

Edna McConnell Clark Foundation

**YOUTH DEVELOPMENT PROGRAMS AND
EDUCATIONALLY DISADVANTAGED OLDER YOUTHS: A SYNTHESIS**

Elizabeth Hair, Ph.D., Thomson Ling, and Stephanie W. Cochran

Project Director: Kristin A. Moore, Ph.D.
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CONTENTS

EXECUTIVE SUMMARY.....	iii
INTRODUCTION.....	1
Youth Development Background.....	2
What Do Educationally Disadvantaged Older Youths Look Like?	4
Why Are Educationally Disadvantaged Older Youths At Risk?	5
What Makes Educationally Disadvantaged Older Youths Different from Other Youths or Young Adults?	6
How Has This Group Changed Over Time?.....	7
What Strategies to Support Educationally Disadvantaged Older Youths Might Work?	7
Summary.....	7
Study Design.....	8
PART I. CHARACTERISTICS OF PROGRAMS FOR OLDER YOUTHS	11
How Can the Programs Be Classified?	12
How Do Programs Attempt to Achieve Their Goals?.....	13
What Other Services Are Offered?.....	14
Who Are the Program/Study Participants?.....	14
What Other Characteristics Do Programs Share?.....	15
PART II. OUTCOMES POSITIVELY AFFECTED BY PROGRAMS FOR OLDER YOUTHS	17
Educational Achievement and Cognitive Attainment.....	17
Health and Safety.....	25
Social and Emotional Well-Being	30
Self-Sufficiency	38
Overall Summary of Impacts of Programs for Older Youths.....	48
PART III. CHARACTERISTICS ASSOCIATED WITH EFFECTIVE AND INEFFECTIVE PROGRAMS FOR OLDER YOUTHS.....	49
Characteristics of Participants	49
Program Classifications.....	52
PART IV. UNANSWERED QUESTIONS	57

Figure

Figure 1: Model of Youth Development.....	2
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Tables

Table 1. Developmental Resources Provided by Programs That Serve Educationally Disadvantaged Older Youths	3
Table 2. Summary of Program Characteristics.....	11
Table 3a. Impacts of Programs for Older Youths on Educational Achievement and Cognitive Attainment and Best Bets for Developing Promising Programs.....	21
Table 3b. Impacts of Programs for Older Youths on Health and Safety and Best Bets for Promising Programs.....	27
Table 3c. Impacts of Programs for Older Youths on Social and Emotional Well-Being and Best Bets for Promising Programs	33

Table 3d. Impacts of Programs for Older Youths on Self-Sufficiency and Best Bets for Promising Programs..... 42

Table 4. Potentially Promising Programs or Initiatives That Have Not Been Rigorously Evaluated 57

Appendix

Appendix A: Program And Study Descriptions 63

References

Program References 123

Other References 127

EXECUTIVE SUMMARY

Major strides have been made in the field of youth development. However, youth who drop out of high school and do not pursue graduation credentials, or complete high school but do not go on to college or vocational school have not necessarily benefited from the recent advances. Often referred to as “the forgotten half” because they make up nearly half of the 18- to 24-year-olds in the United States (American Youth Policy Forum, 1998), these educationally disadvantaged older youths have frequently been overlooked by policymakers and practitioners designing programs and services for young people. Educationally disadvantaged older youths face a unique set of challenges and risks as they move into adulthood. Accordingly, it is important to identify strategies that can enhance the development and success of at-risk youth who are making the transition into adulthood. Programs for these youths could address the gamut of risks they are exposed to and the unique challenges they face in employment, independent living, drug and alcohol use, pregnancy, parenting, life skills, mental health, release from the foster care system, homelessness, violence, education, and literacy.

This synthesis examines the role that programs designed to serve educationally disadvantaged older youth can play in promoting positive youth development and subsequent self-sufficiency in adulthood. Specifically, the synthesis addresses the following questions: What do programs for older youth look like? What resources do they provide to promote healthy development? What impacts do they have? What positive outcomes are achievable through programs designed for older youth? What characteristics are associated with effective and ineffective programs? To answer these questions, this report focuses on 12 programs that have all undergone rigorous evaluation: Alcohol Skills Training Program; Job Corps; JOBSTART; Job Training Partnership Act; New Chance; Nurse Home Visitation Program; Ohio Learning, Earning, and Parenting Program; School Attendance Demonstration Project; Skill-Based Intervention on Condom Use; Teenage Parent Demonstration; Youth Corps; and AmeriCorps. The effects of the programs on youth outcomes in four domains—educational achievement and cognitive attainment, health and safety, social and emotional well-being, and self-sufficiency—have been examined.

PART I. CHARACTERISTICS OF PROGRAMS FOR OLDER YOUTHS

Programs for older youths target a common age group, as opposed to using a common intervention approach and therefore attempt to influence a wide range of outcomes through various activities and program designs. As such, programs are diverse with respect to their stated objectives or goals as well as the services they offer. The majority of programs reviewed here focus on employment and/or education, although some others focus on civic involvement, pregnancy prevention, parenting, responsible sexual behavior, or substance abuse. Many of the programs are community-based government initiatives with full time program staff.

PART II. OUTCOMES POSITIVELY AFFECTED BY PROGRAMS FOR OLDER YOUTHS

The programs reviewed in this synthesis, for the most part, have demonstrated impacts on some of the outcomes they were designed to affect, but impacts are small to moderate in magnitude and inconsistent. That is, significant impacts are not always found, or they are found only for some subgroups or only at an early point in time.

Educational Achievement and Cognitive Attainment

Evidence shows that programs for older youths can improve educational outcomes; however, no program evaluated here tried explicitly to influence cognitive outcomes. For example, three of the four programs with a primary goal of employment and a secondary goal of educational achievement had moderate positive impacts on attainment of a GED or high school diploma. Two of the three programs that examined school attendance found that programs do improve it. One program found moderate impacts while the other program found small but significant impacts that increased over time. With regard to enrollment in an education program, one program had moderate positive impacts, but those impacts faded over time. The programs reviewed here did not specifically target cognitive attainment, and the one program that assessed this outcome did not find impacts on cognitive skills.

Health and Safety

Few programs for older youths target outcomes related to health and safety, and their success at improving outcomes in this area are mixed. Two programs successfully reduced alcohol and drug use with moderate impacts. However, the two programs that studied contraceptive use found no impacts. Further, the one program evaluation that measured mental health outcomes found small to moderate negative impacts. Finally, one program that did not target health outcomes had a small but significant positive impact on participants' perceptions of their health.

Social and Emotional Well-Being

Evidence shows programs can improve outcomes related to the social and emotional well-being of older youths. However, a wider range of outcomes needs to be examined, and program goals and outcome measures need to be better aligned. Few outcomes in the area of social and emotional well-being are specifically targeted by programs for older youths. Moreover, the social and emotional outcomes measured do not map directly onto the outcomes that are targeted by programs. Three of the five programs evaluated for their effects on antisocial behaviors were found to be successful at reducing such behaviors with moderate impacts. Programs for older youths, especially those with an employment focus, reduce arrest rates for participants with moderate impacts, but the impacts disappear once participants leave the program. No program evaluations directly measured life skills; however, two programs were moderately successful at improving access to social support systems. Evidence is

mixed as to whether programs for older youths are effective at improving parenting skills; more research is needed. In addition, there is a shortage of research on whether programs for older youths can successfully foster civic involvement and volunteerism.

Self-sufficiency

Programs for older youths are successful at meeting some goals related to employment and welfare dependence. In general, programs improved employability with moderate impacts, both through employment and job training. However, programs' ability to improve participants' earnings and reduce welfare dependence were mixed. Two out of six programs studied had a moderate positive impact on participants' earnings, and two out of six had small but significant positive impacts on welfare dependence. In addition, with the exception of one site in Teen Parent Demonstration, programs were not successful at postponing pregnancy. Additional research on a wider range of self-sufficiency outcomes, such as job retention, is necessary.

PART III. CHARACTERISTICS ASSOCIATED WITH EFFECTIVE AND INEFFECTIVE PROGRAMS FOR OLDER YOUTHS

This synthesis also summarizes the evidence available on the effectiveness of programs by participants' characteristics and program classification (i.e., employment, education, pregnancy). Programs findings were generally positive for African American and Hispanic participants, but results were mixed for white participants. One program had positive results on poor, unmarried participants, and younger participants benefited more from the programs than older participants.

Programs that provided specific referrals to support services were effective at helping participants gain access to those services. In addition, civic involvement/volunteerism programs were successful at improving life skills and employment outcomes. Further, programs with a focus on employment do not increase employment but do lead to increased participation in job training. However, no one type of job training stood out as most effective. The Alcohol Skills Training Program was the only program classified as a substance abuse program and evidence from this program indicates that substance abuse programs have the potential to decrease alcohol use. Educational enhancement programs and pregnancy prevention/parenting programs have mixed outcomes.

PART IV. UNANSWERED QUESTIONS

Regrettably, few programs for educationally disadvantaged older youths have been evaluated rigorously. As a result, many questions about the effects of such programs remain unanswered and little practical information is available for practitioners. To provide sound, practical suggestions for practitioners, experimental studies of the programs that exist must be carried out and evidence about successful program implementation strategies needs to be developed. Given the current research, this synthesis raises one main question: Do the programs reviewed here offer enough to make a difference in the lives of out-of-school youth? The research reviewed here

suggests that a more complete and balanced approach by program practitioners can lead to a greater and broader impact on the well-being of these young people. In an effort to assist in the development of more effective programs, this synthesis concludes with a list of the many questions that remain to be answered in regard to the implementation, infrastructure, effectiveness, and population served by programs for older youths.

INTRODUCTION

Major strides have been made in the field of youth development. Programs and services are being developed to address the many needs of youth, a greater focus on proven strategies has emerged, and, as a result youth are being served through more targeted services. Many of these programs are designed for young people who follow the traditional path from high school to college or vocational school (Redd, Cochran, Hair, & Moore, 2002). However, a large number of youths do not follow the traditional path. They drop out of high school and do not pursue graduation credentials, or they complete high school but do not go on to college or vocational school. Often referred to as “the forgotten half” because they make up nearly half of the 18- to 24-year-olds in the United States (American Youth Policy Forum, 1998), these educationally disadvantaged older youths have frequently been overlooked by policymakers and practitioners designing programs and services for young people.

The status of educationally disadvantaged older youths was highlighted in 1988 and again a decade later in research by Samuel Halperin and the American Youth Policy Forum. In 1997, the percentage of older, out-of-school youths had dropped slightly, from 48 percent to 40 percent, but it still represented a large portion of the nation’s young, noninstitutionalized population (American Youth Policy Forum, 1998). Support systems for this group have rarely been studied experimentally. Some observers suggest that out-of-school youths have not been a national priority (Zuckerman, 2000). However, because they present a unique and complicated mix of vulnerabilities, this group clearly is in greater need of support than youths who stay in high school and graduate from college. Many such youths who are older have already experienced negative outcomes (such as involvement in the juvenile justice system) before they drop out of school (Wertheimer, Croan, & Jager, 2002). In addition, most of them are making the transition to independent living or adulthood without having completed their education, secured employment, or finished maturing physically and emotionally (Collins, 2001). Such youths often find themselves out of sync and out of touch with traditional systems, opportunities, support, and services. Hence, some authors refer to them as “disconnected” (Besharov & Gardiner, 1999; Brown, Moore, & Bzostek, 2003).

This synthesis examines programs that serve educationally disadvantaged youths (high school dropouts or graduates who did not pursue higher education, also known collectively as out-of-school older youths) between the ages of 16 and 24.¹ It discusses why programs for these older youths are important, what types of programs are available, and the impact of specific programs on developmental outcomes in the areas of educational achievement and cognitive attainment, health and safety, social and emotional well-being, and self-sufficiency. It concludes with suggestions for next steps for research in this area. The synthesis includes 16- and 17-year-olds because children are required by law to attend school until age 16 (although many youths drop out of school before that age) (Wertheimer et al., 2002).

¹ The age group included in the out-of-school youth population varies, depending on the definition used in a particular study. Some researchers include 16- and 17-year-olds, while others do not.

Youth Development Background

Research on youth development poses a series of specific practical questions: What do young people need for healthy development? How can adults fill those needs? What resources are appropriate, efficient, and effective for increasing self-sufficiency? And what outcomes can society realistically expect to achieve? Answers to these questions are particularly important for educationally disadvantaged older youths who, research indicates, tend to have a number of related disadvantages that have contributed to their difficulties in early adulthood (Redd, Brooks, & McGarvey, 2001).

Figure 1 presents a model of youth development, setting forth the needs of all young people, the resources provided by adults, and desired outcomes. The ways that families, programs and communities meet the needs of youth will differ from the ways they address the needs of children. Also, even among youth ages 16-24, approaches need to be age-appropriate. Nevertheless, most of the needs identified in this model remain salient through the transition into adulthood. For example, “gate keeping” may change from meeting with teachers to helping youth with employers, but the need for such assistance remains over time. Based on a review of existing programs, Table 1 identifies the resources that current programs serving educationally disadvantaged older youths provide to meet those developmental needs.

