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ABSTRACT

This report describes the first operating year of Project Support, a 3-year gang/drug prevention program aimed at elementary students in six inner city schools in the Los Angeles Unified School District. The project involves the implementation of nine strategies described in the research literature as being effective in drug/gang prevention. These strategies include drug/gang policy awareness, drug and gang prevention education, racial/cultural sensitivity development, after school alternative programs, tutoring, mentoring, community service opportunities, career awareness, early intervention counseling, and parent education. Results and recommendations are provided based on findings from approximately 3,277 students, 33 parents, and 50 teachers who participated in the various programs offered. Overall, the participating school staff are satisfied with the project, and there is some evidence that the project is making a difference in the target students' behavior. However, the report notes that delays in both funding and budgetary approvals for subcontracts have contributed to delays and postponements of service provision to all of the schools. Appendices contain the student attitudinal survey used in the program evaluation and a copy of the pilot-program self-evaluation. (GLR)

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Project Support Evaluation
Los Angeles Unified School District
Report #1
October 27, 1993

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**Project Support Evaluation
Los Angeles Unified School District
Report #1**

October 27, 1993

by

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Executive Summary

This report describes the first operating year of Project Support, a three year gang/drug prevention program aimed at elementary students in six inner city schools in the Los Angeles Unified School District. The project involves the implementation of nine strategies described in the research literature as effective in drug/gang prevention. In addition to providing some programs for entire grade levels in the schools, the program planned to identify 250-300 at risk students on which to concentrate services. These strategies include drug/gang policy awareness, drug and gang prevention education, racial/cultural sensitivity development, after school alternative programs, tutoring/mentoring, community service opportunities, career awareness, early intervention counseling, parent education. The eight non-district agencies providing services under the auspices of Project Support are Anti-Defamation League, World of Difference, L.A.'s BEST, Junior Achievement, Woodcraft Rangers, Community Young Gang Services (CYGS), Constitutional Rights Foundation, Communication Bridge - Arts Outreach, and the California Professional School of Psychology. During the year, approximately 3277 students, 33 parents, and 50 teachers participated in the various programs offered in Project Support. For the most part, the participating school staff are satisfied with the project and there is some evidence that the project is making a difference in the target students' behavior. Delays in both funding and budgetary approvals for subcontracts have contributed to delays and postponements of service provision to all of the schools by all of the service providers this year.

Summary of Recommendations

- That a specific drug/gang policy be developed and implemented in each school community, this includes appropriate communication and distribution of the policy to staff, students, and parents.
- That a process and administrative structure be put in place immediately whereby the various service providers can effectively work together to plan their programs for the coming year and share their resources and expertise.
- That all six schools establish a Site Prevention Management Team with monthly meeting times convenient to providers, especially those having after school programs. Consideration should be given to the necessity for all providers to attend all school site meetings.
- That a process be developed that will allow for the identification and tracking students that were to be targeted for concentrated services so that available services can be directed towards them and that their progress can be monitored during the last two years of the project.

- That the site coordinators from each of the six schools meet periodically (once a month or twice per semester at minimum) as a group to share strategies and successes.
- That procedures be developed to facilitate the gaining of parental permission for program attendance, and to enable students and school personnel to always know where students are to be and when.
- That site coordinators should be paid promptly and consideration given to buying release time so that substitutes can be hired to cover their classes when coordinators are performing their project duties, such as setting up meetings, contacting parents, and completing reports.
- That project management clarify the role of coordinators with the coordinators and their principals.
- That a plan for more formalized tutor/mentor training program be organized and that space be made available in which the tutoring can take place.
- That communication among project management, school staff and service providers be strengthened to foster greater participant identification with the program. Consideration should be given to funding a joint endeavor such as a mural.
- That a structure be immediately developed to foster the collaboration of various service providers and school personnel in developing and offering formal parent education programs at all the Project Support schools.
- That project needs and expectations be clearly communicated to service providers to facilitate appropriate planning on their part.
- That teaching assistants not be used as "volunteers" to deliver the Junior Achievement program.
- That the school district expedite its handling of service providers' contracts so they are approved by both parties prior to the beginning of each school year and that invoices be promptly paid.
- That school sites be directed to submit on time the monthly (periodic) reports of activity and that report forms be modified for ease of use.
- That consideration be given for schools to choose (purchase) more of those services that they believe most effectively meet the needs of their students.

Introduction

Participation in drugs, gang, and criminal activities greatly increases children's chances for early school failure and a life of anti-social behavior. Early intervention and prevention to give young people alternatives to gangs and drugs have been proven to be the most effective means of averting these activities. This reports constitutes an evaluation of the first year of operation of Project Support.

The major goals of this study were to 1) describe which strategies are being addressed, by whom, and at which schools. 2) describe the schools and students being served by Project Support. 3) describe the operations of the program. 4) identify archival data on which to base further evaluation, and 5) make recommendations for program improvement.

This \$2,000,000 project (following closely on the heels of the Los Angeles riots) is funded by the Federal government under the Fund for Improvement and Reform of Schools and Teaching, Schools and Teachers Program. Project Support was designed as a three-year demonstration of the impact of a comprehensive drug and gang school-based prevention program on elementary high risk students in six elementary schools in the Los Angeles Unified School District. In addition to the first year funding for the program itself, an additional grant of \$197,857 was awarded to California State University, Los Angeles, through the Title V of ESEA of 1965, as amended, Drug Free Schools/Community program - Demonstration Grants - Institutes of Higher Education, to assess the effectiveness of the demonstration program. Designed to begin Fall 1992, the program did not begin in earnest until early 1993, due to a delay in funding. However, five of the six participating schools operate on a year-round schedule and activities continued throughout the summer. Most activities have been established in all the schools.

Project Support aims to provide a coordinated, local service approach to meeting children's needs, with schools as the focal point. Components include a variety of activities provided by a diverse group of service organizations outside of the Los Angeles Unified School District. The six elementary school sites in Project Support include Normandie Avenue, Raymond Avenue, and South Park in South Central L.A.; and Hoover Street, Magnolia Street, and Tenth Street in the Pico-Union area. All six schools lie in areas of Los Angeles most severely affected by the disturbances of April 1992. Some characteristics of these six schools appear in Tables 1 and 2.

**Table 1
School Characteristics**

	School 1	School 2	School 3	School 4	School 5	School 6
Enrollment (ADA)	2286	1962	1386	1014	1174	2054
Ethnicity of School						
%Hispanic -	88.6	98.3	46.6	39.0	67.7	97.8
%Black -	1.4	0.7	52.8	60.7	32.3	1.3
%Asian -	8.8	0.5	0.1	0.0	0.0	0.5
Suspensions/Expulsions	42/0	47/0	23/0	10/0	77/0	36/0

**Table 2
School Test Scores**

	School 1	School 2	School 3	School 4	School 5	School 6
CTBS-U						
Reading	29.2	19.4	25.0	21.1	15.5	26.4
Math	45.6	36.0	31.2	22.2	18.0	52.4
Language	31.2	24.8	25.2	20.0	16.3	36.4
APRENDA						
Reading	36.2	31.0	29.2	26.4	18.5	35.4
Math	25.2	28.0	25.2	24.4	14.2	24.2
Language	34.4	31.6	29.2	26.0	18.0	35.8
CTBS-Espanol						
Reading	47.0	37.2	34.0	35.0	21.7	43.6
Math	46.0	43.8	33.5	37.3	24.0	41.0

This project is based on strategies with demonstrated success in gang and drug prevention. The major strategies involved in this project are :

- drug/gang policy awareness
- drug/gang prevention education
- multiracial/multicultural sensitivity development and conflict resolution
- after-school alternative programming
- tutoring/mentoring services
- community service
- career awareness/preparedness
- early intervention counseling
- relevant parent education.

