

STAR



Skills Training And Recognition

Cycle IX

(January 23<sup>rd</sup> – March 15<sup>th</sup>, 2007)

## **Summary**

Cycle IX offered Cooking, Community Service, Digital Storytelling, Drama II, Farm Hands, Martial Arts, Sewing, Tennis, and Youth Fitness. This was the second cycle of STAR in the 2006-2007 school year. Cycle IX served 52 students to completion with a total of 59 students attending 3 or more individual sessions.

When looking at the 52 students who completed this cycle, 85% 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 but one 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.

There was an approximate 12% attrition rate throughout the cycle (7 students). There was also a much lower attendance rate, which along with the attrition rate can be greatly contributed to the amount of illness by the students.

An important aspect of the success of the STAR program is the level of support in the community. All of the facilities 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.

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.

## **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 5<sup>th</sup>-8<sup>th</sup> 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 5<sup>th</sup> and 6<sup>th</sup> 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 5<sup>th</sup>, 6<sup>th</sup> as well as 7<sup>th</sup> 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 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> 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).

## **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**

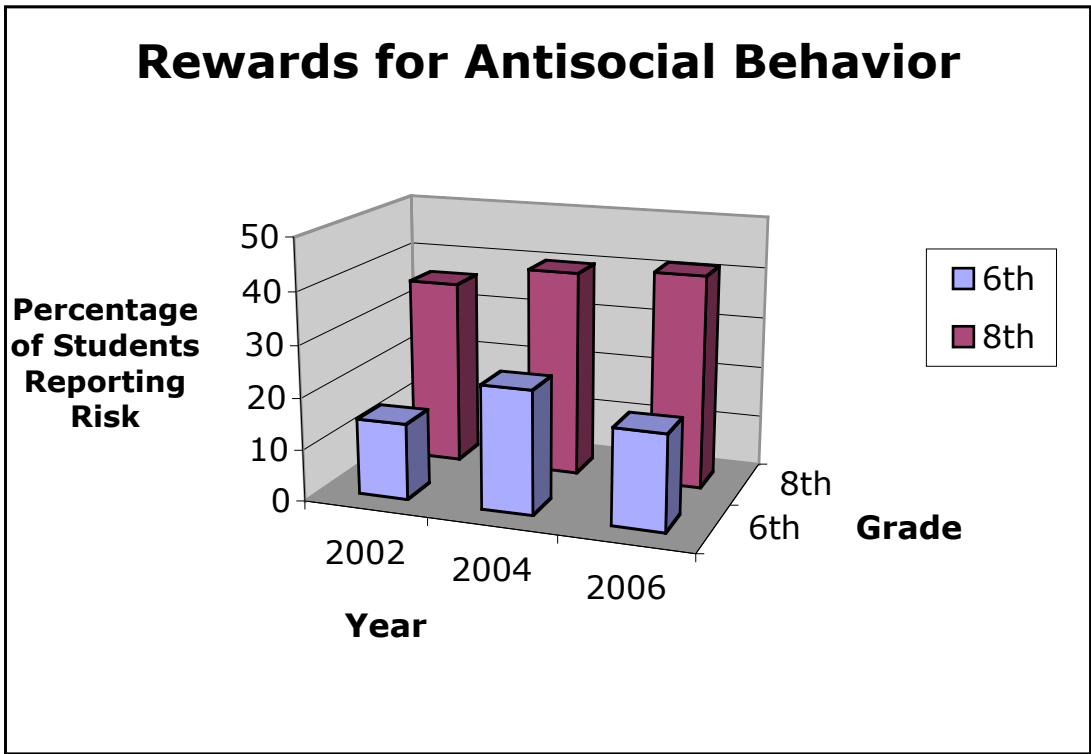
### **Goal One: Risk Factor Reduction & Protective Factor Increase**

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).

