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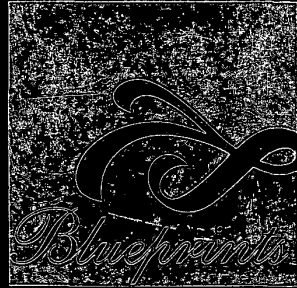
For Violence Prevention

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BOOK FOUR
The Quantum
Opportunities Program

Blueprints for Violence Prevention

THE QUANTUM OPPORTUNITIES PROGRAM

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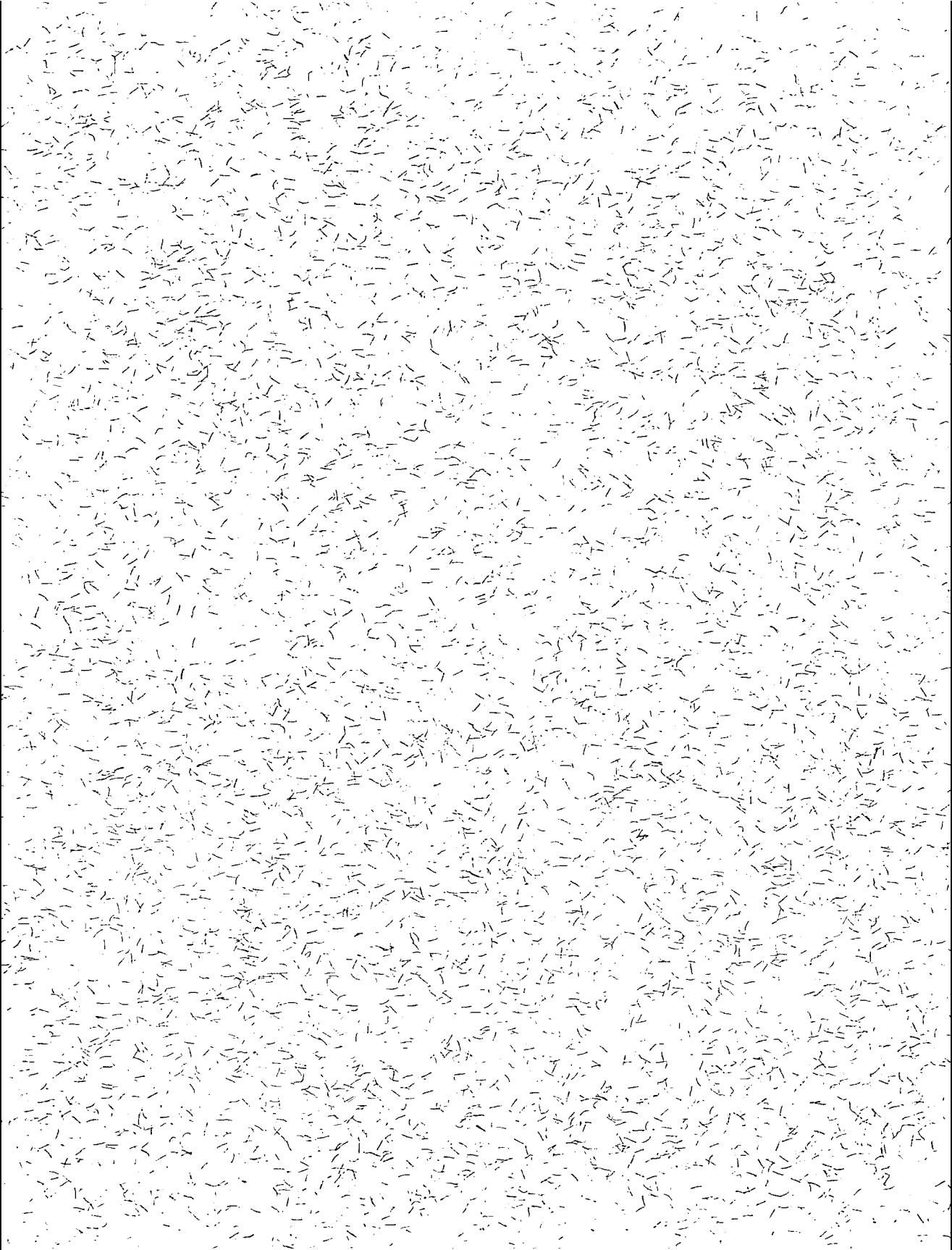| Designer's Conference	Focus Group Conference
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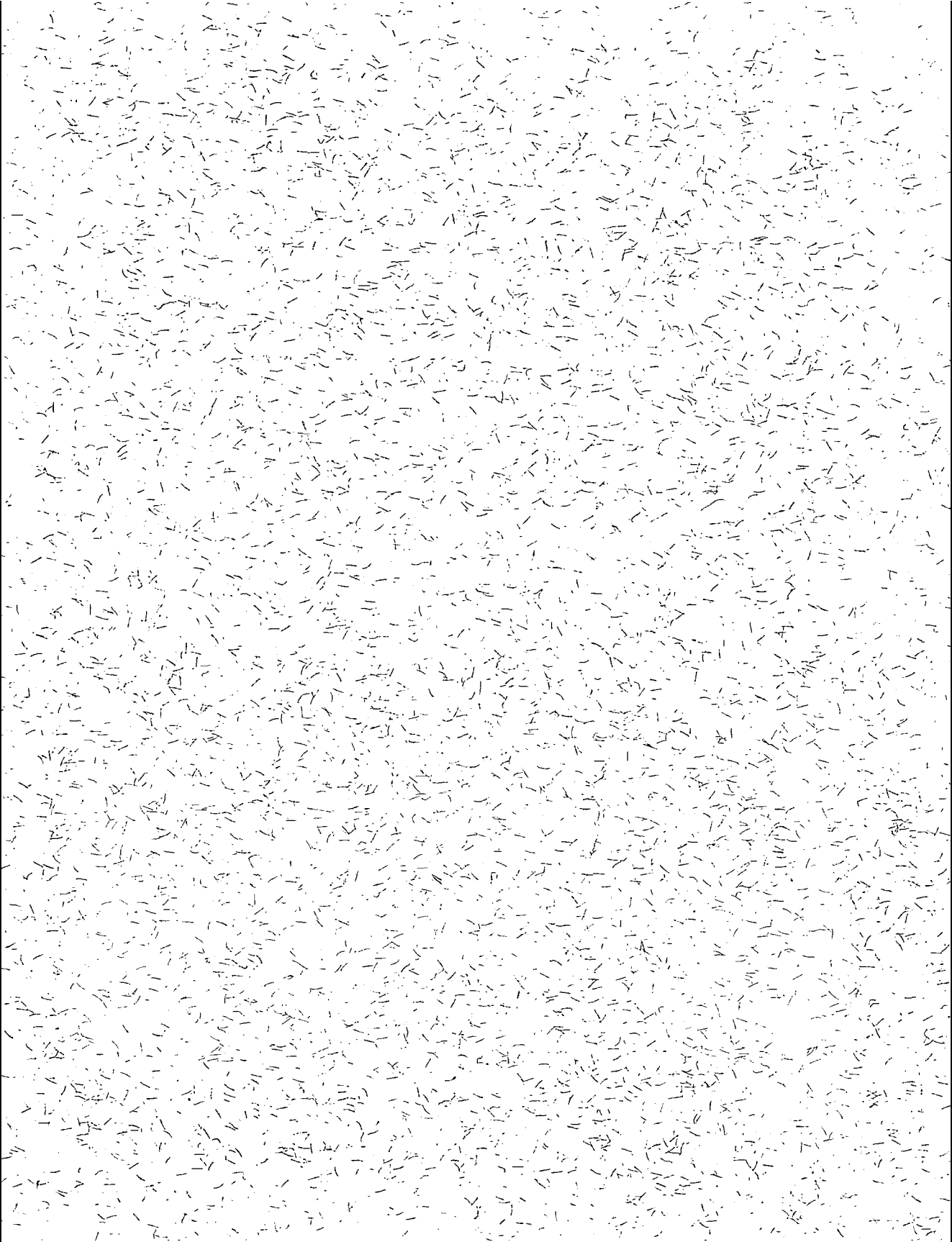
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EDITOR'S INTRODUCTION

Introduction

The demand for effective violence and crime prevention programs has never been greater. As our communities struggle to deal with the violence epidemic of the 1990s in which we have seen the juvenile homicide rate double and arrests for serious violent crimes increase 50 percent between 1984 and 1994,[1] the search for some effective ways to prevent this carnage and self-destructiveness has become a top national priority. To date, most of the resources committed to the prevention and control of youth violence, at both the national and local levels, has been invested in untested programs based on questionable assumptions and delivered with little consistency or quality control. Further, the vast majority of these programs are not being evaluated. This means we will never know which (if any) of them have had some significant deterrent effect; we will learn nothing from our investment in these programs to improve our understanding of the causes of violence or to guide our future efforts to deter violence; and there will be no real accountability for the expenditures of scarce community resources. Worse yet, some of the most popular programs have actually been demonstrated in careful scientific studies to be *ineffective,* and yet we continue to invest huge sums of money in them for largely political reasons.

What accounts for this limited investment in the evaluation of our prevention programs? First, there is little political or even program support for evaluation. Federal and state violence prevention initiatives rarely allocate additional evaluation dollars for the programs they fund. Given that the investment in such programs is relatively low, it is argued that every dollar available should go to the delivery of program services, i.e., to helping youth avoid involvement in violent or criminal behavior. Further, the cost of conducting a careful outcome evaluation is prohibitive for most individual programs, exceeding their entire annual budget in many cases. Finally, many program developers believe they know *intuitively* that their programs work, and thus they do not think a rigorous evaluation is required to demonstrate this.

Unfortunately, this view and policy is very shortsighted. When rigorous evaluations have been conducted, they often reveal that such programs are ineffective and can even make matters worse.[2] Indeed, many programs fail to even address the underlying causes of violence, involve simplistic "silver bullet" assumptions (e.g., I once had a counselor tell me there wasn't a single delinquent youth he couldn't "turn around" with an hour of individual counseling), and allocate investments of time and resources that are far too small to counter the years of exposure to negative influences of the family, neighborhood, peer group, and the media. Violent behavior is a complex behavior pattern which involves both individual dispositions and social contexts in which violence is normative and rewarded. Most violence prevention programs focus only on the individual dispositions and fail to address the reinforcements for violence in the social contexts where youth live, with the result that positive changes in the individual's behavior achieved in the treatment setting are quickly lost when the youth returns home to his or her family, neighborhood, and old friends.

Progress in our ability to effectively prevent and control violence requires evaluation. A responsible accounting to the taxpayers, private foundations, or businesses funding these programs requires that we justify these expenditures with tangible results. No respectable business or corporation would invest millions of dollars in an enterprise without checking to see if it is profitable. No reputable

physician would subject a patient to a medical treatment for which there was no evidence of its effectiveness (i.e., no clinical trials to establish its potential positive and negative effects). Our failure to provide this type of evidence has seriously undermined the public confidence in crime prevention efforts generally, and is at least partly responsible for the current public support for building more prisons and incapacitating youth—the public knows they are receiving some protection for this expenditure, even if it is temporary.

The prospects for effective prevention programs and a national prevention initiative have improved greatly during the past decade. We now have a substantial body of research on the causes and correlates of crime and violence. There is general consensus within the research community about the specific individual dispositions, contextual (family, school, neighborhood, and peer group) conditions, and interaction dynamics which lead into and out of involvement in violent behavior. These characteristics, which have been linked to the onset, continuity, and termination of violence, are commonly referred to as "risk" and "protective" factors for violence. Risk factors are those personal attributes and contextual conditions which increase the likelihood of violence. Protective factors are those which reduce the likelihood of violence, either directly or by virtue of buffering the individual from the negative effects of risk factors.[3] Programs which can alter these conditions, reducing or eliminating risk factors and facilitating protective factors, offer the most promise as violence prevention programs.

While our evaluation of these programs is still quite limited, we have succeeded in demonstrating that some of these programs are effective in deterring crime and violence. This breakthrough in prevention programming has yet to be reflected in national or state funding decisions, and is admittedly but a beginning point for developing the comprehensive set of prevention programs necessary for developing a national prevention initiative. But we are no longer in the position of having to say that "nothing works."

Ten proven programs are described in this series of *Blueprints for Violence Prevention*. These Blueprints (which will be described later in this Editor's Introduction) are designed to be practical documents which will allow interested persons, agencies, and communities to make an informed judgment about a proven program's appropriateness for their local situation, needs, and available resources. If adopted and implemented well, a community can be reasonably assured that these programs will reduce the risks of violence and crime for their children.

Background

The violence epidemic of the 1990s produced a dramatic shift in the public's perception of the seriousness of violence. In 1982, only three percent of adults identified crime and violence as the most important problem facing this country; by August of 1994, more than half thought crime and violence was the nation's most important problem. Throughout the '90s violence has been indicated as a more serious problem than the high cost of living, unemployment, poverty and homelessness, and health care. Again, in 1994, violence (together with a lack of discipline) was identified as the "biggest problem" facing the nation's public schools.[4] Among America's high school seniors, violence is the problem these young people worry about most frequently—more than drug abuse, economic problems, poverty, race relations, or nuclear war.[5]

The critical question is, *"How will we as a society deal with this violence problem?"* Government policies at all levels reflect a punitive, legalistic approach, an approach which does have broad

public support. At both the national and state levels, there have been four major policy and program initiatives introduced as violence prevention or control strategies in the 1990s: (1) the use of judicial waivers, transferring violent juvenile offenders as young as age ten into the adult justice system for trial, sentencing, and adult prison terms; (2) legislating new gun control policies (e.g., the Brady Handgun Violence Prevention Act, 1993); (3) the creation of "boot camps" or shock incarceration programs for young offenders, in order to instill discipline and respect for authority; and (4) community policing initiatives to create police-community partnerships aimed at more efficient community problem solving in dealing with crime, violence, and drug abuse.

Two of these initiatives are purely reactive: they involve ways of responding to violent acts after they occur; two are more preventive in nature, attempting to prevent the initial occurrence of violent behavior. The primary justification for judicial waivers and boot camps is a "just desserts" philosophy, wherein youthful offenders need to be punished more severely for serious violent offenses. But there is no research evidence to suggest either strategy has any increased deterrent effect over processing these juveniles in the juvenile justice system or in traditional correctional settings. In fact, although the evidence is limited, it suggests the use of waivers and adult prisons results in longer processing time and longer pretrial detention, racial bias in the decision about which youth to transfer into the adult system, a lower probability of treatment or remediation while in custody, and an increased risk of repeated offending when released.[6] The research evidence on the effectiveness of community policing and gun control legislation is very limited and inconclusive. We have yet to determine if these strategies are effective in preventing violent behavior.

There are some genuine prevention efforts sponsored by federal and state governments, by private foundations, and by private businesses. At the federal level, the major initiative involves the Safe and Drug-Free Schools and Communities Act (1994). This act provided $630 million in federal grants during 1995 to the states to implement violence (and drug) prevention programs in and around schools. State Departments of Education and local school districts are currently developing guidelines and searching for violence prevention programs demonstrated to be effective. But there is no readily available compendium of effective programs described in sufficient detail to allow for an informed judgment about their relevance and cost for a specific local application. Under pressure to do something, schools have implemented whatever programs were readily available. As a result, most of the violence prevention programs currently being employed in the schools, e.g., conflict resolution, peer mediation, individual counseling, metal detectors, and locker searches and sweeps have either not been evaluated or the evaluations have failed to establish any significant, sustained deterrent effects.[7]

Nationally, we are investing far more resources in building and maintaining prisons than in primary prevention programs.[8] We have put more emphasis on reacting to violent offenders after the fact and investing in prisons to remove these young people from our communities, than on preventing our children from becoming violent offenders in the first place and retaining them in our communities as responsible, productive citizens. Of course, if we have no effective prevention strategies or programs, there is no choice.

This is the central issue facing the nation in 1998: *Can we prevent the onset of serious violent behavior?* If we cannot, then we have no choice but to build, fill, and maintain more prisons. Yet if we know how to prevent the onset of violence, can we mount an efficient and effective prevention

initiative? There is, in fact, considerable public support for violence prevention programming for our children and adolescents.[9] *How can we develop, promote, and sustain a violence prevention initiative in this country?*

Violence Prevention Programs—What Works?

Fortunately, we are past the "nothing has been demonstrated to work" era of program evaluation.[10] During the past five years more than a dozen scholarly reviews of delinquency, drug, and violence prevention programs have been published, all of which claim to identify programs that have been successful in deterring crime and violence.[11]

However, a careful review of these reports suggests some caution and a danger of *overstating* this claim. First, very few of these recommended programs involve reductions in violent behavior as the outcome criteria. For the most part, reductions in delinquent behavior or drug use *in general* or arrests/revocations for *any offense* have been used as the outcome criteria. This is probably not a serious threat to the claim that we have identified effective violence prevention programs, as research has established that delinquent acts, violence, and substance use are interrelated, and involvement in any one is associated with involvement in the others. Further, they have a common set of causes, and serious forms of violence typically occur later in the developmental progression, suggesting that a program that is effective in reducing earlier forms of delinquency or drug use should be effective in deterring serious violent offending.[12] Still, some caution is required, given that very few studies have actually demonstrated a deterrent or marginal deterrent effect for serious violent behavior.

Second, the methodological standards vary greatly across these reviews. A few actually score each program evaluation reviewed on its methodological rigor,[13] but for most the standards are variable and seldom made explicit. If the judgment on effectiveness were restricted to individual program evaluations employing true experimental designs and demonstrating statistically significant deterrent (or marginal deterrent) effects, the number of recommended programs would be cut by two-thirds or more. An experimental (or good quasi-experimental) design and statistically significant results should be minimum criteria for recommending program effectiveness. Further, very few of the programs recommended have been replicated at multiple sites or demonstrated that their deterrent effect has been sustained for some period of time *after* leaving the program, two additional criteria that are important. In a word, the standard for the claims of program effectiveness in these reviews is very *low*. Building a national violence prevention initiative on this collective set of recommended programs would be risky.

Blueprints for Violence Prevention

In 1996, the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, working with William Woodward, Director of the Colorado Division of Criminal Justice (CDCJ), who played the primary role in securing funding from the Colorado Division of Criminal Justice, the Centers for Disease Control and Prevention, and the Pennsylvania Commission on Crime and Delinquency, initiated a project to identify ten violence prevention programs that met a very high scientific standard of program effectiveness—*programs that could provide an initial nucleus for a national violence prevention initiative.* Our objective was to identify truly outstanding programs, and to describe these interventions in a series of "Blueprints." Each Blueprint describes the

theoretical rationale for the intervention, the core components of the program as implemented, the evaluation designs and findings, and the practical experiences the program staff encountered while implementing.the program at multiple sites. The Blueprints are designed to be very practical descriptions of effective programs which allow states, communities, and individual agencies to: (1) determine the appropriateness of each intervention for their state, community, or agency; (2) provide a realistic cost estimate for each intervention; (3) provide an assessment of the organizational capacity required to ensure its successful start-up and operation over time; and (4) give some indication of the potential barriers and obstacles that might be encountered when attempting to implement each type of intervention. In 1997, additional funding was obtained from the Division of Criminal Justice, allowing for the development of the ten Blueprint programs.

Blueprint Program Selection Criteria

In consultation with a distinguished Advisory Board,[14] we established the following set of evaluation standards for the selection of Blueprint programs: (1) an experimental design, (2) evidence of a statistically significant deterrent (or marginal deterrent) effect, (3) replication at multiple sites with demonstrated effects, and (4) evidence that the deterrent effect was sustained for at least one year post-treatment. This set of selection criteria establishes a very high standard, one that proved difficult to meet. But it reflects the level of confidence necessary if we are going to recommend that communities replicate these programs with reasonable assurances that they will prevent violence. Given the high standards set for program selection, the burden for communities mounting an expensive outcome evaluation to demonstrate their effectiveness is removed; this claim can be made as long as the program is implemented well. Documenting that a program is implemented well is relatively inexpensive, but critical to the claim that a program is effective.

Each of the four evaluation standards is described in more detail as follows:

1. Strong Research Design

Experimental designs with random assignment provide the greatest level of confidence in evaluation findings, and this is the type of design required to fully meet this Blueprint standard..Two other design elements are also considered essential for the judgment that the evaluation employed a strong research design: low rates of participant attrition and adequate measurement. Attrition may be indicative of problems in program implementation; it can compromise the integrity of the randomization process and the claim of experimental-control group equivalence. Measurement issues include the reliability and validity of study measures, including the outcome measure, and the quality, consistency, and timing of their administration to program participants.

2. Evidence of Significant Deterrence Effects

This is an obvious minimal criterion for claiming program effectiveness. As noted, relatively few programs have demonstrated effectiveness in reducing the onset, prevalence, or individual offending rates of *violent behavior*. We have accepted evidence of deterrent effects for delinquency (including childhood aggression and conduct disorder), drug use, and/or violence as evidence of program effectiveness. We also accepted program evaluations using arrests as the outcome measure. Evidence for a deterrent effect on violent behavior is certainly preferable, and programs demonstrating this effect were given preference in selection, all other criteria being equal.

Both primary and secondary prevention effects, i.e., reductions in the *onset* of violence, delinquency, or drug use compared to control groups and pre-post reductions in these *offending rates,* could meet this criterion. Demonstrated changes in the targeted risk and protective factors, in the absence of any evidence of changes in delinquency, drug use, or violence, was not considered adequate to meet this criterion.

3. Multiple Site Replication

Replication is an important element in establishing program effectiveness. It establishes the robustness of the program and its prevention effects; its exportability to new sites. This criterion is particularly relevant for selecting Blueprint programs for a national prevention initiative where it is no longer possible for a single program designer to maintain personal control over the implementation of his or her program. Adequate procedures for monitoring the quality of implementation must be in place, and this can be established only through actual experience with replications.

4. Sustained Effects

Many programs have demonstrated initial success in deterring delinquency, drug use, and violence during the course of treatment or over the period during which the intervention was being delivered and reinforcements controlled. This selection criterion requires that these short-term effects be sustained beyond treatment or participation in the designed intervention. For example, if a preschool program designed to offset the negative effects of poverty on school performance (which in turn effects school bonding, present and future opportunities, and later peer group choice/selection, which in turn predicts delinquency) demonstrates its effectiveness when children start school, but these effects are quickly lost during the first two to three years of school, there is little reason to expect this program will prevent the onset of violence during the junior or senior high school years when the risk of onset is at its peak. Unfortunately, there is clear evidence that the deterrent effects of most prevention programs deteriorate quickly once youth leave the program and return to their original neighborhoods, families, and peer groups or gangs.

Other Criteria

In the selection of model programs, we considered several additional factors. We looked for evidence that change in the targeted risk or protective factor(s) mediated the change in violent behavior. This evidence clearly strengthens the claim that participation in the program was responsible for the change in violent behavior, and it contributes to our theoretical understanding of the causal processes involved. We were surprised to discover that many programs reporting significant deterrent effects (main effects) had not collected the necessary data to do this analysis or, if they had the necessary data, had not reported on this analysis.

We also looked for cost data for each program as this is a critical element in any decision to replicate one of these Blueprint programs, and we wanted to include this information in each Blueprint. Evaluation reports, particularly those found in the professional journals, rarely report program costs. Even when asked to provide this information, many programs are unable (or unwilling) to provide the data. In many cases program costs are difficult to separate from research and evaluation costs. Further, when these data are available, they typically involve conditions or circumstances unique to a particular site and are difficult to generalize. There are no standardized cost criteria, and it is very

difficult to compare costs across programs. It is even more difficult to obtain reliable cost-benefit estimates. A few programs did report both program costs and cost-benefit estimates. There have been two recent cost-benefit studies involving Blueprint programs which suggest that these programs are cost-effective, but this information is simply not available for most programs.[15]

Finally, we considered each program's willingness to work with the Center in developing a Blueprint for national dissemination and the program's organizational capacity to provide technical assistance and monitoring of program implementation on the scale that would be required if the program was selected as a Blueprint program and became part of a national violence prevention initiative.

Programs must be willing to work with the Center in the development of the Blueprint. This involves a rigorous review of program evaluations with questions about details not covered in the available publications; the preparation of a draft Blueprint document following a standardized outline; attending a conference with program staff, staff from replication sites, and Center staff to review the draft document; and making revisions to the document as requested by Center staff. Each Blueprint is further reviewed at a second conference in which potential users—community development groups, prevention program staffs, agency heads, legislators, and private foundations—"field test" the document. They read each Blueprint document carefully and report on any difficulties in understanding what the program requires, and on what additional information they would like to have if they were making a decision to replicate the program. Based on this second conference, final revisions are made to the Blueprint document and it is sent back to the Program designer for final approval.

In addition, the Center will be offering technical assistance to sites interested in replicating a Blueprint program and will be monitoring the quality of program implementation at these sites (see the "Technical Assistance and Monitoring of Blueprint Replications" section below). This requires that each selected program work with the Center in screening potential replication sites, certifying persons qualified to deliver technical assistance for their program, delivering high quality technical assistance, and cooperating with the Center's monitoring and evaluation of the technical assistance delivered and the quality of implementation achieved at each replication site. Some programs are already organized and equipped to do this, with formal written guidelines for implementation, training manuals, instruments for monitoring implementation quality, and a staff trained to provide technical assistance; others have few or none of these resources or capabilities. Participation in the Blueprint project clearly involves a substantial demand on the programs. All ten programs selected have agreed to participate as a Blueprint program.

Blueprint Programs: An Overview

We began our search for Blueprint programs by examining the set of programs recommended in scholarly reviews. We have since expanded our search to a much broader set of programs and continue to look for programs that meet the selection standards set forth previously. To date, we have reviewed more than 450 delinquency, drug, and violence prevention programs. As noted, ten programs have been selected thus far, based upon a review and recommendation of the Advisory Board. These programs are identified in Table A.

The standard we have set for program selection is very high. Not all of the ten programs selected meet all of the four individual standards, but as a group they come the closest to meeting these standards that we could find. As indicated in Table A, with one exception they have all demonstrated

Table A. Blueprint Programs

PROJECT	TARGET POPULATION	EVID. OF EFFECT*	MULTI-SITE	COST/ BENEFIT	SUSTAINED EFFECT	GENERA-LIZABLE	TYPE OF PROGRAM
Nurse Home Visitation (Dr. David Olds)	Pregnant women at risk of preterm delivery and low birthweight	X	X	X	through age 15	X	Prenatal and postpartum nurse home visitation
Bullying Prevention Program (Dr. Dan Olweus)	Primary and secondary school children (universal intervention)	X	England, Canada; South Carolina		2 years post-treatment	Generality to U.S. unk.; initial S.C. results positive	School-based program to reduce victim/bully problems
Promoting Alternative Thinking Strategies (Dr. M. Greenberg and Dr. C. Kusche)	Primary school children (universal intervention)	X	X		2 years post-treatment	X	School-based program to promote emotional competence
Big Brothers Big Sisters of America (Ms. Dagmar McGill)	Youth 6 to 18 years of age from single-parent homes	X	Multisite single design, 8 sites			X	Mentoring program
Quantum Opportunities (Mr. Ben Lattimore)	At-risk, disadvantaged, high school youth	X	Multisite single design, 5 sites; replic. by D.O.L.	X	through age 20		Educational incentives
Multisystemic Therapy (Dr. Scott Henggeler)	Serious, violent, or substance abusing juvenile offenders and their families	X	X	X	4 years post-treatment	X	Family ecological systems approach
Functional Family Therapy (Dr. Jim Alexander)	Youth at risk for institutionalization	X	X	X	30 months posttreatment	X	Behavioral systems family therapy
Midwestern Prevention Project (Dr. Mary Ann Pentz)	Middle/junior school (6th/7th grade)	X	X		Through high school	X	Drug use prevention (social resistance skills); with parent, media, and community components
Life Skills Training (Dr. Gilbert Botvin)	Middle/junior school (6th/7th grade)	X	X		Through high school	X	Drug use prevention (social skills and general life skills training)
Multidimensional Treatment Foster Care (Dr. Paricia Chamberlain)	Serious and chronic delinquents	X	X	X	1 year post-treatment		Foster care with treatment

* "X" indicates the program met this criterion satisfactorily.

significant deterrent effects with experimental designs using random assignment to experimental and control groups (the Bullying Prevention Program involved a quasi-experimental design). All involve multiple sites and thus have information on replications and implementation quality, but not all replication sites have been evaluated as independent sites (e.g., the Big Brothers Big Sisters mentoring program was implemented at eight sites, but the evaluation was a single evaluation involving all eight sites in a single aggregated analysis). Again, with one exception (Big Brothers Big Sisters), all the selected programs have demonstrated sustained effects for at least one year post-treatment.

The first two Blueprints were published and disseminated in the fall of 1997: the Big Brothers Big Sisters Program and the Midwestern Prevention Project. The other eight Blueprints will be published during 1998—four in the spring, two in the summer, and the final two in the fall.

Technical Assistance and Monitoring of Blueprint Replications[16]

The Blueprint project includes plans for a technical assistance and monitoring component to assist interested communities, agencies, and organizations in their efforts to implement one or more of the Blueprint programs. *Communities should not attempt to replicate a Blueprint program without technical assistance from the program designers.* If funded, technical assistance for replication and program monitoring will be available through the Center for the Study and Prevention of Violence at a very modest cost. Technical assistance can also be obtained directly from the Blueprint programs with costs for consulting fees, travel, and manuals negotiated directly with each program.

There are three common problems encountered by communities when attempting to develop and implement violence prevention interventions. First, there is a need to identify the specific risk and protective factors to be addressed by the intervention and the most appropriate points of intervention to address these conditions. In some instances, communities have already completed a risk assessment and know their communities' major risk factors and in which context to best initiate an intervention. In other cases this has not been done and the community may require some assistance in completing this task. We anticipate working with communities and agencies to help them evaluate their needs and resources in order to select an appropriate Blueprint program to implement. This may involve some initial on-site work assisting the community in completing some type of risk assessment as a preparatory step to selecting a specific Blueprint program for implementation.

Second, assuming the community has identified the risk and protective factors they want to address, a critical problem is in locating prevention interventions which are *appropriate* to address these risk factors and making an informed decision about which one(s) to implement. Communities often become lost in the maze of programs claiming they are effective in changing identified risk factors and deterring violence. More often, they are faced with particular interest groups pushing their own programs or an individual on their advisory board recommending a pet project, with no factual information or evidence available to provide some rational comparison of available options. Communities often need assistance in making an informed selection of programs to implement.

Third, there are increasingly strong pressures from funders, whether the U.S. Congress, state legislatures, federal or state agencies, or private foundations and businesses, for accountability. The current trend is toward requiring *all* programs to be monitored and evaluated. This places a tremendous burden on most programs which do not have the financial resources or expertise to conduct a

meaningful evaluation. A rigorous outcome evaluation typically would cost more than the annual operating budget of most prevention programs; the cumulative evaluations of our Blueprint programs, for example, average more than a million dollars each. The selection of a Blueprint program eliminates the need for an outcome evaluation, at least for an initial four or five years.[17] Because these programs have already been rigorously evaluated, the critical issue for a Blueprint program is the *quality of the implementation*; if the program is implemented well, we can assume it is effective. To ensure a quality implementation, technical assistance and monitoring of the implementation (a process evaluation) are essential.

Limitations

Blueprint programs are presented as complete programs as it is the *program* that has been evaluated and demonstrated to work. Ideally, we would like to be able to present specific intervention components, e.g., academic tutoring, mentoring of at-risk youth, conflict resolution training, work experience, parent effectiveness training, etc., as proven intervention strategies based upon evaluations of many different programs using these components. We do not yet have the research evidence to support a claim that specific components are effective for specific populations under some specific set of conditions. Most of the Blueprint programs (and prevention programs generally) involve multiple components, and their evaluations do not establish the independent effects of each separate component, but only the combination of components as a single "package." It is the "package" which has been demonstrated to work for specific populations under given conditions. The claim that one is using an intervention that has been demonstrated to work applies only if the entire Blueprint program, as designed, implemented, and evaluated, is being replicated; this claim is not warranted if only some specific subcomponent is being implemented or if a similar intervention strategy is being used, but with different staff training, or different populations of at-risk youth, or some different combination of components. It is for this reason that we recommend that communities desiring to replicate one of the Blueprint programs contact this program or the Center for the Study and Prevention of Violence for technical assistance.

