



POWER TO CHANGE PROGRAM

EVALUATION REPORT

2007

Prepared for the Abraham Low Institute by

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Executive Summary

This report presents the results from the second outcome and process evaluation of *The Power to Change* program sponsored by the Abraham Low Institute. The Institute partnered with Urban Networks Associates to conduct the evaluation.

The Power to Change program was created to empower at-risk youth to become healthy and productive members of society by helping them develop the ability to manage thoughts, impulses and emotions and increase self-control and self-respect. The program consists of 12-24 highly structured self-help group sessions held weekly during an academic semester. All group meetings include four components: sharing an example, commenting on the example with the program “tools”, use of pro-social language, and reflecting on program readings. *The Power to Change* program staff provides the program through 1) direct service or 2) by training local school facilitators to implement the program.

The evaluation methods included the use of surveys, phone interviews, technical assistance logs, and attendance records. For the **process evaluation**, Low Institute staff completed technical assistance logs. Local facilitators completed a survey and brief phone interview. Youth participating in the group completed a survey at the end of the group sessions that evaluated the session content, facilitator’s skills and program activities. For the **outcome evaluation**, a pre-post test survey was administered to youth participating in the groups to determine changes in knowledge, skills and pro-social behavior as a result of the program.

Process Evaluation Highlights

- Participating youth enjoyed the program, felt comfortable attending the groups and connected with the group facilitator(s).
- Participating youth felt the skills and knowledge gained in the program were useful for their everyday life.
- School staff pointed to the structure of the program as a key strength in that it keeps things organized and helps students stay focused.
- The program tools were described as a real strength. It was indicated that students used the tools in and out of school, and that they helped students “think differently.”
- School staff thought that one important aspect of the program was that it created an opportunity for students to communicate about their experiences and share their thoughts.

Outcome Evaluation Highlights

- Participating youth were able to significantly increase their emotional intelligence by regulating their emotions and using emotions positively to solve problems.
- Participating youth were able to significantly increase their ability to control their impulses and act in a responsible and considerate way towards others.
- Participating youth were able to significantly decrease their verbal and relational aggression towards others. Also, reductions, although not significant, were observed on their physical aggression towards others.

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Introduction

This report presents the results from the second outcome and process evaluation of the *Power to Change Program* sponsored by the Abraham Low Institute. The Institute partnered with Urban Networks Associates (UNA) to conduct this evaluation.

The *Power to Change Program* serves to empower at-risk youth to become healthy and productive members of society by helping them develop the ability to manage thoughts, impulses and emotions, and increase their self-control and self-respect. The program uses a cognitive-behavioral approach and targets middle school to secondary school aged youth. The program consists of 12-24 highly structured self-help group sessions held weekly during an academic semester. All group meetings include four components: students share examples from their lives, others comment on the example using the program “tools”, students learn to use pro-social language, and members read passages to the group. The *Power to Change Program* staff implements the program through 1) direct service or 2) by training local school facilitators to run the program.

Evaluation Design & Program Objectives

UNA worked in collaboration with the Low Institute staff to update the evaluation logic model (Appendix A) and to develop a detailed evaluation plan (Appendix B) which outlined process and outcome objectives to guide the evaluation activities. **Process objectives** focus on the specific activities that take place in order to implement the program as intended. **Outcome objectives** refer to the anticipated changes in the participants as a result of the activities. The evaluation focused on assessing the success of the program in meeting its objectives. Both process and outcome objectives of the *Power to Change Program* are presented as follows:

Process Objectives

1. Local facilitators will be highly satisfied with the technical assistance and training provided by the program.
2. Local facilitators will develop knowledge in the 5 core program concepts.
3. Local facilitators will be able to implement the program with fidelity to the program model.
4. Youth participating in the program will be highly satisfied with the group.

Outcome Objectives

1. Youth participating in the program will develop knowledge in the 5 core program concepts.
2. Youth will maintain/improve their academic achievement.*
3. Youth will have confidence in their ability to use program knowledge and tools in their everyday life.
4. Development of pro-social behaviors among youth participating in the program.

*Outcome data regarding this objective will be presented in an evaluation report addendum.

The evaluation methods included the use of surveys, phone interviews, technical assistance logs, and attendance records. For the **process evaluation**, Low Institute staff completed technical assistance (TA) logs. Local facilitators completed a survey and some participated in a brief phone interview. Youth participating in the group completed a survey at the end of the group

sessions that evaluated the session content, facilitator's skills and program activities. For the **outcome evaluation**, a pre-post test survey was administered to youth participating in the groups to determine changes in knowledge, skills and pro-social behavior as a result of the program. See Appendix C for reliability and validity information on scales used to measure programmatic outcomes.

Overview

In the 2006-2007 school year, the *Power to Change Program* was implemented at **17 Chicago Public Schools** with a total of **268 participants**.

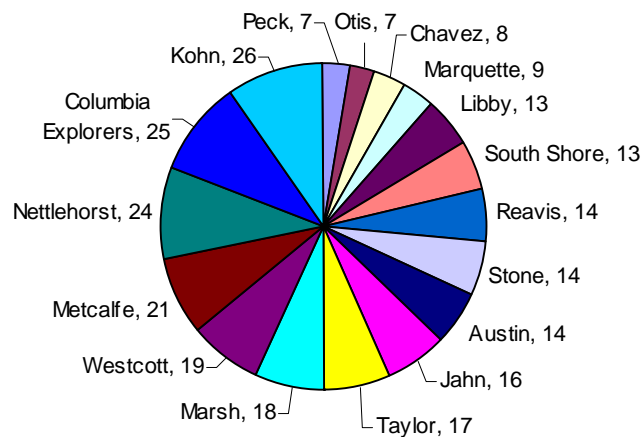
- 15 elementary/middle schools
- 2 high schools
- 5 schools hosted second groups during this year

Participating Schools

- Chavez (8)
- Columbia Explorer (25)
- Jahn (16)
- Kohn (26)
- Libby (13)
- Marsh (18)
- Marquette (9)
- Metcalfe (21)
- Nettlehorst (22)
- Reavis (14)
- Taylor (17)
- Westcott (19)
- Peck (7)
- South Shore (8)

Figure 1.

Number of Participants per School



Participant Characteristics

- More females (140) than males (117) participated in the program.
- The majority of participants were African Americans (151), followed by Latinos (84), others (10), Whites (9), Native Americans (4), and Asians (1).
- Participants' ages ranged from 9 to 17 with an average age of 13.
- Grade levels ranged from 5th to 12th, but most program participants were 7th and 8th graders (146).
- Group size ranged from 5-13 participants with an average size of 10 members.
- A total of 206 (78.3%) participants attended all 12 sessions, while 57 participants (21.7%) attended groups that ended before completing all twelve sessions.