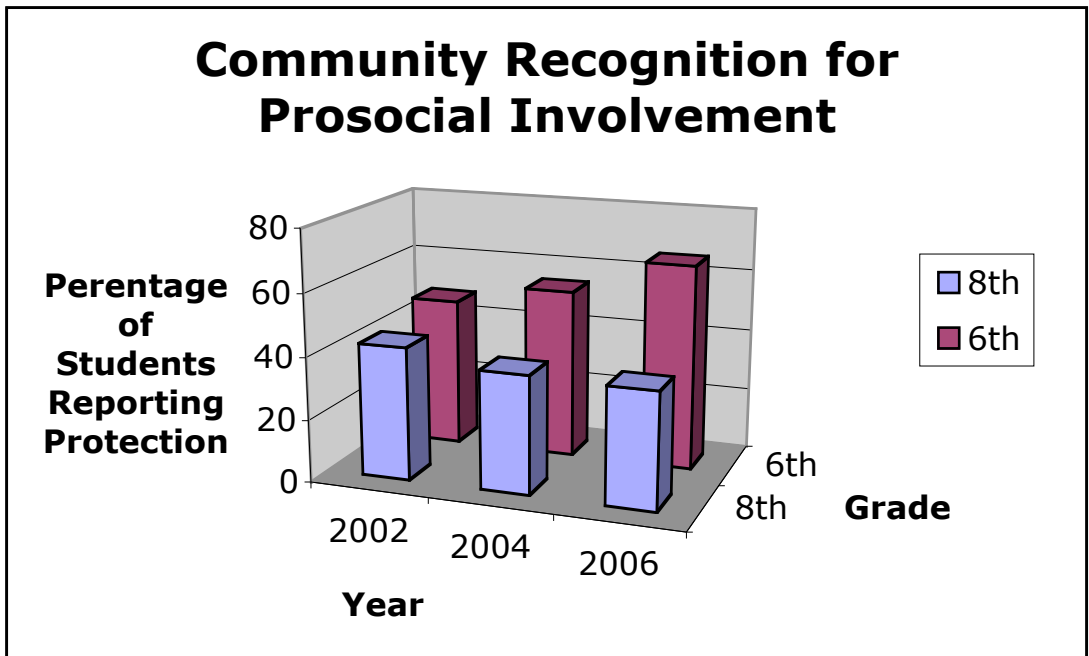
Grade six data is more encouraging. The number of grade six students reporting risk shifted from 14.7% in 2002 to 23.8% in 2004, but the report of risk began to drop, measured at 18.4% in 2006.

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 6<sup>th</sup> and 8<sup>th</sup> grade students. As shown on the chart below, the percentage of students reporting this protection has gone up over time (Please note: for visibility 6<sup>th</sup> and 8<sup>th</sup> 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 IX's celebration dinner.

## **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'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. Every student, with the exception of one, 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 IX were offered the following instruction programs: Cooking, Community Service, Digital Storytelling, Drama II, Farm Hands, Martial Arts I-II, Sewing, Tennis, 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

<b>Class</b>	<b>Total # of Students</b>	<b># of Students who achieved mastery</b>	<b>Number of Students not achieving Mastery</b>	<b>Percentage of Students who achieved Mastery</b>	<b>Percentage of Students attending 8+ sessions</b>
Cooking	4	2	2	50%	100%
Community Service	3	3	0	100%	100%
Digital Storytelling	3	3	0	100%	100%
Drama II	7	6	1	86%	86%
Farm Hands	7	6	1	86%	86%
Martial Arts I	10	9	1	90%	90%
Martial Arts II	3	3	0	100%	100%
Sewing	2	2	0	100%	100%
Tennis	7	5	2	71%	57%
Youth Fitness	6	5	1	83%	100%
<b>TOTAL</b>	<b>52</b>	<b>44</b>	<b>8</b>	<b>85%</b>	<b>88%</b>

There were 52 attendees to complete Cycle IX of the STAR program. The above chart shows that 85% of the attendees achieved mastery in their instruction areas. The remaining 8 attendees took the post-test, but did not show sufficient skill proficiency to move up a level in their skill area. Half of those students struggled to learn all of the material because they did not attend at least 8 sessions.

