

**REPORT OF THE FISCAL YEAR 2005-2006
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, 2006

**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, 2005 through September 30, 2006. This is the third and final year of funding for this grant. This grant was developed by the City of Spartanburg Public Safety Department. 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.

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 program proposed to provide the following:

- 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.

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.

The following conclusions were reached in the evaluation.

1. During the summer, 49 youth having potential of being status offenders were provided with a skills program to encourage their success in school and reduce the possibilities of their offending. This compares with a planned 40 youth. There was an overall improvement of 10.1% in the scores on taking personal responsibility for their behavior among the participants compared to a planned 15%.
2. During the grant period, Crescent Hills provided services to 67 youth at Crescent Hills Apartments. This compares to a planned 75 youth. There were no services provided to CC Woodson youth due to the facility not being open. The services provided followed the requirements of the grant. Almost half of Crescent Hills students for whom grades were available had decreases in their grades, compared to 17% who had increases. Slightly more students decreased their absences than increased their absences.
3. During the grant period, Bethlehem Center provided services to 95 youth. This compares to a planned 50 youth. There were no services provided to Community Baptist Church due to a lack of personnel early in the year. The services provided followed the requirements of the grant. About 40% of Bethlehem Center students for whom grades were available had decreases in their grades, compared to about 40% who had increases. Four times as many students increased their absences as decreased them.
4. During the funding period, there were a total of 220 program slots (50 in the summer program, 75 at Crescent Hills, and 95 at Bethlehem Center). This compares to a planned 195 program slots.
5. During the grant period, a total of 1.14 FTEs were funded by grant funds. This compares to a planned 1.31 FTEs.
6. During the grant period, a total of 211 youth were served. This compares to a planned 225 youth served. Of these, 95 were served at Bethlehem Center, 67 at Crescent Hills and 49 in the summer program. It should be pointed out that the CC Woodson center was unavailable and that Community Baptist Church was not accessible due to staffing problems early in the year. Bethlehem Center and the summer program exceed their planned numbers, which made up for much of the potential loss from these two unavailable Safe Havens.
7. During the funding period, of the youth who took a post-test in the after school programs, there was a 7.3% improvement in pro-social behavior scores. Among the summer program youth, there was a 3.6% improvement. The grant application called for a positive change among ten percent of participants. Since fewer than half of participants took a post-test, the average improvement is believed to be more indicative of change across all participants than a simple head count.

8. During the funding period, the youth in the after school program who took the post-test showed a great deal of variation on social competency according to age group. The first through third graders and the middle school children showed little or no change. The fourth and fifth grade children showed a significant change of about 17%. Among the summer program participants, the change was about 10%. This compares with a plan to have 10% of participants show positive changes. Since fewer than half of the after school program participants took a post-test, the average improvement is believed to be more indicative of change across all participants than a simple head count.
9. During the grant period, 47% of the youth successfully completed the program (39% at Bethlehem Center, 40% of Crescent Hills and 69% of the summer program). The goal was 60% successful completion.
10. During the program, 1% of the youth were formally processed. This compares to a goal of no more than 5% being formally processed.

A number of important lessons were learned during the three years of this project. These are stated under recommendations to be taken under advisement for future projects.

- In multi-site programs, the on-site coordinators need to make a clear distinction between their regular clients and their clients paid for by juvenile justice funds.
- Data collection is a task no one likes to conduct and it should be made as easy as possible for sites. At the same time, sites need to give items like pre and post tests more attention in order to prove their case.
- The summer program, operated directly by the Public Safety Department, was uniformly the most successful part of the grant. The evaluators attribute this to the summer program having a very specific purpose achieved in a relatively brief period of time.
- Everyone who worked with the grant wanted the grant to succeed and wanted the children to succeed. This desire can be harnessed to bring energy to bear on issues.
- The programs receiving money from this grant are generally under-funded. This makes it difficult for them to provide all of the support that a grant of this kind requires.
- The Spartanburg Public Safety Department is far ahead of most in the state in trying to deal with the causes of crime and conducting its mission in a holistic fashion. More departments would benefit from this approach.
- Throughout the three years, there was variation in outcome by age and by who was working with the youth. These issues should be given a significant amount of attention when planning programs.

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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, 2005 through September 30, 2006. This is the third and final 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 program proposed to provide the following:

- 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.
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 - 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.
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- 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.

The objectives of the program are as follows:

- *Objective 1: Attitude toward school and grade improvement:* Activities will focus on improving attitudes toward school and improving school performance at least one letter grade.
- *Objective 2: Attitude toward school and improved attendance:* Activities will focus on improving attitudes toward school and improving school attendance.
- *Objective 3: Provide alternatives to truancy and information:* Provision of activities and services to deter/reduce truancy and establish the importance of their education.
- *Objective 4: Improve Pro-social behavior related to anti-social behavior:* Students will demonstrate a decrease in antisocial behavior.
- *Objective 5: Improve pro-social behavior related to improved social competencies:* Students will demonstrate an improvement in social competencies.
- *Objective 6: Improved accountability:* Students who have been successful in meeting the program obligations and requirements.
- *Objective 7: Improved system effectiveness:* Students formally processed through DJJ.

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 and the summer program were administered as laid out in the grant proposal. The third part was to determine if the program components served the intended audience.

Part 2 - Measuring Progress on Meeting the Objectives

There are eight types of quantitative data that were used to measure the success of the program in meeting its objectives. These are:

- Participants' demographics.
- Grades in school by after school program participants.
- Attendance in school by after school program participants.
- Pre- and post-tests scores administered to after school program participants.
- Pre- and post-tests scores administered to summer program participants.
- Attendance in the after school and summer program.
- Improvements in the pre- and post-tests in the summer program.
- Criminal and status offenses for which participants are referred to DJJ.

The demographics, program attendance, grades, and school attendance records were compiled 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 in order to report participants' grades and school attendance. Upon entering the program, parents were asked to sign permission slips allowing program staff to examine their child's school records. Information on criminal and status offenses were self-reported by the youth to program staff and reported in summary to the evaluators.

Pre- and post-tests were designed by SWS for both the 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 an 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 other 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 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 and the summer program were administered as laid out in the grant proposal. This was done by reviewing the operation and activities provided by each component and comparing it to the grant proposal. The third part of the implementation evaluation was to determine if the program components served the intended audience.

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 at Crescent Hills Apartments

During the grant period, Crescent Hills Apartments provided data to the evaluator on 67 youth. The program reported providing services to 32 youth after school in its first group of students, to fourteen youth in its second group of students and to three youth in its third group of students. No group number was provided for the remaining 18 students.

Program Activities

Staff at Crescent Hills provided a wide variety of activities to youth in the After School Program. The literacy needs of the children were diagnosed using a software program acquired from

Renaissance Learning. They then took part in a literacy program called Read-Drama, which includes three components, Read Aloud, Fluency and Accelerated Reading. Music, drama, visual arts and dance are incorporated into this program. The children received incentives based on their progress. The children also had the opportunity to see cultural events such as the Nutcracker and Cirque Del Sol. They performed in a play, which increased their sense of pride and their confidence.

Activities provided during the grant period included 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, health and nutrition, typing skills and career choices. Participants were also allowed time in the computer lab. In addition, the children received basketball instruction from the director of C.C. Woodson Recreation Center. 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; Aviance Jenkins, an attorney from Atlanta; Robert Mullins, a poet; Ashlei Stevens, a reporter; and Sara Simmons, a former magistrate.

Assistance Provided to CC Woodson Recreational Center

During this grant period, CC Woodson was closed in preparation for the expansion of a Hope IV grant. Therefore, no students were served at CC Woodson.

After School Program at Bethlehem Center

During the grant period, Bethlehem Center reported that they provided services to 81 youth. Upon review of the data provided by the program, 14 additional youth were found as participating in the program, making the total number of different youth served 95. However, because demographic information was only provided for 74 youth, the evaluation will only document these 74 youth.

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 art classes, a Black History Program, Jazzercise, classes from Ballet Spartanburg, arts and crafts, a low ropes course, music lessons, a field trip to the Ballet at Converse College, personal and fire safety courses, and Christmas arts and crafts. The youth also participated in several peer-relationship building activities, such as a Valentine's Day Party, an Easter Party, Thanksgiving Party, the Weed & Seed Banquet, Report Card and Honor Roll Celebration and a Gift Bag Giveaway. Other activities included a Movie Day, Gift for Mom (for Christmas), Book Bag Give Away Bingo Day. 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 taught youth handwriting skills, number counting, and manners.

Assistance Provided to Community Baptist Church

No assistance was provided to the program at Community Baptist Church.

Summer Program for Potential Status Offenders

During the summer, the Spartanburg Public Safety Department provided services to 49 young people identified as having the potential to be status offenders. The program was offered to youth in the catchment areas of each of the four safe havens, but three of the four groups were held at Crescent Hills and one at Bethlehem Center. The Summer Youth Program was conducted from June 19 to July 21, 2006. The program ran from 9:30 AM to 1:00 PM for five days.

Program Activities

Each five day session was focused on the needs of the particular group of youth being served. However, each day of each session was organized similarly.

9:30	Arrival and snack	11:20	Student Activity
10:00	Current Events (newspaper)	11:40	Lunch
10:15	Counselor session (review journals)	12:15	Recreation
10:30	Speaker	1:00	Dismissal
11:00	Evaluation of speaker		

The overall goals for the program was to help the students build new relationships with their peers; to discuss goal setting in a variety of settings and activities; to provide the opportunity for team and individual work; and to challenge each student to leave the week long session with at least one personal career, family and educational goal.

The first group (June 19-23) focused on the objective of teaching conflict resolution and anger management, as well as the importance of good decision making. Speakers for this group included a police officer, a guidance counselor, and an alcohol and drug abuse counselor. The second group (June 26-July 6) focused on the objectives of the importance of good decision making; the importance of education; the consequences of breaking laws; and sports and school. Speakers for this group included two police officers, an alcohol and drug abuse counselor, a bail bondsman, a school principal and an assistant coach. The third group (July 10-July 14) focused on the objectives of learning about city government, good decision making, conflict resolution and driving under the influence. Speakers included the city mayor, a deputy sheriff, and a bail bondsman. The fourth group (July 17-July 21) focused on the objectives of conflict resolution, driving under the influence and education. The speakers included the city mayor, a deputy sheriff and a guidance counselor.