Process Evaluation

The process evaluation focused on assessing youth and school staff satisfaction with the program content, facilitators, training and group structure. Process evaluation results are presented below.

Youth

Participating youth completed a survey to assess their satisfaction with the program (see Appendix C). Overall the youth expressed satisfaction with the program.

- They enjoyed attending the group.
- They felt safe and comfortable participating.
- They felt the facilitator was responsive to their needs and made them feel comfortable.
- They felt they could apply the skills learned during the group to real life situations.

Many positive changes were noted by students and school staff in the *Power to Change Program*. Students reported that since being in the group they had fewer in-school suspensions. Students also said that the program helped them think twice about being violent.

To Whom it May Concern:

I would like to thank everyone who donated the Timberland supplies it meant so much to me and our group that you and this group has helped us succeed in this challenge. It has helped us well. I can say and I learned how to control my inner and outer voice and actions thank you again for believing in us and helping us *The Power to Change* graduates with our new ways of life. I thank you for everything it really touched me.

- Student Participant

Local Facilitators & School Staff

A total of 18 teachers, social workers, and other school staff completed satisfaction surveys evaluating program content, facilitators, and training. In addition, two school staff were selected for follow-up interviews in which they provided more detailed evaluations of the program.

Local school facilitators and staff expressed a general consensus around a number of core strengths of the program (see Appendix D). In particular, school staff comments on what they liked about the program clustered into three basic areas:

- **School staff pointed to the structure of the program as a key strength.**
This structure helped keep things organized and helped students stay focused.

➤ **The program’s tools were described as a real strength.**

It was indicated that students used tools in and out of school, and that they helped students “think differently.”

➤ **School staff thought that the program created an opportunity for students to share their thoughts and experiences.**

Low Staff

School staff also indicated that the Low facilitators who administered the program in their school were knowledgeable and explained the program clearly. Overall, school staff indicated that they had a positive experience with the Low program facilitators (see Appendix F).

Training Issues

When it came to training, school staff showed a more mixed view of the program, with many indicating that they did not receive individualized training beyond a basic orientation. It was pointed out that the video, readings, and meetings with Low facilitators were valuable aspects of training that helped school staff to understand what to expect during the program. School staff also indicated that they would like to have more training, and an opportunity to review the manual and learn the terminology before groups begin. Appendix G summarizes the feedback on training.

Knowledge

The training issues may be reflected in how much the local school staff knew about the core concepts of the program. School staff varied in their knowledge of program principles and concepts. While many understood the importance of “self-endorsement” (72%), less than half (44%) could identify “will” as an important program concept and less than a quarter (22%) could identify “trivialities” (see Table 1).

Table 1. Local Facilitator Knowledge of Core Program Concepts

Question	Answers	Correct
What are the two faces of temper?	Angry	16 (88.9%)
	Fearful	13 (72.2%)
What are the two faces of environment in which people function?	Inner	4 (80%)
	Outer	4 (80%)
Can a person control their inner responses?	No	10 (55.6%)
Can a person control their outer reactions?	Yes	14 (77.8%)
Circle the three most important concepts for dealing with things inside and outside yourself?	Will	8 (44.4%)
	Self-Endorsement	13 (72.2%)
	Trivialities	4 (22.2%)

Process Evaluation at a Glance

Youth

- Participating youth enjoyed the program, felt comfortable attending the groups and connected with the group facilitator(s).
- Participating youth felt the skills and knowledge gained in the program were useful for their everyday life.

School Staff

- School staff pointed to the structure of the program as a key strength in that it keeps things organized and helps students stay focused.
- The tools that students are taught in the program were described as a real strength. It was indicated that students were using tools in and out of school, and that they help students “think differently.”
- School staff thought that one important aspect of the program was that it created an opportunity for students to communicate about their experiences and share their thoughts.

Outcome Evaluation

The outcome evaluation assessing changes in participating youth included: **knowledge, self-efficacy to use program skills**, and **improvements in pro-social behaviors**. Additionally, structural equation modeling was utilized to test the program’s theoretical logic model. Finally, experimental statistics (correlations, regressions and ANOVAs) were used to further explore the impact of the program. See Appendices I and J for these results. It is important to note that although 268 students took the surveys, not all youth answered each question.

Knowledge of Program Concepts

The outcome evaluation measured the knowledge of youth regarding the five core program concepts after participating in the group (see Table 2). **On average, participating youth were able to answer five out of the nine content questions correctly (56%).**

Table 2. Youth Knowledge of Core Program Concepts

Question	Answer	Correct	Incorrect
Circle the two faces of temper	Angry	140 (90.3%)	15 (9.7%)
	Fearful	100 (64.5%)	55 (35.5%)
Circle the two faces of environment	Inner	83 (53.9%)	71 (46.1%)
	Outer	87 (56.5%)	67 (43.5%)
Can a person control their inner responses?	No	64 (41.6%)	90 (58.4%)
Can a person control their outer responses?	Yes	108 (70.6%)	45 (29.4%)
Circle the three most important concepts for dealing with things inside and outside of yourself	Will	26 (17.3%)	124 (82.7%)
	Self-Endorsement	89 (59.3%)	61 (40.7%)
	Trivialities	44 (29.4%)	106 (70.7%)

Self-Efficacy to Use Program Skills

Youth participants were asked to comment on their confidence in their ability to use the knowledge and tools learned through the program in the future. **Over 89% of participants who answered this question were positive about using these skills in their lives** (see Table 3).

Table 3. Use Program Knowledge and Tools

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
In general, I will be able to apply the “tools” when dealing with real life situations	6 (3.8%)	11(7.1%)	69 (44.2%)	70 (44.9%)

Development of Pro-Social Behavior

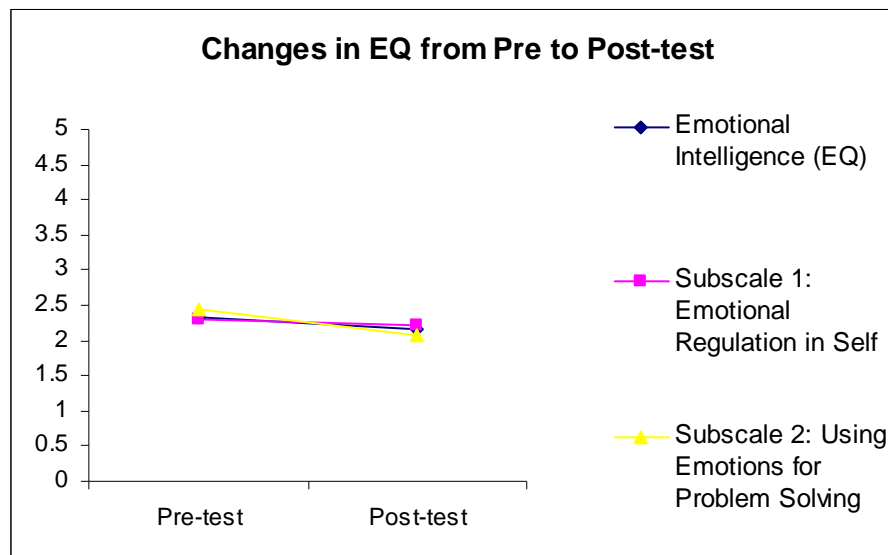
Overall, participants showed significant improvements across the three domains of pro-social behavior: emotional intelligence, self-restraint, and reductions in violent behavior.

