

STAR



Skills Training And Recognition

Cycle VIII
(September 13- October 31, 2006)

Summary

Cycle VIII offered Art, Cooking, Drama, Farm Hands, Korfball, Martial Arts, Rock Climbing, Swimming, Tennis, Yoga and Youth Fitness. This was the first cycle of STAR in the 2006-2007 school year, and most of the students were brand new to STAR! Cycle VIII served 73 students to completion with a total of 78 students attending 3 or more individual sessions.

When looking at the 73 students who completed this cycle, 75% of them showed mastery of their skills by the end of the six-week period. These students will be encouraged to challenge themselves to the next level of skill during the next cycle of STAR. All of the students were able to articulate where in the community they could continue using their skills, an important step to actually getting the students connected to pro-social activities in the community.

This cycle had the second largest group of students attend. There was an approximate 6% attrition rate throughout the cycle (5 students). The most notable thing about attendance was the individual attendance rate, all but two students attended eight or more days of STAR this cycle! This shows a great commitment to the STAR program, and probably indicates a high level of engagement and interest in the individual classes.

An important aspect of the success of the STAR program is the level of support in the community. All but one of the facilities (of which there were seven total) donated the rental use. A lot of the supplies are donated, and most of the incentives are donated or made by volunteers. And volunteers 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 chaperons, serve food and an assortment of other tasks for the celebration dinner. In reviewing this past cycle, it looks like board members donated approximately 97 hours of time and other volunteers donate approximately 75 hours of time. This adds up to 172 hours of donated time, and this is probably a very conservative number!

To review past cycles MYDAUS results can be looked at as well as the 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 any of this year's STAR attitudinal surveys will not be tabulated until the end of the school year.

Formal recommendations for future cycles of STAR came from the board Program Evaluation Work Group, in hopes of improving the program. This work group reviewed all of the data regarding Cycle VIII and made the following recommendations beyond what is already stated in this report.

Two areas of the original tested design that need to be improved are communicating to the students what skills they begin a cycle of STAR with, and bridging the students from STAR skills training to involvement in community activities and programs. The students should know what skills they have and what skills they need to be working on throughout the cycle, and should be recognized both for what they already knew as well as what they learn during the program. The STAR program has proven to reduce levels of violence, delinquency and substance abuse, and to maintain that effect over time, it is important for the students to continue with pro-social engagement in community activities.

So it is essential that ways are made available for STAR students to use their new skills in other ways in the community.

An area that needs constant work is encouraging pro-social behaviors on the bus ride to STAR activities, it is a difficult environment to manage kids in, and it has been suggested to keep the students engaged in fun activities such as games and hand puzzles, allowing greater opportunities for positive reinforcement.

Because the program coordinator depends so heavily on the feedback from outside observers of the STAR program, it is essential to get those observation forms turned in quickly. One suggestion is to give the observers an envelope to seal the observation form in to turn it in with the site's support staff member.

To make the STAR program the best it can be, it is necessary to get the instructors on board. It has been recommended to ask the staff how they can make the program move from "good" to "great!" By mid-cycle, instructors should have settled into the class dynamics and the skill material and can begin really engaging the students and making the program exciting, educational, and memorable. Another way to make the program more effective is the suggestion to use some sort of "STAR Note" to recognize the students who chose to spend some of the down time before the program starts to do homework. This note would be sent home to the parents for recognition.

Students who have done STAR and choose not to return to do more cycles are of interest to us. Those students should be surveyed to determine if there was a programmatic reason for not coming back or something else. Plus, it would be good information to have if those students have in anyway gone on to use the skills they learned in STAR.

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 5th-8th 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 and classes held 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 the PBYMCA to participate in activities such as swimming, rock-climbing, and "open gym" activities. 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 5th and 6th 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 5th, 6th as well as 7th 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 5th, 6th and 7th 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).

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 83.3% in 2002 to 55.8% in 2008 and to 25% by 2010.
2. After multiple STAR cycles, participants will show positive changes on the attitudinal constructs measured by SDRG.
3. 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.
4. 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 are:

5. For 25% of students in grades 5, 6, 7 and 8 to receive STAR programming
6. Two hours of STAR programming will be provided to at least 100 students in grades 5, 6, 7 and 8 three days per week for three, six-week cycles.