### Goal Five: Reaching the student population

The goal of providing STAR programming to 25% of the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 IX provided programming to 54 unique individuals, but only 15 of those students were new to STAR this year.

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	Cycle IX	Percentage of grade attending
Fifth	108	22	13	18	161	40	48	11	37%
Sixth	98	23	15	13	149	37	17	5	15%
Seventh	110	25	23	16	174	44	7	5	7%

Eighth	110	25	12	23	170	43	6	4	6%
Total by school	426	95	63	70					
25%= STAR Goal	107	24	16	17		Total Students	654		
Cycle VIII	41	17	8	12		Cycle VIII & IX	117		
Cycle IX	11	5	5	6		Total % of School Students in Cycle VIII & IX	18%		
Percentage of School attending	12%	23%	21%	26%					

At the completion of Cycle IX, 71% of the target population has been served (117 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 6% 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 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 6% of the eighth grade population has attended STAR this school year, this equates to 11 individual students. It is becoming clear 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 needs to be created to really appeal to 7<sup>th</sup> and 8<sup>th</sup> grade students, this was attempted with the digital storytelling and community service classes. They both ran with almost exclusively 7<sup>th</sup> and 8<sup>th</sup> grade students, but all of those students were already going to STAR. Two new students did try the digital storytelling class, but they chose not to return after the first day. There were eight individual 7<sup>th</sup> and 8<sup>th</sup> grade students who participated for the first time this school year, but who have participated in past school years.

### **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 January 23<sup>rd</sup> and ran to March 15<sup>th</sup>. Twelve class sessions and 5 Fun Fridays were available for this cycle of STAR. Students were offered instruction on Mondays and Wednesdays in: Drama II, Martial Arts and Youth Fitness. Students were offered instruction on Tuesdays and Thursdays in: Cooking, Community Service, Digital Storytelling, Sewing, Tennis, and as well as a program called Farm Hands at Aldermere Farm.

The total number of students who registered for STAR numbered 68, with 59 of those students attending at least 3 sessions and 52 students completing the entire cycle.

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 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders from Appleton Village School, Camden-Rockport Middle School, Hope Elementary School and Lincolnville Central School. The STAR program coordinator met with all 5<sup>th</sup>-8<sup>th</sup> grade students at the Appleton Village School, the Hope Elementary School, and the Camden-Rockport Middle School as well as all 6<sup>th</sup>-8<sup>th</sup> grade students at Lincolnville Central School, presenting information about the STAR program and how to register. Information also went out in newsletters at the Camden-Rockport Middle School and Lincolnville Central School. Word of mouth from the past eight successful cycles of STAR is considered an important piece of recruitment.

Cycle IX had enrollment from 7 Appleton Village School students, 32 Camden-Rockport Middle School students, 11 Hope Elementary School students, 9 Lincolnville Central School students (see Figure 6 below). The gender make-up of the student registrants was 56% female and 44% male (see Figure 7 below). When looking at how many students from each grade participated for Cycle IX, it's clear that fifth graders are the most participatory (see Figure 8 below).

