

Drug and Violence Prevention Program*

Woodbury 2006-07

Process and Outcome Data

EVALUATION SUMMARY

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Program Partners:

Woodbury Elementary School
Substance Abuse Treatment Unit of Central Iowa (SATUCI)
Marshalltown Community School District
Mid-Iowa Community Action (MICA)
Marshalltown Police Department
Marshall County Juvenile Court Services

July 2007

*Cited for *Best Prevention Practices*
by the Iowa Department of Public Health in 1998

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2006-07 Woodbury Drug and Violence Prevention Program: Process Data and Results on Outcome Measures

EVALUATION SUMMARY

The Woodbury Drug and Violence Prevention Program serving Woodbury Elementary School and the Woodbury neighborhood has completed its 11th year. It consists of the following components:

- ACES (Anger control, Character education, Empathy, social Skill rehearsal plus Leadership), the small group component at Woodbury Elementary School for teaching pro-social skills;
- community service learning afterschool activities, for teaching pro-social assets and skills through group activities;
- neighborhood cooperation and enhancement component, a program for gaining greater awareness about problem activity in the neighborhood and cooperating with the Marshalltown Police Department to control such activity.

Introduction

Twenty-five outcomes were used to evaluate the Drug and Violence Prevention Program at Woodbury Elementary School. Fourteen outcomes were utilized in the ACES component¹ and 11 outcomes in the afterschool service learning component. Process data were also used, along with two school-level indicators of success in reducing disciplinary problems.

ACES is the small group component of the Woodbury Drug and Violence Prevention Program. It is an outgrowth of the Aggression Replacement Training (ART) curriculum provided in the 1996-97 school year. Beginning in 1997-98, students, parents, and staff worked with the ART in the curricular areas defined by ACES to *increase the pro-social skills of these students and thereby create a more positive school climate*.

The ACES component was continued in the 2006-07 school year. Students were assessed on the ACES outcomes using an instrument developed in-house. This instrument was used with small groups of students in Grades 2, 3, and 4. Eighteen (18) students were selected for this training based on an established referral process—six in each of Grades 2, 3, and 4. The Marshalltown school system was reorganized in 2006-07 based on grade level, with the result that Woodbury Elementary now serves kindergarten through Grade 4 (not Grade 5, as previously). The ACES component included 2nd graders for the first time in 2006-07. The ACES survey instruments are presented in Appendix A.

The ACES component was also assessed via focus groups. Sixteen (16) students who participated in ACES during the 2006-07 school year were divided into three focus groups (one each for Grades 2, 3, and 4), which met on May 22, 2007. The sessions were led by an outside consultant to the program, Jan Mitchell, a program reviewer with a background in communications. The transcript and summary of the ACES focus groups is available as a separate document (Mitchell, 2007).

¹ The ACES component was very similar to Aggression Replacement Training (ART) used in 1996-97. It was considered more appropriate for the elementary population of students at Woodbury.

In addition, a six-year “cumulative analysis” was conducted using the average gain scores from the ACES instruments from 2001-02 through 2006-07. The program being assessed (ACES) and its method of delivery (small groups) remained basically unchanged in these six years. The assessment instruments were revised somewhat in 2001-02 and these revised instruments have been used in each of the past six years to evaluate ACES. The results from the application of these instruments may be cumulated or combined to establish facts about the impact of ACES on the population of students directly served over this six-year period.

The afterschool activities component was incorporated into a 21st Century grant awarded to the Marshalltown School District in 2000-01. This was done to minimize overlap of services, since the 21st Century grant was providing afterschool activities for other schools in the district. However, we continued coordination with Mid-Iowa Community Action (MICA), the agency that provided these services. A community service learning component was developed and integrated into existing afterschool activities in 2001-02 and continued through 2006-07. This component, called the Woodbury Service Learners/World Changers Project, was directed by Jennifer Halder of MICA. Clarissa Thompson, also of MICA, provided further direction and support for this component. Activities included painting a mural, sharing in craft activities at a senior citizens center and retirement home, and assisting with pet adoption, among others—totaling over 1,150 service hours to the community. The assessment was conducted using survey instruments presented in Appendix B.

The neighborhood cooperation and enhancement component was continued in 2006-07, led by Capt. Jack McCallister of the Marshalltown Police Department. Activities included open gyms and a school cookout in May. In addition, Capt. McCallister partnered with community service learning, increasing the collaboration between these two program components.

To assess the overall effectiveness of the program (in conjunction with other collaborative efforts in the community), the number and type of disciplinary problems referred to the principal at Woodbury Elementary School were tracked. Ten years of disciplinary data were graphically presented and trends noted.

The ACES Component

1. Outcomes and Instrument

The 14 student outcomes used to evaluate the ACES component are as follows:

1. *Listen to others;*
2. *Solve problems in peaceful ways;*
3. *Stay out of trouble;*
4. *(Not) physically harm others;*
5. *(Not) make fun of others (teasing, name-calling, swearing, finger-pointing);*
6. *Work in a group (take turns, share, do your part);*
7. *Recognize the feelings of others;*

8. *Accept responsibility for ones own actions;*
9. *Understand what other people are saying, even when they are NOT speaking;*
10. *(Not) get into trouble when angry;*
11. *(Not) bully others;*
12. *Accept correction without becoming upset;*
13. *Offer to help others;*
14. *Calm down after becoming frustrated or upset.*

The instruments for assessing progress on these outcomes from the standpoints of students, their teachers, and their parents are presented in Appendix A.

2. Population and Sample

The population for ACES consisted of all students at Woodbury Elementary School. A sample of 18 students (and their teachers and parents) was selected for the ACES small group component by a referral process based on a perceived need. One 3rd grade student moved during the year and did not complete the post-assessment. The other 17 students completed both the pre-assessment and post-assessment—six in Grade 2, five in Grade 3, and six in Grade 4. [Note: Beginning in 2006-07, the elementary schools in Marshalltown served just the five grades K-4 (instead of K-5, as before), with 5th grade students now served by middle schools. This was the first year that 2nd graders were served directly by the ACES program.]

Analogous instruments were used with teachers and parents. Seventeen (17) pre- and post-assessments were completed by teachers. Fifteen (15) parents responded to both assessments. (See Table 1 for a summary of these sample sizes.)

3. Pre- and Post-Assessment Results: Gain Score Analysis

Formal statistical tests were conducted for the student and parent pre- and post-assessment data. A paired t-test (or corresponding nonparametric test)² was conducted using (a) the 17 paired student assessments and (b) the 15 paired parent assessments for each of the 14 outcomes assessed in the instrument (and the average scores).

No statistically significant results were obtained with students' pre/post gain scores. Marginally significant results were obtained using students' pre/post gain scores for the outcomes (1) "(Not) physically harm others ..." and (2) "(Not) bully others" (.05<P<.10). Statistically significant results were obtained using parents' pre/post gain scores for the outcomes (1) "Solves problems in peaceful ways" (also statistically significant in 2005-06) and (2) "Recognizes the feelings of others" (P < .05). Marginally significant results were observed on parents' pre/post gain scores for the outcomes (1) "Work in a group ..." and (2) "(Not) bully others" (.05<P<.10).

