

**PROJECT C.H.A.N.C.E.:
INTERIM EVALUATION REPORT, YEAR 3**

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CHERYL M. ACKERMAN, PH.D. – LEAD EVALUATOR

WITH THE ASSISTANCE OF
MARY HEIM, GRADUATE RESEARCH ASSISTANT
XIMENA URIBE-ZARAIN, GRADUATE RESEARCH ASSISTANT



Delaware Education Research & Development Center
University of Delaware
Newark, DE 19716

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EXECUTIVE SUMMARY

HIGHLIGHTS OF FINDINGS

This evaluation report, prepared by the Delaware Education Research and Development Center, includes an accounting of Project C.H.A.N.C.E.'s third year of implementation. It is intended to provide summative information about the program's effectiveness. Information related to parent understanding of the importance of literacy, parent involvement and school relations, student achievement, student health and wellness, student discipline, and parent and student drug awareness is discussed. To gather this data, parent surveys, student focus groups, and school records were used. The following are highlights from the report.

Program Objective #1: *To increase parent understanding of the importance of literacy for student success*

- More than 50% of parents who completed the parent survey indicated that Project C.H.A.N.C.E. has resulted in an increase in how often they make sure books are available for their children and how often they read or are read to by their children.
- Approximately 85% of parents surveyed reported making sure books were available for their children and reading with their children three or more times each week during the month prior to completing the survey.

Program Objective #2: *To increase parent school relations and parent involvement in their child's education*

- At least 85% of parents indicated that they attended a school play or concert or met with teachers or administrators at local public school during the 12 months prior to completing the survey. More than 50% indicated their level of attendance increased from participation in Project C.H.A.N.C.E.
- Fewer parents indicated that they had attended an athletic event, PTA meeting, or school board meeting during the previous 12 months (between 5.9% and 33.3%). Many parents reported decreased participation in these activities (between 25.0% and 46.7%).
- Approximately 75% of parents agreed that Project C.H.A.N.C.E. has helped them talk more openly with their children's teachers.
- Between 69% and 86% of parents reported asking their children about homework, checking for homework completion, and reading or discussion an assignment with them five or more times each week during the month prior to completing the survey. Some parents indicated that these behaviors had increased because they participated in Project C.H.A.N.C.E.
- Almost one-third of parents reported a decrease in how often they help their children with homework.

- Several parents described ways Project C.H.A.N.C.E. improved their school relations and involvement, and only one made a decidedly negative comment.

Program Objective #3: *To improve student learning as measured against Delaware's content standards in reading and writing*

- Changes in performance on the Reading Benchmark Test indicate significant and meaningful improvements between September and May administrations for all students at the three schools, participants and non-participants.
- On average, all students improved similarly on the Reading Benchmark Test. There were no statistically significant differences between participants' and non-participants' pre-test, post-test, or change scores.
- Scores on the Reading DSTP indicated that neither Lewis nor Shortlidge participants showed any significant differences in performance compared with non-participants. At Warner, program participants showed significantly lower reading scores than students who had not participated in the program.
- The comparisons performed on Writing DSTP scores were uniform across the three schools. At all sites, program participant scores were significantly lower than scores for non-participants.

Program Objective #4: *To increase health and wellness of the student population*

- There were no significant differences in attendance rates at either Lewis or Shortlidge between attendees and non-attendees. Program participants at Warner showed a significantly lower number of absences compared to non-participants, however, the difference is small.
- Seven major health and wellness topics emerged from analysis of student focus group transcripts: safety, toxins, healthy habits, smoking and drugs, nutrition, miscellaneous, and program recommendations.
- Students not only described what they learned about health and wellness issues such as toxins, hygiene, and nutrition, they commented on ways they used the information in their daily lives and how it impacted their behavior.

Program Objective #5: *To decrease student discipline problems*

- Only Warner showed a noteworthy difference between the percentage of participants and non-participants who received suspensions, and more were suspended.
- Non-participants at all three sites received more than one suspension, while participants at Lewis and Shortlidge received more than one suspension. Participants at Warner received up to three suspensions.

- Program participants received a maximum of six days suspension throughout the year while non-participants received more than eight.

Program Objective #6: *To decrease the propensity to choose drugs by increasing the ability of students and parents to make better choices.*

- When asked their knowledge level of the consequences of smoking, drinking alcohol, and using illegal drugs, parents reported being extremely knowledgeable.
- Between 21% and 31% of parents indicated that the program had increased their understanding of the consequences of smoking, drinking alcohol, and using illegal drugs, while the remaining parents reported no impact.
- More than 75% of parents who completed surveys reported believing Project C.H.A.N.C.E. would help keep their children away from drugs.
- Almost 60% of parents said the program helped them become more comfortable talking with their children about drug and alcohol use.
- During the student focus groups, students described a variety of things they learned about smoking: physical consequences, problems related to smoking around other people, and the importance of telling others not to smoke.
- Several students discussed how their behaviors had changed as a result of learning about the consequences of smoking, usually by telling others not to do it.

The evaluation results indicate that Project C.H.A.N.C.E. has addressed its program objectives, some with greater success than others. Parents appear to have increased their literacy behaviors and involvement in selected school activities. Parents also reported increased involvement in certain aspects of their children's education, but not in others. Additionally, parents indicated that Project C.H.A.N.C.E. has had a positive influence on understanding and communication about drug and alcohol use. Because parent survey results were based on very limited data, any conclusions drawn should be made with caution.

Based on comparison of participants and non-participants, impact on reading and writing achievement was not seen in the third year of program implementation. Improvement on the district reading test was similar for attendees and non-attendees. The areas Project C.H.A.N.C.E. appears to have had a strong impact on program participants were health and wellness awareness and understanding the consequences of smoking. An experimental evaluation design would be appropriate to examine program impact more deeply. While this design is exceptionally difficult to implement in programs of this nature, there are several ways to improve the evaluation design in other ways. For example, tracking participants over time, pre- and post-survey administration, academic performance comparisons with students attending other schools, and additional interviews with students, parents, and staff involved in the program would strengthen the evaluation design and possibly level of programmatic impact.

PROJECT C.H.A.N.C.E.:

INTERIM EVALUATION REPORT, YEAR 3

INTRODUCTION

The purpose of this evaluation was to provide summative information about the impact of Project C.H.A.N.C.E. on the students and parents involved in the program. The students participating in Project C.H.A.N.C.E. are among those most at risk for failure in school, and the results presented in this report must be considered in this light. While discussing the impact the Project C.H.A.N.C.E. program has had on students and parents, it is impossible to attribute any positive or negative results directly to participation in the program. Both qualitative and quantitative methods were used to collect and analyze data for this study. The results discussed throughout this report are descriptive and comparative in nature, and address the six program objectives summarized in Table 1.

Table 1 – Summary of Program Objectives and Data Sources

Program Objective	Data Sources
To <i>increase parent understanding of the importance of literacy</i> for student success	Parent survey
To <i>increase parent school relations and parent involvement</i> in their child's education	Parent survey
To <i>improve student learning</i> as measured against Delaware's content standards in reading and writing	2002 reading and writing DSTP scores; 2002 district reading assessment scores
To <i>increase health and wellness of the student population</i>	Attendance records; Student focus groups
To <i>decrease student discipline problems</i>	Suspension records
To <i>decrease the propensity to choose drugs</i> by increasing the ability of students and parents to make better choices	Student focus groups; Parent survey

The body of this report includes several main sections: Introduction, Evaluation Design & Data Collection, Data Analyses & Results, and Summary. In addition, several appendices with supplemental information, such as instrumentation, consent forms, and summaries of data, are included.

EVALUATION DESIGN & DATA COLLECTION

This evaluation was focused on the impact of Project C.H.A.N.C.E. on student and parent participants. Comparisons were performed between student participants and non-participants at each site for test scores, attendance, and suspension data. All test, attendance, and suspension data were provided by the Data Service Center in August. All other forms of data were collected and analyzed for participants only. Student focus groups were used to gather information on what students had learned in the health and wellness program and about drug awareness. One focus group was conducted at each site between May and June. Parent surveys, administered in May and June, were used to gather information on parent literacy, school involvement, and drug awareness.

Participants

Participants included those who met the federal criteria to be considered *regular* attendees, that is, they attended the program at least 30 days throughout the year by the April reporting. There was a total of 125 program participants in grades kindergarten through fifth grade from all three program sites, Lewis (42), Shortlidge (28), and Warner (55) elementary schools. Non-participants used for comparison included all other children in grades kindergarten through fifth grade at the three program sites who did not attend the C.H.A.N.C.E. program. Parents included in this evaluation were those whose children were regular attendees at Project C.H.A.N.C.E.

Parent Survey Development & Data Collection

Parent surveys were used to gather data about their understanding of the importance of literacy for student success, their school involvement, their involvement in their children's education, and their understanding of the potential consequences of drug use (see Appendix A). The parent survey was intended to gather information about current parent and student behaviors, as well as perceived change resulting from participation in Project C.H.A.N.C.E. Survey items were either taken from prior Project C.H.A.N.C.E. parent surveys, other existing surveys, or were developed specifically for this evaluation. In an effort to increase parent participation, all parents returning completed surveys were entered into a raffle for a \$20 gift certificate to a grocery or department store. A letter explaining the survey and raffle was given to each parent. For the benefit of Spanish-speaking parents at Lewis, the survey

and raffle letter were translated into Spanish and included with the English versions (see Appendix B)

Surveys and raffle letters along with R & D Center business reply envelopes were provided to each site coordinator for distribution. Distribution occurred in June and a total of 17 completed surveys were returned from the three sites.

Student Focus Group Protocol Development & Data Collection

Student focus groups were performed to determine what students at Project C.H.A.N.C.E learned about health and wellness issues and the consequences of drug use. Because nearly all of the health and wellness programming was planned and administered by Mrs. Kristie Emmett, she was consulted as to what topics were covered throughout the year and what types of information students in regular attendance should know. Based on this information, a focus group protocol was developed that included both questions and activities (see Appendix C). The purpose of the focus group was not only to determine *what* the students learned, but *how* their actions changed based on their learning.

To insure the evaluator would be interviewing students who had experience with the health and wellness programming, a subset of regular attendees in grades 2-5, who had attended at least 70% of the health and wellness sessions was used as the pool of possible participants. At Warner, only second grade students were considered because Mrs. Emmett indicated that the older students had not participated as extensively in the Health and wellness sessions. Parent consent forms and student assent forms were sent home with all potential participants. Those students returning both consent and assent forms were considered for participation in the focus groups. Because of the large number of Spanish-speaking students at Lewis, English and Spanish consent and assent forms were at this school only (see Appendices D - G for all consent and assent forms).

At each site, five students were randomly selected to participate in the focus groups. This number was determined to be an optimal number for the age group. Focus groups took place on site at each school during the after-school program and typically took 45 minutes. They were conducted by the lead evaluator and a graduate research assistant fluent in Spanish. Each session was audio taped and transcribed.

DATA ANALYSIS & RESULTS

The results of this evaluation are organized around the six program objectives. In each section, the program objective is presented along with the data analyses and results to address them.¹

Because of the limited response rate for the parent survey (n=17), the report describes quantitative results for the total sample and highlights site-specific data only when it is noteworthy. Summaries of the parent survey data for the total sample and each individual school can be found in Appendices H - K. While an in-depth theme analysis of the open-ended survey questions had been planned, the number of surveys returned was insufficient to conduct this form of analysis. Therefore, responses to these questions are presented in their entirety for each appropriate program objective.

Program Objective #1: To increase parent understanding of the importance of literacy for student success

Several questions on the parent survey asked about parent and student behaviors around literacy. Some focused on changes that may have occurred as a result of participating in Project C.H.A.N.C.E.. Data analysis and results for this objective are separated into two sections, quantitative data and qualitative data.

Quantitative Data

More than 50% of parents who completed the survey indicated that Project C.H.A.N.C.E. resulted in an increase in how often they make sure books are available for their children and how often they read or are read to by their children. Approximately 85% reported participating in these behaviors three or more times each week during the month prior to completing the survey. The majority of parents indicated that Project C.H.A.N.C.E. had not changed how often they or their children go to the library (70% or more). They also reported going to the library less frequently than their children; 36% versus 47% visiting the library one or more times each week.

¹ The R&D Center conducted all analyses. The staff of the R&D Center is available to answer questions regarding these analyses or to assist in their interpretation.

Qualitative Data

Of the 17 parent surveys returned from the three sites, none contained written responses to the one question that addressed literacy.

Program Objective #2: To increase parent school relations and parent involvement in their child's education

Several questions on the parent survey asked about parent behaviors around school relations and involvement in their children's education. Some focused on behavior changes that may have occurred as a result of participating in Project C.H.A.N.C.E. Data analysis and results for this objective are separated into two sections, quantitative data and qualitative data.

Quantitative Data

With the exception of two questions, survey items about parent involvement in school and their children's education fell into four categories: a) participation in school events and activities, b) communication, c) homework behaviors, and d) other data.

When asked about school events and activities, at least 85% of parents indicated that they attended a school play or concert or met with teachers or administrators at local public school during the 12 months prior to completing the survey. The average number of events these parents reported attending was 3.5. More than 50% indicated that this was an increase in previous behavior resulting from participation in Project C.H.A.N.C.E. Far fewer parents indicated that they had attended an athletic event, PTA meeting, or school board meeting during the previous 12 months (between 6% and 33%). They reported decreased participation in these events (between 25% and 47%). Of particular interest is that 94% of survey respondents indicated an interest in participating in more school activities.