Appendix D presents detailed pre-post test results. It is important to highlight that the highest effect sizes were observed in the core aspects of the program such as using emotions for problem solving and suppression of aggression. Following is a summary of results presented for each of the pro-social behaviors.

Emotional Intelligence

The scale consisted of 12 items; lower scores indicate higher emotional intelligence. The scale includes two sub-scales: **Emotional Regulation of Self** and **Using Emotions for Problem Solving**. Results indicate participants improved their emotional intelligence from pre-test to post test in the overall scale, $t(138)= 3.67, p < .001$, and in the problem solving subscale, $t(138)=5.39, p < .001$. However, the improvement was not statistically significant for the regulation of self subscale, $t(138) = 1.45, p = .14$. Effect sizes were low for the overall scale (.30) and medium for the Problem Solving subscales (.47). Results are shown in Figure 2.

Figure 2.

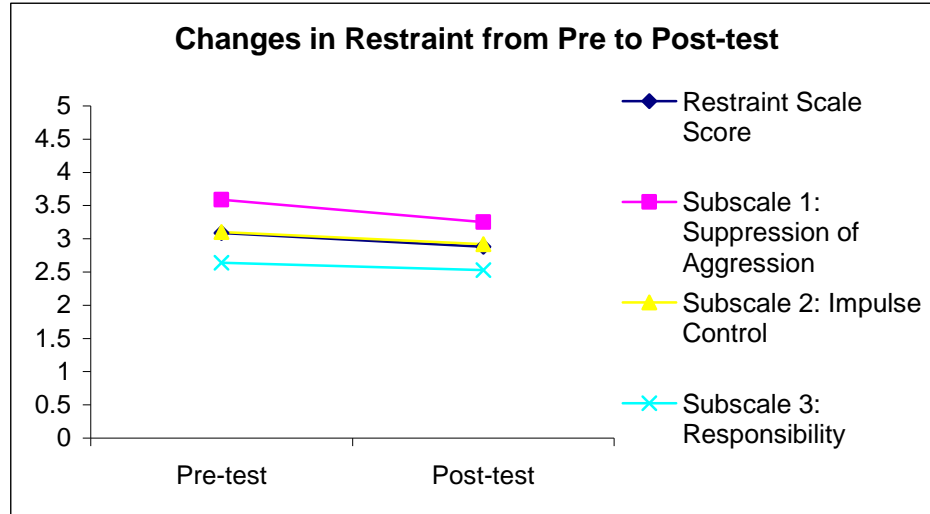


Self-Restraint

The Self-Restraint scale consists of 23 items, and lower scores indicate higher self-restraint. This scale includes three sub-scales: **Impulse Control (IC)**, **Responsibility (R)** and **Suppression of Aggression (SA)**. Results indicate participants improved their self-restraint from pre-test to post-test, in all sub-scales as well as in the complete scale. These improvements were statistically significant for the overall Self-Restraint scale, $t(138) = 4.81, p < .001$, and for all three sub-scales: Suppression of Aggression, $t(138) = 5.50, p < .001$, Impulse Control, $t(138) = 2.94, p < .01$, and Responsibility, $t(138) = 2.38, p < .05$. Effect sizes were low for the overall scale (.34)

and for all subscales (Suppression of Aggression: .39, Impulse Control: .23, Responsibility: .17). Results are shown in Figure 3.

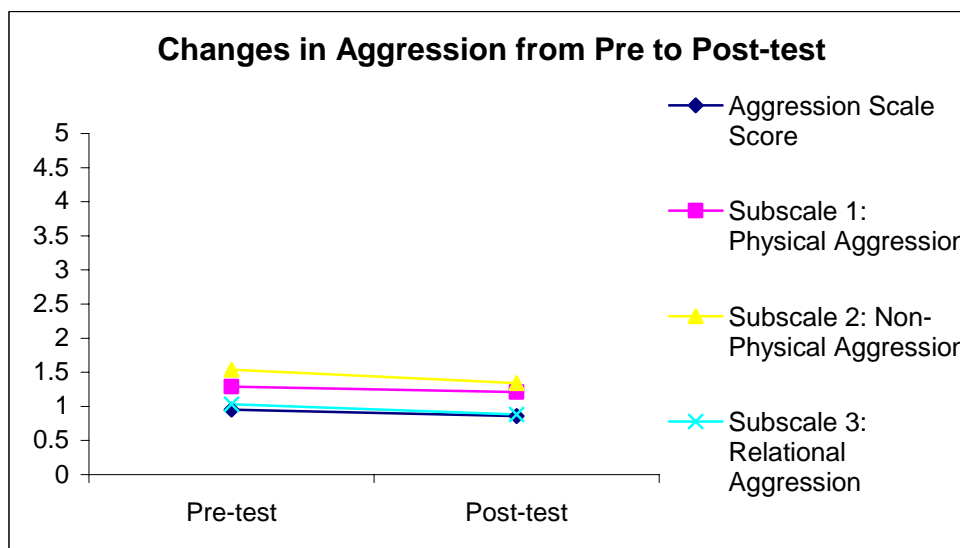
Figure 3.



Violent Behavior

The scale consists of 18 questions assessing violent behavior during the last 30 days. Lower scores indicated less violent behavior. The scale includes three sub-scales: **Physical Aggression**, **Nonphysical Aggression**, and **Relational Aggression**. Results indicate statistically significant reduction in violent behavior for the overall scale, $t(137) = 2.45, p < .05$, Nonphysical Aggression, $t(137) = 2.31, p < .05$, and Relational Aggression, $t(137) = 2.83, p < .01$. However, reductions in scores were not statistically significant for the Physical Aggression sub-scale, $t(137) = .93, p = .36$. Low effect sizes were found for the overall scale (.17) and for all subscales (Nonphysical Aggression: .17, Relational Aggression: .20). Results are shown in Figure 4.