² Nonparametric tests were conducted when preliminary tests indicated that the assumption of normal distribution of difference scores was violated.

All of the above results showed improvement from pre- to post-assessment, except for the parents' result on bullying which showed worsening.³ The latter (negative) result was in contradistinction to the (positive) student result on bullying. There were inconsistencies among some parents on responses to this question. For example, the parent with the worst gain score (-8) on bullying rated the student a "9" (almost always) on the post-assessment and a "1" (never) on the pre-assessment. However, this parent indicated that the student "Listens better" and never physically harms others (rating of "1") on the post-assessment. Moreover, the teacher of this student rated her level of bullying a "3" (low) on the post-assessment. There were also several who responded "Never" on *both* pre- and post-assessments which resulted in a gain of zero. Thus, "ceiling effects" for some could have worked in conjunction with confusion on the part of other parents to produce this negative and contradictory result.

Table 1: Sample sizes for ACES pre- and post-assessment (students, teachers, and parents)^a

Pre-assessment	Post-assessment		
	Survey completed	Survey not completed	Total
Students:			
Survey completed	17	1	18
Survey not completed	0	0	0
Total	17	1	18
Teachers:			
Survey completed	17	1	18
Survey not completed	0	0	0
Total	17	1	18
Parents:			
Survey completed	15	3	18
Survey not completed	0	0	0
Total	15	3	18

^a The number in boldface type represents the "effective sample size," the number of surveys on which statistics were computed. On a few of these surveys, some questions were left blank or had more than one response marked. Thus, for some questions statistics were based on fewer than the number of responses given in boldfaced type.

4. Pre- and Post-Assessment Analysis: Percent of Positive Assessments

In addition, pre/post frequency tables were developed and a measure of success was defined for each question (outcome). Positive assessments are defined in Table 2 for the student survey. In Table 2, a "+" indicates a positive assessment, while a "-" indicates a negative assessment. The midpoint of the scale is 3. Clearly, a post-assessment of 3 and a pre-assessment that was less than 3 (1 or 2) indicates a *gain* during

³ The scores on the four negatively worded questions were "reversed scored" using the formula " $H + L - x$," where H denotes the highest possible numeric score (either 5 or 10), L denotes the lowest possible numeric score (1), and x denotes the observed numeric score.)

the year on the outcome. A post-assessment that was greater than 3 (4 or 5) and a pre-assessment that either (a) less than 3 or (b) equal to 3 also indicates a *gain*. A post-assessment that was greater than 3 and a pre-assessment that was also greater than 3 indicates that the student *maintained* her/his strong positive level of assessment during the school year. Finally, it may be argued that *sometimes* listening to others (for example) is a mildly positive statement and a student who maintains this level on both the pre- and post-assessments should be included as one with a positive assessment. Thus, the five shaded cells in Table 2 constitute positive assessments, while the unshaded cells in the table correspond to what we consider *negative assessments*.⁴

Table 2: Generic ACES frequency table for student survey with positive (+) and negative (-) assessments

Question (Outcome) X:		Post-assessment		
		Less than 3	3 (“Sometimes”)	Greater than 3
Pre-assessment	Less than 3	-	+ (gain)	+ (gain)
	3 (“Sometimes”)	-	+ (maintained)	+ (gain)
	Greater than 3	-	-	+ (maintained)

The positive assessments for the teacher and parent surveys of student outcomes used to evaluate ACES are defined in an analogous manner. Teachers and parents had 10 choices on their survey instruments. In the teacher and parent surveys, the values 1-4 were considered “low” (comparable to 1 and 2 on the student survey), 5 and 6 were considered “middle” values (comparable to 3 on the student survey), while 7-10 were deemed “high” (comparable to 4 and 5 on the student survey).⁵

The concept of a “positive assessment” emphasizes the *qualitative nature* of the change or maintenance from pre-assessment to post-assessment—rather than simply a numeric value (gain score) or whether it was a positive or negative number. It utilizes a *range of values* to determine whether the change/maintenance is positive or negative—not just a single numeric value.

A measure of success for the group(s) is the percentage of positive assessments, given by the following:

$$\text{Percent (positive assessments)} = \{ \# \text{ positive assessments} / N \} \times 100\%$$

⁴ The scores on the negatively worded statements (“Physically harm others,” “Make fun of others ...,” “Get into trouble when angry,” and “Bully others”) were reversed so that higher scores indicated more positive assessments. This was accomplished by the formula $(H + L - x)$, where “H” is the largest possible numeric score (5), “L” is the lowest possible numeric value (1), and “x” is the numeric score based on the response to the (negatively worded) question. Note that an assessment of “Sometimes” on the same question would yield a reversed score of $5+1-3$ or 3. Thus, on the negatively worded statements, the value “3” is the same value as the response “Sometimes” on the positively worded statements. Occasionally, students may select a range of values rather than a single value. In these cases, we use the average of these values to represent the best guess at their “true” assessments. When these averages are on the borderline between “low” and “middle” (between 2 and 3, e.g., 2.5) or between “middle” and “high” (between 3 and 4, e.g., 3.5), the “middle” category is used.

⁵ The formula for reverse scoring on the negatively worded statements for the teacher and parent surveys is again $(H + L - x)$, where “H” is the largest possible numeric score (10), “L” is the lowest possible numeric value (1), and “x” is the numeric score based on the response to the (negatively worded) question. Occasionally, teachers or parents may select a range of values rather than a single value. In these cases, we use the average of these values to represent the best guess at their “true” assessments. When these averages are on the borderline between “low” and “middle” (between 4 and 5, e.g., 4.5) or between “middle” and “high” (between 6 and 7, e.g., 6.5), the “middle” category is used.

where the numerator is the total of the frequency counts in the shaded (“+”) cells and N is the total number responding to the question on both pre- and post-assessments. An example of such a frequency table is given in Table 3, for students on Question 2 (“Solve problems in peaceful ways”). The data in Table 3 yield:

$$\text{Percent (positive assessments)} = \{1 + 0 + 1 + 4 + 7\} / 17 \times 100\% = 76.5\%$$

indicating that most students felt that they had made progress in solving problems in peaceful ways. The percent of positive assessments is computed analogously for teachers and parents.

Table 3: ACES frequency table for students on Question 2 (“Solve problems in peaceful ways”)

Question 2: Solve problems in peaceful ways		Post-assessment		
		Less than 3	3 (“Sometimes”)	Greater than 3
Pre-assessment	Less than 3	1	1	0
	3 (“Sometimes”)	1	1	4
	Greater than 3	0	2	7

The percent of positive assessments in the ACES survey is summarized in Table 4. Shaded cells indicate percentages that fall *below* 75%, i.e., fewer than three out of four in the sample responded with a positive assessment. Thus, in the above example, the percent of positive assessments for students—as well as parents, but not teachers—on Question 2 is sufficiently high (unshaded cell).