Issues of communication included direct contact with school staff and language accessibility. Approximately 75% of parents agreed that Project C.H.A.N.C.E. has helped them talk more openly with their children's teachers. Slightly fewer (72%) agreed that the communications they have with school staff include both positive comments about their children's achievement in addition to school problems as a result of program participation. In terms of language accessibility, almost 90% of parents reported that meeting announcements, posters, and publications were available in the language they are most comfortable reading. Two parents from Lewis responded *Don't know/Does not apply*. While

very few parents had requested the assistance of a translator for meetings with school staff, all those who had, were provided one by the school.

Between 69% and 86% of parents reported asking their children about homework, checking for homework completion, and reading or discussion an assignment with them five or more times each week during the month prior to completing the survey. Some parents, between 33% and 57%, indicated that these behaviors had increased because they participated in Project C.H.A.N.C.E. One behavior related to student homework showed a much different pattern. Almost one-third of parents reported a decrease in how often they help their children with homework, which is at least 2.5 times the percentage of parents indicating a decrease for other homework related behaviors.

Eighty-eight percent of parents indicated that they make sure their children attend school everyday during the previous month. Almost 70% reported that participation in Project C.H.A.N.C.E. resulted in an increase in this behavior.

A more in-depth exploration of parent involvement in school activities and in their children's education may shed light on those activities showing a decrease in participation rates. It is possible that activities in which some parents used to be actively involved, were absorbed by Project C.H.A.N.C.E., decreasing the need for parents to do them. It is also possible that parents' active participation in Project C.H.A.N.C.E. activities decreased their available time for attending other school events. Further research in these areas would provide clarification on these patterns.

Open-ended Question Responses

Of the open-ended survey questions, two asked about parent-school relations and parent involvement in their children's education. As previously noted, parent responses were not analyzed for themes because of their limited number. All parent responses are listed below as they appeared on the surveys and grouped by program site for each of the two questions. Several parents described ways Project C.H.A.N.C.E. improved their school relations and only one made a decidedly negative comment. While several parent comments were directly related to the questions posed, some seemed unrelated.

How much do you agree that: As a result of Project C.H.A.N.C.E., my child's school makes it easy to be involved there. Why or why not?

Warner

Because it is convenient. I work and it is easy to drop him at project C.H.A.N.C.E. and know he is cared for and at school also.

The teachers and paraprofessionals are easy to get along with and reliable. They also have a concern with each of the children.

Always kept informed about my child's progress, development, and social skills from project C.H.A.N.C.E. staff. Educational activities and overall participation of my child.

project C.H.A.N.C.E. has done nothing to foster any of the above [communication and school involvement]

the people who work there are also involved

Showing interest in our children

Shortlidge

I've never had a problems speaking to my child's teacher. The school teacher mentioned my child's behavior once at a parent teacher conference and my child was commended by C.H.A.N.C.E.. Occasionally they do their best with trying to plan activities, but unfortunately those that work and go to school are unable to attend.

because it's located in the school facility

Lewis

Project C.H.A.N.C.E. shows an interest in the children, which makes it very easy for a parent to get involved. The staff at Lewis is wonderful with the children. They are always doing family events and activities. Project C.H.A.N.C.E. is #1.

Homework assignments etc. If the directions are not clear they sometimes can help out with the assignment.

We all work together. Project C.H.A.N.C.E. motivates and teaches my child to learn more and try harder. Her teacher noticed the difference and is now more involved with helping her learn more.

What role, if any, has Project C.H.A.N.C.E. played in the level of your involvement in your child's education, relations with your child's school, or in your understanding of the importance of literacy?

Warner

Buy providing education info to educate myself as a parent.

It has helped me to communicate with his teachers.

My child displays a higher self-confidence and is eager to go to school "every" day.

keep children in line with love and respect

More family time together; family discussions

My child wants to read more, ask to go to the library, and received a academic award for reading.

Shortlidge

Both of my children have opened up a little more they are more independent with homework and reading. I am really glad I've chosen this program for them.

Project C.H.A.N.C.E. is an o.k. program. Everything available to my child at C.H.A.N.C.E. (books, puzzles, and computers, etc.) is available at home. It's good that a nurse comes in and teaches them and also with them going to the library. I think the children need more of a challenge.

not much change

Lewis

Project C.H.A.N.C.E. teacher's are aware of what's going on in the school. They can communicate with the child's teachers if needed and help the child with school work if the child is having difficulties.

Because of Project C.H.A.N.C.E., I have been involved in every aspect of my child's education. I never attended any school function until we got involved with Project C.H.A.N.C.E. Project C.H.A.N.C.E. is very positive and should be increased to more schools, even have their own center.

They help out greatly managing the children and giving them direction.

A big role. My daughter and I love everyone at Lewis in Project C.H.A.N.C.E.

Program Objective #3: To improve student learning as measured against Delaware's content standards in reading and writing

District Reading Benchmark Test scores and reading and writing DSTP performance levels from the 2001-2002 academic year provided information on whether any differences in performance between program participants and non-participants exist in these academic areas.

Reading Benchmark Test Scores

Descriptive statistics and the results of the paired sample t-tests are summarized in Table 1. These analyses were performed to determine whether the groups of participants and non-participants showed significant changes in performance between September and May administrations. The level of significance set for these analyses was $p \leq .05$. Because tests for statistical significance only tell us whether the results would likely occur by chance, effect sizes were also calculated for each significant t-test to indicate how large and meaningful the differences were. All six t-tests performed showed statistically significant differences between September and May Reading Benchmark scores, as well as large positive effect sizes (Aron & Aron, 1994)². Therefore, changes in performance on the Reading Benchmark Test indicate meaningful improvements between September and May administrations for all students at all three schools.

In addition to examining performance changes over time on the Benchmark Reading Test, performance differences between the two groups at each school were examined using univariate analysis of variance (ANOVA) analyses. Scores on the Benchmark pre-test and post-test were compared for program participants and non-participants. Change scores were also analyzed to determine if the average change in student performance between pre- and post-testing differed for the two groups. Change scores were calculated by subtracting pre-test scores from post-test scores. Table 2 summarizes the results of these analyses. There were no statistically significant differences between participants' and non-participants' pre-test, post-test, or change scores. On average, all students improved similarly on the Reading Benchmark Test and there were no significant performance differences between the groups.

² Aron, A., & Aron, E. N. (1994). *Statistics for psychology*. Saddle River, NJ: Prentice Hall.

Table 1 – Dependent t-test Results for Comparisons between Pre- and Post- Reading Benchmark Scores

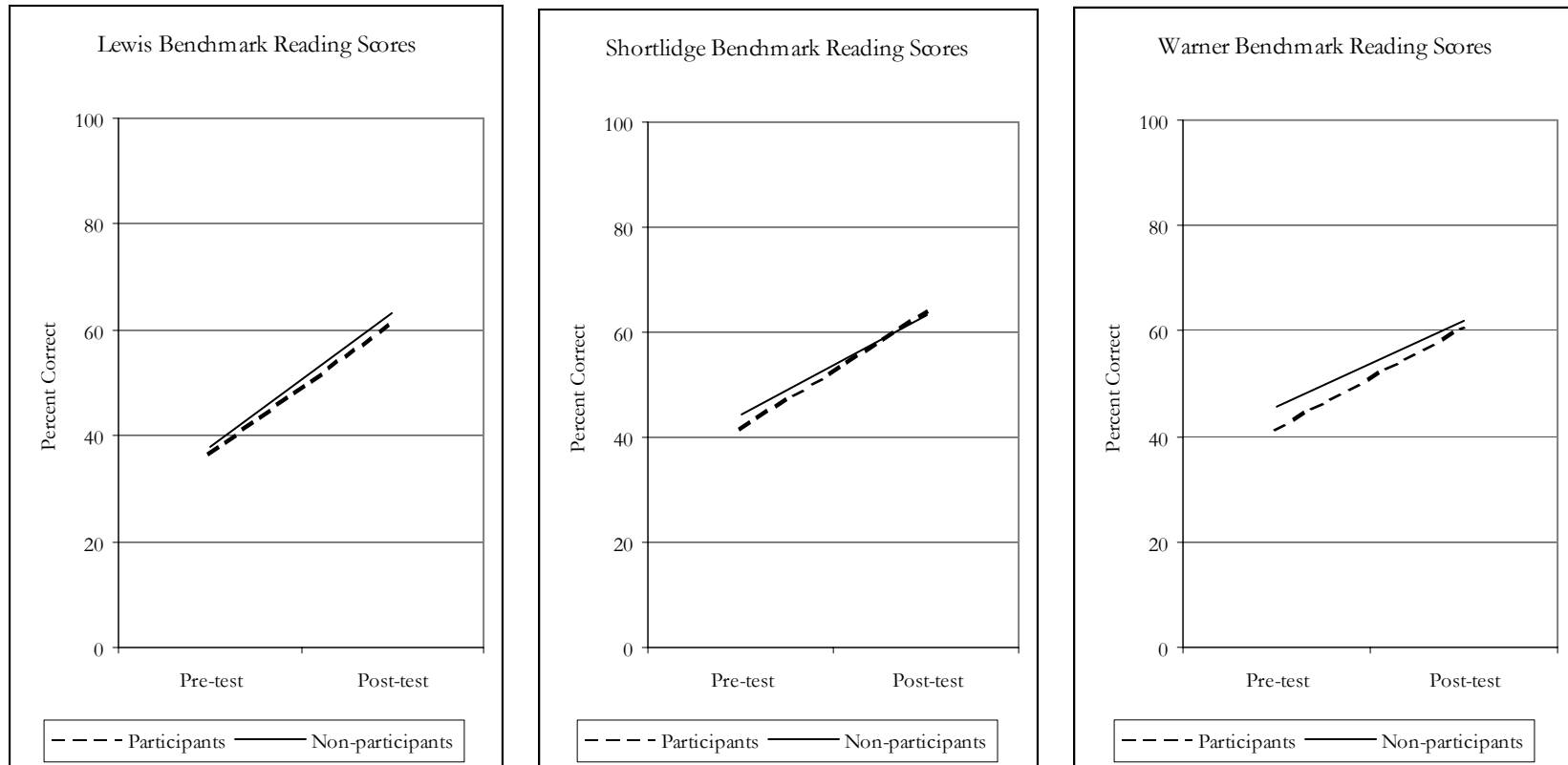
<u>School</u>	<u>Sample</u>	<u>Sample Size</u>	<u>Time</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>t (df)</u>	<u>Level of Significance</u>	<u>Effect Size</u>
Lewis	C.H.A.N.C.E.	22	Pre	36.3	14.5	-5.51 (21)	.000	1.17
			Post	61.5	19.6			
	Non-Participants	245	Pre	37.8	15.6	-22.86 (244)	.000	1.46
			Post	63.1	16.4			
Shortlidge	C.H.A.N.C.E.	17	Pre	41.5	13.5	-5.03 (16)	.000	1.22
			Post	64.1	15.4			
	Non-Participants	233	Pre	44.3	18.1	-15.43 (232)	.000	1.01
			Post	63.3	17.9			
Warner	C.H.A.N.C.E.	33	Pre	41.2	14.6	-5.62 (32)	.000	.98
			Post	60.7	19.9			
	Non-Participants	404	Pre	45.5	18.1	-20.17 (403)	.000	1.00
			Post	62.0	19.1			

All groups of Project C.H.A.N.C.E. participants and non-participants showed improvement during the 2001-2002 school year and some variation in the amount of improvement was evident at different schools. In order to illustrate the changes in performance for the groups at each school, Figure 1 plots the September and May group mean scores. The steeper the line from left to right, the greater the increase in test performance. Also, the more parallel a pair of lines is, the more similar the change in scores is for the two groups. So, participants at Shortlidge showed a greater increase in scores compared with the non-participants since the participant pre-test average was lower than that of the non-participants, but both groups had about the same average post-test score. Additionally, there was a greater difference in performance change between participants and non-participants for students attending Warner than it was for those attending Lewis.

Table 2 – Univariate ANOVA Results for Reading Benchmark Scores Comparing Participants and Non-participants

<u>Test</u>	<u>School</u>	<u>Sample</u>	<u>Sample Size</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>F(df,df)</u>	<u>Level of Significance</u>
Pre-test (% correct)	Lewis	C.H.A.N.C.E.	22	36.3	15.5	.23 (1,281)	.634
		Non-participants	260	38.0	15.6		
	Shortlidge	C.H.A.N.C.E.	18	40.9	13.3	.49 (1,275)	.485
		Non-participants	258	44.0	18.2		
	Warner	C.H.A.N.C.E.	36	40.2	14.3	2.85 (1,485)	.092
		Non-participants	450	45.4	18.0		
Post-test (% correct)	Lewis	C.H.A.N.C.E.	22	61.5	19.6	.004 (1,306)	.951
		Non-participants	285	61.7	17.2		
	Shortlidge	C.H.A.N.C.E.	17	64.1	15.4	.09 (1,275)	.767
		Non-participants	259	62.7	18.5		
	Warner	C.H.A.N.C.E.	33	60.7	19.9	.05 (1,478)	.830
		Non-participants	446	61.5	19.4		
Pre-post-test Change Scores (% correct)	Lewis	C.H.A.N.C.E.	22	25.1	21.4	.002 (1,265)	.965
		Non-participants	245	25.3	17.3		
	Shortlidge	C.H.A.N.C.E.	17	18.5	4.5	.58 (1,248)	.447
		Non-participants	233	18.7	1.2		
	Warner	C.H.A.N.C.E.	33	19.5	19.9	.976 (1,435)	.324
		Non-participants	404	16.5	16.4		

Figure 1 – September and May Reading Benchmark Scores for C.H.A.N.C.E. Participants and Non-participants



Reading and Writing DSTP Scores

DSTP reading and writing performance differences between participants and non-participants at each school were examined using univariate analysis of variance (ANOVA) analyses. Table 3 summarizes the results of these analyses. Examining performance levels on the Reading DSTP, indicated that neither Lewis nor Shortlidge showed any significant differences in performance between participants and non-participants. At Warner, however, students participating in Project C.H.A.N.C.E. showed significantly lower score than students who had not participated in the program. The effect size is small and indicates that the difference is only marginally meaningful. The comparisons performed on Writing DSTP scores were uniform across the three schools. At all sites, program participant scores were significantly lower than scores for non-participants. While the effect size for Lewis is moderate and therefore fairly meaningful, those for Shortlidge and Warner are large indicating a very meaningful difference between the two groups of students. While program participant performance is weaker than that of non-participants, only an experimental study of performance change over time could shed light on any impact, positive or negative, Project C.H.A.N.C.E. has had on student achievement.