Figure 1: Model of Youth Development

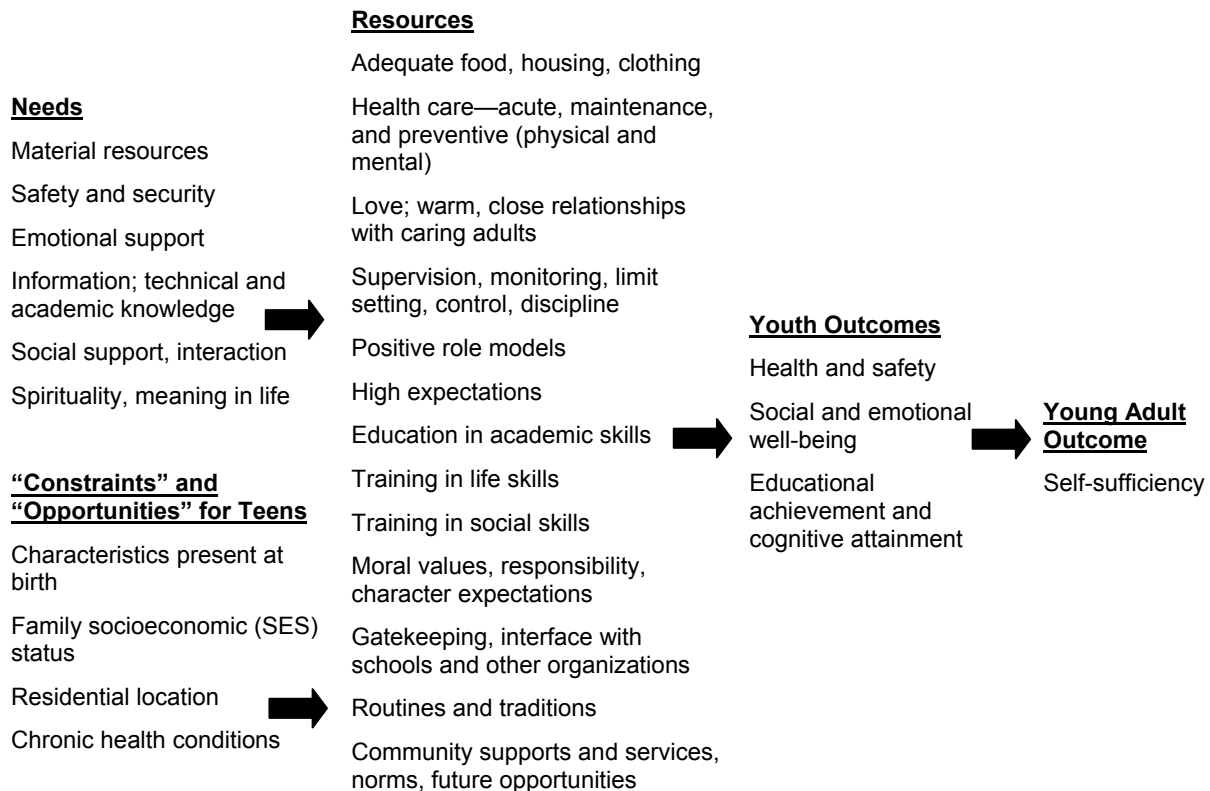


Table 1. Developmental Resources Provided by Programs That Serve Educationally Disadvantaged Older Youths

<u>Resource</u>	<u>Program Activity</u>
Adequate food, housing, clothing	<ul style="list-style-type: none"> • Residential living • Meals • Assistance finding housing
Health care—acute, maintenance, and preventive (physical and mental)	<ul style="list-style-type: none"> • Lecture on the importance of exercise • Health insurance • Health education and care, including medical examinations and treatment; biochemical tests for drug use, sexually transmitted diseases, and pregnancy; immunizations; dental examinations and treatment; counseling; instruction on basic hygiene, preventive medicine, and self-care • Counseling services • Child health services • Comic book and videotape on condom use • Mental health and well-being services
Love; warm, close relationships with caring adults	<ul style="list-style-type: none"> • Trust, open communications, warm relationships develop in some community service relationships and between some program staff or volunteers and program participants
Supervision, monitoring, limit setting, control, discipline	<ul style="list-style-type: none"> • Case management to assess needs, make referrals and coordinate services • Nurse home visits and parenting education for youth who are parents • Compulsory school attendance
Positive role models	<ul style="list-style-type: none"> • Dedicated, trained program staff • On-the-job training, shadowing
High expectations	<ul style="list-style-type: none"> • Goal setting
Education in academic skills	<ul style="list-style-type: none"> • Remedial and other education to assist with GED or diploma attainment • English as a Second Language classes • Compulsory school attendance • Assistance with school
Training in life skills	<ul style="list-style-type: none"> • Lectures, group discussion and role plays on alcohol abuse, assertiveness training, and relapse prevention • Education in home and family living, driver education, and consumer education • Life skills training • Family planning services • Life Skills and Opportunities Curriculum • Parent education • Workshops on personal skills • Budgeting and money management skills

<u>Resource</u>	<u>Program Activity</u>
Training in social skills	<ul style="list-style-type: none"> • Social skills training a requirement for residential living • Job maintenance skills • Working with others in a community service setting
Moral values, responsibility, character expectations	<ul style="list-style-type: none"> • Community service requirement • Leadership opportunities through community service projects • Training in leadership skills • Involvement in youth activities such as conferences, advisory councils, newsletters, cultural awareness programs, recreation, mentoring, and recreation activities
Gate keeping, interface with schools and other organizations	<ul style="list-style-type: none"> • Youths interact with local communities and work together on community service projects • Referrals to outside resources • Temporary entry-level jobs to build job experience
Routines and traditions	<ul style="list-style-type: none"> • Residential living
Community supports and services, norms, future opportunities	<ul style="list-style-type: none"> • Educational vouchers to be used for college, vocational education, or to pay off existing college loans • Vocational training in a trade or skill • Job placement assistance • Transportation assistance • Child care assistance • Legal services

What Do Educationally Disadvantaged Older Youths Look Like?

In 1988, an estimated 12.4 million 18- to 24-year-olds had either not completed high school or had graduated but not continued their education beyond high school; by 1997 that number had dropped to 9.7 million despite an increase in the number of youths (American Youth Policy Forum, 1998). In 2000, 11 percent of youths age 16 through 25 were not enrolled in school and had not completed a high school program (U.S. Department of Education - National Center for Education Statistics, 2002b),² and less than 30 percent of 25-year-olds had a bachelor's degree (Brown et al., 2003). The proportion varies widely by racial and ethnic group: in 2000, 35 percent of Hispanic youths, 26 percent of Native Americans, 12 percent of blacks³, and 6 percent of whites and Asians age 24 to 26 lacked a high school diploma (Brown et al., 2003). Also noteworthy is the fact that, in 2000, almost 27 percent of educationally disadvantaged older youths were immigrants; while only 9 percent of older youths in school or with a diploma were immigrants. A disproportionate number of educationally disadvantaged

² This number includes high school dropouts only; it does not include youths who completed high school but did not pursue further education.

³ The terms black and African-American are both used in this synthesis depending on the terminology used by the original studies.

older youths have disabilities—almost 5 percent, compared with 2 percent of youths who were in school or who had a diploma⁴ (Wertheimer et al., 2002).

Not surprisingly, educational attainment also differs by family income. Ninety-four percent of young people in the highest quartile graduate high school, versus only 67 percent of those in the lowest quartile (Barton, 1997). Of the youths who completed high school, only 34 percent from low-income families went directly to college after graduation, compared with 83 percent of those from high-income families (Barton, 1997).

Educationally disadvantaged older youths tend to present a complex mix of vulnerabilities. A recent report by Child Trends examined six categories of vulnerable youths: out-of-school youths, youths with incarcerated parents, young welfare recipients, youths leaving incarceration, runaway and homeless youths, and youths leaving foster care. Of these, out-of-school youths were the largest group. In 2000, nearly 3.8 million young people between the ages of 16 and 24⁵ were not enrolled in a high school program, had not graduated from high school, or had not earned a general equivalency diploma (GED) (U.S. Department of Education - National Center for Education Statistics, 2002b). Moreover, research revealed that the category of out-of-school youths often overlapped with other categories of vulnerable youths. For example, 29 percent of young welfare recipients, 77 percent of youths in prisons, and 63 percent of those in jail were also classified as out-of-school (Wertheimer et al., 2002). (Estimates of overlap with the other two categories are not yet available.) Thus, youth who are educationally disadvantaged often have one or more other difficulties as well.

Why Are Educationally Disadvantaged Older Youths At Risk?

The most obvious risk that educationally disadvantaged youths face is poor job prospects. However, evidence indicates that the negative effects of inadequate education reach into the areas of health and social and emotional well-being as well.

Research shows that full-time employment is highly correlated with educational attainment (American Youth Policy Forum, 1998; Brown et al., 2003; Sum, Fogg, & Mangum, 2000). In 1997, full-time employment rates were 35 percent for high school dropouts, 60 percent for high school graduates, and 67 percent for those with one to three years of college, compared with 82 percent for college graduates (American Youth Policy Forum, 1998). Furthermore, young people who do not go to college—and high school dropouts in particular—are more likely to experience unemployment and tend to rely on part-time jobs for more years than young people who continue their education (Bernhardt, Morris, Handcock, & Scott, 1998; Sum et al., 2000).

⁴ This estimate provided through analysis of the Current Population Survey includes “a health problem or disability which prevents work or which limits the kind or amount of work.”

⁵ This number includes high school dropouts only.

Even when employed, youths with less than a high school diploma are apt to earn less than their contemporaries (American Youth Policy Forum, 1998; Brown et al., 2003; U.S. Department of Education - National Center for Education Statistics, 2002a). In 2000, average earnings for young adults in their mid-twenties without a high school diploma were \$14,000, compared with \$20,000 for those with a high school diploma or some college and \$28,000 for those with a bachelor's degree (Brown et al., 2003). In 1999, only 16 percent of high school dropouts who were employed full-time earned more than \$320 a week (or \$16,640 a year) (American Youth Policy Forum, 1998; Sum et al., 2000). Therefore, it is not surprising that high school dropouts are more likely to receive public assistance. In 2000, 10 percent of dropouts received public assistance, compared with 4 percent of high school graduates (Brown et al., 2003). Similarly, 21 percent received food stamps, as opposed to 9 percent of high school graduates (Brown et al., 2003).

Many educationally disadvantaged older youths also experience less positive health and socioemotional outcomes than their peers. For example, out-of-school youths are more likely to have children at an early age both because teen parents are more likely to drop out (Upchurch & McCarthy, 1990), and because dropouts are more likely to become teen parents (Manlove, 1998). In 2000, 68 percent of dropouts had had a child by their mid-twenties, compared with 14 percent of youths with a bachelor's degree (Brown et al., 2003). High school dropouts are also more likely to use illicit drugs, to smoke, or both, and they are more likely than college graduates to be overweight or obese (Brown et al., 2003). Furthermore, high school dropouts are more likely to be involved with crime (Freeman, 1996; U.S. Department of Health and Human Services - Office of the Assistant Secretary for Planning and Evaluation, 2001).

What Makes Educationally Disadvantaged Older Youths Different from Other Youths or Young Adults?

For many reasons, educationally disadvantaged older youths may not be adequately served by programs and services designed for youths in school or for independent young adults. Many educationally disadvantaged youths have left the formal systems (school, foster care, etc.) that could have identified their need for intervention and referred them to useful resources. At the same time, these older youths have different developmental needs than adults (Beadle, 2003). Between the ages of 16 and 24, youths go through a natural maturation process that in itself presents complications as they become increasingly independent, transition out of school, come to terms with relationships, and, in some cases, grow too old to remain in foster care (Collins, 2001).

A growing body of evidence shows that most youths find the move into young adulthood stressful (Rindfuss, 1991). During this time, many out-of-school youths lack the age-appropriate parental monitoring and supervision, as well as the family emotional and financial support, that can play an important helpful role as they progress to autonomy and self-sufficiency in young adulthood (Barnes & Farrell, 1992; Collins, 2001). In addition, they probably lack the life skills (e.g., money management, parenting, nutrition) needed for a successful transition to adulthood and independent living (Scannapieco,

Schagrin, & Scannapieco, 1995; U.S. Department of Health and Human Services - Administration on Children Youth and Families, 1999). Finally, in the absence of family support, there are few places for out-of-school youths to turn, because they are out of sync with the “normal” trajectory that many training and education programs are designed to address (Collins, 2001; Marini, Shin, & Raymond, 1989).

How Has This Group Changed Over Time?

Over the past decade, positive strides have been made in overall educational attainment. The percentage of Americans with a GED or high school equivalent has risen slightly, as has the number of people earning a bachelor’s or master’s degree (U.S. Department of Health and Human Services - Office of the Assistant Secretary for Planning and Evaluation, 2001);(American Youth Policy Forum, 1998). Although the high school dropout rate decreased between the 1970s and the late 1980s, it has remained relatively unchanged since then (U.S. Department of Education - National Center for Education Statistics, 2002b). At the same time, however, both the full- and part-time employment rates of 16- to 24-year-olds have fallen, and many of those who are working earn less than the federal poverty level. The unmet needs of this group are likely to become even more important in the future—the Census Bureau predicts that the number of 18- to 24-year-olds will increase 21 percent between 1995 and 2010 (Sum et al., 2000).

What Strategies to Support Educationally Disadvantaged Older Youths Might Work?

Programs for educationally disadvantaged older youths should address the gamut of risks they are exposed to and the unique challenges they face in employment, independent living, drug and alcohol use, pregnancy, parenting, life skills, mental health, release from the foster care system, homelessness, violence, education, and literacy. At this point, however, most programs appear to focus on a particular goal or component (e.g., employment) rather than on the multiple needs of this group. Research suggests that incorporating a developmental approach, which addresses the needs of the whole individual, into targeted programs such as workforce development may increase the effectiveness of such programs (Child Trends, 2003; Zuckerman, 2000). More specifically, youths need to be viewed as whole people, not just pregnant teens, unemployed youth, foster kids, patients, or delinquents. Communities, socioeconomic status, the media, and public policies, among other factors, all have implications for youth development and should be taken into consideration (Child Trends, 2003).

Summary

Educationally disadvantaged older youths face a unique set of challenges and risks as they move into adulthood. Given the projected increase in the number of young people in the population through 2010, even more youths may end up in this high-risk population. Hence, it is critical to develop systems, opportunities, and supports to assist

them. After all, the public, as well as the young people themselves, must pay the costs when youths fail to make a successful transition to adulthood. This can be seen not only in the costs of prisons and jails, but also in the costs of welfare and other social supports for these youths and the children they cannot care for themselves (Brown et al., 2003). Accordingly, it is important to identify strategies that can enhance the development and success of at-risk youth who are making the transition into adulthood.

Study Design

Many types of strategies can be employed to enhance the transition into adulthood. Drawing on an ecological model (Bronfenbrenner, 1979), approaches can range from affecting national policy to community development to family strengthening. Here we focus on the contributions that programs for youth can make. A comprehensive search was conducted for programs targeting out-of-school older youths, and strict criteria were developed to obtain only the most relevant, rigorous studies of those programs for this synthesis. Specifically, studies included herein serve out-of-school youths between the ages of 16 and 24. Programs that serve a larger target audience are included if the results of evaluations are presented by age group. All evaluations are either experimental, quasi-experimental, or multivariate longitudinal studies, but only experimental studies are used to determine program impacts. Also, only studies conducted in 1990 or later were considered for inclusion. Finally, sample sizes must have been large enough to draw support regarding the general population.

The initial search for programs for older youths in the areas of employment, substance abuse, mental health, pregnancy prevention, parenting, homelessness and runaways, independent living, education, and literacy turned up nearly 150 programs. Upon examination, only 12 programs had evaluation studies that met all of the criteria for inclusion. While several of the programs serve youths between the ages of 16 and 24, many did not specify that they serve out-of-school youths. Moreover, while several programs that specifically serve out-of-school youths were identified, the majority of them had not been evaluated.

This synthesis concentrates on evaluations that used a rigorous experimental methodology to test for the impact of a given program on outcomes for young people. The experimental evaluations provide evidence that programs for older youths⁶ promote positive youth development. The quasi-experimental and nonexperimental studies provide insights into promising program approaches, practices, or both.⁷ A detailed description of each program and the study (or studies) is provided in Appendix A.

⁶ “Programs for older youths” describes the group of programs selected for inclusion in this synthesis. The programs have not necessarily been designed to serve older youths exclusively, and the primary component or goal of each program is varied; however, the common thread is that they serve older, out-of-school youths.