Table 4: Summary table of percent of positive *assessments* in the ACES component for (1) students, (2) teachers, and (3) parents

Question (Outcome) ^a	Sample Results		
	Students	Teachers	Parents
1. Listen to others.	70.6%	70.6%	86.7%
2. Solve problems in peaceful ways.	76.5%	58.8%	80.0%
3. Stay out of trouble.	64.7%	81.3%	46.7%
4. (Not) physically harm others (hit, kick, push, throw something at someone, pinch).	94.1%	76.5%	73.3%
5. (Not) make fun of others (teasing, name-calling, swearing, finger-pointing)	70.6%	52.9%	66.7%
6. Work in a group (take turns, share, do my part).	80.0%	76.5%	73.3%
7. Recognize the feelings of others.	82.4%	70.6%	73.3%
8. Accept responsibility for my own actions.	64.7%	58.8%	80.0%
9. Understand what other people are saying, even when they are NOT speaking.	88.2%	52.9%	69.2%
10. (Not) get into trouble when angry.	58.8%	52.9%	53.3%

Question (Outcome) ^a	Sample Results		
	Students	Teachers	Parents
11. (Not) bully others.	94.1%	70.6%	60. 0%
12. Accept correction without becoming upset.	68.8%	76.5%	73. 3%
13. Offer to help others.	82.4%	82.4%	86. 7%
14. Calm down right away, after becoming frustrated or upset.	70.6%	86.7%	80. 0%

^a The student forms of the statements are presented in the table.

The 75% criterion for positive assessments was met on an average of about 43% of the questions for the three groups (18 unshaded out of the 42 cells in Table 4). Students indicated the most success—their percent of positive assessments met or exceeded the 75% criterion on half (seven) of the 14 outcomes. Parents indicated the least success—their percent of positive assessments met or exceeded the 75% criterion on only five outcomes. Two outcomes on which *none* of the three groups (students, teachers, or parents) reached the 75% level on percent of positive assessments were “(Not) make fun of others ...” and “(Not) get into trouble when angry.” On the positive side, “Offer to help others” was the one outcome on which *all three groups agreed that students had been successful* (75% or more positive assessments on that outcome). (See Table 4.)

Written comments from students, teachers, and parents indicated that many of them felt that the students had improved on at least some of these outcomes. For example, one student indicated that he learned a lot – about sportsmanship, helping others, caring for others, and respecting them. The teacher of this student stated “If you take the time to hear his side and talk about what could have been other choices, he will listen and act upon (them).” A parent of another student indicated he/she was having fewer problems with the student, who is more patient and less angry now. The student said he learned about empathy, caring for others, and “how to introduce myself to others.”

According to the coordinator, some of the 2nd graders had difficulty with some of these questions. The wording of some of these questions may need to be revised for future administrations. Perhaps a different questionnaire needs to be developed for the younger students.

Since each teacher assessed more than one student, the assessments are not independent in a strict statistical sense. Thus, the teacher percentages are used solely as *descriptive* statistics and with some caution. Although eight out of 14 of these percentages failed to meet the 75% criterion, on *all* questions there was a majority (more than 50%) who responded positively. Moreover, the positive comments of many teachers indicated that the lower percent of positive assessments for teachers regarding ACES participants may have been due, in part, to statistical artifacts, e.g., the aforementioned lack of independence of the ratings and/or rating the student “too high” on the pretest.

5. ACES Focus Groups

Sixteen (16) students who had participated in ACES during the 2006-07 school year were divided into three focus groups which met on May 22, 2007. Three grades (five 2nd graders, five 3rd graders, and six 4th

graders), both genders (seven females, nine males), and three ethnic groups (one African-American, eight Caucasians, and seven Hispanics) were represented among the focus group participants. These groups were comprised as follows:

- Group 1 - five 2nd grade students
- Group 2 - five 3rd grade students
- Group 3 - six 4th grade students

The sessions were led by the focus group moderator/interviewer Jan Mitchell, an outside consultant to the project with a background in communications. Ms. Mitchell also collected and analyzed the responses, and wrote a summary (Mitchell, 2007).

The following questions were asked:

1. What can you tell me about ACES?
2. What is good about being in ACES?
3. Is there anything about you that is different because you have been in ACES?
4. Story question: After hearing the story below, students were asked, “What do you do?”

You are playing soccer with the other kids in the Activities Program. Someone else on your team picked the soccer ball up. Someone on the other team said, “You picked that up with your hands. It’s our ball now. Give it back!” Some members of both teams start yelling at each other.

5. What can you tell me about (1) working in groups or (2) listening to others?
6. Give me one example of a way you have used one of these skills outside ACES: (1) working in groups or (2) listening to others.
7. Is there anything else you want to tell me about ACES?

Based on Questions 1 and 2, for 2nd graders, the youngest students in the program, ACES is about the teacher introducing them to concepts through activities they do together, rewards, and consequences. For all students, ACES is about learning – about relationships, working with others, and social skills. For example, responses included:

“Well, in ACES you learn about how to respect people when they fall and get hurt and what to think before you do it.”

“It was fun. I learned a lot about ACES, helped little kids to cooperate and have courage so they won’t fight a lot and will respect each other.”

“[Our ACES teacher] taught us how to shake hands when you meet someone. He taught us how to introduce ourselves, taught us respect.”

“I get to know people better and make new friends. It helps me solve anger in a better way.”

“He taught us manners like when you should use manners and don’t interrupt.”

“We got to do fun stuff and learn about cooperation.”

Numerically, the responses to Questions 1, 2, and 3 were tabulated according to the ACES components they represent. This summarization is given in Table 5.

Table 5: Responses to focus group Questions 1, 2, and 3 classified by ACES components

ACES Component	Frequency	Percent
Anger management	7	15.9%
Character development	15	34.1%
Empathy	6	13.6%
Social skills	14	31.8%
Leadership ^a	2	4.5%
Total	44	100.0%

^a “Leadership” was not one of the original components. It was added to the list of assets and skills in 1999-2000.

Evidently, character development was the most important component of ACES to these participants, followed closely by social skills—in terms of frequency of responses. These two components were frequently cited in previous years, along with anger management. The latter was somewhat lower in relative frequency of citation than in previous years (e.g., Veale, 2006).

When asked if there was anything about them that is different because of ACES (Question 3), *nearly all responded in a positive way*. The majority had to do with a perceived reduction in negative behaviors, such as anger management (e.g., “When other people get mad, I don’t get in a fight ... When other people hit, I don’t fight”) and increase in positive ones, such as sharing and empathy (e.g., “More respectful to others and making more friends”).

