

STAR



Skills Training And Recognition

Cycle X

April 25, 2007 – June 8, 2007

Summary

Cycle X of STAR served 58 students through a variety of activities [*note: one student participated in two classes this cycle*]. The classes that were offered this cycle were Advanced Tennis, Basketball, Cooking, Farm Hands (levels I and II), Golf, Martial Arts (levels I, II, and III), Rock Climbing, Swimming (levels II and III), and Youth Fitness. Of the 58 students participating during Cycle X, 54 saw the program to completion and 56 students attended three or more individual sessions.

When evaluating the 54 individuals that completed this cycle, 91% (50 students) demonstrated mastery in their skill area at the end of the six-week period [*note: the student participating in two classes demonstrated mastery in each, hence the evaluation being based off of 50 students*]. Each of these students were encouraged to continue to challenge themselves through further participation in community activities or future STAR sessions at the next level. Each of the five individuals not achieving mastery were encouraged to continue to use their skills and come back to future sessions of STAR to learn more. Every student completing Cycle X was able to articulate where in the community they could continue to use their learned skill, which is an important step in generating more pro-social involvement outside of the STAR program.

There was an approximate 7% attrition rate for this cycle of STAR (four students). Two of these students attended seven or more classes, indicating an interest in the material and commitment to STAR.

While student involvement is one aspect that we look at when evaluating the goals of STAR, an important aspect of the success of the program is the level of support in the community. Each of the facilities used this session (seven total) donated their rental use this session. A lot of the supplies were donated, and most of the incentives were donated (partially or in full) or made by volunteers. STAR would not be able to operate at its current level without community volunteers. They are essential to making things come together, especially the board members who make themselves available to run errands, do office work, ride the bus with kids, act as extra chaperones, serve food and an assortment of other tasks for the celebration dinner.

In reviewing data to demonstrate STAR's effectiveness and movement towards reaching its goals, previous MYDAUS reports are used in combination with attitudinal survey scores. Since the 2002 MYDAUS, the percentage of students reporting "Community Recognition for Pro-social Involvement" has gone up for sixth and eighth grade students in the Five-town area. The results from last school year's attitudinal surveys showed significant change in only two areas: "Positive attitudes towards alcohol" which decreased, and "Hours involved in extracurricular activities," which increased. The results from STAR attitudinal surveys cycles VIII – X are not completed at this time.

History

Five Town *Communities That Care* piloted the STAR (Skills Training And Recognition) program in April of 2004, based on recommendations contained in its Community Action Plan (CAP). The CAP was drafted in response to an analysis done in the summer and fall of 2003 showing that youths in the Five Town Community experience some elevated risk for problem adolescent behaviors such as substance abuse, delinquency, violence, dropping out of school, and teen pregnancy. Two risk factors were chosen as priorities for action—*friends who engage in problem behaviors* and *low commitment to school*. The STAR program (Skills Training And Recognition) is designed to lower the prevalence of the risk factor *friends who engage in problem behaviors*.

STAR is an after-school program that will advance children to higher skill levels in a variety of areas, and connect children with other opportunities in the community where they can use the skills learned in the STAR program. Research has shown that this type of program can reduce the risk for problem adolescent behaviors such as substance abuse, delinquency, violence, teen pregnancy, and school drop-out.

STAR is offered free of charge to fifth, sixth, seventh and eighth grade students from Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, and Lincolnville Central School, and other interested fifth – eighth grade students from the Five Town area.

Originally, programming was held for Appleton Village School students and Hope Elementary School students at Hope Elementary School while programming for Camden-Rockport Middle School students and Lincolnville Central School students was held at Penobscot Bay YMCA (PBYMCA). Now, the program is split into classes held on Monday and Wednesday or on Tuesday and Thursday, and all of those classes are available for all students from the five-town area. The programs are held at Camden Hills Regional High School, the Mid-Coast Recreation Center, PBYMCA, Aldermere Farm, and other community facilities depending upon course offerings for each cycle. On Friday, all students meet at either the PBYMCA to participate in activities such as swimming, rock-climbing, and "open gym" activities or at The Teen Center to interact with each other as well as students not participating in STAR. These combined activities give participants the opportunity to further develop relationships with children who do not attend the same school, but who will eventually be their classmates at Camden Hills Regional High School. Busing is provided for all students from their school to the program site, and back to their original school after the program ends for the day. Participating students are supervised from the time school is released until they are picked up by parents at their originating school at the end of the program day.

Skill development areas are chosen based on availability of skilled instructors and adequate facilities, the existence of community-based organizations where students could continue to use skills once learned, and student interest. Skill levels within areas are organized so that students should be able to attain the next level after approximately eight hours of focused instruction/practice. Individual skills are tested for each student upon entry and exit of each cycle.

Every effort is made to collaborate with groups in the community that provide venues for students to use skills learned in the STAR program, and to maximize the potential for students to become involved with those groups in the future.

The instructors are members of the community who use their skill in their daily lives, and who have committed to providing the STAR model of programming. The specific topics covered in staff training for STAR instructors are: collaborating with the community, the risk factors for this age group, giving specific recognition to students, open communication with the parties involved (e.g. school staff, STAR staff, other facilities where programming occurs), encouraging positive interaction between students from different schools before high school, and The Social Development Strategy (providing positive associations with families, schools, communities and peer groups to encourage healthy behaviors).

Students take a confidential introductory attitudinal survey that measures their attitudes about alcohol and anti-social behavior, as well as their rate of participation in community and school activities. After receiving six weeks of instruction, students take the attitudinal survey once more.

The pilot cycle of STAR included only fifth and sixth grade students from the five-town area and ran for five weeks. This initial cycle had 32 students enrolled. The second cycle of STAR was expanded to six weeks of programming and served 43 students, this time from fifth, sixth as well as seventh grade. For cycle III, the total format of where the programming occurred changed, and students were able to participate in any of the courses regardless of school (this is the format currently being used). Cycle III of STAR served 54 students. Cycle IV served 57 students. For Cycle V of STAR, eighth graders were recruited to participate along with the fifth, sixth and seventh graders. Cycle V served 85 students. At the start of cycle VI, a new expanded attitudinal survey was used to include questions measuring *community recognition for pro-social involvement*, and there was deliberate change made to the criteria for “mastery” for some of the classes as well as beginning post-testing earlier than the last session. Cycle VI served 51 students. Cycle VII served 58 students (to completion, 64 students attending at least 3 sessions). Cycle VIII served 73 students (to completion, 78 students attending at least 3 sessions). Cycle IX served 59 students, 53 of which completed the program.

