

Vista Community Clinic's (VCC) Project REACH



Touching Lives Across Our Region

Interim Evaluation Progress Report

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Prepared for Vista Community Clinic

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EVALCORP
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I. Executive Summary

In November 2008, Evalcorp Research & Consulting was contracted by Vista Community Clinic, Inc. (VCC) to design and conduct a comprehensive, rigorous evaluation of Project REACH (**R**ecreation, **E**mployment readiness, **A**cademic achievement, **C**ommunication skills, and **H**ealthy Lifestyles) that would measure outcomes across requirements for multiple funders of the project, including the Community Challenge Grant, Office of Family Planning (CCG, OFP); the Community Development Block Grant (CDBG); Leichtag; and the San Diego Women's Foundation (SDWF). Given the varying timelines of different funders and the timeframe of the evaluation, the following report serves as an interim evaluation progress report, summarizing project accomplishments and findings from the 2008-09 program year thus far as part of a two year evaluation to culminate in July 2010.

Project REACH is a comprehensive youth development after-school program for at-risk teenagers. In its tenth year of serving teens and their families, Project REACH operates out of two comfortable, home-like sites, one in the City of Vista and one in the City of Oceanside. Teens meet every week day from 2:00 to 6:00 p.m. to study with academic tutoring available, attend gender specific support groups, participate in teambuilding exercises, attend emotional and social skill building workshops, listen to guest speakers, participate in service learning projects, and meet in family groups. Project REACH targets high-risk male and female youth with a successful, comprehensive, culturally and linguistically appropriate intervention designed to reduce risk factors and increase protective factors related to high-risk behaviors such as school dropout, teen pregnancy, violence, and drug use.

The overall goal of Project REACH is to promote and support the development of self-assured, future-oriented youth capable of navigating through adolescence to responsible adulthood and able to contribute positively to society. To achieve its program goal, Project REACH has numerous objectives which align with the requirements of their multiple funders. In general, Project REACH objectives pertain to program attendance, reproductive health, attitudes toward alcohol and other drugs, personal competence, pro-social involvement, attitudes towards gangs, academic achievement, high school graduation and post-graduation pursuits, and other life skills.

Methodology

In order to provide a comprehensive evaluation of the impact of the project across funding agencies, Evalcorp worked with Project REACH to identify and adapt existing tools, as well as develop additional tools to measure program outcomes that responded to grantor's specific objectives. One of the evaluation tools, the Reproductive Health Pre-Post Survey was designed and administered prior to Evalcorp's contract. In addition, the Let's Talk Gangs Parent Education Survey was developed jointly by VCC and Evalcorp. The two remaining evaluation tools, the Comprehensive Pre-Post Youth Survey and the Pre-Post Parenting Survey, were developed by Evalcorp and administered between April and May 2009. The post only version of the Pre-Post Parenting Survey was administered for this interim evaluation progress report.

The Comprehensive Pre-Post Youth Survey is a compilation of the following instruments: Individual Protective Factors Index (IPFI), Seattle Social Development Project Pro-Social Involvement Survey, Attitudes Towards Gangs Survey, and additional questions addressing life skills and program satisfaction and usefulness. This survey is intended to be administered at the beginning and end of each school year. However, due to the time Evalcorp was contracted to evaluate the program and develop the assessment measures, the timeframe within which to administer the Comprehensive

Pre-Post Youth Survey was limited to the period between April and May 2009. Therefore, the Comprehensive Youth Survey was administered as a pilot to test the administration of this comprehensive tool and assess student responses to its length, literacy level, and outcomes. Findings are presented in terms of those youth who have participated in the program for more than six months and those who have participated less than six months as a means of discerning progress toward grantor objectives and potential impact. A full administration of the Comprehensive Pre-Post Youth Survey will take place during the 2009-10 school year.

Participants

Across the two Project REACH sites, there are a total of 117 middle school and high school youth participants. However, attendance in program activities on any given day may vary. Therefore, the demographic distribution of the participants is described and presented by each data collection tool.

A total of 37 youth responded to the pilot administration of the Comprehensive Youth Survey in April-May 2009. Fifty-one percent of the youth were female and 49 percent were male. With respect to ethnicity, all of the youth were Hispanic except for one youth who was African American. Among the 37 youth who responded to the pilot administration of the survey, 73 percent had been in the program for more than six months (41 percent for one year or more and 32 percent for six months to one year); and, 27 percent had been in the program for less than six months (16 percent for six months to one month and 11 percent for less than one month).

A total of fourteen parents completed the Post-Parenting Survey. Eleven of those parents were female and the remaining three were male. All parents spoke Spanish, except for two who spoke English. One parent was African American, and the remaining 13 described themselves as Hispanic.

As reported by an outside consultant, a total of 103 Reproductive Health Surveys were collected from youth in the Cities of Vista, Fallbrook, San Marcos, and Oceanside. Fifty five youth completed both the pre- and post-survey. Eighty percent of the participants were in the 9th through 12th grades. The majority of participants were of Hispanic origin (76%), followed by Caucasian (16%), and African American (4%). Gender-wise, the distribution was more heavily weighted with males (62%).

Findings

In accordance with specific objectives from the various funders, findings are presented under the following areas: program attendance, reproductive health, attitudes concerning alcohol and other drugs, personal and social competence, pro-social involvement, attitudes toward gangs, academic achievement, high school graduation and post-graduation pursuits, and other life skills.

Program Attendance

Youth and parent attendance data were collected across general program hours as well as for specific activities, including: service learning, life skills education, academic assistance, comprehensive sex education, Youth 2 Teen Development Curriculum, and activities for parents. Project REACH met two of the three objectives addressing general program hours, and is making progress towards meeting the third objective. Similarly, the project has met three of the five service learning attendance objectives at this stage of the evaluation. In addition, Project REACH has met and exceeded all of the attendance objectives for life skills education, academic assistance, comprehensive sex education, Youth 2 Teen Development program, and parent programs.

Reproductive Health

Fifty five youth showed gains in knowledge competency upon completion of the Reproductive Health course, meeting the grantor's objective. Youth made the greatest knowledge gains about sexually transmitted infections and birth control methods with respect to the period in which new parents can hand over an infant to a safe location, which fluids can transmit HIV, and the most effective method of preventing pregnancy and sexually transmitted infections. In addition, youth increased their awareness of whether or not free or low cost clinics will contact the parents of youth receiving reproductive health services, and learned how to say "no" to their partner, how to feel comfortable speaking about birth control, and what to do if a friend were in an abusive relationship.

The grantor's objective for parents was to demonstrate knowledge gains in reproductive health. While parents did not take the Pre-Parenting Survey which would allow for an analysis of knowledge gains, the findings from the post-survey suggest that a majority of the parents have enough knowledge about reproductive health to feel comfortable talking about it with their children, and were very likely to talk with their children about dating and what constitutes a healthy relationship.

Attitudes Concerning Alcohol and Other Drugs

The pilot administration of the IPFI on the Comprehensive Youth Survey was used to measure progress toward the objective for youth concerning risky behaviors and the Post-Parenting Survey was used to measure progress toward increasing parent's knowledge of how to prevent their children from becoming involved with alcohol and other drugs.

The results of the IPFI Attitudes Concerning Alcohol and Other Drugs showed changes in youth's attitudes toward engaging in risky behaviors related to alcohol and other drugs. Overall, the data show that youth who are in the program more than six months are changing their attitudes about alcohol and other drugs compared to those who have been in the program a shorter period of time. In addition, results from one of the evaluative self-report questions on the Comprehensive Youth Survey also support the achievement of this objective.

For parents, the objective was to show parent knowledge gains around drug and alcohol prevention. While parents did not take the Pre-Parenting Survey which would allow for an analysis of knowledge gains, the findings from the post-survey suggest that parents are learning how to communicate with their children about drug and alcohol and other risky behaviors as a result of their participation in the program.

Individual Protective Factors Index (IPFI)

On the IPFI Personal and Social Competence scales that respond to the specific grantor objectives, there are four Personal Competence scales—Self-Concept, Self-Control, Positive Outlook, and Self-Efficacy; and there are three Social Competence Scales—Assertiveness, Confidence, and Cooperation/Contribution. These scales are utilized to provide evidence of the impact of the program on youth. The Personal Competence scales are also employed to provide evidence of the effectiveness of the Life Skills component of the program.

Personal Competence. The pilot findings related to self-concept, self-control, positive outlook, and self-efficacy are positive and suggest that Project REACH is making progress and/or achieving its objectives to develop the personal competence of at-risk youth through a comprehensive approach to youth development, which includes an emphasis on Life Skills Education.

Overall, 75 percent or more of the youth participating in the program are showing positive personal competence on the majority of the items on all the subscales, regardless of time in the program. In addition, comparing results between youth who have been in the program less than six months to those who have been in the program more than 6 months, a greater percentage of youth who have been exposed to the program longer are reporting desired aspects of their self-concept, self-control, outlook, and self-efficacy. While these results do not yet show increases by cohort, as suggested by the objective, they imply the potential to do so.

Social Competence. As with the findings for personal competence described above, similar findings were observed for social competence. Overall, the pilot findings related to assertiveness, confidence, and cooperation/contribution are positive and suggest that Project REACH is achieving its objectives to develop the social competence of at-risk youth through a comprehensive approach to youth development. When comparing the results to youth who have been in the program less than six months, a greater percentage of youth who have had considerable exposure to the program (6 months or more) are experiencing positive levels of assertiveness, confidence, and cooperation and contributions. While these results do not yet show improvement as suggested by the objective, they imply the potential to do so.

Seattle Social Development Project: Pro-Social Involvement Scale

The Pro-Social Involvement Scale included four items regarding opportunities for youth to become more involved in school activities and engage in personal interactions with their teachers. It also assesses the degree to which youth feel safe in their schools. This scale was implemented as a means of measuring the degree to which Project REACH's comprehensive program and in particular its Service Learning Activities, the Teen Development curriculum, and the Teens Acting as Role Models Project, influence youth social interactions and involvement in school and program settings.

The pilot results from the Pro-Social Involvement Scale on the Comprehensive Youth Survey indicate that Project REACH is enhancing youths' pro-social skills and level of engagement, thereby meeting its objectives of increasing pro-social involvement among 70 percent or more of its youth. While these results do not allow analyses of pre-post comparisons, they do present evidence that the program has the potential to show improvement; thereby, meeting its objectives to their full extent.

Attitudes Toward Gangs

The grantor's objectives seek to decrease youth involvement in gangs as well as change youth attitudes toward and perceptions of gangs. The Attitudes Toward Gangs survey was implemented to measure the effectiveness of Project REACH's specific program activities to prevent youth from interacting with and/or from joining gangs. Overall, 70 or more of youth are showing desired attitudes towards gangs. While these results do not permit pre-post comparisons, they do present evidence that the program has the potential to show improvement; thereby, meeting the objectives to their full extent.

Let's Talk Gangs Parent Education Program

The parents who participated in the *Let's Talk Gangs Parent Education Program* increased their knowledge of gangs and gang prevention; thereby meeting the objectives for knowledge competency. With respect to parent-child involvement, the findings reflect responses to the Post Parenting Survey only, and, therefore, statistically significant differences in parent-child involvement

from pre to post-test cannot be determined for this interim report. Nevertheless, the findings suggest that parents are more involved with their children. All 14 participants who responded to the Post Parenting Survey indicated that it was important to set boundaries with their child, that they were more involved in their child's life and school, and that they knew more about preventing violence and gang involvement.

Academic Achievement

The reporting period for this interim report does not match the school grade reporting period. As a result, Project REACH was unable to properly compare GPA or grades in key subjects such as English and Math. Because the reporting period does not allow time to include second semester grades, which generally are not available until the beginning of July, this objective is still in progress.

High School Graduation and Post-Graduation Pursuits

The number of 12th graders in the program was small. Five of the six 12th grade youth will graduate from high school and will pursue higher education, meeting the program's objectives. Results from the pilot administration of the Comprehensive Youth Survey regarding attitudes about graduating high school, pursuing higher education, and employment indicate that the percentage of youth overall who consider it important to graduate and go to college is high; yet, the percentage who consider it important to secure a job is higher.

Other Life Skills

Other life skills measured included communication skills and goal setting, social interactions, higher education and career exploration, risky behaviors, and health. As of the end of May, the number of Project REACH youth who were making progress toward improving upon other life skills was just shy of the 40 stated in the objective. VCC fully expects to meet this objective for the September evaluation report. Overall, 50 percent or more Project REACH youth are reporting the use of the life skills they learned in the program, that they know how to set goals, and are more comfortable communicating with parents, peers, and in front of groups, as well as serving as a leader. In addition, between 70 and 82 percent of youth want to do well in school and pursue higher education, and at the same time know more about career options and necessary career exploration skills like resume writing and job interviewing.

Program Satisfaction and Usefulness

Both parents and youth overwhelmingly enjoy the program and plan to incorporate what they have learned into their lives. The last few questions on the youth and parent surveys ask questions about program satisfaction, usefulness, and impact. As far as youth were concerned, all reported feeling comfortable and able to talk with Project REACH staff. In addition, almost all youth felt that Project REACH was a good program and a safe place to share information, and that they will be able to use the information and skills they learned. Findings for parents were very similar. All parents felt that the program was either very good or good, and almost all parents felt comfortable and able to talk with Project REACH staff, felt safe sharing information during parent meetings, agreed that they learned something new, and agreed that they will be able to use the information and skills they learned in the program in their lives. In addition, parents also reported that Project REACH taught them how to communicate better with their children and how to help their children in general.

Summary and Conclusion

Evalcorp has worked with Project REACH since November 2008 to develop the framework, data collection tools, and database necessary for a comprehensive, rigorous evaluation of the project's outcomes across multiple funders' requirements and timelines. Serving as an initial progress report for a two year evaluation, this report demonstrates that Project REACH has made substantial progress toward achieving its overall goal and its funders' objectives thus far for the 2008-09 program year.

Through its comprehensive after-school prevention program, Project REACH has supported the development of self-assured, future-oriented youth by strengthening factors that protect against high-risk behaviors in at-risk teens. The project has either achieved or is making progress towards achieving all of its objectives in delivering general program hours, service learning, life skills education, academic assistance, sex education, gang prevention, drug and alcohol prevention, and parent educational programs. The findings demonstrate that youth and/or parents acquired knowledge in reproductive health, gang prevention, and alcohol and drug prevention, and feel more comfortable talking with each other about these topics. In addition, youth showed improvement in their goal setting, communication skills, and attitudes about risky behaviors, and increased their interest in health and nutrition, career options, resume writing, and job interviewing. Furthermore, the majority of youth considers it important to graduate and pursue higher education.

Through its comprehensive approach to youth development Project REACH is also meeting and/or making progress toward achieving its goal and objectives to develop the personal competence, social competence, and pro-social behaviors of at-risk youth. The majority of youth participating in the program are showing positive personal and social competence, as well as pro-social behaviors and involvement. Comparing results between youth who have been in the program less than six months to those who have been in the program more than 6 months, more youth who have been exposed to the program longer are reporting desired aspects of personal competence (i.e., self-concept, self-control, outlook, and self-efficacy), social competence (i.e., assertiveness, confidence, cooperation and contributions), and pro-social skills and involvement.

In conclusion, Project REACH has achieved almost all of its grantors' objectives and has made strong progress towards achieving objectives not yet met. The project has also achieved its overall goal of developing future-oriented youth by strengthening their protective factors against high-risk behaviors. Results from this report can be used to improve upon the project's programmatic efforts and data collection strategies. In addition, evaluative findings from youth and parents on program satisfaction and usefulness confirm Project REACH's outcomes to date. The vast majority of parents and youth are very satisfied with Project REACH, felt comfortable with its staff, and felt safe sharing information. Regarding the impact of Project REACH on their lives, almost all parents and youth reported that they find it easier to communicate about sensitive topics, and that they will use the information and skills they learned in the program. Finally, youth reported that because of Project REACH their grades have gone up, they have solved problems, they have better relationships with their parents, and they are more concerned about doing well in school and attending college.