The story question presented the participants with a hypothetical situation with others displaying aggressive behavior. Of the 18 responses (including multiple responses by students), half (50%) indicated a willingness to intervene directly or tell a teacher or other authority about it, while another 22% indicated the respondent would suggest a way to move beyond the conflict (e.g., “You can say, ‘Please don’t fight because that might get you into trouble ... Let them have another try’ ”). Another 6% indicated they would state or interpret the rules; three responses were to simply walk away or play something else.

Question 5 was designed to explore what students knew about working in groups and listening to others. An example of a response that included both of these concepts is the following:

“Working in groups: It’s hard. I like to choose which group I want. Nobody wants to be in a group with me, so I just move to another.” [This statement was immediately followed by another student in the focus group who displayed active listening: “So you’re saying that you want to be in a group where others want you?”]

An example of a response indicating the importance of listening to others is the following: “Because you get to know what other people have to say. It could be important.” One responder focused on listening as

a polite way to build relationships that lead to trust: “When you listen to others, you can be more polite. You can get more help because you know you can trust them. When they listen to you, they can trust you ... and you know they won’t say ‘No, I don’t need you anymore.’ ”

Question 6 was designed to determine whether they use these skills outside of ACES. All responses were related to helping someone who wanted to fight or had anger, for example:

“If someone wants to fight, I want to help them. With the Peace Model.”

“When one of my friends gets in a fight, I tell them to take a deep breath, walk away.”

“Because I see people who are really mad. They tell me everything that happened, and I tell them to calm down, apologize, and then they’ll be happy.”

[Note: Because of time constraints, only fourth-graders were asked Question 6.]

Ms. Mitchell concluded that the focus groups provide strong evidence that ACES has worked this past year to help participants in these five skill areas. Specifically, she concluded: “The transcript of the focus groups gives evidence that ACES is serving a needy population of students whose experience may include bullying, fighting, rejection from their peers, and lack of social skills. The responses show that ACES has exposed participants to Anger Management, Character Development, Empathy, Social Skills, and (for the fourth graders) Leadership.” (See Mitchell (2007) for the transcript and additional conclusions.)

Community Service Learning Component

1. Service Learning Accomplishments and Activities

Service learners at Woodbury Elementary School contributed more than 1,150 community service hours in 2006-07, as participants in the Woodbury Service Learners/World Changers Project. Accomplishments and activities included:

- Adopt-A-Pet Poster project, where service learners went to the Animal Rescue League twice each month during the school year to play with animals and have photos taken;
- Family Service Night (Saturday, February 10, 2007) at the House of Compassion, a local shelter, where service learners and their parents cooked and served the evening meal for about 50 persons; more than 150 people served during several weekday trips during the school year;
- Made Christmas cards for residents and guests for the Christmas meal served at the Iowa Veterans Home in December;
- Bell ringing, a holiday volunteer activity benefitting the Salvation Army (which serves the homeless and other people in need); the service learners generated a total of \$144.98 in kettle donations for the annual Tree of Light Christmas Project;
- Visited the Embers retirement home each month to foster intergenerational relations; students and residents shared in crafts, games, and snacks;

- Laundry soap packing for emergency food boxes; service learners put 1-2 cupfuls of laundry soap into plastic bags to be included with food boxes for the needy;
- Teamed with Senior Citizen Center members to create 14 “Grandma” quilts which were given to Iowa Veterans Home residents in a ceremony on May 8, 2007;
- Collaborated with a Marshalltown Community College (MCC) art professor, 19 MCC students, about a dozen Lennox employees, and parents and other volunteers on the development of a mural that featured bike riders of different types/backgrounds/places; the mural was painted on a concrete wall beneath the Guthrie Memorial Walking ridge near Lennox Manufacturing.

Service learners received recognition of their efforts via local media. The State of Iowa Certificate of Recognition (signed by Governor Chet Culver, Lt. Governor Patty Judge, and Representative Mark Smith, in recognition of outstanding community service, was presented to 12 service learners. One student received a Bronze award for completing 50-74 hours, two students received the Silver award for completing 75-99 hours, six students received the Gold award for completing a minimum of 100 hours, one student received the “On Fire” award for being the top contributor for the program year at Woodbury (128.75 hours). Two other students received Star awards for completing 1-49 hours. Finally, an end-of-year awards celebration was held at Bonanza Steak House & Buffet in Marshalltown in May. Meals for the service learners were provided free of charge.

2. Service Learning Outcomes

The pre- and post-assessment surveys on the community service learning component address 11 outcomes based on established goals of service learning. The 11 service learning outcomes are listed below.

The student will:

1. *Accept the consequences of their choices and actions;*
2. *Put into practice beliefs and values which are important to the student;*
3. *Know about other people such as the poor, the elderly, and those who are different from the student;*
4. *Feel they can make a difference in their school and community;*
5. *Care about others;*
6. *See that their community and school think their service has been useful and important;*
7. *See some things that need to change;*
8. *Help to make a difference in the things that need to be changed;*
9. *Think about (journal, talk, draw) the service projects completed;*

10. *Want to work with other service groups in the community like the school, churches, and youth organizations;*

11. *Remember at least four assets used for their service projects.*

3. Pre- and Post-Assessment Survey Results

The service learning survey is given in Appendix B. A Likert scale (1 = strongly disagree to 5 = strongly agree) was used to assess the degree to which students agreed with their achievement of the outcome. It was developed collaboratively with SATUCI, Woodbury, and MICA representatives in a work session on March 13, 2002 and revised/refined in later meetings. Nine out of the 12 participants in the service learning component completed both the pre-assessment and the post-assessment.

The pre/post difference for the overall average score was not statistically significant ($P > .05$). A statistically significant pre/post difference was found on Question 1 (“I accept the consequences of my choices and actions”) ($P < .05$) and a marginally significant pre/post difference was found on Question 9 (“It is helpful to think about ... service projects I complete”) ($.05 < P < .10$). However, both differences were negative, with a lower average value on the post-assessment than on the pre-assessment. As in the past, this was probably due, in part, to “ceiling effects”—the high mean score on the pre-assessment (4.75 for Question 1 and 4.63 for Question 9) made it very difficult to show improvement on the post-assessment.

The pre- and post-assessment means are presented in Table 6. These are based on the nine (9) students completing both surveys, used to assess pre/post differences.

Table 6: Pre-assessment and post-assessment means on the 11 service learning survey questions (N = 9)

Question # and Statement	Pre-Assessment Mean	Post-Assessment Mean
1. I accept the consequences of my choices and actions.	4.78	4.11
2. I put into practice beliefs and values which are important to me.	3.78	4.78
3. I know about other people such as the poor, the elderly, and those who are different from me.	4.00	4.44
4. I can make a difference in my school and community.	4.89	4.67
5. I care about others.	4.78	4.44
6. My community and school think my service has been useful and important.	4.11	4.00
7. I can see some things that need to change.	4.00	4.00
8. I can help to make a difference in the things that need to be changed.	4.56	4.56

Question # and Statement	Pre-Assessment Mean	Post-Assessment Mean
9. It is helpful to think about (journal, talk, draw) the service projects I complete.	4.63	3.44
10. I would like to work with other service groups in my community like the school, churches, and youth organizations.	4.67	4.33
11. I can remember at least four assets to use in service projects.	3.78	4.44

The mean post-assessment score was at least 4.0 for all questions except for Question 9 (the one that showed marginal significance in the negative direction). The highest mean on the post-assessment was on Question 2 dealing with putting into practice beliefs and values which are important to the student. This was also the one that yielded the largest gain from pre- to post-assessment. Interestingly, this was also the question with the *lowest* mean on the post-assessment in 2005-06 and which yielded a statistically significant result (negative gain) that year.