The classes were well organized with an appropriate amount of input from the youth. The summary notes from the classes are insightful and helpful in understanding what happened and what follow-up might be useful.

Description of Youth served

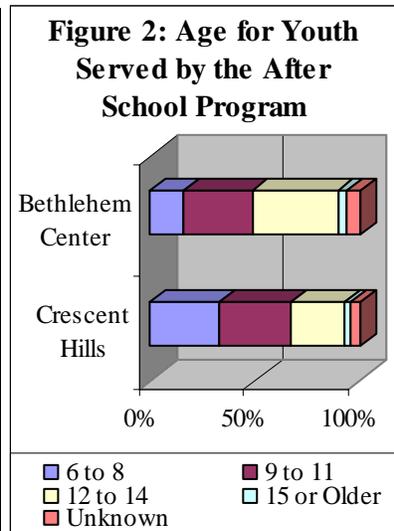
After School Program Participants

Of the 74 youth served through the Bethlehem Center program, 20 (27.0%) were African American females, 14 (18.9%) were African American males, and one (1.4%) was a Caucasian female. The gender and ethnicity of 39 of the youth (52.7%) was unknown. Of the 67 youth served through the Crescent Hills program, 30 (44.8%) were African American females and 27 (40.3%) were African American males. The gender and ethnicity of 10 of the youth (14.9%) was unknown. Overall, of the 141 youth served through the after school program, 50 (35.5%) were African American females, 41 (29.1%) were African American males and one (0.7%) were Caucasian females. The gender and ethnicity of the remaining 49 participants (34.8%) of participants' was not submitted. (See Table 1 and Figure 1.)

	Bethlehem Center		Crescent Hills		Total	
	#	%	#	%	#	%
African American Female	19	25.7%	30	44.8%	49	34.8%
African American Male	14	18.9%	27	40.3%	41	29.1%
Caucasian Female	1	1.4%	0	0.0%	1	0.7%
Other- Biracial Female	1	1.4%			1	0.7%
Unknown	39	52.7%	10	14.9%	49	34.8%
Total	74	100%	67	100%	141	100%

Participant's age level ranged from six years old to sixteen years old. Of the 74 youth served at the Bethlehem Center, 12 (16.2%) were ages six to eight, 24 (32.4%) were ages nine to 11, 30 (40.5%) were ages 12 to 14 years old, and three were age 15 to 16. The ages for five youth (6.8%) were unknown. Of the 67 youth served at Crescent Hills, 22 (32.8%) were ages six to eight, 23 (34.3%) were ages nine to 11, 17 (25.4%) were ages 12 to 14, and two (3.0%) were ages 15 to 16. The ages for three of the youth (4.5%) were unknown. Overall, of the 141 youth served, 34 (24.1%) were ages six to eight, 47 (33.3%) were nine to 11 years old, 47 (33.3%) were 12 to 14 years old, five (3.5%) were age 15 to 16. The ages for eight youth (5.7%) were unknown. (See Table 2 and Figure 2.)

Table 2: Age of Youth Served by the After School Program						
	Bethlehem Center		Crescent Hills		Total	
	#	%	#	%	#	%
6 to 8 Years Old	12	16.2%	22	32.8%	34	24.1%
9 to 11 Years Old	24	32.4%	23	34.3%	47	33.3%
12 to 14 Years Old	30	40.5%	17	25.4%	47	33.3%
15 to 16	3	4.1%	2	3.0%	5	3.5%
Unknown	5	6.8%	3	4.5%	8	5.7%
Total	74	100%	67	100%	141	100%



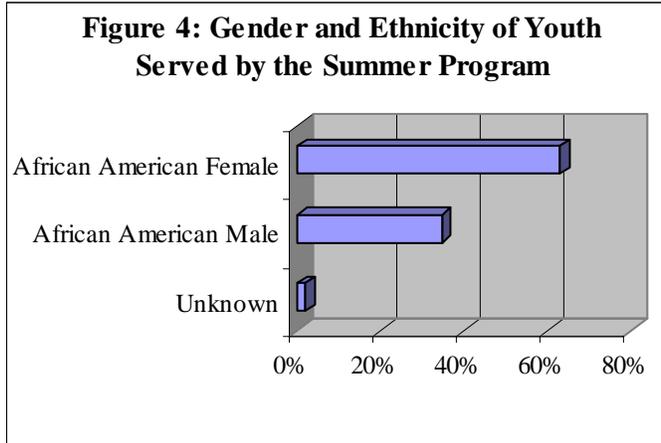
Overall, youth served by the program attended 11 different schools. Participants in the Crescent Hills Apartments' program attended a total of three of the different schools and Bethlehem Center participants attended nine different schools in the Spartanburg area. Of the schools reported, a total of 9.0% of Crescent Hills Apartments participants did not have a school reported and 68.9% of Bethlehem Center participants' schools attended did not get reported. (See Table 3 and Figure 3.)

Table 3: Schools Attended by Youth Served by the After School Program				
	Bethlehem Center		Crescent Hills	
	#	%	#	%
Anderson Mill	0	0.0%	1	1.5%
Boiling Springs	0	0.0%	1	1.5%
Carver Jr. High	0	0.0%	1	1.5%
Edwin P. Todd Elementary	0	0.0%	1	1.5%
Jesse W. Boyd Elementary	18	24.3%	0	0.0%
Mary H. Wright Elementary	0	0.0%	1	1.5%
Park Hills Elementary	4	5.4%	53	79.1%
Pine Street Elementary	0	0.0%	1	1.5%
Southside L.C.	0	0.0%	1	1.5%
Westview	0	0.0%	1	1.5%
Whitlock	1	1.4%	0	0.0%
Unknown	51	68.9%	6	9.0%
Total	74	100%	67	100%

Summer Program Participants

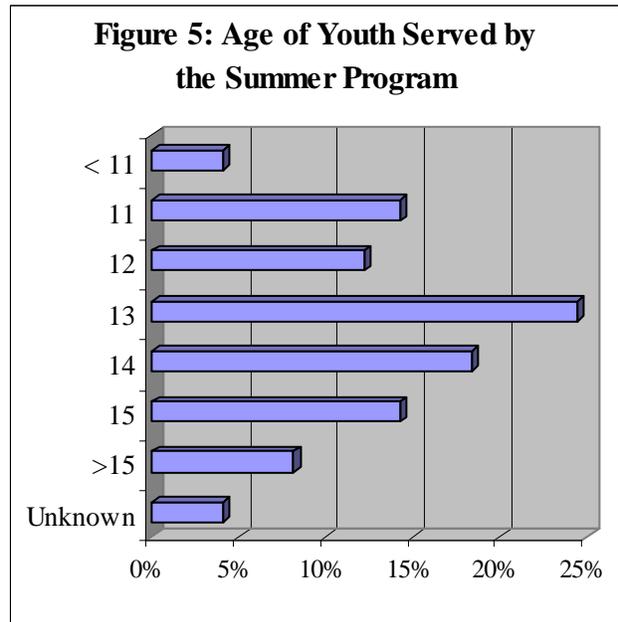
Of the 49 youth served through the after school program, 31 (63.3%) were African American females and 17 (34.7%) were African American males. The remaining participant's gender and ethnicity were unknown. (See Table 4 and Figure 4.)

Table 4: Gender and Ethnicity of Youth Served by the Summer Program		
	#	%
African American Female	31	63.3%
African American Male	17	34.7%
Unknown	1	2.0%
Total	49	100%



Of the 49 youth served in the summer program, two (4.1%) were less than 11 years old, seven (14.3%) were 11 years old, six (12.2%) were 12 years old, 12 (24.5%) were 13 years old, nine (18.4%) were 14 years old, seven (14.3%) were 15 years old, and four (8.2%) were older than 15 years old. (See Table 5 and Figure 5.)

Table 5: Age of Youth Served by the Summer Program		
	#	%
Younger than 11 Years Old	2	4.1%
11 Years Old	7	14.3%
12 Years Old	6	12.2%
13 Years Old	12	24.5%
14 Years Old	9	18.4%
15 Years Old	7	14.3%
Older than 15 Years Old	4	8.2%
Unknown	2	4.1%
Total	49	100%



PROGRESS TOWARD GOALS AND OBJECTIVES

The program is designed to achieve seven goals. For each goal, the progress toward meeting the performance indicators is measured and reported.

Objective 1: Attitude Toward School and Grade Improvement

Objective 1 states that the program will provide activities that focus on improving attitudes toward school and improving school performance. The performance indicators for measuring changes in attitudes toward school are: changes in scores on the “School and Work” portion of the pre- and post-tests for After School program participants and changes in scores on the “Education” question of the pre- and post-tests for the summer program participants. The performance indicators for measuring changes in grades in school are the average change in grades by quarter and the number of students who improved their total average grade in all subjects in school by at least one letter grade.

Participants’ Attitudes Toward School

Participants in the After School Program

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 number of points for this section is 20 points for both the 4-5 grade tests and the 6-8 grade tests.

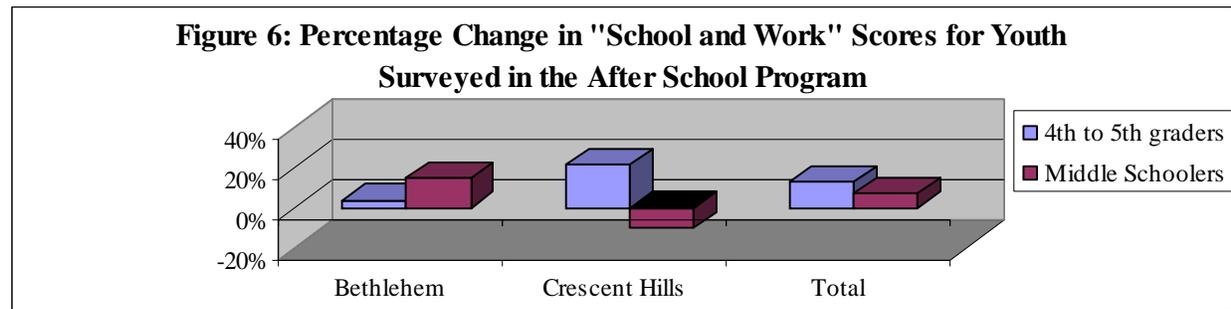
At Bethlehem Center, 30 youth completed only the pre-test, 14 completed only the post-test, and 29 completed both the pre- and the post-tests. At Crescent Hills, 18 youth completed only the pre-test, five completed only the post-test, and 27 completed both the pre- and the post-tests.

