions on conflict resolution, thinking skills, leadership, and education. The instrument for the summer program may be found in Appendix Two.

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

There are five parts to preparing the evaluation report. 1) A database was developed into which all of the data gathered was placed. 2) Statistical and qualitative methods were used to analyze the database, creating a description of the program, its successes and its weaknesses. 3) The findings of the analysis were described in charts, tables, and a written form that is understandable and usable. 4) Written conclusions were drawn from the findings and reported. 5) Written recommendations were made.

The final report includes a description of the grant and its goals, objectives and performance indicators; the findings on the implementation process; the findings on progress toward goals, objectives, and performance indicators; the conclusions; and the recommendations. This resulted in a detailed, written discussion of how well the grant is being carried out.

IMPLEMENTATION OF THE GRANT GUIDELINES

The implementation of the grant is evaluated in three steps. The first step is a review of the partnerships developed to improve the lives of youth. The second step is a review of the operation, participants and activities of the after school program funded through this grant. The after school program is reviewed in two parts; the first part is a presentation of information for the Crescent Hills Safe Haven, and the second part is a presentation of information for the Bethlehem Center Safe Haven. The third part of the implementation evaluation reviews the operation and activities for the summer program.

Partnerships to Improve the Lives of Youth

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.

Additionally, the Grant Coordinator and staff from the Safe Havens participated in the Spartanburg Mayor's Youth Council. This committee meets monthly to improve the lives of youth through utilizing the resources of community members and businesses in the community. The Youth Council has also established a number of sub-committees, including the Youth Engagement sub-committee, the Youth Voices sub-committee, and the Safe and Drug Free sub-committee.

Among the many activities conducted by the Youth Council and its sub-committees, of particular importance are the environmental changes and youth engagement. The Safe and Drug Free sub-committee strove to make positive environmental changes to reduce alcohol, tobacco, and other drug abuse in the Southside community. In addition, the Southside Youth Advisory Board and the Youth Voices sub-committee involved youth in the decisions made by the Youth Council, teaching them to be leaders and to strive to improve their community. These activities and many others are improving the lives of all youth in the community, which will in turn impact on their desire to perform better in school.

After School Program

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. Program operation, participants, and activities are discussed for each Safe Haven.

Safe Haven: Crescent Hills Apartments

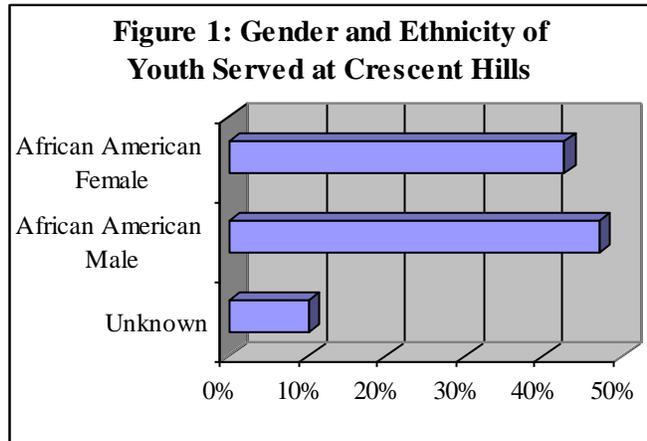
During the grant period, Crescent Hills Apartments reported that they provided services to 78 youth. Upon review of the data provided by the program, the evaluator found information on 88 different youth. For purposes of this evaluation, the program is considered to have served 88 youth.

The program provided services to fifteen youth after school from December 2004 to February 2005, fifteen youth after school from January to April 2005, and fifteen youth after school from April to June 2005. In order to serve the remaining 30 required youth, the after school program was extended into the summer. During the summer, an additional 44 youth were served from June to August 2005. Each session lasted approximately four hours each day, Monday through Friday.

Program Participants

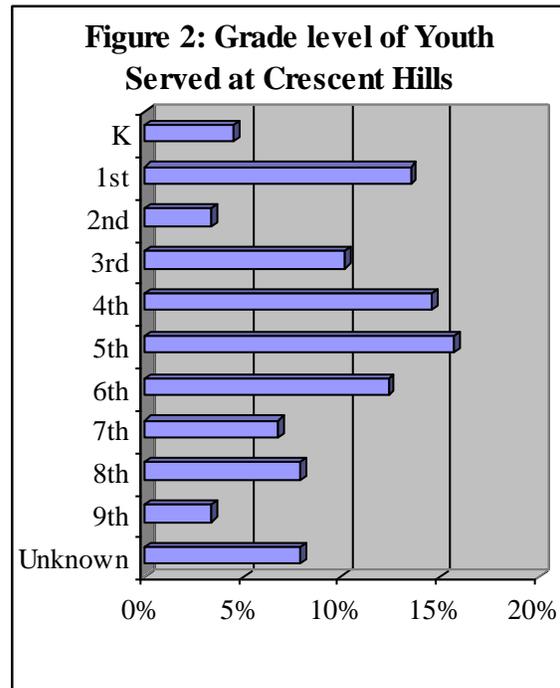
Of the 88 youth served through the after school program, 42.7% were African American females and 47.2% were African American males. The remaining 10.1% of participants' gender and ethnicity were not submitted by Crescent Hills Apartments. (See Table 1 and Figure 1.)

Table 1: Gender and Ethnicity of Youth Served at Crescent Hills		
	#	%
African American Female	37	42.7%
African American Male	42	47.2%
Unknown	9	10.1%
Total	88	100%



Participant's grade level ranged from kindergarten through ninth grade in the program coordinated by Crescent Hills Apartments. Of the youth served, 4.5% were in kindergarten, 13.5% in first grade, 3.4% in second grade, 10.1% in third grade, 14.6% in fourth grade, 15.7% in fifth grade, 12.4% in sixth grade, 6.7% in seventh grade, 7.9% in eighth grade, and 3.4% in ninth grade. Grade level was not reported for the remaining 7.9% of youth. (See Table 2 and Figure 2.)

	#	%
Kindergarten	4	4.5%
First Grade	12	13.6%
Second Grade	3	3.4%
Third Grade	8	9.1%
Fourth Grade	13	14.8%
Fifth Grade	14	15.9%
Sixth Grade	11	12.5%
Seventh Grade	6	6.8%
Eighth Grade	7	8.0%
Ninth Grade	3	3.4%
Unknown	7	8.0%
Total	88	100%



Program Activities

Staff at Crescent Hills provided a wide variety of activities to youth in the After School Program. Activities provided during the grant period included an Accelerated Reading program and SADAC leadership meetings. The program also conducted classes on building self-esteem and self-confidence, setting goals, and making good choices, which stressed the importance of education and provided alternatives to truancy. Additionally, the program provided classes on alcohol, tobacco and other drug abuse, guns and violence, conflict resolution, team building, sexual promiscuity, sexually transmitted diseases, eating healthy and taking care of the body. 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.

Several speakers came to speak to the youth in the program, such as Mayor William Barnet III (who, on one occasion, spoke about the legacy of Dr. Martin Luther King, Jr.), Willa Brigham of Durham, NC (Storytelling), Mayor Barnet, David Ward of BB&T, Steve Hagood and Steve Watkins, Producers in the Music Industry (Financial Planning Symposium at Park Hill Elementary School), and the Youth Literacy Symposium at Crescent Hill.

Youth participated in several different activities as well. One of these activities was the Grassroots Leadership Initiative Graduation hosted by the Spartanburg County Foundation. Ten youth and their parents attended this event to support the graduates. Other events included the 2nd Annual Spartanburg Heritage Day Parade, the Black History Program at CC Woodson Recreation Center, and the St. Patrick's Day Pot Luck Dinner. Additionally, the youth went on

field trips such as going to the movies, skating, bowling, and swimming two days a week; as well as a trip to the Riverbank Zoo in Columbia, SC.

Assistance Provided to CC Woodson Recreational Center

During the initial part of the grant period, the program counselor for Crescent Hills was helping to provide services to youth at CC Woodson. CC Woodson provided services to approximately 18 different youth during the grant period. The center opened the computer lab for 85 days between August and February. Unfortunately, the CC Woodson Recreational Center closed for some time in preparation for the expansion of a Hope IV grant. Additionally, the group is being moved from the CC Woodson center, which was in the county, to a city center.

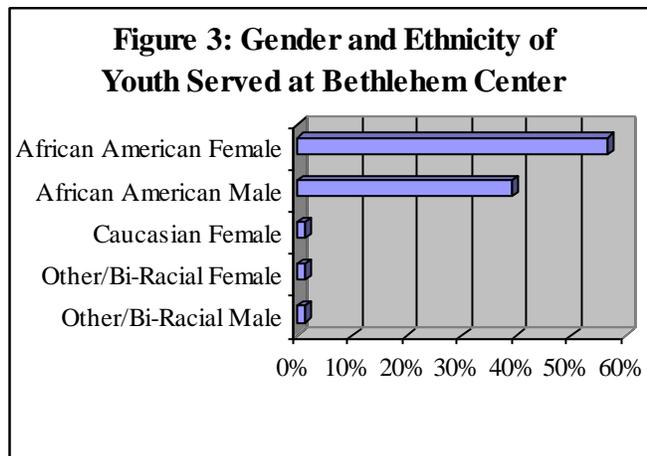
Safe Haven: Bethlehem Center

During the grant period, Bethlehem Center reported that they provided services to 74 youth. Upon review of the data provided by the program, 27 additional youth were found as participating in the program, making the total number of different youth served 101. However, because demographic information was only provided for 74 youth, the evaluation will only document these 74 youth.

During the grant period, the center organized and provided services to 74 youth. They provided services utilizing three methods. The first method was the After School Program, which operated for 120 days between January and June. The second method was a Computer Lab, which operated for 45 days between April and June, and the third method was a Pre-school Computer Lab, which operated for 42 days between January and March.

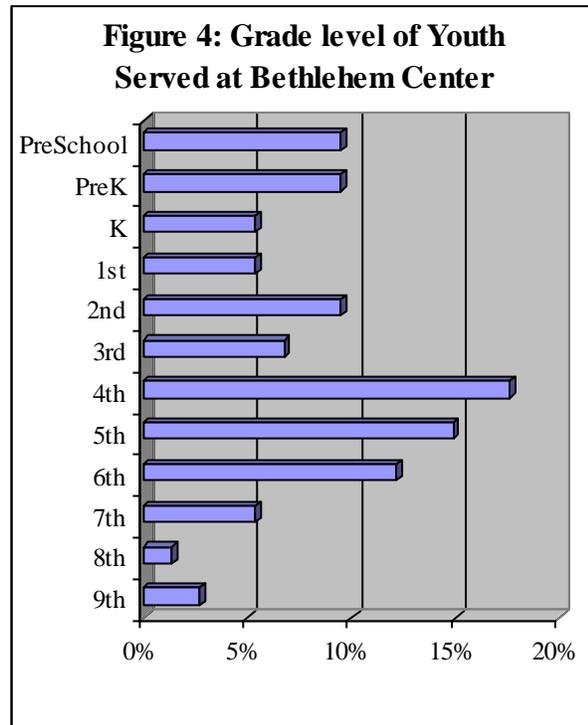
Of the youth served, 56.8% were African American females and 39.2% were African American males. The remaining three youth (4.2%) were Caucasian female (1.4%), other or bi-racial female (1.4%), and other or bi-racial male (1.4%). (See Table 3 and Figure 3.)

Table 3: Gender and Ethnicity of Youth Served at Bethlehem Center		
	#	%
African American Female	42	56.8%
African American Male	29	39.2%
Caucasian Female	1	1.4%
Other/Bi-Racial Female	1	1.4%
Other/Bi-Racial Male	1	1.4%
Total	74	100%



The Bethlehem Center program served children in grade levels ranging from pre-school through ninth grade. Of the youths served, 9.5% were in pre-school and 9.5% were in pre-kindergarten level. These 14 children were not evaluated in the pre-post test measures. The remaining 60 children included 5.4% in kindergarten, 5.4% in first grade, 9.5% in second grade, 6.8% in third grade, 17.6% in fourth grade, 14.9% in fifth grade, 12.2% in sixth grade, 5.4% in seventh grade, 1.4% in eighth grade, and 2.7% in ninth grade. (See Table 4 and Figure 4.)

Table 4: Grade in School for Youth Served at Bethlehem Center		
	#	%
Pre-School	7	9.5%
Pre-Kindergarten	7	9.5%
Kindergarten	4	5.4%
First Grade	4	5.4%
Second Grade	7	9.5%
Third Grade	5	6.8%
Fourth Grade	13	17.6%
Fifth Grade	11	14.9%
Sixth Grade	9	12.2%
Seventh Grade	4	5.4%
Eighth Grade	1	1.4%
Ninth Grade	2	2.7%
Total	74	100%



Program Activities

The After School program at Bethlehem Center provided a place for youth in the community to go after school. During the after school hours, the center provided homework help and tutoring. The youth also participated in several educational activities, such as a Tom Sawyer Play, a Black History Program, Public Safety Day, Fire Safety, and Gang Resistance Education and Training (GREAT). Speakers from the Red Cross and the Cancer Association also visited the center to discuss issues about personal safety and decision-making. The youth also participated in several peer-relationship building activities, such as a Valentine's Day Party, Arts and Crafts, an Easter Party, an Ice Cream Party, the Weed & Seed Banquet, and Game Day. Other activities included a Book Bag Giveaway, Movie Day, and Jazzercise. Additionally, the program brought in programming from SADAC on the consequences of alcohol, tobacco, and other drugs.