Statistical power was low on these tests, due to the low number completing both pre- and post-assessment. Along with the aforementioned “ceiling effects,” the small sample size made the achievement of statistical significance more difficult.

Neighborhood Cooperation and Enhancement Component

Another component of the Woodbury Drug and Violence Prevention Program is the neighborhood cooperation and enhancement activity. The Marshalltown Police Department collaborates with Woodbury Elementary School, SATUCI, and MICA in this component. In 2006-07 this component consisted of recreational activities in the form of open gyms supervised by a police officer (Capt. Jack McAllister) during the winter and a cookout (“All School Picnic”) at Woodbury Elementary School in May.

Two open gyms were conducted for Woodbury area students during winter and spring, but attendance was lower than in the past due to (1) lower grade level of students (K-4), (2) many students are now bused in to Woodbury, and (3) an unusually warm day for one of the gyms. About 660 people were served at the “All School Picnic” in May. Swift, Inc. provided the pork loins for the picnic and Hy-Vee processed them and provided the buns. Woodbury Elementary School provided milk for attendees.

The Marshalltown Police Department partnered extensively with MICA and other agencies in the service learning component. For example, Capt. McAllister assisted with quilt making at the Senior Citizen Center and in the mural project. He also took the service learners on a field trip in May, which included a visit to the Blank Park Zoo, bowling, swimming at the “Y,” and a meal at Bonanza. Sack lunches were packed for the 12 service learners.

School-Level Indicators of Success

As an extension of both ACES and service learning, there has been an attempt to integrate these concepts into all classrooms at Woodbury Elementary School. Classroom integration is built around a somewhat more encompassing model, called the “Woodbury Plan” which incorporates 40 developmental assets that the Search Institute has identified as essential building blocks of healthy development for young people (e.g., service to others, responsibility, peaceful conflict resolution, and personal power). Teachers at Woodbury have cooperated in this endeavor and integrated many of these ideas in their classroom teaching. This should provide a greater level of benefit in terms of number of students impacted.

One way to measure the success of classroom integration of the Woodbury Plan, along with the school-level effect of ACES, service learning, and neighborhood cooperation/enhancement, is by the reduction in the number and types of incidents leading to disciplinary referrals and the number of students involved in them. The data from 1997-98 through 2005-06 provide multiple baselines to assess the change in the frequency of disciplinary problems at Woodbury Elementary School during 2006-07.

The number of incidents referred to the principal decreased from 170 in 1997-98 to 106 in 2006-07—a 37.6% reduction over the 10 years that such data have been collected. In the past year the number of incidents decreased 20.9%, from 134 in 2005-06. The number of students referred to the principal decreased from 253 in 1997-98 to 120 in 2006-07, a 52.6% reduction over the 10 years. In the past year the number of students referred to the principal decreased 26.4%, from 163 in 2005-06. (See Figure 1.) Thus, improvement was evidenced on both of these global indicators of disciplinary activity over the past year and substantial overall improvement was indicated over the 10 years in which the Drug and Violence Prevention Program has been implemented (and this data collected).

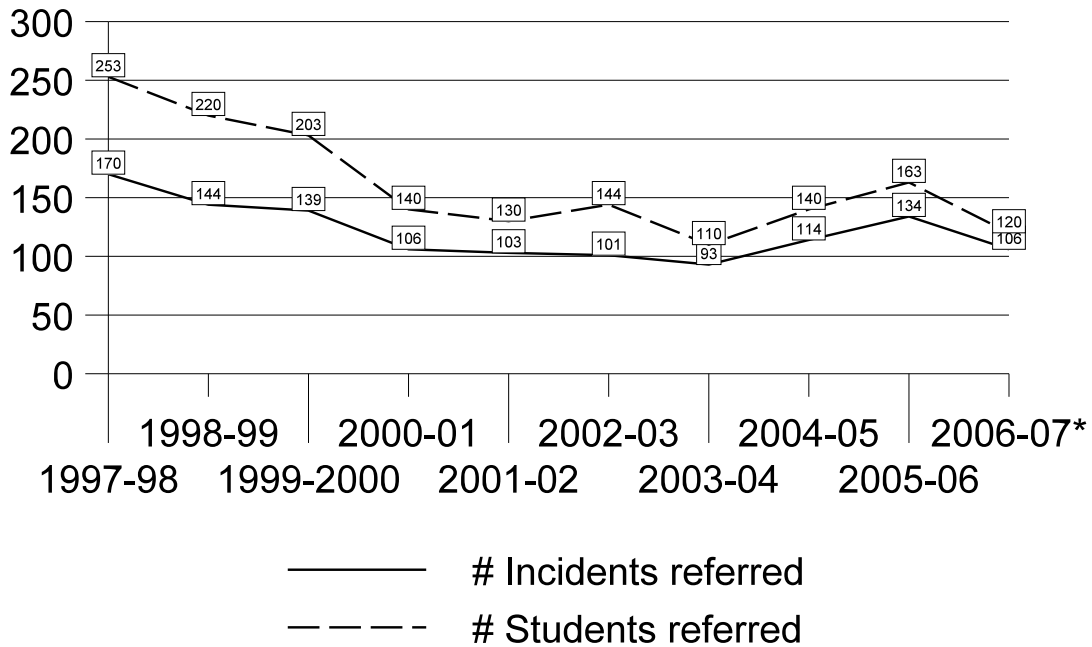
One caveat should be noted: As mentioned previously, Woodbury Elementary now serves grades K-4 or five grades rather than K-5 or six grades, as before. Thus, there are fewer students who could possibly be referred for disciplinary problems than in the past. The difference in the number of students served at Woodbury Elementary in 2005-06 (6 grades) and 2006-07 (5 grades) could be adjusted for by using the number of grades as a proxy for enrollment and multiplying the number of incidents and referrals in 2006-07 by the factor 6/5 or 1.2. The adjusted numbers of incidents and referrals are still lower than those of 2005-06.

The *types* of incidents are important to consider. The level of physical aggression was reduced only slightly to 60 individual students (from 61 in 2005-06). On the positive side, referrals for serious fighting decreased from 5 in 2005-06 to 2, disrespect to staff/class decreased from 35 to 19 referrals, and “Other” referrals (mostly problems on buses) decreased from 35 to 17 individual students. Fourteen of the discipline referrals (11.7%) were for kindergarten students who, by definition, had no history with the Woodbury Drug and Violence Prevention Program. Of the 2nd grade referrals, two students had 13 referrals each. These two alone accounted for 21.7% of all referrals. One kindergarten student had nine referrals. When combined with the two 2nd grade students, these three referrals accounted for just under 30% of all referrals (Dr. Tom Renze, e-mail communication, June 28, 2006).