Goals of STAR

The specific goals for the STAR program are:

1. To decrease the number of Five Town eighth graders who report rewards for antisocial behavior to the MYDAUS from a baseline of 36% in 2002 to 25% by 2010.
2. To increase the number of Five Town eight graders who report community recognition for prosocial involvement to the MYDAUS from a baseline of 42.7% in 2002 to 60% by 2010.
3. After multiple STAR cycles, participants will show positive changes on the attitudinal constructs measured by SDRG.
4. On post-surveys, participants in the STAR program will be able to articulate existing opportunities in the community where they can use the skills learned in the STAR program.
5. Participants in the STAR program will demonstrate increased proficiency in the skill area where they are receiving programming, as measured by pre- and post-tests.

The specific goals for the STAR program during the 2006 – 2007 school year were:

6. For 20% of students in grades five, six, seven and eight to receive STAR programming
7. Two hours of STAR programming will be provided to at least 75 students in grades five, six, seven, and eight three days per week for three, six-week cycles.

Evaluation of Cycle X

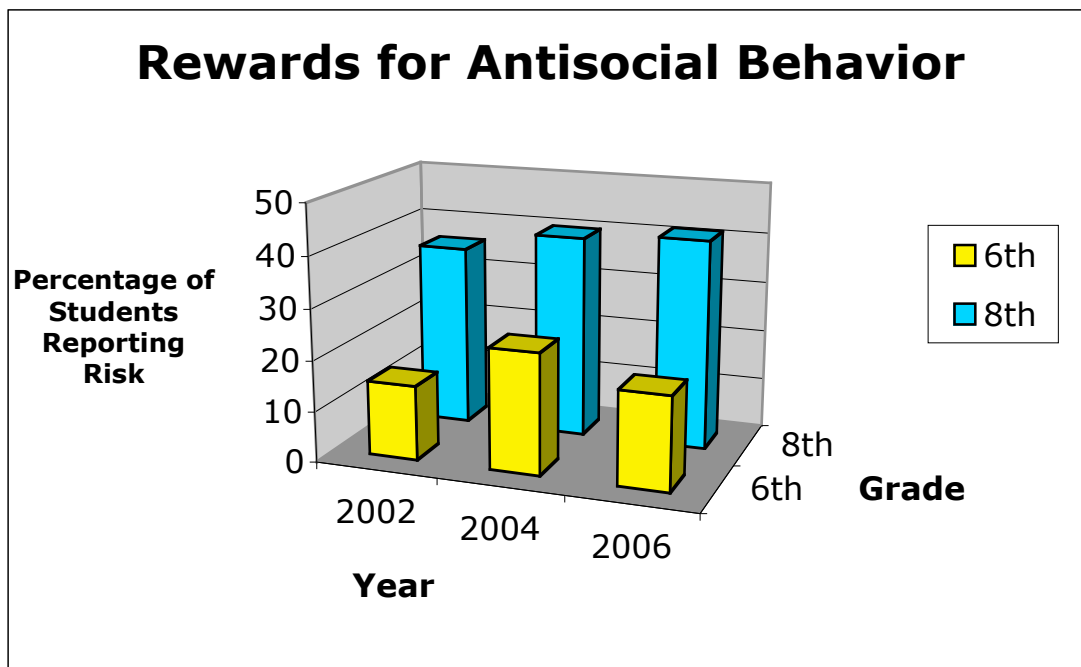
Goal One: Risk Factor Reduction & Protective Factor Increase

The original aim was to reduce the number of students reporting the risk *rewards for antisocial behavior* on the Maine Youth Drug and Alcohol Use Survey (MYDAUS) from 83.3% to 55.8% in 2008 and then further to 25% by 2010. When the 2004 MYDAUS results were examined, it was discovered that the initial measure for the goal was incorrectly stated. The incidence of reported risk for grade eight students in 2002 from all five towns was then reported as 78.7%. Then the data team investigated further and in reassessing the data, the actual incidence of reported risk for grade eight students in 2002 from all five towns was 36%.

On the 2004 MYDAUS 40.0% of eighth grade students reported this risk. This is actually an increase of 4% as opposed to a 43% decrease that the initial data suggested. On the 2006 MYDAUS, 41.3% of eighth grade students in the five town area reported this risk. Although this is below the 2008 goal risk factor set by Five Town *Communities That Care*®, there seems to be a slight increase in risk over time whereas we would like to see a reduction. It can be noted that the increase in risk was less between 2004 and 2006 (the time period when eighth grade students would be receiving STAR programming) than between 2002 and 2004 (when STAR programming would have had no impact on this population).

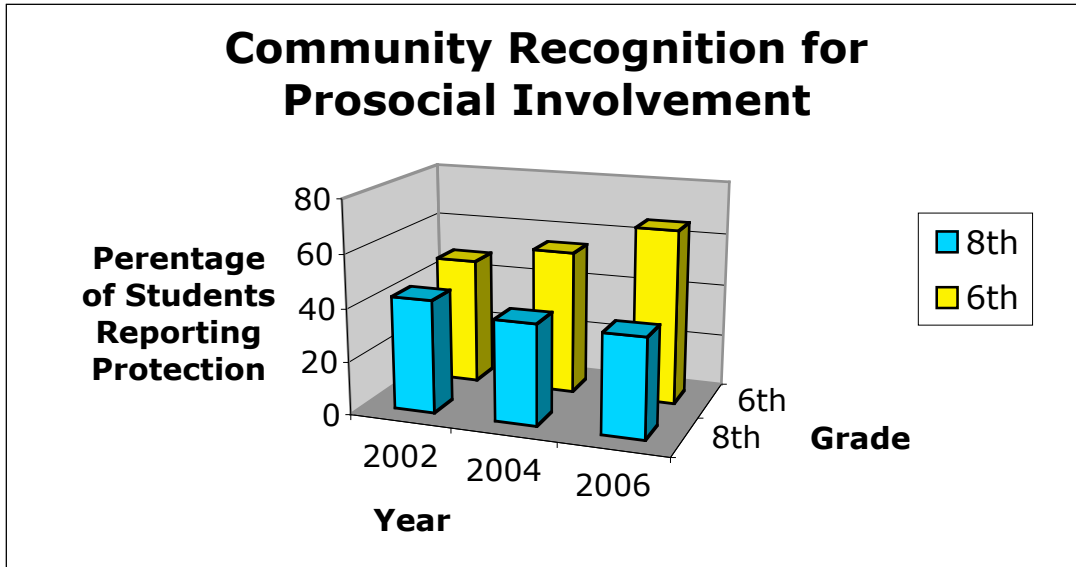
Grade six data is more encouraging. The number of grade six students reporting risk shifted from 14.7% in 2002 to 23.8% in 2004, but the report of risk began to drop, measured at 18.4% in 2006 (as shown in Figure 1).