Cycle Eight Evaluation

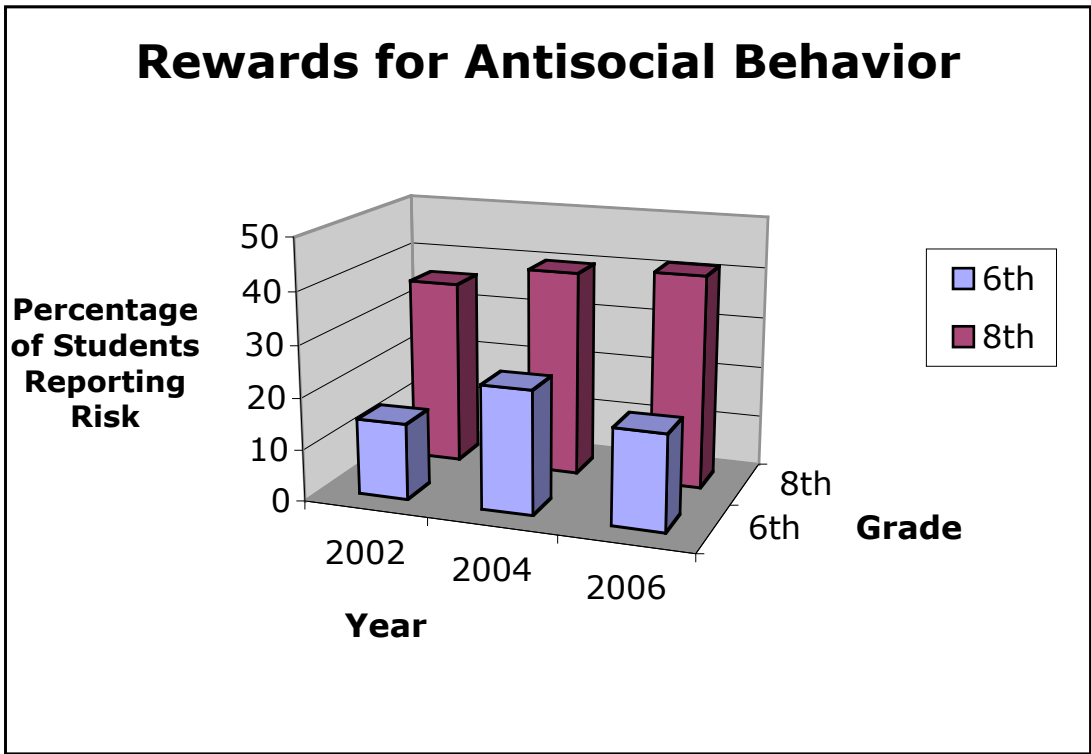
Goal One: Risk Factor Reduction & Protective Factor Increase

The original goal 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%. 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).

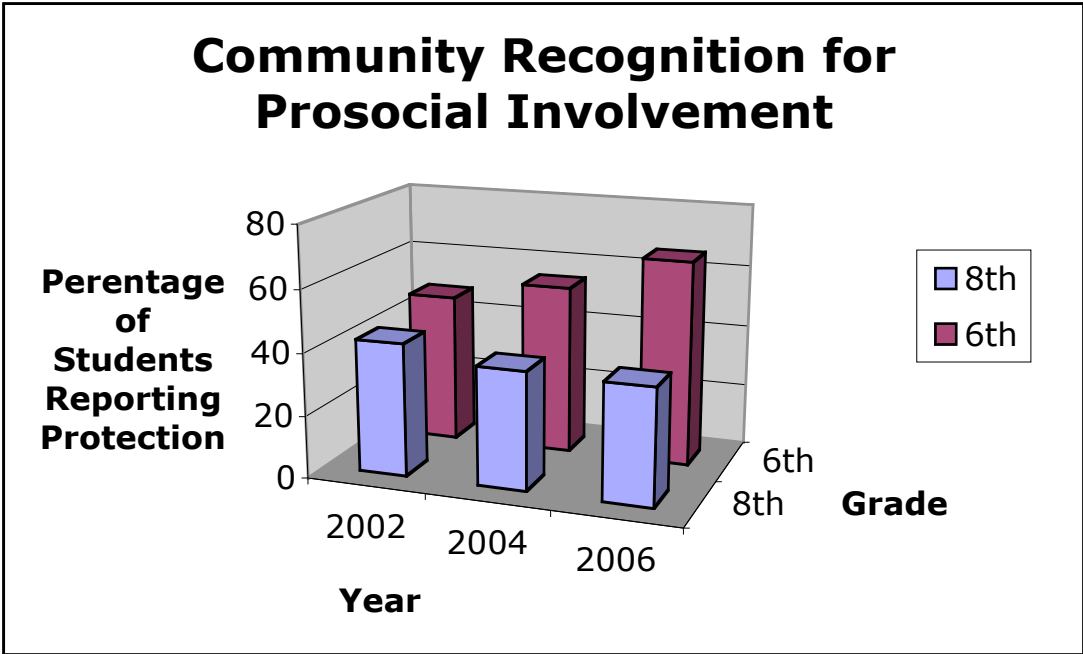
Grade six data is more encouraging. The number of grade six students reporting risk shifted from 14.7% in 2002 to 23.8% in 2004, but the report of risk began to drop, measured at 18.4% in 2006.

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; the STAR program could have been already having this positive effect on 6th and 8th grade students. As shown on the chart below, the percentage of students reporting this protection has gone up over time (Please note: for visibility 6th and 8th grade positions on the chart have been switched from the chart above).

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. The only two scales that showed statistically significant changes were "Hours involved in extracurricular activities," which increased, and "Positive attitudes towards Alcohol," which decreased. These are both attitudinal changes that we were hoping for.

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." The complete report is included in the Appendix. Anecdotally speaking, the feedback from members of the community has been positive. Included in the Appendix is the feedback from parents attending Cycle VIII's celebration dinner.

The survey was initially geared to measure the risk factor *friends who engage in problem behaviors*, but beginning Cycle VI the survey was broadened to also measure *community recognition for pro-social involvement*.