Of the participants that completed the “School and Work” section of the pre-test at Bethlehem Center, the average score for fourth and fifth grade youth was 13.62 points (n=13, SD=4.66), and the average score for the middle school youth was 12.95 (n=22, SD=4.59). Of the participants that completed the post-test at Bethlehem Center, the average score for fourth through fifth graders was 14.08 (n=13, SD=4.09), an increase of 3.7%, and middle school-aged participants averaged 14.93 points (n=15, SD=4.83), an increase of 14.6%.

Of the participants that completed the “School and Work” section of the pre-test at Crescent Hills, the average score for fourth and fifth grade youth was 14.00 points (n=17, SD=4.42), and the average score for the middle school youth was 10.80 (n=5, SD=4.15). Of the participants that completed the post-test at Crescent Hills, the average score for fourth through fifth graders was 17.00 (n=14, SD=3.37), an increase of 21.4%, and middle school-aged participants averaged 9.83 points (n=6, SD=5.27), a decrease of 10.2%.

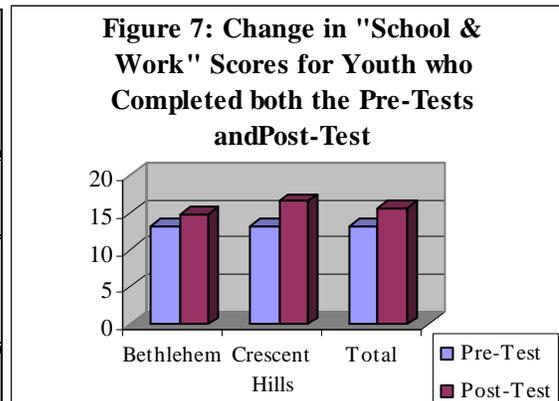
Of the participants who completed the “School and Work” section of the pre-test, the total average score for both centers for fourth and fifth grade youth was 13.83 (n=30, SD=4.45), and the total average score for the middle school youth was 12.56 (n=27, SD=4.52). Of the participants who completed the “School and Work” section of the post-test, the total average score for both centers for fourth and fifth grade youth was 15.59 (n=27, SD=3.95), and increase of 13.0% and the total average score for the middle school youth was 13.47, and increase of 7.1% (n=21, SD=5.37). (See Table 6 and Figure 6.)

Table 6: Average “School & Work” Scores for Youth Surveyed in the After School Program						
	Bethlehem Center		Crescent Hills		Total	
	4 th to 5 th	Middle	4 th to 5 th	Middle	4 th to 5 th	Middle
Pre-test	13.62	12.95	14.00	10.80	13.83	12.56
Post-test	14.08	14.93	17.00	9.83	15.69	13.47
% Change	3.7%	14.0%	21.4%	-10.2%	13.0%	7.1%



The average increase of 12.9% for the 18 participants at Bethlehem Center who completed the school and work section on both the pre-test and the post-test was not found to be statistically significant ($t=-1.746$, $df=17$, $p=0.099$). The average increase of 25.9% for the 12 participants at Crescent Hills who completed the school and work section on both the pre-test and the post-test was found to be statistically significant ($t=-2.550$, $df=11$, $p=0.027$). The total average increase of 18.5% for the 30 participants at both centers who completed the school and work section on both the pre-test and the post-test was found to be statistically significant ($t=-2.997$, $df=29$, $p=0.006$). (See Table 7 and Figure 7.)

Table 7: Change in “School & Work” Scores for Youth who Completed both the Pre-Test and Post-Test in the After School Program			
	Bethlehem	Crescent Hills	Total
Pre-Test	13.20	13.17	13.17
Post-Test	14.90	16.58	15.60
% Change	12.9%	25.9%	18.5%

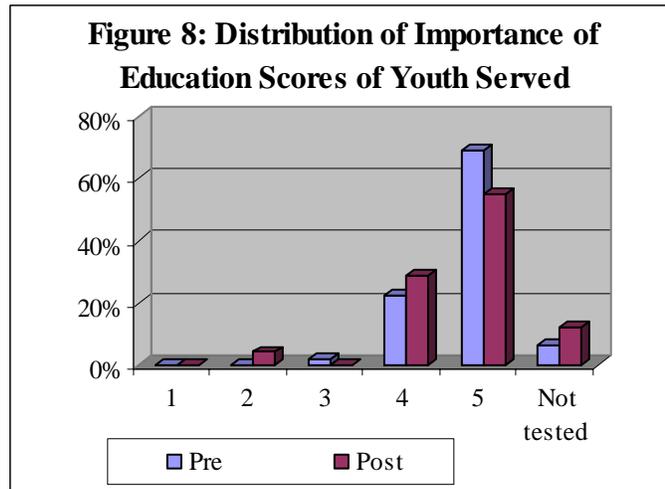


Participants in the Summer Program

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.

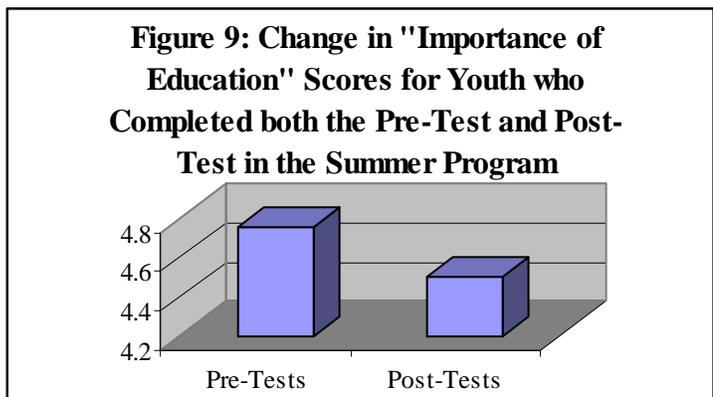
Forty-eight (88.89%) participants completed a pre-test, 1.85% scored two points, 3.7% scored three points, 11.11% scored four points, and the remaining 72.22% scored five points. The number of participants that did not complete a post-test survey increased to 22 (40.74%). A small percentage (3.7%) scored three points, 9.26% scored four points, and 46.3% scored five points. (See Table 8 and Figure 8.)

Response	Pre		Post	
	#	%	#	%
1	0	0.0%	0	0.0%
2	0	0.0%	2	4.1%
3	1	2.0%	0	0.0%
4	11	22.4%	14	28.6%
5	34	69.4%	27	55.1%
Not tested	3	6.1%	6	12.2%
Total	49	100%	49	100%



Forty summer program youth completed the importance of education question on both the pre- and post-test. The 5.6% decrease in the average scores was statistically significant ($t=2.508$, $df=39$, $p=0.016$). (See Table 9 and Figure 9.)

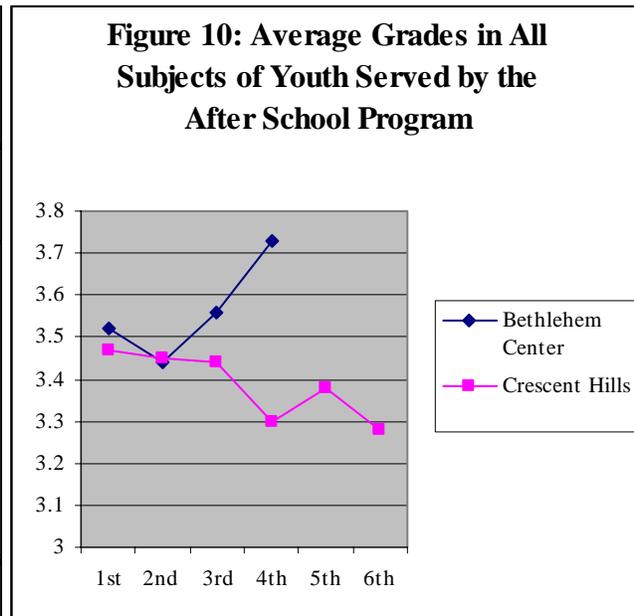
	Average Score		
	Mean	N	SD
Pre-Tests	4.75	40	0.439
Post-Tests	4.50	40	0.751



Participants' Changes in Grades in School

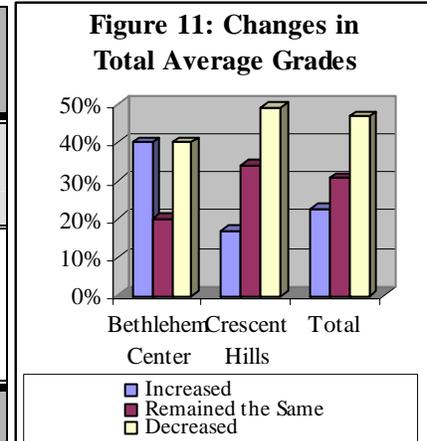
Grades were gathered on youth served by the after school program. Grades were converted from letter grades to a five-point scale with “A”=5, “B”=4, “C”=3, “D”=2, and “F”=1. Bethlehem Center provided grades for 18 youth for Grading Periods One through Three and 15 youth for Grading Period Four. Bethlehem Center did not provide grades for Grading Periods Five or Six. During Quarter One, youth at Bethlehem Center averaged a 3.52, which is between a “B” and a “C.” The average grade dropped slightly during Grading Period Two to 3.44 and rose to 3.56 during Grading Period Three, and again to 3.73 in Grading Period Four. Grades for Grading Periods One through Six were available for between 48 to 53 youth served by Crescent Hills each quarter. During Grading Period One, youth at Crescent Hills averaged a 3.47, which is between a “B” and a “C.” This number decreased slightly in Grading Period Two to 3.45, and continued to decrease slightly in Grading Period Three to 3.44 and 3.30 in Grading Period Four. Average grades rose slightly in Grading Period Five to 3.38, and decreased again in Grading Period Six to 3.28. (See Table 10 and Figure 10.)