Figure 6

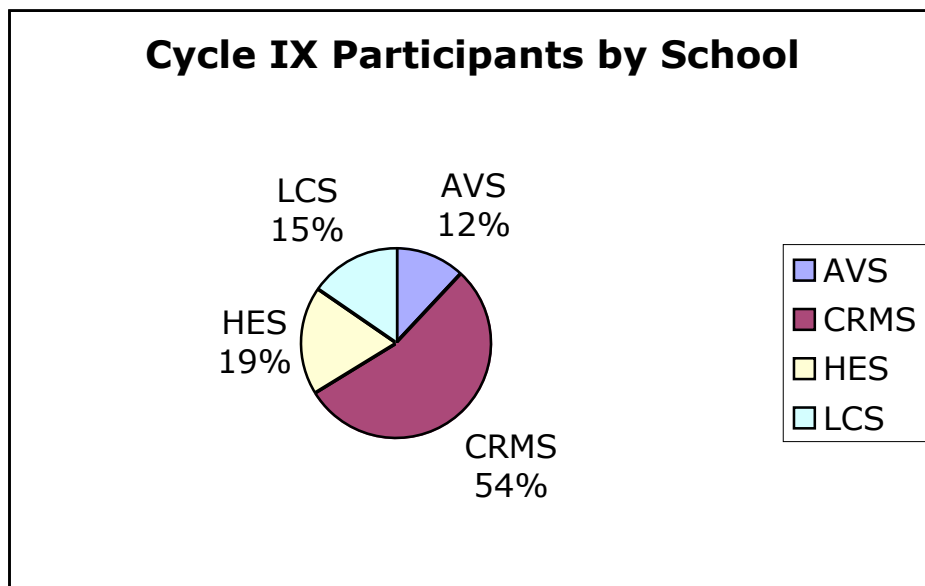


Figure 7

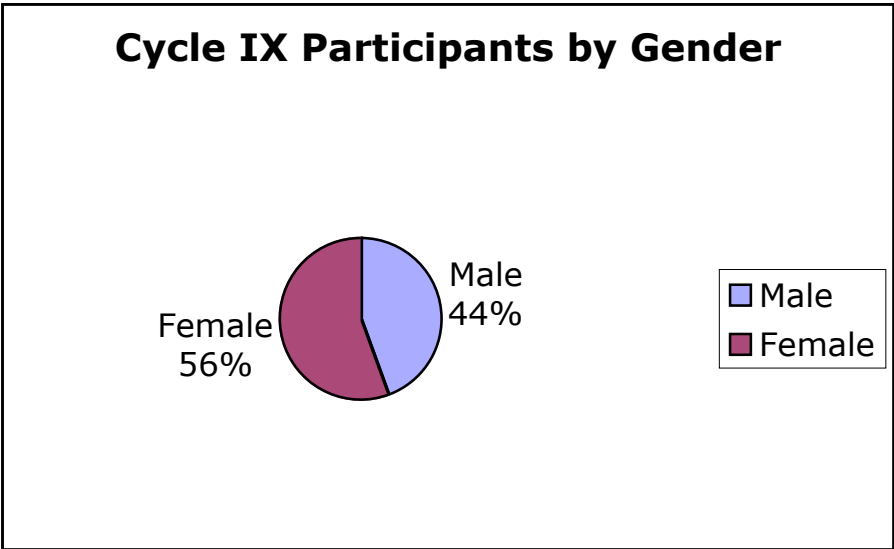
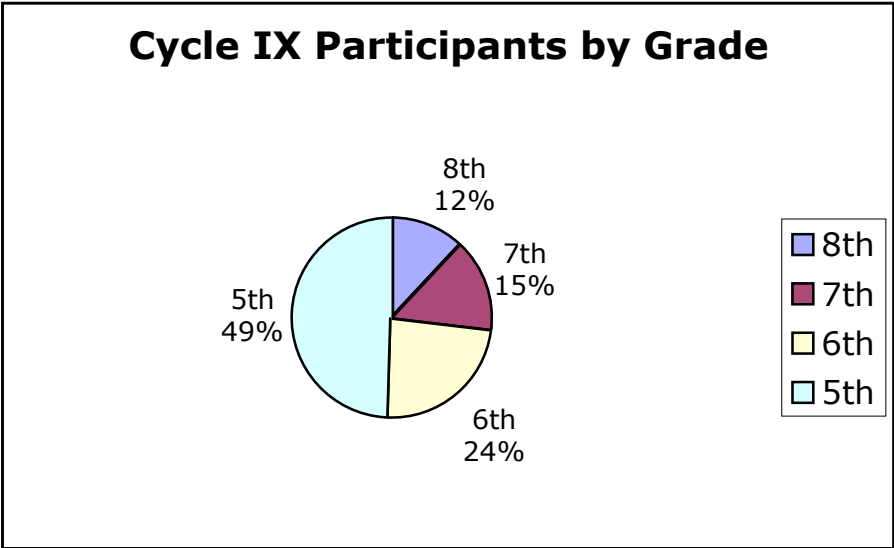