Goal Three: Using skill in the Community

Part of the idea behind the STAR program is to engage 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's wonderful to have the students continue coming back to STAR, it's also celebrated when the individual students have moved on to 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. This request was successfully integrated into the program. Every student who completed this cycle of STAR were able to articulate where in the community they could continue using their new skills. The next step to increase the effectiveness of the STAR program is bridging the STAR program with other community programs/organizations to keep the students engaged in pro-social activities and actively involved in the community.

Goal Four: Skill Attainment

The goal is to have students show increased proficiency in the skill area where they are receiving instruction. Students in Cycle VIII were offered the following instruction programs: Art, Cooking, Drama, Farm Hands, Korfball, Martial Arts, Rock Climbing, Swimming, Tennis, Yoga and Youth Fitness. All students who completed this cycle of STAR and took the post-test were able to demonstrate increased proficiency in the skill area.

Not all students developed enough proficiency to move to the next level in the program. 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:

Figure 3

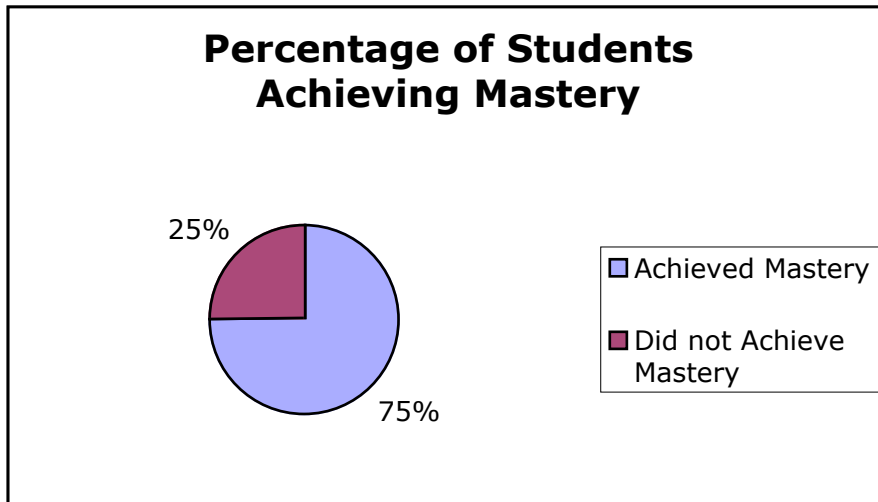
Skill Area	# Students Achieving Mastery	# Students not Achieving Mastery	Percentage of Students Achieving Mastery	Percentage of Students Attending 8+ Sessions	Percentage of Students attending 8+ Sessions and Achieving Mastery
Art	2	2	50%	100%	50%
Cooking	8	1	89%	100%	89%
Drama	7	2	78%	89%	100%
Farm Hands Lev. I	6	0	100%	100%	100%
Farm Hands Lev. II	0	1	0%	100%	0%
Korfball	6	2	75%	100%	75%
Martial Arts	8	0	100%	100%	100%
Rock Climbing I	5	0	100%	100%	100%
Rock Climbing II	0	3	0%	100%	0%
Swimming Multi Lev.	6	0	100%	83%	100%
Tennis	4	4	50%	100%	50%
Yoga	0	3	0%	100%	0%
Youth Fitness	3	0	100%	100%	100%
Total	55	18	75%	97%	75%

There were 73 attendees to complete Cycle VIII of the STAR program. The above chart shows that 75% of the attendees achieved mastery in their instruction areas. The remaining 18 attendees took the post-test, but did not show sufficient skill proficiency to move up a level in their skill area

This is the first cycle we have run the Art and Rock Climbing II classes with these particular sets of skills, so a discussion with the instructors to assess what can be altered to make the skill set fit a six-week class period should take place. There has been discussion and alterations made to the Tennis and Yoga class curriculums, and this discussion needs to continue to keep the skill lists achievable.

The total breakdown of students who did and did not achieve mastery in their skill area is show in the chart below:

Figure 4



Goal Five: Reaching the student population

The goal of providing STAR programming to 25% of the 5th, 6th, 7th and 8th 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 VIII provided programming to 78 unique individuals.

Below is a chart of 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 5

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

Total Students	654
Cycle VII	78
Total % of School Students in Cycle VII	12%

At the completion of Cycle VIII, 48% of the target population has been served (78 of the 164 hoped for by the end of the school year). When the population is broken down by grade and by school, it becomes clear what populations STAR has successfully appealed to. Fifth grade students definitely dominated the enrollment and have already surpassed 25% of their population for participation in STAR, where-as only 4% of the eighth grade population has attended STAR. The general trend of decreased participation as students mature is to be expected to some extent. The above chart also shows that Lincolnville Central School and Hope Elementary School had higher participation rates during this cycle. Camden-Rockport Middle School students' participation is below the average for the entire population, but it has been suggested in the past to expect lower turnout because of the number of after-school programs and facilities already available in the Camden-Rockport area.