Our knowledge about these programs and the specific conditions under which they are effective will certainly change over time. Already there are extensions and modifications to these programs which are being implemented and carefully evaluated. Over the next three to five years it may be necessary to revise our Blueprint of a selected program. Those modifications currently underway typically involve new at-risk populations, changes in the delivery systems, changes in staff selection criteria and training, and in the quantity or intensity of the intervention delivered. Many of these changes are designed to reduce costs and increase the inclusiveness and generality of the program. It is possible that additional evaluations may undermine the claim that a particular Blueprint program is effective, however it is far more likely they will improve our understanding of the range of conditions and circumstances under which these programs are effective. In any event, we will continue to monitor the evaluations of these programs and make necessary revisions to their Blueprints. Most of these evaluations are funded at the federal level and they will provide ongoing evidence of the effectiveness of Blueprint programs, supporting (or not) the continued use of these programs without the need for local outcome evaluations.

The cost-benefit data presented in the Blueprints are those estimated by the respective programs. We have not undertaken an independent validation of these estimates and are not certifying their

accuracy. Because they involve different comparison groups, different cost assumptions, and considerable local variation in costs for specific services, it is difficult to compare this aspect of one Blueprint program with another. Potential users should evaluate these claims carefully. We believe these cost-benefit estimates are useful, but they are not the most important consideration in selecting a violence prevention program or intervention.

It is important to note that the *size* of the deterrent effects of these Blueprint programs is modest. There are no "silver bullets," no programs that prevent the onset of violence for all youth participating in the intervention. Good prevention programs reduce the rates of violence by 30-40 percent.[18] We have included a section in each Blueprint presenting the evaluation results so that potential users can have some idea of how strong the program effect is likely to be and can prepare their communities for a realistic set of expectations. It is important that we not oversell violence prevention programs; it is also the case that programs with a 30 percent reduction in violence can have a fairly dramatic effect if sustained over a long period of time.

Finally, we are not recommending that communities invest all of their available resources in Blueprint programs. We need to develop and evaluate new programs to expand our knowledge of what works and to build an extensive repertoire of programs that work if we are ever to mount a comprehensive prevention initiative in this country. At the same time, given the costs of evaluating programs, it makes sense for communities to build their portfolio of programs around interventions that have been demonstrated to work, and to limit their investment in new programs to those they can evaluate carefully. Our Blueprint series is designed to help communities adopt this strategy.

Summary

As we approach the 21st Century, the nation is at a critical crossroad: Will we continue to react to youth violence after the fact, becoming increasingly punitive and locking more and more of our children in adult prisons? Or will we bring a more healthy balance to our justice system by designing and implementing an effective violence prevention initiative as a part of our overall approach to the violence problem? We do have a choice.

To mount an effective national violence prevention initiative in this country, we need to find and/or create effective violence prevention programs and implement them with integrity so that significant reductions in violent offending can be realized. We have identified a core set of programs that meet very high scientific standards for being effective prevention programs. These programs could constitute a core set of programs in a national violence prevention initiative. What remains is to ensure that communities know about these programs and, should they desire to replicate them, have assistance in implementing them as designed. That is our objective in presenting this series of *Blueprints for Violence Prevention*. They constitute a complete package of both programs and technical assistance made available to states, communities, schools, and local agencies attempting to address the problems of violence, crime, and substance abuse in their communities.

Delbert S. Elliot
Series Editor

ENDNOTES

1. Cook and Laub, 1997; Fox, 1996; and Snyder and Sickmund, 1995 for an analysis of trends in juvenile arrests for violent crimes.

2. Lipsey, 1992, 1997; Sherman et al., 1997; and Tolan and Guerra, 1994.

3. The technical definition of a protective factor is an attribute or condition that buffers one from the expected effect of one or more risk factors, but many use the term more generally to refer to anything that reduces the likelihood of violence, whether that effect is direct or indirect.

4. Maguire and Pastore, 1996.

5. Johnston et al., 1996.

6. Fagan, 1996; Frazier, Bishop and Lanza-Kaduce, 1997; Lipsey, 1997; MacKenzie et al., 1992; Podkopaz and Feld, 1996; and Shaw and McKenzie, 1992.

7. Gottfredson, 1997; Lipsey, 1992; Sherman et al., 1997; Tolan and Guerra, 1994; and Webster, 1993.

8. Gottfredson, 1997.

9. Gallop, 1994.

10. Lipton, Martinson, and Wilks, 1975; Martinson, 1974; Sechrest et al., 1979; and Wright and Dixon, 1977.

11. Davis and Tolan, 1993; Dusenbury and Falco, 1995; Farrington, 1994; Greenwood et al., 1996; Hawkins, Catalano and Miller, 1992; Howell, 1995; Howell et al., 1995; Krisberg and Onek, 1994; Lipsey and Wilson, 1997; Loeber and Farrington, 1997; McGuire, 1995; National Research Council, 1993; Office of Juvenile Justice and Delinquency Prevention, 1995; Powell and Hawkins, 1996; Sherman et al., 1997; and Tolan and Guerra, 1994.

12. Elliott, 1993, 1994; Jessor and Jessor, 1977; Kandel et al., 1986; Osgood et al., 1988; and White et al., 1985.

13. Gottfredson, 1997; Lipsey, 1992; Osgood et al., 1988; and Sherman et al., 1997.

14. Advisory Board members included: Denise Gottfredson, University of Maryland; Mark Lipsey, Vanderbilt University; Hope Hill, Howard University; Peter Greenwood, the Rand Corporation; and Patrick Tolan, University of Illinois.

15. Greenwood, Model, Rydell, and Chiesa, 1996; Washington State Institute for Public Policy, 1998.

16. The Center has submitted a proposal to the Office of Juvenile Justice and Delinquency Prevention that would provide technical assistance and evaluation of program implementation for 50 replications of Blueprint programs.

17. At some point it will be necessary to reassess each Blueprint program to ensure that it continues to demonstrate deterrent effects and to test its generalizability to other populations and community conditions. In many cases, this will be done at the national level with federal support for large scale evaluations. For example, the U.S. Department of Labor and the Ford Foundation are currently funding seven Quantum Opportunity Programs with outcome evaluations; and the Office of Juvenile Justice and Delinquency Prevention is funding several Big Brothers Big Sisters Programs with evaluations. Local agencies replicating these Blueprint programs may never have to conduct rigorous outcome evaluations, but some continuing outcome evaluations at some level (national or local) is essential.

18. See Lipsey, 1992, 1997, for a review of issues and problems in estimating effect sizes and the range of effect sizes observed for delinquency prevention programs.
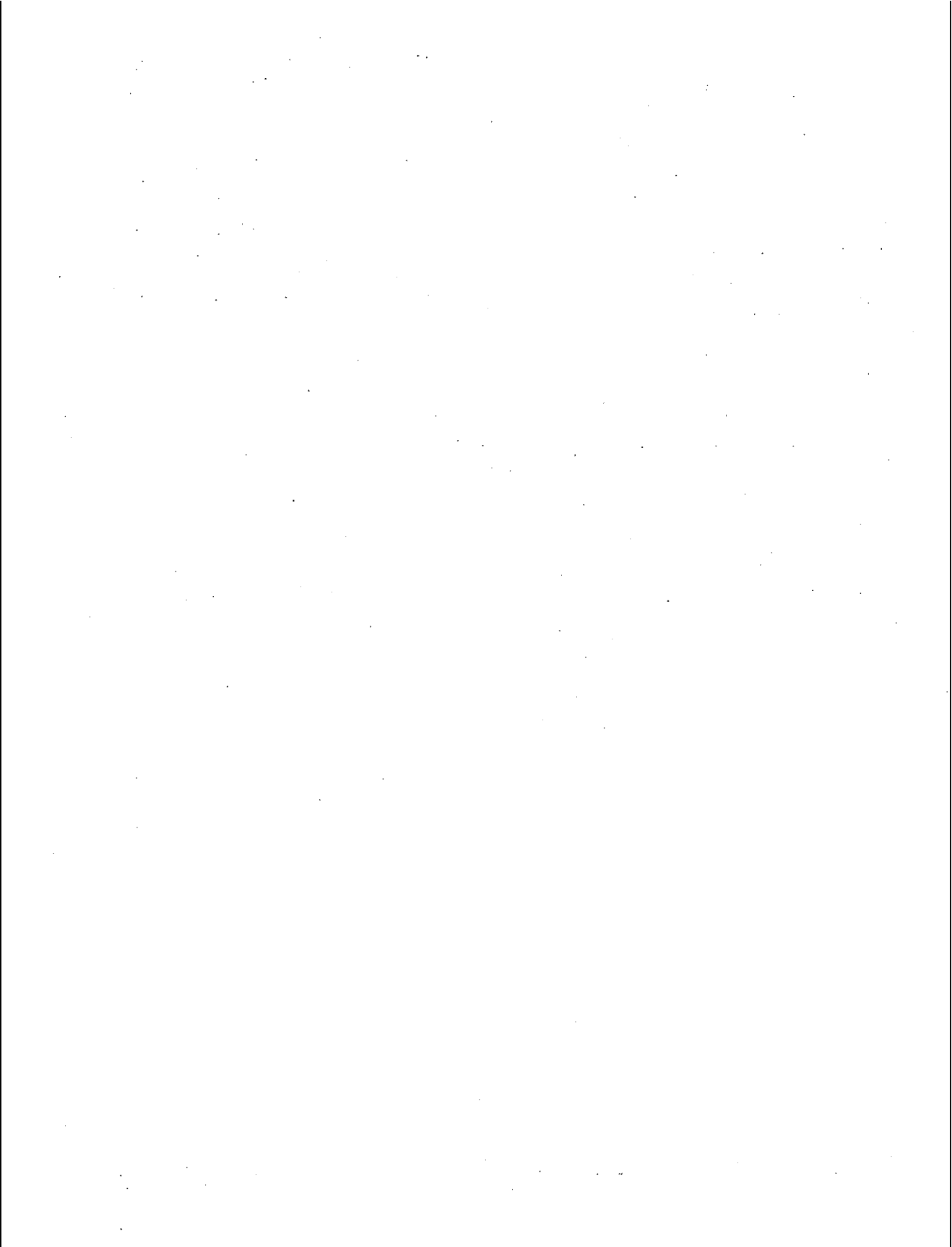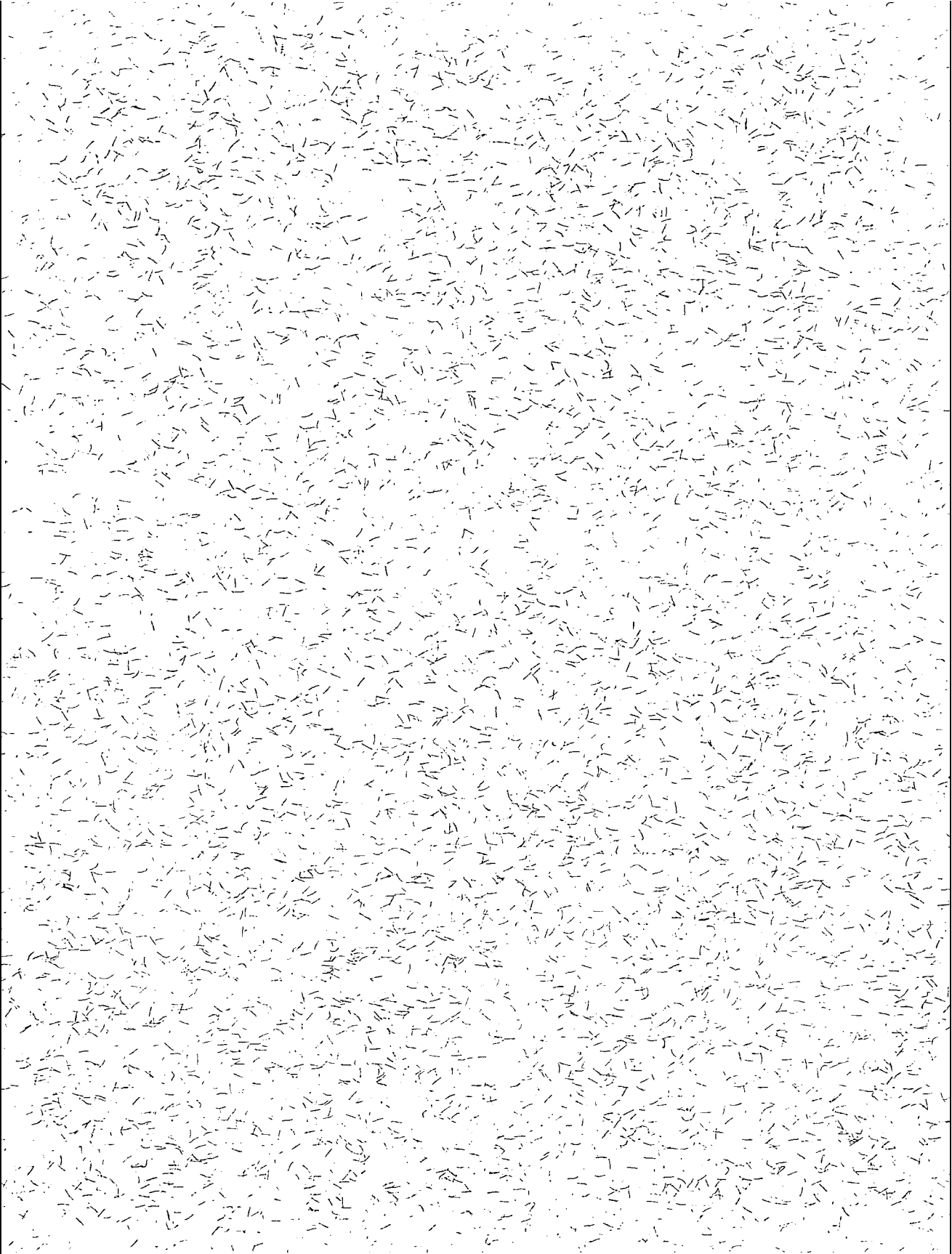
Blueprints

Model Program Descriptions

MODEL PROGRAM DESCRIPTIONS

Prenatal and Infancy Home Visitation by Nurses

Nurse home visitation is a program that sends nurses to the homes of pregnant women who are predisposed to infant health and developmental problems (i.e., at risk of preterm delivery and low-birth weight children). The goal of the program is to improve parent and child outcomes. Home visiting promotes the physical, cognitive, and social-emotional development of the children, and provides general support as well as instructive parenting skills to the parents. Treatment begins during pregnancy, with an average of eight visits for about 1 hour and 15 minutes, and continues to 24 months postpartum with visits diminishing in frequency to approximately every six weeks. Screenings and transportation to local clinics and offices are also offered as a part of treatment. Nurse home visiting has had some positive outcomes on obstetrical health, psychosocial functioning, and other health-related behaviors (especially reductions in smoking). Child abuse and neglect was lower and the developmental quotients of children at 12 and 24 months were higher in the treatment group than in the control group for poor, unmarried teens. Follow-up at 15-years postpartum showed significant enduring effects on child abuse and neglect, completed family size, welfare dependence, behavior problems due to substance abuse, and criminal behavior on the part of low income, unmarried mothers. Positive program effects through the child's second birthday have been replicated in a major urban area.

Bullying Prevention Program

The anti-bullying program has as its major goal the reduction of victim/bully problems among primary and secondary school children. It aims to increase awareness of the problem and knowledge about it, to achieve active involvement on the part of teachers and parents, to develop clear rules against bullying behavior, and to provide support and protection for the victims of bullying. Intervention occurs at the school level, class level, and individual level. In Bergen, Norway, the frequency of bully/victim problems decreased by 50 percent or more in the two years following the campaign. These results applied to both boys and girls and to students across all grades studied. In addition, school climate improved, and antisocial behavior in general such as theft, vandalism, and truancy showed a drop during these years.

Promoting Alternative Thinking Strategies

Promoting Alternative Thinking Strategies (PATHS) is a school-based intervention designed to promote emotional competence, including the expression, understanding, and regulation of emotions. The PATHS program is a universal intervention, implemented by teachers (after a three-day training workshop) with entire classrooms of children from kindergarten through fifth grades. The curriculum includes a feelings unit (with a self-control and initial problem-solving skills program within that unit) and an interpersonal cognitive problem solving unit. The generalization of those learned skills to children's everyday lives is a component of each major unit. An additional unit on self-control and readiness is provided for special needs classrooms. Studies have compared classrooms receiving the intervention to matched controls using populations of normally-adjusted students, behaviorally at-risk students, and deaf students. Program effects included teacher-, child sociometric-, and child self-report ratings of behavior change on such constructs as hyperactivity, peer aggression, and conduct problems.

Big Brothers Big Sisters of America

Big Brothers Big Sisters of America (BBBSA) is the oldest and best known mentoring program in the United States. Local programs are autonomously funded affiliates of BBBSA, with the national office in Philadelphia. The more than 500 affiliates maintain over 100,000 one-to-one relationships between a volunteer adult and a youth. Matches are carefully made using established procedures and criteria. The program serves children 6 to 18 years of age, with the largest portion being those 10 to 14 years of age. A significant number of the children are from disadvantaged single-parent households. A mentor meets with his/her youth partner at least three times a month for three to five hours. The visits encourage the development of a caring relationship between the matched pair. An 18 month study of eight BBBS affiliates found that the youth in the mentoring program, compared to a control group who were on a waiting list for a match, were less likely to start using drugs and alcohol, less likely to hit someone, had improved school attendance, attitudes and performance, and had improved peer and family relationships.

Quantum Opportunities

The Quantum Opportunities Program (QOP) provides education, development, and service activities, coupled with a sustained relationship with a peer group and a caring adult, over the four years of high school for small groups of disadvantaged teens. The goal of the program is to help high risk youth from poor families and neighborhoods to graduate from high school and attend college. The program includes (1) 250 hours per year of self-paced and competency-based basic skills, taught outside of regular school hours; (2) 250 hours per year of development opportunities, including cultural enrichment and personal development; and (3) 250 hours per year of service opportunities to their communities to help develop the prerequisite work skills. Financial incentives are offered to increase participation, completion, and long range planning. Results from the pilot test of this program indicated that QOP participants, compared to the control group, were less likely to be arrested during the juvenile years, were more likely to have graduated from high school, to be enrolled in higher education or training, planning to complete four years of college, and less likely to become a teen parent.

Multisystemic Therapy

Multisystemic Therapy (MST) views individuals as being nested within a complex of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Behavior problems can be maintained by problematic transactions within or between any one or a combination of these systems. MST targets the specific factors in each youth's and family's ecology (family, peer, school, neighborhood, support network) that are contributing to antisocial behavior. MST interventions are pragmatic, goal oriented, and emphasize the development of family strengths. The overriding purpose of MST is to help parents to deal effectively with their youth's behavior problems, including disengagement from deviant peers and poor school performance. To accomplish the goal of family empowerment, MST also addresses identified barriers to effective parenting (e.g., parental drug abuse, parental mental health problems) and helps family members to build an indigenous social support network (e.g., with friends, extended family, neighborhoods, church members). To increase family collaboration and treatment generalization, MST is typically provided in the home, school, and other community locations by master's level counselors with low caseloads and 24 hours/day, seven days/week availability. The average duration of treatment is

about four months, which includes approximately 50 hours of face-to-face therapist-family contact. MST has been demonstrated as an effective treatment for decreasing the antisocial behavior of violent and chronic juvenile offenders at a cost savings—that is, reducing long-term rates of rearrest and out-of-home placement. Moreover, families receiving MST have shown extensive improvements in family functioning.

Functional Family Therapy

Functional Family Therapy (FFT) is a short term, easily trainable, well documented program which has been applied successfully to a wide range of problem youth and their families in various contexts (e.g., rural, urban, multicultural, international) and treatment systems (e.g., clinics, home-based programs, juvenile courts, independent providers, federally funded clinical trials). Success has been demonstrated and replicated for over 25 years with a wide range of interventionists, including para-professionals and trainees representing the various professional degrees (e.g., B.S.W., M.S.W., Ph.D., M.D., R.N., M.F.T.). The program involves specific phases and techniques designed to engage and motivate youth and families, and especially deal with the intense negative affect (hopelessness, anger) that prevents change. Additional phases and techniques then change youth and family communication, interaction, and problem solving, then help families better deal with and utilize outside system resources. Controlled comparison studies with follow-up periods of one, three, and even five years have demonstrated significant and long-term reductions in youth re-offending and sibling entry into high-risk behaviors. Comparative cost figures demonstrate very large reductions in daily program costs compared to other treatment programs.

Midwestern Prevention Project

The Midwestern Prevention Project is a comprehensive population-based drug abuse (cigarettes, alcohol, and marijuana) prevention program that has operated in two major Midwestern SMSAs, Kansas City and Indianapolis, where it has been known locally as Project STAR (Students Taught Awareness and Resistance) and I-STAR, respectively. The goal of the program is to decrease the rates of onset and prevalence of drug use in young adolescents (ages 10-15), and to decrease drug use among parents and other residents of the two communities. The program consists of five intervention strategies designed to combat the community influences on drug use: mass media, school, parent, community organization, and health policy change. The components focus on promoting drug use resistance and counteraction skills by adolescents (direct skills training), prevention practices and support of adolescent prevention practices by parents and other adults (indirect skills training), and dissemination and support of non-drug use social norms and expectations in the community (environmental support). This program has been effective at reducing alcohol, cigarette, and marijuana use among young adolescents, with some effects maintained up to age 23.

Life Skills Training

Life Skills Training is a drug use primary prevention program (cigarettes, alcohol, and marijuana), which provides general life skills training and social resistance skills training to junior high/middle (6th or 7th grade) school students. The curriculum includes 15 sessions taught in school by regular classroom teachers with booster sessions provided in year two (10 class sessions) and year three (five class sessions). The three basic components of the program include: (1) Personal Self-Management Skills (e.g., decision-making and problem-solving, self-control skills for coping with anxi-

ety, and self-improvement skills); (2) Social Skills (e.g. communication and general social skills); and (3) Drug-Related Information and Skills designed to impact on knowledge and attitudes concerning drug use, normative expectations, and skills for resisting drug use influences from the media and peers. Life Skills Training has been effective at reducing alcohol, cigarette, and marijuana use among young adolescents. The effects for tobacco and heavy alcohol use have been sustained through the end of high school.

Multidimensional Treatment Foster Care

Social learning-based Multidimensional Treatment Foster Care (MTFC) is a cost effective alternative to residential treatment for adolescents who have problems with chronic delinquency and antisocial behavior. Community families are recruited, trained, and closely supervised to provide MTFC placements, treatment, and supervision to participating adolescents. MTFC parent training emphasizes behavior management methods to provide youth with a structured and therapeutic living environment. After completing a preservice training, MTFC parents attend a weekly group meeting run by a program case manager where ongoing supervision is provided. Supervision and support is also given to MTFC parents during daily telephone calls to check on youths' progress. Family therapy is provided for the youths' biological (or adoptive) families. The parents are taught to use the structured system that is being used in the MTFC home. The effectiveness of the MTFC model has been evaluated, and MTFC youth had significantly fewer arrests during a 12-month follow-up than a control group of youth who participated in residential group care programs. The MTFC model has also been shown to be effective for children and adolescents leaving state mental hospital settings.

Blueprints

Program Overview
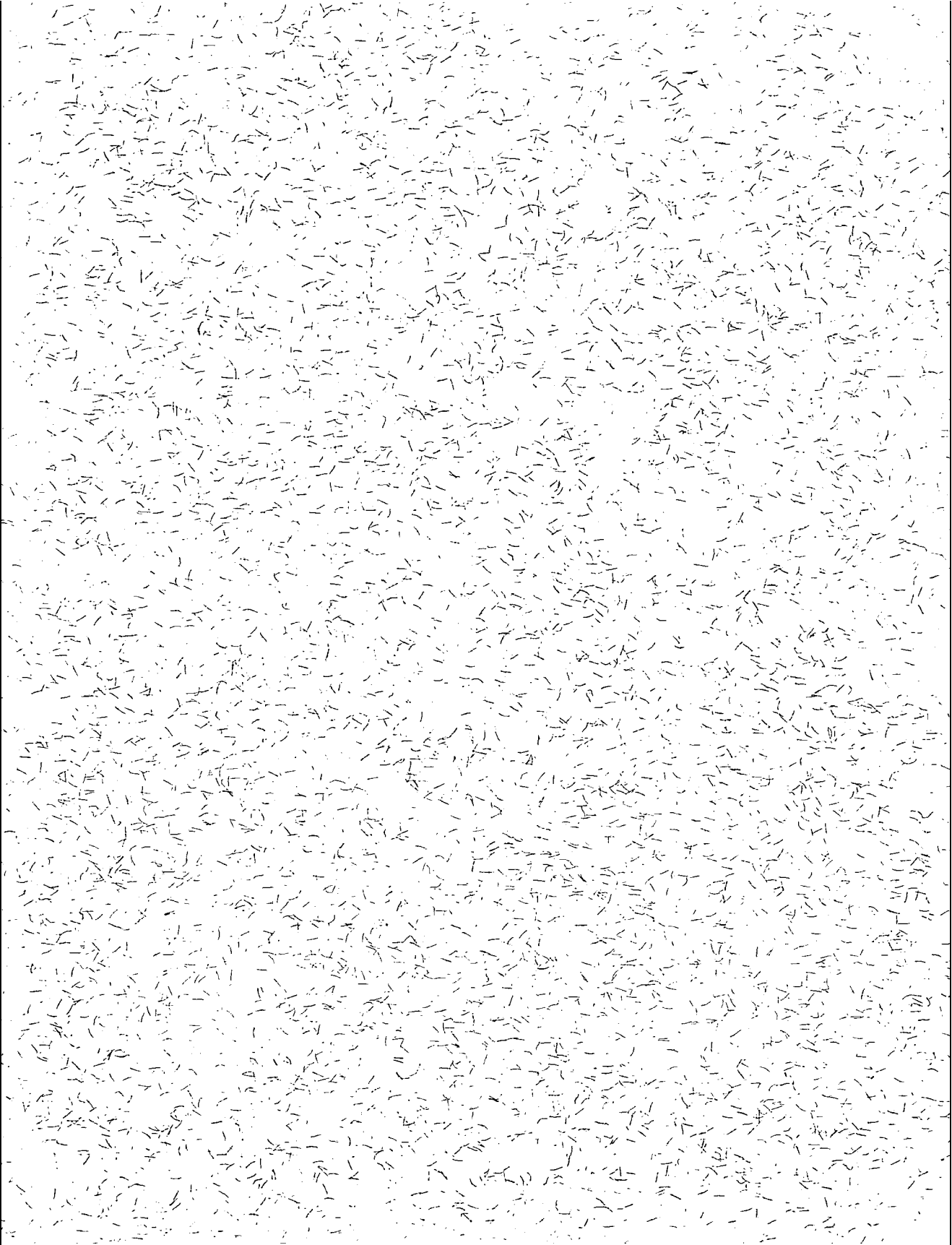
QUANTUM OPPORTUNITIES PROGRAM

Program Overview

The **Quantum Opportunities Program (QOP)** is a youth development program designed to serve disadvantaged adolescents by providing education, service, and development activities, as well as financial incentives, over a four year period, from ninth grade through high school graduation.

Program Targets:

QOP is designed to serve adolescents from families receiving public assistance. QOP activities begin when youth enter the ninth grade, and continue for four years through high school.

Program Content:

QOP provides education, service, and development activities over a four year period, from ninth grade through high school graduation. Each *QOP* participant is eligible to receive annually:

- **250 hours of Education** — participating in computer-assisted instruction, peer tutoring, etc., to enhance basic academic skills;
- **250 hours of Development Activities** — participating in cultural enrichment and personal development, acquiring life/family skills, planning for college or advanced technical/vocational training, and job preparation; and
- **250 hours of Service Activities** — participating in community service projects, helping with public events, and working as a volunteer in various agencies.

Factors which contribute to QOP's success include:

- *Small groups* of 20-25 young people, bonding with each other and with caring adults.
- A *community-based*, case-management approach, tied closely to school, and individually tailored to the youth's own needs and circumstances.
- A program that *starts early* (average age of participants in pilot was 14) before many young people are in deep trouble, and invests in their future, year-round over four years, by providing opportunities for learning, development and service.
- An approach with *multiple dimensions*, building basic skills, imparting life and social skills, broadening horizons, and enabling young people to give back to their communities.
- *Financial incentives*, rewarding youngsters immediately for hours worked, providing periodic completion bonuses, and contributing matching funds to their accrual accounts over the longer-term.
- Program administrators who *go the extra mile*, by tracking the whereabouts and activities of each young person, making home visits, and motivating the youth to go the extra mile, too.
- *Multi-year funding*, provided in advance, so that excellent staff can be recruited and retained, and so that the youngsters can absolutely count on this program sticking with them.

Evidence of Effectiveness:

An evaluation which compared QOP participants to a control group demonstrated that QOP members were:

- *more likely to be high school graduates*: 63% of QOP members graduated high school compared to 42% of the control group.
- *more likely to go on to post-secondary schools*: 42% of QOP members compared to 16% of the control group.
- *less likely to be high school dropouts*: 23% of QOP members compared to 50% of the control group.
- *more likely to have received an honor or award in the past year*: 34% of QOP members compared to 12% of the control group.
- *less likely to become teen parents*: 24% of QOP members compared to 38% of the control group.