⁷ Throughout this synthesis, applicable programs are denoted with abbreviated program names. If multiple studies are available for a single program, a number indicating the particular study being referenced follows the abbreviated program name. See the Program References at the end of this synthesis for complete references.

Experimental evaluations were conducted on the following programs:

- Alcohol Skills Training Program (ASTP)
- Job Corps (JC)
- JOBSTART (JS)
- Job Training Partnership Act (JTPA)
- New Chance (NC)⁸
- Nurse Home Visitation Program (NHV)
- Ohio Learning, Earning, and Parenting Program (LEAP)
- School Attendance Demonstration Project (SADP)
- Skill-Based Intervention on Condom Use (SBCU)
- Teenage Parent Demonstration (TPD)
- Youth Corps (YC)

A quasi-experimental evaluation was conducted on the following program:

- AmeriCorps (AC)

⁸ Two studies are summarized in the synthesis; one is experimental, the other nonexperimental.

PART I. CHARACTERISTICS OF PROGRAMS FOR OLDER YOUTHS

Since programs for older youths target a common age group, as opposed to using a common intervention approach, they attempt to influence a wide range of outcomes through various activities and program designs. Program characteristics are summarized in Table 2. Appendix A provides detailed descriptions of participants, program goals and components, study objectives and measures, key findings, and study limitations.⁹ It is important to note that programs may vary by site.

Table 2. Summary of Program Characteristics

		Alcohol Skills Training Program	AmeriCorps	Job Corps	JOBSSTART	Job Training Partnership Act	New Chance	Nurse Home Visitation Program	Learning, Earning, and Parenting	School Attendance Demonstration Project	Skill-Based Intervention on Condom Use	Teenage Parent Demonstration	Youth Corps
Program classification ¹⁰	Civic involvement, volunteerism		X										X
	Education program		2	2	2	2	X		X	X		2	
	Employment program			X	X	X	X		2	2		X	X
	Pregnancy prevention, parenting, responsible sexual behavior program						X	X			X	X	
	Substance abuse program	X											
Goals targeted by specific services ¹¹	Increase educational achievement, credentials		X	X	X	X		X	X	X			X
	Attain high school diploma, GED			X	X	X	X		X	X		X	
	Prepare for college		X										X
	Encourage school attendance								X	X			
	Improve employability			X	X	X	X		X	X		X	X
	Increase earnings				X	X						X	
	Reduce dependence on welfare					X	X		X			X	
	Increase job training		X	X	X	X	X					X	X
	Assist in job search or placement			X	X	X	X	X		X		X	
	Postpone subsequent pregnancies						X	X				X	
	Reduce health risk behaviors	X						X			X		
	Increase life skills, social skills	X	X	X	X	X	X	X			X	X	X
	Improve parenting skills						X	X				X	
	Foster civic involvement, volunteerism		X										X

⁹ Key findings are reported in Appendix A. For a full list of findings, please see cited reports.

¹⁰ Program classifications have been assigned by Child Trends based on goals statements, primary program components, and outcome measurements. These classifications are not mutually exclusive. Secondary goals are denoted with a 2.

¹¹ Services or components are offered by the programs to influence these outcome areas; however, they may not be explicitly stated goals of the program.

		Alcohol Skills Training Program	AmeriCorps	Job Corps	JOBSTART	Job Training Partnership Act	New Chance	Nurse Home Visitation Program	Learning, Earning, and Parenting	School Attendance Demonstration Project	Skill-Based Intervention on Condom Use	Teenage Parent Demonstration	Youth Corps
Additional services	Case management, counseling			X	X		X	X	X	X		X	X
	Child care assistance				X		X		X			X	
	Financial incentive		X	X	X	X			X	X		X	X
	Individual goal setting	X						X				X	
	Resource referral				X			X					X
	Transportation assistance				X				X	X		X	
Participants	At-risk				X		X	X	X	X	X		
	Economically disadvantaged			X	X	X	X	X	X	X		X	X
	Foster care youth												
	High school dropouts				X	X			X	X			
	Incarcerated youth										X		
	Out-of-school young adults	X	X	X	X	X	X	X	X	X	X	X	X
	Pregnant women, young mothers						X	X	X			X	
Infrastructure	Internal support and supervision		X					X		X		X	X
	Program staff	X	X	X	X	X	X	X	X	X	X	X	X
	Volunteers		X										
Intensity	At participant's interest			X	X	X							X
	Compulsory								X	X		X	
	Daily involvement		X	X			X		X	X			
	One or two sessions										X		
	Weekly involvement	X						X					
Type	Community-based	X	X	X	X	X	X					X	X
	Government-based initiative		X	X	X	X	?		X	X		X	X
	National program		X	X	X	X	X						X
	Residential		X*	X*									
Other	Details vary by site		X		X	X	X						X

* Not all sites are residential

How Can the Programs Be Classified?

Given the unique mix of vulnerabilities faced by educationally disadvantaged older youths, there is no common program classification for this group. Programs are diverse with respect to their stated objectives or goals as well as the services they offer. As a result, few components are shared. Some of the programs focus on one outcome, such as employment, while others attempt to affect multiple outcomes. In most cases,

however, programs that have a primary focus on one area (such as employment) also include components or activities designed to affect a secondary outcome (such as education). The following description of program classifications is based on what Child Trends has determined to be the primary focus or foci of the programs, although programs may cover other outcomes. The determination of primary focus was based on goals statements, primary program components, and outcome measurements.

One goal shared by 8 of the 12 programs is to improve employment outcomes. By focusing on employment, programs can potentially improve the self-sufficiency of older youths. Specifically, Job Corps, JOBSTART, JTPA, New Chance, LEAP, Teenage Parent Demonstration, and Youth Corps aim to provide services that focus on participants' employment-related outcomes.

While only three of the programs (NC, LEAP, and SADP) explicitly state that increasing educational outcomes is their primary goal, another five programs include education as a means of achieving a different primary goal (AC, JC, JS, JTPA, and TPD). For example, the objective of Teenage Parent Demonstration is "to help young mothers work toward self-sufficiency," and one of the pathways used to achieve that goal is offering GED courses for participants who did not complete high school.

Another general focus, shared by 4 of the 12 programs, is pregnancy prevention, responsible sexual behavior, parenting skills, or any combination of these. Early childbearing often reflects and contributes to socioeconomic disadvantage (Maynard, 1997; Moore et al., 1993). Teen mothers are at greater risk of having a low birth weight infant, and their children are more likely to have long-term illnesses or health conditions and to die in infancy (Ventura, Martin, Curtin, Menacker, & Hamilton, 2001). Further, young parents have limited economic, social, and developmental resources available for children, which may adversely affect child development. New Chance, the Nurse Home Visitation Program, Skill-Based Intervention on Condom Use, and the Teenage Parent Demonstration all include a focus on pregnancy prevention, responsible sexual behavior, or parenting.

Very few of the evaluated programs have as a goal increasing civic engagement or reducing substance abuse. Only two programs, AmeriCorps and Youth Corps, focus on civic involvement and volunteerism. Only the Alcohol Skills Training Program focuses on alcohol abuse.

The majority of experimentally evaluated programs serving older out-of-school youths are employment- or education-based (Table 2). There is an obvious void of experimentally studied programs designed to influence other important needs of these young people, such as homelessness, independent living, mental health, and violence.

How Do Programs Attempt to Achieve Their Goals?

Eight programs share the goal of improving developmental outcomes in the areas of academic achievement and cognitive abilities, but the pathways, or services, chosen to achieve this goal vary. Seven programs target GED and high school diploma

attainment (JC, JS, JTPA, NC, LEAP, SADP, TPD), two target high school attendance (LEAP, SADP), two target preparation for college (AC, YC), and eight target increased educational achievement and credentials (AC, JC, JS, JTPA, NC, LEAP, SADP, TPD).

Improving self-sufficiency by improving employability is the goal of eight programs (JC, JS, JTPA, NC, LEAP, SADP, TPD, YC). As with the educational programs, the employment-related programs use various pathways or services to achieve their goal. Three programs (JS, JTPA, TPD) specifically aim to increase earnings. Four programs attempt to reduce dependency on welfare (JTPA, NC, LEAP, TPD), seven target job training (AC, JC, JS, JTPA, NC, TPD, YC), and seven offer job search or placement assistance (JC, JS, JTPA, NC, NHV, SADP, TPD). In addition, three programs attempt to improve self-sufficiency through pregnancy prevention (NC, NHV, TPD).

Three programs seek to improve developmental outcomes in the area of health and safety by reducing risky behaviors (ASTP, NHV, SBCU). Specifically, the Alcohol Skills Training Program attempts to reduce substance abuse, the Nurse Home Visitation Program attempts to educate young parents on healthful behaviors, and the Skill-Based Intervention on Condom Use program attempts to prevent sexually transmitted diseases by increasing the use of condoms.

Improved socioemotional outcomes are targeted by five programs (AC, YC, NC, NHV, TPD). AmeriCorps and Youth Corps have as explicit goals the fostering of civic involvement and volunteerism. New Chance, Nurse Home Visitation, and Teenage Parent Demonstration specifically target parenting skills. Several programs offer services designed to improve life skills (an aspect of socioemotional development) as part of an effort to achieve more specific goals; however, no program explicitly stated improvement of life skills as a goal.

What Other Services Are Offered?

Programs also offer more general services to help participants reach their goals. Several programs offer case management or counseling (JC, JS, NC, NHV, LEAP, SADP, TPD, YC), and three programs include individual goal setting as a component (ASTP, NHV, TPD). A few programs, particularly those designed for young parents, offer child care assistance (JS, NC, LEAP, TPD), and four offer transportation assistance (JS, LEAP, SADP, TPD). Eight programs provide financial incentives to participate in the program (AC, JC, JS, JTPA, LEAP, SADP, TPD, YC).

Who Are the Program/Study Participants?

While all 12 programs are aimed at youths age 16 to 24, many programs also target specific populations within this age group. Economically disadvantaged youths are the focus of nine programs (JC, JOBSTART, JTPA, NC, NHV, LEAP, SADP, TPD, YC). Six programs (JS, NC, NHV, LEAP, SADP, SBCU) center their efforts on at-risk youths—that is, young people who are at risk of failing or dropping out of school, not being able to find and maintain employment in adulthood, engaging in harmful behaviors such as

cigarette, alcohol, or drug use, early sexual intercourse or intercourse without the use of contraception, and violent or criminal activities. High school dropouts are targeted by four programs (JS, JTPA, LEAP, SADP), as are pregnant women or young mothers (NC, NHV, LEAP, TPD). Only the Skill-Based Intervention on Condom Use focuses on incarcerated youths.

What Other Characteristics Do Programs Share?

The infrastructure of the programs is similar. All of them pay program staff; only one augments paid staff with volunteer staff (AC). In addition, some programs establish a structure for internal support and supervision of staff (AC, NHV, SADP, TPD, YC).

Overall, however, the programs for older youths that have been evaluated are extremely diverse. Program approaches are not mutually exclusive, and some programs fit the criteria for more than one approach. Two of the 12 programs are residential (AC, JC). Eight programs are community-based (ASTP, AC, JC, JS, JTPA, NC, TPD, YC), and nine are government-based initiatives (AC, JC, JS, JTPA, NC, LEAP, SADP, TPD, YC).

Intensity of participation also varies across the programs. While some require daily involvement (AC, JC, NC, LEAP, SADP), others require only weekly participation (ASTP, NHV). One program entails only one or two sessions (SBCU). Furthermore, some programs are mandatory or compulsory (LEAP, SADP, TPD), whereas others allow participants to choose which activities they will participate in, and how frequently, on the basis of their individual interests (JC, JS, JTPA, YC).

PART II. OUTCOMES POSITIVELY AFFECTED BY PROGRAMS FOR OLDER YOUTHS

This section describes the impacts of the 12 programs on specific outcomes in four areas of youth development: educational achievement and cognitive attainment; health and safety; social and emotional well-being; and self-sufficiency. Tables 3a, 3b, 3c, and 3d summarize the findings of the studies conducted on these programs. All of the studies except those in the “best bets” category are experimental. Each table contains:

- “Youth outcomes”—headings that indicate specific outcomes in each area of youth development that a program seeks to achieve.
- “Programs for older youths work”—a column providing specific evidence from experimental studies that a particular program has a significant positive impact on a particular developmental outcome.
- “Programs for older youths don’t work”—a column providing experimental evidence that, to date, an outcome has not been positively affected by a particular program. These findings should not be construed to mean that the program can never positively affect outcomes or that it cannot be modified to affect outcomes positively.
- “Mixed reviews”—a column providing experimental evidence that a program has been shown to be effective in some, but not all, studies or that it has been found to be effective for some, but not all, groups of young people.
- “Best bets”—a column that identifies promising approaches or practices that have not been tested through experimental research but that may be important from a theoretical standpoint. These include results from quasi-experimental studies, multivariate analyses, analyses of longitudinal and survey studies, nonexperimental analyses of experimental data, and wisdom from practitioners working in the field. The term “best bets” is not intended to highlight these as the recommended practices for programs, but as promising approaches worthy of consideration by program designers or policymakers.

For a full description of outcomes by program, see Appendix A.

Educational Achievement and Cognitive Attainment

Eight of the 12 programs set improving educational outcomes as one of their goals (Table 2). Seven programs aim at helping participants attain a GED or high school diploma, two target college and high school attendance, two work toward preparation for college, and eight seek to increase participants’ educational achievement and credentials. To evaluate their success, this section examines the impact of these programs on several educational outcomes: attainment of GED or high school diploma,

college and high school attendance, enrollment in an educational program, and cognitive skills. (See Table 3a.)

The attainment of a GED or high school diploma leads to greater economic returns in adulthood than youths can achieve without one (Entswisle, 1990). (It should be noted however, that there is some variation in this finding depending on certain factors such as incarceration.) In addition, young people who attain a GED or high school diploma are less likely to be on welfare, and those who do go on welfare are likely to receive benefits for shorter periods of time (Gottschalk, McLanahan, & Sandefur, 1994). Greater earning capacity and lessened need for welfare are important attributes of self-sufficiency.

Evidence shows that participation in programs for older youths increases the overall chances that a young person will earn a high school diploma or GED. However, the impact appears to be greater in the short term than in the long term. Of the seven programs with high school and GED goals (JC, JS, JTPA, NC, LEAP, SADP, TPD), four—Job Corps, JOBSTART, LEAP, and New Chance—had positive impacts on GED and high school diploma attainment at the end of the program. For example, 33 percent of participants in JOBSTART earned a GED or high school diploma, compared with 17 percent of youths who were not in the program (the control group). However, the one program that did a three-year follow-up study (LEAP2), found no difference between participants and control group members three years after the end of the program.