The eighth grade students are of particular interest because they are the group that participated in the original pilot cycle of STAR. This group of students have been with the STAR program the longest, and would potentially have been impacted the greatest by STAR programming. Only 4% of the eighth grade population has attended STAR this school year, this equates to 6 individual students. It is becoming clear that STAR is really not appealing to the seventh and eighth grade students in its present form. As has been suggested in the past, special programming needs to be made available exclusively to the seventh and eighth graders in hopes of keeping those students participating.

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, and 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, as two days of instruction and one day of joint recreation at the YMCA on Fridays.

Cycle VIII of STAR began on September 13th and ended on October 31st. Twelve class sessions and 6 Fun Fridays were available for this cycle of STAR. Students were offered instruction on Mondays and Wednesdays in: Korfball, Martial Arts, Rock Climbing, Swimming and Youth Fitness. Students were offered instruction on Tuesdays and Thursdays in: Art, Cooking, Drama, Tennis, and Yoga as well as a program called Farm Hands at Aldermere Farm.

The total number of students who registered for STAR numbered 98, with 78 of those students attending at least 3 sessions and 73 students completing the entire cycle. This is still below the goal of 100 participants per cycle, but the registration number is almost right on the mark and it is also the second largest group of students actually attending a cycle of STAR.

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

Recruitment was done by sending home registration packets with all 5th, 6th, 7th, and 8th graders from Appleton Village School, Camden-Rockport Middle School, Hope Elementary School and Lincolnville Central School. The STAR program coordinator met with all 5th-8th grade students at the Appleton Village School, the Hope Elementary School, and the Camden-Rockport Middle School, presenting information about the STAR program and how to register. Information also went out in the first newsletter at the Lincolnville Central School. Word of mouth from the past seven successful cycles of STAR is considered an important piece of recruitment.

Cycle VIII had enrollment from 8 Appleton Village School students, 41 Camden-Rockport Middle School students, 12 Hope Elementary School students, 17 Lincolnville Central School students (see Figure 6 below). The gender make-up of the student registrants was 67% female and 33% male (see Figure 7 below). When looking at how many students from each grade registered for Cycle VII, it's clear that fifth graders are the most participatory (see Figure 8 below).