Figure 8



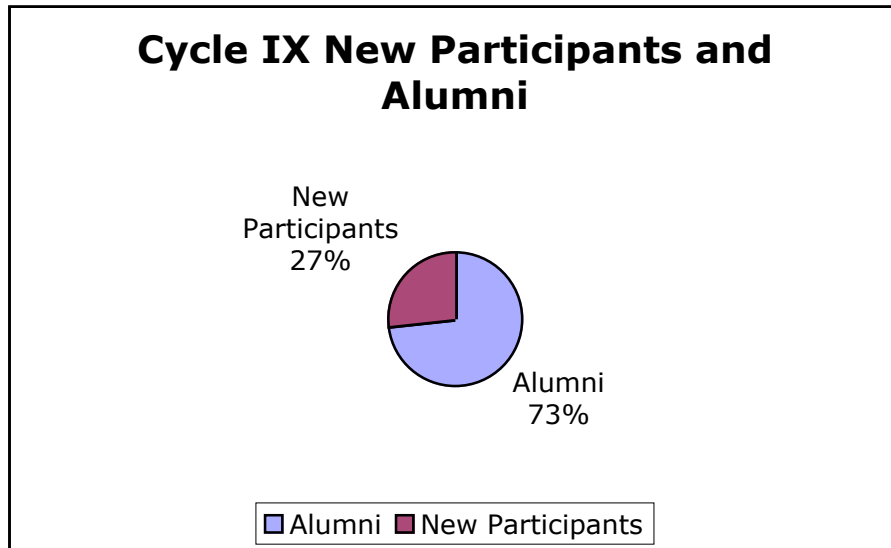
Retention

Retention is looked at in two different ways. First is the number of students who attend at least 1 session of 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 66 students who participated in at least one day of STAR, 59 students came to at least three sessions Cycle IX, and 52 completed the program. So seven students attended less than three days of STAR and another seven withdrew sometime before the end of the cycle. Of the 52 students who completed Cycle IX of STAR, 46 students, or 88% completed eight or more sessions. This lower attendance rate is not unexpected considering the number of absences this winter due to illness.

With 16 of the 59 participants in Cycle IX having participated in previous STAR cycles, 27 % of those participating in Cycle IX were new participants.

Figure 9



## **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 9<sup>th</sup> grade year. It was also hoped that this unstructured time would prove to be an incentive to participants. During Cycle IX, STAR participants went to the YMCA and Teen Center for Fun Friday activities.

As 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, Lincolnville Central School students represented approximately 13% of the total STAR students, and they made up about 15% of the students who attended at least one Fun Friday.

Attendance at Fun Friday activities was a little lower this cycle compared to past cycles. Appleton Village School students, like the previous cycle each tried at least one Fun Friday, and Lincolnville

students had a high trial rate of 86% of their participating students trying at least one Fun Friday. Overall, Hope Elementary School students had the highest rate of attendance of those students who came to at least one Fun Friday (58%) (interestingly, Hope had the lowest level of students trying at least one Fun Friday (70%)).

In summary, 79% of the STAR students participated in at least one Fun Friday activity. Of those students, there was a 67% attendance rate (138 individual attendances of 205 potential attendances).