In many instances, the programs offered by the external service providers address more than one of the strategies. Some services, such as after school child care, multicultural conflict resolution programs, and some crisis intervention counseling, are provided informally by the Los Angeles Unified School District on a regular basis. The Los Angeles Police Department, under the auspices of the school district, presents its drug prevention program (DARE) to all students in the district, either in the fifth or sixth grades. The existing LA's BEST program at one project school used the new funds to add elements to its existing program. All the other services provided by the Project Support are new to the project schools and are in addition to those regularly provided by the school district.

The non-district service providers include: L.A.'s BEST with an after-school enrichment program; Junior Achievement with a business basics program of career awareness and preparedness; Woodcraft Rangers with after-school activity and camping programs; Community Youth Gang Services (CYGS) with their Project 2000 (Career Paths and Star Kids programs); Constitutional Rights Foundation providing classroom programs on conflict resolution with the goal of developing a peer mediation program for grades K-6; Communication Bridge - Arts Outreach with an arts program aimed at developing multiethnic awareness and an appreciation of art as a means of communication; Anti-Defamation League providing "A World of Difference", a training program for teachers aimed at reducing inter group conflict; and, the California Professional School of Psychology providing graduate intern counseling to students and families in crisis. As students in these schools already receive the Los Angeles Police Department's DARE (drug/gang abuse education) program, an effort was made to provide the similar CYGS program to students in different grades than those grades receiving DARE.

Operating Structure

The administrative structure of Project Support was designed to consist of a Project Director, a Project Coordinator, a psychiatric social worker, plus a Site Coordinator for each school. In addition to a Site Coordinator, appointed by the school's principal, each school was to have a Site Prevention Management Team composed of the Site Coordinator, a parent, an administrator, and representatives from each of the service providers. The Site Coordinator is responsible for the supervision of each school's program, monthly meetings of the Team, and the submission of monthly reports to the Director. Service providers were to submit monthly reports (when appropriate) to the Site Coordinator to be included in the school's monthly report.

Descriptions of Service Providers

Anti-Defamation League. A World of Difference is a teacher training prejudice awareness program designed to combat discrimination based upon race, religion, ethnicity, and national origin and to promote the valuing of diversity. A questionnaire is sent to the school's principal three weeks before the workshop to ascertain needs of the specific school. During the one-day, six-hour program, teachers are provided the opportunity to become aware of their own unconscious biases and stereotypes, and strategies to confront issues of prejudice within their classrooms. Teachers are introduced to activities to reduce classroom inter group tensions, ways to enhance self-esteem, and suggestions for infusing inter cultural aspects into the curriculum. At the end of the training session, an Action Plan for the school is developed by the participants. This is followed by a post-session evaluation. Later, a summary of the evaluation is sent to the school along with a survey for the principal. After all schools in Project Support receive the training, the ADL personnel will conduct a follow-up. Each school is provided with 20 Teacher/Student Study Guides.

California School of Professional Psychology (CSPP). The Children, Youth and Family Services Consortium of CSPP is a school-based mental health services model developed to address three primary objectives:

- To provide accessible school-based mental health services to various ethnic minority and other under served populations.
- To provide interdisciplinary applied training for clinicians and school personnel that promotes multicultural competence in serving ethnically diverse at-risk populations.
- To provide practical community-based training for mental health clinicians that includes interdisciplinary collaboration and consultation with other allied health professionals and school personnel.

CSPP is providing six interns (doctoral candidates in clinical psychology); each of whom works 10 hours a week in the Project Support schools including eight hours of direct service composed of individual counseling, group/family counseling, and parent education. The amount of each type of service depends upon need. Third and fourth graders were to be targeted and the aim of the counseling is prevention rather than treatment. Interns visit classrooms and make observations, noting students in need of counseling and in conjunction with teachers and administrators identifying those students to be served. A priority list is established. Students can also be referred by various school personnel and other service providers. The goal is to create a team of parent, teacher, intern, and child in order to develop an action plan to prevent problems and to change behavior. In addition to the individual counseling interns organize group activities and games for improving self-esteem, stress management, anger management, and handling violence. Parent education is another aspect of the interns' activities.

Communications Bridge - Arts Outreach. In this program multicultural (Asian, African-American and Latino) professional artists provide instruction in art via five two-hour workshops and a field trip for each school. The workshops include drawing, painting, sculpting, three-dimensional design and construction, multimedia African American, Asian and Latino Art History, and a field trip to an art museum or gallery. Students are primarily volunteers who express an interest in art, although some are recommended by school staff as being interested in art and who would benefit by the instruction. Schools can choose to have the same students participate in all six sessions or to have different children in each session. They may also chose whether to have the program offered during the school day or after school.

Constitutional Rights Foundation. This program is designed to introduce fourth and fifth grade teachers and students to citizenship and service via learning materials that incorporate the Bill of Rights, mediation/conflict resolution, and bias awareness; to help students choose and manage civic projects based on needs and interest of the school community; and, to provide follow up and reflection for students after projects are completed. Two interns are trained to go into the schools. The CRF representatives meet with administrators and teachers involved to explain the program. The participants include four classes of fourth or fifth graders in each school. The first week interns conduct three one-hour class sessions in each class plus tutoring and provide aid to the teacher for the fourth hour. The following week the CRF interns work with students developing projects. The curriculum for the first year is primarily conflict resolution. In the second and third years, it will include bias awareness and the Bill of Rights. Overall the curriculum involves community service linked to the curriculum. The overriding goal is to have the school develop a peer mediation program (school-wide or playground-oriented) with students acting as peer mediators. Future plans include bringing in parents and teachers for further training and covering all grade levels.

Junior Achievement. This program presents a curriculum based on career awareness, learning about the community, students role in the community, and that success in school has a direct effect on the economy. It is designed as a supplement to the social studies. Junior Achievement recruits volunteers, usually from the business world, as volunteer consultants to present four lessons of 45-60 minutes each. Materials are provided for approximately 30 students. Teachers have masters for lessons and suggestions for interdisciplinary studies to follow lessons done by volunteers. The curriculum covers kindergarten through sixth grade with a manual for each grade. The Junior Achievement staff monitors the program and conducts surveys of teachers, consultants, and students.

L. A.'s BEST. This after school program is in its third year of operation in one Project Support school serving 125 students from Kindergarten through grade 6. The program begins at 2:45 p.m. and ends at

5:30 p.m. Students are supervised from 5:30-6 while waiting to be picked up by a previously-designated adult. In order to participate the students need parental approval and must be picked up at school. Roll is taken daily. Regularly scheduled activities occur Mondays through Thursdays with Friday a free day on the playground. Some of the activities of the regular program include: arts and crafts, basic math, library (emphasis on silent and oral reading, book reports, etc.), physical education, games, science, video class run by an actor, story reading by a member of the Screen Actors Guild, drill team, tennis, softball, football, basketball, t-ball, soccer, track. There are two adult workers for each grade level with a supervisor. Students choose their activities, some of which occur daily and others weekly. Students must follow the rules to remain in the program. The supervisor is on site 11-6 daily and works with teachers also. He organizes weekend trips from time to time and the program provides the transportation for the children. Project Support funds have resulted in the expansion of this program to include three new elements: dance, choral music, and an art program. The other elements of the program are funded by other sources. This program aims at drug/gang prevention, after-school alternative programming, and the development of self-esteem and school performance. The major focus is to keep the children in a safe and productive environment after school. Some of the activities are common while others are rarely available to children in similar neighborhoods. All are offered in a relatively highly-structured environment.