The focus of the both the regular Computer Lab and the Pre-school Computer Lab 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. In addition, the Pre-school Program also taught youth handwriting skills, number counting, and manners.

The Executive Director at Bethlehem Center reported having several staffing issues that limited the activities of the programs. After the end of the last grant period, staff that had been working with the youth in the program left the Bethlehem Center. The program did not have staff available to serve the youth, and therefore the program did not start until January of 2005. Furthermore, the Executive Director reported that even when the program began in January, program staff attendance was inconsistent. At the end of the summer, the center recently lost two additional staff members. Some of the issues confronting the Bethlehem Center in regard to staffing include: the program needs are only part-time, whereas staff may need full-time positions; the program is unable to match pay scales for persons qualified to work with youth; and the community environment lends itself more to a “work until you can get unemployment” attitude.

Assistance Provided to Community Baptist Church

Youth in the After School Program participated in the “Imagine That” program conducted at the Community Baptist Church. Assistance was provided to the center in the planning and coordination of this program. Due to the staffing issues previously discussed, the Bethlehem Center was unable to assist the Community Baptist Church on a more regular basis.

The Community Baptist Church did, however, provide services to 26 different youth between October 2004 and May 2005. The programming included lessons on computer skills.

Schools Served by the After School Program

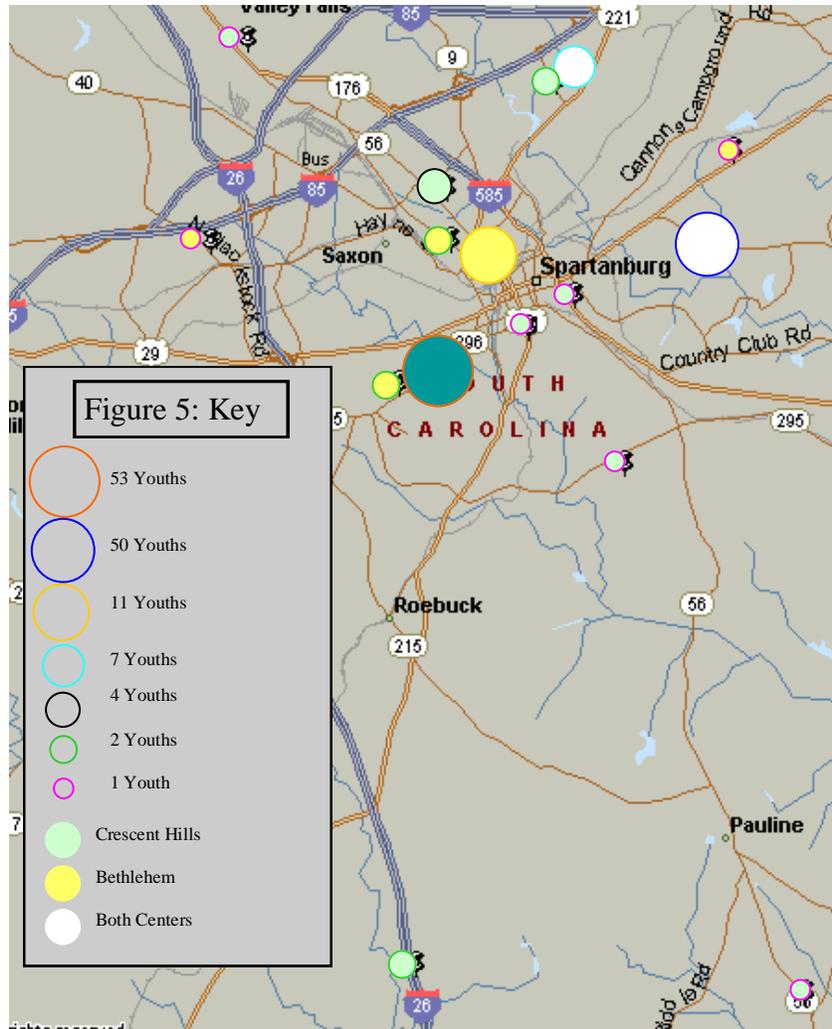
Overall, youth served by the program attended 19 different schools, three of which are not located in the state of South Carolina. These youth participated in the program at Crescent Hills Apartments.

Participants in the Crescent Hills Apartments’ program attended a total of 17 of the different schools and Bethlehem Center participants attended 6 different schools in the Spartanburg area. Of the schools reported, a total of 5.6% of Crescent Hills Apartments participants did not have a school reported and 18.9% of Bethlehem Center participants’ schools attended did not get reported.

Two of the schools listed in Table 5 served students from both programs. These schools were Jesse W. Boyd Elementary, with 1.1% of the youth served by Crescent Hills and 66.2% of the youth participating at Bethlehem Center, and Myles W. Whitlock Jr. High, which served 2.2% of participants at Crescent Hills Apartments and 6.7% of participants at Bethlehem Center.

The majority (66.2%) of participants in the Bethlehem Center program attended Jesse W. Boyd Elementary. The majority of the youth at Crescent Hills attended Park Hills Elementary (60.7%) or Carver Jr. High (12.4%). The remaining youth are fairly evenly dispersed among the remaining 8 schools attended. Following is a map (Figure 5), by attendance size, of the schools served by both Crescent Hills Apartments and Bethlehem Center. (See Table 5 and Figure 5.)

Table 5: Schools Attended by Youth Served by Formula Program				
	Crescent Hills Center		Bethlehem Center	
	#	%	#	%
Carver Jr. High	11	12.4%	---	---
Cleveland Elementary	---	---	2	2.7%
Edwin P. Todd Elementary	1	1.1%	---	---
Fairforest Middle School	---	---	1	1.35%
Hendrix Elementary	1	1.1%	---	---
Jesse W. Boyd Elementary	1	1.1%	49	66.2%
Joseph G. McCracken Jr. High	---	---	1	1.35%
L.E. Gable Middle School	2	2.2%	---	---
Mary H. Wright Elementary	1	1.1%	---	---
Myles W. Whitlock Jr. High	2	2.2%	5	6.7%
Park Hills Elementary	53	60.7%	---	---
Pauline-Glenn Springs Elementary	1	1.1%	---	---
Pine Street Elementary	1	1.1%	---	---
W. Herbert Chapman Elementary	2	2.2%	---	---
Woodland Heights Elementary	---	---	2	2.7%
Z.L. Madden Elementary	4	4.5%	---	---
Out of Area School	3	3.4%	---	---
Unknown	5	5.6%	14	18.9%
Total	88	100%	74	100%



Summer Program

During the summer, the Spartanburg Public Safety Department provided services to 54 young people identified as having the potential to be status offenders. The program was offered to youth at each of the four safe havens.

Program Operation and Participants

The Summer Youth Program was conducted from June 13 to July 15, 2005. The program for youth served by the Crescent Hill Safe Haven was conducted at Park Hills Elementary. This program ran from 9:00 AM to 12:30 PM from June 13 through 17. The group was comprised of 12 African American males between the ages of 11 and 15. The program for youth served by CC Woodson was conducted at the Southside Learning Center. This program operated from

10:00 am to 3:00 pm on June 20 through 24 and July 5 through 8. The group was comprised of 17 African American males between the ages of 11 and 15. The program at Bethlehem Center operated from 2:30 to 5:00 PM from June 27 through July 1. The group was comprised of seven African American females, one bi-racial female, and seven African American males. These youth were all between the ages of 11 and 15. The program for youth served by Community Baptist Church was conducted at the Southside Learning Center. The program operated from 9:00 am to 12:30 pm on June 11 through 15. The group was comprised of 3 African American females and 6 African American males ranging in age from 12 to 15 years old.

Program Activities

The activities for the summer program centered on teaching and providing positive conflict resolutions skills as well as instilling the importance of good decision-making. The program also worked with the youth on goal-setting, the importance of education, building better relationships with their peers, teamwork, building self-esteem, and how to become productive citizens in the Spartanburg community. The summer youth counselor invited a wide variety of speakers chosen to address the needs of each individual group. These speakers included police officers, a Community Relations Representative, School administrators, SADAC counselors, drug abuse counselors, social workers, and high school graduates. 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, guns and violence, bullying, and gangs.

PROGRESS TOWARD GOALS AND OBJECTIVES

Progress toward the goals and objectives is evaluated in two steps. The first step is a review of the changes in grades, attendance, and attitudes of students in the After School Program. The participants' changes are reviewed according to the Safe Haven at which they participated. The second step is a review of participation and changes in attitudes for youth in the Summer Program.

After School Program

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. Permission slips were obtained, allowing the program staff to obtain records from the schools; however, due to the wide range of schools attended by participants, program staff were not always able to visit every school to obtain the data. Therefore, the amount of data for these two measurements is significantly less than what is optimal.

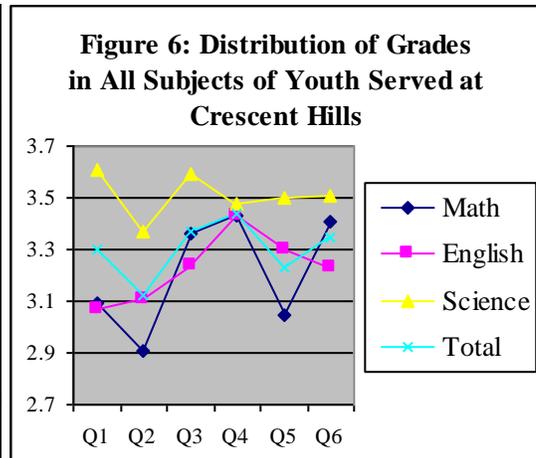
Safe Haven: Crescent Hills

Changes in Grades

A total of 30 participants (34%) from Crescent Hills submitted their report cards for the 2004-2005 academic year. For each quarter, on the other hand, the number of youths that submitted their report cards varied. The grading scale used is 1 (F) through 5 (A). In general the total average of all students in each subject for all quarters is a C average (mean=3.29, SD=0.84). For quarter 1, the average grade was 3.3 (n=35, SD=0.93). The average for quarter 2 was 3.12 (n=40, SD=1.11). The overall average grades for students increased in quarter 3 to 3.37 (n=40, SD=1.13) and again in quarter 4 to 3.44 (n=39, SD=0.93). The C average dropped for participants in quarter 5 and 6 to 3.23 (n=39, SD=0.98) and 3.35 (n=35, SD=0.81) consecutively. The difference between quarter 1 grades and quarter 6 grades is 0.05. This increase is equivalent to a 1 point increase on a 0-100 point grading scale. The difference between the highest (quarter 4) and lowest (quarter 2) average quarterly grades is 0.32, which is equivalent to a 6.4 point increase on a 0-100 point grading scale. (See Table 6 and Figure 6.)

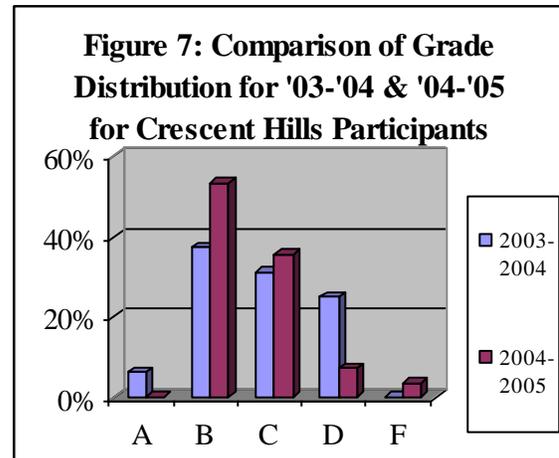
The average grade for Math at the end of the 2004-2005 school year for all participants was 3.19 (n=44, SD=1.01). In English students averaged a 3.24 for this year (n=43, SD=1.04) and the average grade in Science was 3.51 (n=32, SD=0.94). (See Table 6 and Figure 6.)

Table 6: Distribution of Grades in All Subjects of Youth Served at Crescent Hills							
	Grades						Total
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	
Math	3.09	2.91	3.36	3.43	3.05	3.41	3.19
English	3.07	3.11	3.24	3.43	3.30	3.23	3.24
Science	3.61	3.37	3.59	3.48	3.50	3.51	3.51
Total	3.30	3.12	3.37	3.44	3.23	3.35	3.29



There were 28 youth served by Crescent Hills Apartments that reported grades for all subjects (Math, English, and Science) for all 6 quarters. Comparing the grade distributions of 2004-2005 participants to the grade distributions of 2003-2004 participants found that the number of children with an A average dropped by 6%, those with a B average increased by 16%, C averages increased by 4%, 18% fewer children had a D average, and there was an increase of 4% in those with an F average. The number of children whose grades were reported for the 2004-2005 school year almost doubled from the 2003-2004 school year. (See Table 7 and Figure 7.)