Figure 4.



Power to Change Program Logic Model

Structural equation modeling (SEM) is a powerful statistical procedure for testing and estimating causal relationships using a combination of statistical data and qualitative causal assumptions (Schumacker & Lomax, 2004). This technique confirmed that the logic model for the *Power To Change Program* has a good fit to the data collected. This indicates that attendance, knowledge, self-efficacy and satisfaction are important factors in the ability of the program to produce positive changes in the youth.

Figure 5. Structural Equation Model for Program Participants



Thus, in order to achieve these positive outcomes related to emotional intelligence, self restraint, and decreased violence:

- Youth should attend a minimum of 12 sessions.
- The program Tools must be taught in an accessible way.
- Participants need to connect with the program facilitator.
- Youth need to believe they can use the Tools in their every day life.

Experimental Analyses

Additional analyses were conducted (including correlations, regressions, and ANOVAs) to further understand what influenced or predicted the desired pro-social behavioral outcomes. The following independent variables were examined in the analysis: group size, gender, grade, school, facilitator, previous participation in the program, number of groups at school, number of sessions attended by participants, knowledge, and overall satisfaction and satisfaction subscales (Satisfaction with Group, Sense of Safety, Satisfaction with Facilitator, Self-Efficacy, Knowledge of Group Format). Results of these analyses underscored the following points:

➤ **The role of the program facilitator is central to the success of the program.**

The type of facilitation predicted participants' overall satisfaction with the program. For instance, participants were most satisfied in groups facilitated by Low staff members as opposed to local school staff. However, participants felt safer sharing their experiences in groups facilitated by local school staff.

➤ **The facilitator can greatly influence participant outcomes.**

The facilitator had an impact on increased overall emotional intelligence score and the use of emotions for problem solving sub-scale score. The facilitator also influenced outcomes regarding self-restraint (suppression of aggression sub-scale) and reductions in violent behavior.

➤ **Skills acquisition was a significant predictor of greater emotional intelligence.**

Those participants who believed the program provided them with useful and relevant skills developed higher levels of emotional intelligence.

➤ **Participant age was related to emotional intelligence development.**

Participants younger than 13 showed greater improvements in emotional intelligence compared to older participants.

Outcome Evaluation at Glance

Youth Outcomes

- Participating youth were able to significantly increase their emotional intelligence by regulating their emotions and using emotions positively to solve problems.
- Participating youth significantly increased their ability to control their impulses and act in responsible and considerate way towards others.
- Participating youth also saw significant decreases in their verbal and relational aggression towards others. Further, a decrease trend was observed on their physical aggression towards others.

Facilitator Role

- The role of the program facilitator is central to the success of the program. The facilitator also has a great influence on participants' performance in outcome variables.

Program Development & Implementation

Throughout the past year, evaluation data was collected on the implementation of the program in order to gather information useful for future program development. This section includes evaluator observations as well as information from school facilitators and Low facilitators in which they reflect on what worked best and what obstacles they faced when putting the program into practice.

School facilitators provided data for this section through open-ended survey questions and interviews, and both Low and school facilitators from all 17 schools completed weekly implementation logs (TA Logs) where they provided an overview of the session, described what worked and/or did not work, and suggested programmatic changes in content and process. A total of 212 logs were analyzed using a thematic content-analysis approach and are summarized in the following themes, which are grouped into three overall categories: **Program, School, and Student Themes.**

Program Themes

"[The Principal] appeared to be pleased with the program. She specifically liked how the students gave examples. The number of referrals coming to her office because of bad behavior has decreased. She enjoyed the communications aspect and how professional Low staff is - good rapport between Low staff and students."

Overall, the program appeared to work well in many of the schools. Even when critiquing aspects of the program, facilitators continued to stress that the program benefits the schools and the students. The program was appreciated by school staff, and also resulted in noticeable changes. Three program related themes emerged from the data: communication, curriculum and non-curricular techniques.

Communication

Communication among stakeholders was an important aspect of the functioning of the program. Although school facilitators felt generally positive about their engagement with Low staff, there was sometimes confusion about their role (e.g. whether or not they were the lead person), and what the program entailed. While school administrators had a good understanding of the program during its initial stages, those staff members most closely involved in its implementation appeared less knowledgeable. The first contact between the school staff and the Low facilitator was frequently during the first session, not providing adequate time for shared planning of the program or an orientation to the program. This resulted in them trying to learn about program procedures and curriculum from the evaluators during the pre-test sessions. Several of them commented that the video shown to the students during the pretest was a good introduction for them.

Similar to the outcome analysis presented earlier, changes in facilitators mid-way through the program brought on additional difficulties. Facilitators sometimes found it difficult to stay informed of where they were in the program (*did not know what session number they were in, could be due to turnover in facilitators*), and found the group more disruptive (*the facilitator changes mid year - directly following the change group members are difficult to manage*).

Program Curriculum

The implementation of the program curriculum received a mix of positive and negative appraisals. It was noted that facilitators and students enjoyed the format of the curriculum and felt that it was well organized and useful (*“The tools/examples format worked well”*).

The Tools

The great majority of TA Logs described school facilitators and students as liking the tools presented in the curriculum. School facilitators pointed to the tools as an important strength in the satisfaction survey. They noted that: *Students were able to use tools; the tools really helped, and; Great Tools!* In addition, many students appeared to be thinking about the tools and using them outside the group, and even sharing them with family:

“... one boy commented that he gave his tools to his grandfather and that his grandparents have been discussing the program.”

However, a minority of TA logs mentioned that it is *“hard for kids to apply tools”* or that students were not using the tools or remembering them. To help students remember and apply the tools it was suggested that there be a focus on providing *“action plans”* for putting the tools to use when not in the group, which was described as a missing *“vital step”* of the program. One teacher commented:

“I think that it would be beneficial if some additional steps were used to help the students place the tools to memory so that when in temper they can utilize the tools.”

The Examples

It was frequently reported in the TA logs that students greatly enjoyed the examples portion of the curriculum. Students used the examples to share their experiences with one another and bond as a group while deepening their understanding of the program concepts:

“... one boy gave a very touching and difficult example about his mother.”

However, some facilitators had difficulty getting students to provide examples in the beginning of the program. School staff also were unclear about what constituted an appropriate example, and often chided students for providing less personal examples in the earlier sessions, and even threatened to give their spot in the group to someone else.