Community Youth Gang Services Youth 2000 (CYGS). Project 2000 consists of two parts. Career Paths is a 15-18 week, one hour per week self-esteem curriculum addressing the underlying factors for gangs and substance abuse. This takes place in the classroom during school hours. The fourth and fifth grades are targeted and the grade chosen for each school depends upon which grade is offered the Los Angeles Police Department's DARE (drug prevention) program. The emphasis is on self-esteem. Students are tested both at the beginning and the end of the program. All students in the grade level chosen receive this program. Every semester the administration and faculty receive an overview of the program.

During Career Paths, students are identified by principal, teacher, CYGS worker, and CSPP intern for referral to the Star Kids after school program. This, too, is drug/gang prevention through self-esteem education. It tries to make students aware of negative factors in their environment and teach them that there is a way out through empowerment. The emphasis is on respect of self and others, community service, anti-graffiti activities, peer pressures, anger, careers, violence and guns, cultural diversity. Specific activities vary from school to school based on needs assessment, student interest, and administrator and teacher suggestions. This year some of the activities included graffiti abatement, campus beautification, drama, arts and crafts, tutorial, sports, and a counseling rap group.

Woodcraft Rangers. This after school activities program conducts weekly 1-1/2 hours meetings. Two youth group counselors meet with approximately 25-30 students at each school site. Two one-day

weekend field trips per year are planned for each school. Since Woodcraft Rangers operates in a number of non-Project Support schools, field trips are planned so that they are multicultural events mixing Project Support students with those from other parts of the city. A one-week summer camp is offered to Woodcraft Ranger students who are off-track during the summer months. The camp program is offered very inexpensively and scholarships are provided for two students at each school, based on need. The program is designed to give a variety of new experiences to students and to explore and develop hobbies and interests. Goals and activities are organized around community service (ecology fair), spirit (group, social skills, games that develop communication and listening skills), body (physical development, nutrition, drug and gang awareness), mind (cognitive activities). Recruitment of students varies from school to school. Some are identified by schools and others are volunteers. The program wants a combination of volunteers and medium "at-risk" participants. Many years of experience have indicated that this type of a program is not designed, nor is it successful, when it is composed exclusively of at-risk children.

Evaluation Methodology

This report represents information collected during the time period March through October 1993. A sample of one month's activity by the service providers with ongoing programs has been used as the basis for determining the number of students being served by school and by provider. When entire classrooms have been served with a finite program the entire number of students served has been noted. The major intent was to observe and document the implementation of the first phase of Project Support in the six affected schools with the end result of determining the effectiveness of the concentration of the various strategies.

Evaluation Goals

The major goals of this study were to

- describe which strategies are being addressed, by whom, and at which schools
- describe the schools and students being served by Project Support
- describe the operations of the program
- identify archival data on which to base further evaluation
- make recommendations for program improvement

Evaluation activities consisted primarily of the following:

Attendance at meetings of

Project Support staff

Service providers

School Site Prevention Teams

Telephone and personal interviews with

Principals

Site coordinators

Service provider personnel

Collection of archival data from

School Profiles

School Accountability Reports

Racial/Ethnic Reports

Suspension/expulsion reports

Collection of project data from

Post-session participant evaluations of ADL - A World of Difference

Self-esteem pre- and post-testing of participants in CYGS's Career Paths Curriculum

Post-session participant evaluation of CRF

Number of participants served by program and by school

Findings

Prevention Strategies Addressed

Project Support involved six elementary schools in the Los Angeles Unified School District during the 1992-93 school year. The program utilized the services of eight non-district organizations and regular services of the district and the Los Angeles Police Department to present a concentration of services to students. The services were chosen to engage in nine strategies that research indicates are effective in gang/drug prevention. During the first year of the program, 1992-93, 3277 children were served by the various service providers. Table 3 lists the number of students served by each service provider. Table 4 indicates the strategies addressed by service provider, Table 5 indicates strategies addressed at each school, and Table 6 displays which service providers are operating at each school.

Table 3
Number of Students Served by Service Providers*

Provider	# of Students Served	
ADL		
CSPP	115	
Arts Outreach	120	
CRF	500	
CYGS-Career Paths	1072	
CYGS-Star Kids	125	
Jr. Achievement	1200	
L.A.'s Best	125	
Woodcraft Rangers		
After school	140	
Field Trips	380	
Camp	180	
Total	3277	Student/Provider Contacts/Interactions

*Note. 33 parents and 50 teachers were also served

Table 4
Strategies Addressed by Service Providers

Strategy	Drug Pol. Aware- ness	Prev. Ed.	Multi- Cult	After- school Alt.	Tutor and Mentor	Comm. Services	Career Aware- ness	Counsel	Parent Ed.
Provider									
ADL			X						
CSPP		X						X	X
Arts Outreach			X	X					
CRF		X	X			X			
CYGS-Career Paths		X							
CYGS-Star Kids		X		X	X	X			
Jr. Achievement						X	X		
L.A.'s Best		X		X					
Woodcraft Rangers		X	X	X		X			

Table 5
Strategies Addressed By School

Strategy	Drug Pol. Awareness	Prev. Ed.	Multi/Cult	After-school Alt.	Tutor and Mentor	Comm. Services	Career Awareness	Counsel	Parent Ed.
Hoover		X	X	X	X	X	X	X	X
Magnolia		X	X	X		X	X		
Normandie		X	X	X	X	X	X	X	
Raymond Ave.		X	X	X	X	X	X	X	
South Park		X	X	X		X	X		
Tenth Street		X	X	X		X	X		

Table 5 shows the specific agencies operating at the six Project Support schools.

Table 6
Service Providers at Schools 1992 - 93

	School 1	School 2	School 3	School 4	School 5	School 6
A World of Difference (ADL)						X
California School of Professional Psychologists	X	X	X	X	X	X
Arts Outreach	X	X	X	X	X	X
Computer Class						X
Constitutional Rights Foundation						X
Junior Achievement	X	X	X	X	X	X
LA's Best					X	
Star Kids (CYGS)	X	X	X	X		X
Woodcraft Rangers	X	X	X	X	X	X
Youth 2000 - CAREER PATHS (CYGS)	X	X	X	X	X	X

Drug/Gang Policy Awareness.

No school provided evidence of developing or refining a local school drug/gang policy, providing in-service training of teachers on school policy, preparing and sending written materials home to parents, nor awareness agreement statements signed by students or parents. The district has a district-wide

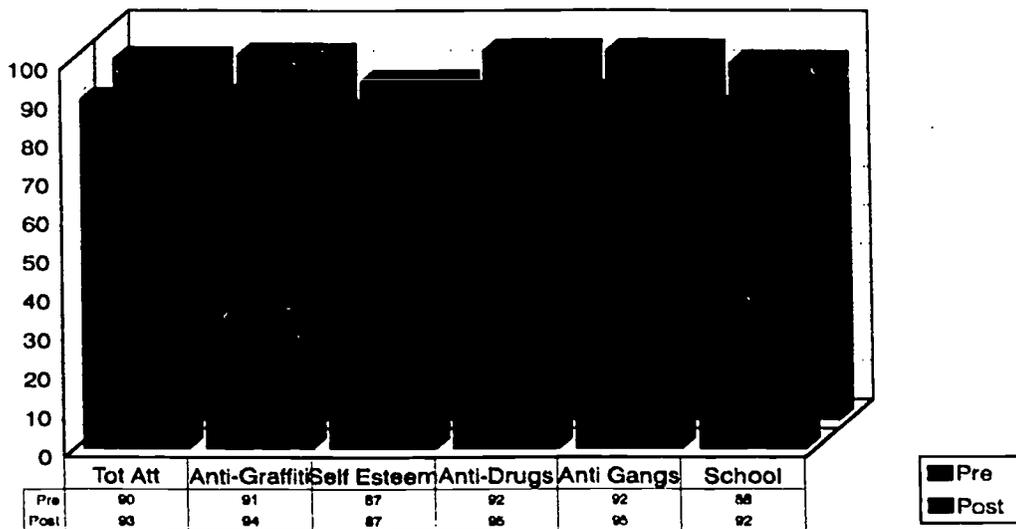
drug/gang policy and it is assumed that all schools, administrators, students, and teachers are aware of it but apparently no special activities are occurring nor are any planned at the local school level as a result of Project Support.