Finally, it is interesting to note that if one considers only the years from 2000-01, the points in Figure 1 appear to reflect a fairly stable “system.” Additional program inputs may be required to effect the percentage improvement noted between 1997-98 and 2000-01.

Disciplinary Activities at Woodbury

1997-98 through 2006-07



* Starting in 2006-07, five grades (K-4) rather than six grades (K-5) were served at Woodbury

Figure 1: Variation in the number of disciplinary activities at Woodbury Elementary School from 1997-98 to 2006-07.

Six Year Cumulative Analysis Using ACES Gain Scores: 2001-02 to 2006-07

The program being assessed (ACES) and its method of delivery (small groups) remained basically unchanged in the six years from 2001-02 to 2006-07. The assessment instruments were revised somewhat in 2001-02 and these revised instruments have been used in each of the past six years to evaluate ACES. Thus, we feel that the results from the application of these instruments may be cumulated or combined to establish facts about the impact of ACES on the population of students directly served over this six-year period.

Average ACES gain scores were used in this “cumulative analysis” to obtain a combined significance result for this six-year period.⁶ The statistical data used in this analysis are presented in Table 7.

⁶ Cumulative analyses could have been conducted on the gain scores for each individual outcome or question used in the assessment. The reasons for focusing on the average gain scores were (1) increased reliability of measurement and (2) time considerations.

Table 7: Results from application of student and parent ACES surveys for 2001-02 to 2006-07 using average gain scores.

Year	Student Surveys			Parent Surveys		
	t	df	Z	t	df	Z
2001-02	1.531	19	1.468	2.057	10	1.842 ^a
2002-03	-0.649	14	-0.633	0.717	6	0.674
2003-04	0.713	14	0.694	-0.015	11	-0.015
2004-05	0.426	16	0.418	0.483	9	0.467
2005-06	1.875	21	1.782	2.862	17	2.549
2006-07	0.366	16	0.359	1.448	14	1.374
Combined Statistics	1.629 (NS)	100	1.669 (MS)	2.747*	67	2.813*

Note: “NS” indicates the result was not (marginally or statistically) significant. “MS” indicates the result was marginally significant (.05<P<.05). An asterisk (*) indicates the result was statistically significant (P<.05).

^a This Z value was obtained from the P-value associated with the nonparametric sign test.

The t values were obtained from the t-test for repeated measurements (pre- and post-assessments). The degrees of freedom (df) are the degrees of freedom associated with these t-tests. The Z values were obtained from a standard normal distribution using the (one-tailed) P-values associated with the t-test as the right tail area and finding the Z value associated with this tail area. In some cases where normality was in question, the P-value for an analogous (one-sided) nonparametric test was used. The statistical significance of the combined statistics was determined by *two*-sided tests, since it is possible that the program could have a negative as well as a positive effect. (See Rosenthal (1984) for a discussion of the methods used here.)

Based on the combined statistical data on average gain scores, utilizing the combined Z values over this six-year period, this program is having a (1) positive and statistically significant effect on students based on parents’ assessments (P<.05) and (2) positive and marginally significant effect on students based on their own self-assessments (.05<P<.10). Using the combined t values over the six years, the program is having a positive and statistically significant effect on students from the standpoint of the parents (P<.05), but a nonsignificant effect on students from their own self-assessments. The latter nonsignificant result, however, was very close to marginal significance, so the difference between the results from these two methods was actually very minor.⁷

⁷ Some researchers recommend the method based on the Z values, for obtaining a combined significance result (e.g., Rosenthal, 1984). Others point out that the method is based on the assumption of homogeneous effect sizes which is often violated in practice (Hunter and Schmidt, 2004). In this application, the effect of ACES was evaluated using the same instrument on similar populations (3rd - 5th graders from Woodbury Elementary, except for the last year when 2nd - 4th graders participated). This does not guarantee homogeneous effects, but the conditions are at least favorable. Moreover, we wanted a rough assessment of the data on statistical significance for the six years, rather than a formal meta-analysis.

Conclusions

The following conclusions are based on the process and outcomes evaluation of the 11th year of the Woodbury Drug and Violence Prevention Program:

- No statistically significant results were obtained with students' pre/post gain scores. Marginally significant results were obtained using students' pre/post gain scores for the outcomes (1) "(Not) physically harm others ..." and (2) "(Not) bully others" (.05<P<.10).
- Statistically significant results were obtained using parents' pre/post gain scores for the outcomes (1) "Solves problems in peaceful ways" (also statistically significant in 2005-06) and (2) "Recognizes the feelings of others" (P < .05). Marginally significant results were observed on parents' pre/post gain scores for the outcomes (1) "Work in a group ..." and (2) "(Not) bully others" (.05<P<.10).
- All of the above results showed improvement from pre- to post-assessment, except for the parents' result on bullying which showed worsening. There was evidence of confusion on the parents' result on student bullying, as well as "ceiling effects" on the pre-assessment that could have combined to cause this result (which contradicted the positive result thereon by students).
- The 75% criterion for positive assessments based on the pre- and post-assessments was met on an average of 43% of the questions for the three groups. Students indicated the most success—the 75% criterion was met on exactly half of the 14 outcomes. Teachers indicated the least success—the 75% criterion was met on only five outcomes. The outcome "Offer to help others" was the only one on which the 75% criterion was met *by all three groups*.
- The focus groups provided evidence that ACES is serving a needy population of students whose experience may include bullying, fighting, rejection from their peers, and lack of social skills. The responses show that ACES has exposed participants to anger management, character development, empathy, social skills, and (for the fourth graders) leadership.
- Participants in the community service learning component contributed over 1,150 hours of service to the Marshalltown community in 2006-07. The group was recognized for their total contribution and the 12 service learners were individually recognized with State of Iowa certificates signed by Governor Culver, Lt. Governor Judge, and Rep. Smith for outstanding service to the community.
- Participants in the community service learning component had high mean scores (4 or more on a 5-point scale) on the pre- and post-assessments for most of the outcomes addressed on the survey.
- Woodbury area students participated in supervised neighborhood enhancement activities including two open gyms, a field trip for service learners to the Blank Park Zoo in Des

Moines (and other activities), and a cookout at Woodbury Elementary School in which about 660 people were served.

- The number of incidents and the number of students referred to the principal for disciplinary action in 2006-07 were somewhat lower than those of 2005-06, and substantially lower than those of nine years ago (when referral tracking began).
- A cumulative (combined) analysis of the results for the past six years using the average gain scores for ACES showed (1) statistically significant improvement on student outcomes based on parents' assessments ($P < .05$) and (2) marginally significant improvement on student outcomes based on students' assessments ($.05 < P < .10$), using the method of combined Z scores.