The Readings

Students enjoyed discussing the readings, which led to engaging conversations in the groups. However, most school facilitators felt that *“students do not seem to be getting much out of the reading”*. Readings were described as having too high a reading level, or as having difficult language that is *“too advanced.”* When asked what aspects of the program could be improved, school facilitators frequently cited the readings; *Reading/vocabulary too difficult; Readings were a little complex for a bilingual population; our students struggle with vocabulary.* School and Low facilitators also described problems with the readings in the TA logs:

“The readings would be better if they were revised to read more like they were written for youth. Sometimes the wording or phrasing seems confusing or too academic sounding.”

“It takes a lot of translating an order for me to convey the meaning of even the most important concepts.”

A good example of this comes from one student who was asked to read but did not want to because *“she had a lot of trouble with the words”*. Recommendations were made in the TA Logs to update the readings to be more age and grade appropriate, more interesting for students, more relevant to their day-to-day experiences, and more concise. It was also pointed out that there was a cultural mismatch with some students, who did not identify with the material. It was recommended that the curriculum be updated so that it more closely matches the experiences of young and culturally diverse urban youth. For example, in one log the school facilitator is quoted as saying:

“I think that they should use the grant money to the best of their abilities to hire a curriculum expert to revamp the program to make it age appropriate - because in my experience in dealing with students in the inner-city - this is not appropriate for them.”

Non-Curricular Techniques

In a number of satisfaction survey responses school facilitators explained that students became bored with the format over time; *Need more interacting type activities; Be more engaging- relate material to student's personal experiences; Incorporate role-playing so students can "practice" using the tools*. The need for a more interactive approach was also noted in the TA logs:

“If there was a more interactive way of conveying information to them besides straight lecture and reading, I think it would make these concepts more understandable and even more enjoyable.”

As a way to liven things up, facilitators employed a number of non-curricular techniques that appeared to work well and which may fit well into the formal curriculum. Facilitators reported that students enjoyed being paired into small work groups (*“...had them work in pairs which got participation from those normally not participating”*), selecting and describing a favorite tool, creating art (such as masks) that relate to program concepts, and applying program concepts to current events by reading and discussing news articles as a group. Students also appeared to like it when facilitators challenged them with a specific task outside the group, such as picking a tool to use in real life and then reporting what happened in the next group.

Using small, incremental incentives throughout the program, above and beyond the Timberland merchandise, also worked well in keeping students motivated and on task. Some facilitators used stickers with which students decorated their program book, while others gave out prizes to students who could remember tools.

“Participation grew so much [from using stickers] that by the time the session was over, students were still volunteering to give more example[s]. In fact even after the bell rang

for school to be over, a student continued to stay after to talk more about how important he thought a tool was.”

Role-plays were also popular with students; however, careful review of the TA logs shows that students sometimes focused on the conflict in the role-play rather than on the problem-solving. Therefore role-plays, while useful and exciting for the students, must be skillfully managed by an experienced facilitator.

School Themes

The school staff and environment were integral parts of program success. Several impediments to program delivery, such as space issues and teacher resistance, were consistently brought up in TA logs. A common problem encountered by both Low and teacher facilitators was a lack of consistent and private space to hold the program. Facilitators noted that it was often difficult to identify space for the groups, and they were sometimes asked to re-locate in the middle of a group session. One group was held in a school hallway with both students and faculty walking by, making the confidentiality of the program impossible. In addition, some groups had to end the program prematurely given their inability to find a room to hold the program. However, the role of the school facilitator was emphasized as an asset to implementation.

Another difficulty facilitators faced was teacher resistance. Both teachers and students were apprehensive about missing class for the program. Some teachers would not allow students to miss class to attend group. In addition, some teachers punished youth for misbehavior by not allowing them to attend group. Some groups tried to work with this problem by shortening the length of their sessions.

Student Themes

Students reported...since being in this group the number of in school suspensions has decreased. Students said that the program “helps them with their anger,” and that the program helped them think twice about being violent.

Positive changes in students were noted from the perspective of the students. Overall, students appeared to appreciate the program, like the program, and were very engaged. In one school, *“the students started the session even before the facilitators arrived.”* In another school, a student wrote a letter on behalf of her group thanking the Low Institute for *“believing in us.”*

In addition, groups with a wide spread of ages were perceived as more difficult in engaging youth. Facilitators noted that slowing down the pace for younger students sometimes resulted in lack of interest from the older youth. In addition, teachers noted that selection of students based on those who are interested in making changes, as well as group dynamics may be beneficial.

Trust and confidentiality are central to effective group experiences. This issue came up in some of the schools, and breaches of confidentiality, as well as possible ways to prevent or overcome this issue, were noted in the TA logs:

...one group member stated that an example she provided in the group was not kept confidential - this resulted in a split within the group.

Program Implementation and Development at a Glance

Program

- *Communication* – some confusion for school facilitators in terms of the curriculum and their role
- *Curriculum* – Tools and Examples are excellent; updated Readings and Action Plans are needed
- *Non-Curricular Techniques* – facilitators developed innovative ways to engage students

School

- *Space* – some groups could not find adequate classroom space or were “rudely” displaced
- *School Facilitator* – found to be a vital part of program functioning *Teacher Resistance* – some teachers stood in the way of students getting to group

Students

- *Positive Change* – many students reported experiencing positive changes due to the group
- *Group Structure* – who is in the group can impact group functioning; selecting students is critical
- *Trust* – some breaches of confidentiality impacted groups; trust exercises helped

Recommendations

Overall, *The Power to Change* program met all of its objectives for this service year.

This is certainly a promising program that is highly beneficial for youth in the Chicago Public School system. In addition, the program's theoretical model was found to be a good fit with participant data. Feedback obtained from youth, school staff and Low facilitators helped us develop a series of recommendations to support program development/improvement and to ensure continued program success.

Recommendations for Program Development

Ensure administrative support for the program.

- Develop a contract for schools interested in the program specifying that:
 - A carefully selected school staff member will be designated to assist in group facilitation and student management.
 - Students will be allowed to miss class each week in order to attend the program.
 - Adequate and confidential space will be reserved for the length of the sessions.

Facilitate trust within the group by strengthening students' commitment to confidentiality.

- Reiterate the confidential nature of group discussion each session.
- Develop trust contracts and incorporate trust-building exercises.
- Set up clear guidelines for consequences of breaches of confidentiality.

Provide more one-on-one training for school staff prior to the program.

- In addition to the administrative meeting with school personnel, hold at least one meeting between the assigned Low facilitator and the school staff who will implement the program prior to the first session to provide time for planning, orientation, and to establish a collaborative relationship.

Update the curriculum to be more suitable for the ages and cultures of the students.