II. Introduction

In November 2008, Evalcorp Research & Consulting was contracted by Vista Community Clinic, Inc. (VCC) to design and conduct a comprehensive, rigorous evaluation of Project REACH (**R**ecreation, **E**mployment readiness, **A**cademic achievement, **C**ommunication skills, and **H**ealthy Lifestyles) that would measure outcomes across requirements for multiple funders of the project, including the Community Challenge Grant, Office of Family Planning (CCG, OFP); the Community Development Block Grant (CDBG); Leichtag; and the San Diego Women's Foundation (SDWF). Given the varying timelines of different funders and the timeframe of the evaluation, the following report serves as an interim evaluation progress report, summarizing project accomplishments and findings from the 2008-09 program year thus far as part of a two year evaluation to culminate in July 2010.

Project REACH is a comprehensive youth development after-school program for teens ages 12-19. Originally funded in 1996 to reduce teen pregnancy, the goal of the project has expanded in scope to include the reduction of teen pregnancy and youth violence in Oceanside and Vista by improving parent and teen communication skills, increasing the number of teens who postpone sexual involvement, increasing the percentage of teens that practice safer sex, and improving the life skills and life options for teens in the community. In addition, Project REACH addresses the wider range of problems affecting at-risk youth, including substance abuse, gang involvement, and violence.

In its tenth year of serving teens and their families, Project REACH operates out of two comfortable, home-like sites, one in the Townsite neighborhood of the City of Vista and one in the Mesa Margarita neighborhood in the City of Oceanside. Teens meet every week day from 2:00 to 6:00 p.m. to study with academic tutoring available, attend gender specific support groups, participate in teambuilding exercises, attend emotional and social skill building workshops, listen to guest speakers, participate in service learning projects, and meet in family groups. Project REACH targets high-risk male and female youth with a successful, comprehensive, culturally and linguistically appropriate intervention designed to reduce risk factors and increase protective factors related to high-risk behaviors such as school dropout, teen pregnancy, violence, and drug use.

Project REACH staff utilize a monthly Parents' Night to engage the parents of these at-risk teens and increase parental involvement by making them aware of the issues that teens face. The Parent Education Program (PEP) introduces parents to the warning signs of gang involvement, drug use, and domestic and intimate partner violence, as well as encourages open discussion about teen sexuality and other topics. Additionally, PEP utilizes a curricula designed to strengthen family relationships by developing family communication skills.

The overall goal of Project REACH is to promote and support the development of self-assured, future-oriented youth capable of navigating through adolescence to responsible adulthood and able to contribute positively to society. This is accomplished through a comprehensive after-school pregnancy and violence prevention program that serves to strengthen factors that protect against high-risk behaviors among underserved adolescents.

To achieve its program goal, Project REACH has numerous objectives which align with the requirements of their multiple grantors. In general, Project REACH objectives pertain to program attendance, reproductive health, attitudes toward alcohol and other drugs, personal competence, pro-social involvement, attitudes towards gangs, academic achievement, high school graduation and

post-graduation pursuits, and other life skills. Specific grantor objectives related to each of these general areas are delineated in the Findings section of this report. Additionally, a summary of the progress made toward each funder's objectives is provided in the Summary section of this report.

III. Methodology

In order to provide a comprehensive evaluation of the impact of the project across funding agencies, Evalcorp worked with Project REACH to identify and adapt existing tools, as well as develop additional tools to measure program outcomes that responded to grantor's specific objectives. One of the evaluation tools, the Reproductive Health Pre-Post Survey was designed and administered prior to Evalcorp's contract. In addition, the Let's Talk Gangs Parent Education Survey was developed jointly by VCC and Evalcorp. The two remaining evaluation tools—the Comprehensive Pre-Post Youth Survey and the Pre-Post Parenting Survey—were developed by Evalcorp and administered between April and May 2009. The Comprehensive Pre-Post Youth Survey was administered as a pilot; and, the post only version of the Pre-Post Parenting Survey was administered for this interim evaluation progress report.

A. Data Collection Tools and Administration

The following is a description of the evaluation tools that were selected and/or developed and administered in the second half of the 2008-09 program year. A copy of each data collection tool can be found in the Appendix.

Reproductive Health Pre-Post Survey

Developed by an outside consultant other than Evalcorp, this survey is designed to measure the knowledge competency of those youth who participate in the Reproductive Health curriculum. The survey measures youth knowledge about such reproductive health topics as sexually transmitted infections (STIs), birth control methods, and how to communicate about sex with a partner after completing an eight hour curriculum on reproductive health. VCC administered this instrument between July 1, 2008 and June 30, 2009 throughout the north region of San Diego County, including the cities of Vista, Fallbrook, San Marcos, and Oceanside.

Comprehensive Pre-Post Youth Survey

This survey is a compilation of the following instruments: Individual Protective Factors Index, Seattle Social Development Project Pro-Social Involvement Survey, Attitudes Towards Gangs Survey, and additional questions addressing life skills and program satisfaction and usefulness.

Individual Protective Factors Index (IPFI): Personal Competence, Social Competence, and Attitudes Concerning Alcohol and Other Drugs Scales.

Developed by EMT Associates, Inc., this existing validated and reliable questionnaire is designed to measure adolescent resiliency based on protective factors associated with healthy personal and social development of youth in high risk environments. For the purposes of Project REACH, youth are responding to three of the four scales as a means of determining the degree to which they improve their Personal Competence, Social Competence, and Attitudes Concerning Alcohol and Other Drugs. The sample on which these scales have been validated included African Americans and Hispanic youth. Since the instrument has been validated, it has been used extensively with at-risk youth and has demonstrated reliability and validity for Hispanics.

Seattle Social Development Project Pro-Social Involvement Survey. This is a pre-existing survey that measures students' perceptions of the extent to which pro-social opportunities and rewards are available in program or school settings. This survey was drawn from a Compendium of Assessment Tools for measuring violence-related attitudes, behaviors, and influences among youth. The Compendium was developed and recommended by the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention. A modified version of the survey was implemented, using those questions responding most directly to Project REACH program activities and services.

Attitudes Towards Gangs. This survey measures attitudes toward gang affiliation such as perceptions of gangs, consequences of gang membership, and others' reactions to gangs. This survey also was drawn from the same Compendium of Assessment Tools from which the Pro-Social Involvement Survey was drawn. A modified version of the survey was implemented, using a selection of questions responding most directly to Project REACH's gang prevention program activities.

Life Skills Questions (Post only). A number of specific questions concerning general life skills were added to the Comprehensive Pre-Post Youth Survey. Life skills questions addressed communication, goal setting, health and risky behaviors, higher education and career exploration, and social interactions.

Program Satisfaction and Usefulness Questions (Post only). Evalcorp developed a number of additional questions that address youth satisfaction with the program and comfort level with staff, as well as questions about program usefulness and impact.

This Comprehensive Pre-Post Youth Survey is intended to be administered at the beginning and end of each school year. However, at the time Evalcorp was contracted to evaluate the program, the timeframe within which to administer the Comprehensive Pre-Post Youth Survey was limited to the period between April and May 2009. For the purposes of this interim report, the survey was administered as a pilot to as many youth currently in the program as possible. The pilot was used to test the administration of this comprehensive tool and assess student responses to its length, literacy level, and outcomes. Findings are presented in terms of those youth who have participated in the program for more than six months and those who have participated less than six months as a means of discerning progress toward grantor objectives and potential impact. A full administration of the Comprehensive Pre-Post Youth Survey will take place during the 2009-10 school year.

Pre-Post Parenting Survey

This measure was developed by Evalcorp to assess parents' knowledge of reproductive health and alcohol and drug prevention based on their participation in monthly parent nights. These parent nights are designed to make parents aware of the issues that teens face regarding gang involvement, drug use, domestic and intimate partner violence, as well as teen sexuality and other topics. The program utilizes a curricula designed to strengthen family relationships and increase parent involvement by developing family communication skills. The post-survey also measures parent's level of involvement with their children, as well as parents' satisfaction with the program. Due to the timeframe of the evaluation, only the Post-Parenting Survey was administered for this

reporting period. The survey was administered between April and May 2009 to those parents who have been attending Parent Nights on a regular basis since the beginning of the year.

Pre-Post Let's Talk Gangs Parent Education Survey

Developed by Project REACH in consultation with Evalcorp, this pre-post survey is designed to measure parents' knowledge of gangs and gang prevention after parents have participated in a one-time Let's Talk Gangs seminar. The survey questions address characteristics and symbols of gangs, reasons why youth join gangs, and what parents can do to identify whether or not their children are involved in gangs. The pre-survey is administered just prior to the presentation and the post-survey is administered immediately after the program concludes.

Academic Achievement, High School Graduation, and Post-Graduation Pursuits

To respond to specific agency objectives concerning youth gains in academic achievement, high school graduation rates, and pursuit of higher education, Evalcorp created a database to house this information. The database is designed to collect data on entry and exit GPA, 1st and 2nd semester English and Math grades, as well as the number of seniors in the program who graduate and whether or not they will enroll in college or seek employment after graduation. For this reporting period, Project REACH was not able to acquire 2nd semester English and Math grades due to the conflict between the timing of this report and finalization of end of semester grades. VCC plans to provide comparative data on these measures for the September evaluation report.

Program Attendance

VCC tracks youth attendance in terms of general program hours, as well as attendance in the following specific activities: service learning, life skills education, academic assistance, comprehensive sex education, Youth 2 Teen Development, and Let's Talk Gangs Parent Education.

B. Database Development

Evalcorp constructed a user-friendly Excel database to house the Project REACH data and designed a corresponding data entry guide that was used to orient and train VCC staff on the data entry process. A copy of the Database Structure and Entry Guide can be found in the Appendix.

The database contains five workbooks for each survey or tracking system used to evaluate the effectiveness of the program. VCC program staff enters all survey data into the database. For this interim report, VCC provided Evalcorp with a copy of the database containing all of the evaluation data collected through May 2009.

C. Analysis

Evalcorp reviewed and cleaned the survey data contained in the Excel database and transferred the Excel file to SPSS, the statistical software used to analyze the data. Frequency distributions were performed to analyze demographic data such as gender, ethnicity, age, and school affiliation.

Scale scores were not computed on the IPFI, Attitudes Toward Gangs, and Pro-social Involvement measures of the Comprehensive Youth Survey due to the overall limited sample size (n=37) and variations in the amount of exposure to the program. Instead, the percentage of youth showing improvement on the individual items of each scale is presented by time in the program (youth who had attended the program for more than six months and those who had attended the program for

less than six months). Frequency distributions were performed on all other questions posed on this evaluation tool.

For the Post-Parenting Survey, frequency distributions were performed to assess responses to its questions. Pre-post differences were reported for the Let's Talk Gangs Parent Education Survey and the Reproductive Health Survey.

With respect to academic achievement, 1st semester grades were reported only as 2nd semester data were not available to meet this reporting period.

D. Limitations

The following limitations should be considered when reading and assessing the findings presented in this report.

- Both the Parenting Survey and the Comprehensive Youth Survey were designed as pre-post measures. However, due to a changeover in evaluators and restructuring of the evaluation design to incorporate a more comprehensive, rigorous approach, the Parenting Survey was administered as a post only survey at the end of the school year, between April and May 2009. In the future, the Pre-Post Parenting Survey will be administered as a pre-post measure beginning next fall.

The Comprehensive Youth Survey was administered as a pilot with existing youth during the same time period (April and May 2009). Future administrations of the Comprehensive Youth Survey will take place at the beginning and end of each academic year. The development of a Comprehensive Pre-Post Youth Survey, its pilot findings, and adjustment in its administration are expected to increase VCC's capability of measuring change in youth behaviors and perceptions.

- The VCC program attendance system is limited to tracking youth participation in daily activities. In other words, regardless of when youth sign in for the day, they are credited with having attended all the activities offered that day. Therefore, the findings presented in this report apply to all youth participating in the program; and, those youth who completed surveys are assumed to have attended all activities. VCC is in the process of developing a way to track youth participation in specific activities on a daily basis to enhance the attendance findings in future reports.

IV. Participants

Across the two Project REACH sites, there are a total of 117 middle school and high school youth participants. However, attendance in program activities on any given day may vary. Therefore, the demographic distribution of the participants is described and presented by each data collection tool. No demographic information was collected on the parents who responded to the Pre-Post Gang Presentation Survey.

Comprehensive Youth Pre-Post Survey

A total of 37 youth responded to the pilot administration of the Comprehensive Youth Survey in April-May 2009. Over 90 percent of the pilot survey youth were drawn from Caesar Chavez Middle

School and El Camino High School. Two survey youth were from Rancho Buena Vista High School and Vista High School.

Fifty-one percent of the youth were female and 49 percent were male. With respect to ethnicity, all of the youth were Hispanic except for one youth who described him/herself as African American. In terms of distribution by grade, of 36 youth who provided their grade, over one-quarter (28%) were in the 9th grade, followed by 20 percent in the 11th grade. Sixth and tenth graders represented the smallest proportion across grade levels at eight percent each. Seventh and 12th graders represented 11 percent of the distribution each, and 8th graders represented 14 percent of the distribution across grade levels.

Among the 37 youth who responded to the pilot administration of the survey, 73 percent had been in the program for more than six months (41 percent for one year or more and 32 percent for six months to one year); and, 27 percent had been in the program for less than six months (16 percent for six months to one month and 11 percent for less than one month).

Post Parenting Survey

A total of fourteen parents completed the Post-Parenting Survey. Eleven of those parents were female and the remaining three were male. All of them spoke Spanish except for two who spoke English. One of the parent participants was African American, and the remaining 13 described themselves as Hispanic.

Reproductive Health Survey

As reported by an outside consultant, a total of 103 surveys were collected from youth in the Cities of Vista, Fallbrook, San Marcos, and Oceanside. A total of 55 youth completed both the pre- and post-survey. Eighty percent of the participants were in the 9th through 12th grades. The majority of participants were of Hispanic origin (76%), followed by Caucasian (16%), and African American (4%). Gender-wise, the distribution was more heavily weighted with males (62%).

Academic Achievement, High School Graduation, and Post Graduation Pursuits Database

A total of forty-three Project REACH youths' academic achievement, high school graduation, and post graduation pursuits were tracked. The majority of the students tracked were in the 10th and 11th grades (52%). Fourteen percent of the youth tracked were in the 12th grade, 19 percent in the 9th grade, and five and two percent in the 6th and 7th grade, respectively.

V. Findings

The data collection efforts described above resulted in the evaluation findings provided in this section. This comprehensive presentation of findings is organized by survey or topic area. Specific objectives from each funder are indicated and addressed under the following areas: program attendance, reproductive health, attitudes concerning alcohol and other drugs, personal competence, pro-social involvement, attitudes toward gangs, academic achievement, high school graduation and post-graduation pursuits, and other life skills. In addition, a summary of progress made toward each grantor's requirements is provided in the Summary section of this interim report.

A. Program Attendance

Youth and parent attendance data were collected across general program hours as well as for specific activities, including: service learning, life skills education, academic assistance, comprehensive sex education, Youth 2 Teen Development Curriculum, and activities for parents.

General Program Hours

Table 1 shows that Project REACH met two of the three objectives addressing general program hours, and is making progress towards meeting the third objective. Between 43 and 66 youth completed 90 and 120 hours of program activities during the program year. Project REACH is making progress toward its objectives to provide 60 youth with 180 hours of program service. Based on the contract period for Leichtag, this year end goal is to be reached by September 2009. VCC anticipates that this objective will be achieved by the next reporting period.

Table 1. General Program Attendance Objectives and Number of Attendees

Objective	Number of Attendees
60 youth will complete 180 hours of program activities (Leichtag)	45 completed (thus far this year)
Youth will complete 90 hours of program activities (CDBG)	66
Youth will complete 120 hours of program activities (CDBG)	43

Service Learning

As shown in Table 2, three of the five service learning attendance objectives were met at this stage of the evaluation. Twenty and 30 youth completed a minimum of 10 and 20 sessions of Service Learning, respectively. Fewer youth, about half the anticipated (n=14), attended 30 or more hours of service learning activities. In addition, about 30 percent of youth in the Teens Acting as Role-models Project and gang prevention education, instead of the 70 percent anticipated, completed 20 hours of service learning.