Program Costs:

The cost for four years was $10,600 per participant, or $2,650 per year.
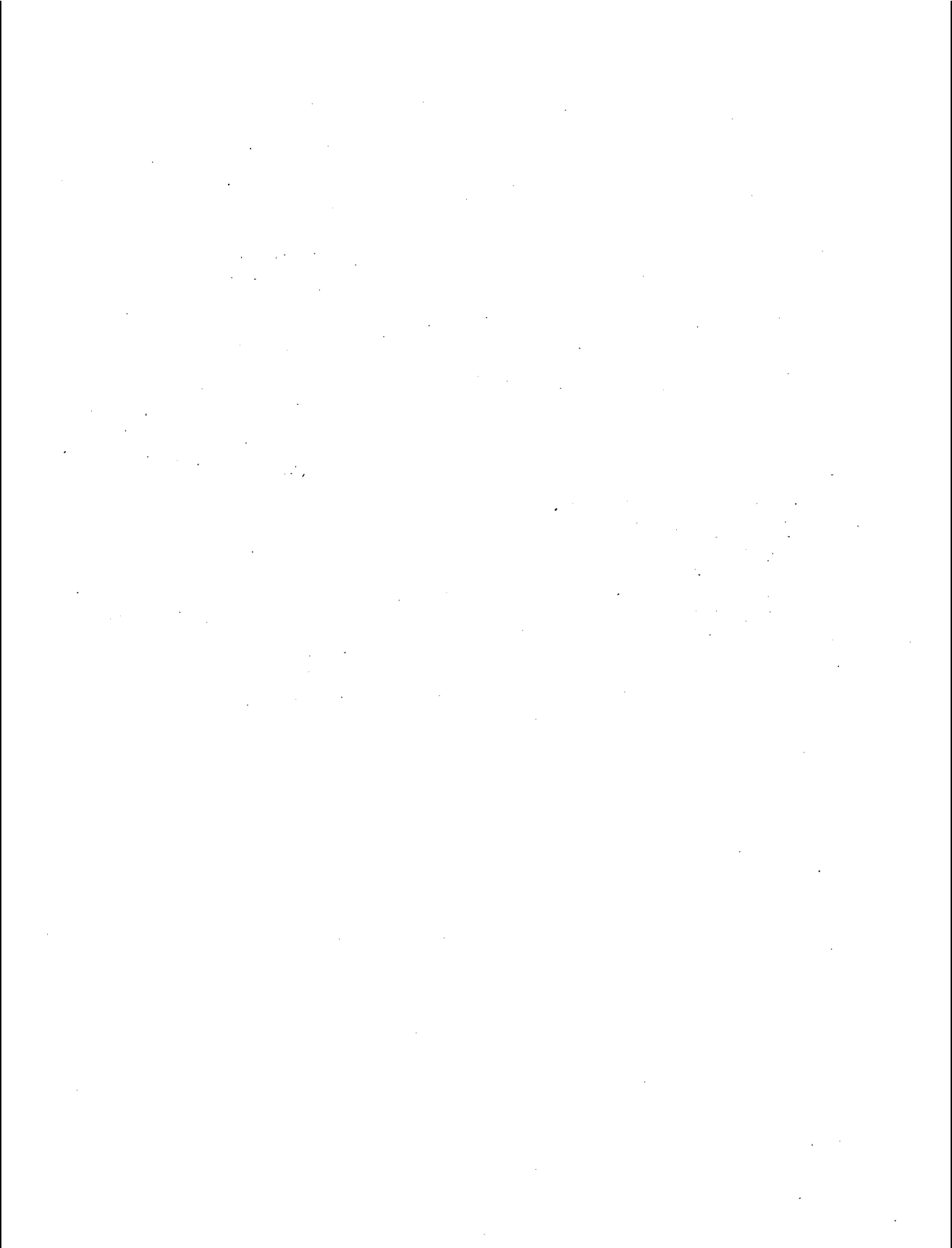
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CHAPTER ONE
Executive Summary
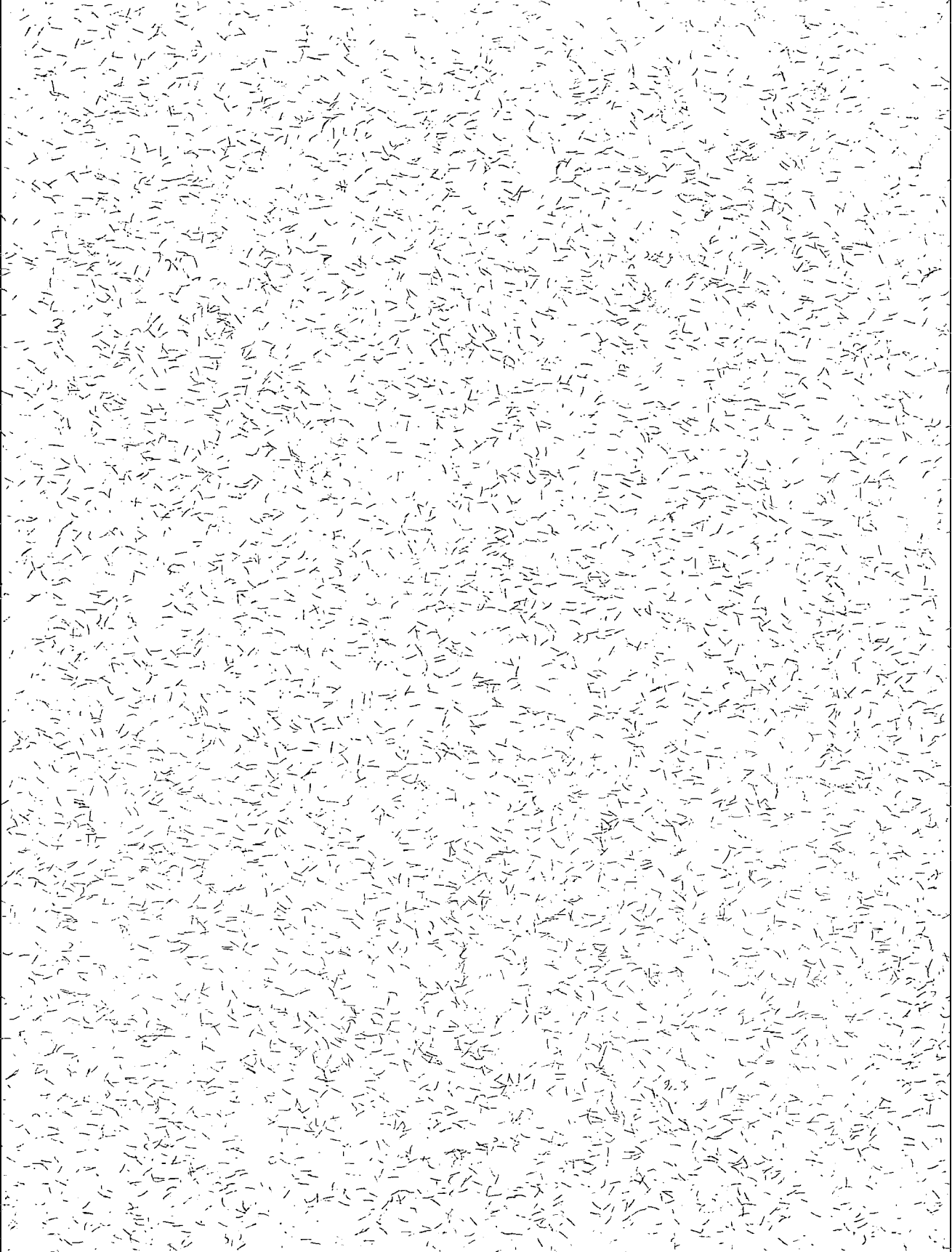
EXECUTIVE SUMMARY

Background

The **Quantum Opportunities Program** (QOP) was developed and implemented on a pilot basis from 1989 through 1993 by the Opportunities Industrialization Centers of America (OIC of America) and supported by an advanced funded grant from the Ford Foundation of $1,050,000, which was supplemented by an additional grant of $130,000. The QOP pilot study was an experiment to test whether youth from families receiving public assistance could make a "quantum leap" up the ladder of opportunity if an intensive array of coordinated services, coupled with a sustained relationship with a peer group and a caring adult, were offered to them over their four years of high school. The "opportunities" offered to the 125 participating youth called Opportunity Associates (hereafter referred to as Associates)[1] included *educational* activities (tutoring, computer-based instruction); *development* activities to learn more about health, alcohol, drug abuse, sex, family planning, arts, career, and college planning; and *community service* activities aimed at improving conditions in the communities.

The pilot project was implemented in five Opportunities Industrialization Centers (OICs)[2] in Philadelphia, Oklahoma City, Saginaw, San Antonio, and Milwaukee. In the fall of 1990, OIC of America concluded that OIC of Milwaukee lacked the commitment to effectively manage the QOP program. This decision was reached on the basis of extremely low levels of participation and on increasing signs that the provider had lost interest in improving the implementation. The active Associates were transferred to another local agency, Learning Enterprise, an alternative education program which had a fully staffed and equipped basic skills lab.

The QOP model, which utilized a fully staffed and equipped computerized learning center, was implemented with 25 youths in each of the five sites, recruited from poverty neighborhoods and the high school nearest to the participating OIC. The high school produced a list of students who met the

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QOP was very different than most other youth programs because:

- ❧ It provided resources for those most in need.
- ❧ It provided long-term sequenced services rather than "one-shot" interventions.
- ❧ It stressed a balance of education, social development and service activities.
- ❧ It aimed to provide a stable relationship with a caring adult.
- ❧ Its Associates, staff, and delivery organizations shared responsibility for attendance, achievement, and outcome.
- ❧ Its services harnessed the best available tools and technologies to supplement existing community resources.
- ❧ It took an investment approach, pre-funding four years of guaranteed services, and building a "GI Bill" account for future education.
- ❧ It maximized direct benefits to Associates and positive incentives through attendance stipends, completion bonuses, and the scholarship fund.
- ❧ It "franchised" the model through a nationally-networked, community-based organization to maximize the replication success rate.

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eligibility requirements, from which the 25 students were selected at random (random assignment was conducted in order to evaluate QOP outcomes). A Coordinator was designated in each site to work with the participating youth. The aim was to have a single adult responsible for the 25 Associates at each site for the full four years and beyond.

The concept and design of QOP were created by Ben Lattimore, Director, OIC of America, and Robert Taggart, President, Remediation and Training Institute. The program designers recognized that a variety of education, training, employment, development, and service opportunities were already available to poor teenage youth through programs of government agencies and nonprofit organizations. These, however, were neither coordinated nor sequenced in a way that recognized the developmental needs of maturing youth. QOP tested whether comprehensive services could be sequenced effectively, whether a single coordinator could broker services efficiently, whether eligible youth would participate if such opportunities were offered, and whether this approach would have significantly positive impacts on the youths' life chances which would make the social investment profitable.

Theoretical Rationale/Conceptual Framework

QOP is a comprehensive, long-term youth development model which offers entering high school freshmen from welfare families 250 hours of education, 250 hours of development, and 250 hours of service activities each year (school year and summer) for four years. QOP offers Associates an extended family whose sole purpose is to enable and encourage these young people to succeed.

Although the development of QOP was not based on any particular theoretical model, the rationale underlying QOP principles most closely resembles assumptions found in the Social Development Model (Catalano and Hawkins, 1996). Briefly, this theory states that four prerequisites are necessary for successful youth development: (1) *perceived opportunities* for involvement in activities and interactions with others, (2) a degree of *involvement* and interaction, (3) the *skills* to participate in these involvements and interactions, and (4) the *reinforcement* they perceive as forthcoming from performance in activities and interactions. These four processes, when consistent, act to create a *social bond* between the individual and the socializing unit, which has the power to affect behavior independently of the four social learning processes. When a strong social bond develops, individuals develop a stake in conforming to the norms and values of the socializing unit. The social bond that develops consists of *attachment* and *commitment* to the socializing unit, and *belief* in its values.

Utilizing the four processes described above, the QOP framework strives to compensate for some of the deficits found in poverty areas, by:

- compensating for both the perceived and real lack of *opportunities*, which are characteristic of disadvantaged neighborhoods (e.g., QOP instills the belief that success and upward mobility is attainable; it helps youth to overcome the negative and formulate goals and work toward their achievement);
- providing interactions and *involvement* with persons who hold prosocial values and beliefs (e.g., QOP strives for a caring and enduring relationship between each Associate and Coordinator; the Coordinator becomes surrogate parent, role model, advisor, and disciplinarian);
- enhancing the *skill* levels (academic and functional) of Associates to equip them for success (e.g., QOP provides 250 hours of education, 250 hours of development activities, and 250 hours of service activities annually);

⚭ *reinforcing* positive achievements and actions (e.g., instructors, instructional approaches and instructional materials provide frequent feedback and positive reinforcement which recognize both individual effort and achievement).

Associates become part of a caring and supportive environment that provides many of the things which are lacking in their own personal environments—opportunities, involvement, skills, and rewards. A social bond to the "QOP family" is nurtured throughout the four years of high school. It is this bond which appears to make the largest difference in student motivation, persistence, and success.

Brief Description of Intervention

QOP is a four-year, year round program that provides a balanced sequence of education opportunities, development opportunities, and service opportunities to small groups of youth from families receiving public assistance. QOP youth, from grade nine through high school graduation, are given an opportunity to receive annually:

⚭ **250 hours of education activities:** computer-assisted instruction, peer tutoring, etc., to enhance basic academic skills;

⚭ **250 hours of development activities:** cultural and development activities, acquiring life/ family skills, planning for college and advanced training, and job preparation.

⚭ **250 hours of service activities:** community service projects, helping with public events, and working as a volunteer in various agencies.

Everyone involved in QOP shares in performance-based incentives. Modest cash and scholarship incentives are offered to Associates to provide short-term motivation. Incentives are also provided for staff and agencies based on student participation hours. The program is coordinated by a caring adult who serves as mentor, role model, disciplinarian, broker, and problem solver. This integrated package of services encourages the Associates to succeed no matter what. The motto for QOP is: **"ONCE IN QOP, ALWAYS IN QOP."**

Evidence of Program Effectiveness

Dr. Andrew Hahn and his colleagues at Brandeis University conducted an evaluation of the Quantum Opportunities Program throughout the years that Associates and a control group were in high school, with a follow-up one year after QOP ended. Results indicate that Associates, especially those from the Philadelphia site, had more positive outcomes in terms of educational attainment and social achievement. Associates also had fewer children than the control group.

Educational Attainment

After the second year in high school, there was evidence for a positive effect of QOP, indicating that Associates' average scores for all 11 academic and functional skills examined were higher than control group scores (five were statistically significant). Additionally, average academic skill levels had increased more than three grade levels for 27 percent of the experimental group, compared to 14 percent of the control group. Similarly, average functional skill levels had increased by 20 percent or more for 38 percent of the experimental group compared to 16 percent of the control group.

In the year following the end of QOP, Associates were more likely to have graduated from high school, to be in a post-secondary school than control group members, and they were less likely to be dropouts. Additionally, there were statistically significant differences between the Associates and control groups in both four-year and two-year college attendance. The experimental group rate of four-year college attendance was more than three times higher than the control group rate, and their rate of two-year college attendance was more than twice as high.

Educational Expectations

There were also differences between the Associates and the control group with regard to their orientation toward and expectations for post-secondary education; specifically, Associates' education expectations were much higher than the control group members' expectations.

Children

There was also evidence that Associates were less likely to have children than control group members. Twenty-four percent of Associates had children compared to 38 percent of control group members.

Honors and Awards

One year after QOP ended, Associates and control group members were asked whether they had received any honors or awards during the past 12 months. The proportion of Associates receiving honors or awards was nearly three times higher than the proportion of control group members. Additionally, there were very large differences between Associates and control groups in the proportion of individuals who had performed some sort of community service. During the six months since finishing QOP, 21 percent of Associates had taken part in a community project, 28 percent had been a volunteer tutor, counselor, or mentor, and 41 percent had given time to non-profit, charitable, school, or community groups. The corresponding percentages for the control group were 12 percent, 8 percent, and 11 percent.

Arrests

At the end of high school, Associates were less likely than controls to report trouble with the police in the past 12 months (p = .09). In a study conducted two years after the program ended (Taggart, 1995), Associates had half the arrests of controls (no significance tests performed). This was because fewer Associates had ever been arrested, and among those that had been arrested, they averaged fewer arrests. On average, the number of convictions were six times higher among male controls than male Associates.

ENDNOTES

[1] Appendix A provides a glossary of commonly used QOP terms.

[2] "OIC of America" is used to refer to the national organization (Opportunities Industrialization Centers of America). "OIC" is used to refer to a local affiliate of the national organization. OIC of America is a national nonprofit organization founded in 1964 by Reverend Leon Sullivan to help the poor help themselves to economic independence. There are 70 community-based OIC of America affiliates (OICs) throughout the U.S. The OICs are multi-service community-based organizations in poverty areas networked to OIC of America. These community organizations offer a variety of education, training, and self-sufficiency programs. The education and some development activities use the "high-tech" Learning Opportunities Centers at each OIC. These labs are equipped with computers, books, and audiovisual equipment and materials for self-paced and competency based learning in academic, employability, and life skills subjects. These learning centers use the Comprehensive Competencies Program (CCP) that was developed by the Remediation and Training Institute with Ford Foundation and Mott Foundation funding. The CCP is a structured educational framework which includes structured testing and time on task, approved by the U.S. Department of Education. CCP was the core of the QOP program, with other components (development and service) logically built in to form a holistic program package.
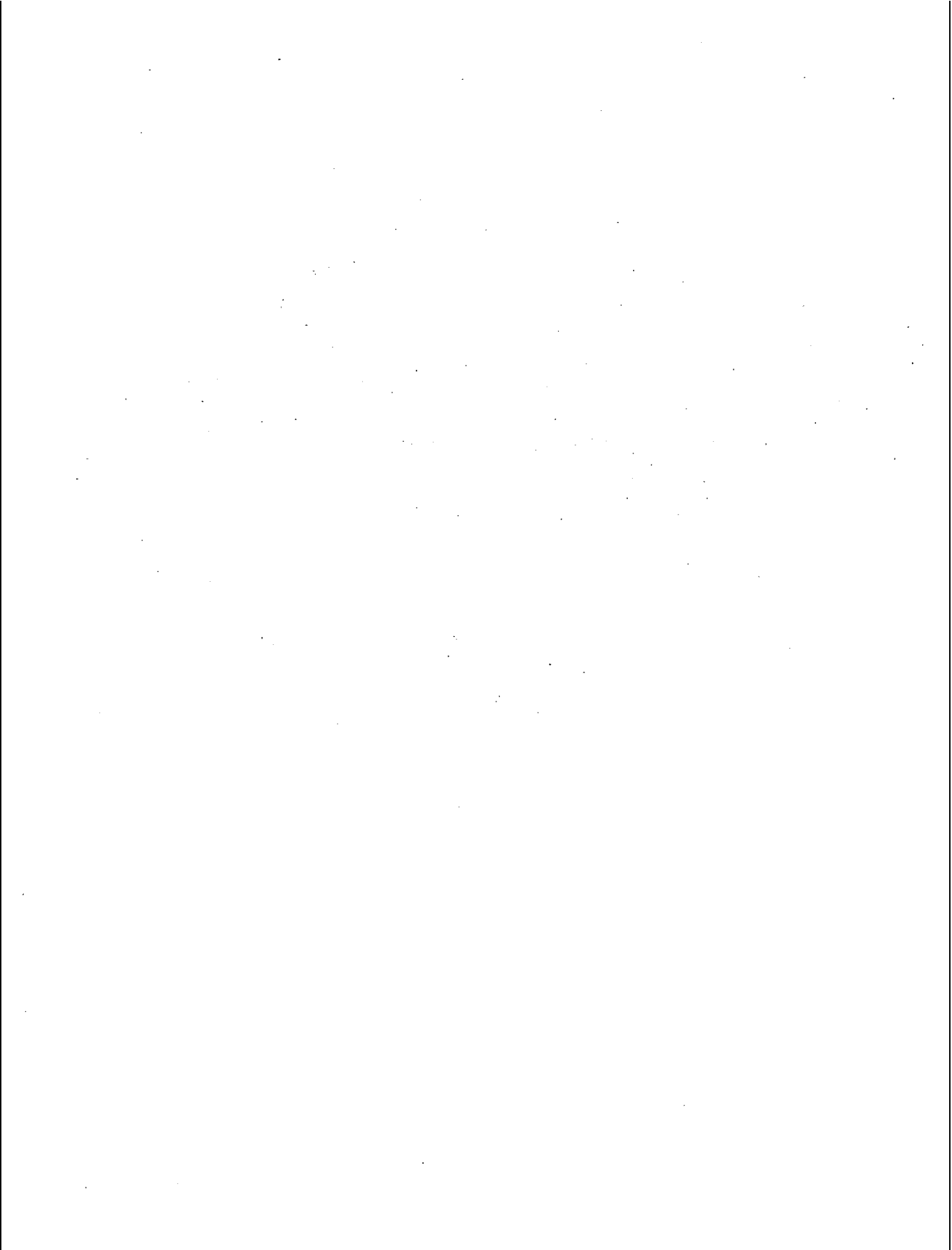
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CHAPTER TWO

**Program As Designed
And Implemented**
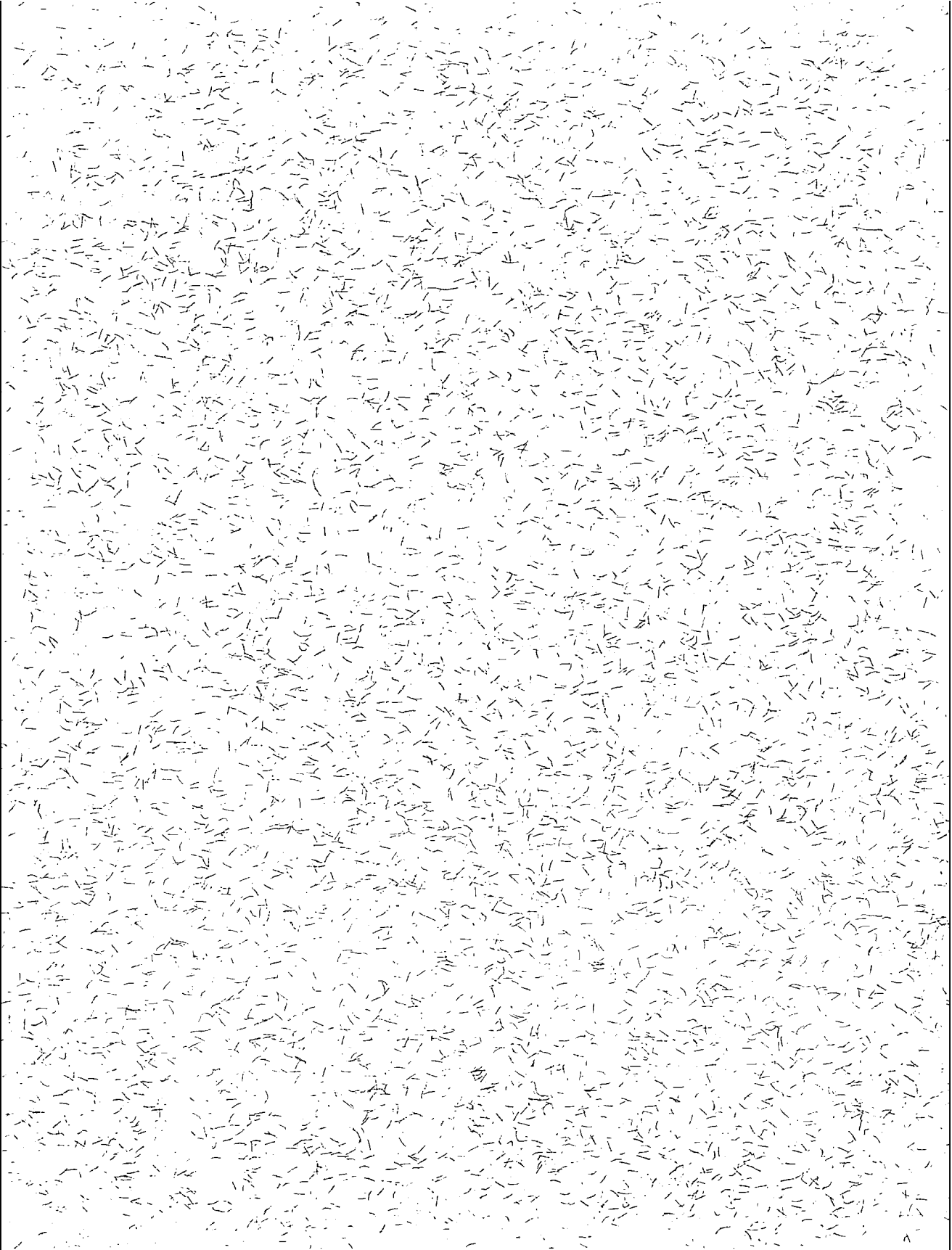
PROGRAM AS DESIGNED AND IMPLEMENTED

Goals and Measurable Objectives

Educational Activities

Limited basic skills are a primary cause of dropping out of high school, not enrolling in college, or not graduating if enrolled. The typical youth from a minority disadvantaged family will enter high school with 7.0-7.5 grade level reading, math and language skills. This compares with 9.5-10.0 grade level skills for non-minority, non-disadvantaged students. A third of entering freshmen from minority disadvantaged families will not graduate from high school, a rate five times higher than that for youth from non-minority, non-disadvantaged backgrounds. High school graduates from minority disadvantaged backgrounds are only half as likely to go to college as graduates from non-minority non-disadvantaged backgrounds. Among those who go, the proportion who will eventually graduate from four-year college is only a third as high among minority disadvantaged students (Taggart, Berlin, and Sum, 1990).

The primary goal of QOP is to increase high school completion and post-secondary attainment of high risk youth from economically disadvantaged families and poverty neighborhoods, primarily by improving basic academic skills.

Development Activities

There are a vast array of functional or performance skills required for success in the home, workplace, marketplace and community. These skills are developed by most young people as they apply their basic academic skills to solve problems they encounter as they interact with the world around them. Young people from disadvantaged backgrounds lack development-enhancing experiences (e.g., travel, summer camp, extracurricular actitivies, theater, good restaurants) and, moreover, lack the basic skills to master the limited opportunities which are available. Hence, they may fail to develop the practical skills which are assumed to be necessary for everyone.

QOP is designed to mold the whole person—both academically and developmentally. Activities are geared to stimulate knowledge of the world in which we live, each other, and behaviors that lead to successful adolescent development. Learning about behaviors that lead to success as well as behaviors that lead to failure are a fundamental part of the developmental component of QOP. The developmental activities are necessary in order to succeed at work, in the community, at home, and in life. Personal development activities are devised with the goals of improving health, preventing alcohol and drug abuse, learning about unsafe sexual practices, family planning, gaining knowledge and experience with the arts, careers, and college planning.

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> *This program has helped me a lot because at one point when I had a child I did not want to go to school. The Coordinator helped me to see the light. He said, "Kenyatta, you can't achieve your goals if you just sit here and do nothing." So I came back to school and I graduated June 25, 1993.*

Service Activities

Economically disadvantaged youth live in impoverished communities which lack the rich infrastructure and support for volunteerism. They lack the skills and experiences needed to provide service to others. The goal of community service activities is to improve conditions in the communities through volunteerism. Activities range from cleaning one's neighborhood to tutoring a younger sibling or community member. Service activities help Associates learn about problems and needs, as well as resources, within their immediate and broader communities.

Targeted Risk and Protective Factors and Population

Targeted Risk and Protective Factors

The predominant risk factor targeted by QOP is low academic achievement, a major factor in school dropout and other problem behaviors. The educational component of QOP focuses on improving academic deficiencies. A second major emphasis of QOP is to establish meaningful, long-term relationships between Coordinators and Associates. Bonding to a prosocial adult acts as a protective factor in the lives of Associates who often lack a strong role model at home. Finally, the provision of development and service activities encourage youth involvement and commitment to school and community.

Targeted Population

Public policies and programs with the goal of increasing high school completion rates, such as QOP, are typically aimed at socioeconomically disadvantaged youth. Findings from the 1979 and 1987 National Longitudinal Survey, using simple descriptive statistics, indicate that dropout rates are highest among Hispanic youth, followed by Black youth, with the lowest rates among Whites and Others (Sum and Fogg, 1996). However, using multivariate statistical techniques which take into account family background (family poverty status, mother's educational attainment, and family living arrangements), basic skills proficiencies, and selected personality traits, minority group members are significantly *less* likely than White and Other youth to drop out of high school. These findings show that the principal contributing factors to dropping out of school are *lower basic academic skills* and more *socioeconomically disadvantaged family backgrounds* (i.e., youth who are members of poor families, whose mothers have completed fewer than 12 years of schooling, and youth living with only one parent), not minority status.

QOP targets economically disadvantaged youth. The eligibility requirements include:

- ❧ entering the ninth grade;
- ❧ attending a public high school in a poverty neighborhood;
- ❧ living in a family receiving welfare payments.

Although minority status is not a criterion for program participation, a large percentage of the Associates in the pilot study were comprised of minority students, including 76 percent African American, and 11 percent Hispanic/Latino, Asian, or other. There is also no age criterion; however, in the pilot 88 percent of the Associates were ages 14 or 15. Ages ranged from 13 to 17 at program entry.

Program as Designed

Program Content

The QOP youth development model spans the four years of high school, working with small groups of disadvantaged youth beginning at ages 13, 14, and 15, before many young people get into trouble. This year-round, after school program utilizes a case management approach which is individually tailored to the youth's own needs and circumstances. It is designed to foster achievement of academic and social competencies. It consists of three activity components of 250 hours each for a total of 750 hours per year. These activities are brokered by a Coordinator at each site. The three activity components are combined in an integrated, holistic sequence and include education opportunities, development opportunities, and service opportunities.

Three Activity Components

Education Opportunities. 250 hours per year of self-paced and competency-based basic skills study, tutoring and homework assistance outside of regular school hours. Reading, writing, math, science, and social studies are covered. Associates complete these extra hours of education in the existing OIC Learning Opportunity Center in their community.

Development Opportunities. 250 hours per year of cultural enrichment and personal development. Associates attend plays and concerts, explore the visual arts, visit museums and new locations, read and discuss current affairs and the *Junior Great Books* series, learn about their own rich history and culture, dine in restaurants, and "job shadow" with professionals. Associates receive a personal subscription to Time Magazine. They learn how to set goals, manage their time, and choose behavior appropriate for varying situations. They develop life skills needed in the home, at work and in the marketplace. They learn about themselves and how to get along with others.

Service Opportunities. 250 hours per year of community service connect Associates to their communities. Service projects include tutoring elementary students, neighborhood clean up, volunteer work in hospitals, nursing homes, libraries, and human services agencies.

Incentives

In addition to the activities listed above, *financial incentives* are offered to Associates to encourage participation, completion and long range planning.

- **An hourly stipend** starting at $1.00 per hour and rising (over the four years) to $1.33 are given for each hour of participation in the education, development and service activities.
- A **completion bonus** of $100 is given after completing 100 hours in any of the three activity components (for a possible total of $300 per year in bonuses).
- An **Opportunity Account** is created in which all hourly stipends and bonuses earned by the Associate are matched and invested for them in an interest bearing Quantum Opportunity Account for approved use, such as college or job training. The account is interest earning, so total accruals by the end of four years could be in excess of $5,000.

These accrual payments may be made up to two years after program completion. If an Associate does not meet the program requirements for completion (i.e., does not attend college, a training program, or the military), s/he forfeits the funds in their accrual account.

The Coordinators also receive incentives and bonus payments which are directly tied to the Associates' participation levels and completion of education, development and service activities (i.e., their incentives and bonus payments are equal to the stipends and bonuses of the Associates). To cover service and administrative support for the program, each participating OIC also receives incentive payments at a rate that is twice that of the Associates and Coordinators. Financial incentives ensure that staff and local OICs have a stake in ensuring that youth participate in the program over the long term. The program also operates under a uniform management information system, reporting on hourly activities in detail and automatically tabulating stipends, bonuses and matching accruals.

> ✍
>
> *In my freshman year of high school, I didn't want to do any work because it wouldn't pay off in the end.*
>
> *The Coordinator began to explain to me how doing what I didn't want to would pay off.*
>
> *By doing community service, development, and educational work, I would be paid once a month, and whatever I made in that month would be put in the bank and accrue interest. The money caught my attention, but it wasn't about that. It was about helping others, and in the process earning money for my future.*

Key Features of the program include:

- ✍ *Group Cohesion*. By design, each group of 25 Associates remains constant through the four high school years. Students cannot be dropped from the group, even for non-attendance. An inactive student can return to the group at any time over the four years; the promise of opportunity is never withdrawn. New students are not admitted to the group.

- ✍ *Continuity with a Caring Adult*. At each site, the same Coordinator is theoretically supposed to stay with the group for the four years. (In practice there was turnover in some of the pilot sites.)

- ✍ *"Front Line" Accountability*. Each Coordinator is responsible for recruiting students, encouraging active participation, brokering all service activities, counseling students, communicating with families, assisting with college applications and aid, and tracking data.

Core Program Elements

QOP builds on *four cornerstones*: education, development, service, and support.

CORNERSTONE ONE: QOP Education Activities

Although tutoring and homework assistance are provided in QOP, the core of the educational system is the *Comprehensive Competencies Program*, or CCP (which was developed by Robert Taggart at the Remediation and Training Institute with Ford Foundation support).

The CCP is used in a learning center which has materials covering K-12 academic skills plus all levels of employment, life, consumer, health, and civics skills. The learning center is designed to be a safe and friendly place to go, where accomplishment is rewarded rather than derided (i.e., as it may be in some peer groups). It is a meeting place and a study hall. It includes the latest[1] tools and technologies which enhance self-esteem and purpose. The education is different from most schools in its approach. It frequently emphasizes functional applications rather than academics alone. Most critically, learning can be scheduled whenever convenient.

For every skill, there is a menu of instructional options including programmed learning books and the latest in multimedia CDs (CD-ROMs were only made available during the last year of the pilot). A learner at any ability level can study any subject at any level using books, videos, or multimedia computers. Learners can all be studying different subjects at different levels. Each learner progresses at his or her own rate and takes responsibility for getting materials, tracking progress, and maximizing study time. Each is regularly assessed with automated tests. The teacher is available to provide one-on-one help whenever needed because there is no lesson planning, test-preparation, or lecturing. Learning can be scheduled whenever convenient, and a learner can work for a while, stop, then start again at some later time, with seamless progression. Completion is based on tested mastery of skills rather than seat time. Because learners have more options, are more in control, are less frustrated, and can move on as soon as they master a skill, the "time-on-task" tends to be 80 percent or more of instructional hours compared to 25 percent or less in a regular high school. As a result of all this, learning gains tend to be three or four times higher per instructional hour than in group classroom based instruction (Sum, 1990).