Three of the four programs with a primary focus on employment and a secondary focus on education had generally positive effects on attainment of GEDs or high school diplomas (JC, JS, JTPA). For instance, participants in Job Corps (JC1, JC2) and JOBSTART (JS2) were more likely to have obtained a GED than youths in the control group. In JOBSTART, 42 percent of participants earned a GED, compared with 29 percent of youths in the control group. The impact was particularly strong on younger participants, with 47 percent of them having received GEDs, compared with 36 percent of control group members (JC2). In addition, when looking at GED and high school diploma attainment together, the findings indicate that participants were more likely than control group members to have received one or the other by the end of the program (33 percent vs. 17 percent) (JS1).

One interesting finding is that while participants in Job Corps were more likely than youths in the control group to have earned a GED by the end of the program, participants were less likely to have earned a high school diploma. This finding should be expected because Job Corps' primary focus is employment, not attainment of a high school diploma. Nevertheless, education outcomes are important for programs that focus primarily on employment, since most jobs require at least a high school diploma or GED for full-time workers. Also, in general, employers value a diploma more than a GED (Cameron & Heckman, 1993; Murnane, Willett, & Tyler, 2000), so substituting a GED for a diploma may not be advantageous in the long-term.

School attendance was targeted by two programs but measured in studies of three programs (JC, LEAP, SADP). Attendance is important because it improves the likelihood of attaining a high school diploma or GED. The evidence regarding high school attendance and enrollment in an educational program is generally positive. Programs aimed at having older youths stay or re-enroll in high school had positive impacts on high school attendance. Participants in LEAP, for example, had higher rates of retention in school than youths in the control group (LEAP1). Participants also attended school more days than those in the control group did. In addition, participants completed slightly higher grade levels than youths in the control group (LEAP2, LEAP3)—specifically, an average grade level of 10.34, compared with an average grade level of 10.22 (LEAP2). This small but statistically significant difference was apparent at the end of the program and at the follow-up three years later (LEAP3). One program had long-term—but not short-term—effects on high school attendance. Participants in the School Attendance Demonstration Project were more likely than youths in the control group to have attended school 80 percent or more of the time in the program’s second year, a difference that did not appear in the first year (SADP). Most programs did not measure differences in college attendance. The one program that did, Job Corps, found no significant differences in college attendance for participants (JC1, JC2).

One program that did not have the explicit goal of improving educational outcomes nonetheless successfully improved them in the short term. Participants in the Nurse Home Visitation Program (NHV1) were more likely than youths in the control group to be enrolled in an educational program six months after the end of the study (59 percent vs. 27 percent), although that difference disappeared after 22 months.

No program for older youths specifically addressed cognitive skills, so it is not surprising that most studies did not measure these skills. The one that did measure cognitive skills found no significant differences between participants and control group members on the Test of Adult Basic Skills (NC1).

Motivation to succeed academically is another outcome not generally targeted by these programs; however, the study of Youth Corps did measure it. Overall, Youth Corps was successful at improving some subgroups’ motivation to succeed; for instance, male African American, female Hispanic, and female white participants were more likely than control group members to have positive changes in educational aspirations (YC).

Summary: Educational Achievement and Cognitive Attainment

Programs for older youths improve educational outcomes; however, no program evaluated here tried explicitly to influence cognitive outcomes.

- Three of the four programs with a primary goal of employment and a secondary goal of educational achievement had moderate positive impacts on attainment of a GED or high school diploma.

- Two of the three programs that examined school attendance found that programs improve attendance. Effects on school attendance were moderate.
- One program had moderate positive impacts on enrollment in educational programs, but the impacts faded over time.
- The small but significant positive impacts of one program on school attendance increased over time.
- Programs did not specifically target cognitive attainment and, the one program that assessed this outcome did not find impacts on cognitive skills.

Table 3a. Impacts of Programs for Older Youths on Educational Achievement and Cognitive Attainment and Best Bets for Developing Promising Programs

YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Attainment of GED or high school diploma	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants are more likely to earn a GED (35 percent vs. 17 percent);^{JC1} this finding is strongest among 16- and 17-year-olds (80 percent).^{JC1} Findings from other studies are similar, at 42 percent vs. 27 percent,^{JC2} 42 percent vs. 29 percent,^{JS2} and 4 percent vs. 2 percent.^{LEAP1} Program participants are more likely to graduate from high school (26 percent vs. 19 percent).^{LEAP1} Program participants are more likely to earn a GED or high school diploma (33 vs. 17 percent);^{JS1} this finding is greatest among 16- and 17-year-olds (47 vs. 36 percent).^{JC2} Program participants are more likely to earn a GED (52 percent vs. 44 percent) or college credits (14 percent vs. 11 percent).^{NC1} 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Fewer program participants earn a high school diploma (5 percent vs. 8 percent).^{JC2} Program participants are less likely to earn a technical certificate or diploma (8 percent vs. 13 percent).^{YC} Program participants show no difference in high school graduation rates.^{SADP} 	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Female participants are more likely to earn a GED or high school diploma; male participants show no difference.^{JTPA} Participants not in school at the time of enrollment in the program are no more likely to achieve a GED by the 3-year follow-up.^{LEAP3} No significant difference in attainment of GED or high school diploma at 3-year follow-up.^{LEAP2} However, participants who are in school at the time of enrollment in the program are more likely to attain a GED or complete high school (10 percent vs. 4 percent). They are also more likely to complete grade 11 (36 percent vs. 28 percent).^{LEAP2} 	

* Program symbols: ASTP Alcohol Skills Training Program JTPA Job Training Partnership Act SADP School Attendance Demonstration Project
 AC AmeriCorps NC New Chance SBCU Skill-Based Intervention on Condom Use
 JC Job Corps NHV Nurse Home Visitation Program TPD Teenage Parent Demonstration
 JS JOBSTART LEAP Ohio Learning, Earning, and Parenting Program YC Youth Corps

	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Enrollment in an educational program	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants who have dropped out of school for over a year are more likely to start an adult education program (33 percent vs. 18 percent).^{LEAP1} Program participants attend significantly more days of school or adult education (2 days more).^{LEAP1} 		<p>In comparison to control group:</p> <ul style="list-style-type: none"> At the 6-month interview, more program participants are enrolled in an educational program (59 percent vs. 27 percent).^{NHVI} At the 22-month interview, program participants show no differences.^{NHVI} 	40 percent of participants in a program with community service as a primary focus are also enrolled in an educational program. ^{AC}
Motivation to succeed academically			<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Male African American program participants are more likely to have positive changes in educational aspirations, such as graduation from college (60 percent vs. 40 percent).^{YC} Female Hispanic program participants are more likely to have high educational aspirations, such as completion of college or enrollment in graduate school (66 percent vs. 60 percent).^{YC} Female white program participants are more likely to expect to graduate from college or attend graduate school (89 percent vs. 57 percent).^{YC} 	

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	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Problem-solving skills				Participants in a program whose primary focus is community service show greater gains than their peers in information technology skills (score gains of .26 vs. .0009). ^{AC}
Basic cognitive skills (reading, language, math, and problem solving)		No significant differences on educational achievement (reading, math, and language), as measured by the Test of Adult Basic Skills (TABE). NC1		Participants in a program whose primary focus is community service show greater gains than their peers in analytical problem-solving skills (score gains of .54 vs. .0003). ^{AC}

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Health and Safety

Although health and safety can be defined broadly to include outcomes such as good mental health, good physical health, and injury prevention, programs for older youths that have been rigorously evaluated are more narrowly focused. Five programs state a goal related to health and safety (ASTP, NC, NHV, SBCU, TPD) (Table 2). One of them focuses on substance abuse outcomes (ASTP), while the rest focus on pregnancy prevention, parenting, or responsible sexual behavior. However, several programs which do not state health and safety goals, measure impacts on health and safety (See Table 3b.)

Programs for older youths address two behaviors related to health: contraceptive use, and alcohol and drug use. Risky sexual behaviors, such as not using contraception, expose sexually active youths to several negative consequences, including unintended pregnancies (Kirby, 2001) and sexually transmitted diseases (Piccinino & Mosher, 1998). Two studies measured contraceptive use. They found that the Skill-based Intervention on Condom Use had no impact on participants' contraceptive use and that participants in New Chance and youths in the control group showed no difference in contraceptive use at the 42-month follow-up (NC1).

Alcohol and drug use can have many negative consequences. In the short term, substance abuse impairs judgment and the ability to function. In the long term, it may lead to negative effects on health, social functioning, and educational outcomes (Baer, MacLean, & Marlatt, 1998). Two programs lowered alcohol or drug use (ASTP, JS). Participants in the Alcohol Skills Training Program reported consuming fewer drinks per week than youths in the control group, both at the end of the program and 12 months later (ASTP1). Participants also reported a lower peak blood alcohol level and less heavy drinking during the follow-up period (ASTP1). Participants in JOBSTART reported significantly less drug use per person than those in the control group at the time of the evaluation (JS2). Studies of Job Corps revealed no significant impact on drug and alcohol use (JC1, JC2), but the program does not specifically seek to reduce behaviors that pose a risk to health.

Overall, findings are mixed. Programs for older youths are effective at reducing participants' use of alcohol and drugs, but not at increasing their use of contraceptives. Moreover, many other behaviors that pose a health risk are not targeted by programs for older youths.

Mental health disorders can impair an individual's ability to function cognitively, socially, emotionally, or independently. Even though none of the programs in this synthesis specifically targets mental health, one study did measure mental health outcomes. That study, of the New Chance program, found that participants fared worse on measures of mental health outcomes at the 42-month follow-up than their counterparts in the control group. Specifically, participants in New Chance were more likely to be at risk of depression, to feel stressed, and to experience parenting stress, and they were less likely to be satisfied with their standard of living (NC1).

Although Job Corps does not specifically target outcomes in health and safety, participants in the program were less likely to report their health as fair or poor than young people in the control group (JC1, JC2). They were also more likely to report their health as excellent than young people in the control group (JC1, JC2).

Summary: Health and Safety

Programs for older youths do not target many outcomes related to health and safety, and their success at improving outcomes in this area are mixed.

- Two programs successfully reduced alcohol and drug use. Impacts on drug and alcohol use were moderate.
- The two programs that studied contraceptive use found no impact on this outcome.
- The one program evaluation that measured mental health outcomes found small to moderate negative impacts.
- One program that does not target health outcomes did have a small but significant positive impact on participants' perceptions of their health.

Table 3b. Impacts of Programs for Older Youths on Health and Safety and Best Bets for Promising Programs

YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Responsible sexual behavior		In comparison to control group: <ul style="list-style-type: none"> No significant differences in contraception use at the 42-month follow-up.^{NC1} No differences between groups on contraception use.^{SBCU} 		A program whose primary focus includes increased use of contraceptives shows improvements in participants': <ul style="list-style-type: none"> Self-efficacy in talking with casual partners about using condoms. Comfort talking about condoms with partners. Attitude toward using condoms with partners. Beliefs that condom will prevent pregnancy and protect against sexually transmitted diseases.^{SBCU}
Mental health		In comparison to control group, at the 42-month follow-up: <ul style="list-style-type: none"> Program participants are at greater risk of depression (CES-D scores of 16 vs. 15).^{NC1} Program participants are more likely to feel stressed (39 percent vs. 33 percent).^{NC1} Fewer program participants report being satisfied or very satisfied with their standard of living (69.8 percent vs. 73.7 percent).^{NC1} Program participants report significantly more parenting stress (Parenting Stress Scale scores of 26 vs. 25).^{NC1} 		Participants in a program whose primary focus includes postponing subsequent pregnancies and improving parenting skills report a significant decline in overall psychological distress. ^{NHV3}

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 JS JOBSTART LEAP Ohio Learning, Earning, and Parenting Program YC Youth Corps

YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Alcohol and drug use	<p>In comparison to control group:</p> <ul style="list-style-type: none"> • Program participants report fewer drinks consumed per week (39 percent reduction vs. 16 percent reduction).^{ASTP1} • Program participants report fewer drinks per week (8 vs. 15) and fewer drinks per month (32.6 vs. 68.7) at the 12-month follow-up.^{ASTP1} • Program participants report lower peak blood alcohol level (47 percent reduction vs. 2 percent reduction).^{ASTP1} • Fewer participants report heavy drinking during the follow-up period (40 percent vs. 64 percent).^{ASTP1} • Program participants (school dropouts) report significantly lower drug use per person (4.1 vs. 5.8 percent).^{JS2} <p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> • Children of unmarried, low SES program participants report smoking significantly fewer cigarettes per day at age 15 (1.5 and 1.2 vs. 2.5).^{NHV2} • Children of unmarried, low SES program participants report consuming alcohol on fewer days in the last 6 months at age 15 (1.09 and 1.84 vs. 2.49).^{NHV2} • Female participants who are smokers show greater drops in cotinine levels, indicating a reduction in smoking (259.00 and 12.32 ng/mL).^{NHV4} 		<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> • White female program participants are less likely to consume five or more alcoholic drinks per sitting (3 percent vs. 32 percent).^{YC} • Participants are not significantly less likely to use alcohol or illegal drugs.^{JC1, JC2} • Other subgroups of participants are not significantly less likely to use alcohol or drugs.^{YC} 	<p>Participants in a program whose primary focus is to lower alcohol use report having fewer drinks per week (13 vs. 9).^{ASTP1}</p> <p>Participants in a program whose primary focus is reduction of alcohol consumption report:</p> <ul style="list-style-type: none"> • Lower peak blood alcohol levels from pretest to posttest (.15 percent vs. .10 percent).^{ASTP1} • Fewer drinks consumed per month from pretest to posttest (50 vs. 41).^{ASTP1}

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	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Self-perceived health	In comparison to control group: <ul style="list-style-type: none"> Program participants are less likely to report their health as fair or poor. ^{JC1, JC2} 			

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 JC Job Corps NHV Nurse Home Visitation Program TPD Teenage Parent Demonstration
 JS JOBSTART LEAP Ohio Learning, Earning, and Parenting Program YC Youth Corps

Social and Emotional Well-Being

Outcomes in the area of social and emotional well-being are varied. They include life skill development, social competence, and establishment of positive social relationships (Hair, Jager, & Garrett, 2001). However, programs for older youths target a narrow range of outcomes. Only four programs have specific goals related to social and emotional well-being (AC, NC, NHV, TPD), although several others target some aspect of these outcomes (Table 2). Ten programs seek to increase life skills or social skills (ASTP, AC, JC, JS, JTPA, NC, NHV, SBCU, TPD, YC), three to improve parenting skills (NC, NHV, TPD), and two to foster civic involvement and volunteerism (AC, YC). Many programs that do not specifically seek to improve social and emotional well-being were nonetheless evaluated for possible impacts on these outcomes (Table 3c.)

To determine the programs' success at enhancing older youths' social and emotional well-being, studies measured four main outcomes: reducing antisocial behaviors, increasing life skills, fostering civic involvement and volunteerism, and improving parenting skills. While these goals are important in themselves, social and emotional outcomes are also important because of their effects on outcomes in the areas of education, health and safety, and self-sufficiency.