### **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 extremely important. Last school year the enrollment went down during the winter cycle, and we saw this trend continue this school year. Other 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 IX Appendix**

### Appendix I: C9 STAR Parent Evaluation

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

- Yes because it was fun.
- Yes, she really enjoyed all her time there. I think she really benefited from the one on one.
- Yes. She likes it.
- Yes, it's a great after school program.
- Yes.
- Yes. There are other activities he wants to do.
- Yes. It has been a positive experience, both Fall and Spring.
- Most likely. Our child really has fun, feels good about the accomplishments she's made and the people she's met along the way.
- Yes, she enjoyed it very much.
- Yes, she likes STAR and wants to do the Youth Fitness.
- Perhaps, she enjoyed her program-cooking- so much she wants to do it again.
- Yes he would. Because he likes the activities and has a good time.
- Yes. She loved meeting new people.
- Yes, it's a program he has enjoyed and gives him an outlet when he is not in sports' seasons.
- Yes, great activities, skill building, opportunities and social opportunity.
- YES. Because it's something that [student name] likes to do.
- Yes. Loves it! Looking at list-things he hasn't done yet.
- Yes, because he enjoyed the class!
- No. Sports.
- Yes, It's very educational
- Yes...
- Probably. He enjoyed the Drama program, but homework was difficult coming home so late 3 days a week.
- Yes, great program

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

- Yes. Program allows children to try new things and make new friends.
- Yes, would describe the hours and activities.
- Yes. Fun- after school activity
- Yes. GREAT!
- Yes, It's wonderful that the kids get to meet future kids that they will be going to high school
- Yes, I would describe it as a great chance for children to learn a new skill!
- Yes. Well organized, supervised, kids engaged-happy, meet new friends.
- YES. Very well constructed.
- Yes. After school program that provides specific skills training; and opportunity to try new activities & expands friendships.
- I would/do recommend STAR- It's a quality after school enrichment program
- Yes. A fun learning after school program.
- Yes I would. It is very well structured-lots of adults to supervise and keep track of kids and the instructors are excellent.
- Yes I would. I would describe the program as positive and having fun.
- Yes. Useful, well-organized, well run.

- Would and have. This after school program is for the kids to learn fitness and wellness and teamwork in a positive environment while very sneakily teaching them that they do not have to cave into peer pressure.
- Yes. The children were well supervised.
- Yes. STAR is built on the strengths and talents of individuals who are the main stream of FTCTC. STAR offers several activities (after school) designed to build skill, training, self-improvement and much more.
- Yes. An enjoyable extension of the school experience with a special focus.
- Yes. STAR is an after school program that teaches kids useful life skills while having fun at the same time.
- Yes.
- Yes. Kids get to socialize and make friends.
- Yes. It's a quality introduction to programs that are available in the community.
- Yes. Very created, really paying attention to all important details.
- Yes I would just tell them what's about.

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

- By adding more activities and more people can be in them.
- We are fortunate to have such nice, good and caring people and a great program as STAR. You really make a difference! Thanks.
- Get the parents together. Offer more community events like the ice sculpting contest. Vote on color of t-shirts (let kids choose)
- Offer more classes.
- A more active and engaging Friday activity.
- Not a single thing comes to mind.
- I don't know right now!
- Hmm. Offerings closer to home? (Hope)
- It could be improved by involving more schools to it.
- Fun Fridays at the Y- I just with the gym were better utilized-like maybe volleyball or capture the flag-some group gym activity that was well supervised.
- [Student name] would like to see longer hours and more details
- Other than increasing involvement, perhaps offering different programs throughout the year from rotation to rotation.
- Offer longer sessions.
- My son doesn't like the waiting: waiting to go to teen center, waiting for bus, "boring" waiting time.
- More offerings?
- Need nothing.
- Not sure.
- Suggestions from students [refers to question 5].
- Can't think of anything. If it could end a little earlier it would help with the homework, but I don't see how you could.

### 4. What are the strengths of STAR currently?

- Selection of programs
- Very Family friendly opportunity for children to take enrichment classes.
- Well organized, t-shirts a big hit.
- Gets my child involved in activities outside the school. Meet new people.
- All the programs you offer are great.