Table 7: Comparison of Grade Distribution for 2004-05 Participants to 2003-04 Participants Served by Crescent Hills					
	2003-2004		2004-2005		Change %
	#	%	#	%	
A Average	1	6.25%	0	0.00%	-6.25%
B Average	6	37.50%	15	53.57%	16.07%
C Average	5	31.25%	10	35.71%	4.46%
D Average	4	25.00%	2	7.14%	-17.86%
F Average	0	0.00%	1	3.57%	3.57%
Total	16	100%	28	100%	

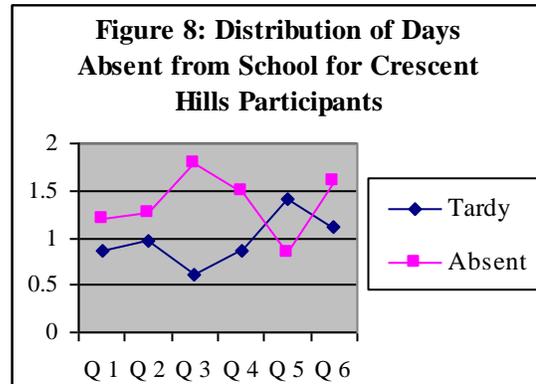


Changes in Attendance

The number of participants for which data on absences and tardies was available for 2004-2005 academic year varied from quarter to quarter. The average number of days tardy for the entire year was approximately just over one day (mean=1.34, n= 35, SD=1.79). On the other hand, absences for Crescent Hills' participants appear to have a more downward trend. The total

average number of absences for the Crescent Hills youth is less than one day for the entire academic year (mean=0.97, n=34, SD=0.89). (See Table 8 and Figure 8.)

Table 8: Distribution of Days Absent from Regular School of Youth Served by Crescent Hills							
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Total
Tardy	1.21	1.26	1.79	1.49	0.84	1.59	1.34
Absent	0.87	0.97	0.62	0.86	1.42	1.11	0.97



Changes in Pre-Post Tests

Participants in the after school program at Crescent Hills were administered a pre- and post-test survey by grade level. The tests administered varied by grade level as well by number of and type of question (explained in greater detail below). For participants in middle school the pre- and post-tests included leadership education, life skills, character education, computer literacy, and school and work related questions. For first through third grade participants, the pre- and post-tests were comprised of a simpler survey including life skills, leadership education, character education, and computer literacy sections.

Of the 88 youth at Crescent Hills, 56 were (64%) tested. A total of 15 (26.8%) completed both a pre-test and post-test. Another 26.8% (15 participants) completed pre-tests only and the remaining 46.4% (26 participants) completed only post-tests. Not all of the participants completed all sections of the surveys.

Life Skills

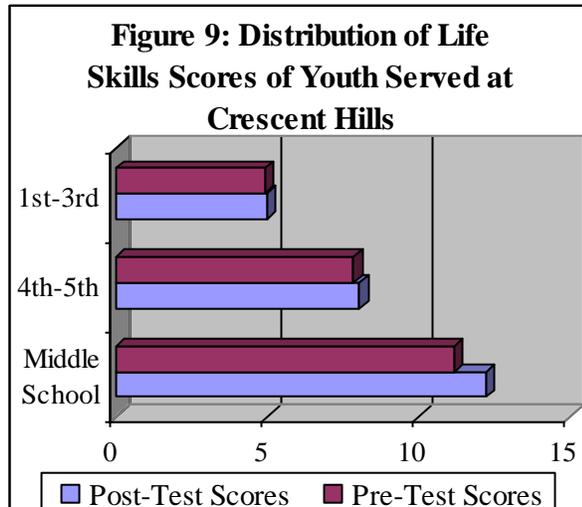
The life skills composite is made up of true/false and multiple choice questions that pertain to self-esteem, strengths and weaknesses, individuality, values, respect and responsibility. For middle school level youth there is a total possible score of 20 points, fourth and fifth grade youth can get up to 15 total points, and youth in first through third grade the highest possible score is 5.

Of the 41 (73%) participants that completed the life skills section of a pre-test, the 16 participants in first through third grade scored 4.94 (SD=0.25) on average, 15 youth in fourth through fifth grade scored 7.87 (SD=1.46) on average, and the remaining middle school-aged youth scored an average of 11.20 (n=10, SD=2.25) in life skills. On average, scores on the post-test were higher than scores on the pre-test. For first through third grade youth, scores increased by 1% (mean=5, n=7, SD=0), fourth through fifth graders scores increased by 3% (mean=8.07,

n=14, SD=2.24), and participants in middle school averaged a 9% increase (mean=12.22, n=9, SD=2.22). The total average score for youth who completed a pre-test was 7.54 points (n=41, SD=2.83). The average score on the post-test was 14% higher than the average pre-test score (mean=8.6, n=30, SD=3.31). (See Table 9 and Figure 9.)

Table 9: Average Scores of Life Skills by Grade Level of Crescent Hills Participants

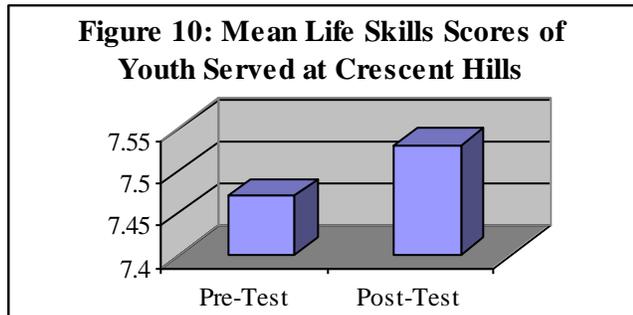
	Pre	Post
1st through 3rd grade	4.94	5.00
4th through 5th grade	7.87	8.07
Middle School	11.20	12.22
<i>Not tested (n)</i>	15	26
Total	7.54	8.60



Fifteen Crescent Hills participants completed the life skills section of both the pre- and post-test. The mean 0.9% increase of overall pre- and post-test scores was not significant ($t=-0.15$, $df=14$, $p=0.88$). This means that the life skills of participants have not improved. This may be due in part to the small number of youth who were both pre- and post-tested ($n=15$, pre-test $SD=2.9$, post-test $SD=3.3$). (See Table 10 and Figure 10.)

Table 10: Relationship Between Life Skills Pre-Test and Post-Test Scores of Crescent Hills Served Youth

	Average Score		
	Mean	N	SD
Pre-Test	7.47	15	2.90
Post-Test	7.53	15	3.30

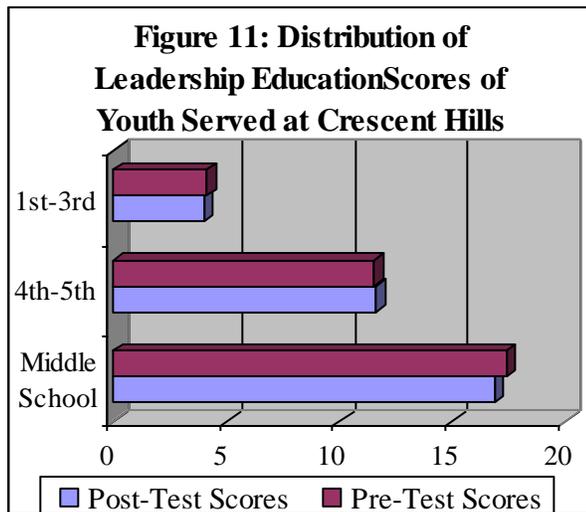


Leadership Education

Leadership education is comprised of true/false questions that pertain to skills, beliefs and values of a leader type. There are also three short answer questions asking fourth through middle school level students to give an example of a famous leader as well as a leader in their after school program, and two skills of a leader. The total possible points for middle school youth is 20, fourth through fifth graders can get up to 15 points, and there are 5 possible points for first through third grade youth.

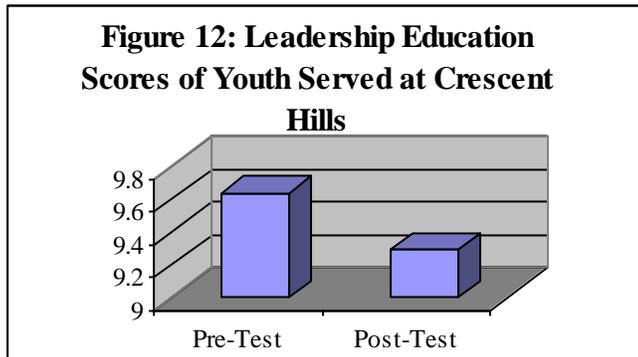
Of the 41 participants that completed the leadership education portion of a pre-test survey, the 16 first through third graders averaged a 4.13 (SD=1.15), the fourth through fifth graders scored an average of 11.53 (n=15, SD=2.42), and the mean score for the middle school level participants was 17.4 (n=10, SD=2.27). Figure 11 illustrates a slight decrease in average scores of leadership education from pre- to post-test. All grade levels' scores dropped, except for a slight increase in fourth and fifth graders' scores, in leadership education from pre- to post-test scores. Twenty-nine participants completed the leadership education section of post-tests. First through third graders dropped by 3% on average (mean=4, n=6, SD=0.89), fourth through fifth graders' scores increased by 0.9% (mean= 11.64, n=14, SD=3.3), and middle school level participants' scores dropped by 3% (mean=16.89, n=9, SD=2.52). The total average score for the pre-test was 10.07 (n=41, SD=5.66). The total average score on the post-test was 16% higher than the pre-test (mean=11.69, n=29, SD=5.33). The increase in total average scores though only one grade level showed improvement, was due to a smaller proportion of first through third graders having completed a post-test as opposed to the proportion that completed pre-tests. (See Table 11 and Figure 11.)

	Pre	Post
1st through 3rd grade	4.13	4.00
4th through 5th grade	11.53	11.64
Middle School	17.40	16.89
<i>Not tested (n)</i>	<i>15</i>	<i>27</i>
Total	10.07	11.69



Fourteen participants from Crescent Hills completed both a pre- and a post-test on leadership education. The mean decrease of 3.7% of these participants' scores was not significant (t=0.49, df=13, p=0.63). (See Table 12 and Figure 12.)

	Average Score		
	Mean	N	SD
Pre-Test	9.64	14	5.27
Post-Test	9.29	14	5.84

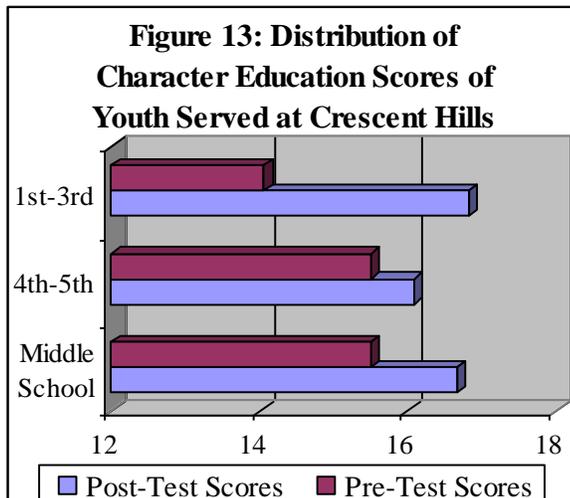


Character Education

Character education measures the participants’ understanding of core values related to becoming responsible citizens of the community. Using multiple choice questions, the character education section includes questions about integrity, respect, responsibility, failure, success, commitment and the definition of trustworthy. There are also true/false questions in this section that ask specific action related questions about what a person may do if they have good character. For example, “it is ok to lie sometimes” (question #12).

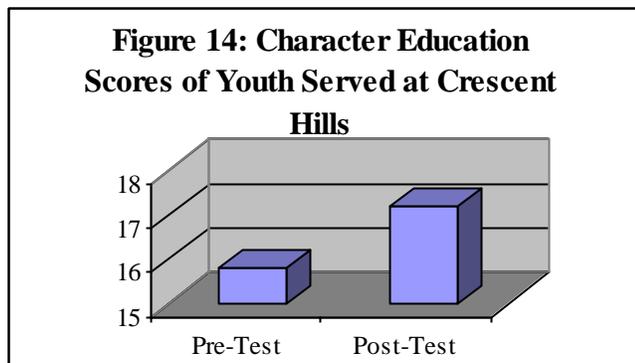
The total possible score for character education for all grade levels is 19 points. Twenty-two participants did not complete the pre-test and 33 participants did not complete the post-test character education section. Of the 34 participants that completed a pre-test, 16 were first through third graders and scored an average of 14.06 points (SD=2.65), 10 were fourth through fifth graders and scored 15.5 on average (SD=2.51), and the remaining 8 were in middle school and scored an average of 15.5 points as well (SD=2.07). Of the 23 Crescent Hills participants that completed a post-test, the six first through third graders scored an average score of 16.83 (SD=2.14), an increase of nearly 20%. There was an average increase of 4% amongst fourth through fifth graders (mean=16.09, n=11, SD=3.21) and an average 7.5% increase amongst middle school-aged participants (mean=16.67, n=6, SD=2.07). The total average score for the pre-test was 14.82 points (n=34, SD=2.52). The total average score on the post-test was 11% higher than the pre-test. (mean=16.43, n=23, SD=2.61). (See Table 13 and Figure 13.)

