

Program: THE SUMMER TRAINING AND EDUCATION PROGRAM (STEP)

Population Served:

Size 100 locations nationwide serving 20,000 adolescents through 1991

Age: 14-15

Other Characteristics: Low-achieving adolescents from poor families

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Remediation	Local school district	90 hours, 2 summers	Innovative curricula and teaching methods; and computer-assisted instruction focused on reading and math skills and higher-order thinking
Part-time summer work	Local employment and training agencies	90 hours, 2 summers	Minimum wage, part-time
Life skills	Local school district	18 hours, 2 mornings per week	High-engagement summer classes focusing on life issues such as sexual behavior, drug use, careers, and community involvement
Support during school year	Local school district	Average 5-15 hours per year	Infrequent contact during school year. One-on-one adult contact, recreation, and other noneducational activities.

Program Objectives/Goals:

Information; technical and education skills. Improve school performance by preventing the loss of knowledge over summer

Prevent pregnancy to prevent dropping out of school

Study 1:

Walker, G., & Vilella-Velez, F. (1992). "Testing the model." In *Anatomy of a demonstration: The Summer Training and Education Program (STEP) from pilot through replication and postprogram impacts*. Philadelphia: Public/Private Ventures.

Study Objectives and Measurements:

Objective:

Assess the short-term impacts of the program on participants in terms of schooling and academic performance, adolescent pregnancy and parenthood

Assess the feasibility of implementing the model in various settings and on a large scale

Measurement instrument:

Summer tests (Metropolitan Achievement Test), participant questionnaires, program records and school records.

Evaluation:

Type: Experimental; random assignment to intervention and control groups

Statistical techniques: Multiple regression analysis, significance level = .10

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Population evaluated: Cohorts II and III: 2,519 youths age 14-15 at beginning of program. Approximately 86 percent were ethnic minorities, and about half lived in female-headed households.

Outcome:

Increased reading grades, math grades, and contraceptive knowledge during program participation.

Two-thirds of youth rated the program highly.

Other Information:

Full program was 15 months; program conducted mainly during summer months.

Control group participates in the local Summer Youth Employment and Training Program (SYETP) program. At two sites, controls are also guaranteed a SYETP job for the second summer.

The return rate for participants who completed the first summer was 75 percent; intensive outreach efforts were required to achieve this rate.

Study 2:

Walker, G., & Vilella-Velez, F. (1992). "Long-term Impacts." In *Anatomy of a demonstration: The Summer Training and Education Program (STEP) from pilot through replication and postprogram impacts*. Philadelphia: Public/Private Ventures.

Study Objectives and Measurements:

Objective:

To assess 1) the impacts of the program on measures of education, reproduction behavior, early employment, and welfare, and 2) the feasibility of implementing the model in various settings on a large scale.

Measurement instrument:

In-program (summer tests, questionnaires, and program records) and postprogram (follow-up interviews and high school transcripts) data were collected.

Evaluation:

Type: Random assignment to intervention and control groups

Statistical techniques: Longitudinal evaluation; random assignment to treatment group (offered the opportunity to participate in STEP) and control group (offered a one-summer job in the federally funded SYETP); regression analysis. Significance level = .10

Population evaluated: Cohorts II and III (3,226)

Cohort II: (54 months after enrollment, or 3.25 years after program ended)

Cohort III: (42 months after enrollment, or 2.25 years after program ended)

Outcome:

Long-term impacts: Once the program ended, impacts decayed rapidly

Grades: no impact

Test scores: no impact

Dropout rate: no impact

College attendance: no impact

Knowledge of and test scores on responsible social and sexual behavior: increased

Sexual behavior: no impact

Teen pregnancy rate: no impact

Post – high school employment rate: no impact

Welfare receipt: no impact

Of the youths who were not attending school, about half were working.

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Other Information:

Best practices: A weakness of the program seems to have been weak or nonexistent reinforcement mechanisms to connect the summer experience to the school year; what worked in STEP in summer appeared to be practices not performed during the school year. The program had no major environmental impact; e.g., the need for money was a major reason students dropped out of high school.