Table 3 – Univariate ANOVA Results for Reading and Writing DSTP Performance Levels Comparing Participants and Non-participants

<u>Test</u>	<u>School</u>	<u>Sample</u>	<u>Sample Size</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>F(df,df)</u>	<u>Level of Significance</u>	<u>Effect Size</u>
Reading DSTP	Lewis	C.H.A.N.C.E.	22	2.9	1.6	.28 (1,182)	.601	
		Non-participants	161	3.1	2.4			
	Shortlidge	C.H.A.N.C.E.	18	2.2	1.1	2.87 (1,163)	.092	
		Non-participants	146	2.6	.9			
	Warner	C.H.A.N.C.E.	36	2.0	.9	4.01 (1,318)	.046	.35
		Non-participants	283	2.8	1.3			
Writing DSTP	Lewis	C.H.A.N.C.E.	22	1.2	2.0	7.81 (1,180)	.006	.62
		Non-participants	159	2.8	2.4			
	Shortlidge	C.H.A.N.C.E.	18	1.0	1.0	54.15 (1,163)	.000	1.59
		Non-participants	146	2.3	.7			
	Warner	C.H.A.N.C.E.	36	.78	.8	64.38 (1,315)	.000	1.30
		Non-participants	280	2.1	.9			

Program Objective #4: To increase health and wellness of the student population

Student school attendance records and focus groups were used to evaluate programmatic impact on the health and wellness of program participants. Student attendance at school, while providing a limited measure of student health and wellness, has direct impact on school participation. The results from the student focus groups provide an in-depth description of what students learned about health and wellness issues and how their behaviors have changed by participating in Project C.H.A.N.C.E.

Student Attendance

Table 4 presents average attendance rates for participants and non-participants, as well as the results of independent t-tests performed to examine group differences. The results indicate that there were no significant differences in attendance rates at either Lewis or Shortlidge between Project C.H.A.N.C.E. attendees and non-attendees. Program participants at Warner show a significantly lower number of absences compared to non-participants; however, the effect size is small indicating that the difference is not considered meaningful. While this difference may appear meaningful, a closer examination of non-participant absences at Warner indicated that the distribution was positively skewed elevating average number of absences. Therefore, the mean number of absences is not an accurate representation of the typical number of absences for this group of students. The median, which is the number of absences dividing the total group of students in half, is 7.0, and gives a more accurate representation of non-participant absence rates at Warner. The difference between 7.0 and 6.1 more clearly illustrates that there is no meaningful difference between the groups.

Table 4 – Independent t-test Results for School Absences

<u>School</u>	<u>Sample</u>	<u>Sample Size</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>t (df)</u>	<u>Level of Significance</u>	<u>Effect Size</u>
Lewis	C.H.A.N.C.E.	42	6.5	5.5	.586 (558)	.558	
	Non-Participants	518	7.1	6.4			
Shortlidge	C.H.A.N.C.E.	28	5.3	4.5	1.63 (485)	.104	
	Non-Participants	459	7.8	7.9			
Warner	C.H.A.N.C.E.	55	6.1	4.8	4.44 (86)	.000	.19
	Non-Participants	603	9.29	8.1			

Student Focus Groups

When asked about what they had learned about in Project C.H.A.N.C.E.'s health and wellness program, students raised a variety of topics during focus group discussions. The three transcripts were analyzed for health and wellness themes. Seven major themes emerged from the data: safety, toxins, healthy habits, smoking and drugs, nutrition, miscellaneous, and recommendations. Each topic, with the exception of smoking and drugs which is described under program objective six, is described below. Student quotes are provided to illuminate the theme descriptions. While each major theme was raised at all three sites, there are several instances when subtopics were not. Table 5 summarizes the health and wellness topics discussed at each school.

Table 5 – Summary of How Often Topics Were Discussed During Student Focus Groups

Code	# of Sections Coded			
	Lewis	Shortlidge	Warner	TOTAL
Safety	6	12	14	42
Bike safety	1	1	1	3
Bus safety	4	-	4	8
Car safety	1	-	-	1
Gun safety	-	11	-	11
Physical safety	-	-	9	9
Toxins	8	4	6	18
Other toxins	-	1	3	4
Lead	2	-	1	3
Mercury	6	3	2	11
Healthy habits	9	13	1	23
Asthma	2	3	-	5
Germ transfer	4	3	1	8
Hygiene	3	7	-	10
Nutrition	1	6	4	11
Miscellaneous	1	2	3	6
Recommendations	10	4	6	20
Program improvement	3	-	3	6
New knowledge	7	4	3	14

Safety. The largest number of student remarks were related to safety issues of various types. Students indicated that they had learned about bike, bus, car, gun, and physical safety.

In addition to generating information they learned about safety, students also mentioned a few ways they used the information in their daily lives and how it impacted their behavior.

We learned about bike safety, and we had to wear a helmet and we had to wear kneepads and special protection to keep you safe.

The last time I was on the bus we pulled to an instant stop, and I got something that went through my ear. And [my friend] was, like, "Well, that ain't going to happen to me." And I was, like, "Put the seatbelt on." So when she sat down I put the seatbelt on her, and I put it so she couldn't get up.

The gun safety we learned about was, when you see a gun, don't think it's a play gun. Just leave it alone. Stop. Don't touch. Leave in a hurry. And tell an adult.

[I think gun safety is important] because if you mess around with guns one day you might have an accident. Pow! There goes somebody's head, there goes somebody's arm.

If you injure your neck real bad, and you don't think it's that bad, don't move, because if you move, there might be a little sharp bone, and it might poke you through your neck, and it might come out through your neck and kill you.

If you see like a pretty puppy or a doll that you like on. . . and a stranger says, "Hey, here, you want this?" Don't go to him because they might try to kidnap you.

Toxins. Toxins, another major theme discussed during the focus groups, focused mainly on lead and mercury, however, a few other types of toxic substances were mentioned as well.

A: I learned about keeping your house safe from lead.

Q: Okay. Keeping your house safe from lead. Can you tell me a little more about that?

A: If you have a baby crib, don't put it next to corners with lead, because the baby will think it's food and eat it.

Several students told stories about telling their family members not to eat fish because of the mercury in it.

We learned about mercury, and the fish. If you catch a fish, don't go home and cook it, just put it back in the water. Because it might have mercury in it, and it can poison your body.

Q: What did you tell your mom?

A: My mom is always trying to catch a fish and take it home.

Q: And what did you tell her?

A: One day she took it home, and I threw it in the trash, out the window, and threw it in the trash can. She got mad.

Q: So why did you throw it out?

A: Because.

Q: Because why?

A: You don't know if it got mercury in it.

Miss Kriste told us, sometimes they have this stuff that has poison in it, and you don't know it, and you clean your dog with it, and it makes the dog sick. So you should just, like, clean it with soap and water, clean him with soap and water, and all the fleas will come out naturally.

Healthy Habits. Asthma, germ transfer, and hygiene were the sub-topics coded as healthy habits. All but one of these comments were made by students at Lewis and Shortlidge.

When you paint, you have to make sure you have on gloves and a mouth piece, because if you breathe in some of that paint, it's going to give you asthma, and you might, you might get germs on your hands, and you probably will forget to wash them.

When we wash our hands, we should, like, count to twenty. And then, before we, we should clean up the faucet with a paper towel that we used.

When you got a cold, and you cough on your hands, you shouldn't go touch nobody. You should go wash your hands first.

If you get a cut, and you don't wash your hands, and you get dirt on it, it will get infected. But if you get a cut and you put a Band-Aid on it, and you wash your hands, then you won't get infected.

Nutrition. All three groups of students discussed information they learned about nutrition in the health and wellness program, although only one was made at Lewis. Students described what foods they should eat, what they should not eat, and other nutrition related information.

We learned about healthy food. Like, milk. Milk. Bread. Milk, bread, vegetables.

A: And the food guide pyramid.

Q: Oh, the food pyramid. And what's that?

A: They got different sections of food.

A: It's a triangle.

Q: Uh huh. Okay. And what's in there?

A: Food.

A: It's meats, rice, fruits, vegetables and sweets.

Q: Okay....Why is it important?

A: It tells you what to eat and what to not eat.

Do not eat potato chips or candy, because...you might get cavities.

I said, if you eat, like a lot of sweets, you might get a cavity. Or your tooth might come out.

Miscellaneous. Student comments that did not easily fall into the other substantive health and wellness themes were coded miscellaneous. Of the six sections, one was about bugs on food, two addressed dogs and fleas/lice, and three were positive statements about Project C.H.A.N.C.E.

A: Miss Kriste said when she was cooking bugs came off.

A: [She said] Keep bug spray on plants.

A: Yes. So that the food that's grown, so the bugs won't get on it.

I liked the program and we can see all the stuff we did in the program.

I love this center.

Recommendations. As part of the focus group discussions, students were asked what they think would make the program better and what things they would like to learn more about. The two sub-categories of this theme are new knowledge and program improvement. Students generated a variety of ideas at all three sites. It is worth noting that three suggestions for new things to learn in the health and wellness program made during the Lewis focus group were related to pregnancy and birth control. Other topics mentioned more than once across schools were safety and nutrition.

Write a book on it what we did. And maybe put it in the public library so little kids can take it out. And you don't use such big words. So if we do the parents can read it to [the small children] and when they get older they can pronounce the word and they can sound it out. And then when they see somebody who is younger than them, like 5, they can tell them.

I would like to change in Health and Wellness, I would like to go on trips like on Saturdays or on weekends or in service days or something, and we can go to the mall and split up in groups and see what type of food they have.

A: We can like learn when you get pregnant, you still have to be healthy, we could learn about that

Q: Ok

A: Because if you get pregnant and you're not healthy, your baby's not going to turn out right. It's going to be missing fingers and stuff.

A: I would learn more about nutrients

Q: Nutrition? What would you like to learn about nutrition?

A: More about cereal. I want to learn more about the food pyramid

Program Objective #5: To decrease student discipline problems

Student suspension rates at the three program sites were used to examine differences in discipline problems between participants and non-participants. The table and figures below describe the suspension data in meaningful ways. The nature of the data precludes performing the type of statistical tests performed on other data in this report. In instances when sample size was less than N=4, data were not included for confidentiality reasons. So, some summary statements reported in the text are based on data not presented in the tables.

Table 6 shows the breakdown of program participants and non-participants receiving between zero and three suspensions. While a few more students attending Lewis were suspended at least once compared with Shortlidge, both schools show similar suspension patterns. The only noticeable difference between participants and non-participants is that none of the participants at either school received more than one suspension, while a few non-participants did. The suspension patterns at Warner are different for a few reasons. A higher percentage of students – by at least 10% – received at least one suspension. Also, some C.H.A.N.C.E. participants received up to three suspensions.

In addition to looking at how many students received suspensions, the total number of days suspended and the length of suspensions provide additional information about the

potential impact Project C.H.A.N.C.E. may have had on the severity of behavioral infractions in school. Figure 2 details the total number of days suspended participants and non-participants were removed from classes. For example, 5.9% of the 51 non-participants suspended at Lewis were removed from class a total of one day 9.8% were removed for six days throughout the year. Figure 3 shows the number of days students were removed from class each time they were suspended. So, 33.3% of the 12 program participants suspended at Warner were removed from class one to two days during their second suspension, and 8.3% out of 12 were suspended three to four days for their third suspension.

Table 6 – Percentage of Students with Zero to Three Suspensions

<u>School</u>	<u>Sample</u>	<u>Sample Size</u>	<u>Number with Suspensions</u>	<u>Percentage of Total Sample With</u>			
				0 Suspensions	1 Suspension	2 Suspensions	3 Suspensions
Lewis	C.H.A.N.C.E.	42	4	90.5%	9.5%	0%	0%
	Non-participants	518	51	90.2%	6.7%	2.1%	1.0%
Shortlidge	C.H.A.N.C.E.	28	-	-	-	-	-
	Non-participants	459	11	97.6%	2.0%	0.4%	0%
Warner	C.H.A.N.C.E.	55	12	78.2%	12.7%	3.7%	5.4%
	Non-participants	603	170	71.8%	12.8%	4.7%	9.8%

The following summary statements can be made about suspension patterns for C.H.A.N.C.E. participants and non-participants at each school based on the information in the table and figures. At Lewis Elementary School, four (9.5%) C.H.A.N.C.E. students received suspensions of no more than two consecutive days and no more than three days total. The 9.8% (51 students) of non-participants at Lewis who were suspended received up to four consecutive days and no more than eight days total for multiple suspensions. Because of confidentiality reasons, suspension data for participants at Shortlidge were not reported. Eleven (2.4%) non-participants received a maximum of six days suspension and 5+ days consecutively. Warner suspensions were more frequent and lasted longer compared to the other schools. Twelve (21.8%) program participants were suspended up to six days total with a maximum of four consecutive days, while non-participants (170 students, 28.2%) received more than eight days suspension and more than five consecutive days.