Table 2. Service Learning Attendance Objectives and Number of Attendees

Objective	Number of Attendees
20 participants will complete a minimum of 10 sessions of Service Learning activities (CCG, OFP)	47
30 participants will complete a minimum of 20 sessions of Service Learning activities (CCG, OFP)	30
20 youth will receive 20 hours of Service Learning (CDBG)	30
40 youth will participate in 30 hours of Service Learning (SDWF)	14
70 percent of youth who participate in the Teens Acting as Role-models Project (TAARP) curriculum will complete 20 hours of Service Learning (SDWF)	30 of 101 (30%)

Life Skills Education

Both life skills education attendance objectives were met and exceeded (see Table 3). Six more youth than targeted completed 40 sessions of Life Skills Education; and, over twice as many youth as targeted completed 20 hours of Life Skills Education.

Table 3. Life Skills Education Attendance Objectives and Number of Attendees

Objective	Number of Attendees
40 youth will complete a minimum of 40 sessions of Life Skills Education (CCG, OFP)	46
30 youth will complete 20 hours of Life Skills Education (CDBG)	63

Academic Assistance

Youth attendance in the academic assistance portion of the program exceeded the objective of 40 by a total of 14 youth or by one-third of the objective’s target.

Table 4. Academic Assistance Objective and Number of Attendees

Objective	Number of Attendees
40 youth will complete a minimum of 40 sessions of Academic Assistance (CCG, OFP; and CDBG)	54

Comprehensive Sex Education

According to a report submitted by an outside consultant other than Evalcorp, over 100 youth completed the comprehensive sex education course, thus meeting this objective.

Table 5. Comprehensive Sex Education Objective and Number of Attendees

Objective	Number of Attendees
100 youth will complete eight hours of comprehensive sex education (CCG, OFP)	103

Youth 2 Teen Development Curriculum

An additional 12 youth, or one-third beyond the objective of 40, participated in the Youth 2 Teen Development program.

Table 6. Youth 2 Teen Development Curriculum Objective and Number of Attendees

Objective	Number of Attendees
40 youth will participate in the eight week Youth 2 Teen Development curriculum (SDWF)	52

Parent Programs

All of the parent attendance objectives have been met, as shown in Table 4. Across the three objectives, the actual number of attendees exceeded the targeted number by as many as five attendees.

Table 7. Parent Attendance Objectives and Number of Attendees

Objective	Number of Attendees
20 parents will participate in the eight week <i>Let's Talk Gangs</i> Parent Education Program (PEP) (SDWF)	25
10 adults and parents of adolescents will complete 4 hours of education and support sessions (CCG, OFP)	11
10 adults and parents of adolescents will complete at least 6 hours of education and support sessions (CCG, OFP)	14

B. Reproductive Health

This section presents the findings from the Youth Reproductive Health Survey and the sections of the Post-Parenting Survey that address reproductive health.

Youth

As shown in Tables 8 and 9, 55 youth completed and showed gains in knowledge competency upon completion of the Reproductive Health course, meeting the grantor's objective. Specific findings corresponding to Tables 8 and 9 are discussed below following the objective achieved.

Objective:

- Youth will complete and show progress on the Reproductive Health Survey (CCG, OFP).

Findings:

STIs and Birth Control (Table 8)

- Youth made the greatest percentage point knowledge gains about STIs and birth control methods from pre- to post-survey with respect to:
 - The period within which a new parent can hand over an infant to a safe location, with a 60 point percentage gain from pre- to post-survey;
 - Which fluids can transmit HIV, with a 35 point percentage gain from pre- to post-survey;
 - The only 100 percent effective method of preventing pregnancy and STIs, with a 27 percentage point gain from pre- to post-survey; and,
 - The point that withdrawal is not an effective way to prevent pregnancy, with a 24 percentage point gain from pre- to post-survey.
- Youth also demonstrated between 4 and 16 percentage point pre to post increases in knowledge in other areas concerning STIs and birth control (see Table 8), such as:
 - Whether a person needs to be 18 years old or older to buy condoms;
 - Whether sexually transmitted diseases can be cured by medicine; and,
 - Whether someone can have an STI and not know it.
- There were only two out of five forms of birth control youth were unable to recognize as ineffective: 1) the shot; and, 2) the vaginal ring.

Table 8. Reproductive Health Pre-Post Survey – STIs and Birth Control Methods (N=55)

Question	Correct Response	Pre-Test	Post-Test	Change
Can a new parent hand over their infant to designated safe location (police, fire, hospitals) and walk away without getting in trouble with the law?	Yes, within 72 hours	24%	84%	+60%
Which of the following can transmit HIV?	Blood, breast milk, vaginal fluid, and semen	51%	86%	+35%
Which of the following is the only 100% effective method of preventing pregnancy and STIs?	Abstinence	62%	89%	+27%
Is withdrawal an effective way to prevent pregnancy?	No	51%	75%	+24%
Does a person need to be 18 years old or older to buy condoms?	No	82%	98%	+16%
Do each of the following birth control methods help prevent pregnancy AND STIs?	Yes, condoms	60%	86%	+16%
Do each of the following birth control methods help prevent pregnancy AND STIs?	No, birth control pill	71%	84%	+13%
Can all sexually transmitted diseases (STI's) be cured by medicine?	No	67%	78%	+11%
Can some people have a STI and not know it?	Yes	91%	95%	+4%
Do each of the following birth control methods help prevent pregnancy AND STIs?	No, the patch	78%	82%	+4%
Do each of the following birth control methods help prevent pregnancy AND STIs?	No, the shot	18%	18%	0%
Do each of the following birth control methods help prevent pregnancy AND STIs?	No, vaginal ring	74%	73%	-2%

Clinics and How to Talk to a Partner (Table 9)

- Youth made the highest percentage point gains with respect to awareness of free and low cost clinics and whether or not clinics will contact the parents of youth receiving reproductive health services, 38 and 34 percentage points, respectively.
- Youth also learned how to say “no” to their partner, how to feel comfortable speaking about birth control, and what to do if a friend were in an abusive relationship.
- Youth did not clearly understand that the combination of the pill and condom are the best protection against pregnancy.

Table 9. Reproductive Health Pre-Post Survey – Clinics and How to Talk to a Partner (N=55)

Question	Desired Response	Pre-Test	Post-Test	Change
Name 2 places that provide free or low cost Family PACT services (birth control, exams, testing, etc.)	One or two places	49%	87%	+38%
If a teen goes to a clinic for reproductive health services, will the clinic call his/her parents?	No	66%	89%	+24%
What is an effective way of telling that person you do not want to go further?	Move away	55%	71%	+16%
How comfortable would you be telling someone that you did not want to have sex?	Very comfortable	35%	49%	+15%
How hard would it be to tell your partner that you want to use a condom or both control method?	Very easy and kind of easy	64%	75%	+11%
If you had a friend in an abusive relationship, what should they do?	Talk with a trusted adult and get out of the relationship immediately	51%	60%	+9%
If you decide to have sex, what would you decide is best protection?	Pill and condom	27%	26%	-1%

Parents

The objective for parents, as stated below, is to demonstrate knowledge gains in reproductive health. While parents did not take the Pre-Parenting Survey which would allow for an analysis of knowledge gains, the findings from the post-survey, discussed below, suggest that a majority of the parents have enough knowledge about reproductive health to feel comfortable talking about it with their children. Table 10 highlights specific topics about which parents are having conversations with their children.

Objective:

- A total of 10 adults and parents of adolescents will demonstrate knowledge gains in reproductive health (CCG, OFP).

Findings:

- When asked if they considered the statement “Half of teens are having sex” to be true, 93 percent or 13 of 14 responded, “Yes.”
- Of 14 parents who completed a post-survey, all indicated that it was *very important* to talk with their child or a young person about sexuality, health, and HIV.
- In addition, 13 of 14 parents reported feeling very confident in their ability to discuss sensitive topics with their child or a young person.
- Furthermore, parents reported how likely they were to discuss the reproductive health topics presented in Table 10. Over 75 percent of participants (n=10) were *very likely* to discuss sexuality and puberty and sexually transmitted diseases with their child, but less likely to have a conversation with them about dating and what constitutes a healthy relationship.

- Because of Project REACH, 10 of 14 parents (71%) *strongly agree* that they find it easier to talk with their child about sensitive topics; and 11 of 14 parents (79%) know more about reproductive health.

Table 10. Parent Post-Survey: Selected Reproductive Health Questions (n=14)

How likely are you to discuss the following topics with your child/young person as a result of Project REACH?	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
Sexuality and puberty	79%	7%	--	14%	--
Sexually transmitted diseases	77%	--	8%	--	14%
Dating and healthy relationships	57%	14%	7%	14%	7%

C. Attitudes Concerning Alcohol and Other Drugs

This section responds to the objectives concerning risky behaviors for youth and parent’s knowledge of how to prevent their children from becoming involved with alcohol and other drugs. The pilot administration of the IPFI on the Comprehensive Youth Survey was used to measure progress toward the objective for youth and the Post-Parenting Survey was used to measure progress toward the objective for parents.

Youth

The results of the IPFI Attitudes Concerning Alcohol and Other Drugs scale respond to the objective for youth stated below by showing changes in youth’s attitudes toward engaging in risky behaviors related to alcohol and other drugs.¹ The results from one of the evaluative self-report questions on the Comprehensive Youth Survey also support the achievement of this objective.

Table 11 presents the individual items that make up the Attitudes Concerning Alcohol and Other Drugs scale and compares the outcomes of those youth who have been in the program less than six months with those who have been in the program more than six months. Overall, the data show that youth who are in the program more than six months are changing their attitudes about alcohol and other drugs compared to those who have been in the program a shorter period of time.

Objective:

- Youth will improve their attitudes about risky behavior (Leichtag).

¹ Due to the small sample size among youth who have been in the program six months or less and those who have been in the program six months or more, the scale scores were not computed on this IPFI scale or any of the other IPFI scales presented in this report. VCC anticipates being able to report pre-post differences by scale scores in the September report.

Findings:

- When all youth were asked if they were less likely to be involved in risky and unsafe behaviors on the Comprehensive Youth Survey, 69 percent self-reported that they were less likely to be involved in such behaviors.
- The above results are further supported by youths’ responses to the Attitudes Concerning Alcohol and Other Drugs scale. Table 11 breaks the scale down by individual item, showing a greater percentage of long-term youth who have improved their attitudes towards alcohol and other drugs on seven of the ten items.

Table 11. IPFI Attitudes Concerning Alcohol and Other Drugs Scale Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
Drinking alcohol is bad for youth health.	True	80%	96%	+15%
It’s okay to use drugs if you don’t get caught.	False	80%	89%	+9%
If I have a chance, I might try drugs.	False	70%	78%	+7%
I might smoke when I get older.	False	60%	85%	+25%
Grown ups seem to have fun when they drink alcohol.	False	20%	56%	+36%
I can’t wait to be old enough to drink.	False	60%	70%	+10%
I will probably drink alcohol when I am old enough.	False	40%	48%	+8%
Marijuana makes you happy.	False	90%	70%	-20%
I am curious about alcohol and other drugs.	False	80%	70%	-10%
People usually drink at good parties.	False	40%	25%	-15%

*On the response scale, False represents “Very False” and “Somewhat False;” and, True represents “Very True” and “Somewhat True.”

Parents

The objective for parents, as stated below, is to show parent knowledge gains around drug and alcohol prevention. While parents did not take the Pre-Parenting Survey which would allow for an analysis of knowledge gains, the findings from the post-survey presented below suggest that parents are learning how to communicate with their children about drug and alcohol and other risky behaviors as a result of their participation in the program. Table 12 highlights some specific topics about which parents are communicating with their children.

Objective:

- Ten adults and parents of adolescents will demonstrate knowledge gains in drug and alcohol prevention (CCG, OFP).

Findings:

- A total of 13 of 14 parents reported feeling very confident in their ability to discuss sensitive topics with their child or a young person.
- When asked if they considered the following statement true or false, “Parent influence is the single greatest reason a teen chooses not to use drugs,” 100 percent (all 14) responded, “True.”
- When asked if they considered the following statement is “true” or “false,” “A family member is most likely to share alcohol, tobacco or other drugs with a teen (not a friend or stranger),” 54 percent (7 of 13) considered it to be “false” and 46 percent (6 of 13) considered it to be “true.”
- Furthermore, parents reported how likely they were to discuss the alcohol and drug topics presented in Table 12. Over 75 percent of participants (n=10) were *very likely* or *somewhat likely* to discuss drugs and alcohol, peer and media pressures, and values, rules, and consequences.
- Because of Project REACH, 10 of 14 parents (71%) *strongly agree* that they find it easier to talk with their child about sensitive topics; and all 14 know more about preventing underage alcohol and drug use.

Table 12. Parent Post-Survey: Selected Alcohol and Drug Questions (n=14)

Alcohol and Drug Topics	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
Drugs and alcohol	64%	14%	--	7%	14%
Peer and media pressures	64%	14%	7%	--	14%
Values, rules, and consequences	64%	14%	--	7%	14%

D. Individual Protective Factors Index (IPFI)

This section presents the findings from the IPFI Personal and Social Competence scales that respond to the specific grantor objectives stated below. There are four Personal Competence scales—Self-Concept, Self-Control, Positive Outlook, and Self-Efficacy; and there are three Social Competence Scales—Assertiveness, Confidence, and Cooperation/Contribution. These scales are utilized to provide evidence of the impact of the overall program on youth. The Personal Competence scales are also employed to provide evidence of the effectiveness of the Life Skills component of the program.

Personal Competence: Self-Concept, Self-control, Positive Outlook, Self-Efficacy

Overall, the pilot findings related to self-concept, self-control, positive outlook, and self-efficacy are positive and suggest that Project REACH is making progress and/or achieving its objectives to develop the personal competence of at-risk youth through a comprehensive approach to youth development, which includes an emphasis on Life Skills Education.

In total, 75 percent or more of the youth participating in the program are showing positive personal competence on the majority of the items on all the subscales, regardless of time in the program. In addition, comparing results between youth who have been in the program less than six months to those who have been in the program more than 6 months, a greater percentage of youth who have been exposed to the program longer are reporting desired aspects of their self-concept, self-control, outlook, and self-efficacy. While these results do not yet show increases by cohort, as suggested by the objective, they imply the potential to do so. Detailed findings are presented for each area of personal competence scales in Tables 13 through 16.

Objectives:

- Youth who take 40 sessions of Life Skills Education will increase their personal competence (CCG, OFP).
- 75 percent of Project REACH youth who complete 90 program hours will show an increase in their personal competence (CDBG).
- Youth will improve their self-efficacy (Leichtag).

Findings:

Self-Concept

- Table 13 provides a breakdown of youth responses by individual item on the Self-Concept component of Personal Competence. Eighty percent or more of the youth, regardless of time spent in the program, show evidence of positive self-concept on four of the six survey items.
- In addition, results indicate that on the same four out of six items mentioned in the previous bullet a larger percentage of long-term youth are exhibiting desired aspects of self-concept compared to the percentage of those in the program less time.
- As a result of participation in the program, long-term youth felt they could be trusted, do most things they tried, liked the way they acted, and felt their life was less mixed up than before.
- Self-concept areas in which fewer long-term youth made progress concerning the way youths' perceptions of how they look and how well people like them.

Table 13. IPFI Personal Competence: Self-Concept Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
I can be trusted.	True	90%	100%	+10%
I can do most things I try.	True	80%	96%	+16%
My life is all mixed up.	False	70%	74%	+4%
I like the way I act.	True	30%	41%	+11%
People usually like me.	True	100%	93%	-7%
I like the way I look.	True	90%	89%	-1%

*On the response scale, False represents "Very False" and "Somewhat False;" and, True represents "Very True" and "Somewhat True."

Self-Control

- The findings in Table 14 display the individual item results concerning youth's self-control. As shown, youth who have been in the program six months or more evidence progress toward improving their self-concept.
- Nevertheless, youth's responses suggest that youth are making progress toward improving their self-concept; and, more specifically, more long-term youth than short-term youth are recognizing the following:
 - It is not necessary to fight in order to get what you want;
 - There is no reason to break things on purpose;
 - They do not need to get mad easily
 - They can not simply do whatever they feel like doing; and,
 - They do not need to yell at people when they are mad.