	Pre	Post
1st through 3rd grade	14.06	16.83
4th through 5th grade	15.50	16.09
Middle School	15.50	16.67
<i>Not tested (n)</i>	22	33
Total	14.82	16.43



The overall 9% increase among those participants who completed both pre- and post-tests is not significant ($t=-2.06$, $df=13$, $p=0.6$). This may be due to the small number of participants completing both a pre- and post-test ($n=14$, pre-test $SD=2.23$, post-test $SD=1.67$). (See Table 14 and Figure 14.)

Table 14: Relationship Between Character Education Scores of Crescent Hills Served Youth			
	Average Score		
	Mean	N	SD
Pre-Test	15.79	14	2.23
Post-Test	17.21	14	1.67

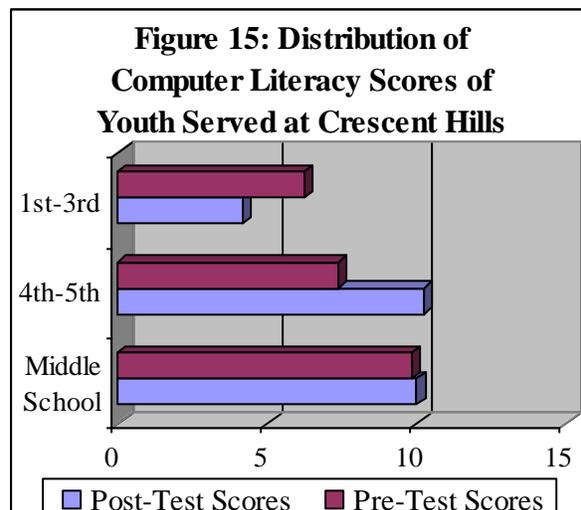


Computer Literacy

Computer literacy was measured in pre- and post-test surveys with a variety of question types. The questions were the same across all grade levels and there were 16 possible points for all grade levels as well. The survey measured computer knowledge from ability to turn on a computer to knowledge of searching the web.

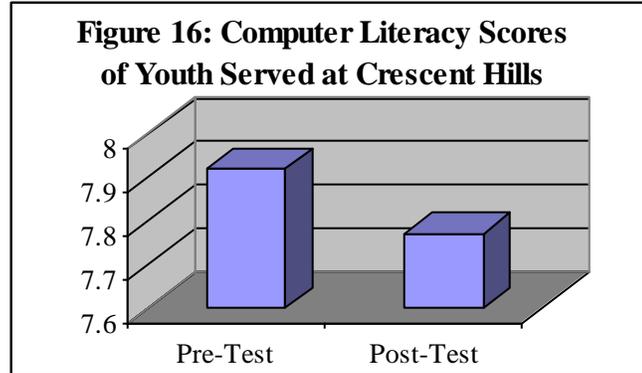
Data was collected for 25 pre-tests with completed computer literacy sections. Due to a number of pre-test submissions missing pages in the computer literacy section, there is a decreased number of participants that completed a pre-test. Both fourth through fifth graders and middle school students' scores increased from pre- to post-test, and first through third graders' scores dropped. For the first through third graders, the average pre-test score was 6.25 (n=8, SD=2.12). Fourth and fifth graders averaged 7.36 points (n=11, SD=3.8) and middle school students scored an average of 9.83 (n=6, SD=3.06). Thirty-eight participants did not complete a post-test. Of the 18 that did, the six first through third graders had a decrease in scores of 33% (mean=4.17, SD=2.64), the nine fourth through fifth graders' scores increased by nearly 39% (mean=10.22, SD=3.27), and middle school-aged participants' scores increased by 1.7% (mean=10.00, SD=1.00). The total average score on the pre-test was 7.60 points (n=25, SD=3.34). The total average score on the post-test was 7.5% higher than the pre-test. (mean=8.17, n=18, SD=3.96). (See Table 15 and Figure 15.)

Table 15: Distribution of Computer Literacy Scores for Youth Served at Crescent Hills		
	Pre	Post
1st through 3rd grade	6.25	4.17
4th through 5th grade	7.36	10.22
Middle School	9.83	10.00
<i>Not tested/Incomplete (n)</i>	<i>31</i>	<i>38</i>
Total	7.60	8.17



A total of 13 youth completed the computer literacy section on both the pre- and post-test. Overall, there was a decrease of 2% in scores from pre- to post-test (pre-test SD=3.52, post-test SD=4.13). This was not significant ($t=0.15$, $df=12$, $p=0.88$). (See Table 16 and Figure 16.)

	Average Score		
	Mean	N	SD
Pre-Test	7.92	13	3.52
Post-Test	7.77	13	4.13



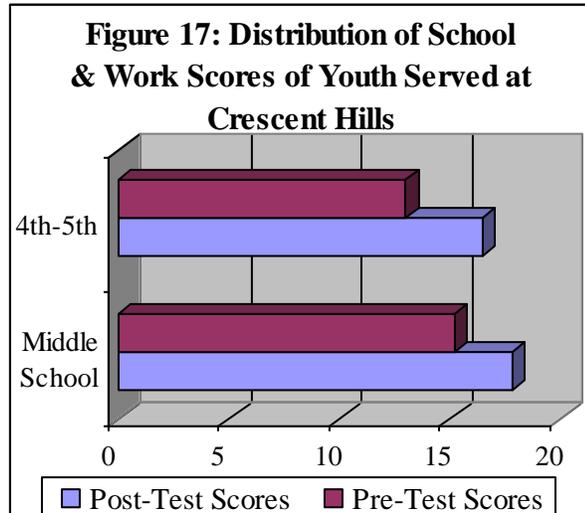
School and Work

Data was collected for 15 completed pre- and post-tests. Due to a number of survey submissions missing pages in the school and work section, there is an increased number of participants that did not complete this section in either survey. First through third grade participant surveys did not have a school and work section in their pre- and post-test surveys, decreasing the amount of available test data in this section.

School and work knowledge was measured using a series of yes/no questions about school attendance, academic success, and desire to obtain an education. The section also includes two short answer questions asking the type of job the participant wants and what needs to be done in order to get that job, as well as two multiple choice questions regarding job searching and importance of a job. The maximum points for this section is 20 points for both grade levels surveyed.

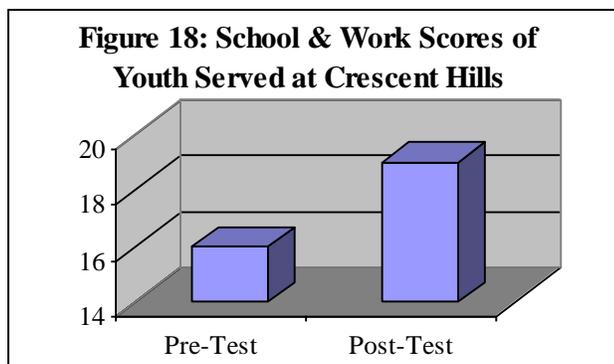
Of the 15 (27%) participants that completed the pre-test, the average score for fourth and fifth grade youth was 13 points ($n=11$, $SD=3.35$), and the average score for the middle school youth was 15.25 ($n=4$, $SD=3.78$). Fifteen participants also completed the school and work section of the post-test. The average score for fourth through fifth graders was 16.5 ($n=8$, $SD=4.41$), an increase of 27%, and middle school-aged participants averaged 17.86 points ($n=7$, $SD=1.68$), an increase of 17%. The total average score on the pre-test was 13.6 points ($n=15$, $SD=3.48$). The total average score on the post-test was 26% higher than the pre-test (mean=17.13, $n=15$, $SD=3.38$). (See Table 17 and Figure 17.)

Table 17: Distribution of School & Work Scores for Youth Served at Crescent Hills		
	Pre	Post
1st through 3 rd grade	0.00	0.00
4th through 5 th grade	13.00	16.50
Middle School	15.25	17.86
<i>Not tested (n)</i>	41	41
Total	13.60	17.13



The average increase of 19% for the seven participants that completed the school and work section on both the pre-test and the post-test was found to be statistically significant ($t=-2.47$, $df=6$, $p=0.05$). (See Table 18 and Figure 18.)

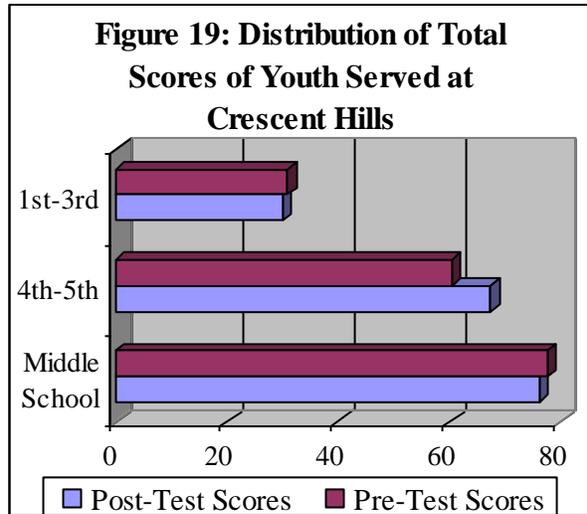
Table 18: Relationship Between School & Work Scores of Crescent Hills Served Youth			
	Average Score		
	Mean	N	SD
Pre-Test	16.00	7	2.16
Post-Test	19.00	7	1.92



Total Score on Survey

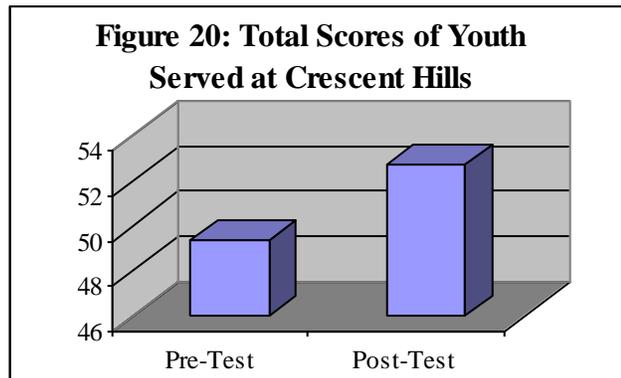
The total possible score for grade levels first through third is 45 points, for grade levels fourth through fifth the maximum is 80 points, and for middle school-aged youth there is a possible 89 total points. The full pre-test survey was completed by 16 participants. Of these 16 participants, the eight first through third graders scored an average of 30.88 points total ($SD=2.85$), the six fourth through fifth graders scored an average of 60.33 ($SD=5.5$), and the remaining two participants, in middle school, scored an average total of 77.5 points ($SD=3.54$). The total average score for all youth who completed a pre-test was 47.75 points ($n=16$, $SD=18.65$). The total average score on the post-test was 13% higher than the pre-test (mean=54.13, $n=15$, $SD=21.39$). Both first through third grade and middle school level post-test scores decreased from pre-test scores, whereas fourth through fifth grade level post-test scores demonstrated an increase in total scores. First through third grade scores dropped by 2.9% (mean=30, $n=6$, $SD=4.15$), fourth through fifth grade scores increased by 11.6% (mean=67.33, $n=6$, $SD=7.79$), and middle school scores fell by 2% (mean=76, $n=3$, $SD=4.58$). (See Table 19 and Figure 19.)

Table 19: Distribution of Total Scores for Youth Served at Crescent Hills		
	Pre	Post
1st through 3 rd grade	30.88	30.00
4th through 5 th grade	60.33	67.33
Middle School	77.50	76.00
<i>Not tested/Incomplete (n)</i>	40	41
Total	47.75	54.13



The 13 youth served by Crescent Hills that completed both a pre- and post-test experienced an increase in their mean total score of 7%, from 49.38 to 52.77 (pre-test SD=19.71, post-test SD=22.54). This increase is not statistically significant ($t=-1.94$, $df=12$, $p=0.08$). (See Table 20 and Figure 20.)

Table 20: Relationship Between Total Scores of Crescent Hills Served Youth			
	Average Score		
	Mean	N	SD
Pre-Test	49.38	13	19.71
Post-Test	52.77	13	22.54



Safe Haven: Bethlehem Center

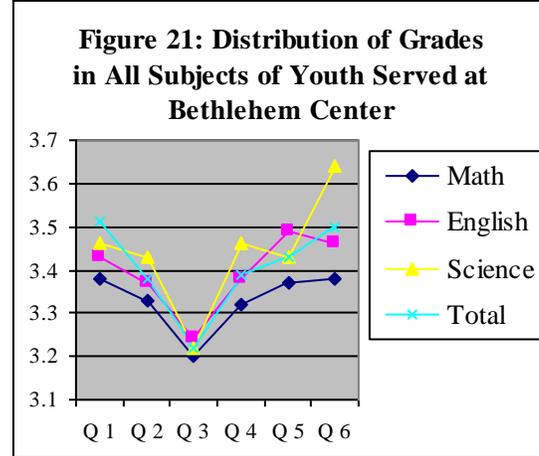
Changes in Grades

A total of 30 participants (40.5%) from Bethlehem Center submitted their report cards for the 2004-2005 academic year. For each quarter, on the other hand, the number of youths that submitted their report cards varied. The grading scale used is 1 (F) through 5 (A). In general the total average of all students in each subject for all quarters is a C average (mean=3.54, SD=0.9). For quarter 1, the average grade was 3.51 (n=46, SD=0.83). The average fell slightly in quarter 2, averaging 3.38 (n=46, SD=0.98). The overall average grades for students in quarter 3 was 3.22 (n=41, SD=1.03) and started to increase in quarter 4 was 3.39 (n=37, SD=0.98). In quarter

5 the average continued to increase from the drop in quarter 2 to 3.43 (n=35, SD=1.01) as well as in quarter 6 to 3.5 (n=39, SD=1). The difference between quarter 1 grades and quarter 6 grades is 0.01. This increase is equivalent to a 0.2 point increase on a 0-100 point grading scale. The difference between the ending (2nd highest, quarter 6) and lowest (quarter 3) average quarterly grades is 0.28, which is equivalent to a 5.6 point increase on a 0-100 point grading scale.