Figure 2 – Total Number of Days Students Suspended by School and Participation

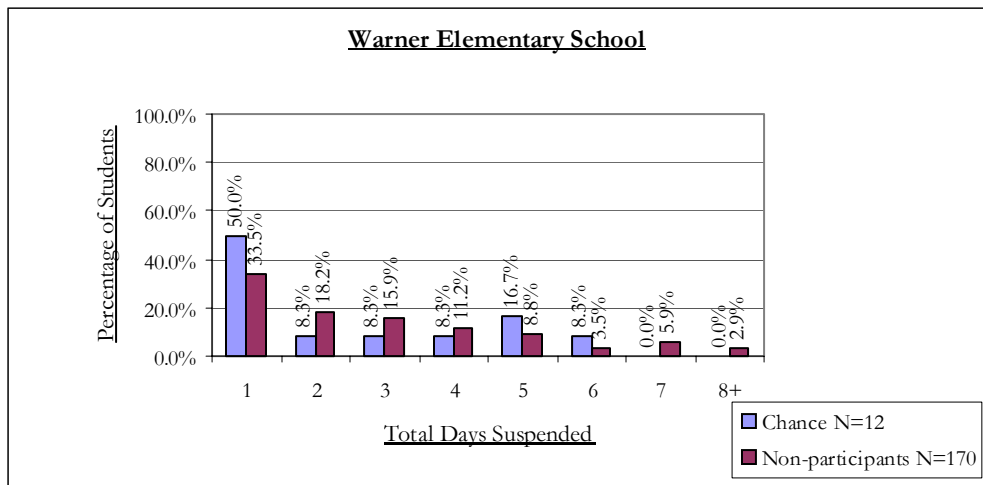
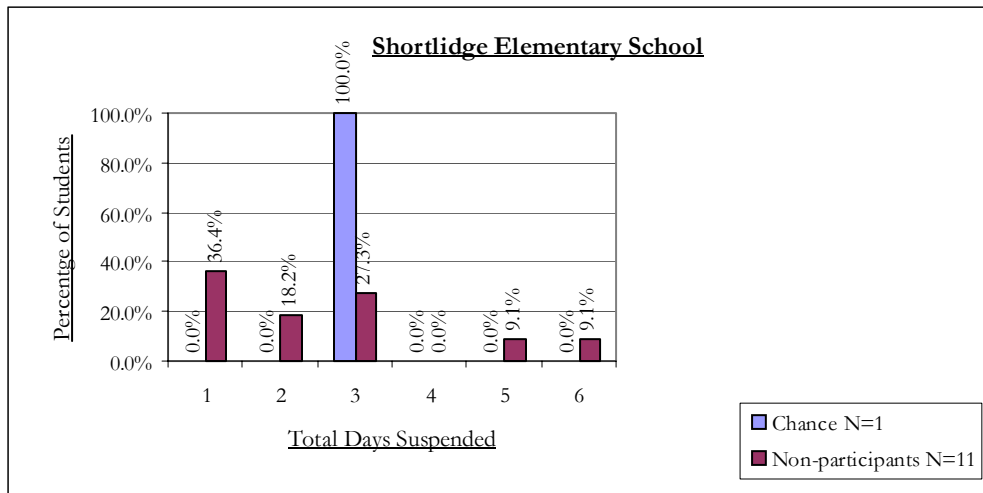
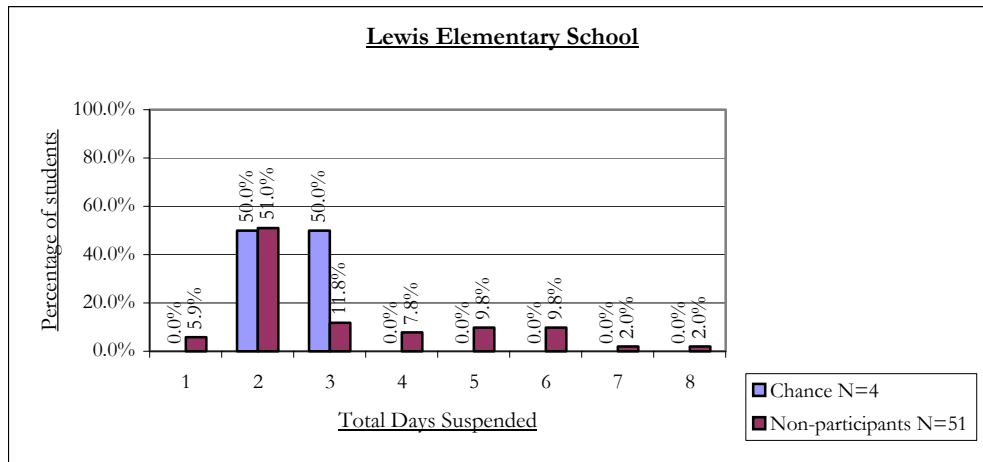
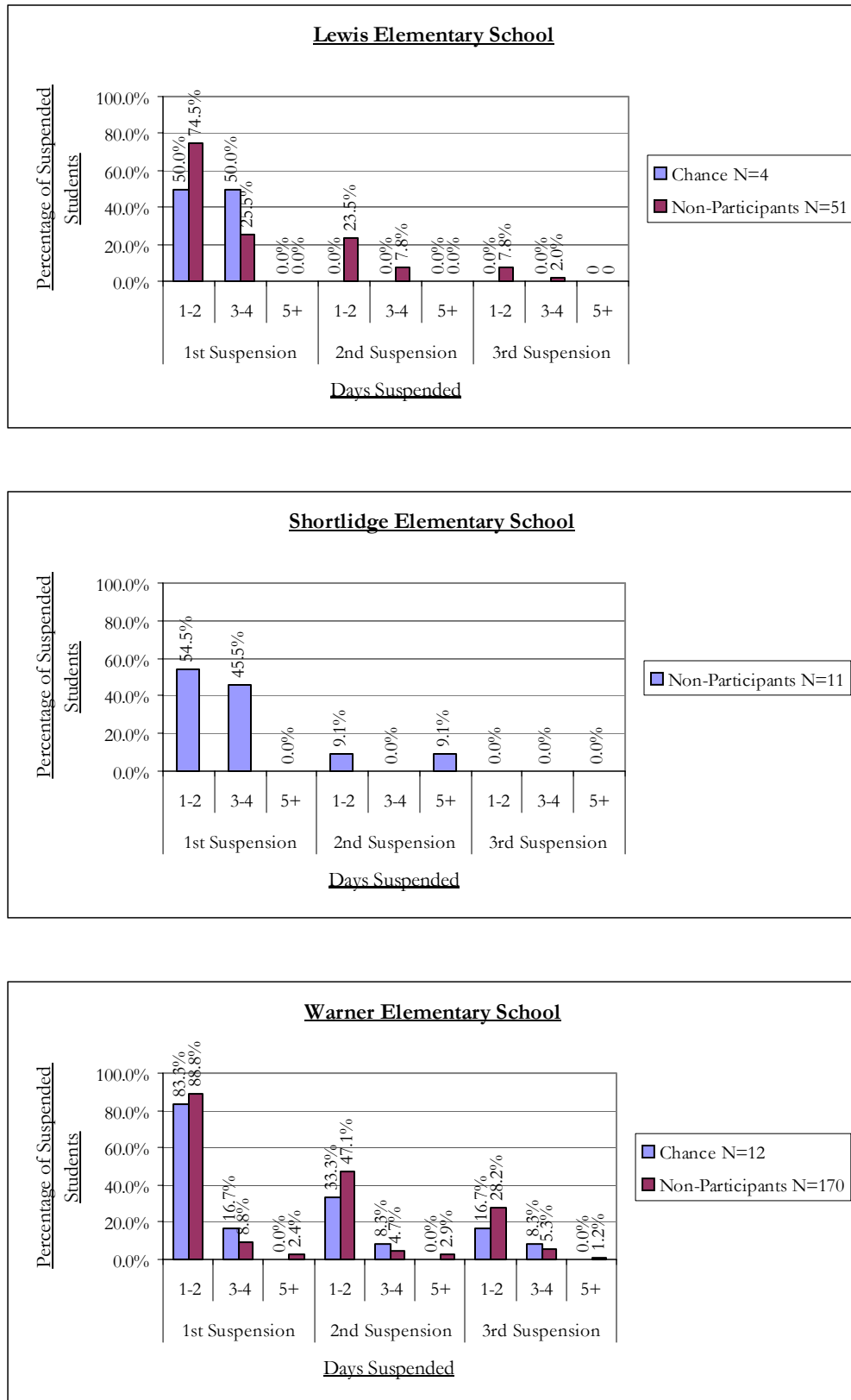


Figure 3 – Number of Days Students Suspended per Suspension by School and Participation



Program Objective #6: *To decrease the propensity to choose drugs by increasing the ability of students and parents to make better choices*

A survey was used to collect information on how Project C.H.A.N.C.E. may have influenced parental views and knowledge about drug and alcohol use. To examine student knowledge and views, students participated in focus groups.

Parent Survey

Because of the limited response rate to open-ended follow-up questions on the parent survey, both quantitative and qualitative data is presented together. For this same reason, open-ended responses will not be separated by school. When asked about their knowledge level of the consequences of smoking, drinking alcohol, and using illegal drugs, all parents reported being extremely knowledgeable on all three topics. Parents were also asked if Project C.H.A.N.C.E. had increased their understanding of these consequences. Between 21% and 31% of parents indicated that the program had increased their understanding, while the remaining parents reported no impact. The following comments are quoted directly from parents' written survey responses.

If YES, what have you learned [about smoking cigarettes]?

At a play the children did there were some small points I was not aware of.

It presented a play about smoking that gave me small info about smoking that I wasn't aware

That cigarettes can cause a lot of illness and second hand smoke is very deadly to others.

It helps that Project C.H.A.N.C.E. is also reinforcing the consequence of drug and alcohol. It has definitely increased my child's knowledge.

Younger children believe it is ok because adults do it.

I know that smoking is not good for me or around my son. I have stopped smoking because my son has more knowledge about cigarettes and he has stayed on me to quit.

Cause cancer, effect your lungs

If YES, what have you learned [about drinking alcohol]?

It helps that Project C.H.A.N.C.E. is also reinforcing the consequence of drug and alcohol. It has definitely increased my child's knowledge.

I don't drink. It will help me talk more openly with my son.

Effect your liver

If YES, what have you learned [about using illegal drugs]?

Using drugs will never get you anywhere in life.

It helps that Project C.H.A.N.C.E. is also reinforcing the consequence of drug and alcohol. It has definitely increased my child's knowledge.

It helps the children be more aware of the dangers of drugs.

Effects your brain, kill, cause medical problems

More than 75% of parents who completed surveys reported believing Project C.H.A.N.C.E. would help keep their children away from drugs. The majority of reasons parents gave for believing this related to the information the program provided to their children. All parent comments are listed below, including those that seem awkward or unrelated.

Do you think Project C.H.A.N.C.E. will help keep your children away from drugs? If yes, why?

Them education

Because their eyes are very usual

Because they have taught my children the important of drug and alcohol use.

Children are more interested in positive feedback

I hope that the plays the kids perform and the awareness will help.

Project C.H.A.N.C.E. teach the kids through seminars, books, handouts, and the children also participated in and play.

Because they gave a lot of information on the effects of what will happen if they took drugs.

She really understands what will happen. She has seen plays and talked to adults and now we talk more about it.

Parents were also asked if Project C.H.A.N.C.E. helped them talk more comfortably with their children about drug and alcohol use. Almost 60% said the program had helped. Only three parents gave reasons why they believe it has helped.

Has Project C.H.A.N.C.E. helped you talk more openly with your children about drug and alcohol use? If yes, why?

By openness of the leader.

I hope that the plays the kids perform and the awareness will help.

She really understands what will happen. She has seen plays and talked to adults and now we talk more about it.

Student Focus Groups

During the student focus groups, participants were asked to discuss what they learned about health and wellness in Project C.H.A.N.C.E., most of which were discussed earlier in this report. At all three schools, the most salient theme was smoking. Students described a variety of things they learned about: what to do, what not to do, and the consequences of smoking. Several students mentioned that they learned it was “bad” to smoke and you shouldn’t do it. Most student comments addressed physical consequences of smoking such as black lungs, yellow teeth, getting sick, and death.

We learned that if you smoke your lungs will turn black.

When you smoke your lungs feel bad, and it's going to blacken your teeth too.

If you smoke with your kids, your own kid can get asthma.

It can give you lung cancer and you can end up in the hospital.

Another topic students frequently discussed was smoking around other people. They learned the term “second hand smoking” and that this was unhealthy as well. A few

students also commented on smoking around babies. Several described instances when they acted on what they learned about smoking in Project C.H.A.N.C.E..