Table 14. IPFI Personal Competence: Self-Control Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
Sometimes you have to physically fight to get what you want.	False	70%	74%	+4%
Sometimes I break things on purpose.	False	60%	69%	+9%
I get mad easily.	False	50%	57%	+7%
I do whatever I feel like doing.	False	40%	52%	+12%
When I'm mad, I yell at people.	False	30%	52%	+22%
If I feel like it, I hit people.	False	80%	74%	-6%

*On the response scale, False represents "Very False" and "Somewhat False;" and, True represents "Very True" and "Somewhat True."

Positive Outlook

- Six items represent the Personal Competence items pertaining to positive outlook. With one exception (among less than six month youth), between 80 and 100 percent of youth, regardless of length of time in the program, are developing a positive outlook.
- In addition, more long-term youth than short-term youth revealed a positive outlook on three of the six items, believing they will have a nice house, have enough money, and live a happy life.
- Areas in which a slightly larger proportion of 6 months or less youth experienced a better outlook included thoughts about having a nice family as one ages, living past the age of thirty, and not experiencing bad things.

Table 15. IPFI Personal Competence: Positive Outlook Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
I think I can have a nice house when I grow up.	True	90%	100%	+10%
I will probably never have enough money.	False	80%	84%	+4%
I am afraid my life will be unhappy.	False	50%	81%	+31%
I think I will have a nice family when I get older.	True	100%	96%	-4%
I will probably die before I am thirty.	False	100%	93%	-7%
Bad things happen to people like me.	False	90%	81%	-9%

*On the response scale, False represents "Very False" and "Somewhat False;" and, True represents "Very True" and "Somewhat True."

Self-efficacy

- Overall, 80 percent or more of the youth, regardless of the amount of time they have spent in the program, report a positive sense of self-efficacy, with one exception. A smaller proportion of youth who have been in the program for more than six months do not feel that other people notice when they are nice to others .
- Youth in the program for more than six months showed more efficacy regarding thinking before they act, making good decisions, working hard to get what they want, and being responsible for what happens to them.

Table 16. IPFI Personal Competence: Self-efficacy Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
If I study hard, I will get better grades.	True	100%	100%	+0%
It is important to think before you act.	True	90%	96%	+6%
To make a good decision, it is important to think.	True	90%	96%	+6%
If you work hard, you will get what you want.	True	90%	93%	+3%
I am responsible for what happens to me.	True	80%	93%	+13%
Other people decide what happens to me.	False	100%	88%	-12%
When I try to be nice, people notice.	True	80%	63%	-17%

*On the response scale, False represents “Very False” and “Somewhat False;” and, True represents “Very True” and “Somewhat True.”

Social Competence: Assertiveness, Confidence, and Cooperation/Contribution

As with the findings for Personal Competence, described above, similar findings were observed for Social Competence. Overall, the pilot findings related to Assertiveness, Confidence, and Cooperation/Contribution scales are positive and suggest that Project REACH is achieving its objectives to develop the social competence of at-risk youth through a comprehensive approach to youth development. When comparing the results to youth who have been in the program less than six months, a greater percentage of youth who have had considerable exposure to the program (6 months or more) are experiencing positive levels of assertiveness, confidence, and cooperation and contributions. While these results do not yet show improvement as suggested by the objective, they imply the potential to do so. Detailed findings are presented for each area of social competence in Tables 17 through 19.

Objectives:

- Youth will improve their social competence (Leichtag).

Findings:

Assertiveness

- Of the six items related to assertiveness, four items evidence desired levels of assertiveness among more than six month youth. Areas in which a greater percentage of youth who have been in the program more than six months are evidencing assertiveness include:
 - The ability to change their mind for a reason;
 - The ability to tell a friend that they disagree with them;
 - Not disappointing people on a regular basis; and,
 - Not embarrassed to ask questions.

Table 17. IPFI Social Competence: Assertiveness Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
If I have a reason, I will change my mind.	True	90%	93%	+3%
If I disagree with a friend I tell them.	True	80%	100%	+20%
I often disappoint people.	False	60%	75%	+15%
I am often too embarrassed to ask questions.	False	50%	52%	+2%
If I don't understand something, I will ask for an explanation.	True	89%	85%	-4%
I hate being in front of a group.	False	60%	52%	-8%

*On the response scale, False represents "Very False" and "Somewhat False;" and, True represents "Very True" and "Somewhat True."

Confidence

- With respect to confidence, all but one of the six items representing this scale showed positive levels of confidence; and that confidence affected a greater percentage of youth who have been in the program more than six months.
- In general, the percentage of youth who show confidence was 70 percent or more, regardless of the amount of time youth were enrolled in the program.

Table 18. IPFI Social Competence Confidence Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
I get along well with other people.	True	100%	100%	+0%
I like being around people.	True	90%	96%	+6%
It is hard for me to make friends.	False	80%	96%	+16%
My friends respect me.	True	80%	96%	+16%
I often feel lonely.	False	70%	89%	+19%
I will always have friends	True	100%	96%	-4%

*On the response scale, False represents “Very False” and “Somewhat False;” and, True represents “Very True” and “Somewhat True.”

Cooperation and Contribution

- Results regarding the cooperation and contribution show that between 78 and 100 percent of youth who have been in the program six months or less are exhibiting all six aspects of the contribution and cooperation scale.
- Similarly, two-thirds or more of youth who have been in the program six months or more are exhibiting all six aspects of contribution and cooperation.
- More youth in the program for six months or more are reporting that they:
 - Find helping others very satisfying;
 - Find helping others makes them feel good;
 - Enjoy being part of a team; and,
 - Feel it is important to do their part in helping at home.
- However, the data suggest that these youth may be less likely than those who have been in the program less than six months to enjoy doing their part or help around the house.

Table 19. IPFI Social Competence: Cooperation and Contribution Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
Helping others is very satisfying.	True	90%	93%	+3%
Helping others makes me feel good.	True	89%	92%	+3%
Being part of a team is fun.	True	80%	96%	+16%
It is important to do your part in helping at home.	True	80%	93%	+13%
I always like to do my part.	True	100%	77%	-23%
I like to help around the house.	True	78%	67%	-11%

*On the response scale, False represents “Very False” and “Somewhat False;” and, True represents “Very True” and “Somewhat True.”

E. Seattle Social Development Project: Pro-Social Involvement Scale

The Pro-Social Involvement Scale included four items regarding opportunities for youth to become more involved in school activities and engage in personal interactions with their teachers. In addition, the Pro-Social Involvement Scale seeks to measure the degree to which youth feel safe in their schools. This scale was implemented as a means of measuring the objectives stated below. More specifically, Project REACH is aiming to document the degree to which its comprehensive program, and in particular the degree to which the Service Learning Activities, the Teen Development curriculum, and the Teens Acting as Role Models Project, influence youth social interactions and involvement in school and program settings.

The pilot results from the Pro-Social Involvement Scale given on the Comprehensive Youth Survey indicate that Project REACH is enhancing youths' pro-social skills and level of engagement; thereby making progress toward meeting its objectives of increasing pro-social involvement among 70 percent or more of its youth, as well as among 20 or 30 participants. While these results do not allow analyses of pre-post comparisons, they do present evidence that the program has the potential to show improvement, thereby meeting its objectives to their full extent.

Objectives:

- Between 20 and 30 participants who participate in Service Learning activities will show an increase in their perceptions of pro-social involvement (CCG, OFP).
- 70 percent of the 40 youth who participate in the 8-week Youth 2 Teen Development curriculum, will demonstrate an increase in their perceptions of pro-social involvement (SDWF).
- 70 percent of those who participate in the Teens Acting as Role-models Project (TAARP) and complete 20 hours of service learning will demonstrate an increase in their perceptions of pro-social involvement (SDWF).
- 75 percent of Project REACH youth who complete 90 program hours will show an increase in their perceptions of pro-social involvement (CDBG).

Findings:

- The results presented in Table 20 show that 70 percent of youth and/or 20 to 30 youth, regardless of time in the program are becoming more socially involved with school activities and programs, talk to their teachers, and feel safe at school, with one exception.
 - Sixty percent of the less than six month youth in the program are connecting with their teachers on a one-on-one basis.
- A larger percentage of youth who have been in the program more than six months than those who have been in the program less than six months are reporting pro-social involvement.
- The results also suggest that long-term program youth feel less safe in school than those youth who have spent less time with Project REACH.

Table 20. Seattle Social Development Project Pro-Social Involvement Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
There are lots of chances for students in my school to get involved in sports, clubs, and other activities outside of class.	True	80%	93%	+13%
There are lots of chances to be part of class discussions or activities.	True	80%	89%	+9%
There are lots of chances for students in my school to talk with a teacher one-on-one.	True	60%	70%	+10%
I feel safe at my school.	True	90%	81%	-9%

*On the response scale, False represents “Very False” and “Somewhat False;” and, True represents “Very True” and “Somewhat True.”

F. Attitudes Toward Gangs

The objectives stated below seek to decrease youth involvement in gangs as well as change youth attitudes toward and perceptions of gangs. The Attitudes Toward Gangs survey was implemented to measure the effectiveness of Project REACH’s specific program activities to prevent youth from interacting with and/or from joining gangs. Overall, 70 or more of youth, regardless of time in the program, are showing desired attitudes towards gangs. While these results do not permit pre-post comparisons, they do present evidence that the program has the potential to show improvement; thereby, meeting the objectives to their full extent.

Objectives:

- 70 percent of the 40 youth who participate in the 8-week Youth 2 Teen Development curriculum will demonstrate a decrease in the acceptance of negative and/or violent behavior and gangs (SDWF).
- 70 percent of those who participate in the Teens Acting as Role-models Project (TAARP) and complete 20 hours of service learning will demonstrate changes in their attitudes towards gangs (SDWF).

Findings:

- Seventy percent or more of all youth are reporting desired attitudes towards gangs on four of the seven items.
- Specifically, youth reported that:
 - They are not safer if they join a gang;
 - They most likely will not join a gang;
 - It is not cool to belong to a gang; and,
 - They believe it is a danger to join a gang.

- Areas in which a larger proportion of 6 months or less youth showed desired attitudes included not having friends at school who belong to gangs and recognizing that friends would think less of them if they joined a gang.

Table 21. Attitudes Toward Gangs Results

Survey Item	Desired Response*	Percent Less than 6 Months (n=10)	Percent More than 6 Months (n=27)	Difference
I think I am safer, and have protection, if I join a gang.	Not True	90%	96%	+6%
I will probably join a gang.	Not True	90%	93%	+3%
I think it is cool to belong to a gang.	Not True	80%	96%	+16%
Some people in my family belong to a gang, or used to belong to a gang.	Not True	40%	59%	+19%
I believe it is dangerous to join a gang.	True	80%	74%	-6%
Some of my friends at school belong to gangs.	Not True	70%	44%	-26%
My friends would think less of me if I joined a gang,	True	60%	48%	-12%

*On the response scale, False represents “Very False” and “Somewhat False;” and, True represents “Very True” and “Somewhat True.”

G. Let’s Talk Gangs Parent Education Program

The parents who participated in the *Let’s Talk Gangs Parent Education Program* increased their knowledge of gangs and gang prevention as well as reported on the importance of being involved with one’s child. The findings discussed below illustrate how the objectives for knowledge competency have been met. With respect to parent-child involvement, the findings reflect responses to the Post Parenting Survey only, and, therefore, statistically significant differences in parent-child involvement from pre- to post-test cannot be determined for this interim report. Nevertheless, the findings suggest that parents are more involved with their children.

Knowledge Competency

Objective:

- A total of 10 parents participating in the eight week *Let’s Talk Gang Parent Education Program* will score a minimum of 75 percent on a knowledge competency post-test (SDWF).

Findings:

- Three participants out of a total of 14 completed a knowledge competency pre- and post-survey. Participants improved their knowledge competency score between 37 and 50 percentage points from pre-test to post-survey.

- Out of a total of 14 participants, 10 completed the knowledge competency post-survey having answered 75 percent or more of the questions correctly, meeting the objective above.

Parent-Child Involvement

Objective:

- 70 percent of parents who participate in *Let's Talk Gangs Parent Education* will report a statistically significant increase in their involvement in the lives of their children (SDWF).

Findings:

- All 14 participants who responded to the Post Parenting Survey indicated that it was important to set boundaries with their child.
- In addition, 79 percent of the 14 parents reported that they were very likely or somewhat likely to discuss setting goals with their child.
- All 14 responding parents either *strongly agreed* or *agreed* with the following statements:
 - I am more involved in my child's life;
 - I am more involved in my child's school; and,
 - I know more about preventing violence and gang involvement.

H. Academic Achievement

The reporting period for this interim report does not match the school grade reporting period. As a result, Project REACH was unable to properly compare GPA or grades in key subjects such as English and Math. For the purposes of this report, Table 11 displays the first semester English and Math grades of those 43 youth whose academic achievement was tracked. The first semester English and Math grades provide a baseline measure against which the 2nd semester English and Math grades can be compared. Because the reporting period does not allow time to include second semester English and Math grades, which generally are not available until the end of June or beginning of July, this objective is still in progress.

Objectives:

- Youth will show improved grades from year end to year end (Leichtag).
- 75 percent of youth who complete 120 hours will show an increase in academic achievement (CDBG).

Findings:

- Both 6th grade youth are passing their 1st semester English and Math classes.
- The one 7th grade youth is excelling in English, but doing poorly in Math.
- 8th grade youth are struggling to maintain either a C or D in Math and English, with one youth excelling in Math.
- Half of the 9th grade youth are failing English. At the same time, a few 9th grade youth are excelling in Math.
- The majority of 10th grade youth are hovering between a D or F in terms of English and Math.
- 11th grade youth are experiencing a similar pattern to that of the 10th graders.
- A couple of 12th graders are excelling in English and one in Math.

Table 11. First Semester Academic Achievement by Grade (N=43)

Grade Level	Type	A	B	C	D	F
6 th Grade, (n=2)	1 st S English		1	1		
	1 st S Math		1	1		
7 th Grade, (n=1)	1 st S English	1				
	1 st S Math				1	
8 th Grade, (n=4)	1 st S English			3	1	
	1 st S Math	1		1	2	
9 th Grade, (n=8)	1 st S English		1	2	1	4
	1 st S Math	1	2	1	2	
10 th Grade, (n=11)	1 st S English			1	5	5
	1 st S Math		1	3	3	4
11 th Grade, (n=11)	1 st S English		4	5	1	1
	1 st S Math	1		3	1	6
12 th Grade, (n=6)	1 st S English	1	1	3	1	
	1 st S Math	1		3		2

I. High School Graduation and Post-Graduation Pursuits

The number of 12th graders in the program was small (n=6). Five of the six 12th grade youth will graduate from high school, meeting the first objective. These five youth also will pursue higher education, meeting the second objective, as well. This section also presents findings from the pilot administration of the Comprehensive Youth Survey regarding attitudes about graduating high school, pursuing higher education, and employment. Results indicate that the percentage of youth who consider it important to graduate and go to college is high; yet, the percentage who consider it important to secure a job is higher.

Objectives:

- Youth who participate in the program and are in their senior year will graduate from high school (Leichtag).
- Post-high school youth who completed Project REACH will either pursue some form of higher education (includes professional schooling), enroll in the military, or obtain employment (Leichtag).

Findings:

High School Graduation and Post-Graduation Plans

- Of six 12th grade youth participating in the program, five of them are graduating high school in June 2009.
- Of the five high school graduates, four are planning to attend the local community college.

- Two of the 12th grade youth are employed currently, one with the DMV and the other at Stater Brothers.

Attitudes

- Responses to the pilot of the Youth Comprehensive Survey indicate that 87 percent of 37 Project youth considered it very important to graduate from high school.
- Sixty-two percent of youth indicated that they will go to college.
- Eighty-seven percent of responding youth indicated that it is very important to them to secure a job that pays well.

J. Other Life Skills

Other life skills measured included communication skills and goal setting, social interactions, higher education and career exploration, risky behaviors, and health (See Table 12). As of the end of May, the number of Project REACH youth who were making progress toward improving upon other life skills was just shy of the 40 stated in the objective. VCC fully expects to meet this objective with 40 or more youth for the September evaluation report. Overall, 50 percent or more Project REACH youth are reporting the use of the life skills they learned in the program, as displayed in Table 12.