- I am astounded that the STAR program can offer transportation to and from the “Y.”
- See #2. The leaders seem excited to work with kids.
- It is a learning thing.
- Described above.
- Consistency. Good counselors.
- [Student Name] has learned to meet new people and how to get along a lot better with different types of people.
- The bus schedules run very smoothly, the transition from teen center to programs are very well organized and the instructors have been outstanding.
- It is fun and a good program for the kids.
- Diversity of offerings. Five town reach.
- They listen very well, they are concerned, and very nice!
- The wide variety of programs to fit many different interests
- Leadership, providing a safe environment, encouragement to our youngsters who will one day be the leaders of STAR. Building team strength and individual self esteem.
- Choice, fun factor, social aspects, outside of school community involvement.
- Care about the kids. It’s free. It’s fun.
- Arts and crafts and [Staff Name].
- Good leadership.
- Well organized, good variety
- Communication. You give the children many chances and opportunity with all the options they are given.
- Everything.

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

- Sports and just more things.
- Basketball and sports
- Ice skating, skiing, roller skating, carpentry, knitting, chess, jump roping, gymnastics, folk dancing.
- Industrial arts.
- Cooking, digital photography
- Photography, photoshop lessons, carpentry
- Shop of building, such as models, kites, birdhouses, bat houses, etc.
- “I like all of them!
- Tennis, any animal care
- Group Challenge, ice skating, hiking like bald rock, field games.
- LaCrosse, auto mechanics!
- None that I aware of right now, exact it lasting longer
- Basketball and soccer programs
- Swimming, gardening
- Baby sitting/First Aid, woodworking, creative problem solving/team building
- Track program, repeat the swimming program
- Martial Arts II
- Astronomy, astrology (there is a club in Camden), nature walks-Merry spring- tracking, plants in winter/spring, oceans-water monitoring and Coast guard, boat works, radio station?
- Cooking, martial arts II, photography, film making
- Gymnastics again
- I think you have a good mix
- Digital photography
- Ceramics, other art classes?

- First Aid.

## Appendix II: C9 STAR Student Evaluation

1. Will you participate in a future session of the STAR program? Why?
  - Most likely I will because I liked it.
  - Probably not...other commitments.
  - I don't know.
  - Probably, I don't know.
  - I don't know. Snacks and Friends.
  - Yes, if I'm free. Because they're fun.
  - Yes because it's fun and exciting.
  - Yes because it is fun.
  - Yes because I thought it was fun.
  - Yes because it's very fun.
  - Yes, because I like the cows and I liked the drama.
  - Yes. Because its fun.
  - Yes I will do tennis again because it is really fun!
  - Yes because STAR is very fun.
  - Yes it was Fun and I did get to use fun programs
  - Yes 'cause.
  - Might.
  - Yes, it was fun.
  - Yes-it's fun.
  - No-too busy with other activities.
  - Yes- had choices I like.
  - Yes- I like the activities.
  - Yes-liked it.
  - Yes-it's fun!
  - Yes.
  - Probably-because mom wants me to!
  - Yes- fun.
  - Yes- if different choices were offered.
  - Yes because it's fun.
  - YES. Why, because it is heaven in a after-school-program.
  - I hope not, they steal my FRIDAYS!
  - Maybe I don not know if I will be allowed.
  - Yes because it's fun.
  - NO. My parents won't let me.
2. Would you recommend STAR to a friend? How would you describe the program?
  - Yes, kicking, punching
  - Sure it is cool.
  - Maybe activities you do and get stuff.
  - Heaven in a after-school-program.
  - STAR is very fun.
  - Yes- good program with good choices.
  - Yes- it's fun, celebration dinner.
  - Yes- fun to do activities but don't like the wait and bus ride.

- Some classes good and some are repetitive-whether you like it or not depends on you own preferences.
- Yes- good way to communicate with other towns and meet new kids.
- Yes- get to try new things.
- Yes- because of fun Fridays.
- Yes- it's fun and if you're bored after school it gives you something fun to do.
- Yes- it's fun.
- Yes- it's fun and educational.
- Yes the program was okay.
- Maybe.
- No all my friends do it.
- Yes a fun way to do stuff.
- Maybe.
- Yes. I would say to a friend that STAR is great!
- Yes. Interesting, fun, crazy
- Yes, it is very fun!
- Maybe.
- Yes. "STAR was really fun. You should join."
- Yes, there is a lot of things to do.
- Yes there are lots of different things to do.
- Yes.
- Probably not, the kids in my class wouldn't do it.
- Yes, it's a fantastic, fun way to learn and be with your friends.
- Probably I would. A fabulous thing to do.
- Yeah, fun way to learn.
- Yes, I would say it is fun and I enjoyed it.