Figure 1



In 2005, the goal of increasing the percentage of students reporting “Community Recognition for Prosocial Involvement” (a protective factor) was added. So far this has been successful; it is possible that the STAR program is already having the desired positive effect on sixth grade students. As shown in Figure 2, the percentage of sixth grade students reporting this protection has increased since 2002 (Please note: for visibility, sixth and eighth grade positions on the chart have been switched from Figure 1).

Figure 2



Goal Two: Attitudinal Surveys

Students participating in the STAR program were given pre-and post-attitudinal surveys. The results from last year’s surveys (Cycles V-VII) have been compiled and analyzed (Appendix I). The only two scales that showed statistically significant changes were “Hours involved in extracurricular activities,” which increased, and “Positive attitudes towards Alcohol,” which decreased. To quote from the report, “when reviewing these results, please keep in mind that students generally reported very healthy attitudes and behaviors. Because most responses on the pre-surveys were already very positive, it would have been very difficult to further enhance students’ attitudes and behaviors.” We are hoping to see a similar trend once we receive compiled information from the 2006 – 2007 school year, which encompassed Cycles VIII – X.

Goal Three: Using skill in the Community

An important component of the STAR program is engaging the students in healthy activities amongst caring members of the community, with the hope that the students will then continue to use their skill outside of STAR as well as continue engaging with healthy members of the community. Although it is wonderful to have the students continue coming back to STAR, it is also celebrated when the individual students have become involved in pro-social activities outside of STAR.

The students are tested at the end of the STAR program on their ability to identify places in the community where they could continue to use or practice their new skill. The instructors were asked to begin post-testing earlier than the last day of STAR to increase the numbers of students being tested. Every student that completed Cycle X of STAR was able to identify where in the community they would be able to continue using their skill. The next step to increase the effectiveness of the STAR program is bridging the STAR program participants with other community programs/organizations so that they are more likely to continue to be involved in pro-social activities and actively involved in the community.

Goal Four: Skill Attainment

The hope is that all students will be able to demonstrate increased proficiency in the skill area where they are receiving instruction. Students in Cycle X were offered skills training in the following areas: Advanced Tennis, Basketball, Cooking, Farm Hands levels I – II, Golf, Martial Arts levels I – III, Rock Climbing, Swimming levels II – III, and Youth Fitness. All of the students that completed Cycle X developed a higher level of understanding in their skill area. However, not all students achieved mastery on the level of programming in which they participated.

The levels are structured so that most, but not all, students move to the next level after a full 8 hours of instruction. Actual results in each skill area are shown below in Figure 3:

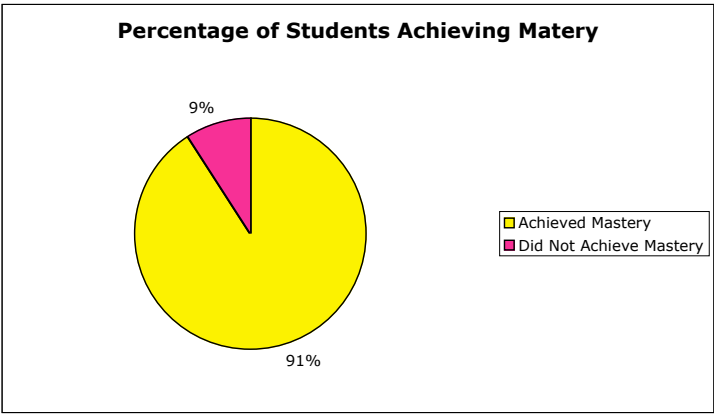
Figure 3

Skill Area	# Students Achieving Mastery	# Students Not Achieving Mastery	# Students Attending 8+ Sessions	% Students Achieving Mastery	% Students Attending 8+ Sessions	% Students Attending 8+ Classes and Achieving Mastery
Advanced Tennis	2	0	2	100%	100%	100%
Basketball	6	0	5	100%	83%	100%
Cooking	8	0	8	100%	100%	100%
Farm Hands Lev. I	6	0	5	100%	83%	100%
Farm Hands Lev. II	2	0	2	100%	100%	100%
Golf	4	0	4	100%	100%	100%
Martial Arts Lev. I	4	1	5	80%	100%	80%
Martial Arts Lev. II	2	1	2	67%	67%	100%
Martial Arts Lev. III	1	0	1	100%	100%	100%
Rock Climbing	7	0	6	100%	100%	100%
Swimming Level II	0	2	2	0%	100%	0%
Swimming Level III	3	0	3	100%	100%	100%
Youth Fitness	5	1	4	83%	83%	100%

Total	50	5	49	91%	89%	94%
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There were 54 individuals that completed Cycle X of STAR [note: one student participated in two classes this cycle, hence the numbers demonstrating 55 individuals]. Figure 4 demonstrates that 91% of the attendees achieved mastery in their instruction areas. The remaining five students took the post-test, but did not show sufficient skill proficiency to move up a level in their skill area. Approximately half of the students not achieving mastery did not attend eight or more classes.

Figure 4



Goal Five: Reaching the student population

The goal of providing STAR programming to 25% of the fifth, sixth, seventh, and eighth graders in Appleton, Camden, Hope, Lincolnville and Rockport during the 2006-2007 school year equates to approximately 164 students as the current overall enrollment in school is approximately 654 students. For reference, the 2006-2007 school year includes cycles VIII, IX and X of STAR. When counting students who have received STAR programming, we are looking at those who have attended a minimum of three sessions in a cycle. Cycle X provided programming to 58 individuals, but only 11 of those students were new to STAR this cycle (as demonstrated in Figure 5).

Figure 5

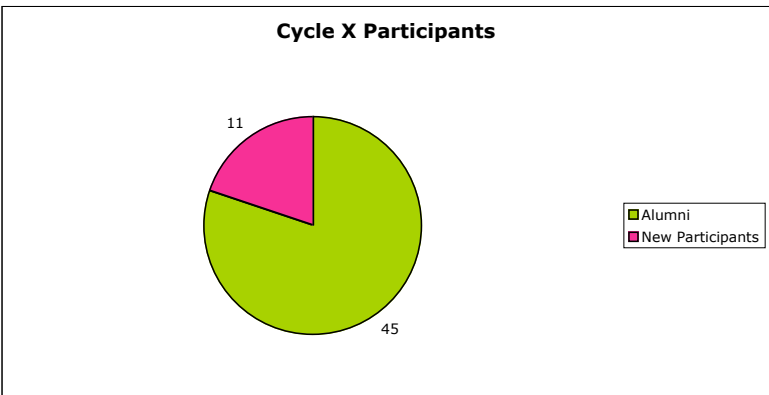


Figure 6 presents the actual numbers of enrolled students in the five-town area, the number of students STAR is trying to provide programming to this year and an assessment of that goal in the overall, by school and by grade.

