

Program: QUANTUM OPPORTUNITIES PROGRAM

Population Served:

Size: 125 students in five sites

Age: 9th grade students

Other Characteristics: Students were entering 9th grade; all were highly disadvantaged

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Education-related activities (tutoring, computer-assisted instruction, homework assistance)	Adult counselors committed to 4 years	250 hours/year after school	Different settings: community agencies, public schools, homes, group activities
Development activities (acquiring life, family skills; planning for college and jobs)	Adult counselors committed to 4 years	250 hours/year after school	Different settings: community agencies, public schools, homes, group activities
Service activities (community service projects, helping with public events, holding regular jobs)	Adult counselors committed to 4 years	250 hours/year after school	Different settings: community agencies, public schools, homes, group activities
Hourly stipends and bonuses for completing each segment of the program			

Program Objectives/Goals:

To foster academic and social competencies.

Study:

Hahn, A. (1994). *Extending the time of learning*. In D.J. Besharov (Ed.), *America's Disconnected Youth: Toward a Preventative Strategy*, pp. 233-266. Washington, DC: CWLA Press and American Enterprise Institute for Public Policy Research.

Study Objectives and Measurements:

Objective:

To test the ability of community-based organizations to foster the achievement of academic and social competencies among high school students from families receiving public assistance.

Measurement instrument:

Questionnaire, academic skill level test (Test of Adult Basic Education – Form 5 Level), functional skill level test (APL 40 Item Version Survey – CCP Tier Mastery Test). Questionnaire given in Fall 1989, 1990, 1991, 1992. Follow-up questionnaire given in Fall 1993. Academic and functional skill testing given in fall 1989 and spring 1993.

Evaluation:

Type: Experimental

Statistical techniques: Random assignment to program and control groups. Data analyzed using a chi-square test. Significance level = .10

Population evaluated: All students were randomly selected from a pool of exiting 8th grade students from families receiving some form of public assistance. There were 100 participants and 100 control group members at pretest, 88 participants and 82 control group members at follow-up. Random assignment at four sites before recruitment; 5-year longitudinal study from 9th grade to 1 year after high school.

Outcome:

Effects apparent after 2 years.

Education—By the end of 12th grade (program began in 9th grade), participants had higher academic skills and educational expectations than youth in the control group, and the percentage of participants receiving honors or awards was nearly three times as great as the proportion of youth in the control group.

Dropout—Program participants were less likely to drop out at the end of the program, more likely to graduate from high school (63% vs. 42%), and more likely to be attending 2-year or 4-year college (37% vs. 14%).

Health—Less likely to have children in the postprogram period (38% vs. 20%); no significant site-specific differences in likelihood of having children; knowledge of contraceptives.

Social and emotional—Increased involvement in community service, improved attitudes toward future, lower rates of social exclusion (less likely to be unemployed, lacking high school diploma, and not in school).

Other Information:

The program design, not the evaluation procedure, set the sample size. The small size can be attributed to the financial incentive aspect of the program, which required limiting the number of participants.