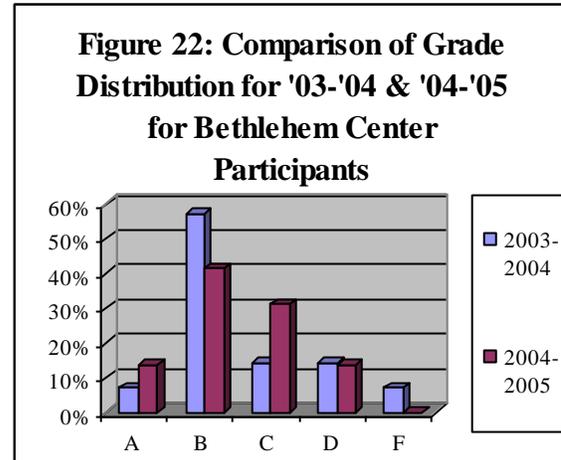
The average grade for Math at the end of the 2004-2005 school year for all participants was 3.38 (n=35, SD=1.08). In English, students averaged a 3.4 for this year (n=35, SD=0.98) and the average grade in Science was 3.62(n=30, SD=0.89). (See Table 21 and Figure 21.)

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Total
Math	3.38	3.33	3.20	3.32	3.37	3.38	3.38
English	3.43	3.37	3.24	3.38	3.49	3.46	3.40
Science	3.46	3.43	3.22	3.46	3.43	3.64	3.62
Total	3.51	3.38	3.22	3.39	3.43	3.50	3.54



There were 29 youth served by Bethlehem Center that reported grades for all subjects (Math, English, and Science) for all 6 quarters. Comparing the grade distributions of 2004-2005 participants to the grade distributions of 2003-2004 participants found that the number of children with an A average went up by 6.65%, those with a B average decreased by 15.76%, C averages increased by 16.75%, 0.49% fewer children had a D average, and there was a decrease of 7.14% in those with an F average. The number of children whose grades were reported for the 2004-2005 school year more than doubled from the 2003-2004 school year. (See Table 22 and Figure 22)

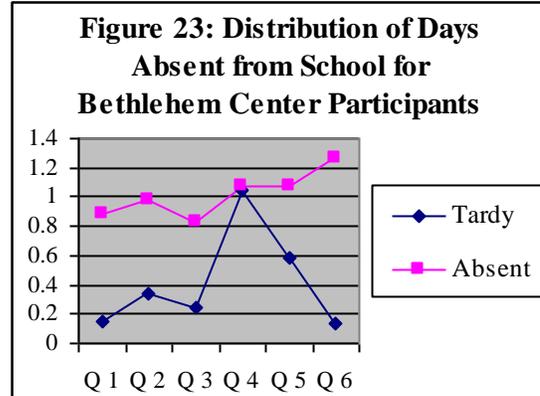
	2003-2004		2004-2005		Change
	#	%	#	%	%
A Average	1	7.14%	4	13.79%	6.65%
B Average	8	57.14%	12	41.38%	-15.76%
C Average	2	14.29%	9	31.03%	16.75%
D Average	2	14.29%	4	13.79%	-0.49%
F Average	1	7.14%	0	0.00%	-7.14%
Total	14	100%	29	100%	



Changes in Attendance

The number of participants for which data on absences and tardies was available for the 2004-2005 academic year varied from quarter to quarter. The average number of days tardy for the entire year was less than one day (mean=0.53, n=36, SD=1.01). The average number of absences is also less than one day, though as seen in figure 23, there seems to be an upward trend in days absent from school (mean=0.89, n=36, SD=0.75). (See Table 23 and Figure 23.)

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Total
Tardy	0.15	0.34	0.24	1.05	0.58	0.13	0.53
Absent	0.89	0.98	0.83	1.08	1.08	1.26	0.89



Changes in Pre-Post Tests

Participants in the After School program at Bethlehem Center were administered a pre- and post-test survey by grade level. The tests administered varied by grade level as well as by number of and type of question (explained in greater detail in each section below). For participants in fourth through fifth grade and middle school, the pre- and post-tests included leadership education, life skills, character education, computer literacy, and school and work related questions. For first through third grade participants, the pre- and post-tests were comprised of a simpler survey including life skills, leadership education, character education, and computer literacy sections.

Of the 74 youth reported by the center, 37 were not tested. An additional 27 youth that were not reported by the center were tested, for a total of 64 participants (86.5%) tested. A total of 26 (35%) completed both a pre-test and post-test. Thirty-six participants (48.6%) completed pre-tests only and 2 participants (2.7%) completed only post-tests. Not all of the participants completed all sections of the surveys.

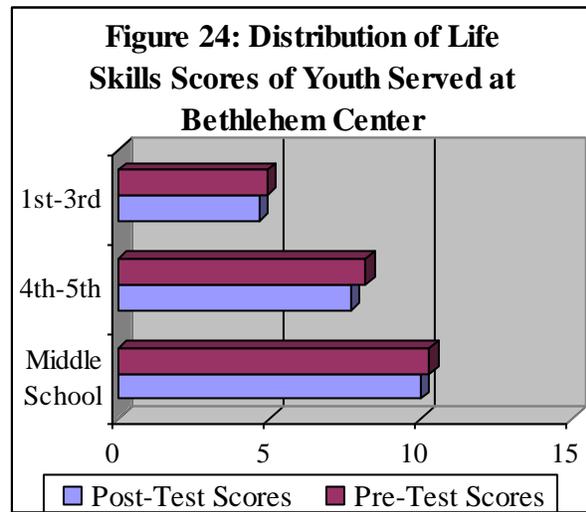
Life Skills

The life skills composite is made up of true/false and multiple choice questions that pertain to self-esteem, strengths and weaknesses, individuality, values, respect and responsibility. For

middle school level youth there is a total possible score of 20 points, fourth and fifth grade youth can get up to 15 total points, and youth in first through third grade the highest possible score is 5.

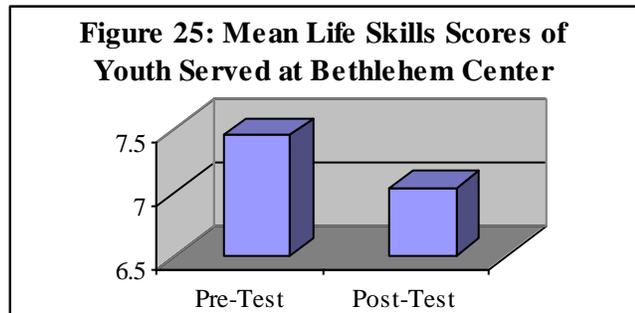
Of the 62 (97%) participants that completed the life skills section of a pre-test, the 26 participants in grades first through third scored an average of 4.92 (SD=0.39), the 22 youth in grades fourth and fifth scored an average of 8.18 (SD=1.76), and the middle school aged youth scored an average of 10.29 (n=14, SD=2.89). Of the 28 participants that completed the life skills section of a post-test, there was an overall decrease in scores across all grade levels. Scores for first through third graders decreased by 5% (mean=4.67, n=12, SD=1.16), fourth through fifth graders scores decreased by 5.9% (mean=7.7, n=10, SD=1.7), and participants in middle school averaged a 2.8% decrease (mean=10, n=6, SD=3.85). The total average score on the pre-test was 7.29 (n=62, SD=2.77). The total average score on the post-test was 5.5% lower than the pre-test (mean=6.89, n=28, SD=2.97). (See Table 24 and Figure 24.)

	Pre	Post
1st through 3rd grade	4.92	4.67
4th through 5th grade	8.18	7.70
Middle School	10.29	10.00
<i>Not tested (n)</i>	62	28
Total	7.29	6.89



Twenty-six Bethlehem Center participants completed the life skills section of both the pre- and post-test. The mean 5.6% decrease of overall pre- and post-test scores was not significant (t=1.62, df=25, p=0.12). (See Table 25 and Figure 25.)

	Average Score		
	Mean	N	SD
Pre-Test	7.46	26	2.80
Post-Test	7.04	26	3.04

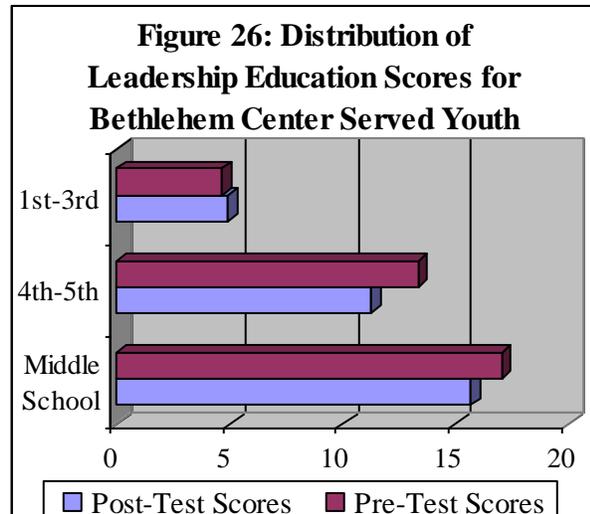


Leadership Education

Leadership education is comprised of true/false questions that pertain to skills, beliefs and values of a leader type. There are also three short answer questions asking fourth through middle school level students to give an example of a famous leader as well as a leader in their after school program, and two skills of a leader. The total possible points for middle school youth is 20, fourth through fifth graders can get up to 15 points, and there are 5 possible points for first through third grade youth.

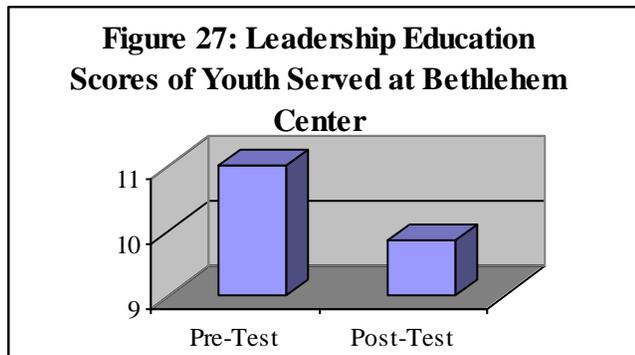
Of the 62 participants that completed the leadership education section of a pre-test, the 26 first through third graders had an average score of 4.65 (SD=0.56), the fourth through fifth graders scored an average of 13.36 (n=22, SD=1.79), and the mean score for the middle school-aged participants was 17.07 (n=14, SD=2.67). Figure 26 illustrates a decrease in average scores of leadership education from pre- to post-test. All grade levels' scores dropped, except for a slight increase in first through third graders' scores, in leadership education from pre- to post-test scores. Twenty-eight participants completed post-tests. First through third graders increased by 5.8% (mean=4.92, n=12, SD=0.29), fourth through fifth graders' scores decreased by 15.4% (mean=11.3, n=10, SD=3.16), and middle school level participants' scores dropped by 8.2% (mean=15.67, n=6, SD=4.68). The total average score on the pre-test was 10.55 (n=62, SD=5.49). The total average score on the post-test was 10% lower than the pre-test (mean=9.5, n=28, SD=5.14). (See Table 26 and Figure 26.)

	Pre	Post
1st through 3rd grade	4.65	4.92
4th through 5th grade	13.36	11.30
Middle School	17.07	15.67
<i>Not tested (n)</i>	2	36
Total	10.55	9.50



Twenty-six of the Bethlehem Center participants completed the leadership education section on both the pre- and post-test. The mean decrease of 10.5% of these participants' scores was statistically significant (t=2.98, df=25, p=0.01). (See Table 27 and Figure 27.)