Figure 6

Grade	CRMS	LCS	AVS	HES	Total by Grade	25%= STAR Goal	Cycle VIII	Cycle IX	Cycle X	Percentage of Grade Attending	Percentage of Grade Attending Cycle X
Fifth	108	22	13	18	161	40	48	11	7	41%	17%
Sixth	98	23	15	13	149	37	17	5	4	17%	9%
Seventh	110	25	23	16	174	44	7	5	1	7%	3%
Eighth	110	25	12	23	170	43	6	4	5	9%	6%
Total by school	426	95	63	70							
25%= STAR Goal	107	24	16	17							
Cycle VIII	41	17	8	12							
Cycle IX	11	5	5	6							
Cycle X	10	2	2	3							
Percentage of School Attending	15%	25%	24%	30%							
Percentage of School Attending Cycle X	8%	8%	8%	13%							

Total Students	654
Cycle VIII, IX & X	120
Total % of School Students in Cycles VIII, IX & X	18%

At the completion of Cycle X, 73% of the target population has been served (120 of the 164 hoped for during the 2006 – 2007 school year). When the population is broken down by grade and by school, it becomes clear what populations STAR has appealed to the most. Fifth grade students have dominated the enrollment, with just over 40% of their population having participated in STAR. On the other hand, only 9% of the eighth grade population attended STAR this school year. The general trend of decreased participation as students mature and become more proficient in different skill sets is to be expected to some extent.

The eighth grade students are of particular interest because they are the group that participated in the original pilot cycle of STAR. Only 9% of the eighth grade population has attended STAR this school year, this equates to 15 individual students. Of those individuals, seven had participated in previous STAR sessions this school year. However, when looking at the entire eighth grade population, 53 of the 170 students have participated in STAR sessions at some point in the programs duration. It is possible that as these students become proficient in different skill areas they are branching out and are becoming more involved in the community. Another possibility is that STAR is really not appealing to the seventh and eighth grade students in its present form. The suggestion has been made that special programming be created to attract more seventh and eighth grade students. Two classes were offered during Cycle IX with success, but all of those students were already attending STAR. It has been

suggested that the seventh and eighth grade students are polled to determine what class offerings would appeal to them the most.

Goal Six: Amount of Programming

The intention of this goal is three fold: 1), to get the number of enrolled students up to 100 per cycle; 2), to provide three six-week cycles during the 2006-2007 school year; and 3), to provide at least two hours of in-STAR programming time over three contact-days each week to every student. Ideally, STAR programming will be available to each student three days a week, with two days of instruction and one day of joint recreation at the YMCA or The Teen Center on Fridays.

Cycle X of STAR began on April 25 and ran through June 8. Twelve class sessions and six Fun Fridays were available for this cycle of STAR. Students were offered instruction on Mondays and Wednesdays in: Farm Hands at Aldermere Farms, Basketball, Martial Arts and Youth Fitness. Students were offered instruction on Tuesdays and Thursdays in: Advanced Tennis, Cooking, Golf, Rock Climbing, and Swimming.

The total number of students who registered for STAR numbered 58, with 54 of those students attending at least three sessions and 49 students completing the entire cycle [*note: the student participating in two classes attended three or more sessions in each*].

In order to increase the number of students provided six weeks of STAR programming, two dimensions of participation need to be examined: recruitment and retention.

Recruitment

One aspect of recruitment prior to Cycle X was sending home registration packets with all fifth, sixth, seventh, and eighth graders from Appleton Village School, Camden-Rockport Middle School, Hope Elementary School and Lincolnville Central School. The STAR program coordinator also met with all fifth - eighth grade students at Appleton Village School and Hope Elementary School. The program coordinator met with sixth – eighth graders at Lincolnville Central School, and sixth and seventh grade students at Camden Hills Middle School. Each of these presentations included information about the STAR program and how to register. Each of the five town middle schools included information about STAR in their newsletters and made announcements pertaining to registration. Word of mouth from the past nine successful cycles of STAR is also considered an important piece of recruitment.

Cycle X had enrollment from 5 Appleton Village School students, 36 Camden-Rockport Middle School students, 9 Hope Elementary School students, and 8 Lincolnville Central School students (see Figure 7 below). The gender make-up of the student registrants was 55% female and 45% male (see Figure 8 below). When looking at how many students from each grade participated for Cycle X, it is clear that fifth graders are the most involved (see Figure 9 below).