Objectives:

- The 40 participants who complete a minimum of 40 sessions of Life Skills will improve upon other life skills such as knowledge of career options, resume writing, job interviewing, health, and nutrition (CCG, OFP).
- Youth will improve their life skills such as goal setting, communication skills, and attitudes about risky behaviors (Leichtag).

Findings:

- Fifty percent or more of the youth (N=37) reported that they know how to set goals and are more comfortable communicating with parents, peers, and in front of groups, as well as serving as a leader.
- Between 70 and 82 percent of youth want to do well in school and pursue higher education, and at the same time know more about career options and necessary career exploration skills like resume writing and job interviewing.
- Sixty-five percent or more of youth are more health and nutrition conscious, and are less likely to engage in risky behaviors such as gangs and unprotected sexual behaviors.
- With respect to social interactions, 89 and 87 percent of youth indicated that they, respectively, have made new friends through Project REACH and have friends they can count on. Less than half indicated that they will participate in community or volunteer work.

Table 12. Other Life Skills (N=37, except where noted)

General Category	Specific Skills	Yes	No	Don't Know
Communication and Goal Setting	Because of Project REACH, I know more about setting goals.	89%	3%	8%
	I find it easier to talk with my <i>peers</i> about sensitive topics.	87%	5%	8%
	Because of Project REACH, I find it easier to talk with my <i>parents</i> about sensitive topics.	73%	5%	22%
	I am more comfortable speaking in front of groups (n=36).	61%	19%	19%
	I am more interested in being a leader in my school or community.	57%	19%	24%
Higher Education and Career Exploration	Because of Project REACH, I am more concerned about doing well in school.	82%	8%	11%
	I know more about career options, resume writing, and job interviewing.	73%	8%	19%
	I am more interested in attending college.	70%	14%	16%
Risky Behaviors and Health	I know more about health and nutrition.	81%	5%	14%
	I know more about gang prevention.	78%	8%	14%
	I will stay in good health (n=33).*	76%	--	NA
	I am less likely to get a sexually transmitted disease.	76%	14%	11%
	Because of Project REACH, I am less likely to be involved in risky and unsafe behaviors (n=36).	69%	11%	19%
	I am less likely to be involved in gangs.	65%	24%	11%
	I am less likely to become pregnant, or get someone pregnant.	65%	11%	24%
Social Interactions	Because of Project REACH, I have made new friends.	89%	3%	8%
	I will have good friends I can count on (n=33).*	87%	--	NA
	I will do community work or volunteer work (n=33).*	41%	8%	NA

*Responses to these questions were made on a four-point scale from “very important” to “not at all important.” The percentage of participants who indicated “very important” are represented as “Yes” in this table, and those who “not at all important” are represented as “No.”

VI. Program Satisfaction and Usefulness

Both parents and youth overwhelmingly enjoy the program and plan to incorporate what they have learned into their lives. The last few questions on the youth and parent surveys ask questions about program satisfaction, usefulness, and impact.

Youth

Project REACH youth responded to a few questions regarding the impact of the program and areas for improvement. Key findings and selected responses are listed below.

- Overall, 93 percent of youth who responded to the Comprehensive Youth Post-Survey (n=37) felt that Project REACH was a good program.
- All youth reported feeling comfortable and able to talk with Project REACH staff.
- Ninety percent reported that Project REACH was a safe place to share information.

- Almost all program youth (95%) indicated that Project REACH should be taught to other kids their own age.
- Similarly, almost all (92%) of program youth reported that they will be able to use the information and skills they learned.
- Impacts highlighted by youth included:
 - “It made me a better person.”
 - “My grades went up.”
 - “It taught me about gangs.”
 - “It has helped my mom and family.”
 - “It helped me solve problems”
 - “My parents and I have a better relationship.
- Things youth would like to see added or changed included:
 - “More field trips.”
 - “More information on gang prevention.”
 - “Fun activities.”

Parents

Project REACH parents responded to a few questions regarding the impact of the program and areas for improvement. Key findings and selected responses are listed below.

- Overall, all the parents (n=14) felt that the program was either *very good or good*.
- Eighty-six percent of the parents felt comfortable and able to talk with Project REACH staff.
- Ninety-three percent of the parents felt safe sharing information during parent meetings and agreed that they learned something new.
- Almost all the parents agreed that they will be able to use the information and skills they learned in the program in their lives.
- Parents also reported that Project REACH taught them how to communicate better with their children and how to help their children in general.
- Parents had few comments for program improvement. Mostly, parents find Project REACH a great program for kids and would like to see transportation available to those who would like to join but may not be able to access it without transportation.
- What parents would like to tell others:
 - “It’s a great program for every teenager.”
 - “We learn many new things we did not know.”
 - “They help a lot with homework. Kids enjoy it.”

VII. Summary and Conclusion

As of November 2008, Evalcorp has worked with Project REACH to develop the framework, data collection tools, and database necessary for a comprehensive, rigorous evaluation of the project’s outcomes across multiple funders’ requirements and timelines. Serving as an initial progress report for a two year evaluation, this report demonstrates that Project REACH has made substantial progress toward achieving its overall goal and its funders’ objectives thus far for the 2008-09 program year.

Through its comprehensive after-school pregnancy and violence prevention program, Project REACH has supported the development of self-assured, future-oriented youth by strengthening factors that protect against high-risk behaviors in at-risk teens. The project has either achieved or is making progress towards achieving all of its objectives in delivering general program hours, service learning, life skills education, academic assistance, sex education, gang prevention, drug and alcohol prevention, and parent educational programs. The findings demonstrate that youth and/or parents acquired knowledge in reproductive health, gang prevention, and alcohol and drug prevention, and feel more comfortable talking with each other about these topics. In addition, youth showed improvement in their goal setting, communication skills, and attitudes about risky behaviors, and increased their interest in health and nutrition, career options, resume writing, and job interviewing. Furthermore, the majority of youth considers it important to graduate and pursue higher education.

Project REACH is also meeting and/or making progress toward achieving its goal and objectives to develop the personal competence, social competence, and pro-social behaviors of at-risk youth through a comprehensive approach to youth development. The majority of youth participating in the program are showing positive personal and social competence, as well as pro-social behaviors and involvement. Comparing results between youth who have been in the program less than six months to those who have been in the program more than 6 months, more youth who have been exposed to the program longer are reporting desired aspects of personal competence (i.e., self-concept, self-control, outlook, and self-efficacy), social competence (i.e., assertiveness, confidence, cooperation and contributions), and pro-social skills and involvement.

A brief summary of how the objectives were met for each primary funder is provided below:

Community Challenge Grant, Office of Family Planning (CCG, OFP)

- Project REACH met and exceeded all of the CCG, OFP objectives in terms of program hours delivered and number of attendees in the following areas: service learning attendance, life skills education, academic assistance, comprehensive sex education, and parent programs.
- Youth showed gains in knowledge about reproductive health.
- Parents showed knowledge of reproductive health and reported that they were comfortable talking about it with their children.
- Parents demonstrated knowledge of drugs and alcohol prevention and have learned how to communicate with their children about drugs and alcohol.
- Three-fourths of youth showed positive personal competence, with youth who have been in the program more than six months reporting a more positive self-concept, self-control, positive outlook, and self-efficacy than those in the program less than six months.
- Seventy percent of youth were more socially involved with school activities and programs, talk to their teachers, and feel safe at school; with longer-term youth showing higher levels of pro-social interaction and involvement than shorter-term youth.
- While Project REACH is making progress in achieving its life skills component, youth showed increased interest in career options, resume writing, job interviewing, and health and nutrition.
- Over half of the youth are reporting the use of the life skills they have learned in the program.

Community Development Block Grant (CDBG)

- Project REACH met and exceeded all of the CDBG objectives in terms of program hours delivered and number of attendees in the following areas: general program hours, service learning attendance, life skills education, and academic assistance.
- Three-fourths of youth showed positive personal competence, with youth who have been in the program more than six months reporting a more positive self-concept, self-control, positive outlook, and self-efficacy than those in the program less than six months.
- Seventy percent of youth were more socially involved with school activities and programs, talk to their teachers, and feel safe at school; with longer-term youth showing higher levels of pro-social interaction and involvement than shorter-term youth.
- It was not possible to measure gains on academic achievement because data for the second semester grades will not be available until July. Academic outcomes will be reported on in the September evaluation progress report.

Leichtag

- Project REACH has made substantial progress towards achieving the Leichtag program attendance objective, with 75% of the required number of youth having completed 180 hours of program activities with four months in the fiscal year remaining.
- Three-fourths of youth showed positive personal competence, with youth who have been in the program more than six months reporting a more positive self-concept, self-control, positive outlook, and self-efficacy than those in the program less than six months.
- Eighty percent or more of youth report a positive sense of self-efficacy; with youth in the program for more than six months showing more positive efficacy regarding thinking before they act, making good decisions, working hard to get what they want, and being responsible for what happens to them.
- Compared to youth in the program for less than six months, a greater percentage of longer-term youth have more social competence and are experiencing positive levels of assertiveness, confidence, and cooperation and contributions.
- Youth who are in the program more than six months improved their attitudes about alcohol and other drugs compared to those who have been in the program a shorter period of time. In addition, about 70% of youth overall reported that they were less likely to be involved in risky and unsafe behaviors.
- The majority of youth consider it important to graduate from high school and pursue higher education.
- Five of the six program youth in the 12th grade will graduate from high school. Four of the five students graduating will pursue higher education and two are currently employed.
- Because this reporting period does not allow time to include second semester grades which generally are not available until July, this objective is still in progress and will be reported on in the September evaluation progress reports.
- Over 50 percent of Project REACH youth have applied the life skills they learned in the program.
- Youth showed improvement on goal setting, communication skills, and attitudes about risky behaviors.

San Diego Women's Foundation (SDWF)

- Project REACH met and exceeded the SDWF program delivery objectives in terms of hours spent and number of attendees for the Youth 2 Teen Development curriculum and Let's Talk Gangs Parent Education Program; however, it is still in progress towards meeting the youth service learning attendance objective.
- Seventy percent of youth were more socially involved with school activities and programs, talk to their teachers, and feel safe at school; with youth in the program more than six months showing more pro-social interaction and involvement than youth in the program less than six months.
- Seventy percent or more of youth are reporting desired attitudes towards gangs.
- Of the 14 parents completing the Let's Talk Gangs course, 10 completed a knowledge competency test about gangs with a score of 75 percent or more.
- Parents completing the Let's Talk Gangs course showed a significant increase in their involvement in the lives of their children.

In conclusion, Project REACH has achieved almost all of its funders' objectives as described above and has made substantial progress towards achieving objectives not yet met. The project has also achieved its overall goal of developing future-oriented youth by strengthening their protective factors against high-risk behaviors. Results from this report can be used to improve upon the project's programmatic efforts and data collection strategies. In addition, evaluative findings from youth and parents on program satisfaction and usefulness confirm and provide insight into Project REACH's outcomes to date. The vast majority of parents and youth are very satisfied with Project REACH, felt comfortable with its staff, and felt safe sharing information. Regarding the impact of Project REACH on their lives, almost all parents and youth reported that they find it easier to communicate about sensitive topics, and that they will use the information and skills they learned in the program. Finally, youth reported that because of Project REACH their grades have gone up, they have solved problems, they have better relationships with their parents, and they are more concerned about doing well in school and attending college.

VIII. Appendix
Data Collection Tools
Database Structure and Data Entry Guide

Project REACH YOUTH PRE-SURVEY

Please be honest when answering this survey. It is very important for us to know what effect Project REACH is having on you and the community.

A. Please answer the following questions.

1. What is the date today? Month: _____ Day: _____ Year: _____
2. What is your birth date? Month: _____ Day: _____ Year: _____
3. What are your initials? First Name Initial: _____ Last Name Initial: _____

B. Please circle the response that is closest to how you feel about the sentence.

	Very True	Somewhat True	Somewhat False	Very False
1. Sometimes I have to physically fight to get what I want.	YES!	yes	no	NO!
2. I will probably die before I am thirty.	YES!	yes	no	NO!
3. I will always have friends.	YES!	yes	no	NO!
4. I like to help around the house.	YES!	yes	no	NO!
5. I might smoke cigarettes when I get older	YES!	yes	no	NO!
6. I like the way I act.	YES!	yes	no	NO!
7. I get mad easily.	YES!	yes	no	NO!
8. I get along well with other people.	YES!	yes	no	NO!
9. Being part of a team is fun.	YES!	yes	no	NO!
10. Grown-ups seem to have fun when they drink alcohol.	YES!	yes	no	NO!
11. People usually like me.	YES!	yes	no	NO!
12. Other people decide what happens to me.	YES!	yes	no	NO!
13. I think I will have a nice family when I get older.	YES!	yes	no	NO!
14. If I disagree with a friend, I can tell them.	YES!	yes	no	NO!
15. Drinking alcohol is bad for your health.	YES!	yes	no	NO!
16. I can be trusted.	YES!	yes	no	NO!
17. I am afraid my life will be unhappy.	YES!	yes	no	NO!
18. I like being around people.	YES!	yes	no	NO!
19. I will probably drink alcohol when I am old enough.	YES!	yes	no	NO!
20. It is important to think before you act.	YES!	yes	no	NO!
21. Bad things happen to people like me.	YES!	yes	no	NO!
22. Helping others makes me feel good.	YES!	yes	no	NO!

	Very True	Somewhat True	Somewhat False	Very False
23. My life is all mixed up.	YES!	yes	no	NO!
24. I do whatever I feel like doing.	YES!	yes	no	NO!
25. If I have a reason, I will change my mind.	YES!	yes	no	NO!
26. It is hard for me to make friends.	YES!	yes	no	NO!
27. It's okay to use drugs if you don't get caught.	YES!	yes	no	NO!
28. I can do most things I try.	YES!	yes	no	NO!
29. If I study hard, I will get better grades.	YES!	yes	no	NO!
30. When I am mad, I yell at people.	YES!	yes	no	NO!
31. I think I can have a nice house when I grow up.	YES!	yes	no	NO!
32. If I don't understand something, I will ask for an explanation.	YES!	yes	no	NO!
33. My friends respect me.	YES!	yes	no	NO!
34. I always like to do my part.	YES!	yes	no	NO!
35. Sometimes I break things on purpose.	YES!	yes	no	NO!
36. I will probably never have enough money.	YES!	yes	no	NO!
37. I am often too embarrassed to ask questions.	YES!	yes	no	NO!
38. I often feel lonely.	YES!	yes	no	NO!
39. If I have a chance, I might try drugs.	YES!	yes	no	NO!
40. When I try to be nice, people notice.	YES!	yes	no	NO!
41. I hate being in front of a group.	YES!	yes	no	NO!
42. It is important to do your part in helping at home.	YES!	yes	no	NO!
43. If you work hard, you will get what you want.	YES!	yes	no	NO!
44. Marijuana makes you happy.	YES!	yes	no	NO!
45. People usually drink alcohol at good parties.	YES!	yes	no	NO!
46. I can't wait to be old enough to drink.	YES!	yes	no	NO!
47. I am curious about alcohol and drugs.	YES!	yes	no	NO!
48. Helping others is very satisfying.	YES!	yes	no	NO!
49. I like the way I look.	YES!	yes	no	NO!
50. If I feel like it, I hit people.	YES!	yes	no	NO!
51. To make a good decision it is important to think about what will happen afterwards.	YES!	yes	no	NO!
52. I often disappoint people.	YES!	yes	no	NO!
53. I am responsible for what happens to me.	YES!	yes	no	NO!

C. Please circle the response that shows how true each statement is for you.

	Very True	Somewhat True	Somewhat False	Very False
1. There are lots of chances for students in my school to talk with a teacher one-on-one.	YES!	yes	no	NO!
2. There are lots of chances for students in my school to get involved in sports, clubs, and other activities outside of class.	YES!	yes	no	NO!
3. There are lots of chances to be part of class discussions or activities.	YES!	yes	no	NO!
4. I feel safe at my school.	YES!	yes	no	NO!