Figure 6

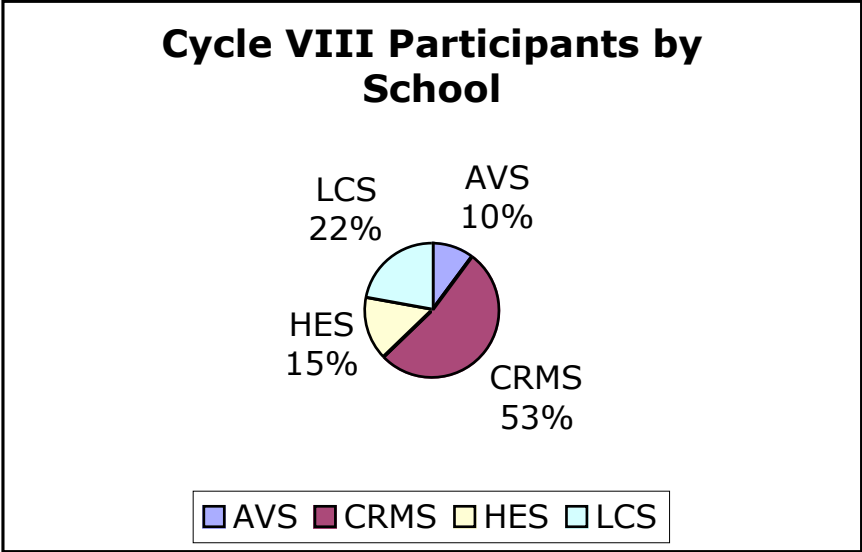


Figure 7

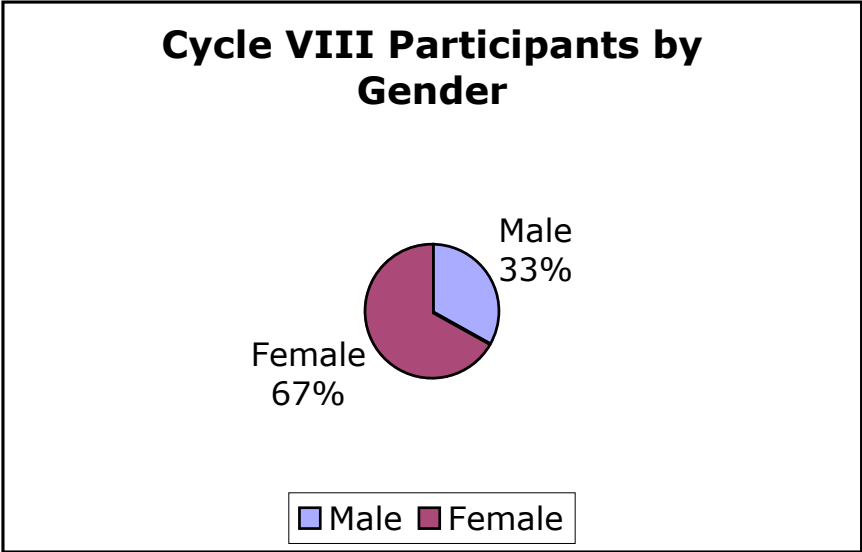
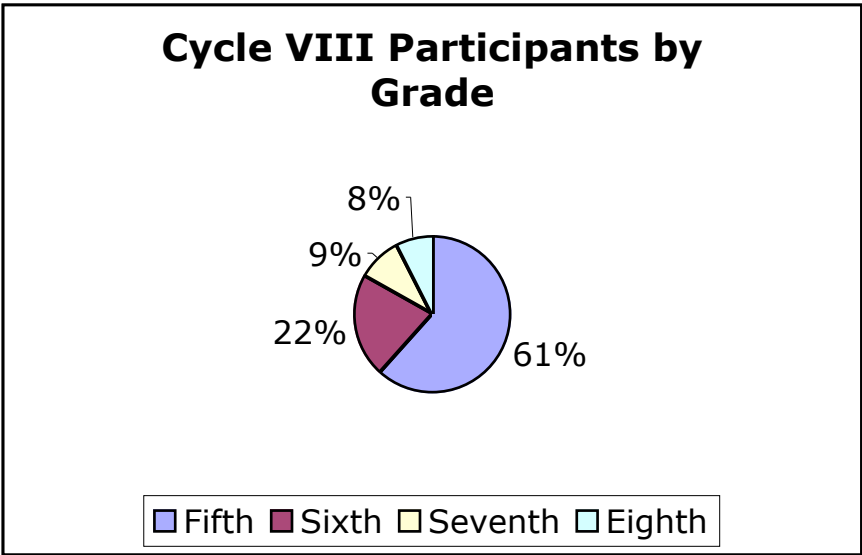


Figure 8



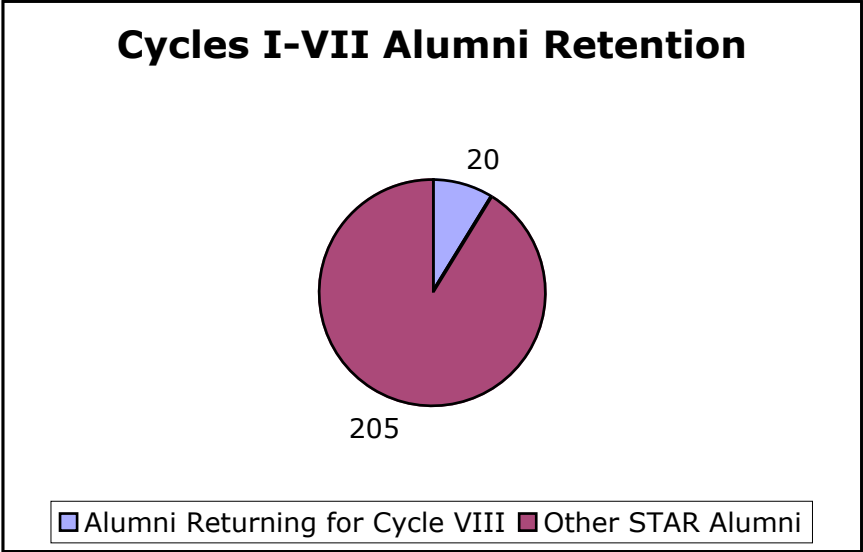
Retention

Retention is looked at in two different ways. First is the number of students who sign up for STAR compared to the number of students completing the program. 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), that too is celebrated.

Of the 98 students signing up for Cycle VIII, 78 students came to at least three sessions, and 73 completed the program. So, 17 students never even attended one day of STAR, three students attended only one day of the STAR program, and 5 students withdrew sometime during the cycle. Of the 73 students who completed Cycle VIII of STAR, 71 students, or 97% completed eight or more sessions.

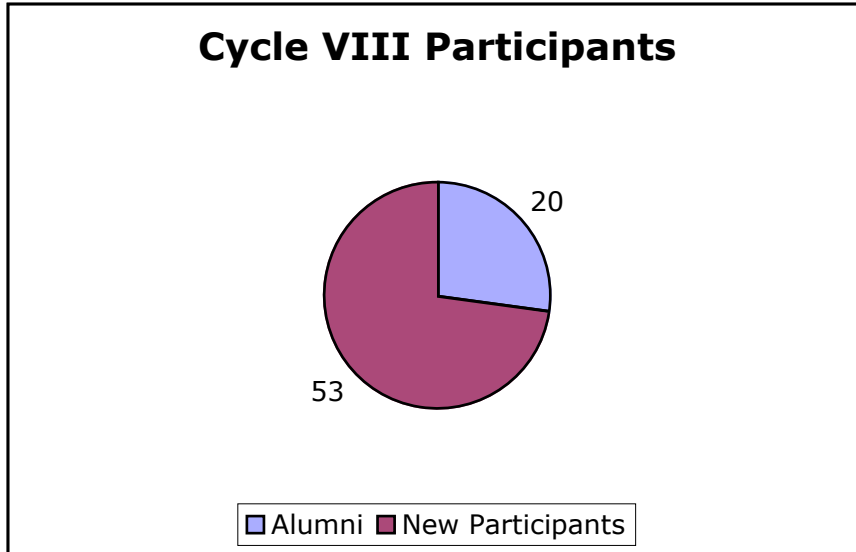
Twenty of the 73 Cycle I-VII participants returned to register for Cycle VIII. This represents 10% of the Cycles I-VII alumni. See Chart below.