Figure 7

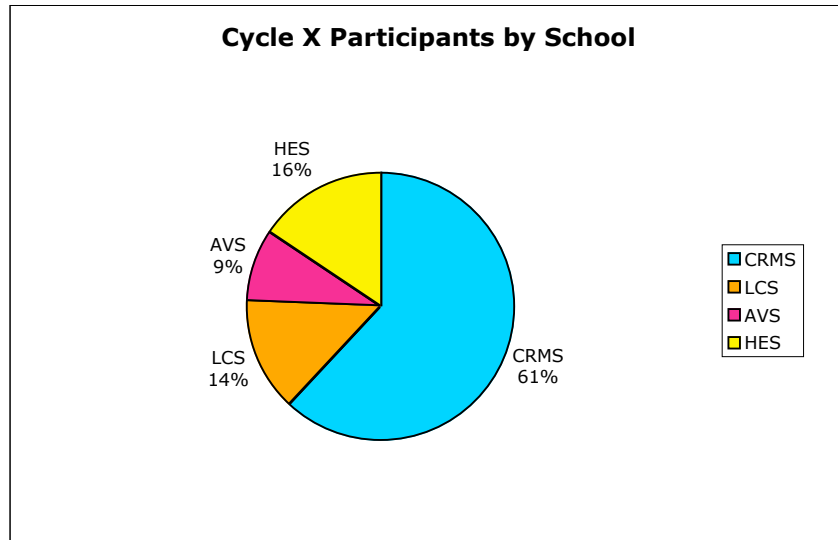


Figure 8

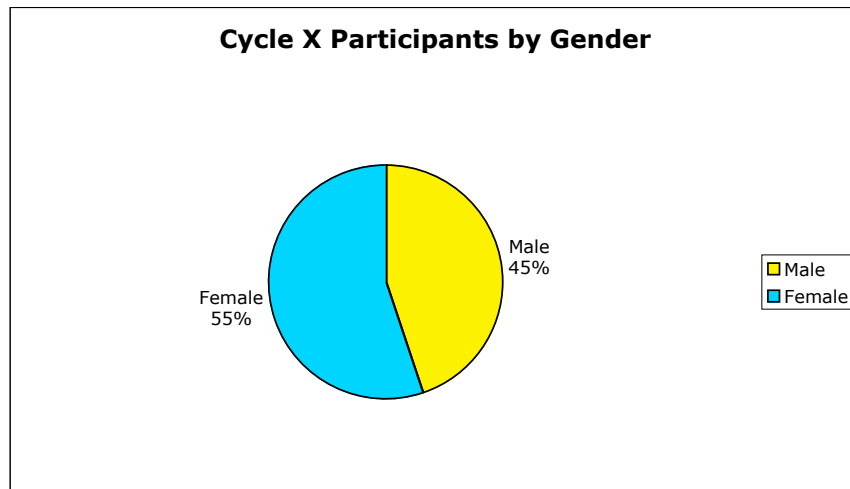
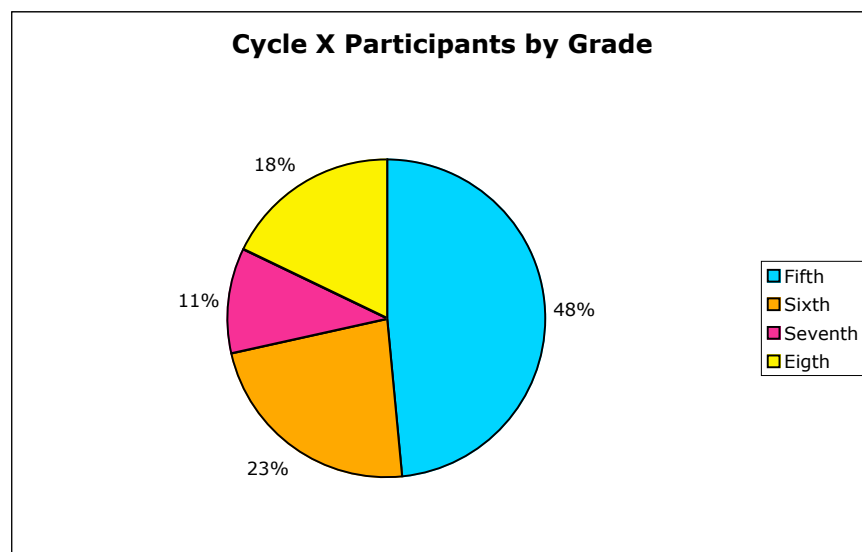


Figure 9



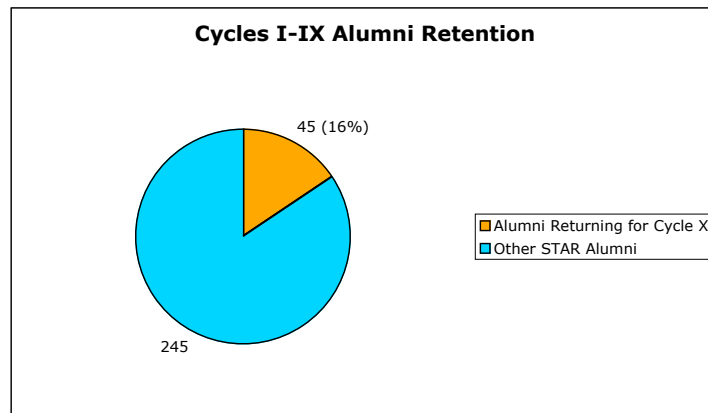
Retention

Retention is looked at in two different ways. First is the number of students who attended at least one session of STAR compared to the number of students who completed the cycle. Second is the number of students who have attended a previous STAR cycle and come back to attend another cycle. Although it is important to have students coming back to STAR to receive pro-social community involvement, when students integrate their skills learned in STAR into the rest of their lives or otherwise become involved in pro-social activities in the community (e.g. sports teams, 4H), it is celebrated.

Of the 58 students who participated in at least one day of STAR, 56 students came to at least three sessions during Cycle X, and 54 completed the program [*note: one student participated in two classes this cycle*]. Two students attended less than three days of STAR and another two withdrew prior to the end of the cycle. Of the 55 students who completed Cycle X classes, 49 students, or 89% participated in eight or more sessions (see Figure 3).

Cycle X of STAR welcomed 11 new individuals to its programs. There were also 45 individuals who had participated in STAR during at least one of the previous nine sessions. Overall, there was a new participant rate of approximately 20% (see Figure 5). On the broader spectrum, 16% (45 out of 290) of all alumni returned to STAR programs this session (see Figure 10). When reviewing the number of alumni who were eligible to participate in STAR during Cycle X, 17%, or 45 out of 268, returned.

Figure 10



Further Comments

Friday Attendance

The STAR program was designed to include one day per week (“Fun Friday”) where students from the four participating middle schools were combined without a strict agenda. This opportunity allowed individuals to develop relationships with children who do not attend the same school, but who will eventually be their classmates at Camden Hills Regional High School. Providing such opportunities may help reduce the stress of the transition to the larger school when students are combined for their ninth grade year. It was also hoped that this unstructured time would prove to be an incentive to participants. During Cycle X, STAR participants went to the YMCA, The Teen Center, and Aldermere Farm for Fun Friday activities.

As in past cycles of STAR, each school roughly represented its population in attendance to Fun Fridays. In other words, the number of students from each school who attended at least one Fun Friday was roughly proportional to the total number of students enrolled in STAR from each school. For example, Lincolnville Central School students represented approximately 14% of the total STAR students, and they made up about 12% of the students who attended at least one Fun Friday (see Figure 11 below).

During Cycle X approximately 42% of all potential Fun Fridays were attended. After Cycle IX it was nice to see an increase in participation. 100% of STAR students from Appleton Village School participated in at least one Fun Friday. Each of the other three schools had over 50% of their STAR students participate in at least one Fun Friday this cycle as well. This cycle, 75% of all students attended at least one Fun Friday activity.