We saw something about second hand smoke. And if you smoke around somebody that's called second hand smoking.

Because...one of my aunt's is always smoking. I see one smoking, I see another one smoking, all the time. Every single one. Smoking, smoking, smoking. And it gets on my nerves. So I'll be like, "You better go outside and smoke. No one wants to smell your smoking."

I learned that it's bad to smoke....And you shouldn't smoke around other people. And you shouldn't smoke around babies.

I told my cousin she shouldn't smoke, because [of her] baby. And...her boyfriend [was] smoking, and last night he came in my house, and I had to take my niece upstairs because I didn't want her to die or nothing. Because [my cousin should have] quit while she was pregnant, but she kept doing it anyway.

The last main theme students addressed was the importance of telling others not to smoke. This was also something they most often acted upon.

Q: Okay. And what have you done with that?...Has it changed something you do, or have you talked to people about that?

A: Yeah. Talked to people.

Q: Like who?

A: Like my cousin.

Q: Uh huh. And what did you say to your cousin?

A: Don't smoke. Because it makes your teeth yellow.

A. One day, my brother came [to visit]. He knows how to draw and I had a little notebook. I asked him if he could draw a "No smoking" sign for me. I gave it to my daddy and he promised he would stop smoking for the New Year.

Q. Did he keep his promise?

A. Yes.

SUMMARY

This evaluation report is intended to provide summative information about the Project C.H.A.N.C.E.'s effectiveness and focuses on the third year of program implementation. Information related to parent understanding of the importance of literacy, parent involvement and school relations, student achievement, student health and wellness, student discipline, and parent and student drug awareness is discussed. To examine these topics, parent surveys, student focus groups, and school records were used.

The evaluation results indicate that Project C.H.A.N.C.E. has been somewhat successful in accomplishing the six program objectives identified for year three. Parents appear to have increased their literacy behaviors and involvement in selected school activities. Parents also reported increased involvement in certain aspects of their children's education, but not in others. Further exploration of parent behaviors, specifically the decrease in helping their children with homework and their minimal attendance at certain school events, could shed light on their motivations and lead to changes in program implementation. Additionally, parents indicated that Project C.H.A.N.C.E. has had a positive influence on their understanding of drug and alcohol use, and their ability to discuss this topic with their children. Any conclusions drawn based on parent survey results should be made with caution because the data were very limited. In the future, alternative methods should be explored to gather parent feedback from a larger sample of parents.

Based on comparisons of participants and non-participants, programmatic impact on reading and writing achievement was not seen in the third year of program implementation. Improvement on the district reading test was similar for attendees and non-attendees. These results are similar to those from the *Project C.H.A.N.C.E.: Interim evaluation report year 2* (Ackerman, Robinson, Benkstein, & Giancola, 2001)³. The main difference this year was that participants at Warner showed significantly lower DSTP scores in writing compared with non-participants.

While no statistical tests were performed, it appears as though program participants have fewer and shorter suspensions than non-participants. Because the implications for repeated and prolonged out-of-class time can be significant, a deeper examination of

³ Ackerman, C. M., Robinson, O., Benkstein, P. N., & Giancola, S. P. (2001). *Project C.H.A.N.C.E.: Interim evaluation report year 2*. (Tech. Rep. No. T01.032.1). Newark, DE: University of Delaware, Delaware Education Research and Development Center.

suspension rates and types of violations could increase understanding of any differences that exist between program attendees and non-attendees.

The areas Project C.H.A.N.C.E. appears to have had a strong impact on program participants were regarding health and wellness awareness and understanding the consequences of smoking. Students reported learning about several important topics. In addition, the knowledge they gained through program participation seems to be transferred into practice.

Overall, this summative evaluation indicates that some program objectives were more thoroughly achieved, while others were achieved to a limited degree. An experimental evaluation design would be appropriate to examine program impact more deeply. While this design is exceptionally difficult to implement in programs of this nature, there are several ways to improve the evaluation design in other ways. For example, tracking participants over time, pre- and post-survey administration, academic performance comparisons with students attending other schools, and additional interviews with students, parents, and staff involved in the program would strengthen the evaluation design and possibly level of programmatic impact.

Appendix A – Parent Raffle and Survey - English

Dear Parent or Guardian,

Because you have at least one child participating in Project C.H.A.N.C.E., I am hoping you will help us learn how the program has changed some of the ways you are involved in your child(ren)'s education and what you know about the consequences of drug use. By completing this survey you will be helping Project C.H.A.N.C.E. staff know what is working well in the program and what may need to be improved. The survey should take only 15 minutes to finish.

You do not need to put your name on this survey, and your answers will be combined with those of other parents. So, neither the researchers, nor Project C.H.A.N.C.E. staff will know what your answers are.

I am sure you are very busy with important things to do. So, as a way of thanking you for completing this survey, your name will be entered into a raffle for a \$20.00 gift certificate if you return a completed survey. To be eligible to win, fill out the raffle voucher at the bottom of this page and return it with your completed survey. It will be separated from your survey when it is received to make sure your responses are kept private.

Surveys returned by June 7th will be entered into the drawing for a \$20.00 gift certificate. If you have any questions about this survey, please contact Dr. Cheryl M. Ackerman at the Delaware Education Research and Development Center at the University of Delaware at 831-8585.

Sincerely

Dr. Cheryl M. Ackerman, Lead Evaluator

RAFFLE VOUCHER

(please print clearly)

NAME: _____

First name	Last name
------------	-----------

ADDRESS: _____
Street Apartment number

City	State	Zip code
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PHONE:

I would like a gift certificate to (circle one choice):

Borders Target Grocery Store _____

Project C.H.A.N.C.E. – Parent Survey

Spring 2002

DIRECTIONS: Please carefully read the directions printed in **bold** at the beginning of each set of questions, as well as each question before answering. Remember, your answers will be combined with other parents who complete this survey.

IN THE LAST 12 MONTHS, WHICH OF THE FOLLOWING, IF ANY, HAVE YOU YOURSELF DONE?	Yes	No	If YES, about how many?
Attended a school play or concert in a local public school			_____
Attended a local public school athletic event			_____
Met with any teachers or administrators in the local public schools about your own child			_____
Attended a PTA meeting			_____
Attended a school board meeting			_____

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I attend school plays or concerts			
I attend athletic events			
I meet with teachers and administrators at public schools			
I attend PTA meetings			
I attend school board meetings			
I make sure my child(ren) attend(s) school			
I make sure books are available for my child(ren)			
I read and/or discuss school assignments with my child(ren)			

Please indicate how often these activities happen.	Less than once a month	Once a month	A couple of times a month	Once a week	Two or more times a week
How often does your child go to the library?					
How often do you go to the library with your child?					
How often do you encourage your child to go to the library?					

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
My child(ren) goes to the library			
I go to the library with my child(ren)			
I encourage my child(ren) to go to the library			

Think about the past month. About how often each week did you...	Never	1-2 times a week	3-4 times a week	5+ times a week
help your child with his/her homework?				
ask your child about his/her homework?				
check to see if your child's homework has been completed?				
listen to your child read or read aloud to your child?				
made sure your children attended school				
made sure books were available for your children to read				
read and/or discussed a school assignment with any of your children				

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I help my child(ren) with homework			
I ask my child(ren) about homework			
I check to see if my child(ren)'s homework is complete			
I listen to my child(ren) read or read aloud to him/her/them			

	Yes	No	Don't know/ Does not apply
Are meeting announcements, posters, and publications available in the language you are most comfortable reading?			
If you request a translator for meetings with teachers or administrators, does your child's school provide a one?			
Would you like to participate more in school activities?			
In the past school year, have you signed your child up for additional academic help outside of school (not including Project C.H.A.N.C.E.)?			

How much do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
As a result of Project C.H.A.N.C.E., I can talk openly with my child(ren)'s teacher(s)					
As a result of Project C.H.A.N.C.E., my child's school communicates with me regarding my child's positive behavior and achievement, not just regarding misbehavior or failure.					
As a result of Project C.H.A.N.C.E., my child's school makes it easy to be involved there.					
WHY or WHY NOT? _____					

How many workshops did you attend at your child's school last year?	0	1	2-3	4-5	6 or more
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Regarding communications with your child's teacher:		How Many
In the past month, how many times have you communicated with your child's teacher (phone or in person)?		
For how many of those communications did you take the first step?		
About how <u>many</u> of those communications were about...	Problems with your child	
	Praise for your child	
	Information about your child or school	
	Other:	

What role, if any, has Project C.H.A.N.C.E. played in any changes in your level of your involvement in your child's education, relations with your child's school, or in your understanding of the importance of literacy?

How knowledgeable are you about	Not at all knowledgeable										Extremely knowledgeable
the consequences of smoking cigarettes?	1	2	3	4	5	6	7	8	9	10	
the consequences of drinking alcohol?	1	2	3	4	5	6	7	8	9	10	
the consequences of using illegal drugs?	1	2	3	4	5	6	7	8	9	10	

Has Project C.H.A.N.C.E. increased your understanding of the consequences of	YES	NO	If YES, what have you learned?
smoking cigarettes			
drinking alcohol			
using illegal drugs			

	YES	NO	If YES, why?
Do you think Project C.H.A.N.C.E. will help keep your child(ren) away from drugs?			
Has Project C.H.A.N.C.E. helped you talk more comfortably with your child(ren) about drug and alcohol use?			

😊 **THANK YOU FOR COMPLETING THIS SURVEY** 😊

*PLEASE RETURN THIS SURVEY IN THE BUSINESS REPLY ENVELOPE BY JUNE
7th BE SURE TO ENCLOSE YOUR COMPLETED RAFFLE VOUCHER*

Appendix B – Parent Raffle and Survey - Spanish

Estimado padre de familia o tutor,

Debido a que usted tiene por lo menos un hijo(a) participando en el Proyecto C.H.A.N.C.E., espero que nos ayude a entender como es qué el programa ha cambiado su involucramiento en la educación de su(s) hijo(s) y lo que usted sabe acerca de las consecuencias del uso de drogas. Si completa este cuestionario, ayudará a los miembros del Proyecto C.H.A.N.C.E. a entender qué es lo que funciona en el programa y lo que se necesita mejorar. Llenar el cuestionario le tomará 15 minutos.

Usted no necesita poner su nombre en el cuestionario y sus respuestas serán combinadas con las respuestas de otros padres que también contesten el cuestionario. Ni el equipo de investigación, ni los miembros del Proyecto C.H.A.N.C.E. conocerán sus respuestas.

Estoy segura que usted está muy ocupado(a) con cosas importantes que hacer. A manera de agradecimiento por completar este cuestionario, su nombre entrará en un rifa de certificados de regalo por 20 dólares si usted completa el cuestionario. Para participar, complete los datos en el talón para la rifa en la parte inferior de esta carta y regréselo junto con el cuestionario contestado. En cuanto lo recibamos, el cuestionario será separado de los talones para asegurarnos que sus respuestas sean anónimas.

Cuestionarios regresados antes del 7 de junio entraran en la rifa de los certificados de regalo por 20 dólares. Si usted tiene alguna pregunta acerca de este cuestionario, porfavor comuníquese con la Dra. Cheryl M. Ackerman en el Centro de Investigación y Desarrollo Educativo en la Universidad de Delaware al teléfono 831-8585.

Atentamente,

Dra. Cheryl M. Ackerman, Evaluadora Principal

.....

TALON PARA LA RIFA

(escriba claramente porfavor)

NOMBRE: _____
Nombre Apellido

DIRECCIÓN: _____
Número y Calle Número de departamento

Ciudad Código postal

NÚMERO DE TELÉFONO: _____

Me gustaría obtener certificados de regalo de (Elija una opción.):

Borders

Target

Tienda de autoservicio: _____

Proyecto C.H.A.N.C.E.

Cuestionario para padres - Primavera 2002

INDICACIONES: Porfavor lea cuidadosamente las indicaciones impresas en **negritas** al comienzo de cada sección de preguntas, y las preguntas antes de contestar. Recuerde que sus respuestas serán utilizadas junto con las de otros padres que completen este cuestionario.

DURANTE LOS ÚLTIMOS 12 MESES, ¿CUÁL DE LAS SIGUIENTES ACTIVIDADES HA REALIZADO?	SI	NO	Si, cuantas veces?
Asistido a un concierto o obra de teatro escolar en una escuela pública			_____
Asistido a un evento deportivo en una escuela pública			_____
Hablado acerca de su hijo(a) con algún maestro o administrador en la escuela			_____
Asistido a una reunión de PTA			_____
Asistido a una junta de consejo escolar			_____

GRACIAS AL PROYECTO C.H.A.N.C.E., USTED DIRÍA...	Más seguido	Menos que antes	Igual que antes
He asistido a conciertos o obras de teatro escolares			
He asistido a eventos deportivos			
He hablado con maestros o administradores en la escuela			
He asistido a las reuniones de PTA			
He asistido a las juntas del consejo escolar			
Me aseguro que mi(s) hijo(s) asistan a la escuela			
Me aseguro que mi(s) hijo(s) tengan libros disponibles			
Leo y/o discuto la tarea con mi(s) hijo(s)			

Por favor indique con que frecuencia ocurre lo siguiente:	Menos de una vez al mes	Una vez al mes	Un par de veces al mes	Una vez a la semana	Dos o más veces a la semana
¿Qué tan seguido visita su hijo a la biblioteca?					
¿Qué tan seguido acompaña usted a su hijo a la biblioteca?					
¿Qué tan seguido alienta a su hijo a que visite la biblioteca?					