Recommendation: That a specific drug/gang policy be developed and implemented in each school community, this includes appropriate communication and distribution of the policy to staff, students, and parents.

Drug and Gang Prevention Education

The Community Youth Gang Services (CYGS) presented a gang/gun/graffiti awareness assembly at each school. It's Project 2000's 17-lesson Career Paths program has been completed with all tracks in five schools. The last track at the sixth school will be completed by September 30. A total of 1072 students received the program at the six schools. The second round of programs will begin in the schools in October 1993. With each group of students a pre-test and a post-test were given to measure the students' attitudes towards gangs and drugs (see Appendix A "Student Attitudinal Survey"). The analysis of the data included t-tests for independent means. This technique was used as it was not practical to match the pre- and post-test scores of the individual students. Table 7 presents the results of this analysis.

**Table 7
CYGS Data Analysis**



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All posttest scores on attitudes were higher (improved) compared with the pretest scores. With the exception of Self-Esteem, all of the sub scales and the overall attitude score improvement was statistically significant at the $p < .01$ level of significance. Table 8 below presents these results.

Table 8 - CYGS Attitude Improvement

Scale	Pretest Mean	Posttest Mean	t-test significance
Drugs	92.42	95.11	.004
Self-Esteem	86.75	87.43	.485
Gangs	91.87	95.34	.000
Graffiti	90.87	94.48	.001
School	87.50	92.35	.000
Total Attitudes	89.88	92.94	.000

(Sample Size N = 1070; 700 pretests, 370 posttests)

Note subscale question on survey identified in Appendix A.

During the presentation of Career Paths, those students who appeared to need further attention were identified by the CYGS worker, in conjunction with school personnel and other provider personnel, and recruited for after school programs, particularly Star Kids and Woodcraft Rangers. These observations also provided an opportunity to identify students in need of the type of prevention counseling provided by the interns of the California School of Professional Psychology (CSPP). CYGS provides every semester a one-hour training/overview of the Program for teachers and administrators. The after school Star Kids program, mainly a gang/drug prevention program, will be more fully examined in the after school strategy section along with that of LA's BEST, Woodcraft Rangers, and Arts Outreach. CYGS personnel spend the entire day at a school, conducting the Career Paths and Star Kids programs in conjunction with university students trained as tutor/mentors. The staff also work with identified students during lunch and nutrition breaks.

The LAPD's DARE program has also been presented at all six schools. If DARE was offered to sixth graders, CYGS's Career Paths took place in the fifth grade. If DARE was offered in the fifth, Career Paths took place in the fourth grade. All of the after school programs (Star Kids, Woodcraft Rangers, Arts Outreach, LA's BEST), were aimed directly or indirectly at gang/drug prevention. The on-site director of LA's BEST was himself an acknowledged gang member for many years. He grew up in the

neighborhood; managed to survive gang membership; lives in the neighborhood with his family; and, directs all his efforts trying to help young people avoid gang life. Some of the programs are aimed at developing the self-esteem of the participants while others provided the students with quality after school activities, field trips, and camp experiences. These will be more fully described under the strategy of after school activities. The counseling provided by the interns from CSPP is also directed at gang/drug prevention. These activities will be covered under counseling.

The Constitutional Rights Foundation concentrated on conflict resolution in this year's program, an important element in gang prevention. Two interns have been trained to deliver the program. This program served four classrooms in each of the five schools, reaching approximately 500 students. In four schools it was presented to the fourth graders and in one to the fifth graders. Due to summer closure, the sixth school will begin the program in the Fall of 1993. The curriculum for the 1993-93 school year will concentrate on bias awareness and the development of a peer mediation program. The director hopes to bring in both parents and teachers for training to add to the impact of the program. The curriculum is development and is available for grades 1-6, with efforts being made to include Kindergarten. Six teachers from three Project Support schools produced ratings of the CRF programs. (See Appendix B for self evaluation survey results.) Comments were very positive concerning the appropriateness of the lesson plans, vocabulary, clarity of content/concepts, delivery, and organization of materials. One teacher thought the delivery sometimes was paced too slowly but this would be resolved as facilitators gained experience. The role playing and other activities were viewed as most positive aspects. Without exception the teachers felt that the program was beneficial to the students, that the program was strong, and that the teaching style was effective. All indicated that they would like the program to continue. A few specific suggestions were offered for the improvement of the program.

These programs reached a large number of children in the Project Support and provided many worthwhile activities for the students. However, the programs apparently operated somewhat in isolation from each other. No structure has been developed that encourages or facilitates the collaboration among service providers that was proposed. Personnel of the service providers, particularly those who operate after school programs, are most anxious to work together and find the monthly Site Prevention Management Team meetings, held regularly at some schools, to be productive in facilitating communication with each other and school personnel. Some, through individual efforts and attendance at these meetings have been able to successfully identify children needing services and to share some resources. Woodcraft Rangers provided some of their camping slots to CYGS Star Kids who were recommended by the CYGS personnel. Woodcraft Rangers and CYGS workers have been able to help the CSPP in identifying students in need of individual counseling. However, the extent of the collaboration has been limited, due to a lack of direction on the part of the project, the fact that all schools do not have a Team nor regular

meetings, and the lack of a forum or mechanism to facilitate their collaboration. In addition to the inadvertent duplication of efforts, the lack of collaboration and joint planning may also be wasting physical and monetary resources.

Recommendation: That a process and administrative structure be put in place immediately whereby the various service providers can effectively work together to plan their programs for the coming year and share their resources and expertise.

Racial/Cultural Sensitivity Development.

A World of Difference (ADL), aimed at providing teachers with skills to develop tolerance and racial sensitivity in their classrooms, was offered at only one of the schools this first year. Faculties at the remaining five schools are scheduled for the training beginning in September 1993. At the end of the program, teachers are requested to evaluate the program. Table 9 presents the results of this evaluation.

Table 9
ADL - A World of Difference
Tenth Street School - Summary Evaluation

Scores were scaled from 1 to 5 with 1 being poor and 5 being excellent

	Date	3/30	3/31	5/3	Avg.
1. How useful is the topic for your teaching needs?		4.50	4.75	4.67	4.64
2. How effective was the presentation of the speaker(s)?		4.50	4.69	4.67	4.60
3. Overall, how would you rate this workshop?		4.56	4.69	4.50	4.58
	N = 16	N = 16	N = 18	N = 50	
4. Which portion of the workshop do you think was most worthwhile?	Responses				
Sharing groups/personal experiences/discussions		18			
Videos		13			
School Problems/Developing Action Plans		9			
5. If you could add to or change the workshop in any way, what would you do?					
More time (for coop. groups, sample lessons, study guide, actual methods, etc.)		14			
No change (Four evaluations were unreadable)		6			
6. Additional Comments...					
	Positive comments	15			
	Neutral	6			
	Negative	0			

On a scale of 1 (negative) to 5 (positive) the results indicated very positive views of the program with the means to the first three questions ranging from 4.64 to 4.58. These questions inquired about the usefulness of the topic for teaching needs (4.64), the effectiveness of the speaker's presentation (4.60), and an overall rating of the workshop (4.58). When asked which portion was more worthwhile, the teachers listed sharing group/personal experiences/discussions (18), videos (13), and developing action plans (9). 14 of the teachers indicated that they would like more time for the groups, sample lessons, study guides, etc. Additional comments were generally positive (15) with a few neutral ones (6) and no negative ones. Results of the teacher surveys were sent to the school's principal three weeks after the workshop accompanied by a questionnaire. This questionnaire has not been returned by the principal.