Antisocial behaviors are related to failure in school, dropping out of school, dishonorable discharge from the military, severe depression, alcohol and drug abuse, violence toward others, and lifelong dependence on various social service systems (Kazdin, 1985; Patterson, Reid, & Dishon, 1992). Studies of five programs used involvement with the criminal justice system or delinquent behaviors as measures of antisocial behavior (JC, JS, JTPA, NHV, YC). Generally, findings were mixed. Participants in Job Corps were somewhat less likely than their counterparts in the control group to have been convicted of a crime or to have spent time in jail (JC2). Of those who had spent time in jail, there were no differences in length of time between the two groups (JC). On the other hand, a study of the Nurse Home Visitation Program found that children of participants exhibited significantly fewer convictions and violations of probation at age 15 than children of youths in the control group (NHV2).

On another measure of antisocial behavior—arrest rates—programs, especially those with an employment focus, were found to be effective, at least in the short term. Participants in Youth Corps were less likely to have been arrested than youths in the control group by the end of the program. Similarly, participants in Job Corps and JOBSTART had fewer arrests in the year following the program (JC1, JS2). Only two programs—the Nurse Home Visitation Program and Job Corps—lowered arrest rates among participants in the long term (NHV2, JC2). In addition, children of participants in the Nurse Home Visitation Program had fewer arrests than children of youths in the control group.

Several programs found no difference in long-term arrest rates, while in one case, participants' arrest rates increased. For example, participants in JTPA did not have significantly different arrest rates 21 and 36 months after having been assigned randomly to the program; furthermore, young men without an arrest record at the time of

assignment experienced an almost 11 percentage point increase in arrests (JTPA). Similarly, JOBSTART ceased to make a difference in arrest rates by the time long-term follow-up studies were conducted (JS2). Job Corps was the only program that reduced arrest rates in both the short term (one year after beginning the program) and the long term (48 months after the program ended) (JC1, JC2).

Overall, it can be said that programs for older youths are successful at reducing antisocial behaviors, with four out of five programs having significant positive impacts in this area. However, there is some evidence that these impacts fade with time.

Improvement of life skills is another important outcome for social and emotional development. Although 10 programs sought to improve participants' life skills, none measured life skills directly. Two programs, the Nurse Home Visitation Program and JOBSTART, attempted to improve life skills by increasing participants' social supports and their access to social services. Participants in the Nurse Home Visitation Program reported an increase in social support and in the number of people in their support network (NHV3). Participants also reported greater help in accessing services and supports pertaining to transportation, clothing, baby clothing, baby furniture and toys, and health care (NHV3). Participants in JOBSTART reported accessing more services than youths in the control group (JS2). Thus, even though direct measures of life skills are not available, programs for older youths do appear to have improved those skills.

Civic involvement can benefit young people in many ways, by increasing social support and interaction, providing meaning in life, and meeting the need for information and knowledge (McDevitt & Chaffee, 2000). Participation in community service activities has also been found to result in improved grades, attendance at school, social responsibility, and community-oriented attitudes (Calabrese & Schumer, 1986; Giles & Eyler, 1994; Hamilton & Fenzel, 1998; Schumer, 1994). AmeriCorps and Youth Corps seek to foster civic involvement and volunteerism, but civic participation was not measured in any of the program evaluations. More research is needed to determine whether programs are meeting this goal.

Three programs, New Chance, the Nurse Home Visitation Program, and Teenage Parent Demonstration, work directly to improve parenting skills, and studies of two of them measure parenting skill outcomes. At the 18-month follow-up, New Chance participants reported more emotional support and less dislike of parenting roles than youths in the control group (NC1). At the 42-month follow-up, however, those differences had faded; moreover, participants reported more parenting stress and more aggravation with their children (NC1). Participants in the Nurse Home Visitation Program had somewhat higher scores on tests of mother-infant interaction than control parents did (NHV4). More research is needed to determine whether programs are meeting the goal of improving parenting skills.

The programs that targeted parenting skills also examined the development of participants' children. Although child development outcomes are not a direct measure of parenting skills, they may indicate indirectly whether programs are having an impact on parenting. The Nurse Home Visitation Program showed positive effects on child

outcomes, but New Chance and the Teenage Parent Demonstration did not. Children of participants in the Nurse Home Visitation Program exhibited significantly less emotional vulnerability to fear stimuli and less emotional response to anger stimuli than children of control youths, were less likely to experience language delays, had higher language development scores, and had somewhat higher scores on the Mental Development Index at age 2 (NHV4). On the other hand, children of participants in Teenage Parent Demonstration had lower scores on measures of development and well-being than children in a national sample, and they received slightly higher scores on measures of problem behavior. Young children of participants in New Chance and children of control group members had similar scores on home environment at the 42-month follow-up, and participants' children had lower scores on a measure of cognitive development. Compared to control parents' ratings of their children, program participants rated their children as having more behavior problems and rated them lower on a scale of positive behavior.

Outcomes in other areas of social and emotional development were also measured. Self-esteem is an example of an outcome that was not specifically targeted by any of the 12 programs but that was nonetheless measured in one evaluation. No differences on measures of self-esteem were found between participants and control groups in the Nurse Home Visitation Program (NHV3).

Summary: Social and Emotional Well-Being

Programs can improve outcomes related to the social and emotional well-being of older youths. However, a wider range of outcomes needs to be examined, and program goals and outcome measures need to be better aligned.

- Few outcomes in the area of social and emotional well-being are specifically targeted by programs for older youths. Moreover, the social and emotional outcomes measured do not map directly onto the outcomes that are targeted by programs.
- Three of the five programs (JC, JS, NHV) evaluated for their effects on antisocial behaviors were found to be moderately successful at reducing such behaviors.
- Programs for older youths, especially those with an employment focus, moderately reduce arrest rates for participants, but the impacts disappear once participants leave the program.
- Two programs were moderately successful at improving access to social support systems (NHV, JS); however, direct measurements of life skills are still needed.
- There is a shortage of research on whether programs for older youths can foster civic involvement and volunteerism.
- Evidence is mixed as to whether programs for older youths are effective at improving parenting skills; more research is needed.

Table 3c. Impacts of Programs for Older Youths on Social and Emotional Well-Being and Best Bets for Promising Programs

YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Delinquent behaviors	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants report significantly fewer convictions and violations of probation (.10 and .06 convictions vs. .27).^{NHV2} Impacts are greatest for children of unmarried, low SES mothers.^{NHV2} Program participants are less likely to spend time in jail (21 percent vs. 24 percent).^{JC2} 		<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants report fewer convictions for a crime (22 percent vs. 25 percent).^{JC2} Program participants show no difference in average number of weeks in jail.^{JC2} 	
Arrest rate, short-term	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Participants have lower arrest rates in the first year after assignment to the program.^{JC1, JS2} Results are particularly strong for young men without prior arrest records.^{JS2} Impacts are greatest for older participants.^{JC1} Program effects are greatest for 16- and 17-year-olds (38 vs. 41 percent).^{JC2} Program participants are less likely to be arrested (12 percent vs. 17 percent).^{YC} 			

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YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Positive relationships with peers and adults				Participants in a program whose primary focus is community service show greater gains than control group in: <ul style="list-style-type: none"> communication life skills (.56 vs. .001 gains in score on the Life Skill Inventory).^{AC} interpersonal life skills (.51 vs. .001 gains in score on the Life Skill Inventory).^{AC}
Parenting skills	In comparison to control group: <ul style="list-style-type: none"> Program participants report more emotional support, as measured by the HOME scale, at the 18-month follow-up.^{NC1} Program participants report less dislike of the parenting role, as measured by the Parenting Stress Scale, at the 18-month follow-up.^{NC1} Program participants report less parenting stress, as measured by the Parenting Stress Scale, at the 42-month follow-up.^{NC1} 	In comparison to control group: <ul style="list-style-type: none"> Program participants show no difference at the 18-month follow-up on parenting stress^{NC1} or the 42-month follow-up on emotional support.^{NC1} Program participants report more aggravation with their children, as measured by the Parenting Stress Scale, at the 42-month follow-up.^{NC1} 		
Parent-child closeness	In comparison to control group: <ul style="list-style-type: none"> Program participants have higher scores on mother-infant interaction as measured by two observer rating procedures (100 and 99).^{NHV4} 			

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	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Child development outcomes	<p>In comparison to children of control group, children of program participants:</p> <ul style="list-style-type: none"> Exhibit significantly less emotional vulnerability to fear stimuli (16 percent vs. 25 percent).^{NHV4} Exhibit less emotional response to anger stimuli (19 percent vs. 28 percent).^{NHV4} Are less likely to have language delays (6 percent vs. 11 percent).^{NHV4} Have higher levels of language development at 21 months as measured by the Preschool Language Scale (score of 102 vs. 99).^{NHV4} Have slightly higher levels of mental development at 24 months as measured by the Mental Development Index (scores of 90 vs. 89).^{NHV4} 	<p>In comparison to children of control group, children of program participants:</p> <ul style="list-style-type: none"> Have similar scores on the Home Observation for Measurement of the Environment (HOME) scale at the 42-month follow-up.^{NC1} Have similar scores on cognitive development as measured by the School Readiness Component of the Bracken Basic Concept Scale.^{NC1} Are rated by their mothers as having more behavior problems as measured by the Behavior Problem Index (110 vs. 109) and exhibiting less positive behavior as measured by the Positive Behavior Scale (192 vs. 197). Findings are similar for black and for male children of participants; among Hispanics, children of program participants score lower on the Bracken Basic Concept Scale.^{NC1} 	<p>In comparison to children nationally, children of program participants:</p> <ul style="list-style-type: none"> Score one deviation lower (15 points) on the Peabody Picture Vocabulary Test, revised edition (PPVT-R), a difference that is not significant.^{TPD2} Score slightly higher on measures of problem behaviors.^{TPD2} Show no significant differences on child reports of effort in school and parental encouragement with regard to school.^{TPD2} Show no significant differences in regard to parents' reports of children's academic behavior.^{TPD2} 	
Self-esteem		No differences appear between program participants and control group on measures of self-esteem. ^{NHV3}		
Planning ahead and time management				Participants in a program whose primary focus is community service show greater gains than control group in understanding organizational systems life skills (.46 vs. .0002 gains in scores on the Life Skills Inventory). ^{AC}

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	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Voting			In comparison to counterparts in control group: <ul style="list-style-type: none"> Male African American program participants are more likely to have voted in the last election (22 percent vs. 4 percent).^{YC} 	
Social responsibility			In comparison to counterparts in control group: <ul style="list-style-type: none"> Male African American program participants score higher on measures of personal and social responsibility (50 vs. 47).^{YC} 	
Volunteering			In comparison to counterparts in control group: <ul style="list-style-type: none"> Male African American program participants score higher on measures of community involvement (17 vs. 16).^{YC} 	99 percent of participants in a program whose primary focus is community service plan to continue community service after the program ends. ^{AC}

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Self-Sufficiency

Self-sufficiency in adulthood is a primary outcome resulting from healthy youth development. Programs that aim to increase self-sufficiency do not measure success by improved employability and employment alone, however they also work to increase earnings, reduce dependence on welfare, assist in healthy family formation, increase job training, and assist in job searches or placement. Eight programs have a stated goal in the area of self-sufficiency (JC, JS, JTPA, NC, LEAP, SADP, TPD, YC) (Table 2), and two other programs (AC, NHV) target some aspects of self-sufficiency. Studies measure most of these outcomes, as well as one outcome the programs did not specifically target: improving the quality of life.

Eight of the 12 programs share the goal of increasing employability (JC, JS, JTPA, NC, LEAP, SADP, TPD, YC). Two measures were used in evaluating programs' impact on employability: employment and job training. Employment is one key way to stay out of poverty (Duncan & Brooks-Gunn, 1997). It has also been linked to better general health, longer life expectancy, mental well-being, and a sense of control over one's life (Mirowsky & Ross, 1989).

Overall, programs for older youths do have positive impacts on employment, but only three of them have been found to have lasting impacts. Participants in Youth Corps worked 40 percent more hours by the end of the program than youths in the control group (YC), and participants in New Chance were more likely than control youths to be employed six months after the program ended (NC1). At the two-year follow-up, participants in the Nurse Home Visitation Program were more likely to be employed (NHV4) and worked more than twice as many hours (NHV1) as young people in the control group. Likewise, participants in the Teenage Parent Demonstration were more likely to be in school, job training or employed at the two-year follow-up and they participated in the program longer than youths in the control group (TPD1). At the four-year follow-up, Job Corps participants were slightly more likely to be employed and worked more hours per week than those in the control group (JC2). However, for two programs, impacts disappeared in the long-run (after the 6-month follow-up for New Chance and by the 5-year follow-up for TPD) (NC1, TPD2).

One interesting finding was for JOBSTART. Employment impacts of this program developed over time, rather than immediately, and then faded after the program ended. Compared to youths in the control group, participants in JOBSTART were less likely to have worked in the first year (JS1, JS2) and more likely to have worked in the second year following assignment to the program (JS2). In the third- and fourth-year follow-ups, there were no differences in employment between participants and control group members (JS2).

Job training, by definition, prepares individuals for employment. Evidence indicates that programs with employment as a goal are successful at increasing the amount of vocational training received by participants. Job Corps participants spent more hours in training and received more services than youths in the control group (JC1, JC2): on

average, participants spent 4.5 hours per week in training, whereas youths in the control group spent 1 hour (JC1). Participants were also considerably more likely to earn a vocational certificate (JC1, JC2). Similarly, participants in the Teenage Parent Demonstration were more likely to participate in vocational training and participated for more hours than those in the control group (TPD1). Two exceptions were New Chance and Youth Corps. Participants in New Chance were just as likely as youths in the control group to earn a trade license or certificate (NC1), and Youth Corps participants were less likely than the control group to earn a technical certificate or diploma (YC). Nevertheless, two of the four programs that examined job training were able to improve employability through job training.

Higher earnings obviously increase income, and earnings are related to the psychological well-being of individuals (Duncan & Brooks-Gunn, 1997; Pong & Ju, 2000). Three programs target increased earnings (JS, JTPA, TPD), although six studies measure the impact of programs on this outcome. The findings are far from conclusive. Two programs had positive impacts (YC, JC), and three had negative impacts (JTPA, JS, LEAP). Participants in Youth Corps were more likely than youths in the control group to have worked for pay during the 15 months following random assignment to the program (participation in the program was intended to last between 6 and 12 months) (YC). At the 30- and 48-month follow-ups, participants in Job Corps had higher weekly earnings than control youths (JC1, JC2). On the other hand, participants and control groups in the Job Training Partnership Act evinced no differences in earnings throughout the 18-month follow-up (JTPA). Further, JOBSTART participants had lower annual earnings than youths in the control group in the first and second years of follow-up (JS1). A study of LEAP found no difference in overall earnings between participants and control group members at the three-year follow-up (LEAP3). Findings for JTPA at the 30-month follow-up were similar (JTPA). Overall, programs for older youths are mixed in their ability to affect participants' earnings.