All of the above conclusions reinforce the evidence of a positive change in the *school climate*, based on interviews with school staff members in 2002-03 who indicated they had observed improved student behavior and social relationship skills, strengthened inner qualities, and increased opportunities for students since the program began in 1996-97 (Veale, 2003).

Recommendations

The following are recommendations regarding the focus and evaluation of the Woodbury Drug and Violence Prevention Program for 2006-07:

- Focus instruction on the areas in the ACES component in which student improvement was most needed according to student, teacher, and parent assessments— not making fun of others and not getting into trouble when becoming angry.
- Work on the problems of physical aggression, a type of disciplinary referral which remained at a high level in 2006-07.
- Try to achieve recognition for the Woodbury Drug and Violence Prevention Program through the Center for Substance Abuse Prevention (CSAP) and its National Registry of Effective Prevention Programs (NREPP). (Some progress was achieved on this recommendation, with the assistance and support of Dr. Sara Salmon, a national ART trainer.)
- Brainstorm and dialogue regarding the possibility of obtaining follow-up data on former Woodbury students (e.g., graduation rates), other process or outcome data, and/or other methods that might be useful for evaluating the program.
- Continue to publish the report in Portable Document Format (PDF) to secure widest possible dissemination of data on this program.

Finally, with younger students (2nd graders) being served in the ACES and service learning components, we should consider revising the instruments we are using to assess improvement over the year on the various outcomes of interest. One idea is to use varying degrees of smiling/frowning faces to indicate agreement (positive response, in most cases) and disagreement (negative response, in most cases) on Likert

scale items. Also, we may want to ask fewer questions due to reduced attention spans among the younger students.

Another problem is with “ceiling effects” or rating the student too high on the pre-assessment so that it is all but impossible to achieve a statistically significant improvement on the post-assessment. We may want to consider (a) incorporating the pre-assessment into the post-assessment by assessing change more directly (e.g., see Resources A-F of Veale, Morley & Erickson, 2002) or (2) presenting the pre-assessment responses to each respondent at the post-assessment, to remind them (student, teacher, or parent) of how they rated the student on each outcome at the first of the year.

Acknowledgments

The data were analyzed using the statistical software package *NCSS 2004* (Dr. Jerry Hintze, author). The report was written using *WordPerfect Office X3* (Corel Corporation). The various documents were integrated into *WordPerfect* and published to Portable Document Format (PDF) viewable by *Adobe Acrobat Reader* (Adobe Systems Inc.) for electronic dissemination.

The evaluator and author of this report (Dr. James Veale) would like to thank the teachers, staff, students, and parents of students at Woodbury Elementary School—especially those who completed the various surveys or participated in the focus group assessment. He would also like to thank the following individuals for their support of and assistance with the evaluation component of this program: Vickie Lewis (the project director) and Janice Ott of SATUCI; Dr. Tom Renze and Heather Korte of Woodbury Elementary School; Jennifer Halder and Clarissa Thompson of Mid-Iowa Community Action (MICA); Jeremy Linsenmeyer of the Marshall County Juvenile Court Services; Capt. Jack McAllister of the Marshalltown Police Department; and Jan Mitchell, program reviewer and consultant. This has truly been a collaborative effort and it has been a pleasure to be a member of this team for the past 11 years.

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APPENDIX A

ACES Survey Instruments

A.C.E.S.
Fall 2006 Student Survey

Think about how often you do each of the following, when you are at home, in school, or in other public places. Some of these are positive or good; others are negative or bad. Then circle the number to the right that best describes how often you do each of them (1=Never, 2=Almost never, 3=Sometimes, 4=Often, and 5=Always).

	Never (1)	Almost never (2)	Some- times (3)	Often (4)	Always (5)
1. Listen to others.	1	2	3	4	5
2. Solve problems in peaceful ways.	1	2	3	4	5
3. Stay out of trouble.	1	2	3	4	5
4. Physically harm others (hit, kick, push, throw something at someone, pinch).	1	2	3	4	5
5. Make fun of others (teasing, name-calling, swearing, finger-pointing).	1	2	3	4	5
6. Work in a group (take turns, share, do my part).	1	2	3	4	5
7. Recognize the feelings of others.	1	2	3	4	5
8. Accept responsibility for my own actions.	1	2	3	4	5
9. Understand what other people are saying, even when they are NOT speaking.	1	2	3	4	5
10. Get into trouble when angry.	1	2	3	4	5
11. Bully others.	1	2	3	4	5
12. Accept correction without becoming upset.	1	2	3	4	5
13. Offer to help others.	1	2	3	4	5
14. Calm down right away, after becoming angry or upset.	1	2	3	4	5

If this group were successful, what would be different for you? _____

A.C.E.S.

Spring 2007 Student Survey

Think about how often you do each of the following, when you are at home, in school, or in other public places. Some of these are positive or good; others are negative or bad. Then circle the number to the right that best describes how often you do each of them (1=Never, 2=Almost never, 3=Sometimes, 4=Often, and 5=Always).

	Never (1)	Almost never (2)	Some- times (3)	Often (4)	Always (5)
1. Listen to others.	1	2	3	4	5
2. Solve problems in peaceful ways.	1	2	3	4	5
3. Stay out of trouble.	1	2	3	4	5
4. Physically harm others (hit, kick, push, throw something at someone, pinch).	1	2	3	4	5
5. Make fun of others (teasing, name-calling, swearing, finger-pointing).	1	2	3	4	5
6. Work in a group (take turns, share, do my part).	1	2	3	4	5
7. Recognize the feelings of others.	1	2	3	4	5
8. Accept responsibility for my own actions.	1	2	3	4	5
9. Understand what other people are saying, even when they are NOT speaking.	1	2	3	4	5
10. Get into trouble when angry.	1	2	3	4	5
11. Bully others.	1	2	3	4	5
12. Accept correction without becoming upset.	1	2	3	4	5
13. Offer to help others.	1	2	3	4	5
14. Calm down right away, after becoming angry or upset.	1	2	3	4	5

What has changed for you as a result of participating in the ACES small group? _____

A.C.E.S.

Spring 2007 Teacher Survey

Think about how often the student does each of the following, to the best of your knowledge when he or she is at home, in school, or in other public places. Some of these are positive or good; others are negative or bad. Then circle the number to the right that best describes how often the student does each of them (1 = Never, ..., 10 = Always).