Due mainly to late funding, only one school could be scheduled for "A World of Difference." However, all six schools will be served by this program during the 1993-1994 school year. Dates have been established for one school; the others will follow soon. The personnel of "A World of Difference" find the monthly site meetings a problem for them to staff. During the initial planning, the organization was not informed that attendance at six monthly meetings (one per school) was expected. Thus, they did not include funding for this in the budget submitted. Also, initial planning was such that it was not made clear to them that they could not schedule all teachers at a school for the workshop on one day. It was necessary for the workshops to be given on three different days to cover the teachers on the three tracks of the school. The lack of clarity in the initial planning made it possible for only 20 study guides to be provided for the school when the provider would like to provide 50 study guides per school.

The Woodcraft Rangers mixed project students with students from all over the region in their day long weekend field trips (two per school) and summer camp program, thus providing a concentrated multiethnic experience for the children. LA's BEST, through Lula Washington's L. A. Contemporary Dance Theater instruction and Rhoda Robinson's Brotherhood Through the Arts Foundation, exposed children to the creative work of minority artists. The Arts Outreach program of Communication Bridges devoted one of its six sessions to a survey of African-American, Hispanic, and Asian artists and sponsored field trips to ethnic art exhibits at the L. A. County Museum of Art, Santa Monica College, and the Barnsdall gallery. The artwork produced by the students in this program will be displayed for two weeks in the galleries of the University of Southern California with two receptions for the artists and their families. Much is being done in this area, however, as these schools are primarily Hispanic, Hispanic-Afro-American, and Afro-American, a multitude of experiences are needed by the children and exposure to the wider culture.

Recommendation: That project needs and expectations be clearly communicated to service providers to facilitate appropriate planning on their part.

After School Alternative Programs.

All six schools in Project Support have after school programs operating. In addition to the after school programs, many children were afforded the opportunity to take a variety of field trips and to attend a summer camp.

The LA's BEST program. in its third year of operation at one school, has been able to augment its regular offerings with three new programs: dance and chorus training by professional groups and a special Mother's Day art activity for its participants. The Mother's Day activity proved to be the highlight of the year for the children involved. 125 students participate in the LA's BEST program on a regular basis. It is not clear the exact number who participated in the three new activities.

Star Kids. The program has been in operation for months at five of the schools. At the sixth school the program began in August. The specific activities engaged in by the students in the Star Kids programs varied with the needs of the school as ascertained by the CYGS personnel. At one school the program involved graffiti abatement and campus beautification. At another, drama and arts and crafts activities dominated the program. A third school has recently received a donation of four IBM computers and a weekly computer class is to begin. Other programs at this school include a library reading program and soccer. At two schools emphasis was placed on tutoring, sports, and a counseling rap group. Two university students have been trained to function as tutor/mentors and to assist the CYGS personnel. The objectives included gang/drug prevention through self-esteem education. By empowering the student and developing an awareness of negative factors in their lives, the program hopes to show the students a way out of their negative environment. The Star Kids program covers respect of self and others, anti-graffiti activities, peer pressure, drugs, gangs, anger, violence and guns, and cultural diversity. Due to cooperation between CYGS and Woodcraft Rangers, a number of camping slots were allotted to the Star Kids. The programs for next year have already been organized for the six schools. Precise numbers of students involved with the Star Kids program were not made available.

Woodcraft Rangers. The Woodcraft Rangers are operating an after school program in all six of the project schools. In one school, due to heavy demand, a Junior Woodcraft Rangers program has begun. Each school site was provided with two one-day weekend field trips. Approximately 140 students were served by the program monthly and a total of 380 participated in the field trips. If regular Woodcraft Rangers could not fill all the bus seats, the remaining empty seats were filled with siblings and then parents. In addition to its after school programs, the Woodcraft Rangers made 180 one-week camping openings available to students, 30 for each of the six schools. The campers from Project Support were

mixed with children of diverse backgrounds from all over the region, providing a multiracial/multiethnic experience. The cost to the student was set at \$20 for the week, about one-tenth of the usual fee, with two free slots for needy children from each school. As the dates for the camp approached and all slots were not filled, the charge was reduced to \$5 for the week's camp. The rate at which the slots were filled appeared to be related more to the activities of the Site Coordinator than the cost of the program. At some schools the 30 spaces were filled very quickly. At a few other schools the target of 30 students was not reached, even at the reduced rate of \$5 and when siblings of Woodcraft Rangers were permitted to participate. Another problem encountered was the erratic attendance by the children enrolled in the program. Also, even though the program was open to them during off track time, most children did not attend. This made it necessary for the personnel to be continually recruiting students to maintain a full complement.

Computer Program. At the time of the writing of the report, one school had a functioning after school computer class and a second school was starting one, having just received a donation of four IBM computers from a local business. Plans are underway to institute after school computer groups in all the schools. The schools' equipment has been surveyed, additions are planned, and software is being made available by the Project for the use by after school programs. The Computer Program will function during the second year of the project.

Communication Bridge - Arts Outreach. The Arts Outreach program has been presented at all six schools. It has been extremely well-received as reported by various school personnel. In some schools the students were referred by staff and in others the Site Coordinator, at the request of Arts Outreach, identified students who were interested in working with professional artists. In most schools the same students attended all sessions. In one school the principal wanted different children to attend each session. Two schools chose to have the program presented as part of the regular school day. In the other four it was an after school event. Parents and teachers were welcomed as observers and some parents did visit. Several problems were encountered in offering this program: gaining parental permission for children to attend; constant interruptions caused by students coming and going; and, the necessity of dropping a planned session and adding a different one. This occurred when the staff ascertained that the students were unable to do the three-dimensional project because they did not know how to use a ruler. It was necessary to substitute a session on measurement for a previously-planned session. In spite of these difficulties, the program apparently was a great success, according to the staff and school personnel. The culmination will be a two-week exhibit of the students' work to be held in the gallery of the University of Southern California during the Fall with two receptions for the students and their families.

In most of the after school programs getting parental permission proved to be difficult, apparently more so in some schools than others. In the schools where teachers and the Site Coordinator made special efforts to personally communicate with parents/guardians, it was much less of a problem than in the schools where it was handled more formally. Another problem commonly encountered was interruptions to the program caused by students going in and out, often attributed by providers to the fact that the school did not remind the students which program was being offered that day. Here again, some of the confusion appeared to be related to the level of organization and commitment on the part of the school and its staff.

Recommendation: That procedures be developed to facilitate the gaining of parental permission for program attendance, and to enable students and school personnel to always know where students are to be and when.

Tutoring/Mentoring

Constitutional Rights Foundation interns have been tutoring students as a regular part of their program as have workers with the LA's BEST program. Almost all the adult workers, particularly those involved in the after school programs, have received some training or experience in mentoring and it is clear that they are performing this role. CYGS has trained two university students as tutor/mentors for work in its after school programs. The organization is also providing training for its workers, CSPP interns, and a few volunteers. It is anticipated that both tutoring and mentoring will be expanded in all schools in the coming year. Plans for more formal training of tutors are being developed. The organization needs a central place to do this kind of training.

Recommendation: That a plan for a more formalized tutor mentor training program be organized and that space be made available in which the tutoring can take place.

Community Service Opportunities

The Constitutional Rights Foundation and Junior Achievement are both laying the groundwork for student involvement in community service by their emphasis on the importance of civic projects and the role of the students in the community. During the second year of the project, formal activities in this area will be developed by these two groups. Students involved in the Project 2000-Star Kids are involved in campus beautification and anti-graffiti activities in at least two of the schools and community service is one of the four major aspects of the Woodcraft Rangers program. CYGS has suggested that each school be funded to produce a Project Support mural. Some formal means of communication among the participants would facilitate the development of community service opportunities. Junior Achievement presents a curriculum

as a supplement to social studies based on career awareness, economics, and the community. Their activities will be covered under Career Awareness.