- Shorten the readings and use language that is easier to understand for children who are younger or non-native English speakers.
- Update both the wordings and the readings to reflect the language commonly employed by today's diverse urban youth.
- Include readings that reflect students' everyday lives.

Include more active forms of learning in the curriculum.

- Include structured role-plays and smaller group or partner work.
- Utilize poetry, music, or artwork to stimulate discussion.
- Apply program concepts to current events by reading and discussing news articles.
- Challenge youth to utilize the tools in real-life situations between sessions.

Incorporate strategies to reinforce the use of the Tools outside the group sessions.

- Develop “action plans” with students to maximize the use of the Tools.
- Create wallet-sized cards with list of the program tools to hand out to participants.

Include more frequent rewards.

- Utilize stickers for program notebooks and trinkets to reinforce youth participation and understanding.

Recommendations for Program Evaluation

Continue to incorporate process and outcome evaluation.

- This will provide empirical information regarding its impact and assist in the program development process.

Conduct an efficacy study after program development has been completed.

- This will provide empirical support to the program and ensure its future dissemination.

Pursue future funding to conduct the evaluation and the efficacy study, possibly in collaboration with UNA.

Disseminate current evaluation findings to increase the visibility of the program.

- This could occur through a variety of forums such as local press, sharing of evaluation report with funders, peer review journals, conferences, or practitioner publications.

Appendix A- *Power To Change* Program Evaluation Logic Model

GOAL: To empower youth, especially those at-risk, to become healthy and productive members of society by enabling them to develop the ability to manage: thoughts, impulses and emotions and increase self-control and self-respect.

			OUTCOMES			IMPACT
Inputs	Activities	Outputs	Short-Term	Intermediate	Long-Term	Ultimate
			Local facilitators will be highly satisfied with TA and training provided		Development of pro-social behaviors	
Personnel's time and expertise	Training local program facilitators	Training 5-10 local high schools to implement the program	Local program facilitators will develop knowledge in the 5 core program concepts	Youth will maintain/improve their academic achievement	Development of emotional intelligence	Healthy, productive and engaged youth
Power to Change Program	Technical assistance (TA) for local program facilitators	Training 3-5 middle schools to implement the program	Local facilitators will be able to implement program with fidelity to program model		Reduction or non-involvement in violent behavior	
	Program materials: curriculum, video, evaluation forms, and feedback	10 hours of TA to each local school to implement the program	Youth participating in the program will develop knowledge in the 5 core program concepts	Youth will develop confidence in their ability to use program knowledge and tools in their everyday life	Development of self-restraint (impulse control & suppression of aggression)	Safer communities
			Youth in the program groups at local schools will be highly satisfied.			

Appendix B

Power To Change Program- Evaluation Plan FY 07

Short-term Outcomes: Local facilitators will be highly satisfied with program content, training, and Low facilitator.					
Indicators	Applied to	Data source	Data interval	Target	Source
Level of satisfaction reported by facilitators implementing the program	Local facilitators	Teacher/local facilitator survey	At the end of the last group session	90% of facilitators will report high levels of satisfaction with training and technical assistance	Teacher/local facilitator survey: Items 7-13 (content) Items 14-17 (facilitator) Items 18-28 (training)
Short-term Outcomes: Youth participating in the program will be highly satisfied with groups.					
Indicators	Applied to	Data source	Data interval	Target	Source
Level of satisfaction reported by youth participating in the groups	Youth at local school groups	Group participant survey	At end of the last session (recommended program length: 12 weeks)	90% of the youth will report high levels of satisfaction with the groups	Post-Test Items a-i.
Short-term Outcome: Local program facilitators will develop knowledge in the 5 core program concepts.					
Indicators	Applied to	Data source	Data interval	Target	Source
Local facilitator will provide correct answers to five knowledge questions	Local facilitator	Teacher/Local facilitator survey	Data will be collected at the end of the last session	95% of participants will answer at least 4 of the 5 questions correctly (80%)	Teacher/Local facilitator survey Items 29-33.
Short-term outcome: Local facilitators will be able to implement program with fidelity to program model.					
Indicators	Applied to	Data source	Data interval	Target	Source
Facilitator fidelity core program elements	Local Facilitators observed at each school	Group observation form	Data will be collected during the two group observations provided by Low staff, one around session 6 or 7 and one at session 12 or 13.	95% of the facilitators will implement the program with fidelity to core	School Observation Form Section II.

				elements	
Short-term outcome: Youth participating in the program will develop knowledge in the 5 program core concepts.					
Indicators	Applied to	Data source	Data interval	Target	Source
Correct answer five knowledge questions in participant survey	Youth participating in the group sessions	Group participant survey	Data will be collected at the last group session.	95% of participants will answer at least 4 of the 5 questions correctly (80%)	Post-Test Items k-o.

Intermediate Outcome: Youth will maintain/improve their academic achievement.					
Indicators	Applied to	Data source	Data interval	Target	Source
-attendance -disciplinary action -truancy	Youth participating in the program	School records	Previous school years and current school year	Youth will show an improvement in and / or maintain their academic progress over time.	To be obtained from local schools.

Intermediate Outcome: Youth confidence in their ability to use program knowledge and tools in their everyday life					
Indicators	Applied to	Data source	Data interval	Target	Source
Youth efficacy in using <i>Power to Change</i> Program skills and competencies.	Youth participating in the group sessions	Group participant survey	Data will be collected at the last group session	95% of participants will answer report they feel confident using program core concepts and tools	Post-test Item j.

Long-term Outcome: Development of pro-social behaviors.					
Indicators	Applied to	Data Source	Data Interval	Target	Source
Emotional Intelligence (appraisal and expression of emotion, regulation of emotion, utilization of emotion)	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compare to themselves.	Pre-Post Test Items 1-12.
Self-restraint (impulse control & suppression of aggression)	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compare to themselves.	Pre- Post Test Items 13-35.
Reduction or non-involvement in violent behavior	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compare to themselves.	Pre- Post Test Items 36-53.

Ultimate Outcome: Healthy, productive and engaged youth & Safer communities.

Indicators	Applied to	Data source	Data interval	Target
Not measured				

Outputs: Training of 5-10 local high schools to implement the program.

Indicators	Applied to	Data source	Data interval	Target
Number of HS enrolled to implement the program	Low staff	School roster	Yearly	5-10 HS

Outputs: Train 3-5 middle schools to implement the program.

Indicators	Applied to	Data source	Data interval	Target
Number of MS enrolled to implement the program	Low staff	School roster	Yearly	5-10 MS

Outputs: Provide 100-200 hours of TA to local school to implement the program.

Indicators	Applied to	Data source	Data interval	Target
TA hours provided to facilitators at the participating schools	Low staff	Ta logs	Quarterly review of TA logs	10 hours per participating school.