GRACIAS AL PROYECTO C.H.A.N.C.E., USTED DIRÍA...	Más seguido	Menos que antes	Igual que antes
Mi(s) hijo(s) visita(n) la biblioteca			
Voy a la biblioteca con mis(s) hijo(s)			
Aliento a mi(s) hijo(s) a que vaya(n) ala biblioteca			

Piense en el mes pasado. ¿Con qué frecuencia realizó usted las siguientes actividades a la semana?	Nunca	1 o 2 veces por semana	3 o 4 veces por semana	5 o mas veces por semana
Ayudar a su(s) hijo(s) con la tarea.				
Preguntarle a su(s) hijo(s) acerca de su tarea.				
Revisar que la tarea de su(s) hijo(s) estuviera completa.				
Leerle en voz alta a su(s) hijos o ecucharlo(s) leer.				
Asegurarse de que su(s) hijo(s) asistiera(n) a la escuela.				
Asegurarse de que su(s) hijo(s) tuviera(n) libros disponibles para leer.				
Leer o discutir alguna tarea con su(s) hijo(s)				

GRACIAS AL PROYECTO C.H.A.N.C.E., USTED DIRÍA...	Más seguido	Menos que antes	Igual que antes
Ayudo a mi(s) hijo(s) con su tarea			
Pregunto a mi(s) hijo(s) sobre la tarea			
Reviso que la tarea de mi(s) hijo(s) esté completa			
Leo en voz alta a mi(s) hijo(s) o lo(s) escucho leer			

	SI	NO	No sé / No aplica
¿Los anuncios de reuniones, posters y publicaciones estan disponibles en el lenguaje en que usted se siente más cómodo leyendo?			
Si usted solicita un traductor para las reuniones con maestros o administradores, ¿la escuela se lo facilita?			
¿Le gustaría participar en más actividades escolares?			
Durante el pasado año escolar, ¿inscribió a su hijo(a) para que recibiera ayuda académica fuera de la escuela (sin contar el Proyecto C.H.A.N.C.E.)?			

¿Qué tan deacuerdo esta con lo siguiente?	Total acuerdo	Deacuerdo	Desacuerdo	Total desacuerdo	No sé
Gracias al Proyecto C.H.A.N.C.E. puedo hablar abiertamente con los maestros de mi(s) hijo(s)					
Gracias al Proyecto C.H.A.N.C.E., la escuela de mi(s) hijo(s) se comunica conmigo por comportamientos positivos de mi(s) hijo(s) y no sólo por negativos.					
Gracias al Proyecto C.H.A.N.C.E., me es más fácil involucrarme con la escuela de mis(s) hijo(s)					
POR QUE O POR QUE NO? <hr/> <hr/> <hr/>					

¿A cuántos talleres asistió durante el año pasado dentro de la escuela?	0	1	2 o 3	4 o 5	6 o más
---	---	---	-------	-------	---------

En cuanto a la comunicación con los maestros de su(s) hijo(s)...		Número de veces
Durante el mes pasado, cuantas veces se comunicó con los maestros de su(s) hijo(s) por teléfono o en persona?		
De ese número, ¿cuántas veces dio usted el primer paso?		
¿Cuántas de esas veces que se comunicaron fueron acerca de...	Problemas con su(s) hijo(s)	
	Comentarios positivos acerca de su(s) hijo(s)	
	Información acerca de su(s) hijo(s) o escuela	
	Otros	

¿Qué papel jugó el Proyecto C.H.A.N.C.E. (si es que tuvo que ver) en los cambios en usted acerca de:
 El nivel de involucramiento en la educación de su(s) hijo(s), sus relaciones con la escuela, o su entendimiento de la importancia de la alfabetización?

¿Qué tan consciente es usted de...?	Nada consciente										Extremadamente consciente
las consecuencias de fumar cigarros?	1	2	3	4	5	6	7	8	9	10	
las consecuencias de ingerir alcohol?	1	2	3	4	5	6	7	8	9	10	
las consecuencias de usar drogas?	1	2	3	4	5	6	7	8	9	10	

El Proyecto C.H.A.N.C.E. le ha ayudado a comprender mejor las consecuencias de:	SI	NO	Si, ¿qué aprendió?
Fumar cigarros			
Ingerir alcohol			
Utilizar drogas			

	SI	NO	Si, ¿por qué?
¿Cree usted que el Proyecto C.H.A.N.C.E. ayudará a mantener a su(s) hijo(s) alejados de las drogas?			
¿El Proyecto C.H.A.N.C.E. le ha ayudado a hablar más confortablemente con su(s) hijo(s) acerca de las drogas y el alcohol?			

😊 **GRACIAS POR COMPLETAR ESTE CUESTIONARIO** 😊

POR FAVOR DEVUÉLVA ESTE CUESTIONARIO EN EL SOBRE INCLUIDO ANTES DE JUNIO 7

ASEGÚRESE DE INCLUIR EL TALÓN PARA LA RIFA

Appendix C – Student Focus Group Protocol

Materials:

name tags, chart paper, colored markers, masking tape, colored paper (light colors), crayons

Thank you:

I am Ms. Cheryl and this is _____. We want to thank you for agreeing to help us learn about the health and wellness activities in Project C.H.A.N.C.E.

Introduction:

We're going to ask you some questions and give you time to talk and draw about these things until about_____ (30 min.). We're going to tape record what you say so we make sure we don't miss anything. To make sure we understand what each of you says, it's important that only one person talks at a time and that each of you speaks clearly. If you do not want to answer a question, that is okay. Do you have any questions?

Name tags: First we'd like everyone to put on his or her name tag.

Start tape: I'm going to start the tape recorder. To get started, we'd like everyone to say his or her name. Remember to speak clearly so we can all understand.

Begin questions:

Now we're going to ask you some questions.

General Topic – goal, time	Main questions	Probes
To get a sense of things they've learned – 10-15 minutes	<p>We really want to know the kinds of things you've learned here at Project C.H.A.N.C.E. about health and wellness. We're going to take the next 10 minutes for you to think about what you've learned this year and tell us about it. While you're talking, we're going to make a list on these pieces of paper of what you're saying. We want to make sure everyone gets a C.H.A.N.C.E. to share something.</p> <p>So, what kinds of things did you learn about health and wellness this year?</p>	<p>Tell me more about that. Can you describe ...?</p> <p>Topics: to follow-up on if not brought up spontaneously Healthy habits (sleep, hand washing, clean clothes, germ transfer, hygiene, exercise) Nutrition (fast food, best bit/best buy) Safety (bike, car, bus, signs, home) <u>Conflict resolution</u> Drugs (smoking) Toxins (lead, mercury, pesticides)</p>
Application of things they've learned – 10 minutes	<p>Look at all of these things you've learned this year! We'd like to spend the next 10 minutes talking about the ways you've used what you've learned in your life. We want to make sure everyone gets a C.H.A.N.C.E. to share something.</p> <p>Now that you know these things, do you do anything differently?</p> <p>When <u>smoking/drugs</u> come up: Has Project C.H.A.N.C.E. changed the way you think about smoking and drugs? How? Why?</p>	<p>Can you tell me more about that?</p> <p>Can you describe ...?</p> <p>Do you think about what you've learned, use it, tell any other people?</p> <p>Can you give me an example?</p>
What do they see as essential information?	<p>Drawing:</p> <p>If we were to make a picture book about health and wellness for children younger than you, what do you think would be the most important thing to include? We're going to give you a piece of paper and some crayons. You have the next 5 minutes to draw a rough draft of your page for the picture book. Please <u>do not</u> put your name on the paper. While you're drawing, we're going to come around and ask you to talk about your picture.</p>	<p>So, tell me, what are you drawing?</p> <p>Why do you think it's important for little kids to know this?</p>
Program improvement	<p>While you finish up your coloring, we want to ask you one more question. We're interested in knowing what you would change to make the health and wellness program better.</p> <p>What else would you want to learn about? What do you want to know more about?</p>	<p>What would you like to know more about?</p> <p>How could they make the program more interesting?</p> <p>Was there anything you would change about the health and wellness program?</p>

Appendix D – Student Assent Form – English

May 14, 2002

Dear Student,



My name is Cheryl Ackerman and I do research at the University of Delaware. I am writing to ask you to be part of a research study on Project C.H.A.N.C.E. You are in grade 2, 3, 4, or 5, and you attended most of the Christiana Care activities. **That is why I am inviting you to participate in a study about health and wellness.** This form will let me know if you want to help with the study. Your parents will get a form like this so they can tell me if they want you to help.

If you choose to help with the study, you may be asked to be part of a small group discussion. In the group we will talk about the health and wellness topics you learned about in Project C.H.A.N.C.E. Things like healthy habits, safety, cigarettes, and drugs may be talked about if someone mentions them. The discussion will happen during the after-school program. It should take about 30 minutes. I only need 5-8 students from your school to participate in the discussion. So, even if you are willing to help, you may not be chosen.

We will audiotape the discussion so we can remember what everyone says. Only a few people working on this project will know who helped us with the discussion. No one else will know what you tell us, not even your parents or teachers.

You do not have to be part of this study. You can quit at any time if you want, but **I hope you will decide to help.** If you **want** to help, PRINT YOUR NAME in the space by Number 1. Then sign your name by Number 3. If you do **not** want to help, PRINT YOUR NAME in the space by Number 2. Then sign your name by Number 3.

Sincerely,

Cheryl M. Ackerman, Ph.D., Lead Evaluator

#1 I, _____ (print first and last name) **WANT** to be part of this study and I understand what I need to do. I can change my mind at any time if I want to.

#2 I, _____ (print first and last name) do **NOT** want to help with the study.

#3 Sign your name: _____ DATE: _____

Please give this signed form to a Project C.H.A.N.C.E. staff member.

Appendix E – Student Assent Form – Spanish

14 de mayo de 2002

Estimado alumno,



Mi nombre es Cheryl Ackerman y soy parte del equipo de investigación en la Universidad de Delaware. Te escribo para pedirte que seas parte de un estudio que estamos llevando acerca Proyecto C.H.A.N.C.E. Tu estás en 2, 3, 4 o 5 grado y acudiste a la mayoría de las actividades de Christiana Care. **Es por esto que te invito a participar en este estudio acerca del programa de salud y bienestar.** Esta carta es para saber si quieres participar en el estudio. Tus padres recibirán una carta como esta para que autoricen tu participación.

Si decides ayudarnos con este estudio, se te pedirá que participes en un grupo de discusión acerca de los temas de salud y bienestar que aprendiste en el Proyecto C.H.A.N.C.E. Temas como hábitos de salud, seguridad, cigarros y drogas podrían ser tocados en caso de que alguien los comentara durante la plática. La plática se efectuará durante el programa después de la escuela y tomará 30 minutos aproximadamente. Solo necesito de 5 a 8 alumnos de tu escuela para que participen en la discusión. Lo que quiere decir que aún cuando decidas ayudar, tal vez no seas seleccionado.

Grabaremos la plática en audio para que nos sea más fácil recordar lo que se diga. Pocas personas que trabajan en este proyecto sabrán quien participó en la plática. Nadie más sabrá lo que se diga en esta plática, ni tus padres, ni tus maestros.

Tu participación no es obligatoria, y si participas puedes retirarte en cualquier momento, pero **espero que decidas ayudarnos.** Si **quieres** ayudar ESCRIBE TU NOMBRE en el espacio marcado con el número 1 y FIRMA en el número 3. Si **no quieres** participar, ESCRIBE TU NOMBRE en el número 2 y FIRMA en el número 3.

Atentamente,

Dr. Cheryl M. Ackerman
Evaluadora Principal

#1 Yo, _____ (escribe tu nombre completo) **QUIERO** ser parte de este estudio y entiendo lo que necesito hacer. Puedo cambiar de parecer en cualquier momento si así lo deseo.

#2 Yo, _____ (escribe tu nombre completo) **NO QUIERO** participar en el estudio.

#3 Firma: _____ Fecha: _____

Por favor devuélve ésta carta firmada a algún miembro del Proyecto C.H.A.N.C.E.

Appendix F – Parent Consent Form – English

Dear Parent or Guardian,

May 14, 2002



My name is Dr. Cheryl Ackerman and I am an educational researcher at the Delaware Education Research & Development Center at the University of Delaware. I am conducting an evaluation of Project C.H.A.N.C.E. I would like to include your child in a special part of this research looking at **Project C.H.A.N.C.E.'s health and wellness programming**. He/she will be completing a form similar to this one.

Students in grades 2-5 who were present during the Christiana Care health and wellness program at least 70% the time this year, are being invited to participate in this study. **I am writing to ask permission to include your child in this part of the program's evaluation.** Between five and eight students at each of the three Project C.H.A.N.C.E. schools who want to participate, and have permission from their parent/guardian, will be randomly chosen to be included in the study. If selected, your child will be one of 15-24 students out of 150 to talk about the health and wellness activities provided by Project C.H.A.N.C.E. Things like healthy habits, safety, cigarettes, and drugs may be talked about if someone mentions them during the discussion. The discussion will take place during the after-school program and should take 30 minutes.

The discussion will be audiotape recorded. The tapes will be transcribed and then analyzed. Your child's comments will be combined with those of all other participants and used for analysis only. In order to keep the identities of all participants strictly confidential, all tapes and transcripts will be coded by school only. The tapes and transcriptions will be kept in a locked file cabinet to insure that only authorized people have access to them. All data will be disposed of no later than October 31, 2007.