Another area targeted by programs for older youths is the reduction of dependency on welfare (JTPA, NC, LEAP, TPD). In addition to these four programs, two others also measured welfare outcomes. Welfare is designed to help individuals increase their income, escape poverty, and avoid the negative consequences associated with poverty and low income (Moffitt & Pleog, 2001). It is intended to be temporary, and the emphasis is on moving individuals off welfare as soon as possible (Moffitt & Pleog, 2001). In general, the programs studied had mixed impacts on welfare receipt. Job Corps had a positive impact, with participants receiving, on average, \$300 and \$460 less in welfare assistance than youths in the control group (JC1, JC2). Similarly, participants in LEAP received less in benefits than control youths (LEAP3), were on welfare fewer months, and were less likely to be receiving benefits at the three-year follow-up (LEAP2, LEAP3). However, there were no differences in welfare receipt for participants in the Teenage Parent Demonstration, New Chance, JTPA or JOBSTART (TPD1, TPD2, NC1, JS2, JTPA). In the case of New Chance, program participants were more likely than youths in the control group to be on welfare at the 42-month follow-up (NC1). Hence, programs cannot be described as uniformly successful at reducing welfare dependency.

Early childbearing is often related to socioeconomic disadvantages (Maynard, 1997; Moore et al., 1993), hence postponing pregnancy is part of healthy family formation. Three programs for older youths offer services designed to postpone pregnancy (NC, NHV, TPD). In addition, a program that did not state postponing pregnancy as a goal also measured pregnancy outcomes (JC). Results are mixed. When looked at in aggregate, participants in the Nurse Home Visitation Program were not less likely than youths in the control group to have a subsequent pregnancy at the 22-month and 46-month follow-ups (NHV4). However there were differences for poor, unmarried participants, who averaged .58 pregnancies to the control group's 1.02 over 46 months (NHV1). As with NHVP, participants in New Chance were more likely to have a subsequent pregnancy within a shorter time period than youths in the control group, and the program had no impact on number of births (NC1). With the exception of one site, the Teenage Parent Demonstration had no impact on pregnancy rates (TPD1, TPD2). In that site, program participants had fewer births and pregnancies than the control group (TPD2). Programs with employment as a goal did not affect pregnancy. Participants in Job Corps did not differ from their peers in control groups in terms of living with a partner (JC1), having a child (JC1), or living with a child (JC1, JC2).

One way of measuring the effectiveness of job training and assistance in job search and placement is through job quality. Some evidence indicates that employment programs helped youths secure higher-quality jobs—that is, jobs with higher pay and more fringe benefits. Job Corps youths had jobs with higher pay and slightly more fringe benefits, such as health insurance, paid sick and vacation leave, and retirement benefits, although they were not employed in significantly different occupations than youths in the control group (JC1, JC2).

No program examined the goal of promoting independent living, but an evaluation of one program included this measure of self-sufficiency. Participants in Job Corps were less likely than youths in the control group to be living with their parents 48 months after assignment to the program (JC2).

Use of child care and provision of financial support are also outcomes that are not targeted by any programs but which are measured in evaluations of two of them. The studies found that participation increased use of child care (JC2) but not financial support for children (JC1, JC2, TPD1).

Summary: Self-Sufficiency

Programs for older youths are successful at meeting some goals related to employment and welfare dependence. Additional research on a wider range of self-sufficiency outcomes (e.g., job retention) is needed. (See Part IV for a discussion of unanswered questions).

- In general, programs improved employability¹², both through employment and job training. Programs had moderate impacts on both employment and job training.
- Programs' ability to improve participants' earnings and reduce welfare dependence were mixed. Two out of six programs studied had a moderate positive impact on participants' earnings, and two out of six had small but significant positive impacts on welfare dependence.
- With the exception of one site in Teen Parent Demonstration, programs were not successful in postponing pregnancies.

¹² Employability refers to the possession of specific skills or credentials that make a candidate theoretically more desirable to potential employers. It does not refer to actual attainment of a job.

Table 3d. Impacts of Programs for Older Youths on Self-Sufficiency and Best Bets for Promising Programs

YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Employment	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> • Program participants work 40 percent more hours: African American males work more hours and have higher monthly earnings (1.5 times more), Hispanic males work more hours (2,320 hours vs. 1,456 hours per year), but white males are less likely to be employed (59 percent vs. 88 percent).^{YC} • Program participants are more likely to be employed in the second year following childbirth (7 vs. 6 least square means).^{NHV4} • Program participants are more likely to be employed at the 6-month follow-up period (20 percent vs. 15 percent).^{NC1} • Poor unmarried participants in the pregnancy/infancy group work longer at the 22-month follow-up (9 months vs. 4 months).^{NHV1} • Poor, unmarried participants in the pregnancy/infancy group and pregnancy group work longer at the 46-month follow-up (16 and 15 months vs. 7 months).^{NHV1} • Program participants are more likely to be employed in the fourth year (69 percent vs. 66 percent).^{JC2} • Program participants work more hours per week in the fourth year 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> • Program participants (high school dropouts) do not work significantly more at 3- and 4-year follow-ups.^{JS2} • Program participants are equally likely to be employed in all but the first 6 months following the program.^{NC1} • Program participants experience no differences in employment after the program ended.^{TPD2} 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> • Program participants are significantly less likely to work in the first year after assignment to the program.^{JS1, JS2} • Program participants do not work significantly more hours.^{JTPA} • Program participants are more likely to work in the second year of follow-up.^{JS2} • Program participants in school at the time of enrollment are more likely to be employed over the 3-year follow-up (4.41 percent vs. 4.03 percent).^{LEAP3} <p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> • Female program participants who receive classroom training work significantly longer hours (2,569 hours vs. 2,309 hours at the follow-up).^{JTPA} • Program participants who are not in school at the time of enrollment experience no differences in employment.^{LEAP3} 	

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	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
	<p>(27 hours vs. 26 hours).^{JC2}</p> <ul style="list-style-type: none"> Program participants who were in school at the time of enrollment in the program are more likely to have been employed within the past 3 months of the 3-year survey (33 percent vs. 28 percent). However there were no differences at other follow-ups.^{LEAP2} Program participants age 18 and older are more likely to be employed.^{TPD1} Program participants are more likely to be in school, job training, or employed at the two-year follow-up (79 percent vs. 66 percent); results are similar for participants under age 17, age 18, age 19, and older, as well as Hispanics, whites, and blacks.^{TPD1} Program participants stay longer in school, job training, or employed by the program's end (35 percent of months vs. 28 percent of months).^{TPD1} Program participants age 19 and older have higher math scores on the Test of Adult Basic Skills.^{TPD1} 			

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YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Earnings	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Program participants are more likely to have worked for pay during the 15 months after random assignment to the program (89 percent vs. 73 percent) (participation is intended to last 6 to 12 months); findings are similar for female African American participants (86 percent vs. 62 percent) and female Hispanic participants (91 percent vs. 53 percent).^{YC} Program participants' weekly earnings in the last quarter of the 30-month follow-up are higher (\$18 gain vs. \$13 gain), especially for younger female participants with children and participants who possessed a high school diploma or GED at enrollment;^{JC1} findings are similar 2 years after random assignment to the program (\$22 gain vs. \$16 gain).^{JC2} 	<p>In comparison to control group,</p> <ul style="list-style-type: none"> Program participants' earnings are not significantly higher 1 year after the end of the program.^{JTPA} Program participants' annual earnings are significantly lower 3 months after the end of the program and 15 months after the end of the program.^{JS1} Program participants experience no change in overall earnings at the 3-year follow-up.^{LEAP3} Program participants experience no significant impacts 2 years after the end of the program.^{JTPA} 	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> White male participants have significantly lower monthly earnings (\$875 vs. \$1,238).^{YC} Hispanic female participants are more likely to work for pay (91 percent vs. 53 percent).^{YC} Male participants with arrest record also have higher earnings.^{JS2} Male participants who dropped out of school because of educational difficulties had higher earnings.^{JS2} Program participants had higher average monthly earnings (at one site only).^{TPD1} Program participants age 18 and older and Hispanic participants have higher earnings.^{TPD1} 	
Welfare receipt	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants receive, on average, \$300 less in public benefits.^{JC1} Program participants receive, on average, \$460 less in public benefits over 4 years of program.^{JC2} Program participants are less likely to be receiving Aid to Families with Dependent Children (AFDC) at the 3-year follow-up (84 percent vs. 88 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants do not reduce their need for welfare assistance.^{TPD1, TPD2} Participants who are Hispanic, black, or age 18 and older are on AFDC longer and receive food stamps for a longer period of time; participants who are Hispanic, black, or age 17 and older receive less in AFDC benefits.^{TPD1} 		<p>Program participants who earned a GED are less financially dependent than peers without a GED.^{NC2}</p> <p>Most program participants are still on welfare or waiting to get on welfare at the 30-month follow-up.^{NC2}</p>

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 AC AmeriCorps NC New Chance SBCU Skill-Based Intervention on Condom Use
 JC Job Corps NHV Nurse Home Visitation Program TPD Teenage Parent Demonstration
 JS JOBSTART LEAP Ohio Learning, Earning, and Parenting Program YC Youth Corps

	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
	<p>percent).^{LEAP2}</p> <ul style="list-style-type: none"> Program participants are on AFDC fewer months in years 3 and 4 (15 months vs. 16 months).^{LEAP3} Program participants receive less in AFDC benefits (\$5,185 vs. \$5,459).^{LEAP3} 	<ul style="list-style-type: none"> Program participants are more likely to have ever received welfare at the 42-month follow-up (99 percent vs. 98 percent).^{NC1} Program participants do not differ significantly in number of months on welfare.^{NC1} Program participants' receipt of AFDC and food stamps is not significantly different at the 30-month follow-up.^{JTPA} 		
Quality of employment	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants are significantly more likely to have a higher-paying job (25 cents higher per hour) with slightly more fringe benefits: namely, paid sick leave (42 percent vs. 39 percent), child care assistance (15 percent vs. 13 percent), retirement or pension benefits available (41 percent vs. 38 percent), dental plan available (42 percent vs. 39 percent), tuition reimbursement or training course available (23 percent vs. 22 percent).^{JC1} Program participants are more likely to have higher pay (\$7.55 per hour vs. \$7.33 per hour) and health benefits at 30 months after random assignment (57 percent vs. 54 percent).^{JC2} 		<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Male Hispanic participants receive more promotions at their current job (33 percent vs. 19 percent).^{YC} Female African American participants are more likely to receive an award at their current job (35 percent vs. 9 percent).^{YC} Female Hispanic participants are less likely to receive a raise in their current job (0 percent vs. 40 percent).^{YC} 	
Family formation	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Poor, unmarried program participants are less likely to have a subsequent pregnancy at the 22-month follow-up (.17 vs. .51 pregnancies).^{NHV1} 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants are not significantly more likely to be living with a partner,^{JC1} having a child,^{JC1} pregnant,^{TPD1 TPD2} or living with a child.^{JC1, JC2} <p>In comparison to counterparts in</p>	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Female African American participants are less likely to be unmarried and pregnant at follow-up (6 percent vs. 21 percent).^{YC} 	

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	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
YOUTH OUTCOMES	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Vocational training	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Program participants are more likely to earn a vocational certificate (28 percent vs. 8 percent)^{JC1} and (37 percent vs. 15 percent).^{JC2} Program participants spend more hours, on average, in vocational training (4.5 hours per week vs. 1 hour per week)^{JC1} and (3.1 hours per week vs. 0.9 hour per week).^{JC2} Program participants receive more employment and training services (66 percent vs. 44 percent).^{JTPA} Program participants are more likely to be in school, job training, or employed at 2-year follow-up (79 percent vs. 66 percent).^{TPD1} Program participants stay longer in school, job training, or employment (35 percent of the year vs. 28 percent of the year).^{TPD1} 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants are equally likely to earn a trade license or certificate (approximately 25 percent).^{NC1} Program participants are less likely to earn a technical certificate or diploma (8 percent vs. 13 percent).^{YC} 		
Living arrangements	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants are less likely to live with their parents 48 months after assignment to the program (35 percent vs. 32 percent).^{JC2} 			

* Program symbols: ASTP Alcohol Skills Training Program JTPA Job Training Partnership Act SADP School Attendance Demonstration Project
 AC AmeriCorps NC New Chance SBCU Skill-Based Intervention on Condom Use
 JC Job Corps NHV Nurse Home Visitation Program TPD Teenage Parent Demonstration
 JS JOBSTART LEAP Ohio Learning, Earning, and Parenting Program YC Youth Corps

Overall Summary of Impacts of Programs for Older Youths

- Programs are more successful at meeting their targeted program goals than at changing other outcomes. However, it should be noted that few programs target or were evaluated for services across all four areas of youth development. For example, eight programs targeted employment outcomes, three programs targeted educational outcomes, four programs targeted pregnancy prevention, responsible sexual behavior, parenting skill or any combination of these, two programs targeted civic engagement and only one program targeted substance abuse.
- Programs improve educational attainment and schooling among participants, but most did not measure cognitive skills. Some evidence suggests that a focus on employment is effective for improving educational outcomes. While several programs successfully improved GED and high school diploma attainment, only New Chance measured cognitive skills and found no differences between program participants and the control group.
- Programs do not target, nor do evaluations measure, many outcomes in the area of health and safety, so it is unclear whether programs improve these outcomes. For example, programs target and measure alcohol and drug use but no programs measure or target injury prevention, physical health, or good health habits.
- Although very few outcomes in the area of social and emotional well-being are targeted, evidence suggests that programs can improve them. A more varied set of outcomes needs to be examined, however. Improving social and emotional well-being is important since they indirectly affect outcomes in the other areas of youth development. For example, programs target antisocial behaviors but not positive relationships with other adults or motivation to succeed.
- Programs increase employment and decrease dependency on welfare. However, a broader scope of self-sufficiency outcomes needs to be examined in greater depth. For example, programs do not measure job performance, personal finance management, or disconnectedness.

PART III. CHARACTERISTICS ASSOCIATED WITH EFFECTIVE AND INEFFECTIVE PROGRAMS FOR OLDER YOUTHS

This section summarizes available evidence on effective and ineffective programs for older youths, based on a review of programs (see also Tables 3a – 3d). Results are presented here by subgroup of the population studied and major foci of the programs. Analysis of subgroups is important because in some cases, programs do not affect all participants equally or at all (McGroder, Zaslow, Moore, & LeMenestrel, 2000). Such analyses typically examine differences between participants and control groups within a subgroup, rather than comparing one subgroup to another. Furthermore, subgroup analyses are generally not experimental; consequently, causality can be inferred from the results but not definitively established. Despite the importance of subgroup analyses, only 9 of the 12 programs conducted them (AC, JC, JS, JTPA, NC, NHV, LEAP, SADP, YC). Findings are also presented by major program focus to determine what types of programs are effective at changing outcomes. When multiple studies examine a particular subgroup, the overall patterns of evidence are reported. In order to do this, predominant findings are classified as positive or negative. If there was not a consistent pattern, then the results are noted as mixed.