D. Please circle the response that shows how true each statement is for you.

	True	Not True
1. I think I am safer, and have protection, if I join a gang.	yes	no
2. I will probably join a gang.	yes	no
3. Some of my friends at school belong to gangs.	yes	no
4. I think it is cool to belong in a gang.	yes	no
5. My friends would think less of me if I joined a gang.	yes	no
6. I believe it is dangerous to join a gang; I will probably end up getting hurt or killed if I belong to a gang.	yes	no
7. Some people in my family belong to a gang, or used to belong to a gang.	yes	no
8. I feel safe at my school.	yes	no

E. Please circle the response that shows how important it is to you that in the future...

	Very Important	Important	Somewhat Important	Not at all Important
1. I will graduate from high school.	4	3	2	1
2. I will go to college.	4	3	2	1
3. I will have a job that pays well.	4	3	2	1
4. I will stay in good health.	4	3	2	1
5. I will do community work or volunteer work.	4	3	2	1
6. I will have good friends I can count on.	4	3	2	1

f. Please mark the box that best fits your answer.

1. Are you . . .

Male

Female

2. How old are you? _____

3. What grade are you in? _____

4. What is your ethnicity?

- Hispanic/Latino
- Black/African American
- White/European American
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Other: _____

5. How long have you been attending Project REACH?

- Less than 1 month
- Less than 6 months
- 6 months to 1 year
- 1 year or more

Thank you for your participation!

Project REACH YOUTH POST-SURVEY

Please be honest when answering this survey. It is very important for us to know what effect Project REACH is having on you and the community.

A. Please answer the following questions.

4. What is the date today? Month: _____ Day: _____ Year: _____
5. What is your birth date? Month: _____ Day: _____ Year: _____
6. What are your initials? First Name Initial: _____ Last Name Initial: _____

B. Please circle the response that is closest to how you feel about the sentence.

	Very True	Somewhat True	Somewhat False	Very False
54. Sometimes I have to physically fight to get what I want.	YES!	yes	no	NO!
55. I will probably die before I am thirty.	YES!	yes	no	NO!
56. I will always have friends.	YES!	yes	no	NO!
57. I like to help around the house.	YES!	yes	no	NO!
58. I might smoke cigarettes when I get older	YES!	yes	no	NO!
59. I like the way I act.	YES!	yes	no	NO!
60. I get mad easily.	YES!	yes	no	NO!
61. I get along well with other people.	YES!	yes	no	NO!
62. Being part of a team is fun.	YES!	yes	no	NO!
63. Grown-ups seem to have fun when they drink alcohol.	YES!	yes	no	NO!
64. People usually like me.	YES!	yes	no	NO!
65. Other people decide what happens to me.	YES!	yes	no	NO!
66. I think I will have a nice family when I get older.	YES!	yes	no	NO!
67. If I disagree with a friend, I can tell them.	YES!	yes	no	NO!
68. Drinking alcohol is bad for your health.	YES!	yes	no	NO!
69. I can be trusted.	YES!	yes	no	NO!
70. I am afraid my life will be unhappy.	YES!	yes	no	NO!
71. I like being around people.	YES!	yes	no	NO!
72. I will probably drink alcohol when I am old enough.	YES!	yes	no	NO!
73. It is important to think before you act.	YES!	yes	no	NO!
74. Bad things happen to people like me.	YES!	yes	no	NO!
75. Helping others makes me feel good.	YES!	yes	no	NO!

	Very True	Somewhat True	Somewhat False	Very False
76. My life is all mixed up.	YES!	yes	no	NO!
77. I do whatever I feel like doing.	YES!	yes	no	NO!
78. If I have a reason, I will change my mind.	YES!	yes	no	NO!
79. It is hard for me to make friends.	YES!	yes	no	NO!
80. It's okay to use drugs if you don't get caught.	YES!	yes	no	NO!
81. I can do most things I try.	YES!	yes	no	NO!
82. If I study hard, I will get better grades.	YES!	yes	no	NO!
83. When I am mad, I yell at people.	YES!	yes	no	NO!
84. I think I can have a nice house when I grow up.	YES!	yes	no	NO!
85. If I don't understand something, I will ask for an explanation.	YES!	yes	no	NO!
86. My friends respect me.	YES!	yes	no	NO!
87. I always like to do my part.	YES!	yes	no	NO!
88. Sometimes I break things on purpose.	YES!	yes	no	NO!
89. I will probably never have enough money.	YES!	yes	no	NO!
90. I am often too embarrassed to ask questions.	YES!	yes	no	NO!
91. I often feel lonely.	YES!	yes	no	NO!
92. If I have a chance, I might try drugs.	YES!	yes	no	NO!
93. When I try to be nice, people notice.	YES!	yes	no	NO!
94. I hate being in front of a group.	YES!	yes	no	NO!
95. It is important to do your part in helping at home.	YES!	yes	no	NO!
96. If you work hard, you will get what you want.	YES!	yes	no	NO!
97. Marijuana makes you happy.	YES!	yes	no	NO!
98. People usually drink alcohol at good parties.	YES!	yes	no	NO!
99. I can't wait to be old enough to drink.	YES!	yes	no	NO!
100. I am curious about alcohol and drugs.	YES!	yes	no	NO!
101. Helping others is very satisfying.	YES!	yes	no	NO!
102. I like the way I look.	YES!	yes	no	NO!
103. If I feel like it, I hit people.	YES!	yes	no	NO!
104. To make a good decision it is important to think about what will happen afterwards.	YES!	yes	no	NO!
105. I often disappoint people.	YES!	yes	no	NO!
106. I am responsible for what happens to me.	YES!	yes	no	NO!

C. Please circle the response that shows how true each statement is for you.

	Very True	Somewhat True	Somewhat False	Very False
5. There are lots of chances for students in my school to talk with a teacher one-on-one.	YES!	yes	no	NO!
6. There are lots of chances for students in my school to get involved in sports, clubs, and other activities outside of class.	YES!	yes	no	NO!
7. There are lots of chances to be part of class discussions or activities.	YES!	yes	no	NO!
8. I feel safe at my school.	YES!	yes	no	NO!

D. Please circle the response that shows how true each statement is for you.

	True	Not True
9. I think I am safer, and have protection, if I join a gang.	yes	no
10. I will probably join a gang.	yes	no
11. Some of my friends at school belong to gangs.	yes	no
12. I think it is cool to belong in a gang.	yes	no
13. My friends would think less of me if I joined a gang.	yes	no
14. I believe it is dangerous to join a gang; I will probably end up getting hurt or killed if I belong to a gang.	yes	no
15. Some people in my family belong to a gang, or used to belong to a gang.	yes	no
16. I feel safe at my school.	yes	no

E. Please circle the response that shows how important it is to you that in the future...

	Very Important	Important	Somewhat Important	Not at all Important
7. I will graduate from high school.	4	3	2	1
8. I will go to college.	4	3	2	1
9. I will have a job that pays well.	4	3	2	1
10. I will stay in good health.	4	3	2	1
11. I will do community work or volunteer work.	4	3	2	1
12. I will have good friends I can count on.	4	3	2	1

F. Please circle the response that shows how true each statement is for you.

	Yes	No	Don't know
1. Project REACH was a good program.	Yes	No	Don't know
2. I felt comfortable and able to talk with Project REACH staff.	Yes	No	Don't know
3. Project REACH was a safe place to share information.	Yes	No	Don't know
4. Project REACH should be taught to other kids my age.	Yes	No	Don't know

G. Please circle the response that shows how true each statement is for you.

	Yes	No	Don't know
1. Because of Project REACH, I find it easier to talk with my <i>parents</i> about sensitive topics.	Yes	No	Don't know
2. I find it easier to talk with my <i>peers</i> about sensitive topics.	Yes	No	Don't know
3. I am more comfortable speaking in front of groups.	Yes	No	Don't know
4. I am more interested in being a leader in my school or community.	Yes	No	Don't know
5. Because of Project REACH, I know more about setting goals.	Yes	No	Don't know
6. I know more about career options, resume writing, and job interviewing.	Yes	No	Don't know
7. I know more about health and nutrition.	Yes	No	Don't know
8. I know more about gang prevention.	Yes	No	Don't know
9. Because of Project REACH, I am more concerned about doing well in school.	Yes	No	Don't know
10. I am more interested in attending college.	Yes	No	Don't know
11. Because of Project REACH, I am less likely to be involved in risky and unsafe behaviors.	Yes	No	Don't know
12. I am less likely to be involved in gangs.	Yes	No	Don't know
13. I am less likely to get a sexually transmitted disease.	Yes	No	Don't know
14. I am less likely to become pregnant, or get someone pregnant.	Yes	No	Don't know
15. I will be able to use the information and skills I learned in Project REACH.	Yes	No	Don't know
16. Because of Project REACH, I have made new friends.	Yes	No	Don't know

H. Please share how Project REACH has made an impact on your life. _____

I. What would you like to see added to the Project REACH program? _____

J. Please mark the box that best fits your answer.

1. Are you . . .

- Male
- Female

2. How old are you? _____

3. What grade are you in? _____

4. What is your ethnicity?

- Hispanic/Latino
- Black/African American
- White/European American
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Other: _____

5. How long have you been attending Project REACH?

- Less than 1 month
- Less than 6 months
- 6 months to 1 year
- 1 year or more

Thank you for your participation!

Office Use Only:

Instructor: _____ **Date of Test:** _____ **ID:** _____

Parenting PRE Survey

1. Talking with your child/ young person in your life about sexuality, health, and HIV is . . .
 - Not Important**
 - Somewhat Important**
 - Very Important**
2. How confident are you with your ability to discuss sensitive topics with your child/ young person?
 - Not at All Confident**
 - Somewhat Confident**
 - Very Confident**
3. *Please circle True or False.*
 - A family member is most likely to share alcohol, tobacco or other drugs with a teen (not a friend or stranger).....** True False
 - Parent influence is the single greatest reason a teen chooses not to use drugs.....** True False
 - Half of teens are having sex.....** True False
 - It is important to set boundaries with your child.....** True False
4. Currently, how often do you talk with your child or young person in your life about . . .

	<i>Not Yet</i>	<i>Hardly Ever</i>	<i>Sometimes</i>	<i>Very Often</i>	<i>Does not Apply</i>
a. Sexuality and Puberty	1	2	3	4	5
b. Sexually Transmitted Diseases	1	2	3	4	5
c. Dating and Healthy Relationships	1	2	3	4	5
d. Peer and Media Pressures	1	2	3	4	5
e. Drugs and Alcohol	1	2	3	4	5
f. Values, Rules, and Consequences	1	2	3	4	5
g. Setting Goals	1	2	3	4	5
5. Gender:
 - Male**
 - Female**
6. Primary Language Spoken at Home: _____
7. Which best describes you?
 - African American**
 - Asian / Pacific Islander**
 - Hispanic/Latino**
 - Native American**
 - Caucasian**
 - Bi-racial/ Multi-ethnic**

Office Use Only:

Instructor: _____ Date : _____ ID: _____

Parenting POST Survey

Please answer the following questions or statements. Since attending Project REACH parent meetings...

1. Talking with your child/ young person about sexuality, health, and HIV is . . .

- Not important
- Somewhat important
- Very important

2. How confident are you with your ability to discuss sensitive topics with your child/ young person?

- Not at all confident
- Somewhat confident
- Very confident

3. Please circle True or False.

a.	A family member is most likely to share alcohol, tobacco or other drugs with a teen (not a friend or stranger).....	True	False
b.	Parent influence is the single greatest reason a teen chooses not to use drugs.....	True	False
c.	Half of teens are having sex.....	True	False
d.	It is important to set boundaries with your child.....	True	False

4. Please circle the response that shows how likely you are to discuss the following topics with your child/young person as a result of Project REACH?

	Very Likely	Somewhat Likely	Not sure	Somewhat Unlikely	Very Unlikely	
a.	Sexuality and puberty	1	2	3	4	5
b.	Sexually transmitted diseases	1	2	3	4	5
c.	Dating and healthy relationships	1	2	3	4	5
d.	Peer and media pressures	1	2	3	4	5
e.	Drugs and alcohol	1	2	3	4	5
f.	Values, rules and consequences	1	2	3	4	5
g.	Setting goals	1	2	3	4	5

5. Please circle the response that shows how much you agree or disagree with the following statement about your involvement with Project REACH.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a.	I felt comfortable and able to talk with Project REACH staff.	1	2	3	4	5
b.	I felt safe sharing information during parent meetings.	1	2	3	4	5
c.	I learned something new in the program.	1	2	3	4	5
d.	I will be able to use the information and skills I learned in the program.	1	2	3	4	5

6. Overall, I thought the program was?

- Very good
- Good
- Poor
- Very poor

Office Use Only:

Instructor: _____ Date : _____ ID: _____

7. *Please circle the response that shows how much you agree or disagree with the following statement as a result of Project REACH.*

Strongly Agree Agree Not Sure Disagree Strongly Disagree

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a. Because of Project REACH, I find it easier to talk with my child about sensitive topics.	1	2	3	4	5
b. I am more involved in my child's life.	1	2	3	4	5
c. I am more involved in my child's school.	1	2	3	4	5
d. Because of Project REACH, I know more about reproductive health.	1	2	3	4	5
e. I know more about preventing underage alcohol and drug use.	1	2	3	4	5
f. I know more about preventing violence and gang involvement.	1	2	3	4	5

8. How has Project REACH made an impact on your life? _____

9. What would you change or add to make the program better? _____

10. What would you tell others about the program? _____

11. *Please answer the following questions about yourself.*

- a. Gender:
 - Male
 - Female
- b. What language do you speak at home? _____
- c. Which best describes you?
 - African American
 - Asian/Pacific Islander
 - Hispanic/Latino
 - Native American
 - Caucasian
 - Bi-racial/Multi-ethnic
 - Other (please specify): _____

Thank you for your participation!

Project REACH Pre/Post-Survey Reproductive Health

School: _____ Site: _____ Date _____

Directions: Please mark one answer for each question. Thank you.

- **Date of Birth: (Month/Day/Year)** ____/____/____
 - **Male or Female (Circle one):** M F
 - **Grade (Circle one):** 9 10 11 12 Other: _____
 - **Ethnicity (Circle ONE. If you have several, circle the one that best represents you):**

Hispanic/Latino/a	Caucasian/White	African-American	Asian
Pacific Islander	Filipino	American Indian	Other
1. Can all sexually transmitted infections (STIs) be cured by taking medicine?
 - Yes
 - No
 - Not Sure

 2. Can some people have a sexually transmitted infection (STI) and not know it?
 - Yes
 - No
 - Not Sure

 3. Do each of the following birth control methods help prevent pregnancy AND sexually transmitted infections (STIs)?

Birth Control Pills	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
Condoms (latex & polyurethane)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
The Shot (Depo Provera)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
Vaginal Ring	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
The Patch	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure

 4. Does a person need to be 18 years or older to buy condoms?
 - Yes
 - No
 - Not Sure

 5. Is withdrawal (pulling out before ejaculation) an effective way to prevent pregnancy?
 - Yes
 - No
 - Not Sure

 6. Which of the following is the only 100% effective method of preventing pregnancy and sexually transmitted infections (STIs)?
 - Condoms
 - Abstinence (choosing not to have sex)
 - The Patch
 - The Shot (Depo Provera)
 - Not Sure

 7. Which of the following can transmit HIV?
 - Mosquitoes, Blood, Breast Milk, Vaginal Fluids
 - Blood, Breast Milk, Vaginal Fluid, Semen
 - Toilet Seats, Saliva, Tears, Sweat
 - Semen, Blood, Vaginal Fluid, Tears

8. Can a new parent hand over their infant to designated safe locations (police, fire, hospitals) and walk away without getting in trouble with the law?
- Yes, if it is within 72 hours of birth
 - No, never
 - Not Sure
9. Suppose somebody you liked wanted to have sex with you and you didn't. How comfortable would you be telling that person you didn't want to have sex?
- Very Comfortable
 - Kind of Comfortable
 - Kind of Uncomfortable
 - Very Uncomfortable
10. Suppose someone wants you to go farther sexually than you want to. What is an effective way of telling that person you don't want to go any further?
- Look down and softly say: "I'm not sure if this is such a good idea."
 - Push the person away and yell: "Get away from me."
 - Move away and say: "I want to be close, but I'm not ready for this."
 - Not Sure
11. Suppose you decided to have sex. How hard would it be for you to tell your boyfriend/girlfriend that you wanted to use a condom and/or other birth control method?
- Very Easy
 - Kind of Easy
 - Kind of Hard
 - Very Hard
12. Suppose you and your partner decide to have sexual intercourse. What would you decide was the best protection to use to help prevent pregnancy and STIs, including HIV?
- Condoms (with spermicide)
 - A hormonal method alone (such as the pill, the shot, the patch, the ring)
 - A hormonal method (such as the pill) *with* a barrier method (such as condoms)
 - Two or more condoms together
 - Nothing
13. If a teen goes to a clinic for reproductive health services (birth control, exams, testing, etc.), will the clinic call his/her parents?
- Yes
 - No
 - Not Sure
14. Please name 2 local places which provide free or low cost Family PACT services (birth control, exams, testing, etc.):
- 1) _____
- 2) _____
15. If you had a friend in an abusive relationship, what should they do?
- Discuss the problem with their partner and attempt to change them
 - Give the person another chance because it will get better, especially if they apologized
 - Physically confront their partner and hit them back if necessary
 - Talk with a trusted adult and get out of the relationship immediately

Thank You

Project REACH Gang Presentation

Pre/Post-Survey

1. Name two characteristics of a gang.
2. Name two reasons why teens join gangs.
3. Name two consequences to being in a gang.
4. Name two signs of gang involvement.
5. What does the number 13 stand for in Hispanic gangs?
6. What does the number 14 stand for in Hispanic gangs?
7. What color is most associated with Blood gangs and Norteño gangs?
8. What color is most associated with Crip gangs or Sureño gangs?
9. Where can you as a parent look to find out if your child is involved with gangs or has friends involved with gangs?