Over 800 CCP-based learning centers have been established over the last fifteen years. Diverse institutions and staff have learned to use the system successfully through the initial training, the manuals and computer tutorials, plus the practitioner-to-practitioner support, computer bulletin board, and telephone hotline. QOP sites receive this same comprehensive training and support. Detailed CCP manuals are included in the QOP Replication Kit (see Appendix B).

Understanding the QOP Education System

The CCP consists of 96 courses. There are 48 academic courses, 12 covering primary skills, 16 covering intermediate skills, and 20 covering high school skills. There are 48 functional courses covering employment, consumer economics, health and family, government and law, and functional ESL (English as a Second Language), including 12 basic, 16 intermediate and 20 advanced courses.

Each course consists of sequenced lessons addressing specific skills which can be mastered in a single learning session. For each lesson and its skill, there is a book including programmed instruction, a mastery check, plus activities for practice and remediation. For each lesson, there is also a menu of other options which can substitute for or supplement the CCP book to help master the specific skill. These options include referenced parts of other books, audio cassettes, videos, computer instructions, and multimedia CD materials which are integrated with the system. These materials are provided with the CCP and organized and referenced by a CCP ID, so the learner can get (or the teacher prescribe) any appropriate material. For instance, there is a library of CDs including the best commercial products. Each CD is numbered, and the assignment for a lesson will tell which number to get and which part of it to use. So, for any skill, the learner can easily access the very best material to match his or her learning style.

The lessons are grouped into units with automated, computer-scored tests to assess mastery of the skills. There are similar course mastery tests to certify completion, subject tests covering 4-course sequences, and more global tier tests diagnosing overall progress. There is a Progress Form for each course which tracks time on task and completion of each lesson and test.

Finally, there is the CCP Learning Access System installed on the networked computers at the site. This software calls up and runs the computer and CD materials for any lessons, automates testing, tracks attendance and progress, accesses books on CD, and handles all recordkeeping and reporting functions which are key to individualized instruction.

Understanding The Underlying Principles

The schematics in Appendix C help visualize the pieces of the CCP puzzle and how they fit together. More critical, however, is to understand its underlying principles. CCP is designed to incorporate, facilitate, and replicate what education research says works best. Studies of effective schools, alternative schools, Job Corps, youth training programs, adult basic education, corrections education, and remedial college programs consistently suggest "ingredients to success" which were incorporated into CCP as follows:

- Learning is broken down into "bite-sized" and sequenced steps. Learners are placed in each subject sequence wherever is appropriate, and move forward as rapidly or slowly as they are capable. They are not pressured by negative comparisons with other learners. They do not waste time covering things they already know. They are not frustrated by feeling rushed or behind.
- Learners can work any schedule—an hour a day, part-time every day, a few days a week, on the weekends or evenings, in the summer or school year. If a scheduled session is missed, the learner just picks up where he or she left off. The learning center is convenient and inviting, so it is easy to attend. For instance, other family members (e.g., younger siblings) can be involved if necessary.
- There are varied materials for every skill, including the very latest in education technologies. All are tied together so that at any step in the learning process the learner has a range of options. All are organized in the center for easy and quick access. The average learner will spend three-fifths time on print materials and two-fifths time on computers, videos, or audios, but any learner can concentrate on any mode which seems best.
- Learners keep track of time and completion which makes them study harder. They make choices at each step about what materials they will use, then they find them on their own. Usually, the learner knows what works best. Learners score their own tests so they do not have to wait anxiously or feel put down by the results. In other words, they are active rather than passive, and engaged rather than bored.
- The learner and the instructor know what is being done every minute in the learning center. The tests indicate not only overall mastery, but pinpoint any specific problems so attention can be focused directly on these. It is easy to monitor when learners slack off.
- Most learners get right to work without any help. Disruptive learners are dealt with immediately outside the center. Those with problems can get help almost instantly, since this is the teacher's primary responsibility. Once they learn the CCP systems and approaches, all learning works the same so there is no time wasted mastering new approaches, organizations, or tools.

∾ No learner feels put down for being "behind" or for learning slower than others. The frequent tests, drawn directly from the materials, can always be mastered if the materials have been studied. The printouts provide positive reinforcement of learning. The forms and software plot each step forward. The certificates at the end of each course provide further strokes.

∾ There are many instructional materials addressing the problems which otherwise intrude on learning. A learning center operates in a businesslike way so there is no shouting, no dictatorial control, and mutual respect of other learners. Tough problems can be spotted and dealt with the minute they occur, because the instructor does not have to be directing the whole group.

∾ There are a host of functional materials which address skills of direct relevance to learners. Courses may be directly accredited by schools; they can also be used to prepare learners for the GED and the SAT. Courses can be sequenced and combined in any order to meet specific goals and outcomes of a learner.

Using The Tools Effectively

The QOP Associates are offered 250 hours of education annually, and it is critical to make the most of that time. A few tips for doing so follow:

∾ The Coordinators must be familiar with and able to navigate the CCP system. They must know what the courses cover, how the books are organized, how to get computer and CD materials referenced for a skill, how to give and interpret tests, and how to input management system data. Some sites have separate staffing for the learning center which is used for purposes in addition to QOP. Even in this case, the Coordinator needs to track the Progress Forms and/or regular Progress Reports. The Coordinator needs to be familiar with the electronic electives and the videos which can be used for development activities.

∾ Learners should be assigned to one course at a time if they are only studying five hours weekly, preferably one or two hours on any day. During the summer or for Saturday work, assign no more than two courses. This results in better focus, tracking, and more frequent completion with positive reinforcement. In the plan for each coming year, base the course assignment decisions on needs and interests. A learner should be able to complete five to seven courses a year if fully active. So a balance might be a few courses in the learner's best subjects as well as several from the learner's worst subjects. (Note: CCP courses are not related to school courses; all work using the CCP is in addition to school work.)

∾ Evidence indicates that grade-normed reading, math, and language scores are bolstered by completion of functional courses. During the school year, the learners might not want more academics. It may make sense to emphasize functional courses in the school year and academics in the summer. The intermediate employability courses covering reading, writing, and computing at work are especially good starting points for those with basic literacy.

∾ Learning sessions should be scheduled for no less than an hour, otherwise the startup and close down time will intrude too much on time on task. There are some alternative schools using CCP instruction full-day, but sessions of no more than three to four hours are recommended. Most teachers consider 90 minute sessions the optimum balance.

℘ The Coordinator should be provided a copy of each successfully completed test. Printouts of the test results should be placed in the QOP Portfolio, then replaced by the CCP Certificate of Mastery when the course test is passed. Each successfully completed test is a chance to provide positive reinforcement.

℘ Each testing point is a chance to review progress, enter the progress information into the computer, and review the types of materials which have been used. If the learner has used all print, all video, or all computer, make sure that this is not because of lack of awareness of the options or ability to manage them. If progress is slow, work with the learner to vary the materials.

℘ At the end of each school term, a copy of the transcript, credits completed, and grade point average should be entered into the QOP Portfolio. At the same point, the CCP Progress Report should be printed and reviewed. At the end of the summer, normed grade test results in the CCP Learner Record and the CCP Progress Report should be entered, then printed for inclusion in the Portfolio. The records should be saved, and a new Learner Record begun for the coming year, with the final status the previous year as beginning status for the next year. The CCP Learner Record and the end-of-year CCP Progress Report should be included in the QOP Portfolio.

℘ The CCP self-study books are ideal for home learning. As long as the tests are taken in the center, all the work could be done at home and the time and progress certified with reasonable reliability. This option is very important during illness, pregnancy, incarceration, family crises, and the like. For instance, the learner can be given an entire unit of lesson books, then the Coordinator can go out and test, or bring in the learner for tests when all are completed.

℘ An effort should be made to get the school system to award academic credit for CCP courses in order to help learners who are missing school credits. There are many school districts which have accredited all the academic courses and many of the functional ones as well. If learners know they will make up missing credits, they are likely to work harder. This is particularly important if it can help learners catch up so they can graduate on time. Help can be provided by CCP practitioners who have negotiated academic credit in other locations. (It should be noted that homework, in general, is not considered a stipendable activity. QOP prefers that students use the learning lab as a tool to strengthen those areas where there is known weakness. The notion of making up credits generally include some extended work or projects engaged in to complete a course, which is different from homework.)

℘ CCP hours should not be used for homework. It is arguable whether QOP stipends and bonuses should be paid for doing what is already required. Certainly, the net impact will be reduced if QOP merely substitutes for other hours of homework.

℘ There are three community service options which utilize Associates in the learning center: child development aides (basic knowledge of CCP), youth tutors (intermediate knowledge of CCP), and learning center aides (advanced knowledge of CCP). In all three functions, the Associates will experience learning gains while they are serving and teaching others. It is sensible to use such assignments to the maximum extent feasible.

℘ Many of the development activities utilize learning center materials. For instance, all of the electronic electives in CCP are paralleled by activities which get the learner started on a self-study progression. For instance, the activity on typing introduces the

learner to the Mavis Beacon Teaches Typing Tutorial, assesses beginning skills, then sets an individual speed and accuracy goal for the learner. The typing drills teach grammar, spelling, reading and vocabulary. These are also easy to implement on a flexibly-scheduled, individualized basis; hence, they should be utilized to the maximum extent feasible.

CORNERSTONE TWO: QOP Development Activities

To help meet the challenge of limited functional or performance skills, QOP provides 250 hours annually of development activities. The activities include:

- *Group Discussions*. Associates are presented with situations or information about a topic either by the Coordinator or through a reading passage. Then, they engage in a guided discussion of the issue.
- *Multimedia*. Associates listen to an audiocassette book or watch a videotape, or complete a CD material, then report on or discuss what they learned following a guided format. Also included are complete self-study courses on CD called "electronic electives."
- *Field Trips*. Associates take a trip to a government agency, museum, library, or theater after background preparation. The field trip is followed by guided discussion or by writing exercises.
- *Projects*. One or more Associates are assigned a specific project in which he or she investigates a topic or completes a task, then returns with a completed output or report.

Each activity is presented in a similar format with an objective, a list of needed materials, a suggested time limit, a step-by-step procedure, and a group of questions to be used for discussion. The activities are organized by functional or performance skill domain:

- *Awareness Skills*. These activities build self esteem and self understanding. They help teens recognize and cope with peer pressures. They address issues of sex stereotyping and prejudice, as well as providing coping strategies.
- *Civics Skills*. These activities deal with understanding and participating in local, state and federal government, recognizing the rights and responsibilities of citizens, understanding the basic tenets of civil and criminal law and the workings of the judicial and corrections systems.
- *Community Skills*. These activities build awareness of and ability to utilize community resources including libraries, recreation facilities, neighborhood clinics, community organizations, helplines, public information sources, media, and transportation.
- *Computer Skills*. These activities aim to build understanding and mastery of the tools of an information society. They cover keyboarding, word-processing, databases, spreadsheets, desktop publishing, multimedia computing, and operating systems.
- *Consumer Skills*. These activities deal with money management, independent living, budgeting, saving and investing, and comparison shopping.
- *Cultural Skills*. These activities cover both mainstream and ethnic heritages. Associates are exposed to art, music, literature, and museums as well as to ethnic role models. The activities cover African American and Hispanic as well as female perspectives.

- ✍ *Decision-making Skills*. These activities deal with positive and negative teen decisions such as dropping out of school, marriage and parenting, attending college, working during school, saving and investing, living independently, and committing crimes. The activities promote understanding of consequences and tradeoffs.
- ✍ *Employment Skills*. These activities include career exploration, developing understanding of employer expectations, job seeking and job getting, as well as productive work practices and behaviors. They also cover reading, writing, and computing requirements at work.
- ✍ *Family Skills*. These activities address family relationships and responsibilities both from the perspective of Associates as family members and as future parents. Included are activities related to family planning and birth control.
- ✍ *Health Skills*. These activities aim to develop understanding of preventive medicine, nutrition, sanitation, physical and mental fitness. They also cover health care, first aid, and emergency care issues.
- ✍ *Learning Skills*. These activities cover studying, organizing, locating resources, solving problems, identifying individual learning styles, and exploring different types of intelligence and aptitude. The aim is to teach Associates how to become better learners.
- ✍ *Relationship Skills*. These activities deal with friendships and romantic relationships, how to handle rejection, coping with sex and money issues in relationships, communicating in groups and one-on-one, handling emotions, and recognizing potential problem situations.
- ✍ *Safety Skills*. These activities foster awareness of risky behaviors, their consequences, and means of avoidance. They cover alcohol, tobacco, and drug addictions, sexually transmitted diseases, gang issues, and motor vehicle safety. They seek to impart strategies for peaceful conflict resolution as well as knowledge of help sources.
- ✍ *Service Skills*. These activities include short-term and long-term, individual and group community service assignments. Each includes a list of requirements, the needed preparation, the community benefits, and tips for implementation. These are culled from the most successful youth community service activities.
- ✍ *Social Skills*. These activities cover the social graces including manners and etiquette, controlling profanity, and language switching to meet mainstream expectations. It also covers non-confrontational behavior.

Understanding The Development Tools

The QOP Replication Kit includes a separate hanging file looseleaf binder containing the activities for each skill domain. Each QOP program is free to use any of these tools. They may be used in any combination and sequence which is appropriate for the Associates and the institutional setting. Other activities may be developed locally. The updated activities are disseminated electronically.

There are several different types of activities (see Appendix D for activity descriptions):

- ✍ *Individual Assignment: Awareness Skills* - Activity 11. Handling Peer Pressure is an example of an individual worksheet assignment. The Associate completes an interview with a parent or respected adult to find out how that person handles peer pressure. The Coordinator works with the learner one-on-one to discuss the results.

- ❧ *Group Discussion: Awareness Skills* - Activity 1. Twelve Steps To Success is an example of a guided group discussion. It presents a positive framework for making life decisions. The guided discussion elicits group member views.
- ❧ *Individual Assignment/Group Discussion: Awareness Skills* - Activity 11. Taking Stock of Yourself is an example of a combination activity where each Associate responds to a questionnaire about himself or herself, then gives the same questionnaire to three other persons to elicit their views of himself or herself. The group discussion compares how we see ourselves with how others see us.
- ❧ *The Reel Life Series videos* with guided group discussion are particularly effective early in QOP, since many begin as poor readers which limit participation in other activities. Other family members can be invited to these sessions, and popcorn and beverages can be served. However, the films deal with controversial issues facing youth. Some include violence, profanity, explicit sex, and nudity. The Coordinator should pre-screen the videos and should select groups based upon their ability to handle the content and message.

CORNERSTONE THREE: QOP Service Activities

Opportunities which are earned are more valued. Through volunteerism and service, disadvantaged youth can "pay back" some of the costs of education, development and support activities. But they will also "do well by doing good." Service learning enhances formal education. Service work teaches skills needed in the labor market. Service experience brings learners closer to community populations and needs.

Advantaged youth have many supporting institutions and resources which promote volunteerism and service. They do not have to worry about where the next meal is coming from or whether there will be a roof over their heads. They have the academic and applied skills and work habits which can make them useful to service organizations. On the other hand, educationally and economically disadvantaged youth live in impoverished communities which lack the rich infrastructure and support for volunteerism. They lack the skills and experience needed to fully contribute, and they frequently lack the resources and time to make a contribution.

By stipending service activities, QOP provides the resources and structures the time. By integrating education and development with service activities, it builds the needed skills to contribute to society. By organizing service activities, it makes up for the institutional deficits in poverty areas.

The challenge, however, is to do more than just think up some projects or arrange a few placements at nonprofit organizations. Service per se is worthwhile, but the aim is to maximize the productivity and service impact, the learning from the experience, as well as the linkages to the community.

❧

QOP gave me a chance to help those who were in need.

I felt good just helping someone less fortunate.

The money I've earned will help me take the next step on my educational voyage.

Arranging 250 hours annually of service for 20-25 teens is a challenge. It is complicated by the fact that few disadvantaged teens have had any work experience. They lack basic behavioral, time management, and productivity skills to perform in any workplace. They know little about underlying social problems. Their limited basic skills complicate teaching and learning.

Over time, as capacities develop, the service opportunities will expand, but they must also become more individualized. Different youth will want and need different kinds of experiences. Where large-scale "fix-up" and "clean-up" projects might suffice at the beginning, advanced placements must consider each person's needs and abilities. Each one will require different institutional linkages, different supervision arrangements, different preparation, and different follow-through.

CORNERSTONE FOUR: QOP Support Activities

The simple truth of QOP is that the Coordinator meets young people "where they are" at the start of their high school years, points to a distant future of opportunity, equips them for their journey towards success, logs their achievements, and stays with them and guides them each step along the way. The challenges are many: planning and delivering a variety of services over multiple years, constant adjusting to the changing needs of developing youth, tracking each and every hour of service, being a caseworker to many, and maintaining purpose and energy through good times and bad.

The most difficult challenge is being a surrogate parent to a family of 20 or so young people, guiding them from childhood to adulthood. QOP Associates will face the normal ups and downs, joys and heartbreaks experienced by all teenagers. There will be boyfriend and girlfriend crises, problems fitting in or making a team, good grades, poor grades, peer pressure, and "I'm the ugliest most unpopular person in the world" syndrome. The Coordinator will be challenged to meet individual needs, maintain a supportive group dynamic, and deal with outside group forces.

> *The Coordinator and program manager have been a great inspiration to me. I say this because of the rough situations I've been through in the last two years in school.*
>
> *There were times when I just didn't want to go on anymore, when I just wanted to give up and do nothing with my life. But thanks to them, I gained courage and grew stronger and determined not to give up.*
>
> *I kept trying to be the best I can be. I love and thank them for being there for me, and being like a second mother and a father I never had.*

For most QOP Associates, the normal challenges they face as teenagers in America are compounded by the extraordinary experiences found in poverty neighborhoods and families. In any group of 125 disadvantaged youth, there will be crimes, pregnancies, births, dropouts, substance abuse, runaways, truancy, unemployment, family chaos, abuse and, possibly, even death. Routine events in the lives of more advantaged youth create stress for many of the less advantaged. The normal anxiety of a first job, for example, is heightened when there is no working family member to turn to for guidance and reassurance. Some family members and friends of QOP Associates may try to sabotage the Associates' success. A sibling close in age might be jealous of the different life experiences and mentoring relationships that the QOP Associate enjoys.

This section focuses on how the three primary domains—education, development and service—are coordinated and managed through support activities. At the heart of support is the Coordinator.

The Coordinator

The Coordinator has multiple duties, ranging from project manager to case manager. As project manager, s/he coordinates the local delivery of QOP. Project managerial responsibilities are to:

- maintain integrity of the program in content and form;
- plan and deliver activities that cut across individual groups of Associates, such as parent workshops on college financial aid;
- coordinate QOP with schools, community-based organizations, community service work sites, employers, courts, and social service agencies;
- recruit public and nonprofit agencies to provide community service work to Associates in fulfillment of service activity requirements;
- anticipate possible crisis situations and prepare steps to be followed in the event of crisis;
- serve as spokesperson and advocate for the program;
- budget and manage resources;
- leverage additional resources, such as transportation, child care, tickets to performances, field trips, tutors, mentors, etc.

The Coordinator's primary aim is to have a direct and profound positive effect on the lives of all members of the QOP group so that they stay in school, function academically at grade level or above, keep out of trouble, behave responsibly, respect property and persons, complete high school, enter college or training or a career after graduation, assume civic responsibility, hold high aspirations for themselves and their families, function comfortably in a variety of social situations, and appreciate the various forms of art, culture and humanity. Specific case managerial responsibilities are to:

- develop an annual contract with each QOP Associate and his or her parent;
- assess educational and developmental needs and interests of each Associate based on one-to-one discussions, observations of behavior in a group, school records, teacher and school guidance counselor observations, and family visits;
- develop individualized annual goals and activity plans with each Associate around a theme or themes appropriate for age and need;
- work with each Associate to set monthly and weekly goals, and develop monthly and weekly activity plans to achieve goals;
- arrange for and schedule supplemental education with the participating learning center;
- arrange for and assist Associates in completing individual developmental activities;
- plan and arrange for a variety of structured group developmental activities, plus group meetings and discussions;
- match Associates to community service work sites;
- develop relationships with employers for placement of Associates in part-time jobs; assist Associates in job search for part-time jobs (job search and placement is not a core part of the QOP plan; however, a Coordinator may help Associates who need employment skills and the money a job would provide; this is generally done only for Associates who are doing well in school);
- review progress in QOP and in school with each Associate on a regular basis;

- ☞ maintain communication with parents or guardians, without breaking trust with Associates;
- ☞ schedule home visits, as needed;
- ☞ broker support services, social services, and crisis intervention services as needed;
- ☞ advise Associates and families on post-secondary education, training and employment options and opportunities;
- ☞ assist Associates with college application process and financial aid applications;
- ☞ maintain communication with Associates' teachers, guidance counselors, and others who interact in a regular and significant way with the Associates (e.g., youth minister, probation officer);
- ☞ meet one-on-one with each active Associate at least once a month to review progress and provide feedback; and,
- ☞ collect monthly activity logs from Associates, verify accuracy of reported participation hours, complete monthly narrative reports, and submit the monthly activity reports to the OIC of America.

To do all the above, the Coordinator takes on many roles. Table 1 provides descriptions of these roles and some hints on how to fulfill each one:

Table 1. Roles of the Coordinator

Role	Description	Hints and Tips
Surrogate Parent	Provides caring, consistency, firmness; sets limits; sets clear expectations; sets rules and enforces them; passes on social traditions and folklore; recognizes and rewards achievement; provides unconditional acceptance; teaches basic manners and respect. (Note: If an Associate has a strong, loving parent present at home, it is important not to undermine that relationship. "Parenting" should be focused on those who do not have healthy parenting available to them.)	- State expectations for behavior, achievement, and types of friends - Get to know Associate's friends and express approval or disapproval - Review report cards and meet with teachers - Instruct in basic manners and speech - Be intolerant of profanity and rudeness - Instruct in various holiday traditions; tell stories about heroes and heroines, local history, etc. - Bring Associates to restaurants and other public places to teach appropriate behavior - Be available
Role Model	Provides a model of how to manage adult responsibilities with consistency, reliability, straight-forward integrity, honesty, and good humor. Sets a good example in behavior and in career.	- Always be on time - Always be honest - Never gossip; be discreet - Don't complain to Associates - Assume responsibility rather than blame others - Admit mistakes - Keep an even temper - Be consistent and fair at all times - Follow through on promises - Maintain a clean and well-groomed appearance; dress professionally - Be positive

Table 1.   Roles of the Coordinator (continued)

Disciplinarian	Makes the connection between behavior and consequences by following through with sanctions.	- Involve Associates in setting certain rules, expectations (e.g., dress code in QOP) - Go over all rules, expectations, and consequences with Associates and give them a written copy - To the extent possible, get Associates to agree in advance that rules, expectations, and sanctions are fair - Be consistent and fair when applying sanctions - Never apply sanctions in anger - Let Associate know how s/he can earn back trust
Caseworker	Consults with Associate and plans a mix of services that meet needs and are tied to short-term goals. Keeps track of all activities. Develops rapport with Associate and Associate's teachers, parents, social worker, etc.	- Teach Associates the difference between a goal and a wish - Help Associates break long-term goals into manageable short-term goals and find activities that help get closer to attaining short-term goals - Remember that trust will build over time; be patient - Keep notes, files, calendars, and appointments organized - Keep good notes, record all contacts with and regarding each Associate; use these notes to refresh your memory when completing the monthly narratives - Use the activity logs, narratives, and QOP management system data to inform decisions - Stay on top of paperwork
Broker	Arranges for service on behalf of individual Associates and the group.	- Share responsibility with other local Coordinators for compiling information on services available in the community that Associates might need at some time (e.g., health clinic, job referral, recreation, etc.) - Maintain the directory of referral services in computer database and update twice yearly - Visit referral agencies before you refer Associates to them; get to know the staff and let them get to know you - Learn in advance how the courts and jails handle cases, bail, etc., for minors and adults - Negotiate ticket and meal discounts

Administration

The Coordinator is responsible for some important housekeeping matters:

Annual Contract and Plan. Each Associate and parent or guardian commits to program participation in a contract, which is signed by the Associate, parent or guardian, and Coordinator. The contract is renewed each year with the signature of the Associate and parent or guardian (see Appendix E for a copy of the contract and contract renewal).

An individualized plan is developed each year and included as part of the annual contract. The individualized plan is renewed each year. The Coordinator arranges to have all contracts signed and annual plans developed on the following schedule:

Year 1: Start of the 9th grade school year   Original contract and plan

Year 2: Start of the 10th grade school year   Annual renewal and plan

Year 3: Start of the 11th grade school year   Annual renewal and plan

Year 4: Start of the 12th grade school year   Annual renewal and plan

Annual goals and plans should be specific and measurable.

For Example:

This   Finish CCP Course 1231: Reading through Early History
                with a score of 80 percent or above

Not This   Do extra studying in reading

This   Volunteer 5 hours a week at the animal welfare shelter for
                90 percent of the weeks in the first semester

Not This   Do volunteer work with animals

This   Participate in a group activity at least twice a month

Not This   Get more involved with other QOP Associates

This   Complete a minimum of 80 percent of the maximum 250 hours
                of development activities. Half of the development activities
                will be on the theme of Violence Prevention and Conflict
                Resolution, 25 percent will be on the theme of Responsibility,
                and 25 percent will be on the theme of Work Readiness

Not This   Complete 250 hours of development activities

Monthly Progress Reports

A Monthly Progress Report is completed and submitted for each Associate. The monthly reports are entered into the computer and then sent electronically by the Coordinator to OIC of America where activity hours are reviewed and Opportunity Accounts credited with payments.

Monthly reports are not "just paperwork." Progress, facts, and insights recorded in activity logs and case notes provide the Coordinator with the information needed to provide for the needs of diverse and developing QOP Associates.

The Monthly Progress Report is a two-sided form (see Appendix E):

   ∽ **QOP Activity Log** (Side 1)
   The Associate fills this in on a daily basis to keep track of activities and hours for each activity.

   ∽ **QOP Case File** (Side 2)
   In this part of the progress form, the Coordinator writes a narrative summary of the Associate's progress, significant developments or issues, and special challenges faced by the Associate during the report month. These are the case notes which become a permanent part of the record.

   A good narrative should give an outside reader a clear picture of what's going on with the Associate and what he or she needs. The monthly case file entries for an individual Associate present a complete picture of how the Associate is progressing towards goals, and what is going on in his or her life that might be helping or hindering progress and growth. For example:

QOP CASE FILE

This Associate experienced the following positive and negative developments in school, in the family, in the labor market, in relationships, in the community, and in QOP during this month:

Max's attendance at school went from near perfect last month to 50 percent this month. His participation in QOP activities was inconsistent; some weeks he attended all scheduled sessions in the CCP center and made all QOP meetings, while other weeks he skipped everything. The bright spot is that he didn't miss a day at his volunteer job in the YMCA's publishing department. He's excited about the computer graphics software that he's learning to use for the newsletter, and he likes his supervisor. He was on time for both of his appointments with me, which is a sign that he is still connected. Max seems to have mixed feelings about his stepfather's move back into the apartment after six weeks in a treatment center. He's worried about his mother. His stepfather is willing to participate in joint counseling with Max through his aftercare program. Max has agreed to attend "one time." In addition, Max's mother and I will be meeting with Max's guidance counselor and the truant officer this week. This will be her first school visit since Max was in the third grade.

ᔐ **Certification** (Side 2)

The Coordinator signs and dates the QOP Monthly Progress Report in the space marked "Certification." By doing so, he/she certifies that the activities and hours reported by the Associate are accurate, and that the QOP Case File narrative is based on facts. This certification is critically important since payments in QOP are tied to reported hours.

Opportunity Portfolio

The Coordinator sets up and keeps current an Opportunity Portfolio for each Associate. The Portfolio contains annual contracts, annual plans, test results, a CCP progress report, awards (copies), school report cards, school and QOP attendance records, a resume, monthly progress report forms, letters of recommendation from Coordinator and others, and other documentation of accomplishments.

Opportunity Accounts

As described elsewhere, Associates receive payments and incentives based on hours of participation and completion of activities. Their funds are deposited in an Opportunity Account established for all the Associates (there is actually one major account accruing interest with a chart of accounts for each Associate). Incentive payments to the Coordinator are tied directly to Associates' participation and achievements, and these monies are paid to them as direct compensation.

Funds are credited to individual Opportunity Accounts within two business days of receipt and review of Monthly Reports, including the QOP Activity Logs, QOP Case File narrative, and certification by the Coordinator.

In summary, QOP documents are completed on an annual and monthly cycle. It is a good idea to anticipate reporting requirements and plan and organize accordingly.

Operations

The key to a quality program is planning and organization. For the benefit of the Associates, activities should be planned well in advance. Associates should have clear and concrete assignments, and activities should have meaning and relevance.

Management Information System

During the pilot, QOP utilized a management information system (using Microsoft Works) that tracked hours spent in all activities, measured performance, and paid monthly stipends and bonuses. This information was transferred via modem on a monthly basis to OIC of America where it was entered into a giant spreadsheet. The data from this spreadsheet was used to credit individual accounts. Associates were paid their stipends and a like amount credited to their accrual accounts.

Planning and Implementation

Needs Assessment

There is little argument that long-term strategies like QOP are inherently needed in most economically disadvantaged communities. However, a needs assessment may be used to determine if the QOP program fits the specific needs of the community (e.g., do similar programs exist, are service opportunities available in the community, are there are a sufficient number of students in need of this program). A needs assessment can be used to determine the organizational commitment to the model. It is important that all parties involved in the program maintain a consistent vision of youth development. Competing views or philosophic differences among staff members may undermine the program's success (e.g., if a staff member is not committed to paying incentives to youth for participation in QOP activities, s/he might place less emphasis on this program component). Prior to committing to a program like QOP, local programs should debate assumptions, expectations, and most importantly, visions of youth.

Interagency Linkages and Collaboration

The initial pilot involved the Ford Foundation who prefunded the project and Remediation and Training Institute in collaboration with OIC of America who provided the oversight for the five sites where local implementation occurred. The pilot evaluation was designed and conducted by Andrew Hahn, Professor and Associate Dean, Brandeis University, Heller Graduate School.

Within local sites, program staff should operate as day-to-day partners with teachers and administrators at the participating school(s). This enhances the legitimacy of the program and serves to remind Associates that QOP is not an "alternative" to school. Rather, QOP strives to cultivate leadership qualities in youth to enable them to participate actively in their schools.

Linkages with community organizations which can provide service opportunities for Associates are also advisable. Providing sources that are ready and willing to accept volunteers is extremely helpful to Associates, since disadvantaged youth often lack knowledge of volunteerism. Donations of tickets to cultural events, museums, theaters, etc., might also be provided when a program establishes community affiliations.

Funding and Program Costs

As a pilot, OIC of America in conjunction with the Remediation and Training Institute and the Ford Foundation discussed the associated costs and benefits of a multi-year program geared to entering ninth grade students who were recipients of transfer payments. After almost a full year, the Foundation funded the pilot in the amount of $1,050,000 and later added another $130,000, because of higher than expected participation rates. The estimates for participation rates were obtained utilizing an attrition model based upon information from the National Longitudinal Study. Initially, it was estimated that 50 percent of those entering QOP would complete the program agenda (i.e., completion of high school and advanced skills training, college, military, own business). In actuality, over 76 percent of those entering the program completed the QOP agenda. This translates to a higher than expected participation in QOP hours, thus creating a shortfall in funds.

The total cost of operating a model of fidelity for the four years was $10,600 per participant, or slightly over $2,600 per year.

Stipends and bonuses	$ 2,128
Opportunity Accounts	$ 2,128
Coordinators	$ 2,128
Program activities	$ 4,256
QOP 4-year total per participant	$10,640

This excluded administration costs which were funded solely by interest payments earned on investments. Remember that this program was prefunded by the Ford Foundation. The per participant cost for staff, activities, and administration averaged $1,500 annually.