We expect to prepare a summary of this study's results by October 2002. An evaluation report will be given to the lead researcher Dr. Roberta Walker, and the project director, Alina Columbus. Information from the report may be given to your child's teachers, however the data will be presented in group format only, and your child will not be able to be identified.

Your child's participation is voluntary. Neither choosing not to participate in this evaluation nor withdrawing in the middle will result in the loss of educational benefits for you or your child. Participating in this study will not place your child at risk. **Your child's participation will help the Project C.H.A.N.C.E. staff learn what effect the program has had on children who regularly attended.** If you have any concerns regarding the conduct of this study, please direct them to Dr. Fraser Russell, Vice Provost for Research at the University of Delaware at (302) 831-4007. If you have any questions about your child's participation in this study, please

Initial Here

contact me, Dr. Cheryl M. Ackerman, Lead Evaluator at the University of Delaware, Delaware Education Research & Development Center - (302) 831-8585.

In order to grant permission for your child to participate in this research study, please **initial the front of this letter in the bottom right-hand corner** and **sign the permission form on this side**. Two copies of this letter have been provided so you can keep one for your records.

Sincerely,

Dr. Cheryl M. Ackerman
Lead Evaluator

Parent permission for child to participate:

I grant permission for _____ (son or daughter's first and last name) to participate in this study of the Project C.H.A.N.C.E. by participating in a small group discussion. This study has been explained to me and any questions have been answered satisfactorily. I voluntarily agree to permit my child to participate, and I understand that I may withdraw his or her participation at any time.

I do **NOT** wish _____ (son or daughter's first and last name) to participate.

Signature of parent or guardian

Date

[] I would like to receive a summary of the results. Please mail to this address:

Please return this signed form to a Project C.H.A.N.C.E. staff member.

Appendix G – Parent Consent Form – Spanish

14 de mayo de 2002

Estimado padre de familia o tutor,



Mi nombre es Cheryl Ackerman y soy parte del equipo de investigación en materia de educación en el Centro de Investigación y Desarrollo en Educación de Delaware en la Universidad de Delaware. Estoy llevando a cabo una evaluación del Proyecto C.H.A.N.C.E. **Me gustaría incluir a su hijo(a) en una parte especial de esta investigación referente al aspecto de salud y bienestar del Proyecto C.H.A.N.C.E.** El o ella tendrían que completar una forma similar a esta.

Alumnos de segundo a quinto grado que tuvieron por lo menos 70% de participación en el programa de salud y bienestar de *Christiana Care*, están siendo invitados a participar en este estudio. **Les escribo para pedirles su autorización para incluir a su hijo(a) en esta parte de la evaluación del proyecto.** De 5 a 8 alumnos en cada una de las tres escuelas participantes en el Proyecto C.H.A.N.C.E. que quieran participar y tengan permiso de sus padres o tutor, serán elegidos aleatoriamente para ser incluidos en el estudio. Su hijo puede ser seleccionado para ser uno de los 15 a 24 estudiantes de los 150 que hablarán acerca de las actividades del salud y bienestar del Proyecto C.H.A.N.C.E. Temas como hábitos de salud, seguridad, cigarros y drogas podrían ser tocados en caso de que alguien los comentara durante la plática. La plática se efectuará durante el programa después de la escuela y tomará 30 minutos aproximadamente.

La plática será grabada en audio. Las cintas serán transcritas y analizadas. Los comentarios de su hijo(a) junto con los de otros participantes serán únicamente utilizados para análisis. Para mantener las identidades a nivel estrictamente confidencial, las cintas y las transcripción serán codificadas solo por nombre de la escuela. Las cintas y transcripciones serán guardadas bajo llave para asegurar que solo personal autorizado tenga acceso a ellas. Toda la información será eliminada antes del 31 de octubre de 2007.

Esperamos tener un resumen de los resultados de este estudio en octubre de este año. El reporte de la evaluación se le entregará a la líder de la investigación la Dr. Roberta Walker y ala directora del proyecto Alina Colombus. Información extraída del reporte tal vez sea proporcionada a los maestros de su hijo(a). De cualquier forma, la información será presentada en formato de grupo y su hijo(a) no podrá ser identificado.

La participación de su hijo(a) es voluntaria. Elegir la opción de no participar o abandonarla después, de ninguna manera perjudicarán los beneficios educativos de los que su hijo(a) o usted gozan. Su hijo(a) no corre ningún riesgo al participar en este estudio. **La participación de su hijo(a) ayudará a los miembros del Proyecto C.H.A.N.C.E. a conocer el efecto que el programa ha tenido en alumnos que asisten regularmente.** Si tiene alguna duda con respecto a esta investigación, por favor comuníquese con el Dr. Fraser Russel, Vice Provost para la Investigación en la Universidad de Delaware al (302) 831-4007. Si tiene alguna duda acerca de la participación de su hijo(a) en este estudio

INICIALES

comuníquese conmigo Dr. Cheryl M. Ackerman, Evaluadora Principal en la Universidad de Delaware, Centro de Investigación y Desarrollo en Educación de Delaware al (302) 831-8585.

Para autorizar la participación de su hijo(a) en este estudio, por favor anote sus iniciales en la esquina inferior derecha de esta carta y complete el formulario. Le fueron proporcionadas dos copias de esta carta para que conserve una para su archivo personal.

Atentamente,

Dr. Cheryl M. Ackerman
Evaluadora Principal

Permiso para la participación del alumno(a):

☐ Concedo mi autorización para que _____
(nombre completo de su hijo(a)) participe en este estudio del Proyecto C.H.A.N.C.E.
acudiendo al grupo de discusión. Me han explicado este estudio y cualquier pregunta ha
sido respondida satisfactoriamente. Yo voluntariamente permito que mi hijo(a) participe
y comprendo que puedo retirar su participación en cualquier momento.

☐ No deseo que _____ (nombre completo de su
hijo(a)) participe.

Firma del padre o tutor

Fecha

☐ Me gustaría recibir un resumen de los resultados. Por favor envíemelo a las siguiente
dirección:

Por favor devuélva esta carta firmada a algún miembro del Proyecto C.H.A.N.C.E.

Appendix H – Parent Survey Summary Table of Aggregated Data

Project C.H.A.N.C.E. – Parent Survey – Spring 2002

The total number of completed surveys was 17.

IN THE LAST 12 MONTHS, WHICH OF THE FOLLOWING, IF ANY, HAVE YOU YOURSELF DONE?	Yes	No	If YES, about how many? mean (s.d.)
Attended a school play or concert in a local public school	88.2%	11.8%	3.53 (2.1)
Attended a local public school athletic event	20.0%	80.0%	3.67 (2.1)
Met with any teachers or administrators in the local public schools about your own child	94.1%	5.9%	3.33 (1.5)
Attended a PTA meeting	33.3%	66.7%	6.20 (3.8)
Attended a school board meeting	5.9%	94.1%	1.00

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I attend school plays or concerts	64.7%	5.9%	29.4%
I attend athletic events *	0.0%	27.3%	72.7%
I meet with teachers and administrators at public schools	52.9%	5.9%	41.2%
I attend PTA meetings *	16.7%	25.0%	58.3%
I attend school board meetings	6.7%	46.7%	46.7%
I make sure my child(ren) attend(s) school *	69.2%	0.0%	30.8%
I make sure books are available for my child(ren)	64.7%	0.0%	35.3%
I read and/or discuss school assignments with my child(ren)	57.1%	7.1%	35.7%

Please indicate how often these activities happen.	Less than once a month	Once a month	A couple of times a month	Once a week	Two or more times a week
How often does your child go to the library?	17.6%	17.6%	17.6%	35.3%	11.8%
How often do you go to the library with your child?	21.4%	28.6%	14.3%	28.6%	7.1%
How often do you encourage your child to go to the library?	11.8%	11.8%	29.4%	41.2%	5.9%

* This item had at least 20% missing data

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
My child(ren) goes to the library	23.5%	5.9%	70.6%
I go to the library with my child(ren)	7.1%	14.3%	78.6%
I encourage my child(ren) to go to the library	23.5%	5.9%	70.6%

Think about the past month. About how often each week did you...	Never	1-2 times a week	3-4 times a week	5+ times a week
help your child with his/her homework?	0.0%	11.8%	47.1%	41.2%
ask your child about his/her homework?	0.0%	0.0%	14.3%	85.7%
check to see if your child's homework has been completed?	0.0%	0.0%	31.3%	68.8%
listen to your child read or read aloud to your child?	0.0%	14.3%	42.9%	42.9%
made sure your children attended school	0.0%	0.0%	11.8%	88.2%
made sure books were available for your children to read	0.0%	14.3%	28.6%	57.1%
read and/or discussed a school assignment with any of your children	0.0%	0.0%	29.4%	70.6%

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I help my child(ren) with homework	25.0%	31.3%	43.8%
I ask my child(ren) about homework *	30.8%	7.7%	61.5%
I check to see if my child(ren)'s homework is complete	31.3%	12.5%	56.3%
I listen to my child(ren) read or read aloud to him/her/them *	53.8%	7.7%	38.5%

	Yes	No	Don't know/ Does not apply
Are meeting announcements, posters, and publications available in the language you are most comfortable reading?	88.2%	0.0%	11.8%
If you request a translator for meetings with teachers or administrators, does your child's school provide one?	14.3%	0.0%	85.7%
Would you like to participate more in school activities?	94.1%	5.9%	
In the past school year, have you signed your child up for additional academic help outside of school (not including Project C.H.A.N.C.E.)?	35.7%	64.3%	

How much do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
As a result of Project C.H.A.N.C.E., I can talk openly with my child(ren)'s teacher(s)	35.3%	41.2%	17.6%	0.0%	5.9%
As a result of Project C.H.A.N.C.E., my child's school communicates with me regarding my child's positive behavior and achievement, not just regarding misbehavior or failure.	42.9%	28.6%	14.3%	0.0%	14.3%
As a result of Project C.H.A.N.C.E., my child's school makes it easy to be involved there.	53.3%	26.7%	6.7%	0.0%	13.3%
WHY or WHY NOT? _____					

	0	1	2-3	4-5	6 or more
How many workshops did you attend at your child's school last year? *	15.4%	23.1%	61.5%	0.0%	0.0%

Regarding communications with your child's teacher:		How Many mean (s.d.)
In the past month, how many times have you communicated with your child's teacher (phone or in person)?		4.12 (4.1)
For how many of those communications did you take the first step?		2.08 (2.3)
About how <u>many</u> of those communications were about...	Problems with your child	.65 (.9)
	Praise for your child	.65 (1.1)
	Information about your child or school	2.38 (3.3)
	Other:	.38 (.4)

What role, if any, has Project C.H.A.N.C.E. played in any changes in your level of your involvement in your child's education, relations with your child's school, or in your understanding of the importance of literacy?

How knowledgeable are you about	Not at all Knowledgeable (1)	Extremely Knowledgeable (10)
the consequences of smoking cigarettes?		9.93 (.3)
the consequences of drinking alcohol?		9.92 (.3)
the consequences of using illegal drugs?		9.93 (.3)

Has Project C.H.A.N.C.E. increased your understanding of the consequences of	YES	NO	If YES, what have you learned?
smoking cigarettes *	30.8%	69.2%	
drinking alcohol *	25.0%	75.0%	
using illegal drugs	21.4%	78.6%	

	YES	NO	If YES, why?
Do you think Project C.H.A.N.C.E. will help keep your child(ren) away from drugs?	78.6%	21.4%	
Has Project C.H.A.N.C.E. helped you talk more comfortably with your child(ren) about drug and alcohol use? *	58.3%	41.7%	

Appendix I – Parent Survey Summary Table – Lewis

Project C.H.A.N.C.E. – Parent Survey – Spring 2002

The total number of completed surveys was 5.