**VISTA COMMUNITY CLINIC
PROJECT REACH**

**DATABASE STRUCTURE
AND DATA ENTRY GUIDE
2009**

I. Database File Structure

The database developed to house the Project REACH survey data was created in five Excel workbooks. The Excel workbook file names are:

- *Project REACH Youth Comprehensive Pre-Survey Data Entry Database 2009*
- *Project REACH Youth Comprehensive Post-Survey Data Entry Database 2009*
- *Project Reach Youth Pre-Post Reproductive Health Survey Data Entry Database 2009*
- *Project Reach Pre-Post Parent Survey Data Entry Database 2009*
- *Project Reach Youth Entry-Exit Grades, High School Graduation, and Post-High School Pursuits Data Entry Database 2009.*

Each workbook contains up to four worksheets, each corresponding to a survey used to evaluate the effectiveness of the program. In the case of the *Comprehensive Pre- and Post-Survey Data Entry Databases* each worksheet represents a section of the respective Pre- and Post-Surveys.

Each worksheet has its own tab at the bottom of the open Excel workbook, and each tab is labeled with the name of each survey. The worksheets are accessed by clicking on the worksheet tab.

The data entry worksheets are designed to collect data for up to 2,000 records. The record size of the database can be increased as needed.

The worksheets representing each of the five databases named above are listed here for reference:

Project REACH Youth Comprehensive Pre-Survey Data Entry Database 2009

- Youth Comp. Pre-Survey-Prt. I (Section A; Section BQ1 – BQ22)
- Youth Comp. Pre-Survey Prt. II (Section A; BQ23 – BQ53)
- Youth Comp. Pre-Survey Prt. III (Sections A; C; D; E; F)

Project REACH Youth Comprehensive Post-Survey Data Entry Database 2009

- Youth Comp. Post-Survey-Prt. I (Section A; Section BQ1 – BQ22)
- Youth Comp. Post-Survey-Prt. II (Section A; BQ23 – BQ53)
- Youth Comp. Post-Survey-Prt. III (Sections A; C; D; E; F; G)
- Youth Comp. Post-Survey-Prt. IV (Sections A; H; I; J)

Project REACH Youth Pre-Post Reproductive Health Survey Data Entry Database 2009

- Youth RH Pre-Survey
- Youth RH Post-Survey

Project Reach Parent Pre-Post Survey Data Entry Database 2009

- Parent Pre-Survey
- Parent Post-Survey

Project Reach Entry-Exit Grades, High School Graduation, and Post-High School Pursuits Data Entry Database 2009

- Youth Entry and Exit Grades, HS Graduation, and Post-Grad Pursuits

II. Database Worksheet Structure

The database worksheet structure is straightforward and directly corresponds to the questions on each of the surveys.

Rows

The row structure is similar across all the worksheets in the five data entry databases. The first four rows of each worksheet are designed to provide the data entry person the information they need to enter the survey data correctly and accurately.

- Row 1: Contains the title of the survey (i.e. Youth Comprehensive Pre-Survey).
- Row 2: Identifies the variable names/data elements (i.e. Q1, Q2, etc.) in each column.
- Row 3: Indicates the content of the data element or survey question in each column as appropriate (i.e. First Name, 100% Effective Method, Which Transmit HIV, etc.).
- Row 4: Provides the data entry instructions/codes for each variable/data element (i.e. T=True, F=False).
- Row 5: Represents the first row for data entry.

Note: Rows 1 through 4 are frozen in place. As participant responses are entered, rows 5 and above will scroll down with each new record, but rows 1 through 4 will remain visible as a reference for the person entering the data.

Columns

The column structure is similar across the worksheets of all five databases. The column structure was designed to match the content of each survey item.

- Column A: Specifies the content of rows 2 (Variable Names), 3 (Question Content), and 4 (Instructions/Key) across the worksheets. Column A cells between rows 5 and 2,000 should not be used for data entry, as indicated by the “DO NOT USE” statement.

Note: The data entry person has the option of hiding Column A, if desired. In Excel 2003, select Column A. On the *Format* menu, point to *Column*, and then click *Hide*. In Excel 2007, on the *Home* tab, in the *Cells* group, click *Format*. Under *Visibility*, point to *Hide and Unhide*, and then click *Hide Columns*.

- Columns B and C: Specify the first data entry columns, usually requesting *ID#*, *Test Date*, *Birth date*, *First and Last Initials*, or other information (depending on the survey) that will help identify the person taking the survey.
- Columns D through [Letter]: Specify the remaining data entry columns specific to each survey.

Note: Columns A through D/E are frozen in place. As each participant’s responses are entered, columns E/F and beyond will scroll over, but columns A through D/E will remain visible as a reference point for the person entering the data.

A visual representation of the database worksheet structure as described above is presented below for one of the surveys.

	A	B	C	D	E	F	G	H	I
	COMPREHENSIVE								
	PRE-SURVEY - PART I								
1									
2	Variable Names	A. Today's Date	A. Birthdate	A. First & Last Name Initials	School	Site	B.Q1	B.Q2	B.Q3
3	Question Content	Today's Date	Birthdate	First and Last Name Initials	School	Site			
4	Instructions/Key	Today's Date 00/00/00	Birthdate 00/00/00	Type First and Last Name Initials	Name of School	Type Site Name	VT=True ST=Somewhat True SF=Somewhat False VF=Very False	VT=True ST=Somewhat True SF=Somewhat False VF=Very False	VT=True ST=Somewhat True SF=Somewhat False VF=Very False
5	DO NOT USE								
6	DO NOT USE								

PLEASE NOTE: With respect to the Youth Comprehensive Pre- and Post-Surveys, the Pre-Survey has its own workbook and the Post-Survey has its own workbook. The Pre-Survey workbook has three worksheets (Part I, II, and III) and the Post-Survey workbook has four worksheets (Part I, II, III, and IV). Columns A, B, C, D, E, and F in each worksheet are frozen as described above. In addition, the information that is entered into Columns B, C, D, E, and F on the “Part I” worksheet in both the Pre-and Post-Survey workbooks (Today’s Date, Birth date, First and Last Name Initials, School, and Site) is linked to the other worksheets (Parts II, III, and IV). Once the data are entered into Columns B, C, D, E, and F in the “Part I” worksheet the data becomes linked to the Columns B, C, D, E, and F in the “Part II, III, and IV” worksheets. The only way any changes can be made to the data in Columns B, C, D, E, and F is to make changes to the data on the “Part I” worksheet. Also, **DO NOT DELETE, SORT, OR REARRANGE ROWS FROM ANY OF THE WORKSHEETS** in the Youth Comprehensive Pre- and Post-Survey databases. Instead, delete the data entered from the rows and start over. If you delete, rearrange, copy and paste rows, the links will not function properly.

III. Data Entry Layout

The specific variable names (Row 2), question content (Row 3), and data entry instructions/codes (Row 4) are outlined for each of the four surveys in the tables below:

Table A.1 through A.3: Youth Comprehensive Pre-Survey, Parts I, II, and III

Table B.1 through B.4: Youth Comprehensive Post-Survey, Parts I, II, III, and IV

Table C.1: Youth Reproductive Health Pre- and Post-Survey

Table D.1: Parent Pre-Survey

Table D.2: Parent Post-Survey

Table E.1: Youth Entry and Exit Grades, HS Graduation, and Post-Grad Pursuits

PLEASE NOTE: Enter date information as specified by data entry instructions in the table. For example, August 31, 1960 must be entered 08/31/60 (as shown in Row B) or the date will not enter correctly.

COLUMN	Table A.1: Youth Comprehensive Pre-Survey, PART I		
A	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
B	A. Today's Date	Today's Date	Today's Date 00/00/00
C	A. Birth date	Birth date	Birth date 00/00/00
D	A. First & Last Name Initials	First and Last Name Initials	Type First and Last Name Initials
E	School	School Name	Type Response
F	Site	Site Name	Type Response
G	B.Q1	B.Q1	VT=Very True ST=Somewhat True SF=Somewhat False VF=Very False
H	B.Q2	B.Q2	Same as B.Q1
I	B.Q3	B.Q3	Same as B.Q1
J	B.Q4	B.Q4	Same as B.Q1
K	B.Q5	B.Q5	Same as B.Q1
L	B.Q6	B.Q6	Same as B.Q1
M	B.Q7	B.Q7	Same as B.Q1
N	B.Q8	B.Q8	Same as B.Q1

Table A.1: Youth Comprehensive Pre-Survey, PART I			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
O	B.Q9	B.Q9	Same as B.Q1
P	B.Q10	B.Q10	Same as B.Q1
Q	B.Q11	B.Q11	Same as B.Q1
R	B.Q12	B.Q12	Same as B.Q1
S	B.Q13	B.Q13	Same as B.Q1
T	B.Q14	B.Q14	Same as B.Q1
U	B.Q15	B.Q15	Same as B.Q1
V	B.Q16	B.Q16	Same as B.Q1
W	B.Q17	B.Q17	Same as B.Q1
X	B.Q18	B.Q18	Same as B.Q1
Y	B.Q19	B.Q19	Same as B.Q1
Z	B.Q20	B.Q20	Same as B.Q1
AA	B.Q21	B.Q21	Same as B.Q1
AB	B.Q22	B.Q22	Same as B.Q1

Table A.2: Youth Comprehensive Pre-Survey, PART II			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
B	A. Today's Date	Today's Date	Today's Date 00/00/00
C	A. Birth date	Birth date	Birth date 00/00/00
D	A. First & Last Name Initials	First and Last Name Initials	Type First and Last Name Initials
E	School	School Name	Type Response
F	Site	Site Name	Type Response
G	B.Q23	B.Q23	VT=Very True ST=Somewhat True SF=Somewhat False VF=Very False
H	B.Q24	B.Q24	Same as B.Q23
I	B.Q25	B.Q25	Same as B.Q23
J	B.Q26	B.Q26	Same as B.Q23
K	B.Q27	B.Q27	Same as B.Q23
L	B.Q28	B.Q28	Same as B.Q23
M	B.Q29	B.Q29	Same as B.Q23
N	B.Q30	B.Q30	Same as B.Q23
O	B.Q31	B.Q31	Same as B.Q23
P	B.Q32	B.Q32	Same as B.Q23
Q	B.Q33	B.Q33	Same as B.Q23
R	B.Q34	B.Q34	Same as B.Q23
S	B.Q35	B.Q35	Same as B.Q23
T	B.Q36	B.Q36	Same as B.Q23

Table A.2: Youth Comprehensive Pre-Survey, PART II			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
U	B.Q37	B.Q37	Same as B.Q23
V	B.Q38	B.Q38	Same as B.Q23
W	B.Q39	B.Q39	Same as B.Q23
X	B.Q40	B.Q40	Same as B.Q23
Y	B.Q41	B.Q41	Same as B.Q23
Z	B.Q42	B.Q42	Same as B.Q23
AA	B.Q43	B.Q43	Same as B.Q23
AB	B.Q44	B.Q44	Same as B.Q23
AC	B.Q45	B.Q45	Same as B.Q23
AD	B.Q46	B.Q46	Same as B.Q23
AE	B.Q47	B.Q47	Same as B.Q23
AF	B.Q48	B.Q48	Same as B.Q23
AG	B.Q49	B.Q49	Same as B.Q23
AH	B.Q50	B.Q50	Same as B.Q23
AI	B.Q51	B.Q51	Same as B.Q23
AJ	B.Q52	B.Q52	Same as B.Q23
AK	B.Q53	B.Q53	Same as B.Q23

Table A.3: Youth Comprehensive Pre-Survey, PART III			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
B	A. Today's Date	Today's Date	Today's Date 00/00/00
C	A. Birth date	Birth date	Birth date 00/00/00
D	A. First & Last Name Initials	First and Last Name Initials	Type First and Last Name Initials
E	School	School Name	Type Response
F	Site	Site Name	Type Response
G	C.Q1	C.Q1	VT=Very True ST=Somewhat True SF=Somewhat False VF=Very False
H	C.Q2	C.Q2	Same as C.Q1
I	C.Q3	C.Q3	Same as C.Q1
J	C.Q4	C.Q4	Same as C.Q1
K	D.Q1	D.Q1	T-True NT=Not True
L	D.Q2	D.Q2	Same as D.Q1
M	D.Q3	D.Q3	Same as D.Q1
N	D.Q4	D.Q4	Same as D.Q1
O	D.Q5	D.Q5	Same as D.Q1
P	D.Q6	D.Q6	Same as D.Q1
Q	D.Q7	D.Q7	Same as D.Q1
R	D.Q8	D.Q8	Same as D.Q1
S	E.Q1	E.Q1	VI=Very Important I=Important SI=Somewhat Important NI=Not at All Important
T	E.Q2	E.Q2	Same as E.Q1
U	E.Q3	E.Q3	Same as E.Q1
V	E.Q4	E.Q4	Same as E.Q1
W	E.Q5	E.Q5	Same as E.Q1

Table A.3: Youth Comprehensive Pre-Survey, PART III			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
X	E.Q6	E.Q6	Same as E.Q1
Y	F. Gender	Gender	M=Male F=Female
Z	F. Age	Age	Enter Age
AA	F. Grade	Grade	9=9 th 10=10 th 11=11 th 12=12 th #=Other
AB	F. Ethnicity	Ethnicity	H=Hispanic/Latino, AA=Black/African American, A=Asian/Pacific Islander AI=American Indian/Alaska Native C=White/European American, O=Other
AC	F. Ethnicity: Other	Ethnicity: Other	Type Ethnicity
AD	F. Time with Project REACH	Time with Project REACH	A=Less than 1 month B=Less than 6 months C=6 months to 1 year D=1 year or more

Table B.1: Youth Comprehensive Post-Survey, PART I			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
B	B. Today's Date	Today's Date	Today's Date 00/00/00
C	B. Birth date	Birth date	Birth date 00/00/00
D	B. First & Last Name Initials	First and Last Name Initials	Type First and Last Name Initials
E	School	School Name	Type Response
F	Site	Site Name	Type Response
G	B.Q1	B.Q1	VT=Very True ST=Somewhat True SF=Somewhat False VF=Very False
H	B.Q2	B.Q2	Same as B.Q1
I	B.Q3	B.Q3	Same as B.Q1
J	B.Q4	B.Q4	Same as B.Q1
K	B.Q5	B.Q5	Same as B.Q1
L	B.Q6	B.Q6	Same as B.Q1
M	B.Q7	B.Q7	Same as B.Q1
N	B.Q8	B.Q8	Same as B.Q1
O	B.Q9	B.Q9	Same as B.Q1
P	B.Q10	B.Q10	Same as B.Q1
Q	B.Q11	B.Q11	Same as B.Q1
R	B.Q12	B.Q12	Same as B.Q1
S	B.Q13	B.Q13	Same as B.Q1
T	B.Q14	B.Q14	Same as B.Q1
U	B.Q15	B.Q15	Same as B.Q1
V	B.Q16	B.Q16	Same as B.Q1
W	B.Q17	B.Q17	Same as B.Q1
X	B.Q18	B.Q18	Same as B.Q1