Because QOP participant, staff and delivery organization payments were all based on activity hours and completions, the total per participant cost at Philadelphia (i.e., the most productive and successful site) was $15,000 for the four years, approximately a third above the QOP average.

Cost-Benefit Analysis

QOP costs roughly $1,118,000 and served approximately 125 youth who participated anywhere from zero hours over four years, to over 3,000 hours in the same period. Dr. Andrew Hahn, with Tom Leavitt and Paul Aaron, all of Brandeis University, conducted a cost-benefit analysis (see Tables 2 and 3) in order to address the question of whether the benefits of QOP outweigh the costs.

Hahn uses estimates of Andrew Sum of Northeastern University, Center for Labor Market Analysis, of the differential in earnings between African American groups ages 18 to 40 with different education levels. This group was used since the majority of Associates were from minority backgrounds. Sum uses Current Population Surveys (Bureau of Census) data to estimate the following differentials: (a) high school dropouts/graduates, (b) two year college degree holders/high school graduates, (c) four year college degree holders/high school graduates. The mean earnings of 18 to 40 year olds is discounted at five percent. The estimates include zero earners and exclude people whose full-time activity is schooling.[2]

Table 2.   Cost-Benefit Analysis, Liberal Estimate

VALUE OF IMPACTS			
	Impact per 100	Payoff for each	Payoff per 100	
More high school graduates compared to high school dropouts	21	$63,253	$1,328,313	
More two-year degrees compared to high school graduates	10	$69,161	$691,610	
More four-year degrees compared to high school graduates	13	$134,140	$1,743,820	$3,763,743 Total Benefit per 100 in earnings
Fewer children[a]	14	$10,000	$140,000	$3,903,743 Total Public Benefit per 100
Total Benefit Per Person $39,037 Total Cost: $10,600 Net Benefit: (Benefits minus cost) $28,437[b] Benefit-cost ratio: 3.68 or $3.68 in benefits for each dollar spent				

Notes:

[a]This figure is from the Children's Defense Fund and covers the public costs associated with the first year of life for a child born to a Medicaid household.

[b]Net benefits would be even higher if the value of reduced involvement in the criminal justice system, reduction in welfare, and the added value of performing community service were included. Since imputation of these values generally invites criticism, they are omitted. For the record, 6 fewer youth per 100 have been arrested, charged, or booked at least once in the post-QOP period.

Table 2 shows that QOP will pay large dividends, *assuming college students finish their education*, even when the results are aggregated across a mix of programs with different performance levels. A separate analysis looked at the return on investment for all races, not just African American, and found little difference in the above benefits.

Table 3 shows a more conservative lower bound estimate. It assumes that only one-third of the two-year and four-year college students attain degrees; the rest of the college students would still benefit at least as much as high school graduates did from the QOP program:

Table 3. Cost-Benefit Analysis, Conservative Estimate

VALUE OF IMPACTS			
	Impact per 100	Payoff for each	Payoff per 100	
More high school graduates compared to high school dropouts	21	$63,253	$1,328,313	
More two-year degrees attained	3	$69,161	$207,483	
Remainder of group receive benefits equal to high school graduates	7	$63, 253	$442, 771	
More four-year degrees attained	4	$134,140	$536, 560	$3,084,404 Total lower bound estimate per 100 in earnings
Remainder of group receives benefits equal to high school graduates	9	$63,253	$569, 277	
Fewer children[a]	14	$10,000	$140,000	$3,224,404 Total lower bound estimate per 100

Total Benefit Per Person $32,244
Total Cost: $10,600
Net Benefit: (Benefits minus cost) $21,644[b]
Benefit-cost ratio: 3.04 or $3.04 in benefits for each dollar spent

Notes:

[a]This figure is from the Children's Defense Fund and covers the public costs associated with the first year of life for a child born to a Medicaid household.

[b]Net benefits would be even higher if the value of reduced involvement in the criminal justice system, reduction in welfare, and the added value of performing community service were included. Since imputation of these values generally invites criticism, they are omitted. For the record, 6 fewer youth per 100 have been arrested, charged, or booked at least once in the post-QOP period.

Resources Necessary

A **QOP learning center** requires a conveniently located room (i.e., near the Associates' school[s]) with a minimum of 750 square feet, electrical outlets and a telephone connection for the modem. The QOP turnkey package (as offered today), at a cost of $100,000, includes:

- 72 individualized, self-paced courses including lessons, activities, and tests covering K-12 academics and functional skills at all levels;
- 7 advanced multimedia computers with the CCP Learning Access System management and instructional software;

☜ 1 CD-ROM library with 80 selected multimedia CDs including encyclopedias, books, academic and functional instructional programs, electronic electives, plus advanced computing tools;

☜ 4 TV/VCR units and a collection of 120 functional videos plus 25 commercial movies used for video discussion development activities;

☜ 1 printer, 1 test scanner and 1 modem for operating the management station (including the QOP Management Information System and linkages to the QOP Bulletin Board); 25 chairs plus tables, 19 file cabinets, bookcases, cassette racks, and other furnishings needed for a 25-capacity center; plus installation, training, and continuing on-line support for the four years of QOP.

This Quantum Opportunities Center can serve up to 25 learners at a time. On a full-time basis, it can provide in excess of 50,000 instructional hours annually in any K-12 academic subjects; beginning, intermediate, or advanced functional subjects; or electronic electives including computing, fitness, leadership, emotions, arts and humanities, and early child development. The 250 QOP instructional hours annually for 50 Associates will utilize only a fourth of this capacity. Hence, the Quantum Opportunities Center can also be used for QOP developmental and service activities, with potential left to serve other learners as well.

Staffing and Supervision

Fundamental to the success of any program is the human element. QOP is people intensive, with the Coordinator becoming a surrogate parent to the Associates. In many cases, s/he will know more about an Associate than the parents or guardians. S/he will have to balance the need for confidentiality with the need for acting responsibly in critical situations. The Coordinator should be intimately acquainted with the welfare system, public housing and shelters, and other community-based organizations which provide help to low-income families. The Coordinator acts as a friend and a confidant, but also as a disciplinarian who must mete out "punishment" or "reprimands" for infractions of the rules or for certain behaviors. S/he must be available around the clock for instances when an Associate has been arrested, injured, or put out of his or her home. In essence, staffing a program like QOP demands a person who is committed to the goals of the program and most of all to the Associates.

In the pilot, Coordinators acted as both the program administrator and program implementor. All Coordinators possessed college degrees. These degrees ranged from sociology to business to teaching. It is highly recommended that all staff possess at least a four year degree since one of the goals of QOP is to encourage Associates to make the transition from high school to college, and staff members should provide a role model for higher education. However, a college degree should not be the only consideration in hiring. For instance, a four year degree in social work may equip a person to do case management work, but if that person does not understand the nature of an Associate's life, then s/he will not be an effective counselor.

Training of Staff

Training sessions, conducted by OIC of America, were held each year for all Coordinators in the pilot study. The initial training session lasted 6.5 days, and in subsequent years consisted of four day sessions. The elements of training began with the Cornerstones of QOP—education, development, service, and support. It included sessions on the evaluation—what it was intended to measure, how it would measure

attitudes, skills, and behaviors, and the time frame for the product. Detailed training was also given on the Management Information System with hands on applications for staff, including on-line capability for accessing the Bulletin Board System and up-loading and down-loading files.

Also, during the pilot, Public Private Ventures presented a life skills opportunities (LSO) training course during two of the days. Training for the life skills program can be obtained by contacting Public Private Ventures. The cost associated with the life skills package is expensive, but the training is specific and worthwhile.

Training related to implementing QOP can be obtained by contacting OIC of America. Costs associated with OIC of America training depend on the nature of the training sessions, the length, follow-up sessions and discussions, place of training, and the amount of detail and materials required. Presently, the training aspects of QOP are intensive and require attention to detail. Training generally requires five days; this includes training on the Management Information System and the Comprehensive Competencies Program. Less training time will be required if these specific components are not adopted by the prospective sites. Costs for training include fees for one person at $400 per day and one person at $500 per day, plus airline and local transportation, food, and accommodations.

Recruitment/Selection of Target Population and Retention Strategies

In the pilot, recruitment of Associates was conducted systematically. A pool of eligible applicants was obtained from the local participating high school. The criteria for applicants in the pilot consisted of entering ninth graders from families who received welfare payments. Once the eligibility criteria were established, random assignment was used to select participants, placing a like number in the experimental (treatment) and control (non-treatment) groups.

Retention strategies are difficult with this population. While stipends and accrual accounts do have a positive impact on program participation, they alone are not enough. Coordinators must convince parents, who in turn must convince their children about the merits of QOP and its intended goals and objectives. Strong parental involvement can offer some solutions to the retention problem, but when all is said and done, it is the Coordinator who gains the favor of the young person and develops a strong relationship which borders on parenting, but stimulates positive results. The real success of the program lies in a carefully selected staff who won't quit or give up on the youth, no matter what. Additionally, creative activities and innovative use of community resources help to provide the stimulus capable of sustaining a four year interest.

Setting

The pilot was implemented in five OIC of America sites: Philadelphia, Oklahoma City, Saginaw, San Antonio, and Milwaukee. Implementation at the Milwaukee site was unsuccessful and later moved to another local alternative education center, Learning Enterprise. An important criterion for selecting particular OICs as QOP sites was previous experience in operating CCP Learning Centers. QOP was sold as an enriched, multi-year version of an instructional system with which local OIC managers were already familiar. QOP can be implemented in any setting which has the capacity to operate a CCP learning center.

Philosophically, QOP works best in small and congenial environments. Although there is no empirical data to support this contention, the architects of QOP had small and caring settings in mind. In the pilot, there were 25 Associates participating in each OIC site.

Another factor to keep in mind is the proximity of the site to the participating school. If students must travel across town to get to the learning lab, chances are good that this will hinder participation. Since participation is generally after school and on weekends, a setting which is located at or near the school is ideal.

Sequence of Intervention Activities

QOP is a program which provides education, service, development and support services to selected individuals throughout the year (academic and summer) for four consecutive years, although limited assistance[3] is provided to students who need five years to complete their high school requirements. These components are combined in an integrated package that meets the individualized needs of each Associate. QOP includes a summer program that stresses the importance of work through summer employment programs as well as academics since there is some regression in grade that occurs over the summer with disadvantaged youth. Summer jobs are provided only for Associates who are doing well in school. For those Associates who lag behind in school, emphasis is placed on attendance at the learning lab and completion of CCP coursework during the summer months.

Implementation Problems

There were several problems faced by the QOP sites in the pilot study:

- *Establishing Relationships with the Sending Schools*. Although all of the implementing OICs had good relationships with the schools, QOP represented a program that required up-to-date information on students, parents, addresses, financial information and whether or not the family unit received welfare payments. Schools were concerned over the issue of confidentiality. Although some schools allowed the OIC to review their records, in other sites, school personnel were utilized to review the records, and the OIC made a small payment to the school to cover costs.
- *Incentives*. The notion of paying incentives to students to participate in a long term program caused delays in the implementation of the program. Some school systems saw QOP as undermining their goals. Others played the "welfare card" to slow down the implementation of QOP in that it threatened to monitor payments and report those payments to the local welfare office, thus reducing the amount of entitlements entering a student's home. The payment issue was handled through dialogue with the school that suggested that QOP was developed to help the student and provide small monetary rewards to help Associates get to and from program activities. No one wanted to accept the responsibility for this action against a program designed to benefit students.
- *Evaluation*. State Departments of Education, superintendents, and school evaluators at several of the sites were concerned about the evaluation and the need for random assignment to experimental or control groups. Random assignment was viewed as a process that screened out students rather than allowing more kids into the activity. The resolution to this problem was through dialogue that explained the importance and the process of random assignment in an experimental design.
- *Parental Consent*. QOP faced the challenge of presenting a multi-year written contract to parents who were unable to read or refused to acknowledge the fact that reading was not fundamental to them. QOP mastered this challenge by recording the contents of the contract and presenting each family with written and verbal versions.

∽ *Management Buy-in.* There was an absence of buy-in at several pilot sites. The Co-ordinator at one site reported feeling locked into a rigid model. Key to implementing a program like QOP is to have *full* buy-in from site management. This entails forging a unified vision of youth development among those key persons responsible for imple-menting QOP. Since unresolved differences can undermine the integrity of the pro-gram, philosophical differences should be acknowledged and dealt with up-front. The only way to avoid problems such as this is for potential program sites to have extensive discussions with OIC of America about the operating principles of the program before making a commitment to implement a QOP-like program and to forge a collaborative alliance from the beginning.

∽ *Staff Turnover.* Despite the financial incentives, there were problems with staff turn-over in several of the sites. Since a key component of QOP is establishing stable and enduring relationships with the youth it serves, discontinuity in staffing can produce debilitating effects. There is little that can be done once a key staff member leaves the program, except to make the transition to a new staff person as quickly and as smoothly as possible. However, prior to program implementation, great care should be taken in hiring persons who will work directly with Associates. Potential applicants should be fully informed of the dedication that is required in the job, and potential staff members should be willing to make a commitment to a four-year endeavor. Staff burnout is a problem when operating a program such as QOP which essentially becomes 24 hours a day, seven days a week. Teens have no particular setting on their clocks when their needs, real or imagined, become a crisis for all involved. Training staff to balance the responsibility of an intensive program, yet maintain control over their own existence is critical to program success.

∽ *Staff Attitudes.* QOP stresses competence, grade gains, completion, and success in the future. It is not a day care center. Staff often feel that they must win students over and that the hard approach turns young people off. From the onset of the program, it must be stressed that there are program goals and objectives in place, behaviors that are not acceptable and acts and language that do not coincide with the essence of QOP. The goals and objectives of QOP should not be compromised to win the favor of students. The philosophy of QOP is that it is the structure that is missing from many of these young people's lives, and even though they may not acknowledge it, youth actu-ally desire such structure.

∽ *Transportation.* Transportation arose as a problem at one pilot site. Associates re-ported that staying after school to attend QOP meant taking three buses home, which took 1-1/2 hours, as opposed to the one-half hour that it took on the school bus. Bus schedules may also present a problem if buses stop running too early in the evening. Programs may need to provide alternative transportation to enable Associates to at-tend meetings with ease.

Monitoring Implementation and Treatment Integrity

In the pilot, programs followed a specific reporting format which formed the basis of the Management Information System. A series of reports were required by the national office of OIC. These reports were specific in nature and required an accounting of the number of hours each Associate participated in each activity. These reports provided the information necessary to pay students, staff, and the OIC. The reporting was according to a structured schedule. Reports had a specific time to be in with all supporting details, thus allowing for a calculation of the number of hours a student participated in each activity. In essence, hours were tracked by activity, and by sub-classifications in each activity. This kind of reporting was auditable, precise, and automatically completed. Missing reports equated to non-payment of stipends, bonuses for students and staff, and revenue for the OIC. Therefore, in the pilot, if a site did not report each month on student activities, the OIC was not paid.

Additionally, Coordinators monitored the activity hours of Associates by staying in close contact with Associates and being aware of what they were up to. Coordinators recorded attendance at group meetings and activities, spot-checked service work sites, and dropped in randomly at the learning center during times when Associates were scheduled for education activity hours.

OIC of America provided an auditing function for all sites. The submission of monthly reports were reviewed for accuracy and to determine that payment was in order. If there were activities that consumed a significant amount of time, a request was made to sites for additional information. This was sometimes cross-referenced by random calls to students and parents for verification.

ENDNOTES

[1] The CCP is not a stagnant system. It is modified over time by encorporating the latest technologies and adding new information to course-work materials. This means that the CCP today is not exactly the same system that was implemented in the pilot. For example, the pilot did not make use of CD-ROMs; however, as that technology has become available, it has been incorporated into the present version of the CCP.

[2] The CSPV used the program's cost-benefit data and have not independently validated any of these estimates.

[3] The QOP pilot was funded as a four year program. As such, the program officially ended at the end of the four years, and all structured group activities ceased. However, OIC was still in operation and OIC staff were available, in a limited capacity, to assist Associates who had not graduated at the end of four years.

Blueprints

▼
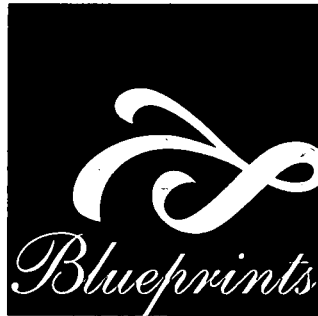
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Evaluation
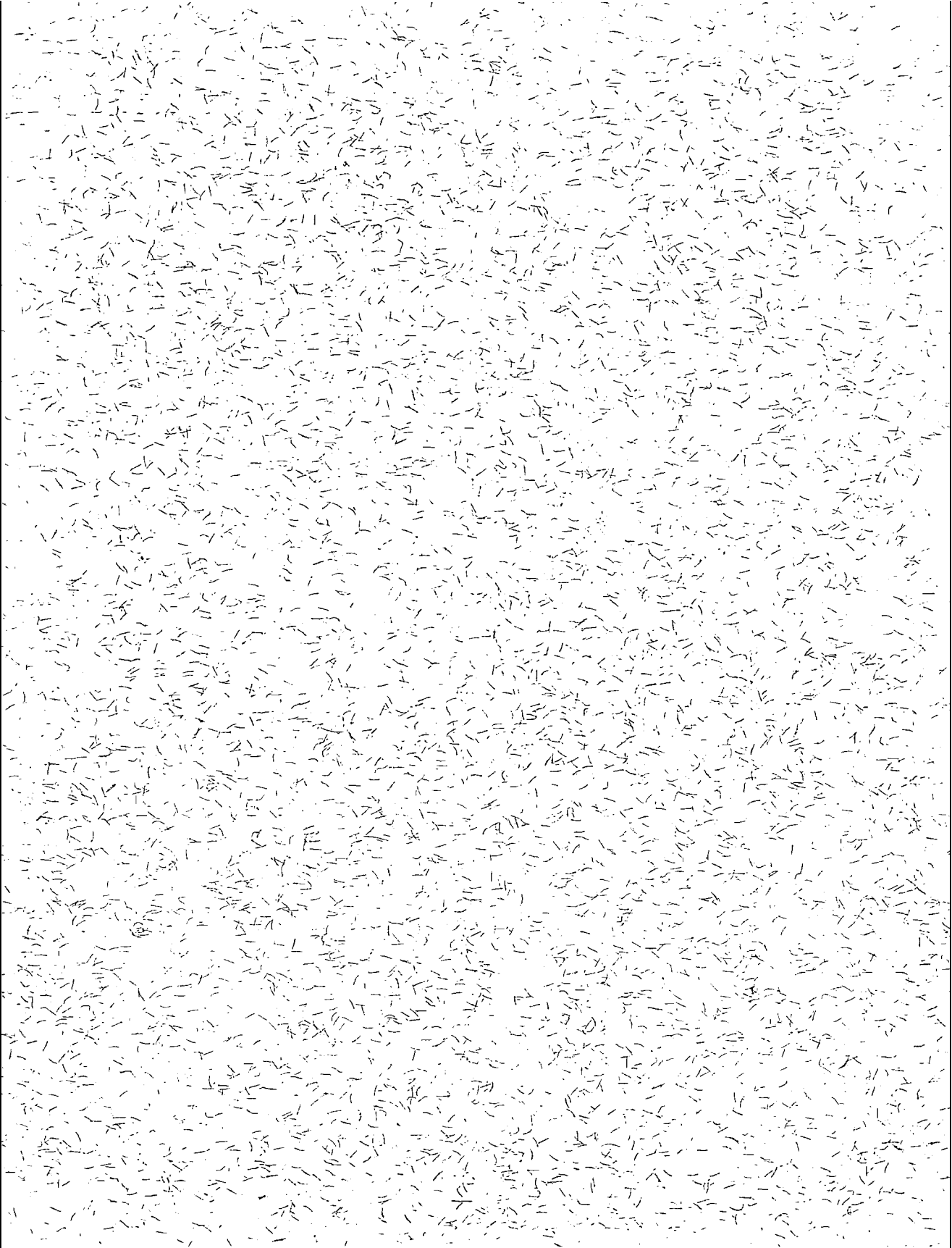
EVALUATION

Evaluation conducted by Andrew Hahn with Tom Leavitt and Paul Aaron (1994)
Brandeis University

Introduction

The Quantum Opportunities Program began in the summer of 1989 with the recruitment of disadvantaged students entering the ninth grade. There were initially five sites identified: (1) Philadelphia; (2) Oklahoma City; (3) San Antonio; (4) Saginaw; and (5) Milwaukee. Twenty-five students from each site were randomly[1] assigned to an experimental and control group (a total of 50 students in each site). Sites were urged to retain contact with both experimental and control group members so that their progress could be compared using the results of periodic questionnaires.

All students were randomly selected from lists of eighth grade students from families receiving public assistance. QOP directors were not allowed to recruit students who had pre-screened themselves into the program (i.e., over-recruit students and then researchers select students randomly from among the equally-motivated students who volunteered). Instead, QOP directors were given a paper list of 25 youth to be potential QOP youth, and were asked to see how many of the 25 youth assigned to the experimental group could be encouraged to join the promised program of services and incentives. The knowledge development goal was to learn about "take-up," that is, a community-based group's ability to serve and sustain young people from very poor backgrounds in a structured program of services over a relatively long period. Randomly selected replacements were allowed in the original lists supplied to the QOP sites up to a deadline date of November, as some youth listed were deceased or had moved.

At the beginning of the program in September, 1989, experimental and control group members were asked to fill out a questionnaire that included questions about demographic characteristics (see Table 4), work experience, school experiences, health knowledge, and personal attitudes and opinions. In addition, Associates were asked to take tests assessing their academic skill levels (i.e., Test of Adult Basic Education Form 5 Level) and functional skill levels (APL 40 Item Version Survey—CCP Tier Mastery Test). These tests and similar questionnaires were given to the same experimental and control group members in the fall of 1990 and 1991. In the fall of 1992, similar questionnaires (with the addition of some questions on future plans) were administered. However, academic and functional skill testing was postponed until the spring of 1993 in order to capture skill levels at a time when most sample members were preparing to leave high school. In addition, a different type of questionnaire, one that focused on future plans, was given to experimental and control group members in the spring of 1993.

Table 4.   Overall Sample Characteristics in Fall, 1993, by Research Group

Characteristic and Subgroup	Sample Size	% Experimental	% Control	% Both Groups	*p*-value
Living arrangements					
With parents	94	56	63	60	.20
With other relatives	21	10	17	13	
With spouse	5	5	1	3	
With friends/roommates	20	16	9	13	
Alone	12	7	8	8	
Other	6	6	1	4	
Marital status					
Married	9	6	5	6	.82
Single	149	94	95	94	
Have children	49	24	38	31	.09
No	109	76	62	69	
Driver's license	69	46	41	44	.48
No	89	54	59	56	
Honors/Awards in past 12 months	37	34	12	23	.001
No	121	66	88	77	
Trouble with police in past 12 months:					
No	143	94	87	91	.09
Once	11	6	8	7	
More than once	4	0	5	3	
Welfare, AFDC, food stamps, etc.	76	45	52	48	.49
No	83	55	48	52	
Community project in past 6 months	26	21	12	16	.21
No	133	80	88	84	
Volunteer counselor, mentor, tutor, in past 6 mos.	29	28	8	18	.001
No	130	72	92	82	
Donated time to non-profit, charitable, school, or community group in past 6 months	42	41	11	26	.001
No	117	59	90	74	
Started business or been self-employed	16	12	8	10	.53
No	140	88	92	90	

NOTES: Source: Brandeis tabulations of QOP questionnaire data. Reported sample sizes for some characteristics are not equal to total samples because of missing data on respondent questionnaires. Subgroup percentages may not add to 100 due to rounding.

The goals were to compare the experimental and control group members along a number of dimensions as experimental group members accrued more time in QOP activities, and also to gauge the amount of positive change that experimental group members may have experienced over time.

In the late fall of 1993, a follow-up questionnaire was administered to experimental and control group members. The primary purposes of this questionnaire were to find out what members were doing several months after their "scheduled" departure from high school and to examine experimental group attitudes toward QOP.

Sample Attrition

The five sites had varying success in maintaining contact with their experimental and control group members (see Table 5). Sample attrition could invalidate comparisons between the experimental and control groups; for example, analysis problems occur when those who leave the sample are substantially and systematically different from those who stay. According to Hahn, et al., (1994), with the exception of Milwaukee, sample attrition was not of sufficient magnitude to cause analysis problems, and that where attrition had occurred, those who left were not systematically different from those who remained in contact with the researchers. After four years, across the four main sites (i.e., excluding Milwaukee), interviewers reached 88 out of 100 Associates for follow-up interviews, and 82 of the original 100 control group members. It is very important to note that all QOP effects reported here, from this point on, do not include the Milwaukee site.[2]

Table 5. Evolution of the Sample

Site	Original Sample		Initial Test (Fall 1989)		1990 Test		1991 Test		Fall 1992 Questionnaire		Spring 1993 Questionnaire		Fall 1993 Questionnaire	
	Exp	Ctrl	Exp	Ctrl	Exp	Ctrl	Exp	Ctrl	Exp	Ctrl	Exp	Ctrl	Exp	Ctrl
Philadelphia	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Okla. City	25	25	21	21	22	24	22	24	25	22	24	20	24	23
San Antonio	25	25	23	22	17	15	24	13	15	11	14	10	14	10
Saginaw	25	25	23	23	24	21	24	21	21	17	20	17	20	18
Milwaukee	25	25	16	20	8	17	7	5	2	4	2	4	5	6
All Sites	125	125	108	111	96	102	92	88	88	79	85	76	88	82

Findings During the High School Years

After one year (freshman year in high school) there was no evidence to support a hypothesis of positive influence on the experimental group. In particular, tests of academic and functional skill levels declined for both the experimental and control groups, and for a number of dimensions, the experimental group decline was greater.

After the second year in high school, there was evidence for a positive effect of QOP. Experimental group average scores for all 11 academic and functional skills were higher than control group scores, and five were statistically significant, $p < .10$ (see Table 6 for group means, differences, and significance levels).

Skills. By the time most of the sample were leaving high school in the spring of 1993, average academic skill levels had increased more than three grade levels for 27 percent of the experimental group, compared to 14 percent of the control group. Similarly, average functional skill levels had increased by 20 percent or more for 38 percent of the experimental group compared to 16 percent of the control group.

Expectations. There were also differences between the experimental and control groups with regard to their orientation toward and expectations for post-secondary education. After one year, there were no statistically significant differences between the two groups. After two years, however, experimental group education expectations were much higher than control group expectations, and this difference was statistically significant. Interestingly, the divergence in the two groups resulted from both an increase in experimental group educational expectations and a decrease in control group expectations.

Table 6. Academic and Functional Skill Levels in 1991 by Research Group

Skill Type	QOP Group Mean[a]	Control Group Mean	Difference	*p*-value[b]
Vocabulary	7.37	6.53	**-0.84	.05
Comprehension	7.21	6.06	**-1.15	.02
Mathematics Computation	7.65	6.82	**-0.83	.04
Mathematics Concepts	8.08	6.77	***-1.31	.00
Language Mechanics	6.96	6.19	-0.87	.82
Language Expression	6.48	5.14	*-1.34	.06
Occupational Knowledge	47.80	45.06	-2.74	.41
Consumer Economics	54.14	48.46	-5.68	.38
Government and Law	48.04	44.58	-3.46	.33
Health	54.23	50.45	-3.78	.29
Community Resources	55.68	53.80	-1.88	.64

NOTES: Sample sizes were 167-168 because of missing data on some respondent questionnaires.

[a]Academic skills (vocabulary through language expression) levels are expressed as grade levels. Functional skills (occupational knowledge through community resources) levels are expressed as percentages of questions aswered correctly.

[b]*p* is the probability that the difference in experimental and control group average changes is due solely to random error. A 2-tailed *t*-test was used to test the hypothesis of equal changes. Statistical significance levels are indicated as: *** = 1 percent or less, ** = 5 percent or less; * = 10 percent or less.

Other Characteristics. During the high school years, there were no statistically significant differences between the two groups on the likelihood of being a reported school dropout, the likelihood of having children, or on self-reported school grades. However, Associates were significantly more likely to improve their contraceptive knowledge and AIDS knowledge than control group members.

Other Important Notes. There were large differences in the "QOP effect" among the four sites. Philadelphia stood apart from the other sites by virtue of its ability to create a group identity among QOP members, by a reliable menu of program offerings, and by success in providing stable, consistent relationships between Associates and program staff. In contrast, programs in Saginaw and Oklahoma City, by the senior year, evolved to a point where institutional ties and structured activities between youth and the programs were minimal, and attendance declined greatly. Yet, even in one of these sites, personal ties between some Associates and their Coordinator often remained strong, and these ties were often of significant value to the individuals. San Antonio, on the other hand, lost contact with nearly half of its Associates. Moreover, it provided relatively few opportunities for Associates to accrue educational, service, and developmental hours. Not surprisingly, the Philadelphia Associates had far more successful

outcomes in all academic and functional skill levels and in educational goals and expectations. In contrast, there was a slightly positive effect of QOP in Oklahoma City and Saginaw. In San Antonio, there was no positive effect during the high school years; in many cases, the control group members appeared to do slightly better than evaluation group members.

Participation in QOP

Three fourths of Associates in the four sites *fully* implementing the QOP model (i.e., excluding Milwaukee) participated for over 500 hours. They averaged 1300 total hours over the four years (about double the attended classroom hours in a normal school year). Service activity hours slightly lagged education and development activity hours:

Hours	Education	Development	Service
0-99	13%	11%	22%
100-199	15%	20%	26%
200-299	8%	15%	7%
300-399	16%	7%	9%
400-499	4%	6%	10%
500-599	5%	4%	4%
600-699	10%	5%	3%
700-799	9%	10%	2%
800-899	8%	9%	3%
900-999	10%	9%	3%
1000+	2%	4%	11%
AVERAGE	468	458	367

Total QOP Hours

0-499	28%
500-999	22%
1000-1499	11%
1500-1999	16%
2000-2499	7%
2500-2999	12%
3000+	4%
AVERAGE	1286

Net Outcomes in the Post-High School Period

Education. Experimental group members were more likely to have graduated from high school ($p < .01$) and to be in a post-secondary school ($p < .001$) than control group members, and they were less likely to be dropouts ($p < .001$). See Table 7 for percentages. When examined individually by site, all three comparisons were significant for the Philadelphia site, with fewer significant differences for the other three sites.

Table 7. Educational Attainment Overall and By Site

Characteristic and Subgroup	Sample Size	% Experimental	% Control	% Both Groups	*p*-value
All Sites — Fall 1993					
Graduated high school	84	63	42	53	
No	74	37	58	47	.01
Graduated high school/in postsecondary school	46	42	16	29	
No	112	59	84	71	.001
High school dropout	57	23	50	36	
No	101	77	50	64	.001
Attending high school	17	13	8	11	
No	141	87	92	89	.39
Philadelphia					
Graduated high school	31	76	48	62	
No	19	24	52	38	.08
Graduated high school/in postsecondary school	24	72	24	48	
No	26	28	76	52	.001
High school dropout	13	8	44	26	
No	37	92	56	74	.01
Oklahoma City					
Graduated high school	18	50	26	38	
No	29	50	74	62	.17
Graduated high school/in postsecondary school	8	29	4	7	
No	39	71	96	83	.06
High school dropout	26	42	70	55	
No	21	58	30	45	.10
San Antonio					
Graduated high school	16	71	60	67	
No	8	29	40	33	.88
Graduated high school/in postsecondary school	5	29	10	21	
No	19	71	90	79	.55
High school dropout	7	21	40	29	
No	17	79	60	71	.60
Saginaw					
Graduated high school	20	60	44	53	
No	18	40	56	47	.53
Graduated high school/in postsecondary school	9	26	22	24	
No	28	74	78	76	.77
High school dropout	11	21	39	30	
No	26	79	61	70	.41

Additionally, there were statistically significant differences between the experimental and control groups in both four-year and two-year college attendance. The experimental group rate of four-year college attendance was more than three times higher than the control group rate (18 percent versus 5 percent), and their rate of two-year college attendance was more than twice as high (19 percent versus 9 percent). The rate of four-year college attendance in Philadelphia was nearly three times higher than the rate in San Antonio, five times higher than the rate in Oklahoma City, and eight times higher than the rate in Saginaw.