Figure 11

School	# Attending at least 1 Fun Friday (# Students from that School)	# of Fun Fridays Attended	% Attending at least 1 Fun Friday	% of Total Population Attending at least 1 Fun Friday (% of Total Population)	% of Potential Fun Fridays Attended	% of Fun Fridays Attended by Those Who Attended at least 1 Fun Friday
AVS	5 (5)	15	100%	12% (9%)	50%	50%
CRMS	27 (36)	87	75%	48% (64%)	40%	54%
HES	5 (9)	18	56%	12% (16%)	33%	60%
LCS	5 (8)	20	63%	12% (14%)	42%	67%
Total	42 (56)	140				

Student and Parent Feedback

In addition to the attitudinal surveys given to participants, an end of cycle evaluation was completed by a majority of students. Feedback was also solicited from parents at the end of program dinner and award celebration. This feedback is included in the Appendixes II and III respectively of this report.

Program Costs

Cycle X of STAR finished out with a cost of approximately \$364 per student. For comparison the Pilot cycle cost \$594 per student with 32 students attending, and cycle V cost \$267 per student with 85 students attending. Much of the cost to run STAR is fixed (transportation) regardless of enrollment, so the greater the enrollment the lower the cost per student.

Celebration

Cycle X was celebrated on June 12 at the YMCA. Approximately 106 parents and students attended the celebration in which each student was recognized for their achievements and received an incentive to assist them in continuing to use their skill outside of STAR. Dr. Marshall Jones, who developed the STAR program in the 1980s, also attended the celebration. The presence of Dr. Jones, several Five Town Communities That Care board members, and families of STAR participants is one example of how the community recognizes the successes of students completing STAR.

Conclusion

There have been positive changes in the attitudes of the students participating in STAR as measured on the attitudinal surveys they are given in the first and last days of a STAR cycle, and there have been promising results on the MYDAUS for Risk and Protective factors as they pertain to the Five Town sixth and eighth grade students.

This cycle, all students were able to articulate where in the community they would be able to continue to use their newly developed skills. This is an important step in continued involvement in pro-social activities. It is also an important step in having youth connect with their community. Students also demonstrated a high commitment to their classes, which is demonstrated through attendance rates and also impacted the number of students achieving mastery this cycle.

Recruitment will continue to be extremely important. Only 58 students received some programming during Cycle X. This was 42% below the goal of reaching 100 students each cycle. Some ways to improve recruitment could include speaking to parent groups about STAR, sending out registration information earlier, and implementing student ambassadors who would be willing to speak to their classmates about STAR and their experiences as a past participant.

**5 Town, ME STAR Program
Participant Survey Results, Cycles 5-7
August 30, 2006**

One hundred and thirty-five (135) students completed pre-surveys prior to the start of the first session and/or post-surveys at the end of the last session during Cycles 5-7 of STAR in 5 Town, ME. Of these 135, 95 (70%) completed both a pre- and post-survey.

DEMOGRAPHICS OF PROGRAM PARTICIPANTS

According to the 135 participants, 66% were female, 82% were white, 2% were Black or African American, 4% were American Indian/Native American/Eskimo or Aleut, 1% were Spanish/Hispanic/Latino, 2% were Asian or Pacific Islander, and 10% were Other. The average age of participants was 11 years old; 53% reported being in Grade 5, 26% in Grade 6, 16% in Grade 7, and 6% in Grade 8.

RESULTS

The following data refer only to the 95 participants who completed both pre- and post-surveys. Each measure is made up of multiple questions that are combined to make a scale. The “change” column identifies the degree of change between pre- and post-survey, the direction of change (desired or not), and level of significance. Statistically significant outcomes indicate that there was a less than 5% chance the outcome occurred by chance.

Scale Name	Sample Survey Item	Pre-Survey Mean Score	Post-Survey Mean Score	Change
Involvement in Extracurricular Activities (Range: 1-6, higher is better)	How many school-sponsored clubs, sports, or recreational activities did you participate in outside of class?	1.29	1.30	+0.01 ^A
Hours Involved in Extracurricular Activities (Range: 1-6, higher is better)	On average, how many hours per week did you typically spend in recreational or volunteer activities?	1.55	1.89	+0.34 ^{A*}
Community Rewards for Involvement (Range: 1-4, higher is better)	There are people in my community who are proud of me when I do something well	3.25	3.22	-0.03 ^B
Interaction with Antisocial Peers (Range: 1-5, lower is better)	In the last month, how often did you spend time with kids who cheated on a test?	1.25	1.28	+0.03 ^B
Family Management (Range: 1-5, higher is better)	In the last month, how often did your parents talk to you about what you had actually done during the day?	4.18	4.16	-0.02 ^B
Positive Attitudes Towards Alcohol (Range: 1-4, lower is better)	Do you think it is OK for someone your age to drink beer, wine, or liquor?	1.14	1.06	-0.08 ^{A*}

^A indicates change occurred in the expected direction; ^B indicates change occurred in the unexpected direction
* indicates statistically significant change (p<.05) from pre-survey to post-survey

PRE-POST SURVEY SUMMARY

The results of the STAR pre- and post-surveys in 5 Town were mixed. Of the six scales included in the survey, three changed in the expected direction, and two of these changes were statistically significant. Three scales changed in the unexpected direction, though none of these changes were large enough to be considered statistically significant.

When reviewing these results, please keep in mind that students generally reported very healthy attitudes and behaviors on all measures, at both periods. Because most responses on the pre-surveys were already very positive, it would have been very difficult to further enhance students' attitudes and behaviors. For example, the average pre-test score on the Interaction with Antisocial Peers scale was 1.25 on a 4-point scale. This response was very close to the lowest possible score, and thus didn't have much room to improve, much less demonstrate a statistically significant improvement.

Also, please realize that of the six scales listed, only two (Interaction with Antisocial Peers and Community Rewards for Involvement) are directly targeted by STAR. The Community Rewards scale was added to the STAR survey after the start of the program year; as a result, only 19 students provided complete information on the pre- and post-surveys on this measure. It is possible that we will see greater change on this attitude as more students are exposed to the program and complete the survey.