Figure 9



With 20 of the 73 registrants in Cycle VIII having participated in previous STAR cycles, 27 % of those participating in Cycle VIII were alumni. There was a similar initial recruitment of new students during the first cycle of STAR in last year's school year as well. As the school year progressed, the percentage of new participants decreased, it's predicted that this pattern will continue during the 2006-07 school year.

Figure 10



Further Comments

Friday Attendance

The STAR program was designed to include one day per week ("Fun Friday") where students from all four sending schools were combined and allowed the opportunity 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 9th grade year. It was also hoped that this unstructured time would prove to be an incentive to participants. During Cycle VIII, STAR participants went to the YMCA, and also went to the Teen Center and Aldermere Farm for Fun Friday activities.

In past cycles of STAR, each school roughly represented its population in attendance to Fun Fridays. Which is to say, that 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, Camden-Rockport Middle School made up 51% of the overall Cycle VII student population (those completing the cycle), and about 52% of Camden-Rockport students attended at least one Fun Friday. During Cycle VIII, this was also the case, with the exception of Lincolnville students. There was a distinctly lower turn-out for Lincolnville students to Fun Fridays, their overall population in Cycle VIII of STAR was 22%, but their population at Fun Friday was about 16%. Several students from Lincolnville chose not to participate in Fun Fridays at all.

When looking at how many Fun Fridays students from each school could potentially attend, Appleton Village School had the highest attendance rate of 69%. Following is Hope Elementary School at 65%, Camden Rockport Middle School with an attendance rate of 58% and Lincolnville Central School with a rate of 42% attendance for Fun Fridays. When looking at the overall attendance rates of only those students who participated in at least one Fun Friday (as some students choose beforehand never to come to Fun Fridays), the numbers are quite different, as can be seen in the chart below (second purple column). Hope Elementary School has the highest attendance rate for Fun Fridays. It would seem that those who chose to participate may very well participate a lot, including Lincolnville Central School students who had a low attendance rates for Fun Fridays (attending at least one Fun Friday).

Figure 11

School	# Attend at least 1 Fun Friday (# students from that school)	# Fun Fridays attended	Percentage attending at least 1 Fun Friday	% of Total population to attend at least 1 Fun Friday (% of Total Population)	Percentage of potential Fun Fridays attended	% of fun fridays attended by those who attended at least 1 F.F.
AVS	8 (8)	33	100%	14% (11%)	69%	69%
CRMS	29 (37)	129	78%	52% (51%)	58%	74%
HES	10 (12)	47	83%	18% (16%)	65%	78%
LCS	9 (16)	40	56%	16% (22%)	42%	74%
Total	56 (73)	249				

Parent Feedback

In addition to the attitudinal surveys given to participants, feedback was solicited from parents at the end of program dinner and award celebration. This feedback is included in the Appendix of this report.

Program Costs

Cycle VIII of STAR finished out with a cost of approximately \$320 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.

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.

Students are showing almost universal ability to articulate where in the community to use their new skills, an important step to connecting these students to pro-social involvement. Students are also showing good levels of mastery.

Recruitment will continue to be a huge piece of the next cycle. Last school year the enrollment went down during the winter cycle, possibly because there was little to no active recruitment beyond the registration packet. The other concern is making programming that will appeal to seventh and eighth grade students available, and this can look like special offerings just for them, and also making increasingly difficult levels of skills training available to those who continue with the STAR program could encourage longer-term interest.

Cycle VIII did not provide programming to 100 students, but 78 students did receive at least some STAR programming, after we received 98 registrations for this cycle. The ways to get more students involved may be a longer registration period, more offerings that tend to be popular (Tennis, Farm Hands, Rock Climbing, Korfball), increased skill level offerings, or special offerings to encourage the students that otherwise would not register.

STAR Cycle VIII Appendix

Appendix I: Cycle VIII Parent Feedback

1. Will your child participate in a future session of the STAR program? Why?

- Yes. The STAR program is very inviting and well organized.
- Yes, she loves it.
- Yes, because she really enjoys the program
- Yes! He asked to participate as soon as the last session finished.
- Yes, very beneficial.
- "I don't know." Response from student. Maybe Farm Hands.
- Definitely! He enjoyed the program greatly and learned a lot!
- Yes, they really enjoy it.
- Yes, he enjoys the program, and learning opportunity
- Yes, it was a positive experience.
- Yes! Thoroughly enjoyed.
- Yes.
- Very possible.
- Yes, she loved it!
- Yes, it is a wonderful experience!
- Yes, my child enjoyed the swimming lessons and looks forward to trying others.
- Maybe, it was fun.
- Yes, social interactions and very much enjoys.
- Yes, the program is wonderful. Our daughter has not missed a session yet!
- Yes, she loved it.
- Yes, he has enjoyed the past few sessions.
- Yes, Good exercise and she likes it.
- Probably not. Homework in the 6th grade has been abundant and she couldn't do both.
- Yes-he loved it! He looked forward to it so much and wishes it continued all year!
- Yes. She enjoyed it very much.
- Yes-for aldermere farm-great experience.
- Yes. She enjoys the different activities.
- Yes, she would participate in future STAR. Enjoys the activities.
- Yes. She had a lot of fun it was good for her.
- Yes, the STAR program is an excellent opportunity for [STUDENT] to do programs I wouldn't be able to afford.
- Yes, it is a great opportunity to learn skills and meet other kids.
- Yes, he really enjoyed the program and teachers.
- Yes. He really enjoyed it.
- Yes, Because I think it is a great program for kids and it offers a variety of functions for them to learn new skills.
- Yes, she greatly enjoyed it.
- Yes, because it is fun.
- Yes-It's great!
- Yes.
- Yes, He had a great time.