Appendix C
Youth Participant Satisfaction

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I enjoyed coming to this group	67 (42.9%)	82 (52.6%)	6 (3.8%)	1 (0.6%)
2. I would recommend the group to other youth	71 (45.8%)	69 (44.5%)	11 (7.1%)	4 (2.6%)
3. I felt comfortable participating with the group	63 (40.4%)	82 (52.6%)	10 (6.4%)	1 (0.6%)
4. I felt safe sharing my experiences with the group	49 (31.4%)	85 (54.5%)	18 (11.5%)	4 (2.6%)
5. I felt comfortable with the group facilitator	80 (51.3%)	67 (42.9%)	5 (3.2%)	4 (2.6%)
6. The facilitator addressed my questions and concerns	72 (46.2%)	73 (46.8%)	10 (6.4%)	1 (0.6%)
7. I learned new things in this group	97 (62.6%)	45 (29.5%)	10 (6.5%)	3 (1.9%)
8. In general, I will be able to apply the “tools” when dealing with real life situations	70 (44.9%)	69 (44.2%)	11 (7.1%)	6 (3.8%)
9. I understand the group format	63 (40.4%)	88 (56.4%)	5 (3.2%)	0 (0%)
10. The program notebook was helpful	80 (51.3%)	62 (39.7%)	13 (8.3%)	1 (0.6%)

Note: Percentages are based on number of participants that answered each question, as not every participant answered all questions.

Appendix D
Local Facilitator & School Staff Satisfaction with the Program

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The Power to Change Program is age appropriate.	1 (5.6%)	2 (11.1%)	11 (61.1%)	4 (22.2%)	0
The Power to Change Program is appropriate for this population.	0	2 (11.1%)	10 (55.6%)	6 (33.3%)	0
The Power to Change Program is engaging.	2 (11.1%)	2 (11.1%)	5 (27.8%)	9 (50.0%)	0
The terms, concepts, and tools are useful.	1 (5.6%)	1 (5.6%)	6 (33.3%)	10 (55.6%)	0
The readings are useful.	0	5 (27.8%)	5 (27.8%)	8 (44.4%)	0

Appendix E

Local Facilitators & School Staff Comments

Open Ended Questions	Teacher Comments
<p>What did you like about the program content?</p>	<p><u>Program Structure</u> <i>The structure of the program helped keep students focused.</i> <i>It had a structured curriculum to follow.</i> <i>The organized format of the program</i></p> <p><u>Tools</u> <i>Students were able to use tools</i> <i>Great Tools!</i> <i>The tools really helped</i> <i>The concepts and tools</i> <i>The tools to use to problem-solve</i> <i>The tools that helped students think differently</i></p> <p><u>Sharing and Communication</u> <i>Opportunity to share experiences and help each other.</i> <i>It is engaging, thought provoking and encourages communication</i> <i>the process of talking about the events that took place</i> <i>Opportunity to share experiences and help eachother</i></p> <p><u>Other</u> <i>I like the fact that our students realize they do have choices concerning their behavior.</i> <i>The philosophy is a good one.</i> <i>The underlying theory, approach and tools are excellent</i></p>
<p>What about the program content could be improved?</p>	<p><u>Reading/Vocabulary</u> <i>Reading/vocab too difficult.</i> <i>Reading were a little complex for a bilingual population</i> <i>Written material is too advanced for this age group.</i> <i>I have a concern about the reading level of the materials- our students struggle with vocabulary.</i> <i>Reading selection</i> <i>Bring down the terms/definitions to about a 3-6 grade level. The readings need to be more in line with the problems.</i> <i>Written material is too advanced for this age group</i> <i>The terms, concepts, tools, readings, etc. are not complementary, age or culturally appropriate.</i> <i>the terms, concepts, and tools are too difficult and the facilitator needs to consider audience working with.</i></p> <p><u>Need Activities</u> <i>Need more interacting type activities</i> <i>Be more engaging- relate material to student's personal experiences.</i> <i>In one session we acted out the situation that angered the participant. This is not part of the program content but it helped the students see how trivial their problems were and the ladies enjoyed it.</i> <i>It would be good to allow groups to lead at least one.</i> <i>Readings and more interaction and the ability to go in other directions § flexibility</i> <i>Incorporate role-playing so students can "practice" using the tools</i> <i>the program could be engaging with modification</i></p>

Appendix F
Teacher Satisfaction with Low Facilitator

Question	Strongly	Disagree	Agree	Strongly	N/A
The Power to Change/Low facilitator successfully engaged with the group.	2 (11.1%)	1 (5.6%)	4 (22.2%)	11 (61.1%)	0
The Power to Change/Low Facilitator used appropriate examples during the group.	1 (5.6%)	1 (5.6%)	5 (27.8%)	11 (61.1%)	0
The Power to Change/Low facilitator provided clear explanations to the group.	1 (5.6%)	1 (5.6%)	2 (11.1%)	14 (77.8%)	0
The Power to Change/Low facilitator was knowledgeable about the material.	1 (5.6%)	0	1 (5.6%)	16 (88.9%)	0
I was adequately informed about the program before it began.	0	0	7 (38.9%)	11 (61.1%)	0
The Power to Change/Low staff clearly explained the purpose of the program.	1 (5.6%)	0	2 (11.1%)	15 (83.3%)	0
The Power to Change/Low staff clearly explained the content of the program.	1 (5.6%)	0	6 (33.3%)	11 (61.1%)	0
The Power to Change/Low staff clearly explained how to run the groups.	1 (5.6%)	0	4 (22.2%)	12 (66.7%)	1 (5.6%)
Training I received was sufficient for me to run the groups independently.	0	1 (5.6%)	5 (27.8%)	10 (55.6%)	2 (11.1%)

Appendix G Training Feedback from Teachers

	Yes	No	Missing
Were you provided with an orientation session before running the groups?	11 (61.1%)	3 (16.7%)	4 (22.2%)
Did the Power to Change Program provide you with an individualized or group training session on how to run the groups?	5 (27.8%)	6 (33.3%)	7 (38.9%)

Open-ended Questions Regarding Training

Open Ended Questions	Teacher Comments
What did you like about the program content?	<p><u>Program Structure</u> <i>The structure of the program helped keep students focused.</i> <i>It had a structured curriculum to follow.</i> <i>The organized format of the program</i></p> <p><u>Tools</u> <i>Students were able to use tools</i> <i>Great Tools!</i> <i>The tools really helped</i> <i>The concepts and tools</i> <i>The tools to use to problem-solve</i> <i>The tools that helped students think differently</i></p> <p><u>Sharing and Communication</u> <i>Opportunity to share experiences and help each other.</i> <i>It is engaging, thought provoking and encourages communication</i> <i>the process of talking about the events that took place</i> <i>Opportunity to share experiences and help each other</i></p> <p><u>Other</u> <i>I like the fact that our students realize they do have choices concerning their behavior.</i></p> <p><i>The philosophy is a good one.</i> <i>The underlying theory, approach and tools are excellent</i></p>