*Recommendation: That communication among project management, school staff and service providers be strengthened to foster greater participant identification with the program.
Consideration should be given to funding a joint endeavor such as a mural..*

Career Awareness

Junior Achievement has presented its career awareness in eight classes in each of the six schools reaching approximately 1200 students. During this year the schools chose the grade level for the program. The grade levels were as follows: School 1 - 2 and 3; School 2 - 2 and 3; School 3 - 2 and 3; School 4 - 2; School 5 - 4 and 5; and. School 6 - 5 and 6. Although the project is aimed at fourth and fifth graders, there were instances when school personnel thought that the younger children would benefit the most from the program, especially in the schools that had no sixth grade. This program will continue in the future and will be expanded to cover more grade levels. The program has curriculum for all grade levels. Junior Achievement has additional funds from other sources. It will give priority in the use of these funds to the expansion of the program in the Project Support schools. If possible, it will move into other schools in the same neighborhood, realizing that programs of this kind rarely, if ever, are offered to children in the inner city.

One of the problems faced this year was finding volunteers. Junior Achievement has not operated in the inner city in the past. Because of this and because of its shortage of bilingual volunteers, the organization was forced to use teaching assistants in a few of the schools, mainly because of the language problem. Often the TA's were not able to follow through in the classroom as proscribed by the program. During the coming year the program will be spread throughout the year, minimizing the problem of finding volunteers for the program.

Junior Achievement states that Project Support has been important to the agency as it has enabled them to offer their program in schools where they have never been. The program has been expanded to all grades in one of the Project Support schools due to the receipt of additional funds from other sources.

Organization personnel state that they have been helped by their relationship and contact with LA's BEST, which is operating in one of the Project Support schools. Junior Achievement's goal is to stay in the schools that they are in and to expand. They try never to withdraw from a school. If current funding ceases, they look for other funding to continue the program. Here again a provider questions the need for

attendance at monthly meetings of Site Prevention Committees at each school as they work with classrooms and the Project Support schools are a small part of their activities. Also, the issue of referral and tracking of students may not be relevant in their case. Junior Achievement is satisfied with the progress.

Recommendation: That teaching assistants not be used as "volunteers" to deliver the Junior Achievement program.

Early Intervention Counseling

California School of Professional Psychology interns are providing counseling at five of the six schools. The sixth school is closed for the summer. An intern will be assigned in September when the school resumes activity. Faculty in these schools received checklists produced by CSPP to assist them in identifying students for referral. In addition to checklists and observations made by the interns, adults in the Project Support programs and school personnel were involved in discussing and referring of students for counseling. 115 students in the six schools received counseling through the CSPP program and 33 parents were served. Tables 10 and 11 indicate the numbers of students and parents served at each school.

Table 10:

Students Served by CSPP Interns by School May-August 1993

School	May	June	July	August	Totals
Hoover	5	14	6	3	28
Magnolia	7	2	4	9	22
Normandie		7	7	5	19
Raymond	3	15	4	10	32
South Park	4	School	not	in	session
Tenth St.	-	-	6	4	10
Totals	19	38	27	31	115

Table 11:
Parents Served by CSPP Interns by School May-August 1993

School	May	June	July	August	Totals
Hoover				29	29
Magnolia				1	1
Normandie				3	3
Totals				33	33

Interns continue to receive supervision and training during their internship in the schools. Not until July were the services of a psychiatric social worker obtained for half time to coordinate referral services and to assist in the supervision of the CSPP interns. The intent was to have a mental health worker on call to coordinate services and assist in appropriate referrals for those students that needed more intensive services that were to be provided by the CSPP interns. Interviews with school personnel reveal a great deal of satisfaction with the activities of the CSPP interns.

Parent Education

One school has begun an introduction to computers class for parents under the auspices of Project Support. In addition, the CSPP psychologist intern at that school began an eight-week program for parents of fourth and fifth graders in August entitled, "Raising Children in Troubled Times." A second school has an ongoing parent education each Friday morning. As of August apparently no other school had begun any formal parent programs. The Constitutional Rights Foundation, CYGS, and Woodcraft Rangers have all expressed interest in bringing parents into their programs and in developing parent education programs. They are willing to share resources and personnel for this purpose. At present there is no structure available to support the collaboration of the service providers in developing project and school wide parent education programs.

Recommendation: That a structure be immediately developed to foster the collaboration of various service providers and school personnel in developing and offering formal parent education or involvement programs at the Project Support schools.

Other Findings

Site Prevention Management Teams. At the end of the first year all schools had functioning Site Coordinators but only two of the six schools had operating Site Management Teams that meet regularly. On the remaining schools, one was closed for the summer; one is beginning the process with a new coordinator; one has subsumed the functions under its existing school council, and one has had at least one meeting. Student program assignments, scheduling, and placement could be much improved if all schools had functioning Site Management Teams. Also, it has been much more difficult for the evaluators to gain information about the operation of the programs at the schools without regular Site Prevention Management Teams or regularly scheduled meetings. In addition, the lack of Teams greatly hinders the cooperation, collaboration, and the exchange of vital information among the school staff and providers which is necessary for the success of this program.

Recommendation: That all six schools establish Site Management Teams with established monthly meeting times convenient to providers, especially those having after school programs. Consideration should be given to the necessity for all providers to attend all school site meetings.

Recommendation: That the site coordinators from each of the six schools meet periodically (once a month or twice per semester at minimum) as a group to share strategies and successes.

Service Providers' Funding. The provision of services by the provider agencies began as established in their contracts with the school district even though the district delayed payment, sometimes for months. As of July 1993, some agencies had still not received payment for their services. Often these delays were due to the very slow processing of contracts. In spite of long delays in receiving their funding, all agencies instituted their programs in a timely fashion. These are non-profit agencies and the delay in payment for their services may have affected both the content and quality of their services.

Recommendation: That the school district expedite its handling of service providers' contracts so that they are approved by both parties prior to the beginning of each new school year and that invoices be promptly paid.

Site Coordinator Stipends. Not all site coordinators have been paid what they thought they were promised. It is not clear where the problem or misunderstanding lies. This may explain their reluctance to carryout their missions fully, and for them to take the Site Management Team responsibilities seriously.

Recommendation: That site coordinators should be paid promptly and consideration given to buying release time so that substitutes can be hired to cover their classes when coordinators are performing their duties, such as setting up meetings, contacting parents, completing reports.

Recommendation: That project management clarify the role of coordinators with the coordinators and their principals.

Identification of Students for Concentration of Services. No formal mechanism has been developed by project personnel for the identification of those 250-300 students who were to receive concentrated services through Project Support. The lack of a forum for collaboration and a process for identifying these students is mentioned repeatedly by service providers when asked how the program could be improved. In one school the principal has stated that a student may only participate in one activity.

Recommendation: That a process be developed that will allow for the identification and tracking of these children early in the Fall so that available services can be directed towards them and that their progress can be monitored during the last two years of the project.

Monthly School Summary Reports. Monthly reports of activity on the school sites have for the most part not been submitted when due. Several schools have been diligent in this regard but others have not. The regular collection of the information requested is vital to the program management and its evaluation. Some school and provider personnel have indicated that they find the "Monthly Summary Report" form confusing.

Recommendation: That school sites be directed to submit on time the monthly (periodic) reports of activities and that the report forms be modified for ease of completion and use.