- Yes, she saw other programs and spoke with students in other programs that she would be interested.
- He may come January as he really had a lot of fun!
- Yes. Introduction to new challenges and creativity, allows them to discover a new talent.
- Yes, because of the enjoyment and ties that she made.
- Yes, she really enjoyed having an after school program.
- Yes. She enjoyed program and doesn't want it to end.

2. Would you recommend STAR to a friend? How would you describe the program?

- Yes. A program to help to involve kids in their community, and explore many activities. I also would add that it is very easy to participate.
- Yes, a great place to meet new kids and a place to learn new skills.
- Yes.
- Yes! It's a wonderful and enriching experience.
- Yes- Educational programming in a safe environment.
- Yes. But takes up a big chunk of time especially with homework-kids are tired.
- Yes- the program is very well-thought out & organized & the kids get so much out of it.
- Yes, absolutely, it is a wonderful program for these kids.
- Yes, a safe fun environment.
- Yes, it is mentoring, strong program
- Yes! Well organized, heart felt commitment
- Yes.
- Yes. A good special –interest after school activity.
- Great.
- Yes, it was a great time and provided much needed positive feedback.
- Yes, very organized and everyone is very friendly.
- Yes. It is fun.
- Yes- structured, organized, supervised after school fun.
- Yes, the best after school program available for students not heavily involved in school sports.
- Yes, fun, interest and personality
- Yes, an enjoyable enrichment program stressing the making of good decisions
- Yes. Friendly, fun stress free.
- A great way to learn something new and meet people of five towns network
- Absolutely! It seemed very well organized and the instructor for korfbal was exceptional.
- Yes. A great opportunity for kids to experience new things.
- Yes- for farm program-I don't have experience of the other programs.
- Yes. It's a great opportunity to learn new things and meet new friends.
- Yes.
- Yes. Exciting fun and you learn a lot.
- Yes, excellent program for child enrichment.
- Yes- the program is an opportunity to make fun choices about what you'd like to do after school.
- Yes because it's a way for them to be able to try different sports and activities that are interested in.
- Yes. There are many different activities for children to be involved in a fun and safe way!
- Yes.
- Good extracurricular activities so yes I would recommend it.
- Yes. Fun and enriching.
- Yes, and excellent way for kids to "test" their interests.

- Yes.
- Yes. It is a chance to have a unique experience and meet other kids.
- Yes. Interesting programs with engaging instructors.
- Yes I would. My son had a lot of fun socializing and hanging out at the teen center. However, he felt like the time rock climbing was limited.
- Yes.
- Yes I would recommend this program. I found it to be a responsive program to keep the focus on the children with great support and mentoring while also inviting the parents into the “conversation.”
- Yes because it is an after noon program that is crucial to pre-teens.
- Yes. Gives child new opportunity to try something new and interact with kids from other schools.

3. **How can the STAR program be improved?**

- More farm, agriculture and ocean based activities
- More programs
- Bring back horseback riding
- No clue.
- Keep offering a great variety of programs
- Acting-more hands on, i.e. make-up not pictures of it, costumes not pictures of it.
- It could only improve with more programs that add more diversity (i.e. gardening)
- Can’t think of anything.
- Expand age ranges.
- Include high schoolers?
- You could have more choices
- Mentoring with older students.
- More programs?
- Instructors can donate their time to put funds into more programs
- Please add more outdoor programs.
- It could have more options
- Snack around 4-4:30pm.
- The program as it exists now would not improve much more. I would like to see it expand into the high school age group.
- Less down time at teen center.
- The t-shirts are nice but I’d rather see money go to something more useful-my daughters draw is overflowing with unworn shirts. Maybe they should all be collected and made into a rag rug or a quilt and then raffled off!
- Don’t make students line up to go places in formation in front of the whole school CRMS.
- If anything-the young people who “watch over the kids,” could take more ownership and be more aware of the kids whereabouts, but in wasn’t too bad. And...Becky Meinersmann was just great! Always got back to me with questions, etc.
- I would have liked my child to get her first choice-Farm Hands. It seemed as if there was not enough space in that program, maybe offer it twice?
- Better bus supervision. My daughter rode the bus with a child (boy) who talked a lot about “older” topics- mature language that made my daughter very uncomfortable.
- I think the STAR program is great.
- Longer sessions, longer runs.
- 5 days a week

- If it were possible to lessen the wait time at the school, it would allow more time for the activities.
- If more children can join the program because they fill up fast and they don't always get into their first choice.
- In don't have an input here as it is my first year having my child participate.
- Longer runs.
- More activities.
- It can be offered year round.
- I'm not sure how the wait before works, but from my daughter, I understand that they're weren't too many options at the teen center because there weren't quite old enough to be there.
- Perhaps more time devoted to the activities the children choose.
- Continue to be offered more/Interface with more parents to help to support the program especially with the outlying schools. A safe bus driver!
- I think the program is fine.
- Longer running.