Table 10: Average Grades in All Subjects of Youth Served by the After School Program		
	Bethlehem Center	Crescent Hills
1 st Grading Period	3.52	3.47
2 nd Grading Period	3.44	3.45
3 rd Grading Period	3.56	3.44
4 th Grading Period	3.73	3.30
5 th Grading Period	-	3.38
6 th Grading Period	-	3.28
Total	3.56	3.39



Of the 15 youth who had grades available for Grading Periods One through Four, six youth (40.0%) increased their grades from Grading Period One to Grading Period Four, three (20.0%) had grades that remained the same during this time, and six (40.0%) decreased their grades. Of the 47 youth at Crescent Hills for whom grades were available for Grading Periods One through Six, eight youth (17.0%) increased their grades during this time, 16 (34.0%) had grades that remained the same, and 29 (46.8%) decreased their grades. Of the 62 youth at both centers who had available grades, 14 (22.6%) increased their grades, 19 (30.6%) had grades that remained the same and 29 (46.8%) decreased their grades. (See Table 11 and Figure 11.)

Table 11: Changes in Total Average Grades for After School Program Participants						
	Bethlehem Center		Crescent Hills		Total	
	#	%	#	%	#	%
Increased	6	40.0%	8	17.0%	14	22.6%
Remained the Same	3	20.0%	16	34.0%	19	30.6%
Decreased	6	40.0%	23	48.9%	29	46.8%
Total	15	100%	47	100%	62	100%



Objective 2: Attitude Toward School and Improved Attendance

Objective 2 states that the program will provide activities that focus on improving attitudes toward school and improving school attendance. The performance indicators for measuring changes in attitudes toward school are: changes in scores on the “School and Work” portion of the pre- and post-tests for After School program participants and changes in scores on the “Education” question of the pre- and post-tests for the summer program participants. The performance indicators for measuring changes in school attendance are the average change in absences by quarter and the number of students who improved their attendance from the first grading period to the last grading period.

Participants’ Attitudes Toward School

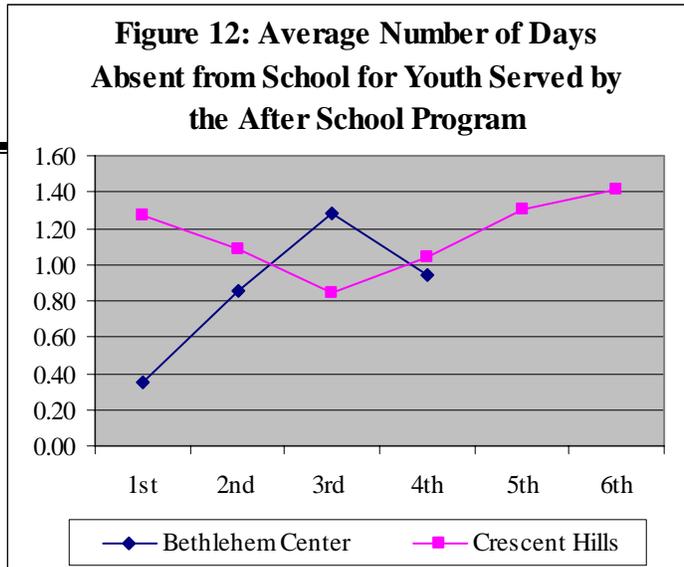
Participants’ attitudes toward school were covered under the section evaluating the performance indicators for Objective 1: Attitude Toward School and Grade Improvement.

Participants’ Changes in School Attendance

Days absent from school were available for students in the after school program. Bethlehem Center only had data available for four of the six grading periods. Average absences for youth served by Bethlehem Center began in the first quarter at a relatively low occurrence of 0.35 absences and increased from the first grading period to the third to an average of 1.29 absences. By the fourth grading period average absences had decreased slightly to 0.94. The average total absences for the year was 0.86. (See Table 12 and Figure 12.)

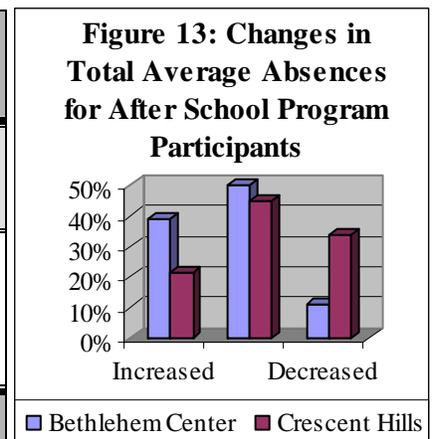
The number of average absences for youth served by Crescent Hills decreased from 1.27 during the first grading period to 0.84 during the third grading period. Since the third grading period, average absences steadily increased and averaged 1.41 by the sixth grading period. The average total absences for the year was 1.16. (See Table 12 and Figure 12.)

Table 12: Average Number of Days Absent from School for Youth Served by the After School Program		
	Bethlehem Center	Crescent Hills
1 st Grading Period	0.35	1.27
2 nd Grading Period	0.86	1.09
3 rd Grading Period	1.29	0.84
4 th Grading Period	0.94	1.04
5 th Grading Period	-	1.31
6 th Grading Period	-	1.41
Total	0.86	1.16



Of the 18 youth served at Bethlehem Center, seven (38.9%) had an increase in absences, nine (50%) remained consistent with numbers of absences, and two (11.1%) decreased their absences. Of the 56 youth served by Crescent Hills, 12 (21.4%) increased the number of absences, Almost 45% of the youth (n=25) kept the number of absences the same, and 19 (33.9%) of the youth decreased in absences. Overall, of the 74 youth served in both programs, 19 youth (25.7%) increased in absences, 34 (45.9%) remained the same, and 21 (28.4%) decreased the number of absences. (See Table 13 and Figure 13.)

Table 13: Changes in Absences for After School Program Participants						
	Bethlehem Center		Crescent Hills		Total	
	#	%	#	%	#	%
Increased Absences	7	38.9%	12	21.4%	19	25.7%
Remained the Same	9	50.0%	25	44.6%	34	45.9%
Decreased Absences	2	11.1%	19	33.9%	21	28.4%
Total	18	100%	56	100%	74	100%



Objective 3: Provide Alternatives to Truancy and Information

Objective 3 states that the program will provide activities and services to deter/reduce truancy and establish the importance of their education. The performance indicator for measuring this objective is the number of such activities and services that are being provided by this program to the youth in the Southside community.

The program provided activities and services to reduce truancy and establish the importance of education to youth through the after school and summer programs at Bethlehem Center and Crescent Hills. A description of the activities provided during these programs can be found in the Implementation section of this report.

Objective 4: Improve Pro-Social Behavior Related to Anti-Social Behavior

Objective 4 states that the program participants will demonstrate a decrease in anti-social behavior. The performance indicators for measuring this objective are the changes in character education skills for participants in the after school program and changes in conflict resolution skills for participants in the summer program.

Participants in the After School Program

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.

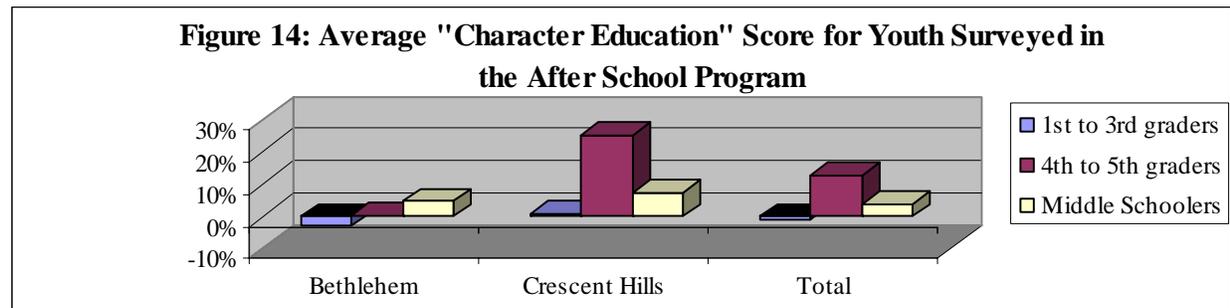
Of the participants that completed the character education portion of the pre-test at Bethlehem Center, first through third graders scored an average of 12.50 points (n=24, SD=3.76), fourth through fifth graders scored an average of 14.54 (n=13, SD=3.91), and the middle school aged youth scored an average of 14.45 (n=22, SD=3.90). Of the participants that completed a post-test at Bethlehem Center, first through third graders scored an average of 12.14 points (n=14, SD=4.15), which is an average decrease of 3.0%, fourth through fifth graders scored an average of 14.57 points (n=14, SD=3.37), which is an average increase of 0.2%, and the middle school aged youth scored an average of 15.13 (n=15, SD=4.22), which is an average increase of 4.7%.

Of the participants that completed the character education portion of the pre-test at Crescent Hills, first through third graders scored an average of 14.87 points (n=23, SD=3.12), fourth through fifth graders scored an average of 13.33 (n=18, SD=3.74), and the middle school aged youth scored an average of 11.71 (n=7, SD=5.22). Of the participants that completed a post-test at Crescent Hills, first through third graders scored an average of 15.00 points (n=14, SD=3.62), which is an average increase of 0.9%, fourth through fifth graders scored an average of 16.64 points (n=14, SD=1.91), which is an average increase of 24.8%, and the middle school aged youth scored an average of 12.57 (n=7, SD=4.43), which is an average increase of 7.3%.