COLUMN	Table B.1: Youth Comprehensive Post-Survey, PART I		
A	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
Y	B.Q19	B.Q19	Same as B.Q1
Z	B.Q20	B.Q20	Same as B.Q1
AA	B.Q21	B.Q21	Same as B.Q1
AB	B.Q22	B.Q22	Same as B.Q1

Table B.2: Youth Comprehensive Post-Survey, PART II			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
B	B. Today's Date	Today's Date	Today's Date 00/00/00
C	B. Birth date	Birth date	Birth date 00/00/00
D	B. First & Last Name Initials	First and Last Name Initials	Type First and Last Name Initials
E	School	School Name	Type Response
F	Site	Site Name	Type Response
G	B.Q23	B.Q23	VT=Very True ST=Somewhat True SF=Somewhat False VF=Very False
H	B.Q24	B.Q24	Same as B.Q23
I	B.Q25	B.Q25	Same as B.Q23
J	B.Q26	B.Q26	Same as B.Q23
K	B.Q27	B.Q27	Same as B.Q23
L	B.Q28	B.Q28	Same as B.Q23
M	B.Q29	B.Q29	Same as B.Q23
N	B.Q30	B.Q30	Same as B.Q23
O	B.Q31	B.Q31	Same as B.Q23
P	B.Q32	B.Q32	Same as B.Q23
Q	B.Q33	B.Q33	Same as B.Q23
R	B.Q34	B.Q34	Same as B.Q23
S	B.Q35	B.Q35	Same as B.Q23
T	B.Q36	B.Q36	Same as B.Q23

Table B.2: Youth Comprehensive Post-Survey, PART II			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
U	B.Q37	B.Q37	Same as B.Q23
V	B.Q38	B.Q38	Same as B.Q23
W	B.Q39	B.Q39	Same as B.Q23
X	B.Q40	B.Q40	Same as B.Q23
Y	B.Q41	B.Q41	Same as B.Q23
Z	B.Q42	B.Q42	Same as B.Q23
AA	B.Q43	B.Q43	Same as B.Q23
AB	B.Q44	B.Q44	Same as B.Q23
AC	B.Q45	B.Q45	Same as B.Q23
AD	B.Q46	B.Q46	Same as B.Q23
AE	B.Q47	B.Q47	Same as B.Q23
AF	B.Q48	B.Q48	Same as B.Q23
AG	B.Q49	B.Q49	Same as B.Q23
AH	B.Q50	B.Q50	Same as B.Q23
AI	B.Q51	B.Q51	Same as B.Q23
AJ	B.Q52	B.Q52	Same as B.Q23
AK	B.Q53	B.Q53	Same as B.Q23

Table B.3: Youth Comprehensive Post-Survey, PART III			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
B	B. Today's Date	Today's Date	Today's Date 00/00/00
C	B. Birth date	Birth date	Birth date 00/00/00
D	B. First & Last Name Initials	First and Last Name Initials	Type First and Last Name Initials
E	School	School Name	Type Response
F	Site	Site Name	Type Response
G	C.Q1	C.Q1	VT=Very True ST=Somewhat True SF=Somewhat False VF=Very False
H	C.Q2	C.Q2	Same as C.Q1
I	C.Q3	C.Q3	Same as C.Q1
J	C.Q4	C.Q4	Same as C.Q1
K	D.Q1	D.Q1	T=True NT=Not True
L	D.Q2	D.Q2	Same as D.Q1
M	D.Q3	D.Q3	Same as D.Q1
N	D.Q4	D.Q4	Same as D.Q1
O	D.Q5	D.Q5	Same as D.Q1
P	D.Q6	D.Q6	Same as D.Q1
Q	D.Q7	D.Q7	Same as D.Q1
R	D.Q8	D.Q8	Same as D.Q1
S	E.Q1	E.Q1	VI=Very Important I=Important SI=Somewhat Important NI=Not at all Important
T	E.Q2	E.Q2	Same as E.Q1
U	E.Q3	E.Q3	Same as E.Q1
V	E.Q4	E.Q4	Same as E.Q1
W	E.Q5	E.Q5	Same as E.Q1

Table B.3: Youth Comprehensive Post-Survey, PART III			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
X	E.Q6	E.Q6	Same as E.Q1
Y	F.Q1	F.Q1	Y=Yes N=No DK=Don't Know
Z	F.Q2	F.Q2	Same as F.Q1
AA	F.Q3	F.Q3	Same as F.Q1
AB	F.Q4	F.Q4	Same as F.Q1
AC	G.Q1	G.Q1	Y=Yes N=No DK=Don't Know
AD	G.Q2	G.Q2	Same as G.Q1
AE	G.Q3	G.Q3	Same as G.Q1
AF	G.Q4	G.Q4	Same as G.Q1
AG	G.Q5	G.Q5	Same as G.Q1
AH	G.Q6	G.Q6	Same as G.Q1
AI	G.Q7	G.Q7	Same as G.Q1
AJ	G.Q8	G.Q8	Same as G.Q1
AK	G.Q9	G.Q9	Same as G.Q1
AL	G.Q10	G.Q10	Same as G.Q1
AM	G.Q11	G.Q11	Same as G.Q1
AN	G.Q12	G.Q12	Same as G.Q1
AO	G.Q13	G.Q13	Same as G.Q1
AP	G.Q14	G.Q14	Same as G.Q1
AQ	G.Q15	G.Q15	Same as G.Q1
AR	G.Q16	G.Q16	Same as G.Q1

Table B.4: Youth Comprehensive Post-Survey, PART IV			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Key (Row 4)
A			
B	C. Today's Date	Today's Date	Today's Date 00/00/00
C	C. Birth date	Birth date	Birth date 00/00/00
D	C. First & Last Name Initials	First and Last Name Initials	Type First and Last Name Initials
E	School	School Name	Type Response
F	Site	Site Name	Type Response
G	H. Impact of Project REACH	Impact of Project REACH	Type Response
H	I. Additions to Project REACH	Additions to Project REACH	Type Response
I	J.Q1	Gender	M=Male F=Female
J	J.Q2	Age	Enter Age
K	J.Q3	Grade	9=9 th 10=10 th 11=11 th 12=12 th #=Other
L	J.Q4	Ethnicity	H=Hispanic/Latino, AA=Black/African American, A=Asian/Pacific Islander AI=American Indian/Alaska Native C=White/European American, O=Other
M	J.Q4: Other	Ethnicity: Other	Type Ethnicity
N	J.Q5	Time with Project REACH	A=Less than 1 month B=Less than 6 months C=6 months to 1 year D=1 year or more

Table C.1: Youth Reproductive Health <u>Pre and Post</u>-Survey Data Entry Layout			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Codes (Row 4)
A	ID#	Participant ID #	ID#
B	School Name	School Name	Type School Name
C	Site	Site Name	Type Site Name
D	Survey Date	Survey Date 00/00/00	Date: 00/00/00
E	Date of Birth	Birth date	Birth date: 00/00/00
F	Gender	Gender	M=Male F=Female
G	Grade	Grade	9=9 th 10=10 th 11=11 th 12=12 th #=Other
H	Ethnicity	Ethnicity	H=Hispanic, AA=Black/African American, A=Asian, PI=Pacific Islander, AI=American Indian, F=Filipino, C=Caucasian/White, O=Other
I	Ethnicity: Other	Ethnicity: Other	Type Other Ethnicity
J	Q1	Cure STIs with Medicine	Y=Yes N=No NS=Not Sure
K	Q2	Have STI without Knowing	Same as Q1
L	Q3a	Prevent Pregnancy & STI: Birth Control	Same as Q1
M	Q3b	Prevent Pregnancy & STI: Condoms	Same as Q1
N	Q3c	Prevent Pregnancy & STI: The Shot	Same as Q1
O	Q3d	Prevent Pregnancy & STI: Vaginal Ring	Same as Q1
P	Q3e	Prevent Pregnancy & STI: The Patch	Same as Q1

COLUMN	Table C.1: Youth Reproductive Health <u>Pre and Post</u>-Survey Data Entry Layout		
A	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Codes (Row 4)
R	Q4	18+ to Buy Condoms	Same as Q1
S	Q5	Is Withdrawal Effective Prevention	Same as Q1
T	Q6	100% Effective Method	A, B, C, D, E
U	Q7	Which Transmit HIV	A, B, C, D
V	Q8	Handover Infant	Y=Yes N=No NS=Not Sure
W	Q9	Comfortable Saying No	VC=Very Comfortable KC=Kind of Comfortable KUC=Kind of Uncomfortable VUC=Very Uncomfortable
X	Q10	Go No Further	A, B, C, D
Y	Q11	How Hard to Suggest Protection	VE=Very Easy KE=Kind of Easy KH=Kind of Hard VH=Very Hard
Z	Q12	Best Protection to Use	A, B, C, D, E
AA	Q13	Will Clinic Call Parents	Y=Yes N=No NS=Not Sure
AB	Q14a	Local Low Cost Family PACT Service: First	Type Response
AC	Q14b	Local Low Cost Family PACT Service: Second	Type Response
AD	Q15	Fried in Abusive Relationship	A, B, C, D

Table D.1: Parent Pre-Survey Data Entry Layout			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Codes (Row 4)
A	Instructor	Instructor Name	Type Instructor Name
B	Test Date	Test Date	Test Date: 00/00/00
C	ID#	ID#	Type ID#
D	Q1	Importance of Talking to Your Child	NI=Not Important SI=Somewhat Important VI=Very Important
E	Q2	Confidence to Discuss Sensitive Topics	NC=Not Confident SC=Somewhat Confident VC=Very Confident
F	Q3a	Family Shares Substances	T=True F=False
G	Q3b	Parent Influences	T=True F=False
H	Q3c	Teens Having Sex	T=True F=False
I	Q3d	Setting Boundaries	T=True; F=False
J	Q4a	Sexuality & Puberty	NY=Not Yet HE=Hardly Ever ST=Sometimes VO=Very Often DNA=Does Not Apply
K	Q4b	STDs	Same as Q4a
L	Q4c	Dating and Healthy Relationships	Same as Q4a
M	Q4d	Peer & Media Pressures	Same as Q4a
N	Q4e	Drug & Alcohol	Same as Q4a
O	Q4f	Values, Rules, and Consequences	Same as Q4a
P	Q4g	Setting Goals	Same as Q4a
Q	Q5	Gender	M=Male F=Female
R	Q6	Language Spoken at Home	Type Language
S	Q7	Ethnicity that Describes You	AA=African American API=Asian/Pacific Islander HI=Hispanic/Latino NA=Native American BR=Bi-racial/Multi-ethnic C=Caucasian

Table D.2: Parent Post-Survey Data Entry Layout			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Codes (Row 4)
A	Instructor	Instructor Name	Type Instructor Name
B	Test Date	Test Date	Test Date: 00/00/00
C	ID#	ID#	Type ID#
D	Q1	Importance of Talking to Your Child	NI=Not Important SI=Somewhat Important VI=Very Important
E	Q2	Confidence to Discuss Sensitive Topics	NC=Not Confident SC=Somewhat Confident VC=Very Confident
F	Q3a	Family Shares Substances	T=True F=False
G	Q3b	Parent Influences	T=True F=False
H	Q3c	Teens Having Sex	T=True F=False
I	Q3d	Setting Boundaries	T=True F=False
J	Q4a	Sexuality & Puberty	NY=Not Yet HE=Hardly Ever ST=Sometimes VO=Very Often DNA=Does Not Apply
K	Q4b	STDs	Same as Q4a
L	Q4c	Dating and Healthy Relationships	Same as Q4a
M	Q4d	Peer & Media Pressures	Same as Q4a
N	Q4e	Drug & Alcohol	Same as Q4a
O	Q4f	Values, Rules, and Consequences	Same as Q4a
P	Q4g	Setting Goals	Same as Q4a
Q	Q5a	Feel Comfortable with Staff	SA=Strongly Agree A=Agree NS=Not Sure DA=Disagree SD=Strongly Disagree
R	Q5b	Safe Sharing Information	Same as Q5a
S	Q5c	Same as Q5a	Same as Q5a

Table D.2: Parent Post-Survey Data Entry Layout			
COLUMN	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Codes (Row 4)
U	Q5d	Same as Q5a	Same as Q5a
V	Q6	Overall Program Rating	VG=Very Good G=Good P=Poor VP=Very Poor
W	Q7a	Easier to Talk with My Child	SA=Strongly Agree A=Agree NS=Not Sure DA=Disagree SD=Strongly Disagree
X	Q7b	More Involved with My Child	Same as Q7a
Y	Q7c	More Involved in My Child's School	Same as Q7a
Z	Q7d	Know More about Reproductive Health	Same as Q7a
AA	Q7e	Know More about Preventing Violence and Gang Involvement	Same as Q7a
AB	Q8	Impact of REACH on Your Life	Type Response
AC	Q9	What Would You Change or Add	Type Response
AD	Q10	What Would You Tell Others	Type Response
AE	Q11	Gender	M=Male F=Female
AF	Q12	What Language Speak at Home	Type Response
AG	Q13	Best Describes You	AA=African American API=Asian/Pacific Islander HI=Hispanic/Latino NA=Native American BR=Bi-racial/Multi-ethnic C=Caucasian

COLUMN	Table E.1: Youth Entry-Exit Grades, HS Graduation, and Post-Grad Pursuits Data Entry Layout		
A	Variable Names (Row 2)	Question Content (Row 3)	Instructions/Codes (Row 4)
B	First Name	First Name	Type First Name
C	Last Name	Last Name	Type Last Name
D	Date of Birth	Birth date	Birth date: 00/00/00
E	Grade Level	Grade level	9=9 th 10=10 th 11=11 th 12=12 th #=Other
F	Year Start GPA	Year Start GPA	Enter Year Start GPA
G	1 st Semester English Grade	1 st Semester English Grade	A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F
H	1 st Semester Math Grade	1 st Semester Math Grade	A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F
I	Year End GPA	Year End GPA	Enter Year End GPA
J	Year End English Grade	Year End English Grade	A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F
K	Year End Math Grade	Year End Math Grade	A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F
L	Participant is a Senior?	Senior?	Y=Yes N=No
M	HS Graduation	Participant Graduated from High School	Y=Yes N=No
N	Post-Graduate Pursuits: Higher Education	Higher Education	CC=Community College CSU=CA State U UC=University of CA OTH 4YR=Other Public 4 Year Private=Private College/University TP=Technical/Professional School OTH=Other NA=Not Applicable
O	Post-Graduate Pursuits: Employment Status	Employment Status	PT=Part-time FT=Full-time NA=Not Applicable
P	Post-Graduate	Job Title	Type Job Title

COLUMN	Table E.1: Youth Entry-Exit Grades, HS Graduation, and Post-Grad Pursuits Data Entry Layout		
A	Variable Names (Row 2)	Question Content (Row 3)	Instructions/ Codes (Row 4)
	Pursuits: Job Title		
Q	Post-Graduate Pursuits: Military	Military	A=Army N=Navy AF=Air Force M=Marines NA=Not Applicable

IV. Data Entry Instructions

The following instructions provide guidelines for data entry that will ensure accuracy and a smooth and efficient data entry process.

- Make sure to select the Excel workbook and/or worksheet that corresponds to the correct survey for which data are to be entered.
- Enter survey data at a time when the fewest disruptions are likely to occur.
- Use the instructions/codes in row 4 to guide data entry. **DO NOT DEVIATE FROM THE CODES.** If the survey response does not match the coding schema, ask a supervisor how to proceed.
- Get into the habit of saving the file after every 10 or so surveys have been entered.
- Check your work on a regular basis to make sure the data entered correspond to the right question/columns
- For questions or additional assistance, please contact Tronie Rifkin (trifkin@evalcorp.com) or Lisa Garbrecht (lgarbrecht@evalcorp.com).