School Selection of Services Offered

A strong interest in selecting program components has been expressed by a number of school staff. While the spirit and intent of the grant must be met, perhaps schools could be allowed some choice in the amounts and duration of the services the external providers offer, in order to utilize more fully the services that appear to be working best in their schools. Such a move could make the service providers more accountable, and improve the overall effectiveness of Project Support.

Recommendation: That a mechanism be developed and implemented for schools to choose (purchase) those services that they believe most effectively meet the needs of their students.

APPENDIX A

CYGS "Student Attitudinal Survey"

STUDENT ATTITUDINAL SURVEY

PLEASE CIRCLE THE ANSWER WHICH MOST CLOSELY MATCHES YOUR FEELINGS:

- | | | | | |
|-----|---|-----|------------|----|
| 1. | I think it is alright for someone to write graffiti. (F) | YES | DON'T KNOW | NO |
| 2. | I enjoy participating in recreation, sports, church or school programs with others my age. (S, E) | YES | DON'T KNOW | NO |
| 3. | I would like to have a tattoo. (G) | YES | DON'T KNOW | NO |
| 4. | I feel good about my friends joining a gang. (G) | YES | DON'T KNOW | NO |
| 5. | I feel good about working hard and doing my best in school. (S) | YES | DON'T KNOW | NO |
| 6. | It is OK if my brother or sister join a gang. (G) | YES | DON'T KNOW | NO |
| 7. | If my friends were using drugs and wanted me to, I would. (D) | YES | DON'T KNOW | NO |
| 8. | If my friends join a gang I would too. (G) | YES | DON'T KNOW | NO |
| 9. | I would feel good about myself if I joined a gang. (G) | YES | DON'T KNOW | NO |
| 10. | I would like to join a gang. (G) | YES | DON'T KNOW | NO |
| 11. | I like to write graffiti. (F) | YES | DON'T KNOW | NO |
| 12. | Gangs are OK. (G) | YES | DON'T KNOW | NO |
| 13. | It is important for me to graduate and continue with a good education. (S) | YES | DON'T KNOW | NO |
| 14. | People will like me if I am in a gang. (G) | YES | DON'T KNOW | NO |
| 15. | I feel the most important when I am with my friends. (E) | YES | DON'T KNOW | NO |
| 16. | I think graffiti makes the neighborhood look ugly. (F) | YES | DON'T KNOW | NO |
| 17. | It is wrong to be in a gang. (G) | YES | DON'T KNOW | NO |
| 18. | I get into trouble at school. (S) | YES | DON'T KNOW | NO |
| 19. | I always do whatever my friends want me to do. (E) | YES | DON'T KNOW | NO |
| 20. | People who break the laws should be punished. (G, D) | YES | DON'T KNOW | NO |
| 21. | It is OK for me to take drugs (Alcohol, Tabacco, Cocaine) to feel good. (D) | YES | DON'T KNOW | NO |
| 22. | A policeman is a good friend to have. (G, D) | YES | DON'T KNOW | NO |
| 23. | It is OK to fight to solve a problem. (G) | YES | DON'T KNOW | NO |
| 24. | I would do what the kids in my neighborhood do just to be accepted by them. (E) | YES | DON'T KNOW | NO |

LEGEND

- G = Anti Gangs
- S = Pro School
- E = Pro Self Esteem
- D = Anti Drugs
- F = Anti Graffiti

TEACHER _____

SCHOOL _____

RM _____

YEAR _____

INSTRUCTORS NAME _____

SEMESTER _____

PRE _____

POST _____

STUDENT SURVEY





ENCUESTA ESTUDIANTIL

ESCOJA LA RESPUESTA QUE MAS CORRESPONDA CON SUS SENTIMIENTOS:

- | | | | | |
|-----|---|----|-------|----|
| 1. | Yo creo que esta bien que una persona escriba graffiti. (F) | SÍ | NO SÉ | NO |
| 2. | Me gusta participar en deportes recreativos, programas en la iglesia o la escuela con otros niños/niñas de mi edad. (S,E) | SÍ | NO SÉ | NO |
| 3. | Me gustaría tener un tatuaje. (G) | SÍ | NO SÉ | NO |
| 4. | Me gusta que mis amigos sean miembros de una pandilla. (G) | SÍ | NO SÉ | NO |
| 5. | Me siento muy bien trabajando duro y dando lo mejor de mí en escuela. (S) | SÍ | NO SÉ | NO |
| 6. | Esta bien si mi hermano o mi hermana se hacen miembros de una pandilla. (G) | SÍ | NO SÉ | NO |
| 7. | Si mis amigos usaran drogas y quisieran que yo las usara, lo haría también. (D) | SÍ | NO SÉ | NO |
| 8. | Si mis amigos se juntan a una pandilla yo también me haría miembro. (G) | SÍ | NO SÉ | NO |
| 9. | Me sentiría muy bien conmigo mismo si me hago miembro de una pandilla. (G) | SÍ | NO SÉ | NO |
| 10. | Me gustaría juntarme a una pandilla. (G) | SÍ | NO SÉ | NO |
| 11. | Me gusta escribir graffiti. (F) | SÍ | NO SÉ | NO |
| 12. | Las pandillas son buenas. (G) | SÍ | NO SÉ | NO |
| 13. | Es importante graduarme y continuar una buena educación. (S) | SÍ | NO SÉ | NO |
| 14. | Yo le agradecería a la gente si me juntara a una pandilla. (G) | SÍ | NO SÉ | NO |
| 15. | Me siento más importante cuando estoy con mis amigos. (E) | SÍ | NO SÉ | NO |
| 16. | Yo pienso que el vecindario se ve feo con graffiti. (F) | SÍ | NO SÉ | NO |
| 17. | Es malo pertenecer a una pandilla. (G) | SÍ | NO SÉ | NO |
| 18. | Yo tengo problemas en la escuela. (S) | SÍ | NO SÉ | NO |
| 19. | Yo hago todo lo que mis amigos quieren que yo haga. (E) | SÍ | NO SÉ | NO |
| 20. | Las personas que no obedecen las leyes deben ser castigadas. (G,D) | SÍ | NO SÉ | NO |
| 21. | Está bien tomar drogas (Alcohol, Tabaco, Cocaína) para sentirse bien. (D) | SÍ | NO SÉ | NO |
| 22. | Un policia es un buen amigo. (G,D) | SÍ | NO SÉ | NO |
| 23. | Está bien pelear para resolver problemas. (G) | SÍ | NO SÉ | NO |
| 24. | Yo haria lo que mis compañeros hacen con tal que me acepten. (E) | SÍ | NO SÉ | NO |

ESCUELA _____
 MAESTRO/A _____

D = Anti Drugs
 G = Anti Gangs

S = Pro School
 F = Anti Graffiti

ANO _____

CUARTO _____
 NOMBRE DEL INSTRUCTOR/A _____

SEMESTRE _____

ANTES _____

DESPUES _____

LEGEND

ENCUESTA ESTUDIANTIL



APPENDIX B

PILOT PROGRAM SELF EVALUATION - Constitutional Rights Foundation

PILOT PROGRAM SELF EVALUATION - Constitutional Rights Foundation

Introduction to Conflict Management Skills

Schools (classrooms): Hoover (3), Magnolia (1), Normandie (2)

Workshop Summary:

Summary:

Six teachers from three Project Support schools produced ratings of the Constitutional Rights Foundation programs. Comments were very positive concerning the appropriateness of the lesson plans, vocabulary, clarity of content/concepts, delivery, and organization of materials. One teacher thought the delivery sometimes was paced too slowly but this would be resolved as facilitators gained experience. The role playing and other activities were viewed as most positive aspects. Without exception the teachers felt that the program was beneficial to the students, that the program was strong and that the teaching style was effective. All indicated that they would like the program to continue. A few specific suggestions were offered for the improvement of the program.