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

- I don't know.
- Nothing.
- Don't know.
- Longer time.
- More food.
- Better food.
- Add more activities. More people in an activity.
- Adding more activities on different days. More people in an activity.
- I think there should be more sports.
- It doesn't need to be improved.
- By going to other places on STAR days.
- By having more activities.
- If they added horses!
- Maybe two cooking classes. I want to do that bad.
- More teen center Fridays.
- Adding horses.
- More activities, more support staff like [staff name].
- More snacks, more choices for courses.
- Better snacks, more choices for courses.
- More choices for fun Fri.
- Better snacks. All Teen center on Fridays. Skip the YMCA.

- More sports choices.
- More snacks. Have more than 5 week program.
- Have more choices for classes.
- Shorten wait time.
- Have more people coming to class.
- More choices on Fun Friday.
- Make more activities.
- It can't. P.S. KEEP [staff name] and [staff name].
- NO FRIDAYS.
- I don't know.
- Nothing.

4. What did you like best about STAR?

- Karate.
- Martial Arts.
- I liked it all.
- MARTIAL ARTS
- The programs and the friends you make.
- Martial Arts.
- Liked t-shirts
- Celebration dinner.
- Farm program was good!
- Meeting new friends and learning how to cook.
- Rock Climbing!
- Teen Center.
- Teen Center.
- Cooking and eating results!
- Learning about new activities.
- Friends.
- Fun.
- I dunno.
- iStop Motion
- The cows.
- TENNIS! And the teen center
- The staff.
- Just doing stuff with the cows.
- Rock climbing
- Don't know.
- Sewing our skirts.
- Sewing our thing.
- Meet people from other schools.
- Meet people.
- It's free and it's fun. Fun Fridays are cool.
- It's free, and it's fun.
- Just hanging out with friends at STAR.
- The Friday trips to teen center.

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

- I would sign up for cooking or martial arts.

- Boxing.
  - Soccer or basketball. Film-making
  - Salsa, design, fashion, target shooting, making cartoons.
  - Gymnastics
  - Paintball.
  - Sport Ex.: Soccer, baseball/softball, basketball.
  - Sports ex: basketball and softball.
  - Basketball, and other sports.
  - Basketball.
  - Art.
  - Soccer and other sports.
  - Horses and ponies!
  - Computer related stuff.
  - Any just girls ones.
  - Horses.
  - Basketball.
  - Knitting & crocheting
  - LaCrosse, horseback riding.
  - Gymnastics, cheerleading.
  - Ski activities, ice fishing, sky diving
  - Biking, Snow boarding, skate boarding
  - Writing, cross country skiing, skiing, swimming
  - Archery, music lessons
  - Basketball
  - Baseball, lessons, how to and pointers on how to improve
  - Digital Photography, cooking-level 2
  - Wrestling
  - Nothing, there is nothing better than Drama!!
  - Martial Arts level III
- Basketball.

**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
<b>Involvement in Extracurricular Activities</b> <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 <sup>A</sup>
<b>Hours Involved in Extracurricular Activities</b> <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 <sup>A*</sup>
<b>Community Rewards for Involvement</b> <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 <sup>B</sup>
<b>Interaction with Antisocial Peers</b> <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 <sup>B</sup>
<b>Family Management</b> <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 <sup>B</sup>
<b>Positive Attitudes Towards Alcohol</b> <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 <sup>A*</sup>

<sup>A</sup> indicates change occurred in the expected direction; <sup>B</sup> 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.