Of the participants that completed the character education portion of the pre-test, the total average scores for both centers for first through third graders was 13.66 points (n=47, SD=3.63), fourth through fifth graders scored an average of 13.84 (n=31, SD=3.80), and the middle school aged youth scored an average of 13.79 (n=29, SD=4.32). Of the participants that completed the

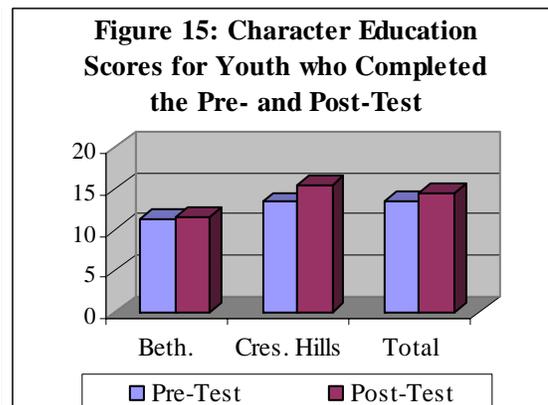
character education portion of the post-test, the total average scores for both centers for first through third graders was 13.57 points (n=28, SD=4.09), which is an average decrease of 0.7%, fourth through fifth graders scored an average of 15.61 (n=28, SD=2.88), which is an average increase of 12.8%, and the middle school aged youth scored an average of 14.32 (n=22, SD=4.36), which is an average increase of 3.8%. (See Table 14 and Figure 14.)

	Bethlehem			Crescent Hills			Total		
	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle
Pre-Test	12.50	14.54	14.45	14.87	13.33	11.71	13.66	13.84	13.79
Post-Test	12.14	14.57	15.13	15.00	16.64	12.57	13.57	15.61	14.32
% Change	-3.0%	0.2%	4.7%	0.9%	24.8%	7.3%	-0.7%	12.8%	3.8%



The average increase of 3.0% for the 29 participants at Bethlehem Center who completed the school and work section on both the pre-test and the post-test was not found to be statistically significant ($t=-0.090$, $df=28$, $p=0.929$). The average increase of 14.9% for the 26 participants at Crescent Hills who completed the school and work section on both the pre-test and the post-test was not found to be statistically significant ($t=-1.916$, $df=25$, $p=0.067$). The total average increase of 7.3% for the 55 participants at both centers who completed the school and work section on both the pre-test and the post-test was not found to be statistically significant ($t=-1.524$, $df=54$, $p=0.133$). (See Table 15 and Figure 15.)

	Bethlehem	Crescent Hills	Total
Pre-Test	11.28	13.38	13.51
Post-Test	11.62	15.38	14.49
% Change	3.0%	14.9%	7.3%

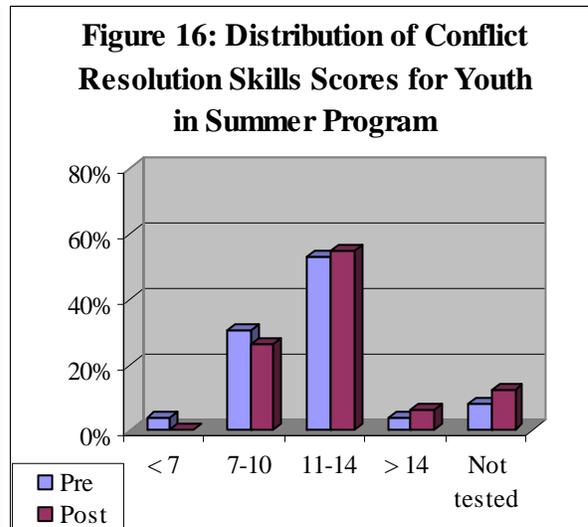


Participants in the Summer Program

The conflict resolution skills questions (#3, 16, and 17) 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.

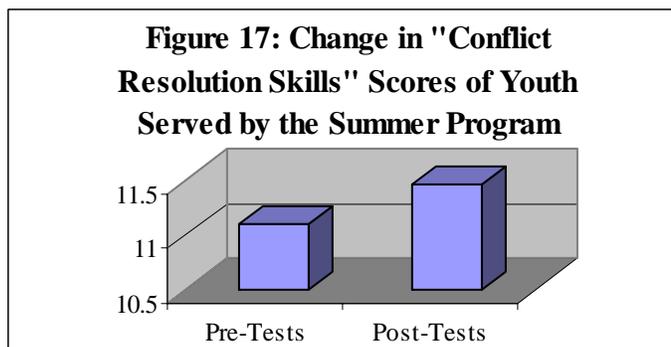
Of the 49 summer program participants who completed the pre-test, two (4.1%) scored less than 7 points, 15 (30.6%) scored 7 to 10 points, 26 (53.1%) scored 11 to 14 points, two (4.1%) scored higher than 14 points, and four (8.2%) did not complete a pre-test. Of the 49 participants that completed the post-test, none scored less than a seven, 15 (30.6%) scored 7 to 10 points, 26 (53.1%) scored 11 to 14 points and two (4.1%) scored greater than 14 points, and four (8.2%) were not tested. (See Table 16 and Figure 16.)

Table 16: Distribution of Conflict Resolution Skills Scores of Youth Served in Summer Program				
	Pre		Post	
	#	%	#	%
Score less than 7	2	4.1%	0	0.0%
Score 7 to 10	15	30.6%	13	26.5%
Score 11 to 14	26	53.1%	27	55.1%
Score higher than 14	2	4.1%	3	6.1%
Not tested	4	8.2%	6	12.2%
Total	49	100%	49	100%



Forty summer program youth completed the conflict resolution questions on both the pre- and post-test. The 3.6% increase in the average scores was not statistically significant ($t=-1.082$, $df=39$, $p=0.286$). (See Table 17 and Figure 17.)

Table 17: Change in "Conflict Resolution Skills" Scores of Youth Served by Summer Program			
	Average Score		
	Mean	N	SD
Pre-Tests	11.1	40	2.54
Post-Tests	11.5	40	1.99



Objective 5: Improve Pro-Social Behavior Related to Improved Social Competencies

Objective 5 states that the program participants will demonstrate an improvement in social competencies. The performance indicators for measuring this objective are changes in the life skills, leadership skills, and computer literacy of youth in the after school program; and changes in the personal responsibility, thinking skills, and leadership skills of youth in the summer program.

Participants in the After School Program

Life Skills

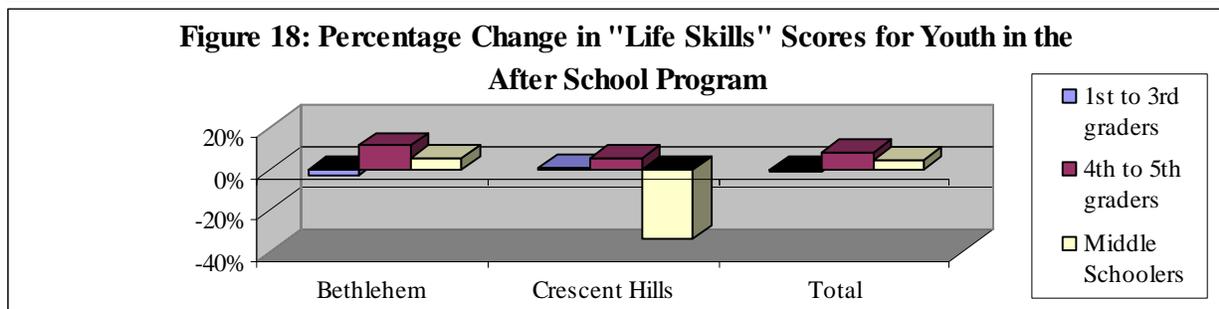
The life skills composite is made up of true/false and multiple choice questions that pertain to self-esteem, strengths and weaknesses, individuality, values, respect and responsibility. For middle school level youth there is a total possible score of 20 points, fourth and fifth grade youth can get up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

Of the participants that completed the life skills section of a pre-test at Bethlehem Center, the participants in grades first through third scored an average of 4.96 (n=23, SD=0.), the youth in grades fourth and fifth scored an average of 8.15 (n=13, SD=1.52), and the middle school aged youth scored an average of 11.77 (n=22, SD=2.33). Of the participants that completed the life skills section of a post-test at Bethlehem Center, the participants in grades first through third scored an average of 4.77 (n=13, SD=0.44), which is a total average decrease of -3.4%; the youth in grades fourth and fifth scored an average of 9.07 (n=14, SD=3.36), a total average increase of 11.3%; and the middle school aged youth scored an average of 12.40 (n=15, SD=2.41), a total average increase of 5.4%.

Of the participants that completed the life skills section of a pre-test at Crescent Hills, the participants in grades first through third scored an average of 4.83 (n=23, SD=0.39), the youth in grades fourth and fifth scored an average of 8.26 (n=19, SD=2.49), and the middle school aged youth scored an average of 12.00 (n=7, SD=3.92). Of the participants that completed the life skills section of a post-test at Crescent Hills, the participants in grades first through third scored an average of 4.86 (n=23, SD=0.36), a total average increase of 0.6%; the youth in grades fourth and fifth scored an average of 8.73 (n=19, SD=1.98), a total average increase of 5.7%; and the middle school aged youth scored an average of 9.00 (n=7, SD=1.15), a total average decrease of 33.3%.

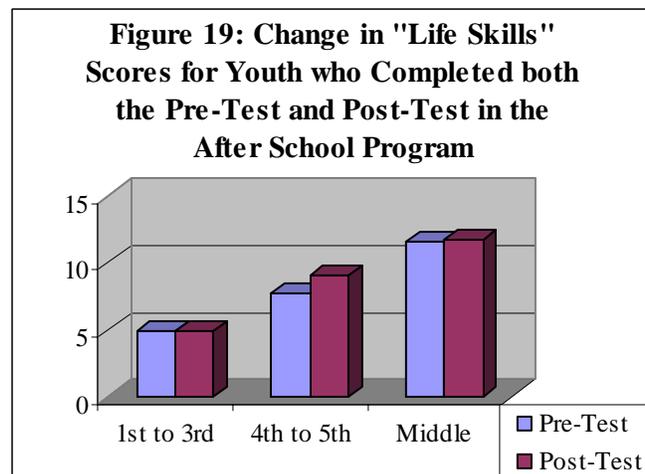
Of the participants that completed the life skills section of a pre-test, the total average score for both centers for first through third graders was 4.89 (n=46, SD=0.31), the youth in grades fourth and fifth scored an average of 8.22 (n=32, SD=2.12), and the middle school aged youth scored an average of 11.83 (n=29, SD=2.71). Of the participants that completed the life skills section of a post-test, the total average score for both centers for first through third graders was 4.81 (n=27, SD=0.40), a total average decrease of 1.7%; the youth in grades fourth and fifth scored an average of 8.90 (n=29, SD=2.69), a total average increase of 8.3%; and the middle school aged youth scored an average of 11.32 (n=22, SD=2.63), a total average decrease of 4.5%. (See Table 18 and Figure 18.)