Characteristics of Participants

Ethnicity

Overall, the programs studied tend to have positive findings for African American and Hispanic participants, but results for white participants are mixed. Results are usually concentrated in specific domains.

Results for African Americans are generally positive. When outcomes for African-Americans are broken down by gender, programs seem to affect mostly male participants, although some positive findings can be seen with female participants. For example, female participants were moderately more likely to have received an award at their current job (YC) and to have worked for pay during the follow-up period than youths in the control group (YC). Male participants were slightly more likely to have obtained a degree and moderately more likely to have high educational aspirations (YC). They were also moderately more likely to vote, or have higher earnings (YC). They were slightly more likely to be involved in the community, and score higher on measures of personal and social responsibility (YC). Programs are not effective on family formation outcomes: female African American participants were moderately more likely to be married and pregnant at follow-up (YC), and female African American youths had slightly higher birth rates (TPD1). Overall, African American participants were moderately more likely to have earned a GED (JS2, NC1) than African American youths in the control group. In one study there was no difference in earnings (LEAP3). Participants were also moderately more likely to have received education or training during the follow-up period (JS2, TPD1). One set of data need further inquire - participants were on welfare moderately longer and received food stamps for a longer period of time, but they received moderately less in welfare benefits than control group members (TPD1). In addition, they were slightly less likely to be depressed, as

measured by the CES-D (NC1), and more likely to experience a substantial gain in life skills (AC). Children of African American participants were slightly less likely to have behavior problems, as measured by the Behavior Problem Index (NC1).

Positive findings on Hispanic participants can be seen in self-sufficiency and education outcomes. Hispanic participants were moderately more likely than Hispanic control group members to have earned a GED (NC1) and to be employed (TPD1). Participants also had moderately higher earnings (TPD1), although in one study they were less likely to be employed and had lower earnings (JC2). Hispanic participants reported an increase in life skills (AC). Moreover, they were moderately more likely to have received education or training (JS2, TPD1). For male participants, a program moderately increased the number of hours worked and the number of promotions at their current job (YC). For female participants, a program moderately increased the likelihood of their working for pay and having high educational aspirations (YC). Here too, participants received welfare and food stamps slightly longer than their counterparts in the control group, but they received less in welfare benefits (TPD1). Children of Hispanic participants scored slightly lower on developmental outcomes, as measured by the Bracken Basic Concept Scale (NC1), but they were moderately more likely to have contact with their fathers than children of Hispanic control group members (TPD1).

Findings on white participants are mixed, with programs more often being effective for female participants but not for male participants. Overall, white participants were moderately more likely to have earned a GED than their counterparts in the control group (JS2), and they received moderately more education and training (JS2, TPD1). In addition, white participants were moderately more likely than control group members to be employed (TPD1), although one study showed no difference in employment or earnings between white male participants and control group members (YC). White female participants had moderately higher educational aspirations, consumed less alcohol, and were more likely to have earned an associate's degree than white female control group members (YC).

Socioeconomic Status

Findings were measured and contrasted by participants' socioeconomic status in only one program: the Nurse Home Visitation Program. Gains can be seen for poor, unmarried participants in the developmental areas of health and safety, social and emotional well-being, and self-sufficiency, but not in educational achievement and cognitive attainment. In the area of health and safety, poor, unmarried participants had slightly fewer subsequent pregnancies (NHV4), and moderately reduced smoking and alcohol use (NHV2). In terms of social and emotional well-being, children of poor, unmarried participants reported moderately fewer convictions and violations of probation (NHV2). And in the area of self-sufficiency, poor, unmarried participants reported working moderately longer than poor, unmarried control group members at the 22-month and 46-month follow-ups (NHV1).

Gender

Positive findings on male and female participants are similar for employment and earnings but not other outcomes. Programs moderately decreased male participants' arrest rates (JTPA) and increased their long-term earnings (JS2). Compared to male control group members, male participants received moderately less in welfare payments (JC2). In addition, they engaged in more positive activity (work or further education and training) during the follow-up period (JS2). Male participants were moderately more likely to have earned a GED (JS2) and to have received more education and training than their counterparts in the control group (JS2), although another study showed no difference between the two groups in regard to classroom training (JTPA). For female participants, programs decreased smoking (NHV4). Moreover, female participants were moderately more likely to have earned a GED (JS2), to be employed, and to have higher earnings than women in the control group (JC2). Female participants received moderately more education and training than those in the control group (JS2). In addition, they were more likely to use child care (JC2).

Risk Status and Age

Programs are particularly effective for youths age 16 and 17, although several positive outcomes can be seen in 18- and 19-year-olds. Among 16- and 17-year-olds, program participants were moderately more likely to have earned a GED (JS2, JC1), to have spent more hours in academic classes (JC2), to have developed better parenting skills (NC1), to have higher earnings (LEAP3, JC2, JC1), to have received less in AFDC (LEAP3), to have lower rates of incarceration (JC1), and to have higher rates of education or training (JS2, TPD1) than youths of the same age in the control group. In addition, female 17- and 18-year-old participants with children were moderately more likely to have established paternity of their children than their counterparts in the control group (TPD1). Among 18- and 19-year-olds, participants were moderately more likely than control group members to have earned a GED (JS2, NC1), to have higher earnings (TPD1), to be employed (TPD1), and to have more education and training (JS2, TPD1). Participants age 19 had higher math scores, as measured by the Test of Adult Basic Skills, than their counterparts in the control group (TPD1). Children of 18- and 19-year-old participants were slightly less likely to exhibit problem behaviors (NC1) than their counterparts in the control group. In another program, participants who were 18- and 19-years old at the time of application were less likely to be employed than control group members at the 48-month follow-up (JC2).

Findings were generally positive for 20- to 22-year-olds (JC, JS, NC). Participants age 20 to 21 were moderately more likely than control group members of the same age to have earned a GED (JC2, JC1), as were participants age 20 to 22 (NC1). Participants age 20 to 22 were also moderately more likely to have received education and training. However, 20- to 22-year-old participants were moderately more likely to report having trouble with their living arrangements. Children of participants age 20 to 22 were slightly less likely to exhibit problem behaviors than their counterparts in the control group (NC1). No outcomes were measured for 23- and 24-year-olds.

Program Classifications

Infrastructure

Both of the programs that provide intensive referral services moderately increased participants' access to support services. JOBSTART tailors support services to individual needs, and the Nurse Home Visitation Program has visiting nurses help participants connect with support services. Participants in JOBSTART made use of more services than youths in the control group, and participants in the Nurse Home Visitation program reported greater assistance in gaining access to transportation, clothing, baby clothing and diapers, baby furniture and toys, and health care services (JS2, NHV3).

Employment Programs

Three of the seven programs that included a focus on employment moderately increased participation in job training either during or after the program. Job Corps participants were more likely to have received a vocational certificate and to have spent more hours in job training than youths in the control group (JC1, JC2). Impacts were similar for participants in JTPA. Participants in the Teenage Parent Demonstration were more likely than youths in the control group to be in school, in job training, or employed at the two-year follow-up. They also participated longer in job training and were employed longer (TPD1). Job training did not appear to have an effect on certification. Participants in New Chance were no more likely than those in the control group to have received a trade license or certificate (NC1). And participants in Youth Corps actually were less likely to have earned a technical certificate or diploma (YC).

No one type of job training (in-class, on-the-job, or other) stood out as the most effective. Participants in JTPA were assigned to different types of training on the basis of their perceived ability. That is, youths who were considered the most job-ready were likely to be assigned to on-the-job training, while those who were judged less job-ready were likely to be assigned to in-class training or other training. In other words, assignment to a program strategy was not random, and findings may be due in part to characteristics of the participants. None of the programs significantly increased younger male participants' total hours of employment or post-program training, meaning that any hours of employment lost while in the program were not made up through increased employment later; only for younger female participants, classroom training increased total hours of employment and training (JTPA).

Civic Involvement/Volunteerism Programs

The two programs with a civic involvement/volunteerism focus had moderate and significant impacts on participants, although in different areas. Experimental evidence shows that programs with a focus on community service have a positive impact on employment outcomes. Participants in Youth Corps worked 40 percent more hours than youths in the control group over the 15-month follow-up period. They were also more likely to have worked for pay during the follow-up period.

Nonexperimental evidence indicates that programs with a community service component may have the potential to influence educational and life skill outcomes. For instance, 40 percent of participants in AmeriCorps were enrolled in educational activities outside of the program while participating in the program (AC).

Educational Enhancement Programs

Educational enhancement is a component of eight programs (AC, JC, JS, JTPA, NC, LEAP, SADP, TPD), but findings as to whether the programs influence outcomes for participants are mixed. Here are some key findings.

In general, experimental evaluations show mixed results regarding programs' ability to increase educational attainment of participants. For example, participants in LEAP were slightly more likely to have earned a GED than youths in the control group (LEAP1). However, participants in New Chance showed no significant differences on educational achievement, as measured by the Test of Adult Basic Skills (NC1). The School Attendance Demonstration Project was effective at getting out-of-school welfare recipients who responded to the initial program invitation back to school in the program's second year. It must be noted, however, that this program did not reach many of its intended participants—to some degree because participants were self-selected. In other words, the youths who chose to attend the orientation may have had more motivation to return to school.

The ability of programs with an educational enhancement component to increase employment outcomes also varies. Participants in LEAP were moderately more likely than youths in the control group to have been employed within the past three months of the three-year follow-up (LEAP2). Participants who were in school at the time of enrollment in the program were also more likely to have been employed during the whole follow-up period (LEAP3). However, except for the first six months, participants in New Chance were no more likely than youths in the control group to be employed following the program (NC1).

Experimental and nonexperimental studies came to different conclusions regarding programs' success at moving participants off welfare. While participants in LEAP were less likely to be receiving welfare at the three-year follow-up (LEAP2), a nonexperimental analysis of participants in New Chance showed that most were on welfare or waiting to go on welfare at the 30-month follow-up (NC2).

Pregnancy Prevention/Parenting Programs

Four programs focus on pregnancy prevention, responsible sexual behavior, and/or parenting (NC, NHV, SBCU, TPD). Reviews of their success are mixed. For example, there was no difference in contraception use between participants in New Chance and control youths at the 42-month follow-up (NC1). However, participants in the Skill-Based Intervention on Condom Use reported being more comfortable talking with partners about condoms, having more positive attitudes toward condom use, and believing that condom use would prevent pregnancy and protect against sexually

transmitted diseases (SBCU). In addition, with the exception of one site in Teen Parent Demonstration, programs were not successful in postponing pregnancies.

Evidence is also mixed as to whether pregnancy prevention/parenting programs influence educational and employment outcomes. For example, participants in New Chance were moderately more likely than youths in the control group to have earned a GED or college credits (NC1). However, participants showed no differences in educational achievement, as measured by the Test of Adult Basic Skills (NC1). Participants in the Nurse Home Visitation Program enrolled in education programs in greater numbers than youths in the control group at the six-month interview; however, these differences had faded by the 22-month interview (NHV1). Regarding employment outcomes, participants in New Chance were moderately more likely than those in the control group to be employed during the six months after program end (NC1), but no differences could be seen later (NC1).

Finally, the ability of pregnancy prevention/parenting programs to enhance mental health varies. Participants in New Chance were, for reasons that are unclear, at slightly greater risk of depression as measured by the CES-D (NC1), while participants in the Nurse Home Visitation Program reported a significant decline in overall psychological distress between the initial and the follow-up interviews (NHV3).

Substance Abuse Programs

Only the Alcohol Skills Training Program is classified as a substance abuse program. Nonexperimental evaluation of the program indicates that older youth participants have the potential to decrease alcohol use. Participants reported moderate reductions in the number of drinks they consumed per week and per month between the initial interview and the end of the program (ASTP1). Participants also reported a moderate reduction in peak blood alcohol level during that period (ASTP1).¹³

¹³ Participants were taught how to estimate their own blood alcohol level (BAL) over a one-week period and how to report their peak BAL.

Summary of Characteristics Associated with Positive Outcomes

Characteristics of Participants

- Programs outcomes were positive for African American and Hispanic participants, but results were mixed for white participants.
- In general, younger participants benefited more from these programs than older participants.

Program Classifications

- Programs that provided specific referrals to support services were effective at helping participants gain access to those services.
- Programs with a focus on employment led to increased participation in job training however, not to increased employment.
- No one type of job training stood out as most effective.
- Civic involvement/volunteerism programs were successful at improving life skills and employment outcomes.
- Educational enhancement programs have mixed success at improving academic attainment outcomes.
- Pregnancy prevention/parenting programs have mixed success at improving educational and employment outcomes, enhancing mental health, and increasing contraceptive use.
- The only program classified as a substance abuse program is the Alcohol Skills Training Program. Evaluation of this program indicates that substance abuse programs have the potential to decrease alcohol use.

PART IV. UNANSWERED QUESTIONS

Unfortunately, very few programs for educationally disadvantaged older youths have been evaluated rigorously. As a result, many questions about the effects of such programs remain unanswered. Moreover, it is disappointing to discover that the evaluations that do exist provide little practical information for practitioners. To provide sound, practical suggestions for practitioners, far more experimental studies of existing programs must be carried out and evidence about successful program implementation strategies needs to be developed. A comprehensive search for programs that serve the out-of-school population revealed several potentially promising programs and initiatives that have not been evaluated (see Table 4). As shown by the examples in Table 4, the need for assistance in particular areas of risk has been recognized, and several programs have been developed to deal with those risks, yet rigorous evaluations have not been completed so it remains to be seen whether any of the programs has been successful.

Table 4. Potentially Promising Programs or Initiatives That Have Not Been Rigorously Evaluated

Name	Description	Reason for Exclusion from Synthesis
Boston City Report	Citywide effort to provide overall direction for, and collaboration among, programs serving youths	Current report designed to help structure and monitor programs; no experimental evaluation carried out
Family and Youth Services Bureau Programs: Basic Center, Transitional Living, Street Outreach	Three types of programs that provide core services, provide temporary shelter and counseling services to runaway and homeless youths, and establish relationships between local service providers and street youths, respectively	No evaluation available
National Guard Youth Challenge	A federal government program to place dropouts into jobs, military service, postsecondary education programs, or any combination of the three	Current report is an implementation report only; no experimental outcomes evaluation carried out
New Light Leadership Coalition	A nonprofit organization governed by young people that advocates leadership development and training for minority youths age 16 to 25	No evaluation available
Project Community Restitution and Apprenticeship-Focused Training (CRAFT)	Integrates career training with support services and participation in mandatory, industry-sponsored activities (serves youths age 16 –21, including juvenile offenders)	Current report is not an experimental evaluation

Name	Description	Reason for Exclusion from Synthesis
Project Redirection	Program to improve educational, job-related, parenting, and life-management skills of young pregnant or parenting women, the majority of whom are on welfare	Quasi-experimental evaluation performed in the 1980s – no follow-up research
Stepping Stones	A transitional living program for homeless young parents	No evaluation available
Title IV-E Independent Living Programs	Federally funded program designed to assist youths leaving foster care through a comprehensive service system	Current report summarizes nationwide program data; no experimental evaluation carried out
YouthBuild	Puts unemployed youths age 16-24 to work building housing for homeless and low-income families in the youths' communities; youths attend classes to attain a GED or high school diploma; program aims to prepare youths for college and leadership in the community	Current report provides an evaluation to guide program refinements; no experimental outcome evaluation carried out

The programs reviewed in this synthesis have, for the most part, been found to have some impacts on some of the outcomes they were designed to affect, but impacts are small to moderate in magnitude and inconsistent. That is, significant impacts are not always found, or they are found only for some subgroups or only at an early point in time. Given the diverse needs of educationally disadvantaged older youths, are these programs enough? Few offer comprehensive services to meet the complex needs of this population. Recent research on youth development has emphasized the need to address the whole person, not just one or two problems areas or behaviors (Child Trends, 2003). The research reviewed here suggests that a more complete and balanced approach by program practitioners can lead to a greater and broader impact on the well-being of these young people.