Table 27: Relationship Between Leadership Education Scores of Bethlehem Center Served Youth			
	Average Score		
	Mean	N	SD
Pre-Test	11.00	26	5.51
Post-Test	9.85	26	5.17

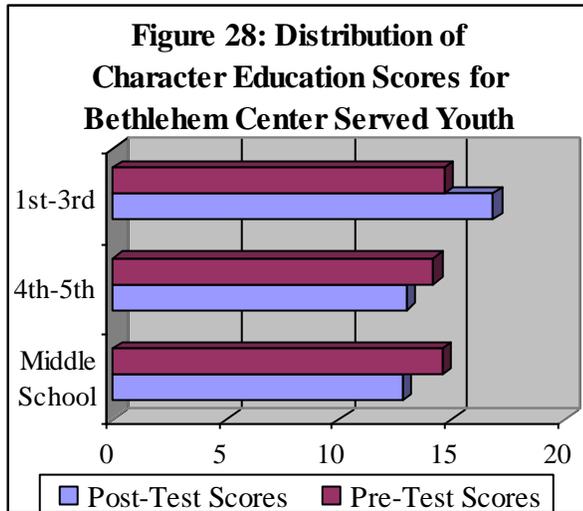


Character Education

Character education measures the participants' understanding of core values related to becoming responsible citizens of the community. Using multiple choice questions, the character education section includes questions about integrity, respect, responsibility, failure, success, commitment and the definition of trustworthy. There are also true/false questions in this section that ask specific action related questions about what a person may do if they have good character. For example, "it is ok to lie sometimes" (question #12).

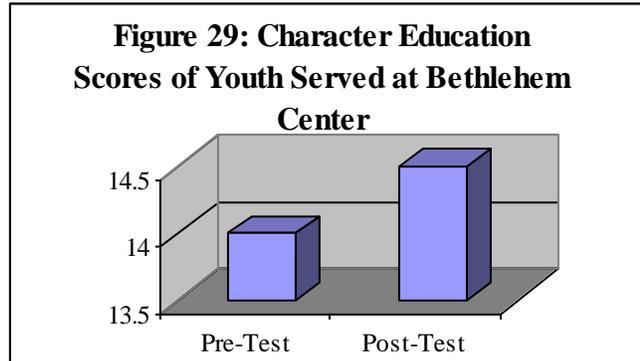
The total possible score for character education for all grade levels is 19 points. Two participants did not complete the pre-test and 36 participants did not complete the post-test. Of the 62 participants that completed a pre-test, 26 were first through third graders and scored an average of 14.69 (SD=2.85), 22 were fourth through fifth graders and scored 14.18 on average (SD=2.87), and the remaining 14 were in middle school and scored an average of 14.57 points as well (SD=3.92). Of the 28 Bethlehem Center participants that completed a post-test, the 12 first through third graders scored an average score of 16.83 (SD=1.8), an increase of nearly 15%. There was an average decrease of 8.3% amongst fourth through fifth graders (mean=13, n=10, SD=4.37) and an average 12% decrease amongst middle school level participants (mean=12.83, n=6, SD=4.83). However, the total average score for pre-test was 14.48 points (n=62, SD=3.08). The total average score on the post-test was 0.9% higher than the pre-test (mean=14.61, n=28, SD=3.99). The increase in total average scores though only one grade level showed improvement, was due to a smaller proportion of fourth through fifth and middle school level youth having completed a post-test as opposed to the proportion that completed pre-tests. (See Table 28 and Figure 28.)

Table 28: Distribution of Character Education Scores for Youth Served at Bethlehem Center		
	Pre	Post
1st through 3rd grade	14.69	16.83
4th through 5th grade	14.18	13.00
Middle School	14.57	12.83
<i>Not tested (n)</i>	62	28
Total	14.48	14.61



A total of 26 youth completed a pre- and post-test (n=26, pre-test SD=3.36, post-test SD=4.08). The overall 3.6% increase amongst those participants who completed both pre- and post-tests, was not statistically significant (t=-0.87, df=25, p=0.39). (See Table 29 and Figure 29.)

Table 29: Relationship Between Character Education Scores of Bethlehem Center Served Youth			
	Average Score		
	Mean	N	SD
Pre-Test	14.00	26	3.36
Post-Test	14.50	26	4.08



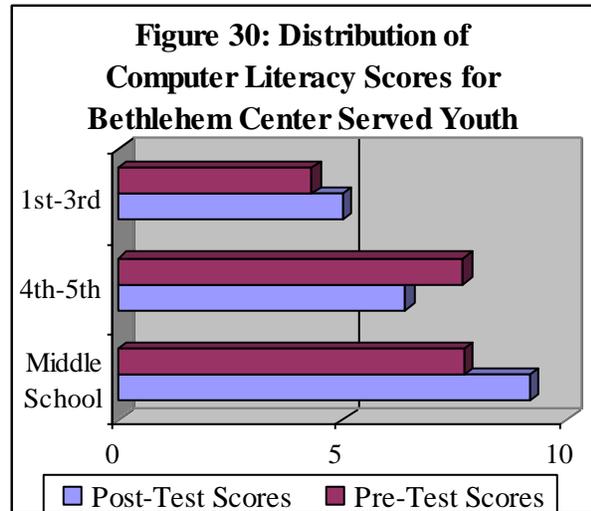
Computer Literacy

Computer literacy was measured in pre- and post-test surveys with a variety of questions types. The questions were the same across all grade levels and there were 16 possible points for all grade levels as well. The survey measured computer knowledge from ability to turn on a computer to knowledge of searching the web.

Data was collected for 62 completed the computer literacy section of the pre-test. Scores for both first through third graders and middle school-aged youths increased from pre- to post-test completion, and fourth through fifth graders' scores dropped. For the first through third graders the average pre-test score was 4.31 (n=26, SD=2.22). Fourth and fifth graders averaged 7.68 points (n=22, SD=2.21) and middle school students scored an average of 7.71 (n=14, SD=3.95).

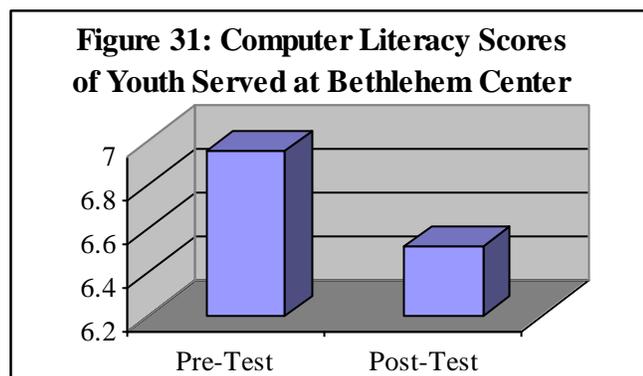
Thirty-seven participants did not complete a post-test. Of the 27 who completed the computer literacy portion of the post-test, eleven first through third graders increased their scores by 16% (mean=5, SD=2.41), the ten fourth through fifth graders' scores decreased by 16.7% (mean=6.4, SD=2.46), and middle school-aged participants scores increased by 18.9% (mean=9.17, n=6, SD=4.22). The total average score on the pre-test was 6.27 points (n=62, SD=3.14). The post-test total average score increased by 2.7% (mean=6.44, n=27, SD=3.22). (See Table 30 and Figure 30.)

	Pre	Post
1st through 3rd grade	4.31	5.00
4th through 5th grade	7.68	6.40
Middle School	7.71	9.17
<i>Not tested (n)</i>	62	27
Total	6.27	6.44



The mean computer literacy score decreased by 6.36%. This difference was not statistically significant (n=25, pre-test SD=3.22, post-test SD=3.33, t=0.97, df=24, p=0.34). (See Table 31 and Figure 31.)

	Average Score		
	Mean	N	SD
Pre-Test	6.96	25	3.22
Post-Test	6.52	25	3.33



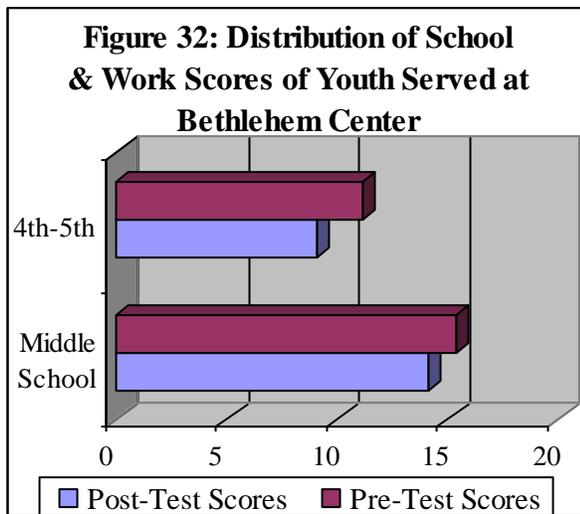
School and Work

Data was collected for 15 completed pre- and post-tests. First through third grade participant surveys did not have a school and work section in their pre- and post-test surveys, decreasing the amount of test data available in this section.

School and work knowledge was measured using a series of yes/no questions about school attendance, academic success, and desire to obtain an education. The section also includes two short answer questions asking the type of job the participant wants and what needs to be done in order to get that job, as well as two multiple choice questions regarding job searching and importance of a job. The maximum points for this section is 20 points for both grade levels surveyed.

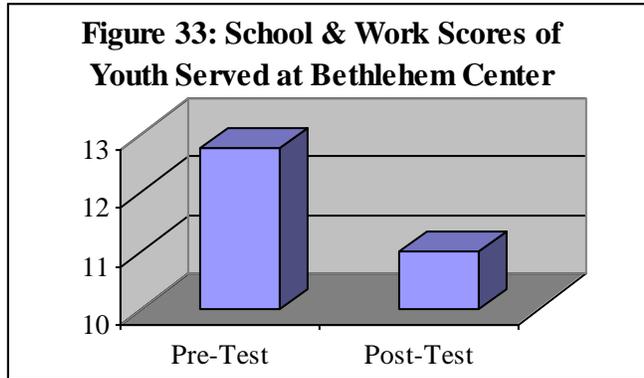
Of the 36 participants that completed the pre-test, the average score for fourth through fifth grade youth was 11.18 points (n=22, SD=3.08), and the average score for the middle school youth was 15.43 (n=14, SD=4.03). Sixteen participants also completed the school and work section of the post-test. The average score for fourth through fifth graders was 9.1 (n=10, SD=3.35), a decrease of 18.6%, and middle school-aged participants averaged 14.17 points (n=6, SD=5), a decrease of 8.2%. The total average score on the pre-test was 12.83 points (n=36, SD=4.02). The total average score on the post-test decreased by 14.3% (mean=11, n=16, SD=4.63). (See Table 32 and Figure 32.)

Table 32: Distribution of School & Work Scores for Youth Served at Bethlehem Center		
	Pre	Post
1st through 3 rd grade	0.00	0.00
4th through 5 th grade	11.18	9.10
Middle School	15.43	14.17
<i>Not tested (n)</i>	<i>36</i>	<i>16</i>
Total	12.83	11.00



The average decrease of 13.7% for all participants that completed a pre-test and a post-test with the school and work section was not significant (n=16, t=1.55, df=15, p=0.14). (See Table 33 and Figure 33.)

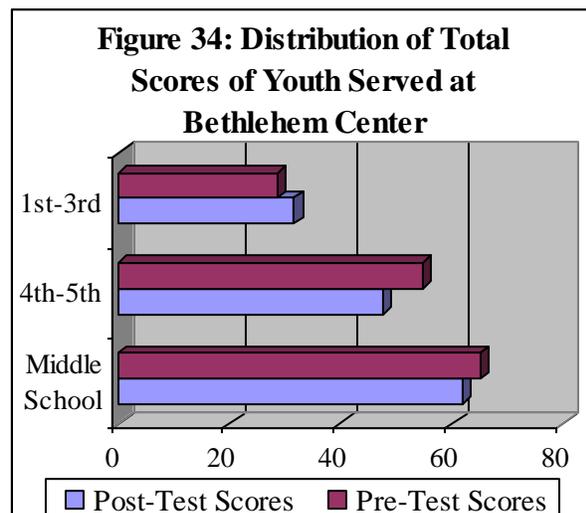
Table 33: Relationship Between School & Work Scores of Bethlehem Center Served Youth			
	Average Score		
	Mean	N	SD
Pre-Test	12.75	16	4.78
Post-Test	11.00	16	4.63



Total Score on Survey

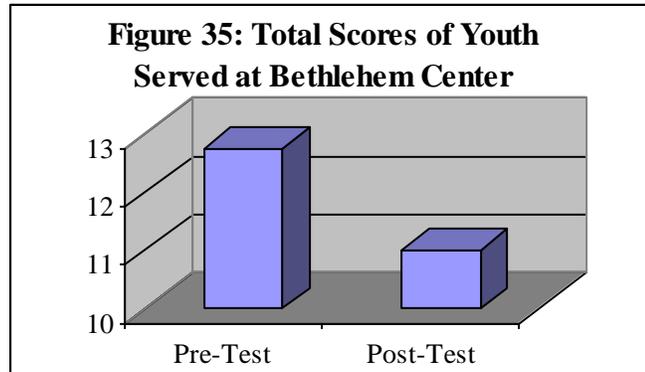
The total possible score for grade levels first through third is 45 points, for grade levels fourth through fifth the maximum is 80 points, and for middle school-aged youth there is a possible 89 total points. The pre-test survey was completed by 62 participants. Of these 62 participants, 26 first through third graders scored an average of 28.58 points (SD=3.56), the 22 fourth through fifth graders scored an average of 54.59 (SD=8.83), and the remaining 14 participants, in middle school, scored an average of 65.07 points (SD=14.75). The total average score for all youth who completed a pre-test was 46.05 points (n=62, SD=17.83). The total average score on the post-test was 4% lower than the pre-test (mean=44.19, n=27, SD=16.73). Both fourth through fifth grade and middle school level post-test scores decreased from pre-test scores, where as first through third grade level post-test scores demonstrated an increase in total scores. First through third grade scores increased by 10.4% (mean=31.55, n=11, SD=1.97), fourth through fifth grade scores dropped by 13% (mean=47.50, n=10, SD=12.30), and middle school scores fell by 5% (mean=61.83, n=6, SD=20.69). (See Table 34 and Figure 34.)