		Never			Sometimes					Always		
1.	Listens to others.	1	2	3	4	5	6	7	8	9	10	
2.	Solves problems in peaceful ways.	1	2	3	4	5	6	7	8	9	10	
3.	Stays out of trouble.	1	2	3	4	5	6	7	8	9	10	
4.	Physically harms others (hits, kicks, pushes, throws something at someone, pinches).	1	2	3	4	5	6	7	8	9	10	
5.	Makes fun of others (teasing, name-calling, swearing, finger-pointing).	1	2	3	4	5	6	7	8	9	10	
6.	Works in a group (takes turns, shares, does her/his part).	1	2	3	4	5	6	7	8	9	10	
7.	Recognizes the feelings of others.	1	2	3	4	5	6	7	8	9	10	
8.	Accepts responsibility for her/his own actions.	1	2	3	4	5	6	7	8	9	10	
9.	Understands what other people are saying, even when they are NOT speaking.	1	2	3	4	5	6	7	8	9	10	
10.	Gets into trouble when angry.	1	2	3	4	5	6	7	8	9	10	
11.	Bullies others.	1	2	3	4	5	6	7	8	9	10	
12.	Accepts correction without becoming upset.	1	2	3	4	5	6	7	8	9	10	
13.	Offers to help others.	1	2	3	4	5	6	7	8	9	10	
14.	Calms down right away, after becoming angry or upset.	1	2	3	4	5	6	7	8	9	10	

What has changed for this student as a result of her/his participation in the ACES small group?

A.C.E.S.

Fall 2006 Parent Survey

Think about how often your child does each of the following, to the best of your knowledge when he or she is at home, in school, or in other public places. Some of these are positive or good; others are negative or bad. Then circle the number to the right that best describes how often your child does each of them (1 = Never, ..., 10 = Always).

		Never			Sometimes				A lways		
1.	Listens to others.	1	2	3	4	5	6	7	8	9	10
2.	Solves problems in peaceful ways.	1	2	3	4	5	6	7	8	9	10
3.	Stays out of trouble.	1	2	3	4	5	6	7	8	9	10
4.	Physically harms others (hits, kicks, pushes, throws something at someone, pinches).	1	2	3	4	5	6	7	8	9	10
5.	Makes fun of others (teasing, name-calling, swearing, finger-pointing).	1	2	3	4	5	6	7	8	9	10
6.	Works in a group (takes turns, shares, does her/his part).	1	2	3	4	5	6	7	8	9	10
7.	Recognizes the feelings of others.	1	2	3	4	5	6	7	8	9	10
8.	Accepts responsibility for her/his own actions.	1	2	3	4	5	6	7	8	9	10
9.	Understands what other people are saying, even when they are NOT speaking.	1	2	3	4	5	6	7	8	9	10
10.	Gets into trouble when angry.	1	2	3	4	5	6	7	8	9	10
11.	Bullies others.	1	2	3	4	5	6	7	8	9	10
12.	Accepts correction without becoming upset.	1	2	3	4	5	6	7	8	9	10
13.	Offers to help others.	1	2	3	4	5	6	7	8	9	10
14.	Calms down right away, after becoming angry or upset.	1	2	3	4	5	6	7	8	9	10

If this group were successful, what would be different for your child? _____

A.C.E.S.

Spring 2007 Parent Survey

Think about how often your child does each of the following, to the best of your knowledge when he or she is at home, in school, or in other public places. Some of these are positive or good; others are negative or bad. Then circle the number to the right that best describes how often your child does each of them (1 = Never, ..., 10 = Always).

		Never			Sometimes					A lways		
1.	Listens to others.	1	2	3	4	5	6	7	8	9	10	
2.	Solves problems in peaceful ways.	1	2	3	4	5	6	7	8	9	10	
3.	Stays out of trouble.	1	2	3	4	5	6	7	8	9	10	
4.	Physically harms others (hits, kicks, pushes, throws something at someone, pinches).	1	2	3	4	5	6	7	8	9	10	
5.	Makes fun of others (teasing, name-calling, swearing, finger-pointing).	1	2	3	4	5	6	7	8	9	10	
6.	Works in a group (takes turns, shares, does her/his part).	1	2	3	4	5	6	7	8	9	10	
7.	Recognizes the feelings of others.	1	2	3	4	5	6	7	8	9	10	
8.	Accepts responsibility for her/his own actions.	1	2	3	4	5	6	7	8	9	10	
9.	Understands what other people are saying, even when they are NOT speaking.	1	2	3	4	5	6	7	8	9	10	
10.	Gets into trouble when angry.	1	2	3	4	5	6	7	8	9	10	
11.	Bullies others.	1	2	3	4	5	6	7	8	9	10	
12.	Accepts correction without becoming upset.	1	2	3	4	5	6	7	8	9	10	
13.	Offers to help others.	1	2	3	4	5	6	7	8	9	10	
14.	Calms down right away, after becoming angry or upset.	1	2	3	4	5	6	7	8	9	10	

What has changed for your child as a result of her/his participation in the ACES small group?

APPENDIX B

Service Learning Survey Instruments

Service Learning Student Survey

Fall 2006

Read each statement carefully and then circle the number that best describes how you think or feel. Please use the following scale in marking your responses:

SA = Strongly Agree
A = Agree
N = Neither Agree nor Disagree
D = Disagree
SD = Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. I accept the consequences of my choices and actions. | SA | A | N | D | SD |
| 2. I put into practice beliefs and values which are important to me. | SA | A | N | D | SD |
| 3. I know about other people such as the poor, the elderly, and those who are different from me. | SA | A | N | D | SD |
| 4. I can make a difference in my school and community. | SA | A | N | D | SD |
| 5. I care about others. | SA | A | N | D | SD |
| 6. My community and school think my service has been useful and important. | SA | A | N | D | SD |
| 7. I can see some things that need to change. | SA | A | N | D | SD |
| 8. I can help to make a difference in the things that need to be changed. | SA | A | N | D | SD |
| 9. It is helpful to think about (journal, talk, draw) service projects I complete. | SA | A | N | D | SD |
| 10. I would like to work with service groups in my community like the school, churches, and youth organizations. | SA | A | N | D | SD |
| 11. I know at least four assets to use in service projects. | SA | A | N | D | SD |

Thank you for completing this survey!

Service Learning Student Survey

Spring 2007

Read each statement carefully and then circle the number that best describes how you think or feel. Please use the following scale in marking your responses:

SA = Strongly Agree
A = Agree
N = Neither Agree nor Disagree
D = Disagree
SD = Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. I accept the consequences of my choices and actions. | SA | A | N | D | SD |
| 2. I put into practice beliefs and values which are important to me. | SA | A | N | D | SD |
| 3. I know about other people such as the poor, the elderly, and those who are different from me. | SA | A | N | D | SD |
| 4. I can make a difference in my school and community. | SA | A | N | D | SD |
| 5. I care about others. | SA | A | N | D | SD |
| 6. My community and school think my service has been useful and important. | SA | A | N | D | SD |
| 7. I can see some things that need to change. | SA | A | N | D | SD |
| 8. I can help to make a difference in the things that need to be changed. | SA | A | N | D | SD |
| 9. It is helpful to think about (journal, talk, draw) service projects I complete. | SA | A | N | D | SD |
| 10. I would like to work with service groups in my community like the school, churches, and youth organizations. | SA | A | N | D | SD |
| 11. I know at least four assets to use in service projects. | SA | A | N | D | SD |

Thank you for completing this survey!