4. What are the strengths of STAR currently?

- Well organized and full of enthusiastic participants.
- Self-esteem for the kids, my daughter loves karate. Both the child care and Karate has taught my daughter patience and discipline.
- Staff
- Hey, it kept my kid interested...that's saying a lot.
- STAR offers a great variety to interest all students. Provides social interaction.
- Well supervised and follow up great. Good variety, friendships, young helpers are so up beat and helpful.
- The teachers are great!
- It's a great after school program. It teaches kids teamwork, honesty, integrity, etc...
- Positive reinforcement through learning in activities
- Organization is excellent. Snaps to Daleen.
- Children come together learn/have fun!
- Transportation
- Small group size, community involvement, physical activity
- Great adults
- The instructors, the CTC volunteers and the support of parents and the community
- You offer many different programs
- Good schedule/activities. Good Staff.
- A great way to introduce kids to new activities that they may normally wouldn't be exposed to. Good after school program which keeps kids out of trouble.
- 1)lots of choice, 2) availability of homework help
- Helping to develop good citizenship
- Good quality classes
- Children get to meet new people and do things by "choice"
- Very well organized program-scheduling and making sure the kids get to where they need to go on time-was done very well.
- Great community involvement. It gets kids from the 5 towns together.
- Available to all students. Aldermere Farm.
- Variety, friendly people.
- Social skills and responsibility.
- Great for kids and it kept them busy.

- Excellent choices of activities.
- Great choices, great instructors, child care directly after school, bus pick up.
- I like how the busses pick them up and drop off and the teachers and coaches are very good to the children.
- Involvement with their peers and the variety of activities.
- It allows kids from different schools and backgrounds to come together in a place of similar interest.
- She has learned some discipline and patience.
- Building Confidence.
- The level of organization and attention to detail.
- Learning to do other stuff.
- Variety of programs. The fact that it brings together kids from different schools.
- The art instructor (and probably all the instructors) seemed very interested in each student.
- Providing a nice social gathering/opportunity. And really committed and enthusiastic adults leading the activities.
- Seems greatly strong. My child is more connected with adult mentors and other children even from other schools. And really feels good about her participation.
- Self Esteem.
- Very convenient for parents like myself that work full time jobs

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

- Hip hop, any dance
- Discussion type group for pre-tee girls. Nature group.
- Horse back riding.
- Formula 1 School.. Rally racing school. Sky diving and/or how to pick up girls.
- First Aid, baby-sitting
- Ultimate Frisbee
- See above-also skiing and other more divers sports
- Guitar lessons, snow boarding, skiing
- Archery
- Horseback riding
- Tennis, ice skating
- Fencing, driving (go karts/), music and dance, contra dance
- Gymnastics, tennis
- Bocce ball, kayaking (Josh Perry)
- Kayaking, outdoor programs
- To teach how to play a instrument
- Self defense, boating, hiking
- Cooking, tennis
- Photography, computer graphics
- I'd like to see community projects classes. Also, ice-skating, board games, chess, also ping pong, pottery
- Modern theatre dance
- Drama, Aldermere Farm, and who know..(he already did kofball and loved!)
- More sports, arts, tennis, pottery, belly dance
- It would be nice to offer kids more programs that are in the community-almost like work study programs @ MRC, YMCA, Conservation etc. Great Program!
- Pottery Knitting
- Archery

- Archery, fencing, golf
- Indoor baseball, soccer
- Baseball, soccer
- Hiking, team sports, crafts
- I wish it would be offered to 2nd and 3rd graders for some programs. I would like to see programs with hip hop dancing
- She likes what you currently offer.
- Higher level horse back riding
- Tennis (again) Watercolors.
- Sewing
- Pet care/training, boxing, cycling, jousting
- Not sure...the offerings were great!
- Horse management
- Cooking/drama/mediation/this is being taught in some schools in Massachusetts for these age students.
- Soccer program

Other Notes:

- Thank you for giving our community this attention/ Thank you for all the volunteers, especially those bus riders. Thank you for seeing the need to keep our communities together for the future of our children and for believing in them. Also I had no idea how great this program would be for [student].

**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 <i>(Range: 1-6, higher is better)</i>	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 <i>(Range: 1-6, higher is better)</i>	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 <i>(Range: 1-4, higher is better)</i>	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 <i>(Range: 1-5, lower is better)</i>	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 <i>(Range: 1-5, higher is better)</i>	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 <i>(Range: 1-4, lower is better)</i>	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.