Open-ended Questions Regarding Training Continued

<p>What was most useful about the training you received?</p>	<p><i>I was able to review the material that the students would be using.</i></p> <p><i>The most useful aspect of the training was the video showing past Power to Change Participants.</i></p> <p><i>They explained the structure of the program.</i></p> <p><i>Sitting with the staff for the first few sessions. Helped to gain confidence</i></p> <p><i>Sitting one-on-one with the individual to go over the program</i></p> <p><i>I was given all information regarding how the sessions would be run</i></p> <p><i>They explained the structure of the program</i></p>
<p>What could be improved about the training you received?</p>	<p><i>Staff needs to be more aware of characteristics of population they are working with</i></p> <p><i>More discussion on the reading to help provide me with examples which could help students.</i></p> <p><i>Spend more time reviewing the manual and readings.</i></p> <p><i>Learning definitions before starting sessions</i></p> <p><i>Spend more time reviewing the manual and readings</i></p> <p><i>I was not trained</i></p>

Appendix H
Reliability of Youth Participants Survey Measures

Scale	Reliability	Developer
Violent Behavior Frequency	Full Scale .92 Physical Aggression .85 Nonphysical Aggression .81 Relational Aggression .83	Multisite Violence Prevention Project, 2004
Restraint – Weinberger Adjustment Inventory	Full Scale .81 Suppression of Aggression .74 Impulse Control .55 Responsibility .58	Weinberger & Schwartz, 1990
Emotional Intelligence	Full Scale .80 Emotional Regulation of Self .70 Emotions for Problem Solving .66	Schutte, et al. 1998

Appendix I
Significant Results for ANOVA & Regression Analyses

<i>Regression Predictor Variable</i>	<i>Regression Dependent Variable</i>	β	<i>df</i>	<i>t</i>
Facilitator	Attendance	-0.43	79	-4.55**
Facilitation type	Attendance	0.27	131	3.24**
	Mean satisfaction	0.19	151	2.33*
Satisfaction with facilitator	Attendance	0.39	79	4.31***
	Total knowledge score	0.21	150	2.30*
	Aggression change score	0.2	135	2.35*
Skills Acquisition Subscale	Emotional Intelligence change score	0.26	132	2.16

* $p < .05$. ** $p < .01$. *** $p < .001$

<i>ANOVA Grouping Variable</i>	<i>ANOVA Dependent Variable</i>	<i>df</i>	<i>F</i>
Facilitation type	Attendance	2, 130	16.42***
	Mean satisfaction	2, 150	3.17*
	Felt safe sharing experiences with group	2, 150	3.62*
	Facilitator addressed my questions and concerns	2, 150	3.17*
Facilitator	Attendance	17, 120	10.94***
	Mean satisfaction	8, 146	3.33**
	Emotional Intelligence change score	8, 129	2.56*
	Using Emotions for Problem Solving change score	8, 129	2.04*
	Suppression of Aggression change score	8, 129	2.39*
Groups completing vs. not completing all 12 sessions	Mean satisfaction	1, 154	5.44*
	Felt safe sharing experiences with group	1, 154	5.58*
	Facilitator addressed my questions and concerns.	1, 154	8.09**
	Be able to apply the tools in real life situations	1, 154	4.27*
High vs. low attendance	Felt comfortable with group facilitator.	3, 104	7.69***
	Suppression of Aggression change score	3, 97	3.03*
	Mean satisfaction	1, 152	5.88*
	Felt comfortable participating in group	1, 152	7.36*
	Felt safe sharing experiences with group	1, 152	5.80*
	Would recommend group to others	1, 151	4.24*
	Felt comfortable with group facilitator	1, 152	7.64**
Physical Aggression change score	1, 135	5.04*	
Small vs. large groups	Attendance	1, 125	6.14*
Younger vs. older students	Emotional Intelligence change score	1, 133	3.94*

* $p < .05$. ** $p < .01$. *** $p < .001$

Appendix J Correlation Table

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Is this a second group?	-																		
2. Facilitation type	-.76***	-																	
3. Group size	-.04	-.19*	-																
4. Have you been in this program before?	-.48***	.30***	.21*	-															
5. Did group complete 12 sessions?	-.68***	.77***	-.01	.26***	-														
6. Number of sessions attended	-.46**	.27**	-.02	.23*	.44***	-													
7. Total knowledge score	.01	-.04	.01	-.03	-.05	.17													
8. Mean satisfaction score	-.16*	.18*	-.03	.10	-.18*	.13	.17*	-											
9. EQ change score	-.03	.14	-.08	-.23*	.10	-.07	-.17*	-.12	-										
10. EQ1 change score	.04	.11	-.07	-.21*	.04	-.11	-.18*	-.15	.90***	-									
11. EQ2 change score	-.12	.12	-.04	-.15	.14	.02	-.08	-.02	.72***	.35***	-								
12. Restrain change score	.14	-.14	.05	-.05	-.13	-.06	-.14	-.15	.04	.10	-.10	-							
13. Restrain1 change score	.13	-.11	.01	-.08	-.09	-.16	-.18*	-.15	.12	.18*	-.03	.75***	-						
14. Restrain2 change score	.12	-.11	.001	-.04	-.15	-.04	-.04	-.09	-.03	.05	-.15	.78***	.33***	-					
15. Restrain3 change score	.06	-.10	.11	.004	-.04	.09	-.08	-.08	-.01	.000	-.03	.73***	.36***	.39***	-				
16. Aggression change score	.13	-.08	-.14	-.12	-.11	.04	-.04	-.17*	.002	.09	-.15	.39***	.26**	.29***	.32***	-			
17. Aggression1 change score	.14	-.13	-.08	-.06	-.16	-.03	.03	-.21*	-.003	.08	-.15	.31***	.22*	.20*	.28**	.83***	-		
18. Aggression2 change score	.17	-.05	-.12	-.15	-.14	-.01	-.09	-.14	.03	.11	-.11	.34***	.30***	.22**	.24**	.85***	.61***	-	
19. Aggression3 change score	-.01	.01	-.14	-.08	.04	.13	-.07	-.03	-.03	.01	-.09	.28**	.10	.27**	.24**	.71***	.30***	.47***	-

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.