Table 18: Average "Life Skills" Scores for all Youth Surveyed in the After School Program									
	Bethlehem			Crescent Hills			Total		
	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle
Pre-Test	4.96	8.15	11.77	4.83	8.26	12	4.89	8.22	11.83
Post-Test	4.77	9.07	12.4	4.86	8.73	9	4.81	8.9	11.32
% Change	-3.4%	11.3%	5.4%	0.6%	5.7%	-33.3%	-1.7%	8.3%	-4.5%



T-tests by center were not valid due to the small number of youth in each group who completed a pre- and post- test. T-tests for both centers by grade were run. Average scores were reported by grade due to the scores being on different scales. For the participants that completed the life skills section of both a pre-test and post-test who were in first through third grade (n=20), the average change in scores was 0%, which was not statistically significant (t=0.000, df=19, p=1.000). For the participants that completed the life skills section of both a pre- and post-test who were in the fourth or fifth grade (n=21), the average increase in scores of 17.3% was not statistically significant (t=-1.686, df=20, p=0.107). For the participants that completed the life skills section of both a pre- and post- test who were in Middle School (n=14), the average increase in scores of 0.9% was not statistically significant (t=-0.132, df=13, p=0.897). (See Table 19 and Figure 19.)

Table 19: Change in "Life Skills" Scores for Youth who Completed both the Pre-Test and Post-Test in the After School Program			
	1st to 3rd	4th to 5th	Middle
Pre-Test	4.85	7.67	11.60
Post-Test	4.85	9.00	11.70
% Change	0%	17.3%	0.9%



Leadership Education

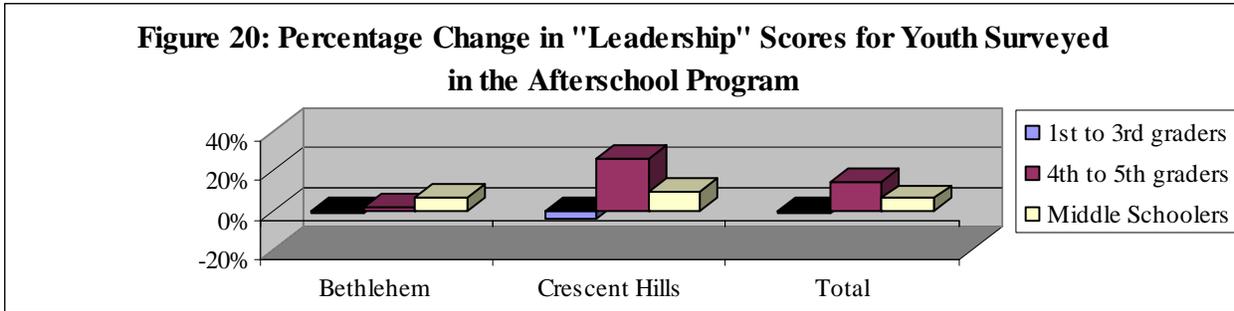
Leadership education is comprised of true/false questions that pertain to skills, beliefs and values of a leader type. There are also three short answer questions asking fourth through middle school level students to give an example of a famous leader as well as a leader in their after school program, 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 participants that completed the leadership education section of a pre-test at Bethlehem Center, the participants in grades first through third scored an average of 4.48 (n=23, SD=0.67), the youth in grades fourth and fifth scored an average of 12.85 (n=13, SD=1.28), and the middle school aged youth scored an average of 17.05 (n=22, SD=3.67). Of the participants that completed the leadership education section of a post-test at Bethlehem Center, the participants in grades first through third scored an average of 4.54 (n=13, SD=2.09.66), an average increase of 1.3%; the youth in grades fourth and fifth scored an average of 13.00 (n=14, SD=3.46), an average increase of 1.2%; and the middle school aged youth scored an average of 18.13 (n=15, SD=3.48), an average increase of 6.3%.

Of the participants that completed the leadership education section of a pre-test at Crescent Hills, the participants in grades first through third scored an average of 4.64 (n=22, SD=0.49), the youth in grades fourth and fifth scored an average of 10.53 (n=19, SD=2.63), and the middle school aged youth scored an average of 14.57 (n=7, SD=3.87). Of the participants that completed the leadership education section of a post-test at Crescent Hills, the participants in grades first through third scored an average of 4.43 (n=14, SD=0.94), an average decrease of 4.7%; the youth in grades fourth and fifth scored an average of 13.27 (n=15, SD=2.66), an average increase of 26.0%; and the middle school aged youth scored an average of 16.00 (n=7, SD=2.24), an average increase of 9.8%.

Of the participants that completed the leadership education section of a pre-test, the total average for both centers for first through third graders was 4.56 (n=45, SD=0.59), the youth in grades fourth and fifth scored an average of 11.47 (n=32, SD=2.45), and the middle school aged youth scored an average of 16.45 (n=29, SD=3.80). Of the participants that completed the leadership education section of a post-test, the total average for both centers for first through third graders was 4.48 (n=27, SD=0.80), an average increase of 0.2%; the youth in grades fourth and fifth scored an average of 13.14 (n=29, SD=3.02), an average increase of 14.6%; and the middle school aged youth scored an average of 17.45 (n=22, SD=3.23), an average increase of 6.1%. (See Table 20 and Figure 20.)

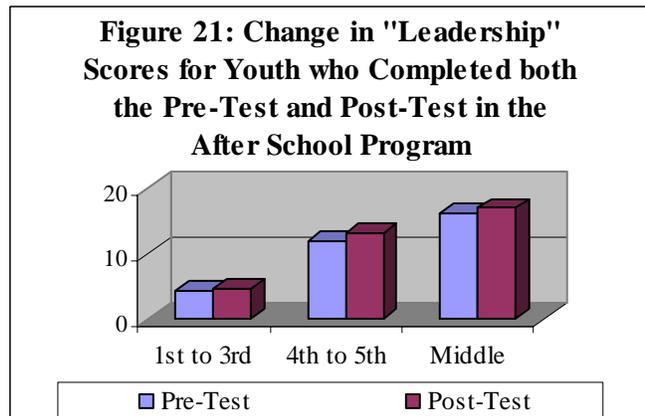
Table 20: Average “Leadership” Scores for all Youth Surveyed in the After School Program									
	Bethlehem			Crescent Hills			Total		
	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle
Pre-Test	4.48	12.85	17.05	4.64	10.53	14.57	4.56	11.47	16.45
Post-Test	4.54	13	18.13	4.43	13.27	16	4.48	13.14	17.45
% Change	1.3%	1.2%	6.3%	-4.7%	26.0%	9.8%	-1.8%	14.6%	6.1%



T-tests by center were not valid due to the small number of youth in each group who completed a pre- and post- test. T-tests for both centers by grade were run. Average scores were reported by grade due to the scores being on different scales. First through third grade participants who completed the leadership section of both a pre- and post-test (n=19) had an average change in scores of 2.5%, which was not statistically significant (t=-0.567, df=18, p=0.578). Fourth or fifth grade participants who completed the life skills section of both a pre- and post-test (n=21) had an average increase in scores of 11.2%, which was not statistically significant (t=-1.655, df=20, p=0.107). Middle School participants who completed the life skills section of both a pre- and post- test (n=14) had an average increase in scores of 4.9% was not statistically significant (t=-1.141, df=3, p=0.275). (See Table 21 and Figure 21.)

Table 21: Change in "Leadership" Scores for Youth who Completed both the Pre-Test and Post-Test in the After School Program

	1st to 3rd	4th to 5th	Middle
Pre-Test	4.47	11.95	16.21
Post-Test	4.58	13.29	17.00
% Change	2.5%	11.2%	4.9%



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.

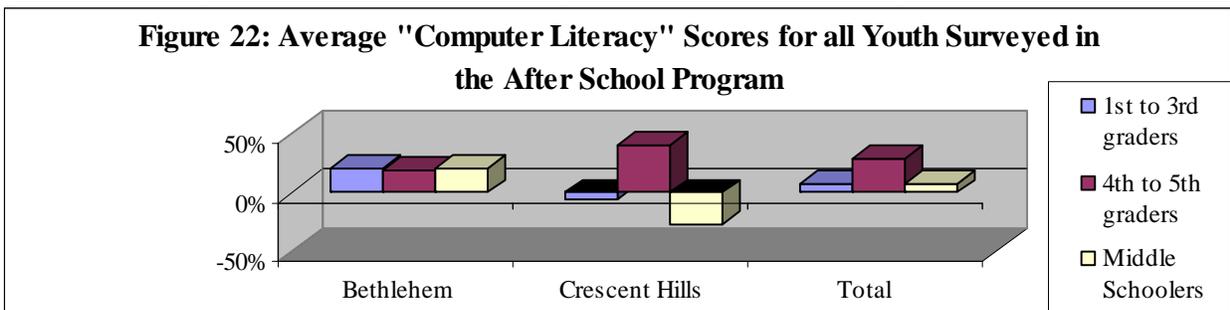
Of the participants that completed the computer literacy section of a pre-test at Bethlehem Center, participants in grades first through third scored an average of 5.45 (n=22, SD=2.11), the youth in grades fourth and fifth scored an average of 6.54 (n=13, SD=3.53), and the middle school aged youth scored an average of 7.86 (n=22, SD=2.17). Of the participants that completed the computer literacy section of a post-test at Bethlehem Center, participants in grades first through third scored an average of 6.54 (n=13, SD=1.45), an average increase of 20.0%, the

youth in grades fourth and fifth scored an average of 7.71 (n=14, SD=2.52), an average increase of 17.9%, and the middle school aged youth scored an average of 9.40 (n=15, SD=3.04), an average increase of 19.6%.