Appropriateness of the lesson plans: All of the responses to questions posed were positive. When queried about how appropriate the lesson plans were, all felt the lessons were good and the vocabulary appropriate. One teacher felt definitions were well understood by the fifth graders. Another teacher wrote that a clear explanation prior to usage was important. All agreed that the content and concepts were clear and easy to understand, and that the role-playing contributed to the understanding. Four of the five teachers felt the clarity of delivery was good. The fifth believed that at times it was paced "too slow...without enough 'spark'". The organization of materials was rated from excellent to O.K. Several teachers added that the students enjoyed the materials and activities.

Students benefited from the lessons: All five teachers believed that the majority of their students benefited from the lessons. Several suggested that the ten lessons would not immediately change ten years of the children's habits but that although children will sometimes forget to be peacemakers, they will remember the strategies for peacemaking and solving problems (learned in the program).

Strengths and Weaknesses of the Program: Some of the strengths mentioned included: vocabulary, concepts, materials, activities, subject itself, positive attitude of presenters, role playing, journal writing, and homework. One teacher suggested that the program might be more beneficial if only one meeting per week were held, giving the students a week to work on the concept. Another teacher felt that more communication between the teacher and the provider would be helpful. A third stated that written charts and/or a video would improve the program. A fourth felt the program should go on all year and the fifth that any "weaknesses will be rectified by experience and ones willingness to change."

Effectiveness of teaching style: All respondents regarded the teaching style effective as it involved the students and the facilitators were enthusiastic about teaching. Two mentioned that several of the lessons were a bit long and had limited student involvement.

Applicability of lessons to students' real life: All five teachers felt that the lessons were applicable to the students' lives and one stated that behavior changes on the playground and

cafeteria had already occurred. Two restated their belief that the learning would need continual reinforcement over the years.

Interest in continuing the program and developing a peer mediation program: All five teachers were enthusiastic about the program and the prospects of continuing it and felt that the two facilitators did a great job.

Specific Questions and Transcript of Teachers' Comments

- 1) How appropriate do you think the lesson plans were for your students?

Vocabulary:

Very appropriate and extremely IMPORTANT.

Good choice of vocabulary words. These definitions were explained in terms that are understood by 5th graders.

The vocabulary was very appropriate. It was repeated throughout all the lessons - one lesson built on another - so the students learned it quickly.

The lessons were very good because it gives the students other options to improve their peer relations (Vocabulary was appropriate).

Very appropriate. Excellent vocabulary builders and the children able to use the words properly and in the correct context.

The vocabulary was appropriate but must always be clearly defined prior to each new lesson.

Clarity of content/concepts:

good clarity of content and concept.

The role-play situations the students watched helped clarify the terms. If the students could be given something specific to look for as they watch the role-play encounters, they might understand it faster.

Lessons were easy and not too difficult even for low achievers.

The concepts/content areas were quite clear. They were always stated at the beginning of the lesson. Demonstrates throughout and reviewed at the end of the lesson.

The content and concepts were easy to understand after role playing. This was an effective teaching strategy.

Clarity of delivery;

good clarity of delivery.

The delivery was sometimes paced too slowly...without enough "spark." Too much time elapsed between questions. You can lose the students interest and attention this way.

Julie and Flor did a very good job.

Most of the time delivery was quite clear. For those few times that weren't, Julie and Flor were able to see that and restructure their delivery to make sure that the students really did understand.

Both facilitators presented content clearly and thoroughly.

Organization of materials:

Good organization of materials.

Students enjoyed the various materials and activities.

Excellent. The activities the students were involved in - role-play and cooperative learning) groups, helped reinforce their lessons. The lessons were varied each day in terms of what the students did.

OK

The materials were very well organized; lessons flowed in a natural manner.

2) Do you think that the majority of your students benefited from the lessons? (Please explain).

All the students benefited from the lessons. Julie was present in the classroom when an incident occurred where a student got mad and put her head down. We discussed how the other students could give an "I" statement when she got mad.

Absolutely. However, the way they deal with conflict in their everyday lives is a 10 year old habit. In 10 lessons, we may not change old habits. But, their awareness is there. Now my job begins - more practice with "I feel)...body language and peacemaker roles.

Yes, the students in my class have shown improvements in peer relations and interaction with different groups. As the students mature, their ability to use a variety of approaches to conflict resolution will be more apparent.

Yes, I do think that the majority of students benefited because they learned words that explained feelings that they have. They (missing)

I am certain that a majority of the students benefited. Children, however, will be children which means they tend to forget to be peacemakers at all times. Sometimes they will exhibit all of the appropriate behaviors, other times they won't. However, I know that they'll never forget the strategies for being peacemakers and solving problems.

3) What were the strengths and weaknesses of the curriculum?

Strengths:

These were the choice of vocabulary words, concepts, materials and activities.

- 1) The subject itself. Resolving conflicts is something we all need to learn.
- 2) Having young persons teach the lessons. They provide excellent role models for the kids.

Both presenters had a positive attitude
lessons and materials were comprehensible

Lots of role playing for the children to view and participate in.
role playing to enhance understanding
Writing new concepts in journals
Homework was relevant to content covered in class.
Weaknesses:

A few of the lessons (activities were long and the students became restless (The activity and lesson which focused on active listening was long and the students became restless).
It would be more beneficial for my class if they could have lessons once a week for 45-5-minutes. Then they could work on skills for the week.

There was almost no communication between the teacher (me) and the program participants (you). If I had known what my role was - or what was expected of me, I could have helped more (or less).

Any weaknesses will be rectified by experience and ones willingness to change.

The short duration of the program! (It should last all year.)

Better written charts using colors pleasing to the eye instead of chalkboards.
It might have been nice to see a video of students in conflicts and then let class do problems solving.

4) Was the teaching style effective?

The teaching style was effective. A few lessons seemed long. There seemed to be a long lecture in a few lessons. The various activities, worksheets and lessons provided interesting lessons.

Overall...Yes. - Make the lessons more lively.

On a couple of the lessons, the students weren't involved enough in the lesson. They need to have a 20-25 min. lesson, followed by a 25-20 min. activity where they are all actively involved. Then a wrap-up. - or a class game with whole class participation.

the use of hypothetical situations was very effective.

The teaching style was very effective because it involved the students and they enjoyed that.

The teaching style was very effective. I believe the facilitators were enthusiastic about teaching which makes learning a great deal easier for students

5) How applicable were the lessons to your student real life experience? (With continued help and support in learning conflict resolution skills would they be able to adapt their classroom experience to life in the real world?)

The lessons were simulations of real life experiences that they have had. The "conflict situation" worksheet was excellent! With continued support the students would be able to adapt their classroom experience to real life situations.

These lessons are extremely important.

The key concept is continued help and support - practice to help them adapt in the real world.

I've noticed an improvement in the students behavior out on the playground and in the cafeteria.

The lessons were very applicable and realistic. The lessons helped them to better understand people and the circumstances that can affect behavior.

The lessons were applicable to real like experiences, though I'm certain it could have to be reinforced regularly throughout their adolescent years too in order for it to carry over into life in the real world.

6) Taking into consideration that the CRF is further developing a lesson plan that would eventually allow teachers and students to develop a peer mediation program in their classrooms, playground, grade-wide, or school-wide, would you be interested in continuing with out program?

Yes, this sounds like an interesting and beneficial experience! Flor and Julie did a great job!
P. S. Can I please have 1 copy of handouts. Thanks!

Yes. Thank you. I really want to thank Flor and Julie for doing such a fine job. They both have an excellent rapport with the students. They are very positive and helpful. They definitely know how to build up the students self-esteem. Cheers for Flor and Julie.

Yes.

Yes.

Most definitely, but not on a daily basis. Weekly would be great!