Children. There was evidence that Associates were less likely to have children than control group members. Twenty-four percent of experimental group members had children compared to 38 percent of control group members ($p < .09$). None of the single site differences were statistically significant.

Honors/Awards in Past Year. Experimental and control group Associates were asked whether they had received any honors or awards during the past 12 months. The proportion of Associates receiving honors or awards was nearly three times higher than the proportion of control group members ($p < .001$). The direction of effect was the same for all four sites, though only Philadelphia was significant on its own ($p < .001$).

Community Service. Given the service component in the QOP plan, it is perhaps not surprising that there were very large differences between the experimental and control groups in the proportion of individuals who had performed some sort of community service. During the six months since finishing QOP, 21 percent of experimental group members had taken part in a community project, 28 percent had been a volunteer tutor, counselor, or mentor, and 41 percent had given time to non-profit, charitable, school, or community groups. The corresponding percentages for the control group were 12 percent ($p < .21$), 8 percent ($p < .001$), and 11 percent ($p < .001$). There were great differences within individual sites, with scores from Philadelphia again closest reflecting the overall scores and differences, whereas other sites were significant in only one instance (Saginaw, volunteer/tutor, $p < .07$).

Attitudes, Opinions, and Student Evaluations of QOP. There is detail in Hahn, et al., (1994) on Associates' and controls' reports of their state of mind (e.g., My family life is happy; I am lonely; I am bothered about things). These one-item assessments did not yield entirely consistent differences between groups, as both groups reported relatively "upbeat" lives. There were no significant differences between the experimental and control group assessments of their need for reading/math help, help in training for a good job, and help in finding a good job. Control group members were significantly more likely to express a need for help with an alcohol or drug problem (no Associates expressed such a need), but the actual number reporting this was very small.

Finally, the Hahn, et al., (1994) report also discussed the Associates' evaluations of the program (satisfaction with program; importance of program; importance of being paid). About 80 percent of the Associates in Philadelphia, Oklahoma City, and San Antonio thought QOP was "very important" and were "very satisfied" with the program. A much lower percentage of Saginaw Associates thought the program was important (52 percent) or were satisfied with their experience (31 percent). Satisfaction with payments varied in the sites, ranging from 32 percent in Saginaw and Oklahoma City to more than 70 percent satisfaction in Philadelphia to over 90 percent satisfaction in San Antonio.

Trouble with Police. By the end of high school, 94 percent of Associates had no trouble with police in the past 12 months, 6 percent had trouble once, and no Associates had trouble more than once.

These figures compare with 87 percent, 8 percent, and 5 percent, respectively, for control group members (p = .09).

Net Outcomes for the Second Year Post-Program

The Quantum Opportunities Program was further evaluated two years after the program ended, with a report issued by Robert Taggart in February 1995. The results are based on a located sample of 56 Associates and 44 control subjects from Philadelphia, Saginaw, and Oklahoma City (San Antonio was not included in these analyses). The survey was completed by OIC field staff in the winter quarter of 1995-1996. The tabulations and analysis were completed by Dr. Robert Taggart, President of the Remediation and Training Institute. The exclusion of the San Antonio Associates and controls was due to the difficulty of arranging the surveys. In the first year follow-up, San Antonio had slightly below average absolute and net impacts on most instruments. Although tests of statistical significance were not performed, differences often appear substantial.

Completion. Associates were one and a half times more likely to have a high school diploma, and three times more likely to have a GED.

	QOP Associates	Control Group	Difference
Has high school diploma	63%	43%	+20%
Has GED certificate	25%	09%	+16%
Has diploma or certificate	88%	54%	+34%

Enrollment. Associates were twice as likely to be in college, and twice as likely to be enrolled in college, GED prep, or training.

	QOP Associates	Control Group	Difference
Currently in 4-year college	23%	14%	+09%
Currently in 2-year college	34%	11%	+23%
Currently in any college	57%	25%	+32%
Currently in training	18%	02%	+16%
Currently in GED	04%	11%	- 07%
Currently in training or GED	21%	13%	+08%
Total currently in college, training, or GED	78%	38%	+40%
Year ago in 4-year college	24%	14%	+10%
Year ago in 2-year college	31%	11%	+20%
Year ago in any college	55%	25%	+30%
Year ago in training	16%	05%	+11%
Year ago in GED	18%	05%	+13%
Year ago in training or GED	29%	10%	+19%
Total year ago in college, training, or GED	84%	35%	+49%

Remediation. Associates who did not graduate from high school were more likely to participate in GED training in the first post-program year. Associates were more likely to have completed the GED by the second post-program year. A third of QOP GED completers then entered college.

	QOP Associates	Control Group	Difference
In GED 1994 and had GED 1995	18%	02%	+16%
Got GED and entered college in 1995	07%	00%	+07%

Retention. Associates in college were more likely to drop out than the smaller number of controls in college. Associates who were not enrolled in college in the first post-program year were far more likely to enroll in college by the second year. Controls were six times more likely to be not enrolled in school and training in both post-program years.

	QOP Associates	Control Group	Difference
College 1994 to college 1995	43%	27%	+16%
College 1994 to out 1995	09%	00%	+09%
Out 1994 to college 1995	14%	00%	+14%
Training 1994 to training 1995	12%	05%	+07%
Training 1994 to out 1995	02%	02%	00%
Training/GED 1994 to college 1995	07%	00%	+07%
Out 1994 to training 1995	04%	09%	- 05%
Out 1994 to out 1995	09%	57%	- 48%

Education plans. Associates had higher educational aspirations. Two thirds planned to complete at least four years of college, compared to a fourth of controls. Conversely, half of controls reported no aspirations to complete college, compared to a tenth of Associates.

	QOP Associates	Control Group	Difference
Plans no post-secondary education	00%	09%	- 09%
Plans post-secondary training	09%	41%	- 32%
Plans 2-year college maximum	25%	25%	00%
Plans 4-year college maximum	35%	11%	+24%
Plans beyond 4-year college	31%	14%	+17%

Employment. Associates were more likely to be currently employed than controls despite higher enrollment rates. Note also that more Associates were in school and thus could be expected to be less likely to be employed.

	QOP Associates	Control Group	Difference
Currently employed full time	20%	07%	+13%
Currently employed part time	16%	18%	- 02%
Currently unemployed	27%	27%	00%
Currently out of labor force	27%	48%	- 21%

Child-Bearing. Associates had parented a third fewer children, mostly because QOP female Associates with children averaged fewer children. Associates apparently delayed rather than reduced child-bearing plans.

	QOP Associates	Control Group	Difference
Average children ever parented	0.54	0.75	- 0.21
Percent with child ever parented	39%	41%	- 02%
Average children ever parented-females	0.82	1.16	- 0.34
Percent with child ever parented-females	57%	56%	+ 01%
Average children planned by age 30	1.18	1.07	+0.11

Dependency. Associates were half as likely to receive food stamps or welfare. The families of Associates and controls were all originally dependent on food stamps and welfare. Dependency declined among both groups' families, but by a third more among the families of Associates (probably because fewer Associates moved home with their dependent children to create multi-generational welfare households).

	QOP Associates	Control Group	Difference
Self receiving food stamps	22%	43%	- 21%
Self receiving welfare	20%	42%	- 22%
Family receiving food stamps	47%	60%	- 13%
Family receiving welfare	47%	58%	- 11%

Criminality. Associates had half the arrests of controls. This is because a lower percentage had ever been arrested, and they had averaged fewer arrests. The average number of convictions were six times higher among male controls than male Associates.

	QOP Associates	Control Group	Difference
Percent ever arrested	19%	23%	- 04%
Average number arrests all	0.28	0.56	- 0.28
Percent males ever arrested	27%	39%	- 12%
Average number arrests males	0.46	1.05	- 0.59
Percent ever incarcerated	13%	21%	- 08%
Average number incarcerations all	0.21	0.49	- 0.28
Percent males ever incarcerated	23%	50%	- 27%
Average number incarcerations males	0.38	0.94	- 0.56
Percent ever convicted	04%	16%	- 12%
Average number convicted	0.04	0.26	- 0.22
Percent males ever convicted	08%	28%	- 20%
Average number convictions males	0.08	0.50	- 0.42

Note: Other reports are available; see Appendix F for citations.

ENDNOTES

[1] It should be noted that random assignment was done for the purposes of evaluating the pilot. Future implementors of QOP may not desire to undertake an evaluation, thus random assignment of students will not be necessary. However, the random assignment process is described for those who may be interested in a full-scale, experimental evaluation.

[2] Milwaukee results were not included in the overall analysis. Andy Hahn presents two reasons for this. First, there was no evidence that the Milwaukee Associates had received a substantial amount of services. In fact, some Associates were reminded at the last survey time that they were QOP members. Thus, any experimental-control group differences could not be attributed to QOP activities. Second, it could not be determined whether the 75 percent of the Milwaukee sample that QOP had no contact with were significantly different from those that QOP still had contact with. Thus, it would not be known if there was a sample attrition effect.

Blueprints

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CHAPTER FOUR
Program Replication
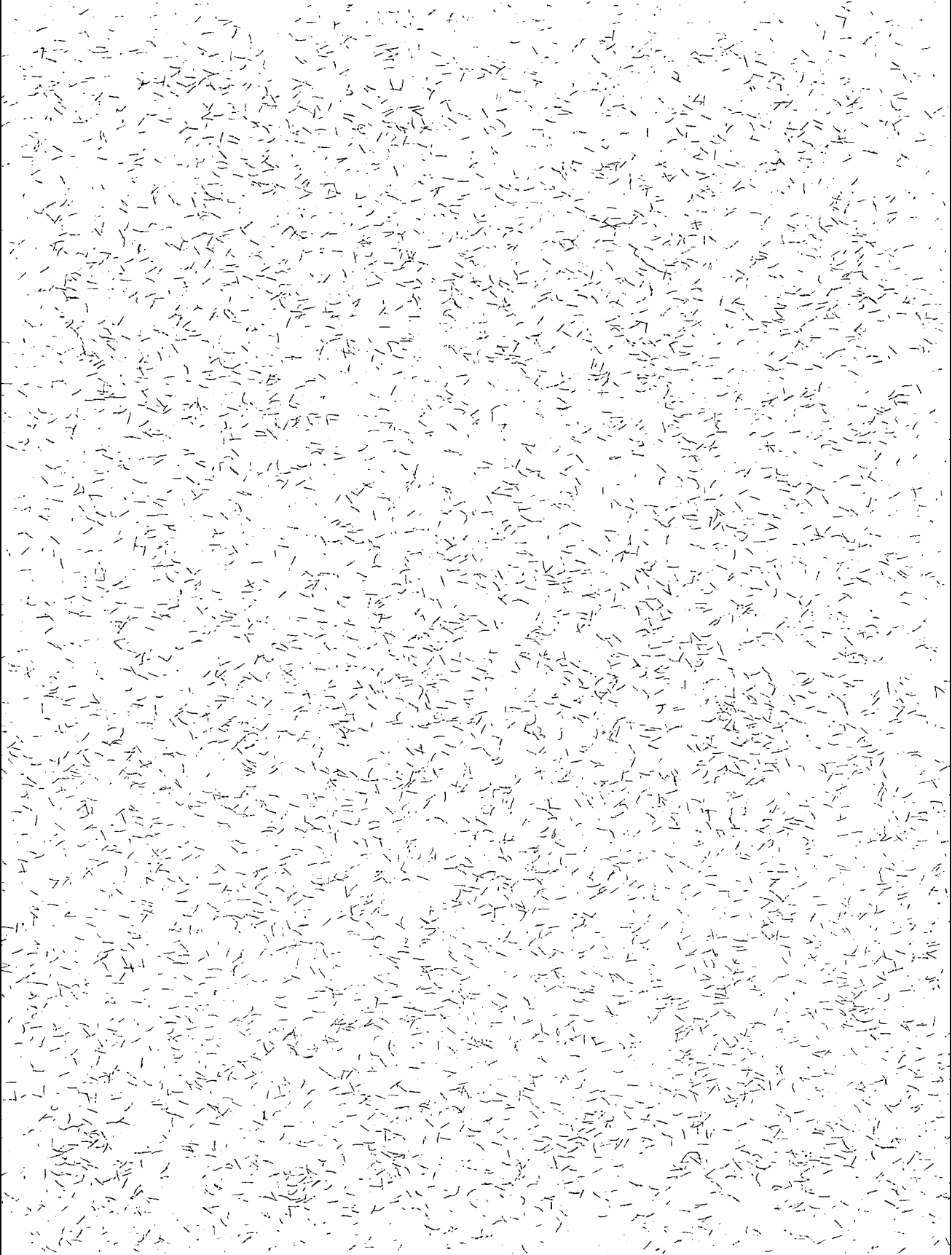
PROGRAM REPLICATION

Description

The U.S. Department of Labor aspired to identify and test alternative approaches for helping youth complete high school and move into post-secondary education. Coincidentally, the Ford Foundation announced the early results from the pilot test of the QOP model to federal agencies, other foundations, and youth practitioners hoping to interest potential partners in a replication effort to garner further evidence of the model's effectiveness. The two organizations agreed to support a demonstration designed to test QOP under a variety of local conditions at several sites across the country.

The two funders of the QOP demonstration are the Department of Labor (DOL) and the Ford Foundation. DOL funds program operations in five sites, and the evaluation of all seven sites. DOL has provided a grant to the service delivery area in each demonstration site for the operation of the program. DOL has contracted with Mathematica Policy Research to evaluate the demonstration. The Ford Foundation has provided a grant to OIC of America to provide technical assistance to all seven demonstration sites, as well as to operate the program in the two Ford-funded sites. While there is no formal contractual arrangement between DOL and the Ford Foundation, the two organizations have maintained a close partnership in the design and planning of the QOP demonstration.

The five DOL sites are in: Cleveland, Ohio; Memphis, Tennessee; Fort Worth, Texas; Houston, Texas; and Washington, D.C. The two Ford-funded sites are: Philadelphia, Pennsylvania; and Yakima, Washington. The local grantee in each DOL-funded site is the local public agency which administers the Job Training Partnership Act program in the metropolitan area, referred to generically as the Service Delivery Area.

The QOP demonstration was designed to further measure the effectiveness of the QOP model in achieving its goals. The demonstration includes two types of evaluation: (1) an impact evaluation, designed to estimate the impact of the QOP program on several measures of academic success and also on a variety of youth behaviors shown by previous research to be negatively correlated with career success; and (2) an implementation evaluation designed to assess how well the QOP model is implemented and operated in a variety of inner city communities across the country, and to identify barriers to implementation.

Changes and Modifications in Program (the Demonstration)
(From Maxfield & Schirm, 1997, Mathematica Policy Research, Inc.)

The QOP model implemented in the pilot was identical in broad outline to that of the demonstration, however, the two differ in six major ways.

1. Scale

One difference between the pilot and the demonstration is that each pilot site had a maximum of 25 Associates, for a total of 125 Associates and an equal number of controls. In contrast, each DOL-funded demonstration site has approximately 100 Associates, and each Ford-funded site has approximately 50 Associates. Thus, the scale of the demonstration is several times that of the pilot. Hence, another difference is that the demonstration requires more staff, thus Counselors have been added to the QOP staff. A Coordinator in each site organizes and administers the overall program

and oversees the work of the Counselors. The Counselors work with a single group of 12-25 Associates, which stays the same throughout high school.

2. Basic Education Component

The most important difference between the pilot and demonstration was in the basic education component. In the pilot, the basic education component consisted of CCP and tutoring. Each pilot site had a CCP learning center, consisting of 10-15 personal computers in a large room with desks and chairs. An Associate engaged in educational activities by executing the CCP software on one of the personal computers and by completing a printed workbook. In contrast, the education component of the demonstration contains both computer-assisted instruction (CAI) and course-based tutoring. The two Ford-funded sites (Philadelphia and Yakima) use CCP as the CAI subcomponent. The DOL-funded sites use CAI software other than CCP. Course-based tutoring is distinct from CAI primarily in that the participant interacts with a person, typically the Counselor, rather than a personal computer. In addition, the tutoring is designed to help the participant succeed in her/his current high school courses, whereas many CAI programs emphasize basic reading and math skills (CCP contains modules that cover several high school subjects in addition to basic reading and math).

The education component of the demonstration also differs from that of the pilot in its individualized education plan for each participant. In the demonstration, the Counselor develops an individual education plan customized to the participant's educational needs, as indicated by standardized testing and by consultations with the participant's high school teachers. The plan is designed both to improve the participant's basic reading and math skills and to improve the participant's success in her/his high school courses. In the pilot, the individual education plans were oriented toward CCP modules and less oriented toward high school courses. The pilot education plan was designed primarily to enhance the participant's basic reading and math skills, and was not designed to assist the participant with specific high school courses.

3. Time Commitment and Compensation of Staff

A third difference between the pilot and the demonstration is the time commitment and compensation of Coordinators and Counselors. In the pilot, Coordinators were drawn from existing staffs of OICs. In general, the selected staff members performed their QOP duties in addition to whatever duties they had prior to the QOP program. This staffing plan had two implications. First, Coordinators attended to their QOP duties at most half of a full time equivalent. Second, much of their time spent on QOP was "overtime" in evenings and weekends after they completed a full, or nearly full, business day of non-QOP duties. The compensation received by Coordinators for performing QOP duties was consistent with the "overtime" nature of the work. The entire compensation was an incentive payment, as opposed to a fixed hourly wage or annual salary. Specifically, a Coordinator received $1.33 for each hour spent on QOP activities by each of the Associates for whom the Coordinator was responsible. A Coordinator's compensation and, indeed, the revenue of the site, was similarly based on Associates' hours spent on QOP activities.

In contrast, Coordinators and Counselors in DOL-funded demonstration sites were, with a few exceptions, hired specifically for the QOP project, and have few, if any, non-QOP duties. Thus, most of the staff at the DOL-funded demonstration sites work full time on QOP. Consistent with QOP being a full-time job, such staff receive fixed annual salaries, rather than incentive payments (one

DOL-funded site, Cleveland, uses both a salary and an incentive payment to compensate Counselors). The Yakima site uses a staffing and compensation approach similar to that of the pilot. The Counselors receive a full-time salary funded by programs other than QOP. In addition, each Counselor receives an incentive payment from OIC of America equal to the total amount of stipends of the Associates he or she is responsible for. The Yakima Coordinator also receives compensation from QOP. Her payment is deducted from the OIC of Yakima Valley's compensation for participation. The Philadelphia site staff receive a full-time salary, covering both their site operations and technical assistance activities. In addition, Philadelphia Counselors receive an incentive-based compensation equal to the total stipend amount of all the Associates whom s/he is responsible.

4. Finance and Money Management

The fourth difference between the pilot and the demonstration involves finance and money management. In the pilot, the entire Ford grant, covering the four years of the pilot, was paid to OIC of America at the beginning of the pilot. OIC of America invested the grant funds in a portfolio of securities through the Philadelphia office of Merrill Lynch. Each month, OIC of America computed the amount of the contribution to the Associate's accrual account. OIC of America provided a statement to the Associate indicating the contribution and the balance, although it did not segregate the accrual account funds into a separate account. Since the funds were not segregated, Associate accrual accounts were invested in the same portfolio of securities in which the grant funds were invested. A portion of the investment earnings of the accrual account were paid to the Associate. OIC of America distributed accrual account funds jointly to the Associate and his/her parent, or to an educational institution, depending on the Associate's family situation.

Federal agencies are not permitted to forward fund multi-year programs. Thus, DOL has $200,000 available for each DOL-funded site in the demonstration at the beginning of each program year to cover the site's expenses for that year. Each month throughout the year, DOL-draws down that sum to reimburse each site for actual expenses during the preceding month. Further, DOL is not permitted to invest program funds, so the unspent funds do not accrue investment earnings during the year.

DOL has instructed grantees to establish a trust-like accrual account for each participant at a local financial institution. Each month, the grantee will deposit the appropriate contribution to the participant's accrual account. The grantee will then invoice DOL for the amount of the contribution, and DOL will reimburse the grantee for the expense. The grantee will be responsible for keeping records and for disbursement to the participant. Ford-funded demonstration sites will accumulate accrual accounts as was done in the pilot.

5. Summer Activities

A fifth difference between the pilot and the demonstration is summer activities. The Coordinators of the pilot sites did not attempt to find summer jobs for Associates. Instead they continued to emphasize Associates spending time in the CCP learning lab and attending remedial courses in summer school, especially for Associates who were not promoted to the subsequent grade. The DOL, on the other hand, has emphasized providing summer jobs to Associates, and has recently specified that the summer jobs should be part-time in order to provide time for the participant to continue educational activities through the summer months. The Ford-funded demonstration sites will continue the pilot's emphasis on summer school and learning lab activities.

6. Governance

A sixth difference between the demonstration and the pilot is in the governance of the program. In the DOL-funded sites, the Community-based Organization service provider has authority to make many decisions about program design and implementation. DOL specified the general outlines of local program design in its request for grant proposals in the spring of 1995, requiring programs to include education, development, and community service components, but did not prescribe how these components should be implemented. It required that Associates receive an accrual account contribution, based on hours of program activities but did not specify that a stipend be paid to Associates. It required sites to provide summer jobs for Associates. Finally, the grant announcement specified the program eligibility requirements.

Beyond these general design parameters, DOL left the development of many details of program design to the local Community-based Organization service provider. The QOP program training by OIC of America in September 1995 provided the DOL-funded sites with many details about the QOP model and program design. However, the training was presented to DOL-funded sites as suggestions for sites to consider, rather than requirements for sites to implement. Further, DOL has never sent materials on the formal QOP model to the sites, although OIC of America provided the sites with extensive documentation of the pilot model and operations. This resulted in both significant deviation from the QOP model and significant variation in program implementation among DOL sites. DOL is monitoring and documenting these variations, but they have not required a replication of all elements of the original model.

Three examples illustrate these deviations and variations. In its first six months of operation, the QOP program in Fort Worth implemented QOP as a Communities in Schools (CIS) rather than a QOP model, with most of the program activities occurring during school, and with little use of CAI or tutoring. A second example is that none of the DOL-funded sites made meaningful use of CAI or course-based tutoring during their first six months of operation. However, this delay was not due to a site's desire to forego CAI, but rather the lack of available time for assessing various CAI packages, arranging for the financing and securing of all the necessary complements. A final example is that DOL formally granted the Houston Community-based Organization's request in February 1996 for a temporary exemption from one of QOP's program requirements. Specifically, the Houston site postponed the payment of participant stipends until April of that year.

In March 1996, DOL began to join OIC of America in providing technical assistance to DOL-funded sites, perhaps signaling that DOL has adopted a more directive approach.

In contrast to the decentralized governance of the DOL-funded sites, the design and operations of the two Ford-funded sites are more centrally controlled by OIC of America. OIC of America is directly operating the Philadelphia site, and the Yakima OIC has little discretion over program design and implementation. As a result, the programs in the two Ford-funded sites are quite similar to each other.

Evaluation Plan

Implementation problems related to conducting an evaluation and how these problems were addressed can be found in Maxfield and Schirm (1997).

Site staffs will continue to work toward full implementation of all QOP components. In the spring of 1999, a few months before the evaluation sample should graduate, Mathematica Policy Research will collect the data for the impact analysis. Data will be collected through an interview, an extract of school records, and an achievement test. The interview will cover demographic characteristics, attitudes toward school and toward the QOP program, career aspirations, childbearing, criminal activity, and substance abuse. The school records will yield data on graduation, grades, course taking, school attendance, and suspensions and expulsions. The achievement tests will indicate the youth's reading and math skills and postsecondary activity.

The primary outcomes which will be evaluated are high school completion and post-secondary enrollment. Secondary outcomes include issues related to grades, achievement test scores, childbearing, criminal activities, and substance abuse. The results of the final impact evaluation will be available June, 2000.

Throughout the four years of program operations, Berkeley Planning Associates, under subcontract with Mathematica Policy Research to conduct the implementation evaluation, will conduct six waves of site visits. Based on the information collected in these visits, it will analyze the implementation and operation of QOP at each site. Berkeley Planning Associates will release implementation analysis results in June, 2000.

Issues Related to the Transferability of Program to Other Settings and Populations

The evaluation of the QOP pilot has shown that this program was effective for entering high school students from families who received welfare payments living in impoverished neighborhoods who lacked the resources to enter and remain in college. African Americans constituted 76 percent of this sample. Another 11 percent were Hispanic, Asian, or other. The designers of QOP state that the program could be suitable for any population beginning in grade school through college, however, the model has not been evaluated for any of these other populations, so it is not known how effective it might actually be with a different group of students.

Practical Suggestions for Starting a New Replication

Suggestions and hints for a successful replication have been emphasized throughout this Blueprint. The key to starting a new replication of QOP is to determine up-front whether there is management and staff buy-in for the model, control the replication process, utilize the Cornerstones of QOP, pay particular attention in the selection of staff, and remember that smaller versions of QOP are more manageable and offer a much more caring environment. (The DOL surmises that the importance of size is more a factor of the caseload of an individual Counselor, rather than the overall number of students and Counselors at a site; however, this remains to be proven.)

The following step-by-step replication summarizes much of the information in the Blueprint and provides a brief description of the elements necessary to implement QOP. It should be noted that the DOL and its demonstration sites have not bought into the necessity of implementing the program totally as designed (e.g., see Step 3—the DOL does not believe it is essential to use the CCP for successful QOP replication).

Replication: Step-By-Step

STEP 1   Depending upon the scale of future replications, each local site selects a Counselor for each group of 12-25 Associates. This individual is expected to remain with the group for the four years of the program and beyond. A selected Coordinator supervises and supports these Counselors at each site. In sites with a small scale, as in the pilot, the Coordinator may be sufficient to carry out all QOP duties.

STEP 2   The Counselors and Coordinators are initially trained by OIC of America. They receive the QOP Replication Kit and all related materials. This includes the software for linking to the QOP Bulletin Board. It also includes the standard management and financial information system tools.

STEP 3   A Quantum Opportunities Center is established in the local facility or in the participating school, wherever it will be most convenient and available to learners. This Quantum Opportunities Center, based on the Comprehensive Competencies Program, or CCP, has computers and TV/VHS units, plus libraries of print, video, and CD materials. It also is constituted as a meeting room, a "safe area," and a study hall. All QOP groups at the site can use this facility.

STEP 4   Entering freshmen who meet the targeting criteria are selected as QOP Associates. They are assigned to groups and Counselors by the Coordinator. Once an individual is selected, he or she remains a QOP Associate for the duration, no matter what happens in between. It is the Counselor's responsibility to make sure each assigned individual participates. Even if an individual does not participate one year, the Counselor must continue trying to outreach and recruit.

STEP 5   To receive services and benefits, the QOP Associate must sign the QOP Contract. The parent(s) or guardian(s) must also sign. This certifies an understanding of what QOP offers as well as a commitment to follow QOP guidelines.

STEP 6   A Quantum Opportunity Account is established for each contracted QOP Associate. This is a secured investment account (with Merrill Lynch or some other financial institution). The terms for stipends, bonuses, and matching accruals are explained to each QOP Associate.

STEP 7   Funds are transferred on behalf of each site in a Quantum Opportunity Account. The amount is the total of projected stipends, bonuses, and accruals to Associates, plus incentive payments to Counselors (matching stipends to their assigned QOP Associates). This reserved account earns interest. Funds are transferred monthly to the accounts of Associates and Counselors. (Currently, only Philadelphia uses the Quantum Opportunity Accounts to pay Counselors. In all other sites, this compensation is paid directly by check.)

STEP 8   The QOP Contract includes an Annual Plan which is finalized once the QOP Associate is assessed by the Counselor. The QOP Annual Plan prioritizes education, development and service activities, and sets individual participation and outcome goals. The QOP Associate is assigned specific education activities. The monthly develop-

ment and service activities (selected by the Coordinator from the QOP Replication Kit or developed independently) are scheduled on the QOP Activities Log provided to each QOP Associate for the coming month.

STEP 9   Each QOP Associate keeps track of hours and activities on the QOP Activities Log. At the end of the month, this is reviewed and revised as needed by the Counselor (primarily by more accurately describing each activity consistent with MIS classification). The Counselor also writes a narrative on the back of the log indicating the major developments for the participant during the month. The Coordinator reviews the completed QOP Activities Log and validates the information through sampling reviews. The data for each QOP Associate is entered into the QOP Information System on the management station of the Quantum Learning Center. It is then transmitted via modem to the QOP Bulletin Board.

STEP 10   Stipends, bonuses, and matching accruals for QOP Associates are automatically tabulated. Stipends equal monthly activity hours times the annual hourly rate ($1.25 in year 1, $1.30 in year 2, $1.35 in year 3, and $1.40 in year 4; the current suggested rates are higher than those used in the pilot). A bonus of $100 is paid after completing 100 hours of education, development, or service activities in a year, for a possible total amount of $300 per year. Accruals equal stipends plus bonuses. Stipends and bonuses are electronically transferred to the debit portion of each Associate's Opportunity Account. The incentive payments to each Counselor are tabulated as the total of all activity hours of assigned QOP Associates times the annual hourly rate. The balances in the debit accounts are available the next business day. (Currently, only Philadelphia uses this prescribed formula for hourly stipend rates and has "debit portions" of Opportunity Accounts.)

STEP 11   The completed and certified QOP Activity Logs are filed in the QOP Portfolio maintained for each QOP Associate by the Counselor under the supervision of the Coordinator. This individual portfolio should include copies of all Certificates of Mastery earned for course completion in the education component, copies of all end-of-term report cards, CP Progress and Record reports at the end of each year, service logs, plus resumes and employment information summaries completed as part of the development activities.