Of the participants that completed the computer literacy section of a pre-test at Crescent Hills, participants in grades first through third scored an average of 5.85 (n=20, SD=2.58), the youth in grades fourth and fifth scored an average of 7.11 (n=19, SD=2.81), and the middle school aged youth scored an average of 8.83 (n=6, SD=3.71). Of the participants that completed the computer literacy section of a post-test at Crescent Hills, participants in grades first through third scored an average of 5.54 (n=13, SD=2.11), an average decrease of 5.6%, the youth in grades fourth and fifth scored an average of 9.93 (n=14, SD=2.40), an average increase of 39.7%, and the middle school aged youth scored an average of 7.00 (n=6, SD=3.10), an average decrease of 26.1%.

Of the participants that completed the computer literacy section of a pre-test, the total average score for both centers for participants in grades first through third was 5.64 (n=42, SD=2.33), the youth in grades fourth and fifth scored an average of 6.88 (n=32, SD=3.08), and the middle school aged youth scored an average of 8.07 (n=28, SD=2.52). Of the participants that completed the computer literacy section of a post-test, the total average score for both centers for participants in grades first through third was 6.04 (n=26, SD=1.84), an average increase of 7.1%, the youth in grades fourth and fifth scored an average of 8.82 (n=28, SD=2.66), an average increase of 28.2%, and the middle school aged youth scored an average of 8.71 (n=21, SD=3.18), an average increase of 7.9%. (See Table 22 and Figure 22.)

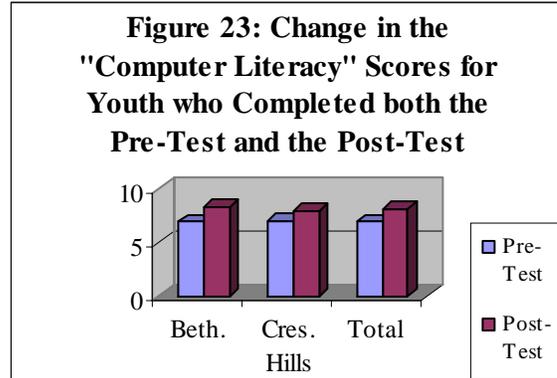
Table 22: Average "Computer Literacy" Scores for all Youth Surveyed in the After School Program									
	Bethlehem			Crescent Hills			Total		
	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle	1 st -3rd	4 th -5th	Middle
Pre-Test	5.45	6.54	7.86	5.85	7.11	8.83	5.64	6.88	8.07
Post-Test	6.54	7.71	9.40	5.54	9.93	7.00	6.04	8.82	8.71
% Change	20.0%	17.9%	19.6%	-5.6%	39.7%	-26.1%	7.1%	28.2%	7.9%



The average increase of 24.5% for the 27 participants at Bethlehem Center who completed the computer literacy section on both the pre-test and the post-test was found to be statistically significant (t=2.904, df=26, p=0.007). The average increase of 13.6% for the 24 participants at Crescent Hills who completed the computer literacy section on both the pre-test and the post-test was not found to be statistically significant (t=-1.896, df=23, p=0.071). The total average increase of 16.9% for the 51 participants at both centers who completed the computer literacy

section on both the pre-test and the post-test was found to be statistically significant ($t=-3.433$, $df=50$, $p=0.001$). (See Table 23 and Figure 23.)

	Bethlehem	Crescent Hills	Total
Pre-Test	6.96	7.04	7.00
Post-Test	8.33	8.00	8.18
% Change	24.5%	13.6%	16.9%



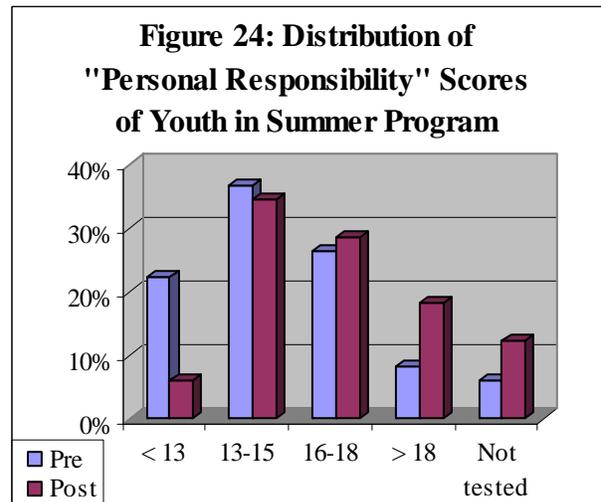
Participants in the Summer Program

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.

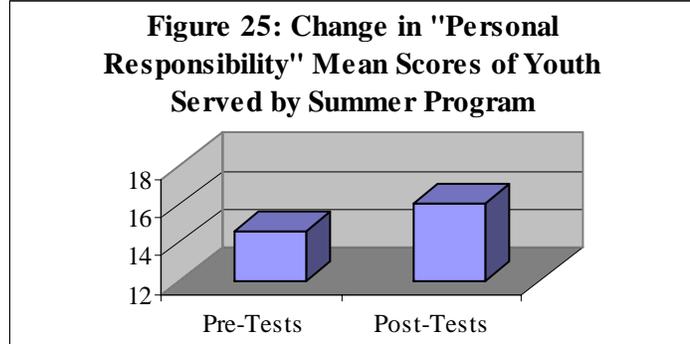
Of the 49 summer program participants, 11 (22.4%) scored less than 13 points, 18 (36.7%) scored 13 to 15 points, 13 (26.5%) scored 16 to 18 points, four (8.2%) scored higher than 18 points, and three (6.1%) did not complete a pre-test. Of the 49 summer program participants, three (6.1%) scored less than 13 points on the post-test, 17 (34.7%) scored 13 to 15 points, 14 (28.6%) scored 16 to 18 points and nine (18.4%) scored higher than 18, and six participants (12.2%) were not tested. (See Table 24 and Figure 24.)

	Pre		Post	
	#	%	#	%
Less than 13	11	22.4%	3	6.1%
13 to 15	18	36.7%	17	34.7%
16 to 18	13	26.5%	14	28.6%
Higher than 18	4	8.2%	9	18.4%
Not tested	3	6.1%	6	12.2%
Total	49	100%	49	100%



Forty summer program youth completed the personal responsibility questions on both the pre- and post-test. The 10.1% increase in the average scores was statistically significant ($t=-3.079$, $df=39$, $p=0.004$). (See Table 25 and Figure 25.)

Table 25: Change in "Personal Responsibility" Scores of Youth Served by Summer Program			
	Mean	N	SD
Pre-Tests	14.58	40	2.55
Post-Tests	16.05	40	2.91

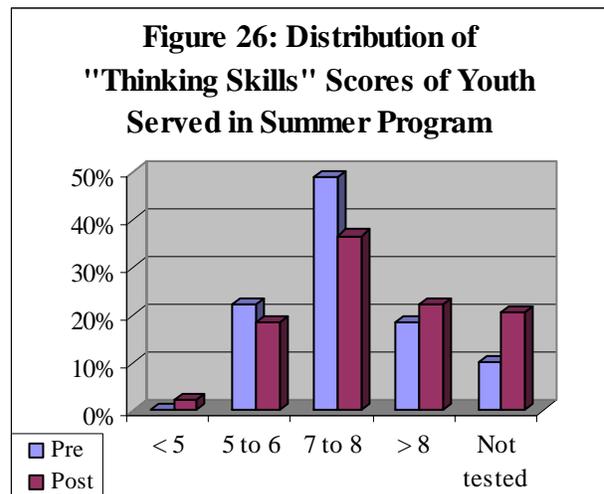


Thinking Skills

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 11 total possible points for the personal responsibility questions.

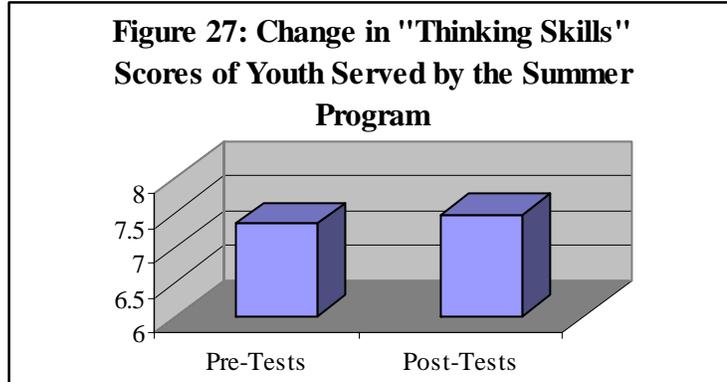
Of the 49 youth served by the summer program, none scored less than a five at the pre-test, 11 (22.4%) had a score of five to six, 24 (49.0%) had a score of seven to eight, nine (18.4%) had a score higher than eight, and five (10.2%) did not complete a pre-test. At the time of the post-test, of the 49 youth, one (2.0%) scored less than a five, nine (18.4%) had a score of five to six, 24 (36.7%) had a score of seven to eight, 11 (22.4%) had a score of higher than eight and 10 (20.4%) did not complete a post-test. (See Table 26 and Figure 26.)

Table 26: Distribution of "Thinking Skills" Scores of Youth Served by Summer Program				
	Pre		Post	
	#	%	#	%
Less than 5	0	0.0%	1	2.0%
5 to 6	11	22.4%	9	18.4%
7 to 8	24	49.0%	18	36.7%
Higher than 8	9	18.4%	11	22.4%
Not tested	5	10.2%	10	20.4%
Total	49	100%	49	100%



Thirty-four youth completed the “Thinking Skills” section of both a pre-test and a post-test. The 1.6% increase in the average scores was not statistically significant ($t=-0.473$, $df=33$, $p=0.640$). (See Table 27 and Figure 27.)