Table 34: Distribution of Total Scores for Youth Served at Bethlehem Center		
	Pre	Post
1st through 3 rd grade	28.85	31.55
4th through 5 th grade	54.59	47.50
Middle School	65.07	61.83
<i>Not tested (n)</i>	62	27
Total	46.05	44.19



The 25 youth served by Bethlehem Center that completed both a pre- and post-test experienced a decrease in their mean total score of 5.6%, from 47.88 to 45.20 (pre-test SD=18.70, post-test SD=16.98). This decrease is not statistically significant ($t=1.83$, $df=24$, $p=0.08$). (See Table 35 and Figure 35.)

Table 35: Relationship Between Total Scores of Youth Served by Bethlehem Center			
	Average Score		
	Mean	N	SD
Pre-Tests	47.88	25	18.70
Post-Tests	45.20	25	16.98



Summer Program for Potential Status Offenders

Program Attendance

During the week at Crescent Hills, there were between six and nine youth present each of the five days. Three youth were present for all five days, and three youth were present four days. During the two weeks that the program served the youth from CC Woodson, there were between seven and twelve youth present each of the eight days. Five of the youth were present all eight days, and four youth were present between five and seven days. During the week at Bethlehem Center, the program served between eight and fifteen youth each of the five days. Two youth were present all five days, and six youth were present four days. During the week that the program served the youth from the Arkwright community, there were between five and ten youth present each of the five days. Two youth were present for all five days, and four youth were present for four days. Overall, more than half of the youth (53.7%) who participated in the program attended consistently throughout the program.

Attitudes Before and After the Program

Participants in the summer program were administered a pre- and post-test survey. All youth were given the same survey. The survey included 17 Likert scale questions regarding personal responsibility, importance of education, conflict resolution skills, thinking skills, and leadership skills, as well as one multiple choice question about thinking skills (described in greater detail in each section below).

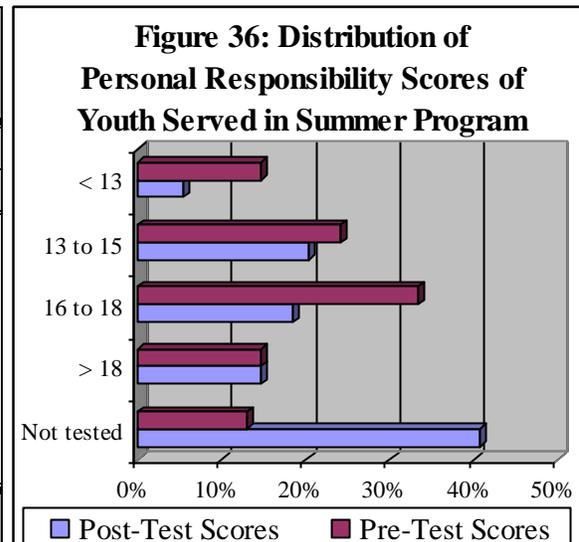
All of the 54 youth served through this program were tested. Twenty-one participants completed only the pre-test, six completed only the post-test, and 26 participants completed both pre-and post-test surveys. One participant however, did not respond to all of the leadership skills questions on the pre-test survey.

Personal Responsibility

The personal responsibility questions (#1, 2, 4, 6, and 7) measure the extent to which the participant takes responsibility for his/her own actions. Questions 1, 2, 4, and 6 are on a scale of one (meaning strongly agree) to five (meaning strongly disagree). Question 7 is on a scale of one (meaning strongly disagree) to five (meaning strongly agree). There are 25 total possible points for the personal responsibility questions.

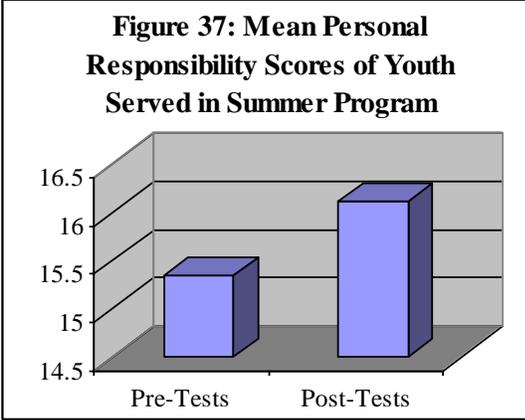
Of the 54 participants, 14.81% scored less than 13 points, 24.07% scored 13 to 15 points, 33.33% scored 16 to 18 points, and 14.81% scored higher than 18 points, and 12.96% did not complete a pre-test. The number of participants that did not complete a post-test survey increased to 22 (40.74%). A small percentage (5.56%) of participants scored less than 13 points on the post-test, 20.37% scored 13 to 15 points, and 18.52% scored 16 to 18 points. The number of participants that scored greater than 18 points remained the same (14.81%). (See Table 36 and Figure 36.)

	Pre		Post	
	#	%	#	%
Scores less than 13	8	14.81%	3	5.56%
Scores 13 to 15	13	24.07%	11	20.37%
Scores 16 to 18	18	33.33%	10	18.52%
Scores higher than 18	8	14.81%	8	14.81%
Not tested	7	12.96%	22	40.74%
Total	54	100%	54	100%



Twenty-six summer program youth completed the personal responsibility questions on both the pre- and post-test. The 5% increase in the average scores was not statistically significant ($t=-1.35$, $df=25$, $p=0.19$). (See Table 37 and Figure 37.)

Table 37: Relationship Between Personal Responsibility Scores of Youth Served by Summer Program			
	Average Score		
	Mean	N	SD
Pre-Tests	15.35	26	3.12
Post-Tests	16.12	26	3.50

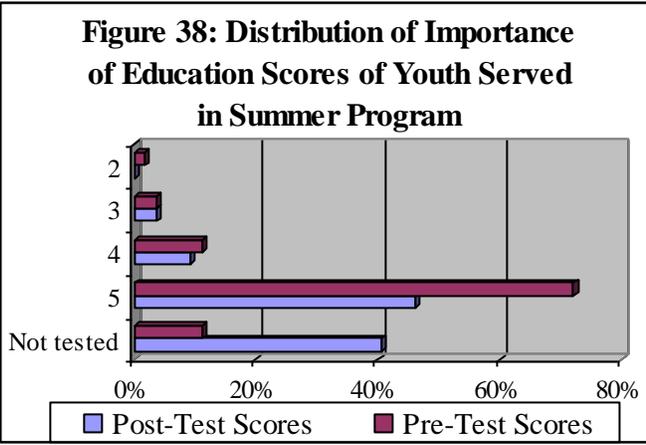


Importance of Education

One question (#8) measures the degree to which the participant agrees that education is important to get ahead in life. This question is on a scale of one (meaning strongly disagree) to five (meaning strongly agree). There is a maximum of five points for importance of education.

Forty-eight (88.89%) participants completed a pre-test, 1.85% scored two points, 3.7% scored three points, 11.11% scored four points, and the remaining 72.22% scored five points. The number of participants that did not complete a post-test survey increased to 22 (40.74%). A small percentage (3.7%) scored three points, 9.26% scored four points, and 46.3% scored five points. (See Table 38 and Figure 38.)

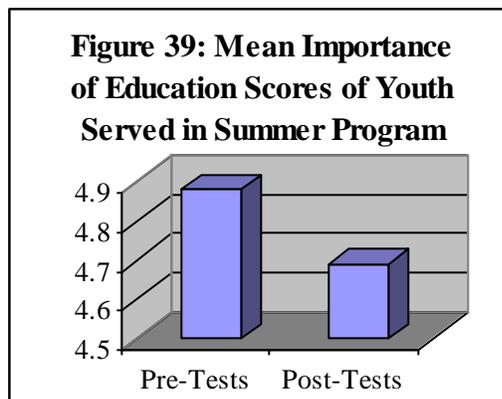
Table 38: Distribution of Importance of Education Scores of Youth Served in Summer Program				
Actual Score	Pre		Post	
	#	%	#	%
2	1	1.85%	0	0.00%
3	2	3.70%	2	3.70%
4	6	11.11%	5	9.26%
5	39	72.22%	25	46.30%
Not tested	6	11.11%	22	40.74%
Total	54	100%	54	100%



Twenty-six summer program youth completed the personal responsibility questions on both the pre- and post-test. The 4% decrease in the average scores was not statistically significant ($t=1.73$, $df=25$, $p=0.1$). (See Table 39 and Figure 39.)

Table 39: Relationship Between Importance of Education Scores of Youth Served by Summer Program

	Average Score		
	Mean	N	SD
Pre-Tests	4.88	26	0.33
Post-Tests	4.69	26	0.62



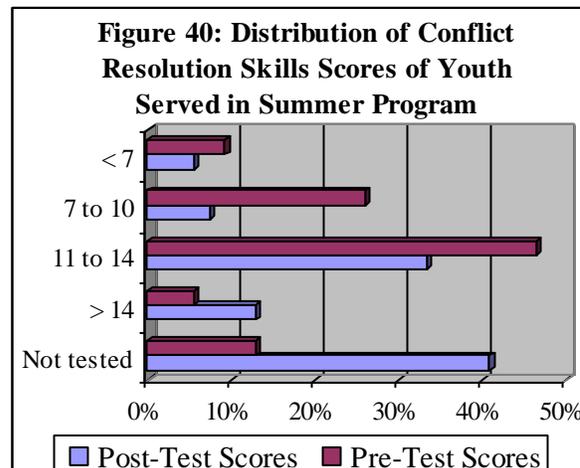
Conflict Resolution Skills

The conflict resolution skills questions (#3, 17, and 18) measure the extent to which the participant can avoid a problem situation and is able to ask for help when conflict arises. These questions are on a scale of one (meaning strongly disagree) to five (meaning strongly agree). There are 15 total possible points for the conflict resolution skills questions.

Of the 54 participants, 9.26% scored less than 7 points, 25.93% scored 7 to 10 points, 46.3% scored 11 to 14 points, 5.56% scored higher than 14 points, and 12.96% did not complete a pre-test. The number of participants that did not complete a post-test survey increased to 22 (40.74%). A small percentage (5.56%) of participants scored less than 7 points on the post-test, 7.41% scored 7 to 10 points, and 33.33% scored 11 to 14 points. The number of participants that scored greater than 14 points increased to (12.96%). (See Table 40 and Figure 40.)

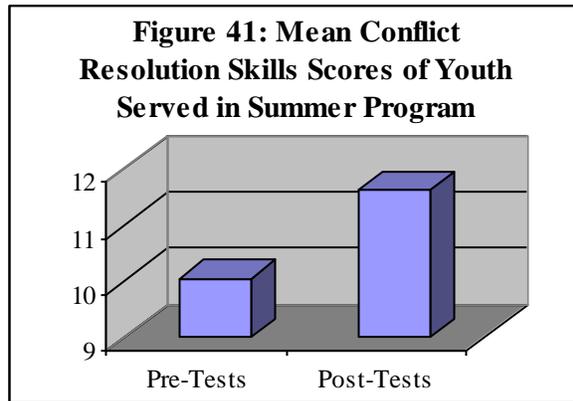
Table 40: Distribution of Conflict Resolution Skills Scores of Youth Served in Summer Program

	Pre		Post	
	#	%	#	%
Score less than 7	5	9.26%	3	5.56%
Score 7 to 10	14	25.93%	4	7.41%
Score 11 to 14	25	46.30%	18	33.33%
Score higher than 14	3	5.56%	7	12.96%
Not tested	7	12.96%	22	40.74%
Total	54	100%	54	100%



Twenty-six summer program youth completed the conflict resolution questions on both the pre- and post-test. The 15.7% increase in the average scores was statistically significant ($t=-2.71$, $df=25$, $p=0.01$). (See Table 41 and Figure 41.)

Table 41: Relationship Between Conflict Resolution Skills Scores of Youth Served by Summer Program			
	Average Score		
	Mean	N	SD
Pre-Tests	10.04	26	2.82
Post-Tests	11.62	26	3.14

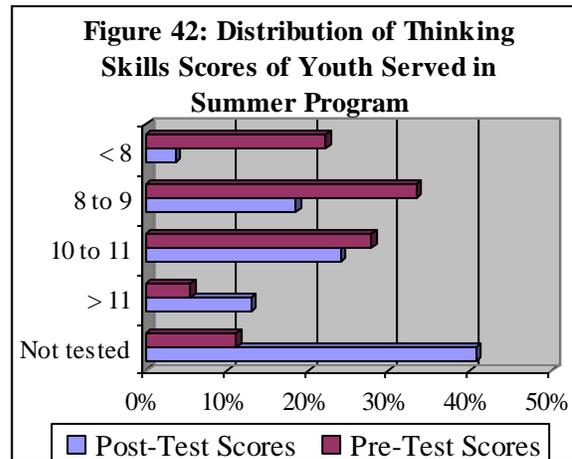


Thinking Skills

Thinking skills questions (#5, 9, and 10) measure the participants' ability to change his/her thoughts, understanding of how thinking influences his/her actions, and ability to think in difficult situations. Question 5 is on a scale of one (meaning strongly agree) to five (meaning strongly disagree). Question 9 is on a scale of one (meaning strongly disagree) to five (meaning strongly agree). Question 10 is a multiple choice question. There are 13 total possible points for the personal responsibility questions.