STEP 12   Each month, the Counselor outlines a new monthly plan for each Associate in the next month's Activity Log. At the end of each school term, grades and attendance are checked, the information summarized in the Case File narrative, and a copy included in the QOP Portfolio. At the start of each school year, the QOP Contract is amended with a new annual plan setting goals and activities for the coming year.
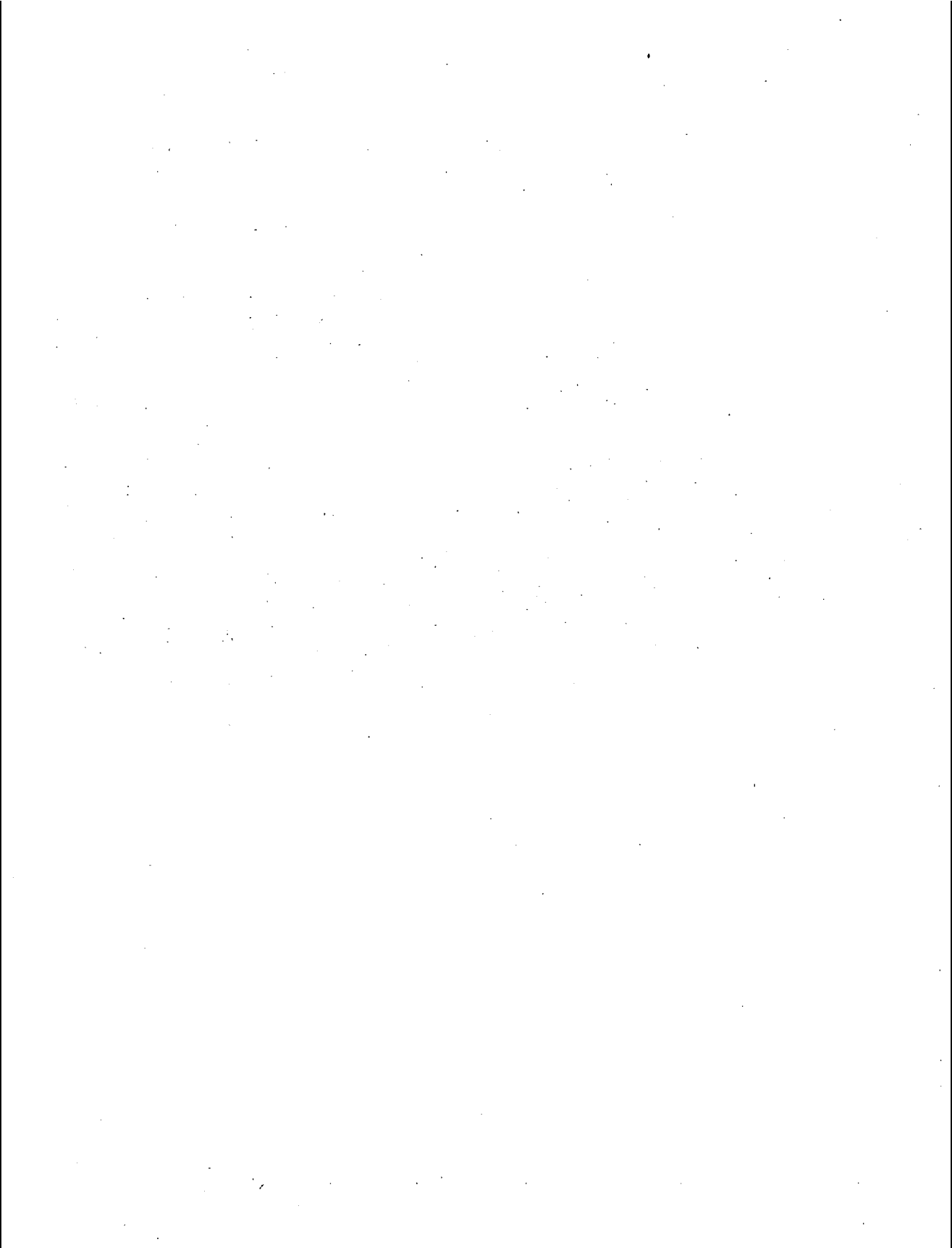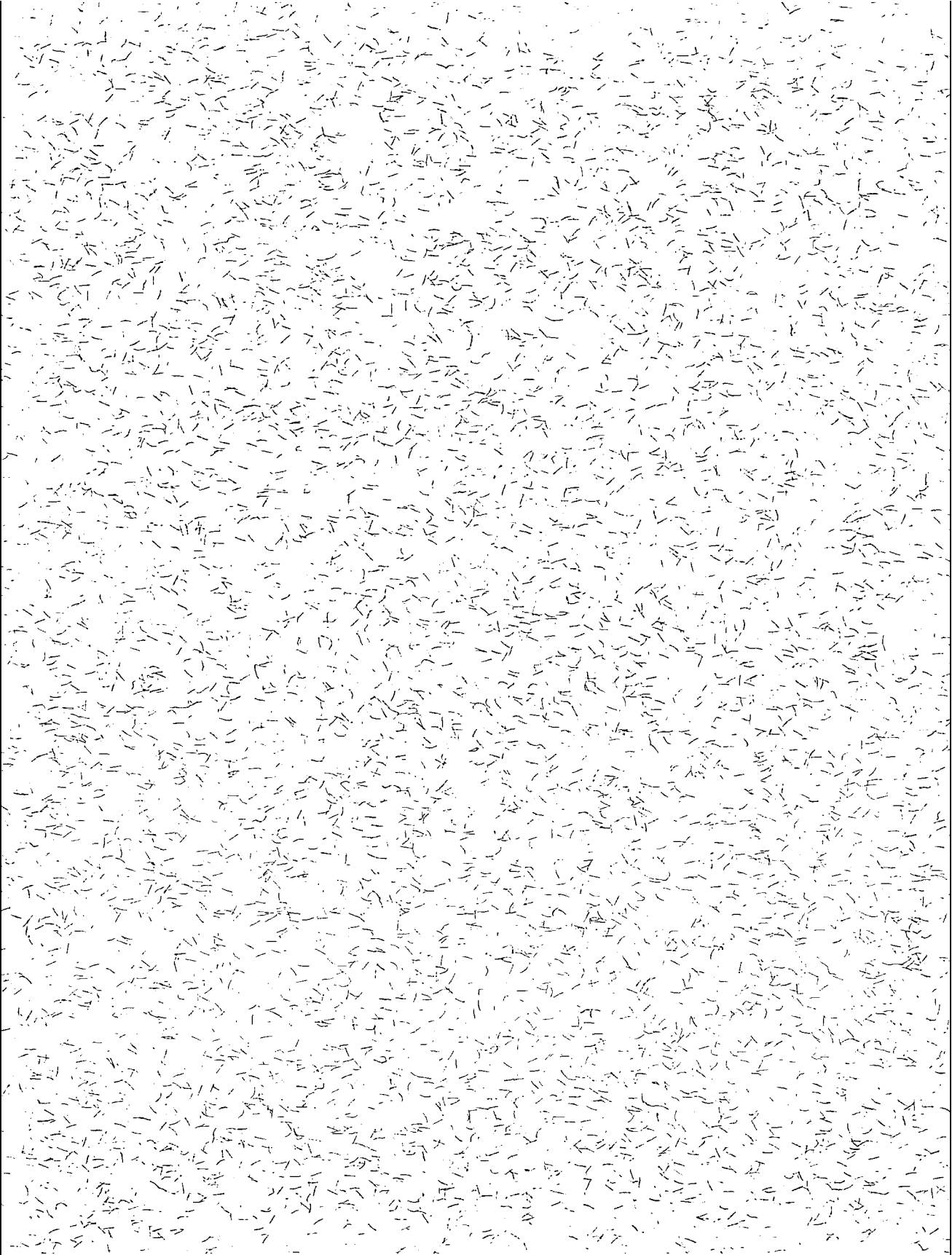
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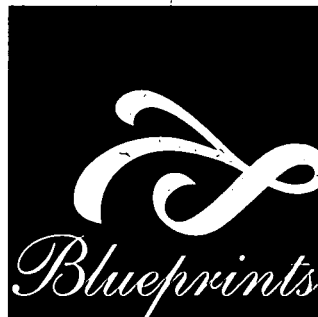
Appendices

APPENDIX A

Glossary

QOP Account. This is an account established with Merrill Lynch, or other financial institution, for paying stipends, bonuses, and incentives as well as accruing investment accounts for each participant. There is one major account accruing interest with a chart of accounts for each Associate with a debit balance (which can be withdrawn) and an investment balance (which is reserved). Each site pre-deposits a year plus projected stipends, bonuses, incentives, and accruals in a separate account, then funds are transferred as authorized monthly to individual accounts.

QOP Accrual. Each month an amount is deposited in the reserved, investment portion of each participant's QOP Account. The amount equals the stipends plus bonuses deposited for the month in the debit portion of the account. The account is interest earning, so total accruals by the end of four years can be in excess of $5,000. Associates have a two-year grace period to begin post-secondary education or advanced training, after which accruals are forfeited.

QOP Activities. The QOP Replication Kit includes 500+ pre-structured development and service activities derived from the initial QOP pilot. These include individual assignment, group discussion, field trip, and multimedia activities in 15 different domains. These will be supplemented as sites develop additional activities.

QOP Associate. A youth participant in the four year QOP program.

QOP Bonus. A bonus of $100 is paid after completing 100 hours of education, development, or service activities by an Associate in a year, for a possible total amount of $300 per year. Associates are able to withdraw this money at any time during the program.

QOP Bulletin Board. All sites are linked electronically to an easy-to-use computer bulletin board. Updated activities can be shared via file transfer. Data are electronically transmitted monthly from sites to this bulletin board. E-mail capability nationwide is also provided.

QOP Center. This is the education facility for QOP, a meeting place for group and individual activities, a resource library, as well as the management center. It is based on the Comprehensive Competencies Program used in the initial QOP pilot. It includes equipment and materials which can be used for other purposes such as management. It is furnished to provide a nurturing environment for Associates.

QOP Contract. To receive services or benefits, a QOP Associate must sign a contract (along with parent or guardian) stating the terms and conditions of participation, including commitments by the participant. There is also an annual plan addendum which sets more specific goals for each year.

QOP Coordinator. In each site there is a Coordinator who supervises and supports the Counselors. In the pilot, where there were a smaller number of Associates, the role of Coordinator and Counselor were merged into one position, that of Coordinator.

QOP Counselor. The Counselor (in the demonstration) has a "caseload" of 12-25 Associates to nurture and support for 4+ years. The Counselor plans, organizes, and tracks activities for each Associate. He or she receives a monthly incentive payment based on the Associates' activity hours during the month.

QOP Financial System. The financial system consists of the formula of stipends, bonuses, and accruals for Associates, and incentive payments for Coordinators (in the pilot) and Counselors (in the demonstration). (In the pilot, pre-funding of projected payments were deposited in an interest earning account; there was no pre-funding of the DOL demonstration sites.) Separate charts of accounts are established for each Associate and Counselor (or Coordinator in the pilot). There is monthly notification via modem of the bonuses, stipends, accruals, and incentive payments earned each month. Funds are transferred automatically from the site account to the Associate and Counselor (or Coordinator in the pilot) accounts. All accounts are secured and separately reported. They are maintained with Merrill Lynch or some other financial institution.

QOP Incentive. Each month the Coordinator (in the pilot) or Counselor (in the demonstration) is provided an incentive payment equal to the Associates' total activity hours multiplied times the hourly payment.

QOP Information System. There is a monthly one-page, double-sided, record keeping form for each participant—the QOP Activity Log and Case File. This data is input into a Windows-based computerized information system. It is transmitted electronically to expedite benefits transfer. The QOP Information System automates detailed reporting of each participant's progress.

QOP Replication Kit. This toolkit includes over 500 pre-structured activities, information system and bulletin board software, plus additional resources including college selection and application software, a video series for guided group discussions, literature, and periodical subscriptions for discussion series (see Appendix B).

QOP Stipend. Each month each participant is paid a stipend of monthly activity hours times $1.25 in year 1, $1.30 in year 2, $1.35 in year 3, and $1.40 in year 4. (These are the rates currently suggested by OIC of America; these rates are slightly higher than the rates paid in the pilot which ranged from $1.00 in year 1 to $1.33 at the end of the program.) Maximum stipends are around $1,000 annually. (In the current demonstration, stipend amounts vary across the sites.)

APPENDIX B

Program Toolkit

The Quantum Opportunities Program has demonstrated its potential to rewrite the future for disadvantaged youth, but only when the model is implemented as designed. It is a challenge to replicate QOP with fidelity because it is multi-year and multi-dimensioned; targets those most in need who have diverse problems; links school and community, combines individualized, group, experiential, and mentor activities; and integrates so many different materials and tools.

To improve the success rate, the Ford Foundation has supported the development and dissemination of a **QOP REPLICATION KIT**. It contains **documents** for understanding the program components and their interaction; **materials** for development, service, and education activities; plus instructional and management **tools** with detailed manuals to harness the materials effectively. The Ford Foundation supports practitioner-to-practitioner training and technical assistance. The QOP REPLICATION KIT provides training and technical assistance materials. The Ford Foundation also supports an on-line QOP Bulletin Board and helpline. The QOP REPLICATION KIT is constantly updated electronically. The entire Replication Kit is priced around $7,500 for all of the paper and pencil materials, and less if purchased on CD or in digital format, for around $5,000.

QOP Documents

The following documents are available at a minimal cost for reproduction.

QOP Program Design. QOP provides sequenced education, development, and service activities over the four years of high school for small groups of disadvantaged teens led by caring adults. It provides modest stipends and completion bonuses to encourage responsible participation, and an Opportunity Account like the "GI Bill" to encourage continuing education and training. It is delivered in community organizations and schools by community people. Sustained group and individual interaction, high-tech education and enriching experiences, plus needed financial support, interrelate to produce its "quantum" results. This document describes all the interrelated elements and how they fit together and are sequenced over the QOP years.

QOP Impacts and Lessons. The initial pilot of the QOP model included a careful random assignment control group study. This documented the dismal futures of disadvantaged youth without help, as well as the impacts of QOP's holistic, multi-year intervention. There were also some lessons learned about key success ingredients, the barriers to successful implementation, and the approaches which worked best.

QOP Education Component. To meet the varied and changing needs of Associates, QOP utilizes a comprehensive, competency-based, individualized, and self-paced multimedia instructional system called the Comprehensive Competencies Program (CCP). This is augmented by youth-tutoring-youth activities, homework, tutoring sessions, one-on-one teaching via computer, and learning-to-learn activities. This document provides general guidelines for integrating these elements.

QOP Development Component. A library of development activities and related materials are provided with QOP. These include guided group discussions, field trips, experiential learning projects, and multimedia activities as well as using video, audio, book, and magazine series. They cover all

the problems faced by disadvantaged teens and all the competencies which must be mastered by successful adults. This document overviews the options and provides suggestions for balancing and sequencing the activities.

QOP Service Component. A range of community service options are specified in the QOP materials. For each, there are guidelines and considerations for implementation. They include group projects and individual assignments at varying skill levels serving diverse community needs. This document suggests how to make the most of any service activity by planning, assuring adequate supervision, matching skills with requirements, emphasizing the service outcome, linking service to learning, and sequencing assignments as youth mature.

QOP Support Component. The Coordinator is the glue which holds everything together. The Coordinator is a mentor, motivator, role model, disciplinarian, friend, surrogate parent, broker, and sometimes a bondsman, character witness, or godparent. The Coordinator also acts as case manager, dealing with all the problems of the teen years for 25 individuals. Though performing these roles is an art and not a science, this document provides some background information and considerations, as well as some practitioner tips for balancing the demands.

QOP Community Linkages. QOP links school and community-based organizations during the teen years, then community groups with colleges and training institutions afterwards. This requires carefully articulated arrangements for coordination and credit. Service and development activities require linkages with community institutions. Later, there must be linkages with employers. This blueprint specifies the issues and considerations in establishing such linkages.

QOP Information System. The distinguishing feature of QOP is the provision of intensive, coordinated, and multi-year education, development, service, and support activities. The key to making it all come together is a management information system which tracks hours of each component, regularly checks participant progress, and maintains a case file on each individual, without burdening staff with excessive red-tape. This is accomplished with the help of the Windows-based QOP Information System. This document outlines the options of the system and guides the user step by step.

QOP Financial System. Associates get stipends for each activity hour, and bonuses for completing each 100 hours, up to $300 per year, with payments matched in an interest earning Quantum Opportunity Account. The payments, bonuses, and accruals are all handled through a financial institution such as Merrill Lynch. QOP sites report monthly on learner hours via modem using the QOP Information System. The accounts are then electronically credited. The QOP Financial System document describes the rules for accruing and certifying stipends and bonuses, the rules for payments to Coordinators (in the demonstration, payment is to Counselors) and delivery organizations, interpreting the quarterly reports, and understanding compound interest accruals.

QOP Bulletin Board. Each QOP center is connected via modem to the QOP Bulletin Board. This is used to transfer data via modem with a minimum of paperwork. More critically, it provides a monthly update on local developments, e-mail links between practitioners, 24-hour-a-day help from experienced practitioners, plus computer files of newly developed materials which can be transferred via modem. The QOP Bulletin Board document explains how to access and use the Bulletin Board.

QOP Materials

The QOP REPLICATION KIT includes over 500 pre-structured development, service, and education activities (these materials were discussed previously under Core Program Elements, Cornerstone Two). The activities include:

Group Discussions. Associates are presented with situations or information about a topic either by the Coordinator or through a reading passage. Then, they engage in a guided discussion of the issue.

Multimedia. Associates listen to an audio cassette, watch a videotape, or complete computer materials, then report on or discuss what they learned following a guided format.

Field Trips. Associates take a trip to a government agency, museum, library, or theater after background preparation. The field trip is followed by guided discussion or by writing exercises.

Projects. One or more Associates will be assigned a specific project in which he or she investigates a topic or completes a task, then returns with a completed output or report.

Each activity is presented in a similar format with an objective, a list of needed materials, a suggested time limit, a step-by-step procedure, and a group of questions to be used for discussion. The 2-3 page activity descriptions are organized by domain:

- *Community Resources*. These activities build awareness of and ability to utilize community resources including libraries, recreation facilities, neighborhood clinics, community organizations, help lines, public information sources, media, and transportation.
- *Community Services*. These activities include short-term and long-term, individual and group community service assignments. Each includes a list of requirements, the needed preparation, the community benefits, and tips for implementation. These are culled from the most successful youth community service activities. Some of the services are provided for consideration of needed services such as medical and dental examinations.
- *Conflict Resolution*. These activities address the problems of guns and gang violence, as well as child and spousal abuse. They seek to impart strategies for peaceful conflict resolution as well as knowledge of help sources.
- *Consumer Skills*. These activities deal with money management, independent living, budgeting, saving and investing, and comparison shopping.
- *Cultural Heritage*. These activities cover both mainstream and ethnic heritages. Associates are exposed to art, music, literature, and museums as well as to ethnic role models. The activities cover African American and Hispanic as well as female perspectives.
- *Family and Parenting*. These activities address family relationships and responsibilities from the perspective of Associates as family members and as future parents. Included are activities related to family planning and birth control.
- *Government and Law*. These activities deal with understanding and participating in local, state, and federal government, recognizing the rights and responsibilities of citizens, understanding the basic tenets of civil and criminal law, and the workings of the judicial and corrections systems.

- ❧ *Healthy Living*. These activities aim to develop understanding of preventive medicine, nutrition, sanitation, physical and mental fitness. They also cover health care, first aid, and emergency care issues.
- ❧ *Learning Strategies*. These activities cover studying, organizing, locating resources, solving problems, identifying individual learning styles, and exploring different types of intelligence and aptitude. The aim is to teach Associates how to become better learners.
- ❧ *Life Decisions*. These activities deal with positive and negative teen decisions such as dropping out, marriage and parenting, college going, working during school, saving and investing, living independently, and committing crimes. The activities promote understanding of consequences and tradeoffs.
- ❧ *Personal Relationships*. These activities deal with friendships and romantic relationships, how to handle rejection, coping with sex and money issues in relationships, communicating in groups and one-on-one, handling emotions, and recognizing potential problem situations.
- ❧ *Risky Behaviors*. These activities foster awareness of risky behaviors, their consequences, and means of avoidance. They cover alcohol, tobacco, and drug addictions, sexually transmitted diseases, gang issues, and motor vehicle safety.
- ❧ *Self Awareness*. These activities build self esteem and self understanding. They help teens recognize and cope with peer pressures. They address issues of sex stereotyping and prejudice, as well as coping strategies.
- ❧ *Social Skills*. These activities cover the social graces including manners and etiquette, controlling profanity, and language switching to meet mainstream expectations.
- ❧ *Work Readiness*. These activities include career exploration, developing understanding of employer expectations, job seeking and job getting, as well as productive work practices and behaviors. They also cover reading, writing, and computing requirements at work.

QOP Tools

The QOP REPLICATION KIT also contains all the manuals and support materials for the diverse tools which are integrated into the model:

CCP User's Guide. The Comprehensive Competencies Program or CCP is used to establish a "high-tech, one-room schoolhouse" and meeting area for QOP. It covers not only traditional education, but employment, health, family matters, consumer economics, civics, and other development topics. The center can serve other learners using Associates in service roles. The CCP User's Guide provides simple instructions on how to realize all these uses.

CCP Learning Access System. The CCP Learning Access System is the tool for testing and tracking individual learners, as well as for harnessing a library of CDs to teach K-12 academic skills and functional skills at all levels. This manual explains how to use the management software.

Electronic Electives. The CCP CD-ROM LIBRARY includes a variety of CD's which contain multimedia courses which can be taken on an individualized basis. They cover everything from typing and computer skills, to leadership, physical fitness, and cooking. This manual describes the options and how they can be accessed from Windows.

One-on-One System. An inexpensive computer video-conferencing technology is harnessed to provide technical assistance and research support to sites, but also to offer individual counseling, motivational "pep talks" from celebrities, and specialized instruction one-on-one to Associates. This manual explains how to operate this option which is provided at no cost with CCP.

Straight Talk Discussion Series. These magazines, developed in cooperation with the National Education Association's Health Information Network, provide teen-focused articles and cartoons about important life topics including drug abuse, AIDS and STDs, and self-esteem and relationships. They are combined with discussion leader guides.

Time Magazine Discussion Series. To bring Associates up to date with what is happening in the world, they are provided individual subscriptions to Time Magazine. The Coordinators are provided discussion guides for each issue. The manual provides some general tips about using the series.

The Junior Great Books Series. To get Associates involved in reading important works, the Junior Great Books Series provides condensed versions at appropriate graded reading abilities. A discussion leader's guide is also provided. The manual explains the components of the system.

Applied Scholastic Learning Technology. This book series focuses on learning-to-learn. It includes graded reading materials on using indexes and dictionaries, outlining, concentrating, and testing. The manual explains the components of the system.

The College Board Expan Program. This on-line program from the College Board provides individualized assistance in college selection and application, as well as help in securing financial aid. The manual explains how to use the system, which is a critical tool in the later years of QOP.

The Audio Books Development Series. This is a set of selected audio books which focus on key issues related to ethnic heritage and cultural conflicts. The audio books provide a mechanism of exposure while reading skills are still developing. There are discussion guides and report formats for use on either an individual or group basis.

The Film Library Development Series. This is a set of selected movies dealing with topics important to teens and to minorities. Each VHS cassette is accompanied by discussion guides and report formats for use on either an individual or group basis.
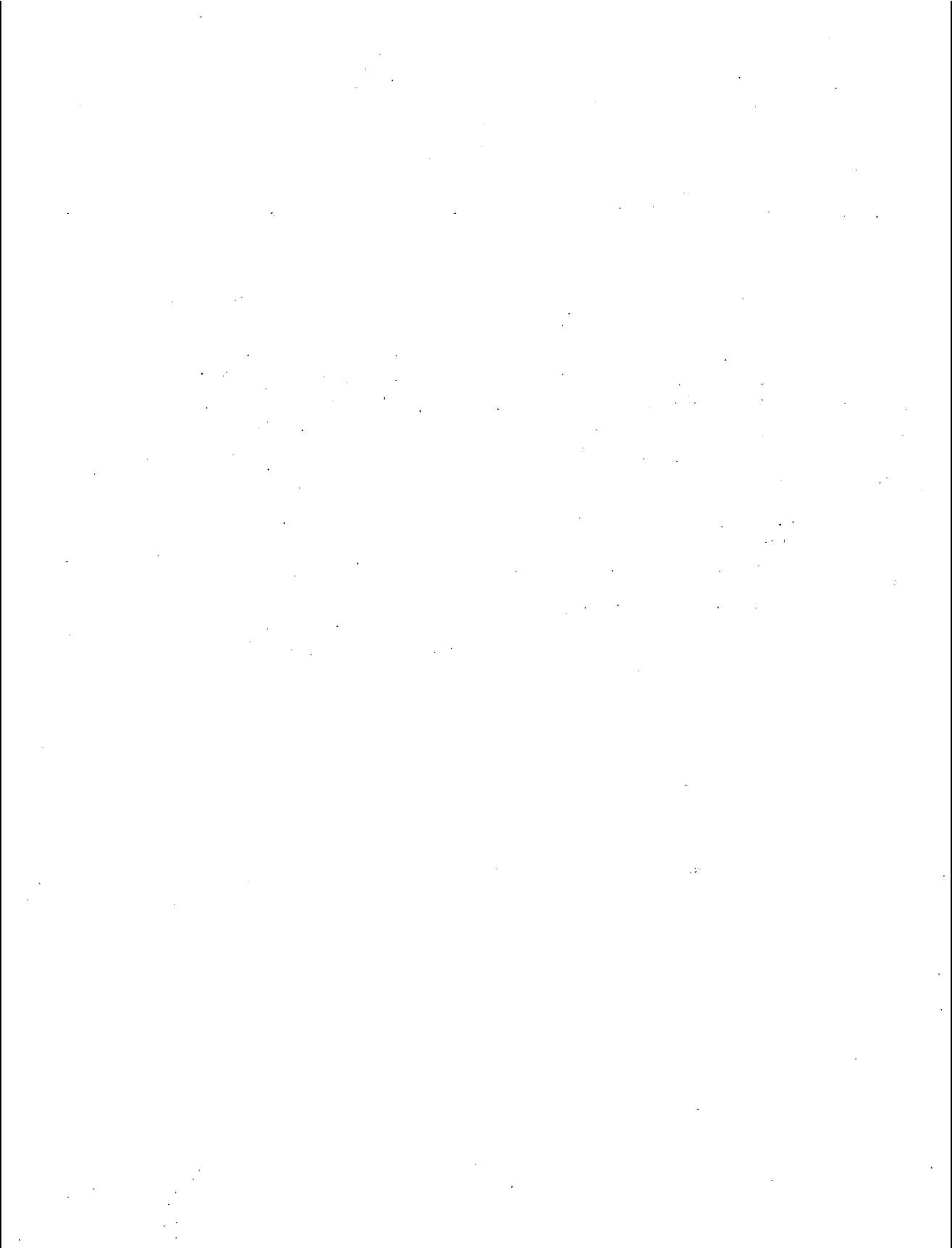
APPENDIX C

The Comprehensive Competencies Program

THE COMPREHENSIVE COMPETENCIES PROGRAM (CCP) TEACHES:

STEP BY STEP
IN A
MASTERY CYCLE

1

ASSESSMENT

Learners are pre-tested using CCP designed and nationally-normed tests to determine skill levels and to assure correct placement.

Learners master a sequence of skills working at their own pace, selecting from multimedia materials.

3

INSTRUCTION

4

EVALUATION

Learners are tested frequently to verify mastery before advancing to the next instructional step Final post-tests benchmark gains.

5

ACHIEVEMENT

Learners achieve program goals:
- Get H.S. diploma
- Pass GED
- Return to school
- Qualify for college
- Master required skills
- Achieve learning gains
- Enter into training
- Qualify for job
- Pass certification test
- Show ESL proficiency
- Qualify for citizenship

2

PRESCRIPTION

Learners receive individualized lesson plans tailored to their needs.

THE CCP'S ACADEMIC COMPONENT INCLUDES 48 COURSES COVERING K-12 SKILLS. THE 12 COURSES OF THE FIRST TIER ADDRESS PRIMARY LEVEL SUBJECTS -- BASIC MATHEMATICS, READING FUNDAMENTALS, AND ACADEMICALLY-FOCUSED ESL. THE 16 COURSES OF THE SECOND TIER ADDRESS INTERMEDIATE LEVEL SUBJECTS -- INTERMEDIATE MATHEMATICS, INTEGRATED LANGUAGE SKILLS, AND READING DEVELOPMENT COVERING HISTORY AND SCIENCE TOPICS. THE 20 THIRD TIER COURSES ADDRESS THE FIVE DOMAINS OF MOST HIGH SCHOOL CURRICULA, THE GED AND COLLEGE PREP PROGRAMS.

TIER 3

SUBJECT 131 HIGH SCHOOL MATHEMATICS	SUBJECT 132 HIGH SCHOOL READING	SUBJECT 133 HIGH SCHOOL WRITING	SUBJECT 134 HIGH SCHOOL SOCIAL STUDIES	SUBJECT 135 HIGH SCHOOL SCIENCE
COURSE 1314 INTRODUCTION TO GEOMETRY	COURSE 1324 ENGLISH LITERATURE	COURSE 1334 WRITING ESSAYS	COURSE 1344 WORLD GEOGRAPHY	COURSE 1354 INTRODUCTION TO BIOLOGY
COURSE 1313 INTRODUCTION TO ALGEBRA	COURSE 1323 AMERICAN LITERATURE	COURSE 1333 WRITING PARAGRAPHS	COURSE 1343 ECONOMICS & BEHAVIORAL SCIENCE	COURSE 1353 INTRODUCTION TO PHYSICS
COURSE 1312 MATHEMATICS APPLICATIONS	COURSE 1322 READING BETWEEN THE LINES	COURSE 1332 WRITING SENTENCES	COURSE 1342 AMERICAN GOVERNMENT	COURSE 1352 INTRODUCTION TO CHEMISTRY
COURSE 1311 COMPUTATION REVIEW	COURSE 1321 READING FOR UNDERSTANDING	COURSE 1331 WRITING WORDS AND PHRASES	COURSE 1341 AMERICAN HISTORY	COURSE 1351 INTRODUCTION TO EARTH SCIENCE

TIER 2

SUBJECT 121 INTERMEDIATE MATHEMATICS	SUBJECT 122 INTEGRATED LANGUAGE SKILLS	SUBJECT 123 READING THROUGH HISTORY	SUBJECT 124 READING THROUGH SCIENCE
COURSE 1214 PERSONAL MATH	COURSE 1224 LEVEL 8 LANGUAGE SKILLS	COURSE 1234 READING CONTEMPORARY HISTORY	COURSE 1244 READING SOCIAL SCIENCE
COURSE 1213 MEASUREMENT	COURSE 1223 LEVEL 7 LANGUAGE SKILLS	COURSE 1233 READING MODERN HISTORY	COURSE 1243 READING PHYSICAL SCIENCE
COURSE 1212 DECIMALS AND PERCENTS	COURSE 1222 LEVEL 6 LANGUAGE SKILLS	COURSE 1232 READING EARLY MODERN HISTORY	COURSE 1242 READING LIFE SCIENCE
COURSE 1211 FRACTIONS	COURSE 1221 LEVEL 5 LANGUAGE SKILLS	COURSE 1231 READING EARLY HISTORY	COURSE 1241 READING EARTH SCIENCE

TIER 1

SUBJECT 111 BASIC MATHEMATICS	SUBJECT 112 READING FUNDAMENTALS	SUBJECT 113 ACADEMIC ESL
COURSE 1114 DIVISION	COURSE 1124 TRANSITIONAL READING	COURSE 1134 ACADEMIC BRIDGES
COURSE 1113 MULTIPLICATION	COURSE 1123 CONSTRUCTIONAL READING	COURSE 1133 ACADEMIC FRAMEWORKS
COURSE 1112 SUBTRACTION	COURSE 1122 ELEMENTAL READING	COURSE 1132 ACADEMIC FOUNDATIONS
COURSE 1111 ADDITION	COURSE 1121 PREPARATIONAL READING	COURSE 1131 ACADEMIC BUILDING BLOCKS

COMPONENT 1 ACADEMIC COMPETENCIES

THE CCP'S FUNCTIONAL COMPONENT INCLUDES 48 COURSES COVERING BASIC, INTERMEDIATE AND ADVANCED SKILLS FOR THE WORKPLACE, MARKETPLACE, HOME AND COMMUNITY. THE 12 COURSES OF THE FIRST TIER ADDRESS SURVIVAL SKILLS FOR LEARNERS WITH MINIMAL LITERACY. THE 16 COURSES OF THE SECOND TIER ADDRESS INTERMEDIATE FUNCTIONAL SKILLS FOR THOSE WITH BASIC BUT STILL LIMITED LITERACY. THE 20 THIRD TIER COURSES, FOR THOSE WITH HIGH SCHOOL ENTRY READING AND MATH COMPETENCY, COVER THE ADVANCED FUNCTIONAL SKILLS NEEDED FOR SUCCESSFUL ADULT PERFORMANCE.