Appendix II: Student Feedback

Cycle X Student Evaluation Forms
36 / 54 Students completed evaluations

- 1.) Will you participate in a future session of the STAR program? Why?
- I don't know, because STAR is fun but sometimes I like to go to my house after school.
 - Yes
 - No because I didn't want to participate in star.
 - I would if I wasn't going to Rockland
 - Maybe if I get the form
 - Yes. I like it.
 - No. No.
 - Es of no because I don't know if I want to. But it is fun.
 - Yes. Because star is a very fun place to be.
 - Yes, because it is very fun!!!
 - Yes. Because it's fun.
 - Yes, because it is fun.
 - Yes. Because it is fun and you make a lot of new friends.
 - No, because I am in 8th grade and will be leaving.
 - Maybe because it depends on what's happening next time.
 - Maybe, I don't know.
 - Maybe
 - Maybe cause it is OK
 - Yes because my friends do it.
 - No, because I'm going to high school. If I was able to I might.
 - Yes, because it's fun.
 - I would because it's fun but am going in high school.
 - No. I going on to high school.
 - Yes I will – because it is really fun and it gives me something to do in the afternoon
 - I might join star again.
 - Yes, because it is fun, and I have learned a lot from my session and I love getting to try new things.
 - No, because I am going to High School next year.
 - Yes I will participate in the star program because it's fun and educational.
 - Yes. Because it is fun.
 - Maybe because it's fun.
 - Yes because it is fun.
 - Maybe I thought that this program was fun, educational, and helps kids make new friends.
 - Yes, because I enjoyed it.
 - Yes because it might be fun.
 - Yes because it's fun.
 - Maybe. I might be too busy.
- 2.) Would you recommend STAR to a friend? How would you describe the program?
- Yes, I would say: You get to go to the teen center to get to have snack, juice, play video games, foosball, air hockey, and then you go to whatever you are going to.

- No.
- No because no one likes it.
- I would recommend them to come because it is a great place to hang out.
- Yes I would say you can do what you want.
- No. because no one likes it.
- No.
- Yes and it's a fun after school program that helps you make friends for high school.
- Yes.
- Yes, I would say that they have fun activities!!!!
- Yes. You do fun things.
- Yes and fun and cool
- Yes I would. I would describe it as: fun, you get to make new friends, and it keeps you busy in a fun way after school.
- Yes, it is a free opportunity to do something that you want to do.
- Yes. It's fun to do.
- It fun.
- Yes, I would describe it as cool.
- Yes I would say it was a non-alcoholic zone
- Yes. Fun, but some weird people and boring bus rides.
- I would recommend it to a friend. I would say you come either on Mondays and Wednesday or Tuesdays and Thursdays and you pick which activity you want then on Fridays you go to they Y or teen center and do activities.
- Yes. Cool.
- Yes, fun and you learn new things.
- Yes. Exciting and a good experience.
- Yes I would and I would describe it as fun.
- I could recommend Star to my cousin _____.
- Yes, I would. I would probably say that it is a learning experience and you are allowed to try new things.
- No, because I have friends that are going to high school.
- Yes I would recommend star to a friend I would describe it as fun and educational.
- Yes
- Yes you should do star its fun.
- Yes. Fun.
- Yes. Fun.
- 1. Yes. 2. Fun.
- Yes. I would say it is fun.
- Yes it's fun, energetic and it gets you off of couch.
- Yes. I would say it's an opportunity to try new things.

3.) How can the STAR program be improved?

- It can't it's already at its best.
- It is fine.
- I don't know.
- Switch martial arts to a non Wednesday
- More choices
- Don't know
- If we could go straight to our classes.

- Cold drinks
- It doesn't need to be improved.
- They could be improved by not be treated like babies. (That's what I think)
- More activities
- It can't!
- Nothing
- More stuff
- More stuff
- More things to choose from.
- I don't know!
- More free food.
- Better snacks
- More teen center and YMCA
- Nothing
- More choices.
- Spend more time at the program and less at the teen center.
- I think the star program is the way it is
- I think that maybe the time could be a slight bit shorter, but other than that not at all
- Have ice skating program.
- By adding more snacks and more activities and not going to the high school first!
- Not really
- Have more things
- No evaluations
- No evaluations
- I don't know
- By having more STAR classes
- No way
- NO FUN FRIDAYS

4.) What did you like best about STAR?

- I like to finally get to cooking
- I got to hang out with my boyfriend
- Nothing
- Eating food
- To learn more stuff
- The activity I did.
- We get free lessons
- Everything
- Being with friends
- What I liked was the fun games
- Cooking things
- Cooking!
- Working with the COWS!!
- Getting to play tennis
- The tee-shirts
- We get a snack and it is fun
- Rock climbing
- The free food!

- The crabbie-patties
- What they offer
- COWS
- Learning new things
- It happened **3** times weekly.
- There is a wide variety of activities
- Going to Aldemere Farms
- I liked the fact that I could go out and try new things.
- I like best was meeting other people from other towns
- Basketball and teen center
- Being with friends
- You get a lot of choices
- Everything
- Fun
- Working with the cows
- Its fun.
- Running and playing
- Martial arts

5.) What new STAR activities would you sign up for if they were offered?

- Some secrets about computers
- Swimming
- Skateboarding, soccer
- Sword Wielding
- Crafts and drawing
- Soccer
- Skateboarding
- Ice skating
- I would do cooking or swimming
- Basketball **softball**
- Science classes!!!!!!!!!!
- Floor hockey
- Driving lessons
- Driving lessons
- Soccer, lacrosse and track
- Gymnastics
- Rock climbing
- Pottery
- Skydiving and extreme dodge ball
- Martial arts again
- Beginners tennis
- Soccer
- I would probably sign up for farm hands again
- There are none in particular that could be offered new, but I would probably try a few other classes on the list.
- If I was not going to high school I would do cooking
- More basketball
- Wood working

- Soccer, softball
- Soccer
- Kick boxing
- Any sports
- Golf
- Sailing
- I don't know

Appendix III: Parent Feedback

Cycle X Parent Evaluation Forms 34 Completed Evaluations

- 1.) Will your child participate in a future session of the STAR program? Why?
- Unfortunately no. _____ is graduating from 8th grade and no longer eligible
 - Yes as well as 2nd child. Opportunity to experience different activities to well round them.
 - Yes, because they love it!
 - Yes, because it's fun.
 - Yes, my child will participate because he learned a lot and really enjoys the fun things!
 - YES
 - Yes. _____ enjoys the stars program very much.
 - Yes. It is a great program for the kids.
 - Yes, because she really likes making new friends from the other schools and participating in the activities and working with the instructors.
 - Yes, it allows her to be more outgoing.
 - Yes
 - Yes she is because she has had such a great experience in the STAR program. She wishes to join the sewing program next year.
 - Yes – she learned so much and had a great time.
 - Yes, she has had a most positive experience
 - No, she is entering 9th grade. STAR not available
 - No, going into high school
 - Yes, _____ enjoyed STAR a great deal
 - Yes – convenient times right after school – good choice of offerings
 - Not sure – I hope so
 - Yes – THANKS! We are lucky to have this!
 - Yes – it is a great variety of extra-curricular activities for her to try her hand at
 - Yes. This is her second time and she enjoys going every week.
 - Yes, because it is a good program
 - Unfortunately not, he will be living in Owls Head and is going to High School
 - Yes – He loves it!
 - Yes, Enjoyed the program.
 - Yes, because it is a Good Program
 - Yes, made new friends
 - Yes. It is a nice extension of school
 - Yes, she loved Aldemere Farm!
 - Absolutely, she loves it.
 - Yes! We love the value STAR brings to our child.
 - ? May have soccer program next year but not all year
 - Yes, because he loves it.
- 2.) Would you recommend STAR to a friend? How would you describe the program?
- Yes! It's fun and you learn some great skills.
 - Yes. After school program to enrich children's lives.
 - Yes, tell them its fabulous, fun, and teaches great skills.