IN THE LAST 12 MONTHS, WHICH OF THE FOLLOWING, IF ANY, HAVE YOU YOURSELF DONE?	Yes	No	If YES, about how many? mean (s.d.)
Attended a school play or concert in a local public school	100%	0%	4.60 (3.4)
Attended a local public school athletic event *	0%	100%	
Met with any teachers or administrators in the local public schools about your own child	100%	0%	3.00 (2.1)
Attended a PTA meeting *	0%	100%	
Attended a school board meeting	0%	100%	

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I attend school plays or concerts	80%	0%	20%
I attend athletic events *	0%	0%	100%
I meet with teachers and administrators at public schools	60%	0%	40%
I attend PTA meetings *	0%	66.7%	33.3%
I attend school board meetings	0%	80%	20%
I make sure my child(ren) attend(s) school *	100%	0%	0%
I make sure books are available for my child(ren)	80%	0%	20%
I read and/or discuss school assignments with my child(ren) *	100%	0%	0%

Please indicate how often these activities happen.	Less than once a month	Once a month	A couple of times a month	Once a week	Two or more times a week
How often does your child go to the library?	20%	20%	20%	20%	20%
How often do you go to the library with your child? *	0%	66.7%	0%	33.3%	0%
How often do you encourage your child to go to the library?	20%	20%	20%	40%	0%

* This item had at least 20% missing data

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
My child(ren) goes to the library	20%	0%	80%
I go to the library with my child(ren) *	0%	0%	100%
I encourage my child(ren) to go to the library	20%	0%	80%

Think about the past month. About how often each week did you...	Never	1-2 times a week	3-4 times a week	5+ times a week
help your child with his/her homework?	0%	20%	20%	60%
ask your child about his/her homework? *	0%	0%	0%	100%
check to see if your child's homework has been completed?	0%	0%	0%	100%
listen to your child read or read aloud to your child? *	0%	0%	33.3%	66.7%
made sure your children attended school	0%	0%	0%	100%
made sure books were available for your children to read *	0%	0%	0%	100%
read and/or discussed a school assignment with any of your children	0%	0%	0%	100%

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I help my child(ren) with homework	40%	40%	20%
I ask my child(ren) about homework *	33.3%	0%	66.7%
I check to see if my child(ren)'s homework is complete	40%	0%	60%
I listen to my child(ren) read or read aloud to him/her/them *	66.7%	0%	33.3%

	Yes	No	Don't know/ Does not apply
Are meeting announcements, posters, and publications available in the language you are most comfortable reading?	60%	0%	40%
If you request a translator for meetings with teachers or administrators, does your child's school provide one? *	33.3%	0%	66.7%
Would you like to participate more in school activities?	100%	0%	
In the past school year, have you signed your child up for additional academic help outside of school (not including Project C.H.A.N.C.E.)? *	0%	100%	

How much do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
As a result of Project C.H.A.N.C.E., I can talk openly with my child(ren)'s teacher(s)	40%	40%	20%	0%	0%
As a result of Project C.H.A.N.C.E., my child's school communicates with me regarding my child's positive behavior and achievement, not just regarding misbehavior or failure. *	66.7%	33.3%	0%	0%	0%
As a result of Project C.H.A.N.C.E., my child's school makes it easy to be involved there. *	50%	25%	0%	0%	25%
WHY or WHY NOT? _____					

	0	1	2-3	4-5	6 or more
How many workshops did you attend at your child's school last year? *	50%	0%	50%	0%	0%

Regarding communications with your child's teacher:		How Many mean (s.d.)
In the past month, how many times have you communicated with your child's teacher (phone or in person)?		2.20 (2.6)
For how many of those communications did you take the first step?		.33 (.5)
About how <u>many</u> of those communications were about...	Problems with your child	.40 (.5)
	Praise for your child	.40 (.9)
	Information about your child or school	1.00 (1.7)
	Other:	.20 (.4)

What role, if any, has Project C.H.A.N.C.E. played in any changes in your level of your involvement in your child's education, relations with your child's school, or in your understanding of the importance of literacy?

How knowledgeable are you about	Not at all Knowledgeable (1)	Extremely Knowledgeable (10)
the consequences of smoking cigarettes?		10.00 (.0)
the consequences of drinking alcohol?		10.00 (.0)
the consequences of using illegal drugs?		10.00 (.0)

Has Project C.H.A.N.C.E. increased your understanding of the consequences of	YES	NO	If YES, what have you learned?
smoking cigarettes *	50%	50%	
drinking alcohol *	66.7%	33.3%	
using illegal drugs *	50%	50%	

	YES	NO	If YES, why?
Do you think Project C.H.A.N.C.E. will help keep your child(ren) away from drugs? *	100%	0%	
Has Project C.H.A.N.C.E. helped you talk more comfortably with your child(ren) about drug and alcohol use? *	100%	0%	

Appendix J – Parent Survey Summary Table – Shortlidge

Project C.H.A.N.C.E. – Parent Survey – Spring 2002

The total number of completed surveys was 5

IN THE LAST 12 MONTHS, WHICH OF THE FOLLOWING, IF ANY, HAVE YOU YOURSELF DONE?	Yes	No	If YES, about how many? mean (s.d.)
Attended a school play or concert in a local public school	100%	0%	2.60 (.9)
Attended a local public school athletic event	20%	80%	3.00 (NA)
Met with any teachers or administrators in the local public schools about your own child	80%	20%	4.00 (1.4)
Attended a PTA meeting	20%	80%	9.00 (NA)
Attended a school board meeting	0%	100%	

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I attend school plays or concerts	60%	0%	40%
I attend athletic events	0%	25%	75%
I meet with teachers and administrators at public schools	40%	0%	60%
I attend PTA meetings *	25%	25%	50%
I attend school board meetings	0%	20%	80%
I make sure my child(ren) attend(s) school	60%	0%	40%
I make sure books are available for my child(ren)	60%	0%	40%
I read and/or discuss school assignments with my child(ren)	40%	20%	40%

Please indicate how often these activities happen.	Less than once a month	Once a month	A couple of times a month	Once a week	Two or more times a week
How often does your child go to the library?	20%	0%	20%	60%	0%
How often do you go to the library with your child?	20%	20%	40%	20%	0%
How often do you encourage your child to go to the library?	0%	0%	60%	40%	0%

* This item had at least 20% missing data

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
My child(ren) goes to the library	20%	20%	60%
I go to the library with my child(ren)	0%	20%	80%
I encourage my child(ren) to go to the library	20%	20%	60%

Think about the past month. About how often each week did you...	Never	1-2 times a week	3-4 times a week	5+ times a week
help your child with his/her homework?	0%	20%	20%	60%
ask your child about his/her homework?	0%	0%	20%	80%
check to see if your child's homework has been completed?	0%	0%	50%	50%
listen to your child read or read aloud to your child?	0%	20%	40%	40%
made sure your children attended school	0%	0%	0%	100%
made sure books were available for your children to read	0%	20%	20%	60%
read and/or discussed a school assignment with any of your children	0%	0%	20%	80%

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I help my child(ren) with homework *	0%	50%	50%
I ask my child(ren) about homework *	0%	25%	75%
I check to see if my child(ren)'s homework is complete *	0%	50%	50%
I listen to my child(ren) read or read aloud to him/her/them *	25%	25%	50%

	Yes	No	Don't know/ Does not apply
Are meeting announcements, posters, and publications available in the language you are most comfortable reading?	100%	0%	0%
If you request a translator for meetings with teachers or administrators, does your child's school provide a one?	0%	0%	100%
Would you like to participate more in school activities?	80%	20%	
In the past school year, have you signed your child up for additional academic help outside of school (not including Project C.H.A.N.C.E.)?	60%	40%	

How much do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
As a result of Project C.H.A.N.C.E., I can talk openly with my child(ren)'s teacher(s)	20%	40%	20%	0%	0%
As a result of Project C.H.A.N.C.E., my child's school communicates with me regarding my child's positive behavior and achievement, not just regarding misbehavior or failure.	40%	20%	20%	0%	20%
As a result of Project C.H.A.N.C.E., my child's school makes it easy to be involved there.	40%	40%	0%	0%	20%
WHY or WHY NOT? _____ _____ _____					

	0	1	2-3	4-5	6 or more
How many workshops did you attend at your child's school last year? *	0%	0%	100%	0%	0%

Regarding communications with your child's teacher:		How Many mean (s.d.)
In the past month, how many times have you communicated with your child's teacher (phone or in person)?		3.80 (5.2)
For how many of those communications did you take the first step?		2.20 (2.1)
About how <u>many</u> of those communications were about...	Problems with your child	.40 (.5)
	Praise for your child	.20 (.4)
	Information about your child or school	3.20 (5.4)
	Other:	

What role, if any, has Project C.H.A.N.C.E. played in any changes in your level of your involvement in your child's education, relations with your child's school, or in your understanding of the importance of literacy?

How knowledgeable are you about	Not at all Knowledgeable (1)	Extremely Knowledgeable (10)
the consequences of smoking cigarettes?		10.00 (.0)
the consequences of drinking alcohol?		10.00 (.0)
the consequences of using illegal drugs?		10.00 (.0)

Has Project C.H.A.N.C.E. increased your understanding of the consequences of	YES	NO	If YES, what have you learned?
smoking cigarettes *	25%	75%	
drinking alcohol *	25%	75%	
using illegal drugs *	25%	75%	

	YES	NO	If YES, why?
Do you think Project C.H.A.N.C.E. will help keep your child(ren) away from drugs? *	100%	0%	
Has Project C.H.A.N.C.E. helped you talk more comfortably with your child(ren) about drug and alcohol use? *	75%	25%	

Appendix K – Parent Survey Summary Table – Warner

Project C.H.A.N.C.E. – Parent Survey – Spring 2002

The total number of completed surveys was 7.

IN THE LAST 12 MONTHS, WHICH OF THE FOLLOWING, IF ANY, HAVE YOU YOURSELF DONE?	Yes	No	If YES, about how many? mean (s.d.)
Attended a school play or concert in a local public school	71.4%	28.6%	3.40 (.9)
Attended a local public school athletic event	33.3%	66.7%	4.00 (2.8)
Met with any teachers or administrators in the local public schools about your own child	100%	0%	3.17 (1.2)
Attended a PTA meeting	57.1%	42.9%	5.50 (4.0)
Attended a school board meeting	14.3%	85.7%	1.00 (NA)

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I attend school plays or concerts	57.1%	14.3%	28.6%
I attend athletic events	0%	50%	50%
I meet with teachers and administrators at public schools	57.1%	14.3%	28.6%
I attend PTA meetings *	20%	0%	80%
I attend school board meetings *	20%	40%	40%
I make sure my child(ren) attend(s) school *	60%	0%	40%
I make sure books are available for my child(ren)	57.1%	0%	42.9%
I read and/or discuss school assignments with my child(ren)	50%	0%	50%

Please indicate how often these activities happen.	Less than once a month	Once a month	A couple of times a month	Once a week	Two or more times a week
How often does your child go to the library?	14.3%	28.6%	14.3%	28.6%	14.3%
How often do you go to the library with your child?	33.3%	16.7%	0%	33.3%	16.7%
How often do you encourage your child to go to the library?	14.3%	14.3%	14.3%	42.9%	14.3%

* This item had at least 20% missing data

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
My child(ren) goes to the library	28.6%	0%	71.4%
I go to the library with my child(ren)	16.7%	16.7%	66.7%
I encourage my child(ren) to go to the library	28.6%	0%	71.4%

Think about the past month. About how often each week did you...	Never	1-2 times a week	3-4 times a week	5+ times a week
help your child with his/her homework?	0%	0%	85.7%	14.3%
ask your child about his/her homework?	0%	0%	16.7%	83.3%
check to see if your child's homework has been completed?	0%	0%	42.9%	57.1%
listen to your child read or read aloud to your child?	0%	16.7%	50%	33.2%
made sure your children attended school	0%	0%	28.6%	71.4%
made sure books were available for your children to read	0%	16.7%	50%	33.3%
read and/or discussed a school assignment with any of your children	0%	0%	57.1%	42.9%

AS A RESULT OF PROJECT C.H.A.N.C.E., WOULD YOU SAY...	More Often	Less Often	About the Same
I help my child(ren) with homework	28.6%	14.3%	57.1%
I ask my child(ren) about homework	50%	0%	50%
I check to see if my child(ren)'s homework is complete	42.9%	0%	57.1%
I listen to my child(ren) read or read aloud to him/her/them	66.7%	0%	33.3%

	Yes	No	Don't know/ Does not apply
Are meeting announcements, posters, and publications available in the language you are most comfortable reading?	100%	0%	0%
If you request a translator for meetings with teachers or administrators, does your child's school provide a one?	16.7%	0%	83.3%
Would you like to participate more in school activities?	100%	0%	
In the past school year, have you signed your child up for additional academic help outside of school (not including Project C.H.A.N.C.E.)?	33.3%	66.7%	

How much do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
As a result of Project C.H.A.N.C.E., I can talk openly with my child(ren)'s teacher(s)	42.9%	42.9%	14.3%	0%	0%
As a result of Project C.H.A.N.C.E., my child's school communicates with me regarding my child's positive behavior and achievement, not just regarding misbehavior or failure.	33.3%	33.3%	16.7%	0%	16.7%
As a result of Project C.H.A.N.C.E., my child's school makes it easy to be involved there.	66.7%	16.7%	16.7%	0%	0%
WHY or WHY NOT? _____					

	0	1	2-3	4-5	6 or more
How many workshops did you attend at your child's school last year?	14.3%	42.9%	42.9%	0%	0%

Regarding communications with your child's teacher:		How Many mean (s.d.)
In the past month, how many times have you communicated with your child's teacher (phone or in person)?		5.71 (3.9)
For how many of those communications did you take the first step?		3.00 (2.8)
About how <u>many</u> of those communications were about...	Problems with your child	1.00 (1.1)
	Praise for your child	1.14 (1.4)
	Information about your child or school	2.83 (1.6)
	Other:	.83 (2.0)

What role, if any, has Project C.H.A.N.C.E. played in any changes in your level of your involvement in your child's education, relations with your child's school, or in your understanding of the importance of literacy?

How knowledgeable are you about	Not at all Knowledgeable (1)	Extremely Knowledgeable (10)
the consequences of smoking cigarettes?	9.83 (.4)	
the consequences of drinking alcohol?	9.80 (.4)	
the consequences of using illegal drugs?	9.83 (.4)	

Has Project C.H.A.N.C.E. increased your understanding of the consequences of	YES	NO	If YES, what have you learned?
smoking cigarettes	20%	80%	
drinking alcohol	0%	100%	
using illegal drugs	0%	100%	

	YES	NO	If YES, why?
Do you think Project C.H.A.N.C.E. will help keep your child(ren) away from drugs?	50%	50%	
Has Project C.H.A.N.C.E. helped you talk more comfortably with your child(ren) about drug and alcohol use?	20%	80%	