Table 27: Change in “Thinking Skills” Scores of Youth Served by the Summer Program			
	Average Score		
	Mean	N	SD
Pre-Tests	7.35	34	1.47
Post-Tests	7.47	34	1.76

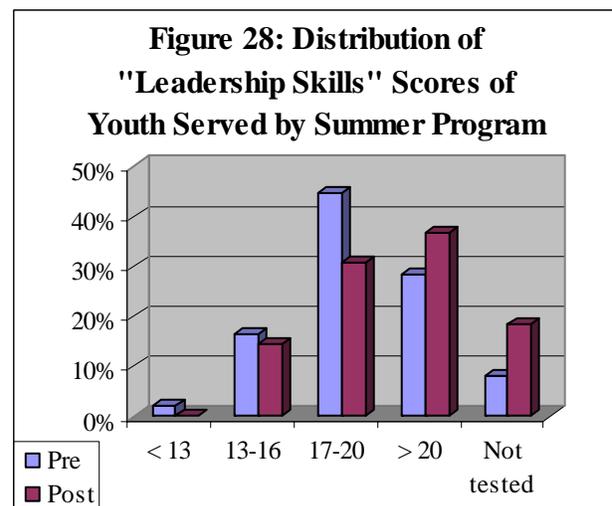


Leadership Skills

The leadership skills questions (#11, 12, 13, 14, and 15) 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.

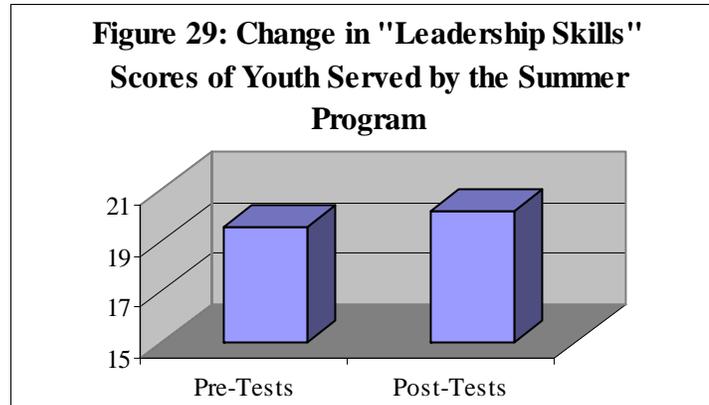
Of the 49 summer program participants, one (2.0%) scored less than 13 points, eight (16.3%) scored 13 to 16 points, 22 (44.9%) scored 17 to 20 points, 14 (28.6%) scored higher than 20 points, and four (8.2%) did not complete a pre-test. Of the 49 summer program participants, none scored less than 13 points on the post-test, seven (14.3%) scored 13 to 16 points, 15 (30.6%) scored 17 to 20 points, and 18 (36.7%) scored higher than 20 points. Nine participants (18.4%) did not complete a post-test. (See Table 28 and Figure 28.)

Table 28: Distribution of “Leadership Skills” Scores of Youth Served by Summer Program				
	Pre		Post	
	#	%	#	%
Less than 13	1	2.0%	0	0.0%
13 to 16	8	16.3%	7	14.3%
17 to 20	22	44.9%	15	30.6%
Higher than 20	14	28.6%	18	36.7%
Not tested	4	8.2%	9	18.4%
Total	49	100%	49	100%



Thirty 37 summer program youth completed the leadership skills questions on both the pre- and post-test. The 3.2% increase in the average scores was not statistically significant ($t=-1.513$, $df=36$, $p=0.139$). (See Table 29 and Figure 29.)

Table 29: Change in "Leadership Skills" Scores of Youth Served by Summer Program			
	Average Score		
	Mean	N	SD
Pre-Tests	19.51	37	3.40
Post-Tests	20.14	37	3.28



Objective 6: Improved Accountability

Objective 6 states that the program will provide opportunities for youth to improve their accountability skills. The performance indicator for measuring this objective is the number of youth who have been successful in meeting the program obligations and requirements.

After School Program

In order to successfully meet the program obligations, students in the after school program were required to attend the program regularly. Unfortunately, program attendance was not available for students in the after school program. Therefore, students who completed both a pre- and a post-test are considered to have attended the program regularly, since the tests are administered on two separate days at least two months apart.

Bethlehem Center

Of the 74 students that participated at Bethlehem Center, 30 youth completed only the pre-test, 14 completed only the post-test, 29 completed both the pre- and the post-tests, and one completed neither test. Therefore, 29 students (39.2%) successfully met the program obligations.

Crescent Hills

Of the 67 students that participated at Crescent Hills, 18 youth completed only the pre-test, five completed only the post-test, 27 completed both the pre- and the post-tests, and 17 completed neither test. Therefore, 27 students (40.3%) successfully met the program obligations.

Summer Program

In order to successfully meet the program obligations, students in the summer program were required to attend the program regularly and to complete both a pre-test and a post-test. Of the 49 students that participated, 6 youth completed only the pre-test, 3 completed only the post-test, and 40 completed both the pre- and the post-tests. Of the 40 students who completed both the pre- and the post-test, 34 attended the program for five days or more. Therefore, 34 students (69.4%) successfully met the program obligations.

Objective 7: Improved System Effectiveness

Objective 7 states that the program will improve the effectiveness of the juvenile justice system by reducing the number of youth formally processed through DJJ. The performance indicator for measuring this objective is the number of participants who are involved in the DJJ system. This data is gathered by the program staff as reported by the youth in the program.

It must be noted that the data on involvement in the DJJ system is self-reported by the youth in the program, and may not be a complete picture of juvenile involvement in the system. Therefore, conclusions regarding improved system effectiveness cannot be made.

After School Program

Bethlehem Center

At the beginning of the grant period, none of the students in the program at Bethlehem Center were involved in the DJJ system. During the first six months of the grant period, two students were processed by DJJ.. During the last six months of the grant period, none of the students were processed by DJJ

Crescent Hills

At the beginning of the grant period, none of the students in the program at Crescent Hills were involved in the DJJ system. During the year, none of the students were processed by DJJ.

Summer Program

None of the students in the summer program were processed by DJJ.

CONCLUSIONS

1. During the summer, 49 youth having potential of being status offenders were provided with a skills program to encourage their success in school and reduce the possibilities of their offending. This compares with a planned 40 youth. There was an overall improvement of 10.1% in the scores on taking personal responsibility for their behavior among the participants compared to a planned 15%.
2. During the grant period, Crescent Hills provided services to 67 youth at Crescent Hills Apartments. This compares to a planned 75 youth. There were no services provided to CC Woodson youth due to the facility not being open. The services provided followed the requirements of the grant. Almost half of Crescent Hills students for whom grades were available had decreases in their grades, compared to 17% who had increases. Slightly more students decreased their absences than increased their absences.
3. During the grant period, Bethlehem Center provided services to 95 youth. This compares to a planned 50 youth. There were no services provided to Community Baptist Church due to a lack of personnel early in the year. The services provided followed the requirements of the grant. About 40% of Bethlehem Center students for whom grades were available had decreases in their grades, compared to about 40% who had increases. Four times as many students increased their absences as decreased them.
4. During the funding period, there were a total of 220 program slots (50 in the summer program, 75 at Crescent Hills, and 95 at Bethlehem Center). This compares to a planned 195 program slots.
5. During the grant period, a total of 1.14 FTEs were funded by grant funds. This compares to a planned 1.31 FTEs.
6. During the grant period, a total of 211 youth were served. This compares to a planned 225 youth served. Of these, 95 were served at Bethlehem Center, 67 at Crescent Hills and 49 in the summer program. It should be pointed out that the CC Woodson center was unavailable and that Community Baptist Church was not accessible due to staffing problems early in the year. Bethlehem Center and the summer program exceed their planned numbers, which made up for much of the potential loss from these two unavailable Safe Havens.
7. During the funding period, of the youth who took a post-test in the after school programs, there was a 7.3% improvement in pro-social behavior scores. Among the summer program youth, there was a 3.6% improvement. The grant application called for a positive change among ten percent of participants. Since fewer than half of the after school program participants took a post-test, the average improvement is believed to be more indicative of change across all participants than a simple head count.
8. During the funding period, the youth in the after school program who took the post-test showed a great deal of variation on social competency according to age group. The first through third graders and the middle school children showed little or no change. The fourth

and fifth grade children showed a significant change of about 17%. Among the summer program participants, the change was about 10%. This compares with a plan to have 10% of participants show positive changes. Since fewer than half of the after school program participants took a post-test, the average improvement is believed to be more indicative of change across all participants than a simple head count.

9. During the grant period, 47% of the youth successfully completed the program (39% at Bethlehem Center, 40% of Crescent Hills and 69% of the summer program). The goal was 60% successful completion.
10. During the program, 1% of the youth were formally processed. This compares to a goal of no more than 5% being formally processed.

RECOMMENDATIONS

A number of important lessons were learned during the three years of this project. These are stated under recommendations to be taken under advisement for future projects.

- In multi-site programs, the on-site coordinators need to make a clear distinction between their regular clients and their clients paid for by juvenile justice funds.
- Data collection is a task no one likes to conduct and it should be made as easy as possible for sites. At the same time, sites need to give items like pre and post tests more attention in order to prove their case.
- The summer program, operated directly by the Public Safety Department, was uniformly the most successful part of the grant. The evaluators attribute this to the summer program having a very specific purpose achieved in a relatively brief period of time.
- Everyone who worked with the grant wanted the grant to succeed and wanted the children to succeed. This desire can be harnessed to bring energy to bear on issues.
- The programs receiving money from this grant are generally under-funded. This makes it difficult for them to provide all of the support that a grant of this kind requires.
- The Spartanburg Public Safety Department is far ahead of most in the state in trying to deal with the causes of crime and conducting its mission in a holistic fashion. More departments would benefit from this approach.
- Throughout the three years, there was variation in outcome by age and by who was working with the youth. These issues should be given a significant amount of attention when planning programs.

APPENDIX ONE:

SURVEY INSTRUMENTS
FOR THE AFTER SCHOOL PROGRAM

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