Slightly more than 22% of youth scored less than 8 points, 33.33% scored 8 to 9 points, 27.78% scored 10 to 11 points, 5.56% scored higher than 11 points, and 11.11% did not complete a pre-test. The number of participants that did not complete a post-test survey increased to 22 (40.74%). A small percentage (3.7%) of participants scored less than 8 points on the post-test, 18.52% scored 8 to 9 points, 24.07% scored 10 to 11 points, and 12.96% of participants scored higher than 11 points. (See Table 42 and Figure 42.)

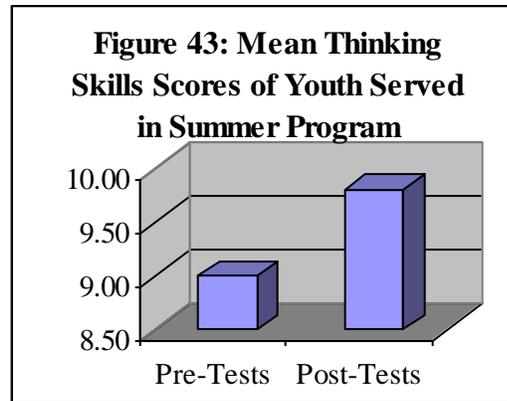
Table 42: Distribution of Thinking Skills Scores of Youth Served in Summer Program				
	Pre		Post	
	#	%	#	%
Score less than 8	12	22.22%	2	3.70%
Score 8 to 9	18	33.33%	10	18.52%
Score 10 to 11	15	27.78%	13	24.07%
Score higher than 11	3	5.56%	7	12.96%
Not tested	6	11.11%	22	40.74%
Total	54	100%	54	100%



Twenty-six summer program youth completed the thinking skills questions on both the pre- and post-test. The 9% increase in the average scores was statistically significant ($t=-2.15$, $df=25$, $p=0.04$). (See Table 43 and Figure 43.)

Table 43: Relationship Between Thinking Skills Scores of Youth Served by the Summer Program

	Average Score		
	Mean	N	SD
Pre-Tests	9.00	26	1.77
Post-Tests	9.81	26	1.65



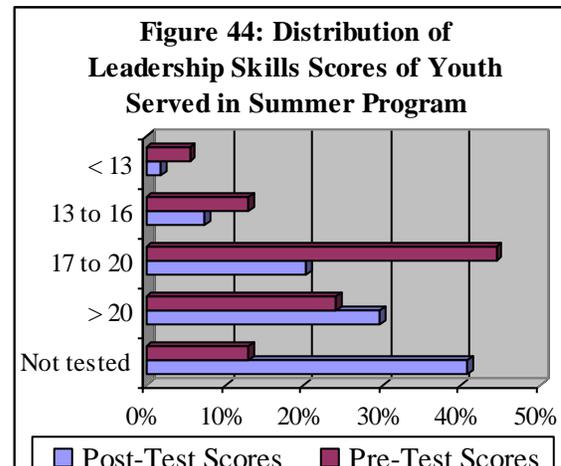
Leadership Skills

The leadership skills questions (#12, 13, 14, 15, and 16) measure participants' knowledge of the skills that a good leader should portray. The questions are on a scale of one (meaning strongly disagree) to five (meaning strongly agree). There are 25 total possible points for the leadership skills questions.

Of the 54 participants, 5.56% scored less than 13 points, 12.96% scored 13 to 16 points, 44.44% scored 17 to 20 points, 24.07% scored higher than 20 points, and 12.96% did not complete a pre-test. The number of participants that did not complete a post-test survey increased to 22 (40.74%). A small percentage (1.85%) of participants scored less than 13 points on the post-test, 7.41% scored 13 to 16 points, and 20.37% scored 17 to 20 points. The number of participants that scored greater than 20 points increased to 29.63%. (See Table 44 and Figure 44.)

Table 44: Distribution of Leadership Skills Scores of Youth Served in Summer Program

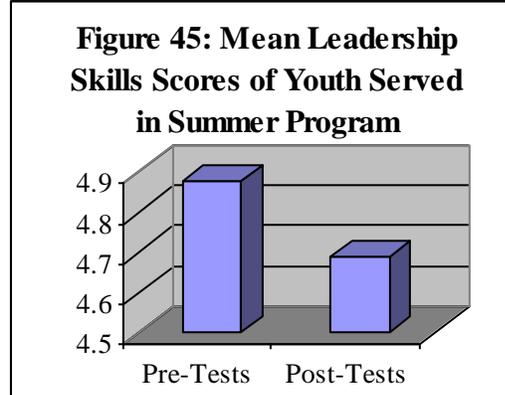
	Pre		Post	
	#	%	#	%
Score less than 13	3	5.56%	1	1.85%
Score 13 to 16	7	12.96%	4	7.41%
Score 17 to 20	24	44.44%	11	20.37%
Score higher than 20	13	24.07%	16	29.63%
Not tested	7	12.96%	22	40.74%
Total	54	100%	54	100%



Twenty-five summer program youth completed the leadership skills questions on both the pre- and post-test. The 2.6% increase in the average scores was not statistically significant ($t=-0.71$, $df=24$, $p=0.48$). (See Table 45 and Figure 45.)

Table 45: Relationship Between Leadership Skills Scores of Youth Served by Summer Program

	Average Score		
	Mean	N	SD
Pre-Tests	19.72	25	0.56
Post-Tests	20.24	25	0.72

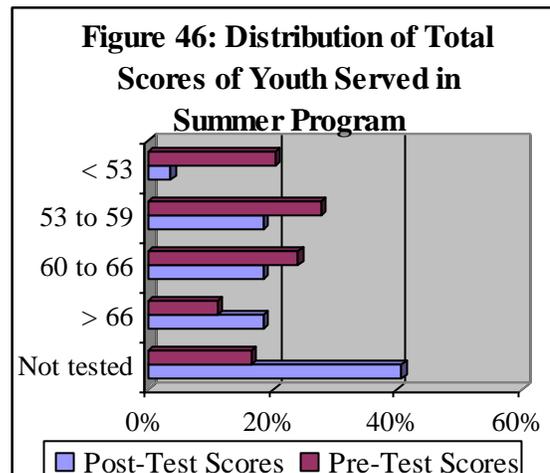


Total Score

The total possible score for the entire pre- and post-test surveys used by the summer program is 83 points. The percentage of youth that scored less than 53 points was 20.37% on the pre-test, 27.78% scored 53 to 59 points, 24.07% scored 60 to 66 points, 11.11% scored higher than 66 points, and 16.67% did not complete the leadership questions on the pre-test. Twenty-two (40.74%) participants did not complete a post-test survey. A small percentage (3.7%) of participants scored less than 53 points on the post-test, 18.52% scored 53 to 59 points, and 18.52% scored 60 to 66 points, and 18.52% scored higher than 66 points. (See Table 46 and Figure 46.)

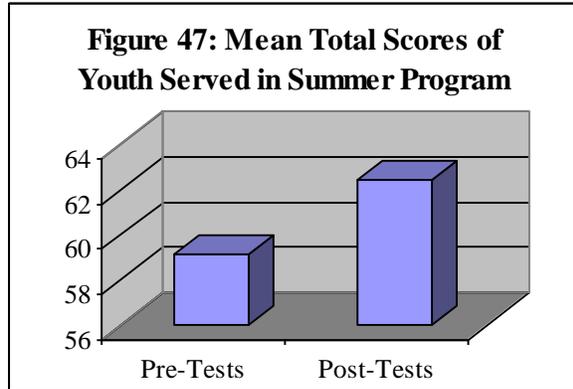
Table 46: Distribution of Total Scores of Youth Served in Summer Program

	Pre		Post	
	#	%	#	%
Score less than 53	11	20.37%	2	3.70%
Score 53 to 59	15	27.78%	10	18.52%
Score 60 to 66	13	24.07%	10	18.52%
Score higher than 66	6	11.11%	10	18.52%
Not tested	9	16.67%	22	40.74%
Total	54	100%	54	100%



Twenty-five summer program youth completed a pre- and post-test. The 5.7% increase for the total average scores was statistically significant ($t=-2.6$, $df=24$, $p=0.02$). (See Table 47 and Figure 47.)

Table 47: Relationship Between Total Scores of Youth Served by Summer Program			
	Average Score		
	Mean	N	SD
Pre-Tests	59.12	25	6.21
Post-Tests	62.48	25	7.33



CONCLUSIONS

Overall, the program was implemented in accordance with the grant proposal. Partnerships, through the Youth Council, were developed to improve the lives of youth. The two main Safe Havens implemented the After School program to improve attitudes toward school, and the summer program was provided to youth from each of the four areas of the Southside community. 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. Specific conclusions for each of these activities are presented below.

Crescent Hills After-School Program

1. The number and type of youth served exceeded the goals of the project.
2. The topics of the classes and services provided to the youth were provided in accordance with the goals of the project.
3. Assistance was provided to youth at CC Woodson Recreational Center; however, due to events outside the scope of this grant, the program at CC Woodson was closed temporarily and is being moved to another location.
4. Grades of participants at Crescent Hills improved slightly throughout the 2004-2005 school year. Students had an average increase of one point from the first quarter to the sixth quarter. There was also a 6.4 point increase from the lowest quarter average to the highest quarter average. Additionally, 20.5% more participants had a yearly average of either B or C than the percentage of participants from the 2003-2004 grant period.
5. Participants attended school regularly, with an average of 1.34 tardies and 0.97 absences for the year.
6. Participants had increased scores in life skills and character education. In addition, school and work scores increased for all participants and increased significantly for participants who took both the pre- and post-tests. Participants also had increased scores in leadership and computer literacy scores; however, the participants who took both the pre- and the post-tests had insignificant decreases in their scores. Overall, participants' total scores on the post-test were 13% higher than scores on the pre-test. Participants who completed both the pre- and the post-test had a significant increase of 7%. Therefore, the participants' attitudes have improved.

Bethlehem Center After-School Program

1. The number and type of youth served exceeded the goals of the project.
2. The topics of the classes and services provided to the youth were provided in accordance with the goals of the project.
3. Staffing issues limited both the activities provided by the program and the assistance the center could provide to the program at the Community Baptist Church.

4. Grades of participants at Bethlehem Center improved slightly throughout the 2004-2005 school year. Students had an average increase of 0.2 point from the first quarter to the sixth quarter. There was also a 5.6 point increase from the lowest quarter average to the highest quarter average. Additionally, 7.14% fewer participants had a yearly average that was failing than the percentage of participants from the 2003-2004 grant period.
5. Participants attended school regularly, with an average of 0.53 tardies and 0.89 absences for the year.
6. Participants did not perform well on the pre- and post-tests. Scores on leadership skills decreased for all participants and decreased significantly for participants who took both the pre- and post-tests. Scores on character education increased; however scores for life skills and school and work decreased. Additionally, although the scores on computer literacy increased for all participants, there was an insignificant decrease in scores for participants who took both the pre- and the post-test. Overall, participants' total scores on the post-test were 4% lower than scores on the pre-test. Participants who completed both the pre- and the post-test had an insignificant decrease of 5.6%. Therefore, it appears as though the participants' attitudes have not improved.

Summer Program

1. The number and type of youth served exceeded the goals of the project.
2. The topics of the classes and services provided to the youth were provided in accordance with the goals of the project.
3. Of the 54 participants, 53.7% attended the program regularly.
4. Participants had significant increases in their scores on conflict resolution and thinking skills. There was also an increase in leadership skills and personal responsibility, although the increases were not significant. Participants' scores on the question regarding the importance of education decreased insignificantly. Overall, participants who completed both the pre- and the post-test had a significant increase of 5.7%. Therefore, the participants' attitudes have improved.

RECOMMENDATIONS

Crescent Hills After School Program

Crescent Hills had a successful year. It is recommended it continue to implement the program as planned.

Bethlehem Center After School Program

Bethlehem Center had a successful year with the exception of support for the Community Baptist Church portion of the program and improvements in leadership skills and life skills. Both of these problems are attributable to staff turnover. It is recommended that Bethlehem Center continue to work on mitigating staff turnover.

Summer Program

The Summer Program had a successful year. It is recommended it continue to implement the program as planned.

APPENDIX ONE:

**SURVEY INSTRUMENTS
FOR THE AFTER SCHOOL PROGRAM**

APPENDIX TWO:
**SURVEY INSTRUMENTS FOR THE
SUMMER PROGRAM**