- Yes, good.
- I would say this is the best program that my child has ever participated in, as far as learning new things and being self sufficient
- Yes, a great after school program w/many advantages
- From my stand point I believe the stars programs staff and volunteers are very well connected to the children
- Yes – educational, structured, supported, well staffed, caring and fun.
- Yes, as an after school program that is geared to making friendships, build self esteem, working on skills, non competitive
- Yes. Gives you many options and opportunities to try new things they wouldn't necessarily have
- Yes – well organized – children first i.e. safety needs
- I would recommend star because it seems like a great program for kids to expand their minds
- Yes, a fun filled afternoon with lots of learning
- Yes – a great chance to do things you might not ordinarily do. The best bargain around!
- Yes, great program. Gives child benefit of trying new things and meeting new people.
- Definitely. My son really enjoyed the farm program at Aldemere Farm. It's a great program
- Yes. This is a great chance to meet other kids and learn new skills
- Yes – very instructive. I think it's a great opportunity that offers much variety of fitness
- Yes – it's a great program, opportunity to meet other kids – esp. 5 towns
- Yes. An after school program that students in grades 5-8 can participate in. It is for the five town area, so kids can meet new people and it is free.
- Yes, it's very well organized and supervised. They make it lots of fun.
- Yes, fun, safe, educational
- Yes, a good opportunity to do something new with a good staff.
- Yes. It is very well organized and managed. Becky has done a wonderful job overseeing it and each program has been great. My son has loved all of them from Korfbal to Drama to Basketball
- Yes. "It was very fun" It offered good opportunities to socialize and exercise.
- Yes, because it is very educational
- Yes. Interesting, fun, educational
- Yes, it is fun, social, and creative
- Yes, I think it is a great opportunity for kids to try different things.
- Yes – a fun afternoon for kids. A great way to spend their time after school.
- Yes, we already have. We describe STAR as one manifestation of why it's great to live in Maine
- Definitely. Safe, Fun, Organized
- Absolutely, Fun, Educational

3.) How can the STAR program be improved?

- Well organized. You're doing a great job.
- More variety of activities
- Fun Friday @ MRC, Rock Ral
- U.W.
- I think that improvements have been made in very good ways
- Everything goes great

- Some children I have talked to would like more availability of different events. More options in programs
- For the length to be longer (more weeks)
- Offer more art/dance/cooking of all days of the week. It is a fabulous program all the way around. Always include team building, name games, friendship building
- Leave Fridays open (no STAR)
- More than 3 people should be able to sign the child out
- I can't think of anything
- Try to offer new things or advanced, like cooking 2 or rock climbing 2
- Expand to 9th grade
- It's a great program but maybe more outdoor related programs
- Need more activities
- Fridays hectic with all participants and my child didn't enjoy them as much as smaller groups
- _____ liked going to the YMCA Fridays but didn't like going to the teen center. Other than that she enjoyed everything
- More days
- The flier could be a little clearer – I didn't understand the Friday Events
- Possibly more class offerings? Actually I think if the word got out to more kids, that the program exists and how good it is – that would be wonderful. It's a great program and I hope the funding will remain possible
- Spend less time at the teen center and more time doing activities
- Variety
- Don't know. Have recognition party on a Friday or Saturday night
- Invite or include parents in a session or two
- We are happy with the way things are
- No Fun Fridays
- We'd like to see a more diverse selection of activities
- "nothing"

4.) What are the strengths of STAR currently?

- Organized, variety of activities, mentors, enthusiastic program
- Keeps children busy and having fun while learning
- Staff, programs
- Very strong
- The activities
- That you offer a lot of different classes
- We find stars to be very helpful. Having a safe and supervised place for _____ to be is welcoming. We work long hours and your supervision is very helpful.
- Those who are involved and volunteer their time and effort to the program to make it happen
- The people who run the program and provide the instructions!
- Options and opportunities
- Caring people
- Expands kid's culture and mind
- Good teamwork, positive environment
- The people, the outreach
- Great program offerings, great staff.

- Excellent leadership, good program offerings
- Leadership and “coaches”
- Free to participants
- The variety it offers, its staff
- Several options
- The variety
- They offer a variety of fun classes from athletic to cooking, art, etc...it’s planned very well
- Helps teach kid more skills
- The staff, good programming, free, community involvement
- It is well supervised and the volunteer instructors are fantastic!
- _____ enjoyed the physical activities
- Motivation!
- Quality programs
- Low key, fun, several choices of activities
- Providing kids with some fun after school activities while teaching them some skills at the same time
- Great for their self-esteem. The kids learn and are a part of something
- The people that run the program
- See #2 (safe, fun, organized) Great people
- Lots of choices

5.) What potential activities would your child want to the STAR program for offer?

- Sailing
- Horseback riding, swimming lessons, yoga
- Nothing, its perfect
- More outdoor activities, nature walks, etc.
- More outdoor activities
- _____ is interested in lacrosse
- Rollerblading, hockey, hiking and wildlife, butterfly studies or other science topics
- I mentioned before (art, dance, cooking on all days) along with photography, math and science for girls on Monday/Wednesday. What do the kids say?
- More arts and crafts
- Sewing
- No
- Basketball, horseback riding
- Lacrosse, ice skating
- Pet programs, volunteer opportunities
- Invention classes
- Track, woodworking
- Soccer
- Hasn’t said
- The same variety, exercise
- Upper level cooking and sewing
- Softball and other athletic activities. Maybe some other arts and crafts activities or 2nd level
- Wood works
- He would love martial arts, photography, general fitness, pottery
- Volleyball

- Basketball, soccer, baseball
- Ice skating, paddle ball, bowling, pottery, archery, nature walks
- Archery, hiking, model building
- We have been happy with all the choices, there is a great variety
- Computers, woodworking
- Boating, golf, target shooting, gun safety
- Magic tricks, photo labs, robotics, computer science, taking care of animals (vet) – besides cows
- Carpentry

Other parent feedback:

[Student] really enjoyed this session. He had so much fun. After the celebration he came up to me with his new basketball and asked me if I wanted to shoot hoops. This was a huge improvement!