TIER 3

SUBJECT 231 ADVANCED EMPLOYABILITY	SUBJECT 232 ADVANCED CONSUMER ECONOMICS	SUBJECT 233 ENABLING SKILLS	SUBJECT 234 HEALTH AND FAMILY	SUBJECT 235 VOCATIONAL FOUNDATIONS
COURSE 2314 EMPLOYMENT ESSENTIALS	COURSE 2324 CONSUMER GOODS	COURSE 2334 ETHICS MASTERY	COURSE 2344 PEOPLE SKILLS	COURSE 2354 PRODUCTION SKILLS
COURSE 2313 ON THE JOB	COURSE 2323 FINANCIAL MATTERS	COURSE 2333 CIVICS MASTERY	COURSE 2343 PARENTING	COURSE 2353 SERVICE SKILLS
COURSE 2312 CAREER CHOICES	COURSE 2322 BETTER BUYING	COURSE 1332 COMPUTER MASTERY	COURSE 2342 MEDICAL CARE	COURSE 2352 OFFICE SKILLS
COURSE 2311 WORK READINESS	COURSE 2321 MANAGING RESOURCES	COURSE 2331 LEARNING MASTERY	COURSE 2341 HEALTH MAINTENANCE	COURSE 2351 SALES SKILLS

TIER 2

SUBJECT 221 EMPLOYMENT FOUNDATIONS	SUBJECT 222 CONSUMER ECONOMICS	SUBJECT 223 LIFE SKILLS	SUBJECT 224 CITIZENSHIP COMPETENCIES
COURSE 2214 PERFORMING AT WORK	COURSE 2224 PERSONAL PROPERTY	COURSE 2234 LEGAL MATTERS	COURSE 2244 CITIZENSHIP EDUCATION
COURSE 2213 COMPUTING AT WORK	COURSE 2223 HANDLING FINANCES	COURSE 2233 COMMUNITY ACTION	COURSE 2243 GOVERNING OUR NATION
COURSE 2212 WRITING AT WORK	COURSE 2222 COMPARATIVE SHOPPING	COURSE 2232 SELF AND FAMILY	COURSE 2242 U.S. HISTORY SINCE 1860
COURSE 2211 READING AT WORK	COURSE 2221 GETTING AND SPENDING	COURSE 2231 INDEPENDENT LIVING	COURSE 2241 U.S. HISTORY TO 1860

TIER 1

SUBJECT 211 BASIC EMPLOYABILITY	SUBJECT 212 COPING SKILLS	SUBJECT 213 FUNCTIONAL ESL
COURSE 2114 JOB HOLDING BASICS	COURSE 2124 IN THE COMMUNITY	COURSE 2134 FUNCTIONAL BRIDGES
COURSE 2113 JOB GETTING BASICS	COURSE 2123 HEALTHY LIVING	COURSE 2133 FUNCTIONAL FRAMEWORKS
COURSE 2112 JOB SEARCH BASICS	COURSE 2122 ON YOUR OWN	COURSE 2132 FUNCTIONAL FOUNDATIONS
COURSE 2111 JOB PREP BASICS	COURSE 2121 MANAGING MONEY	COURSE 2131 FUNCTIONAL BUILDING BLOCKS

COMPONENT 2 FUNCTIONAL COMPETENCIES

APPENDIX D

Sample of Development Activities

AWARENESS SKILLS — ACTIVITY 11:
LEARNING FROM OTHERS ABOUT HOW
TO HANDLE PEER PRESSURE
(INDIVIDUAL ASSIGNMENT)

Competency: Identify and describe how others handle peer pressure.

Materials Needed: Copies of the "Handling Peer Pressure Interview Sheet."

Recommended Time: 90 minutes

Procedure:

STEP 1. Tell the learner that one way we learn is through other peoples' experiences. Sometimes, knowing that someone else has dealt with some of the same problems that we are going through makes us feel less alone with our problems. These people can offer encouragement as well as helpful solutions that are tried and true! If the person is someone whom we respect and admire, their experiences and advice become especially meaningful to us.

STEP 2. Tell the learner that s/he will get a chance to hear someone else's experiences and advice regarding how to handle peer pressure. Give the learner a copy of the "Handling Peer Pressure Interview Sheet" and ask him/her to interview a parent or another adult whom s/he knows and respects to find out how that

person handles peer pressure. The learner should explain that s/he has been thinking about peer pressure and would like to know what the person thinks. Have the learner either record the interview on a tape recorder, or write a summary of the person's answers on the interview sheet. (Allow the learner 5 days to complete this segment of the assignment.)

STEP 3. Once the learner has completed the interview, have him/her discuss the interview with you.

Discussion Points:

🕏 Did you find that you and the adult shared similar peer pressure?

🕏 If so, did you handle it in the same way?

🕏 Were there any experiences that the adult had that you have had?

🕏 If the adult resisted any peer pressure situations, did s/he find it particularly difficult to do so? How did others react?

🕏 If the adult gave in to any peer pressure situations, how did s/he feel afterward? How did others react?

🕏 Was there anything the adult did not do under peer pressure that s/he wishes s/he had done?

🕏 Was there anything the adult had done under peer pressure that s/he wishes s/he hadn't done?

🕏 Did you learn anything of value from the interview?

HANDLING PEER PRESSURE INTERVIEW SHEET

Your Name: _____

Name of Adult Interviewed: _____

Relationship: _____

1. When you were my age, did you ever face a situation in which you gave in to peer pressure? What was it and why did you give in? _____
   _____
   _____
   _____

2. What was the result of your giving in to the peer pressure situation? How did you feel about yourself afterward? How did others react? _____
   _____
   _____
   _____

3. Did you get into trouble or experience any problems as a result of giving in to the peer pressure? _____
   _____
   _____
   _____

4. Do you now wish that you had handled the situation differently? Can you think of any ways now in which you could have handled the situation better? _____
   _____
   _____
   _____

5. When you were my age, did you ever have a situation where you refused to give in to peer pressure? What was the situation and why did you refuse to give in? _____
   _____
   _____
   _____

6. What happened as a result of your not giving in? How did you feel about yourself? How did your peers feel about you? Did you pay a price for refusing to give in? _____

_____

_____

_____

7. As an adult, have you faced a situation in which you gave in to peer pressure? What was it and why did you give in? How did you feel about it afterward? Do you wish you had done things differently? _____

_____

_____

_____

8. As an adult, have you faced a situation in which you refused to give in to peer pressure? What was it and why did you refuse? How did you feel about it afterward? Did you pay a price for not giving in? _____

_____

_____

_____

9. Why did you give in to peer pressure sometimes but not other times? Is one kind of peer pressure situation different from another? _____

_____

_____

_____

10. Here is a peer pressure situation that has come up in my life (give an example). If you were me, what would you do? How would you handle this situation? _____

_____

_____

_____

AWARENESS SKILLS — ACTIVITY 1:
TWELVE STEPS TO SUCCESS
(GROUP DISCUSSION)

Competency: Identify the twelve steps to success and explain why they are important.

Materials Needed: Copies of the "Twelve Steps to Success" handout.

Recommended Time: 30 minutes

Procedure:

STEP 1. Tell the learners something like, "Sometimes, life gets us so down that it's hard to imagine it ever getting any better. Our lives may be filled with so many negatives that we begin to feel that we can't possibly succeed, so we may as well give up. Well, the fact is that as long as you believe in yourself, you have a chance to make things better! You *can* succeed—it won't be easy, and you may get depressed, discouraged, messed up, and even want to quit, but you can pick yourself back up and get back on track as long as you remember your goal and try again."

"People who beat the odds and go on to succeed share certain traits. They have all taken the twelve steps to success which puts them on a road to a more positive life. You can take these twelve steps, too. They're not a magical answer to life's problems, but they are a beginning to a better future!"

STEP 2. Give each learner a copy of the "Twelve Steps to Success" handout. Go over each step and discuss it with the learners. Tell them to keep the "Twelve Steps" somewhere where they can refer to it often.

Discussion Points:

ฅ Do you think these twelve steps to success can work for you?

ฅ Have you already taken any of the twelve steps yourself?

ฅ Do you personally know anyone who has succeeded against all odds? (If the learners can't think of anyone they know personally, ask them to name a famous person.) Can you recognize any of these twelve steps in that person's life?

ฅ Do you think you can succeed? Why or why not?

ฅ Do you feel like every time you set some goal for yourself, you get knocked down before you can reach it? What do you think you can do about it?

TWELVE STEPS TO SUCCESS

(12) EYES ON THE PRIZE! *Want* to succeed. Be proud!

(11) STAY ON COURSE! Don't let any small failure set you back.

(10) BE TRUE TO YOURSELF! Don't go along with what you know is wrong.

(9) DON'T GIVE UP! Keep trying to succeed. Push forward. Think positive. Be determined to win!

(8) KEEP THE FAITH! Believe in a higher spiritual force and a moral code.

(7) READ, READ, READ! Read to learn, read for fun, read to escape. Reading broadens your horizons.

(6) MOVE FORWARD! Keep a higher goal in mind. Make today's decisions part of your plan for a better tomorrow.

(5) BE OPEN! Don't be afraid of new ideas, new people, and new cultures. Explore the world.

(4) KEEP BUSY! Stay out of trouble by doing your homework, holding a job, volunteering, participating in school or community projects.

(3) BELIEVE IN YOURSELF! Don't let anyone's lack of faith in you convince you that you can't do it. Feel good about yourself. See events around you in an optimistic way.

(2) HELP OTHERS! Be there for your friends and for younger people who could stand to hear the same good advice someone gave you!

(1) REACH OUT! Ask a parent, neighbor, coach, counselor, preacher or other adult for guidance. LISTEN to what that person has to say!

AWARENESS SKILLS — ACTIVITY 11:
TAKING STOCK OF YOURSELF
(INDIVIDUAL ASSIGNMENT/GROUP DISCUSSION)

Competency: Compare how you see yourself with how others see you.

Materials Needed: Copies of the "Take Stock of Yourself" and "Personal Report Card" handouts, and a blackboard or flip chart.

Recommended Time: 45 minutes (plus additional time for outside work)

Procedure:

STEP 1. Ask the learners, "When you look in the mirror, what do you see?" Tell the learners that they will now "take stock of themselves" and fill out a questionnaire about how they see themselves. Give them each a copy of the "Take Stock of Yourself" handout. Allow 20 minutes to complete the questionnaire.

STEP 2. After they complete their questionnaires, ask each learner to count up how many *high*, how many *so-so*, and how many *low* answers were checked. Ask them to raise their hands to indicate how many had checked mostly *highs*, mostly *so-so's*, or mostly *lows*. Take a quick hand-count and write down the number for each category on the blackboard. Ask learners if they think others would have ranked them "higher" or "lower" than they ranked themselves.

Then say "Chances are, you look in the mirror and think, 'What a zero!' That's because many of us have a poor self-image. We don't think much of ourselves. The funny thing is, we are often totally mistaken in the way we see ourselves. You would probably be very surprised to find out that many of those people you wish you were more like are probably wishing they could be more like you!"

Give each learner a copy of the "Personal Report Card" handout. Tell the learners to have three people write how *they* see the learner. *High* (H) means they think you are good, or you handle yourself well; *So-so* (S) means you are average, neither good nor bad; and *Low* (L) means they think you need improvement. Tell the learners to ask at least one friend, one relative, and one other adult such as a teacher or coach. Allow the learners at least 3 days to complete their "Report Cards."

STEP 3. Reconvene the group after the learners have completed their "Report Cards". Tell the learners to compare their "Take Stock of Yourself" questionnaire with their "Report Cards."

STEP 4. Tell the learners, "The sad thing is that no matter how true or false our self-image may be, if we believe it, then we will be controlled by it. Yet, you *can* be the person you want to be—the trick is to have a *positive attitude*. A positive attitude leads to positive actions and positive feelings." Tell the learners that you will now give them a few tips to help each of them to be the person they want to be. List the following "Attitude Tips" on newsprint or on the blackboard. Discuss each point as you list it.

❧ **Take Stock of Yourself.** Take a good look in the mirror. Do you see someone who looks pleasant? Try smiling—a friendly smile makes anyone attractive. Are your clothes neat and becoming? Try dressing neatly—you don't have to wear designer clothes to look good, you simply have to be clean and neat.

❧ **Overcome Any Faults You See.** Do you see any faults that you could overcome? Are you lazy? grumpy? a gossip? You don't like these traits in others, so if you see them in yourself, make an effort to stamp them out! Get rid of any fault that keeps you from being the best that you can be.

❧ **Think About Others.** Stop putting yourself first all the time. Consider how others feel. Appreciate your friends. Don't think about what you can get out of a friendship, think about what you can bring into it. Listen to your friends. Ask for their opinions. Encourage them to talk about themselves and to share with you. The best way to keep a good friend is to be a good friend.

❧ **Be Friendly to Everyone.** Everybody needs love, and every person has needs. A kind word, a friendly smile, a small gesture goes a long way in making another person feel worthwhile. Try to make friends with people of all ages, young and old. You'll quickly learn that in offering yourself to others, you gain a whole lot more love for yourself.

❧ **Be Yourself.** Don't try to be like somebody else. Be yourself. You don't have to do what everyone else does, or dress like they do, or listen to the same music, or talk the same way if it isn't what you want. You'll be surprised how much confidence you can gain when you are behaving in a way that is natural to you. And others will respect you too. One of the most damaging things you

can do to your self-esteem is to break your own rules. If you know that something is wrong for you, but go ahead and do it anyway, you are breaking your own rules. It's a sure way to lose your peace of mind and your self-respect. ALWAYS be true to yourself.

Discussion Points:

ᕗ Do you think that you see yourself as others see you?

ᕗ Do you wish you were more like someone else? Why? What in particular attracts you about that other person?

ᕗ Does it seem to you that the "popular" people have the confidence which you lack? Do you think this is really true?

ᕗ If you could change one thing about yourself, what would it be?

TAKE STOCK OF YOURSELF

What do you see when you look at yourself? Take stock of your-self right now! Rate yourself on the items below. Check **high** if you see yourself as pretty good or if you handle yourself well; check **so-so** if you see yourself as average, neither good nor bad; or check **low** if you think you need improvement.

PERSONAL	HIGH	SO-SO	LOW
I treat my body well...	☐	☐	☐
I am thoughtful about myself...	☐	☐	☐
I am open to new ideas...	☐	☐	☐
I have peace of mind...	☐	☐	☐
I plan and dream...	☐	☐	☐
I take responsibility for myself...	☐	☐	☐
I have positive experiences...	☐	☐	☐
I love openly and honestly...	☐	☐	☐
I handle anger in a healthy way...	☐	☐	☐
I worry appropriately...	☐	☐	☐
I am myself...	☐	☐	☐

ABILITIES	HIGH	SO-SO	LOW
I am coordinated...	☐	☐	☐
I have common sense...	☐	☐	☐
My learning speed is ...	☐	☐	☐
My math skills are...	☐	☐	☐
My reading skills are...	☐	☐	☐
My knowledge of the world is...	☐	☐	☐
I can "read" other people...	☐	☐	☐

SOCIAL	HIGH	SO-SO	LOW
I respect others' differences...	☐	☐	☐
I listen to others' opinions...	☐	☐	☐
I share my true feelings with others...	☐	☐	☐
I give others room when needed...	☐	☐	☐
I am well-liked...	☐	☐	☐
I like doing fun things...	☐	☐	☐
I like physical activities...	☐	☐	☐
I am myself around others...	☐	☐	☐
I accept other people's mistakes...	☐	☐	☐

BEHAVIOR	HIGH	SO-SO	LOW
I am patient...	☐	☐	☐
I am daring...	☐	☐	☐
I am a "go-getter"...	☐	☐	☐
I am a risk-taker...	☐	☐	☐
I am a good leader...	☐	☐	☐
I am a good follower...	☐	☐	☐
I am a good communicator...	☐	☐	☐
I have self-control...	☐	☐	☐
I am calm...	☐	☐	☐
I am shy...	☐	☐	☐
I am sociable...	☐	☐	☐
I know when to keep quiet...	☐	☐	☐
I am a good arguer...	☐	☐	☐

PERSONAL REPORT CARD FOR _____

YOUR NAME HERE

How do others see you? Give this "report card" to three people and have them rate you on the items below. Tell them to write **H** for **high** if they think you are pretty good or handle yourself well; **S** for **so-so** if they think you are average, neither good nor bad; or **L** for **low** if they think you need improvement.

		PERSON	
PERSONAL	1	2	3
Treats body well...	☐	☐	☐
Is thoughtful toward self...	☐	☐	☐
Is open to new ideas...	☐	☐	☐
Has peace of mind...	☐	☐	☐
Plans and dreams...	☐	☐	☐
Takes responsibility for self...	☐	☐	☐
Has positive experiences...	☐	☐	☐
Loves openly and honestly...	☐	☐	☐
Handles anger in a healthy way...	☐	☐	☐
Worries appropriately...	☐	☐	☐
Is his/her self...	☐	☐	☐

		PERSON	
ABILITIES	1	2	3
Is coordinated...	☐	☐	☐
Has common sense...	☐	☐	☐
Learning speed is...	☐	☐	☐
Math skills are...	☐	☐	☐
Reading skills are...	☐	☐	☐
Knowledge of the world is...	☐	☐	☐
Can "read" other people...	☐	☐	☐

		PERSON	
SOCIAL	**1**	**2**	**3**
Respects others' differences...	☐	☐	☐
Listens to others' opinions...	☐	☐	☐
Shares true feelings with others...	☐	☐	☐
Gives others room when needed...	☐	☐	☐
Is well-liked...	☐	☐	☐
Likes doing fun things...	☐	☐	☐
Likes physical activities...	☐	☐	☐
Is him/herself around others...	☐	☐	☐
Accepts other peoples' mistakes...	☐	☐	☐

		PERSON	
BEHAVIOR	**1**	**2**	**3**
Is patient...	☐	☐	☐
Is daring...	☐	☐	☐
Is a "go-getter"...	☐	☐	☐
Is a risk-taker...	☐	☐	☐
Is a good leader...	☐	☐	☐
Is a good follower...	☐	☐	☐
Is a good communicator...	☐	☐	☐
Has self-control...	☐	☐	☐
Is calm...	☐	☐	☐
Is shy...	☐	☐	☐
Is sociable...	☐	☐	☐
Knows when to keep quiet...	☐	☐	☐
Is a good arguer...	☐	☐	☐

APPENDIX E

QOP Forms (Contract, Contract Renewal, Activity Log, and Case File)

Quantum Opportunities Program
Opportunity Associate Contract

PURPOSE

The QUANTUM OPPORTUNITIES PROGRAM provides the education, service, and development experiences that will help you rewrite the future.

The word "quantum" means "giant step," and the Quantum Opportunities Program offers you a chance to change your whole life by helping you take giant steps during your high school years. It will help you get the reading, writing, mathematics, social studies and science skills to succeed in college or a career. It will help you learn about work, jobs, careers and community service. It will help you learn about yourself, to make personal choices, and to develop leadership and communication skills.

If you make the most of these opportunities...

> ...You WILL become a better student.

> ...You WILL graduate from high school.

> ...You WILL gain valuable work experience.

> ...You WILL learn a lot about yourself, other people, and the world.

> ...You WILL earn money now and for future needs.

> ...You WILL build your self-confidence and realize your potential.

> ...You WILL go on to college or a successful career.

> ...You WILL become a successful family and community member.

This contract commits the Opportunities Industrialization Centers of America, Inc. (OICA) to provide these "quantum opportunities" over the next four years, and commits the Opportunity Associate to a sincere and sustained effort to make the most of these opportunities.

BENEFITS

The Quantum Opportunities Program consists of eight opportunity cycles over four years. Each school year is a "cycle" and each summer is a "cycle."

ACTIVITIES

There are three sets of Quantum Opportunities Program activities in each cycle.

> ↜ EDUCATION ACTIVITIES — 250 hours of education each school year and summer cycle, giving you the skills needed to get good grades and succeed in college. In the OICA Opportunity Investment Center, computers and caring teachers will make learning easy and interesting. Learning will be at your own pace and will cover reading, writing, social studies, math, and science.

- ✍ SERVICE ACTIVITIES — 250 hours of community service during each school year and summer cycle will develop your commitment, leadership, work, communication, and social skills. You will *learn by doing* and you will *help yourself by helping others*. Some service activities will be in groups and others will be done on your own with help as needed. You will discover how you can improve your home, neighborhood, and schools while you improve your own skills.
- ✍ DEVELOPMENT ACTIVITIES — 250 hours of personal development activities during each school year and summer cycle will help you learn more about making good and healthy choices about drugs, alcohol, and sex, while developing thinking, communication, and group skills. You will explore literature, music, art, and interesting current events. You will develop physical skills or other talents. These activities will help you make college and career decisions. Activities will also include successful adults as role models and mentors to help you learn more about careers, choices, culture, and independent living.

OICA will make every effort to schedule the education, service, and development activities at convenient times and to make the activities interesting. OICA will provide the resources, such as computers, equipment, materials, and transportation to help you participate fully.

PAYMENTS

- ✍ STIPEND — You will receive one dollar ($1.00) for each hour that you participate in an education activity, service activity, or development activity. Since the school year and summer cycle has a total of 250 hours in each of these three activities, you can receive as much as $750 per year. The more hours you attend, the more money you will receive.
- ✍ COMPLETION BONUS — In addition to the payments for attending hours in the activities, you will receive a one hundred dollar ($100) bonus after completing 100 hours in any of the three activity components. If you complete all education, service, and development activities, you can earn as much as three hundred dollars ($300) in bonuses each year.
- ✍ OPPORTUNITY ACCOUNT — For each dollar you receive for participation or completion, OIC of America will make a matching contribution into a fund that can be used to help pay for college or training after you graduate from high school. If you complete all activities over all cycles, you will have nearly four-thousand dollars ($4,000) in your Opportunity Account when you finish the Quantum Opportunities Program.

SUPPORT

- ✍ OPPORTUNITY COORDINATOR — A carefully selected and skilled staff member of OIC will become your friend and counselor over the next four years. The Opportunity Coordinator will work with you and the other Opportunity Associates to plan interesting and helpful activities and to help you through tough times.
- ✍ OPPORTUNITY TEAMS — You and the other Opportunity Associates in your local area (as well as around the country) will help each other. When there are problems, you will have friends. If others give you a hard time because you get good grades, or stay away from drugs or easy, illegal money, you will be able to talk to others who understand and are equally committed to the future.

> ∽ Mentors — Caring adults from the community who have faced and overcome similar problems will work with you on a one-to-one and small group basis. They will give you an adult to talk to and to do things with who will not be judging and will be there to help.

COMMITMENTS

As an Opportunity Associate, you will be expected to, and by signing this contract agree to, the following commitments:

COMMIT TO PARTICIPATE

> ∽ Attend all Quantum Opportunities Program activities as often as you can during each of the eight program cycles.
> ∽ Share your thoughts, ideas, and skills in the group.
> ∽ Help your group set rules and then follow those rules.
> ∽ Report education, service, and development activity hours honestly.
> ∽ Encourage other Opportunity Associates to join and stay with the Quantum Opportunities Program until they graduate from high school.
> ∽ Be on time and be prepared for Quantum Opportunity activities.
> ∽ Call the Opportunity Coordinator if you are going to be absent or late for an activity or appointment.
> ∽ Listen to and respect the opinions of other Opportunity Associates and people, even if you disagree with them.

COMMIT TO GETTING A GOOD EDUCATION

> ∽ Do the very best that you can to get good grades.
> ∽ Get to know each of your teachers and your guidance counselor at school.
> ∽ Go to your school classes every day, unless you are sick.
> ∽ Stay in school until you graduate with a high school diploma.

COMMIT TO PLANNING A CAREER

> ∽ Learn about as many different kinds of jobs and careers as you can.
> ∽ Learn about different kinds of colleges and what you need to do to get into a good college.
> ∽ Decide on career goals before you graduate from high school.

COMMIT TO BEING A LEADER

> ∽ Set a good example for your friends and other young people in your family and in your school. Show them that you can be cool and still do well in school, learn new things, work, do good things for the community, and stay away from trouble.
> ∽ Be part of the solution, not part of the problem in your community. Respect and obey the law. Stay away from selling drugs or hanging out with drug dealers. Help keep your neighborhood clean and safe. Help your family and neighbors.

COMMIT TO BEING RESPONSIBLE

∽ Recognize that YOU are responsible for changing your life and that the Quantum Opportunities Program will help you.

∽ Respect your body and mind, which means that you will eat right, exercise, get enough sleep, and not abuse drugs or alcohol.

∽ Find safe ways to settle problems or issues with other people so that nobody gets hurt.

∽ Ask your Opportunity Coordinator, teachers, guidance counselor, or other Opportunity Associates for help with any problems that you might have.

COMMIT TO A DREAM

∽ Believe that you are a very important person, that you have special skills and talents and that you can become a successful young adult if you participate fully in the Quantum Opportunities Program.

∽ Make the most out of all the opportunities that OIC will provide. Talk to your family and other people about your good fortune and how well you are doing.

AGREEMENT

I understand what the Quantum Opportunities Program offers and demands. I want to make a "quantum leap" in my life. I want to do well in school, learn more about myself and others, help in my community, learn new skills, earn money, go to college, and become a leader; and my family supports me in this exciting chance to make a better future. I am ready to commit myself over four years to make the most of these opportunities.

Signed this _____ day of _____, 19__.

\--   \--
(print name)   (print name)
Opportunity Associate   Parent or Guardian

\--   \--
(print name)   Date
OIC Executive Director

Note: This contract is provided as an example. There are slight differences in wording between the contract used in the pilot and the contract used in the demonstration. This example contract was used in the pilot study, however, the CSPV has made a few modifications, with the approval of Ben Lattimore.

QUANTUM OPPORTUNITIES PROGRAM
1ˢᵀ CYCLE CONTRACT

During your eight (8) cycles of involvement with the Quantum Opportunities Program, "You", the Associate, will be required to sign a new agreement at the beginning of each cycle. The purpose of the new agreement is to review the previous cycle and develop new goals and objectives for the new one. This will allow the QOP staff and yourself to better define your strengths and weaknesses and provide the necessary assistance to help you. This is also important to you because each cycle will allow you to earn more money while you learn and participate in the QOP program. A summary of the QOP activities will be provided to you at the beginning of each new cycle.

During the first cycle of the Quantum Opportunities Program, the following activities will be provided under the three segments:

> 1ˢᵗ Cycle Education 125 Hours:
> a) Comprehensive Competencies Program (CCP)
>
> 1ˢᵗ Cycle Development 125 Hours:
> a) Personal Choice
> b) Motivation/video & cassettes
> c) Life Skills Opportunities
> d) Great Books Series
> e) Time Magazine
> f) Voices of Experience
>
> 1ˢᵗ Cycle Service 125 Hours:
> a) Mentoring Activities
> b) Private Sector Involvement
> c) Tutoring
> d) Family Studies
> e) Learning Center Aides
> f) Other Activities

Remember, making a "Quantum Leap" is your goal. If you agree with the above, please sign this agreement in the place designated for Associates.

Signed this day _____ of _____ 19__

_____
QOP ASSOCIATE

_____
OIC EXECUTIVE DIRECTOR

QOP ACTIVITY LOG — JANUARY 1997

ASSOCIATE #:_____ _____

	EDUCATION ACTIVITIES		DEVELOPMENT ACTIVITIES		SERVICE ACTIVITIES	
	Hours	Description	Hours	Description	Hours	Description
1 Wednesday						
2 Thursday						
3 Friday						
4 Saturday						
5 Sunday						
6 Monday						
7 Tuesday						
8 Wednesday						
9 Thursday						
10 Friday						
11 Saturday						
12 Sunday						
13 Monday						
14 Tuesday						
15 Wednesday						
16 Thursday						
17 Friday						
18 Saturday						
19 Sunday						
20 Monday						
21 Tuesday						
22 Wednesday						
23 Thursday						
24 Friday						
25 Saturday						
26 Sunday						
27 Monday						
28 Tuesday						
29 Wednesday						
30 Thursday						
31 Friday						

QOP CASE FILE

This Associate experienced the following positive and negative developments in school, in the family, in the labor market, in relationships, in the community, and in QOP during this month: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COUNSELOR CERTIFICATION

This Associate has completed the activities and hours specified on the QOP Activity Log for this month. The QOP Case File narrative is based on contracts and interaction with the Associate throughout the month.

QOP Counselor: _____ Certification Date: ____/____/____

COORDINATOR CERTIFICATION

The QOP Activity Log information on activities and hours, and the QOP Case File narrative have been reviewed, validated, and entered into the QOP Information System.

QOP Coordinator: _____ Certification Date: ____/____/____

APPENDIX F

Evaluation Reports

Reports in the series of QOP evaluations conducted by Andrew Hahn and colleagues at Brandeis University

- *QOP Research Guide*, August, 1989
- *The QOP Project: Interim Research Report*, July, 1990
- *Evaluation of QUOP: The First Year of Program Operations*, June, 1991
- *QOP: Report of Site Visits*, June, 1991
- *QOP: An Analysis of Enrollments and Budget Assumptions*, April, 1991
- *Evaluation of the QUOP: Interim Impacts covering the 9th-10th grades*, June, 1992
- *What Does it Take? Forging Long-Term Allegiance Among Youth From Public Assistance Households: An Interim Report for QUOP*, March, 1993
- *Quantum Opportunities Program Report: Site Visit Results as Students Approached Graduation and Survey Results from the Spring 1993*, October, 1993
- *Evaluation of the Quantum Opportunities Program (QUOP): Did the Program Work? A Report on the Post Secondary Outcomes and Cost-Effectiveness of the QUOP Program (1989-1993)*, June, 1994
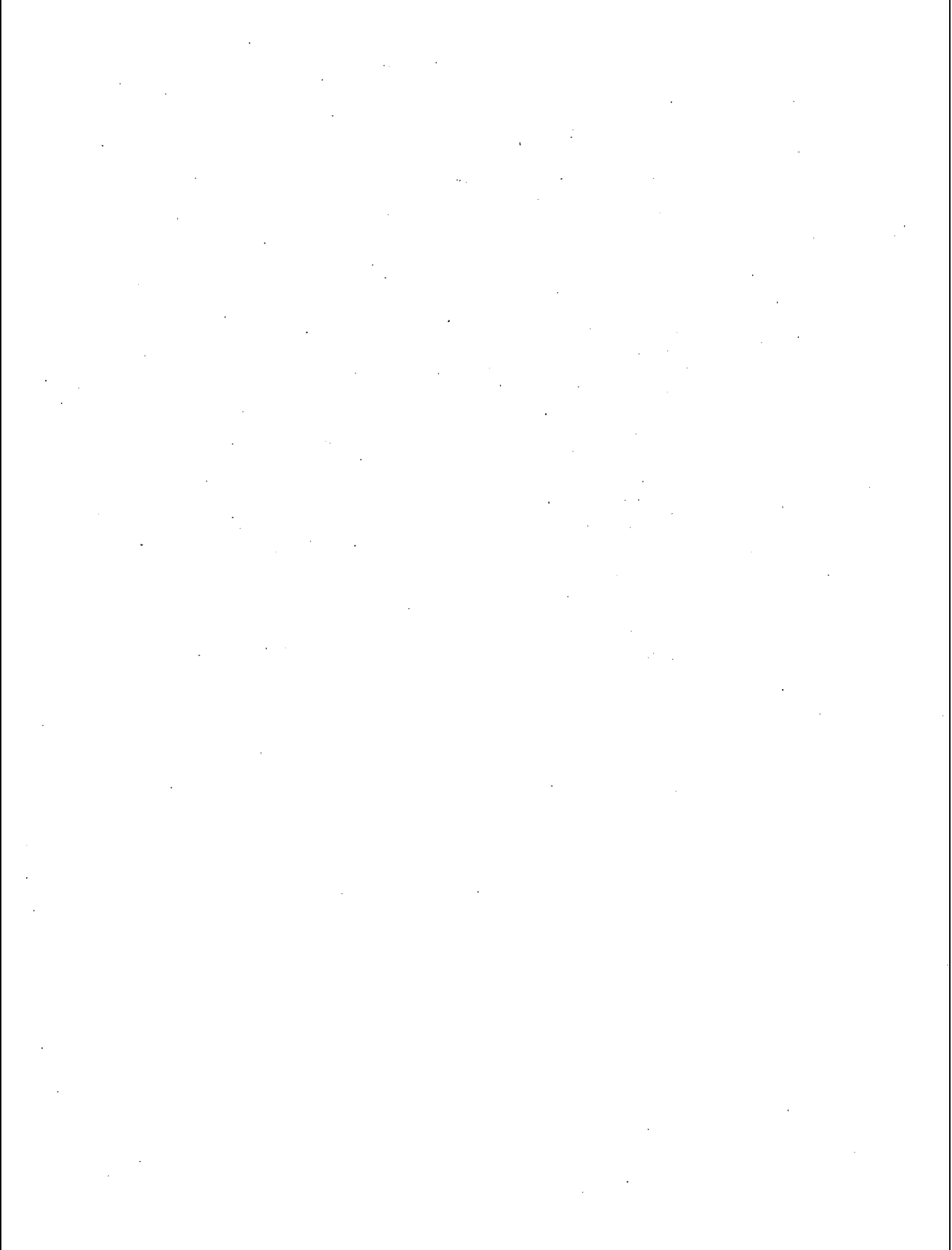
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