Although few of the programs that serve educationally disadvantaged older youths are comprehensive, some of them are effective enough to serve as examples of good practices for practitioners and policymakers considering the development and funding of programs. One program that does offer comprehensive services—and that has been rigorously evaluated—is Job Corps. The research findings suggest that Job Corps may be one of the better approaches to helping out-of-school older youths. This very intensive, residential program was designed with the broad objective of helping disadvantaged youths become “more responsible, employable, and productive citizens.” The program addresses the whole individual through a combination of important components—academic education, vocational training, health care and health education, counseling, and job placement assistance.

Similarly, the Nurse Home Visitation Program offers fairly comprehensive services and has been rigorously evaluated. While the program has a strong subsequent pregnancy

prevention and contraceptive component, the program takes into account the “whole individual” by offering assistance in several other areas that affect the lives of its participants. Nurses who visit the participants in their homes provide services related to parenting, health care, educational achievement, workforce participation, family planning, as well as resource referral to community resources in these areas. Evaluation results suggest that this approach was extremely effective. It should also be noted that rigorous evaluation of this program took place prior to advances in contraceptive technology, specifically long-term birth control medications (i.e., Depo-Provera and Norplant). With these new contraceptive methods even greater success can be expected from the program. This change over time highlights the fact that good programs can be replicated with fidelity but as new things happen a good practice may develop into an even better practice.

Another comprehensive program - the Title IV-E Independent Living Programs listed in Table 4 - may provide a good example. Although this national group of programs has not been evaluated experimentally, the currently available report provides a foundation for discussing promising local programs and highlights the need for rigorous evaluation.

Independent living programs vary from state to state but all offer a comprehensive set of services to youths leaving the foster care system. Programs designed to serve the whole person may include needs assessment, educational and vocational services, career planning and employment services, housing services, money management services, health care services, mental health and well-being support services, and youth involvement activities such as conferences and councils. Overall, non-experimental program data suggest that young people completing the program still have trouble establishing self-sufficiency, but aggregate data (without a comparison group) show 23 percent of participants receiving high school diplomas, 8 percent in high school, 3 percent enrolled in college, and 43 percent employed. The data suggest that the Independent Living Program has the potential to influence some outcomes positively for youths leaving foster care. Moreover, the results generate several questions: Given their potential for success, can the services provided and strategies used in the program be applied to the general population of out-of-school youths? What more is to be learned from this type of program? What similarities are there between young people in foster care and disadvantaged youths in general?

Clearly, more high-quality experimental studies of programs that serve out-of-school older youths are needed. In particular, studies with broad outcome measures and experimental designs are necessary to provide practical advice to practitioners.

In addition to evaluating programs for their effectiveness, research should also answer the following specific questions:

- Would a comprehensive program that targets multiple aspects of development be more effective at moving older youths toward self-sufficiency than programs that target a specific outcome, such as job training or pregnancy prevention?

- The majority of programs that exist today focus on employment. Can programs designed to influence other outcome areas, such as mental health, drug use, and violence, be effective in enhancing employment as well as these other outcomes?
- What components work? Is some set of activities more effective than others? Are specific components more effective than a broad approach?
- What program approaches are most effective?
- Are current outreach efforts sufficient? Are specialized outreach efforts required for this group?
- What role can community colleges play in reaching out-of-school youths?
- Given the large number of Hispanic youths who are not in school, are enough programs developed with cultural differences in mind? To date, have language barriers been addressed sufficiently?
- If raising college attendance is not enough (American Youth Policy Forum, 1998), what programs need to be established to increase college completion?
- Does the effectiveness of out-of-school youth programs vary with the initial degree and types of risk the youths have?
- The effectiveness of programs for out-of-school youths seems to vary by ethnicity, gender, and age group. Do specific components work better for certain subgroups than for others?
- Is a minimum frequency and duration of participation needed before programs become effective?
- How much do high-quality programs for out-of-school youths cost per participant? How does that cost compare with the costs of other programs? What is their cost effectiveness?
- How much training and ongoing support for volunteers and program staff is needed to achieve good outcomes? Is it the same for all program types?
- What are the best ways to identify and recruit volunteers and program staff? What staffing and resources are needed for these efforts? Aside from the obvious (e.g., maturity, respect and affection for youth, program-specific skills), what characteristics are desirable in program staff?
- Can programs targeted toward adults (such as welfare services) be modified to address the special needs of out-of-school youths?

- How can programs improve participation and retention of participants?
- How effective are programs at job retention, not just job placement?
- What types of funding are required if programs are to offer comprehensive programs?
- While the studies summarized here measure many different outcomes, there are still many more that have not been addressed. Can a broader picture of outcomes be developed? For instance, studies may show that fewer participants are receiving public assistance, but it is unknown whether they are living comfortably.
- Is there an agreed upon definition of employability? Can programs increase employability but not necessarily increase employment rates? How do short-term or intermediate employment outcomes (e.g., learning how to write a resume) affect actual employment rates?
- Job retention efforts are largely missing from current programs and evaluations. Are youth obtaining and maintaining the same jobs? What job retention services can be offered by programs? Do job retention services make a difference in long-term outcomes for the youth?

In sum, the programs reviewed in this synthesis provide an initial look at effective means of enhancing outcomes for educationally disadvantaged older youths. At the same time, they highlight the need for more comprehensive programs. Finally, they show that many questions remain to be answered in regard to the implementation, infrastructure, effectiveness, and subgroups served by programs for older youths.

Appendix A: Program And Study Descriptions¹⁴

ALCOHOL SKILLS TRAINING PROGRAM 64
 AMERICORPS 69
 JOB CORPS 73
 JOBSTART 79
 JOB TRAINING PARTNERSHIP ACT..... 83
 NEW CHANCE..... 87
 NURSE HOME VISITATION PROGRAM..... 93
 OHIO LEARNING, EARNING, AND PARENTING PROGRAM (LEAP) 101
 SCHOOL ATTENDANCE DEMONSTRATION PROJECT 107
 SKILL-BASED INTERVENTION ON CONDOM USE..... 111
 TEENAGE PARENT DEMONSTRATION 115
 YOUTH CORPS..... 119

¹⁴ Key findings are reported in Appendix A. For a full list of findings, please see cited reports.

Program: ALCOHOL SKILLS TRAINING PROGRAM**Population Served:**

Size: The program has been implemented in several sites around the nation. At this time, the total number served is not available.

Age: College students are targeted; however, the program can be used in social service settings or community-based organizations. The program has only been evaluated with college students.

Other Characteristics: The program is designed for youths considered to be at high risk of alcohol-related problems, but it can be used for any youths.

Studies: 2 experimental

Program Components:

Component	Provided by	Duration	Description
Lectures	Skilled alcohol educators, clinical psychologists, or advanced graduate students in clinical psychology	Throughout the program	The program is implemented in eight sessions. Session 1: Basic information about alcohol Session 2: Drinking moderation skills Session 3: Relaxation training Session 4: Exercise Session 5: Antecedents of heavy drinking Session 6: Assertiveness training Session 7: Role playing in a simulated tavern Session 8: Relapse prevention
Group Discussion	Same as above	Throughout the program	Group discussion is used to facilitate the teaching of skills.
Role Play	Same as above	Throughout the program	Role playing, such as interaction in a simulated tavern, and assertiveness exercises allow participants to practice skills and prompt discussions.

Program Objectives/Goals:

The program is presented in eight 90-minute sessions but can be adjusted.

The program focuses on skill and knowledge development.

The program has several goals:

- Provide information about the physiology of alcohol addiction
- Instruct students on how to perform a self estimate of their blood alcohol level
- Teach students relaxation strategies without using alcohol
- Teach alcohol resistance skills and limit setting
- Assist students in identifying and avoiding situations in which alcohol use is likely

Costs:

- User's guide: \$15.00
- Program package: \$175.00

Program: ALCOHOL SKILLS TRAINING PROGRAM

Study 1:

Kivlahan, D.R., Marlatt, G.A., Fromme, K., Coppel, D.B., and Williams, E. (1990). Secondary prevention with college drinkers: Evaluation of an alcohol skills training program. *Journal of Consulting and Clinical Psychology*, 58(6), 805-810.

Study Objectives and Measurements:Objective:

To evaluate the effectiveness of the Alcohol Skills Training Program as a secondary prevention program for college students. Specifically, the objective is to determine whether the program reduces alcohol consumption and moderates the pattern of consumption.

Measurement instrument:

A personal and family history questionnaire covering demographic data, drug use information, lifestyle behaviors, and alcohol use by family and friends; daily record of alcohol consumption completed by participants; Calahan's Drinking Habits Questionnaire (DHQ); Daily Drinking Questionnaire (DDQ); an alcohol knowledge test; course evaluation questionnaire. Follow-up was conducted periodically for 12 months after the program.

Evaluation:

Type: Experimental

Statistical techniques: MANOVA, ANCOVA, post-hoc (Scheffe) tests

Significance level: $p \leq .10$

Population evaluated: 43 college students recruited from the University of Washington (25 male, 18 female). The average age of participants was 23.1 years. The majority of the population was white (90.7 percent). Fifteen students were randomly assigned to an experimental group (ST); 13 students were randomly assigned to a control group that received an alcohol information class (AI), and 15 students were randomly assigned to a control group without any intervention (AO). The experimental group received the complete Alcohol Skills Training Program intervention. The AI group received a program used in Washington for first-time DWI offenders.

Key Findings:Self-monitored drinking:

The intervention reduced the number of drinks students consumed per week. Students in the experimental group experienced a 38.5 percent reduction, while the alcohol information group experienced a 21.6 percent reduction and the students in the control group experienced a 16 percent reduction.

The intervention also reduced the peak blood alcohol level (BAL) reported by participants. Participants were taught how to estimate their own BAL over a one-week period and how to report their peak BAL. Students in the experimental group reported a 47.3 percent reduction in peak BAL from baseline to post-treatment measurement, the alcohol information group reported a 21.5 percent reduction, and students in the control group reported a 1.7 percent reduction.

Many students reported heavy drinking during the follow-up: 40 percent of experimental students, 58.3 percent of the alcohol information group, and 63.6 percent of students in the control group.

Retrospective self-report of drinking:

At the 12-month follow-up, all participants reported fewer drinks per week, as measured by the DDQ: the experimental group reported an average of 7.6 drinks per week, the alcohol information group reported 16.8 drinks per week, and the control group reported 15.4 drinks per week.

Program: ALCOHOL SKILLS TRAINING PROGRAM

Similarly, participants reported fewer drinks per month, as measured by the DHQ: students in the experimental group reported an average of 32.6 drinks per month, the alcohol information group reported 45.2 drinks per month, and the control group reported 68.7 drinks per month.

Other Information:

None

Study 2:

Baer, J.S., Marlatt, A., Kivlahan, D.R., Fromme, K., Larimer, M.E., and Williams, E. (1992). An experimental test of three methods of alcohol risk reduction with young adults. *Journal of Consulting and Clinical Psychology*, 60(6), 974-979.

Study objectives and measurements:Objective:

This study sought to replicate the effects of the Alcohol Skills Training Program and examine its impacts as a secondary intervention. The study also examined the effects of variations in program administration (i.e., using a classroom format and a self-help format).

Measurement instrument:

Brief Drinker Profile (BDP), Calahan's Drinking Habits Questionnaire (DHQ), Symptoms Distress Checklist, self-monitoring of drinking, program evaluation questionnaire. Follow-up was conducted periodically for 24 months after the intervention.

Evaluation:

Type: Experimental, although the study did not have a control group

Statistical techniques: MANOVA, regression analysis

Significance level: $p \leq .10$

Population evaluated: 134 student volunteers (70 female, 64 male) were randomly assigned, by sex, to one of three groups. The average age of the sample was 21.2 years. Approximately 45 students were in each group. One group received the Alcohol Skills Training Program (ASTP), another group received an individualized feedback and advice intervention, and a third group was given a self-help correspondence intervention.

Key Findings:Reactions to program:

The ASTP group reported higher satisfaction ratings than individualized feedback group (mean scores of 5.16 and 3.86, respectively, on a 7-point scale).

The ASTP group also reported being more likely to recommend the program to others than the individualized feedback group (6.00 and 4.68, respectively, on a 7-point scale).

Alcohol consumption:

The ASTP and individualized feedback groups reduced drinking behavior. Overall, drinks consumed per week fell from 13.2 before the intervention to 8.7 at the end of the intervention. Similarly, peak BAL per week declined from .15 percent to .10 percent. The number of drinks consumed per month also declined, from 49.9 to 41.1.

There were no significant differences between the ASTP group and the individualized feedback group on measures of alcohol consumption.

Program: ALCOHOL SKILLS TRAINING PROGRAM

Other Information:

While most participants completed the program, complete follow-up data were not gathered for a large number of participants. In the individualized feedback group, 28 out of 29 students completed the program; in the ASTP group, 18 out of 25 completed the program; and in the self-help group, 11 out of 30 completed the program. Complete 2-year follow-up data were gathered for 75 of the original 134 participants. Too few participants in the self-help group completed the intervention for analyses to be done.

Program: AMERICORPS**Population Served:**

Size: Over 20,000 members (participants) in first 2 years for 110 grantee organizations in more than 300 AmeriCorps programs nationwide

Age: 17 and older

Other Characteristics: Out-of-school

Studies: 1 quasi-experimental

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Education voucher	AmeriCorps	One time	After 1 year of full-time service, members receive voucher (\$4,725) to be used for future college or vocational education or for college loans.
Full- or part-time work in community service	Community organization sponsored by AmeriCorps	1 year	Examples of work done by members: ¹⁵ <ul style="list-style-type: none"> • tutor teens and teach elementary school students • assist crime victims or start neighborhood crime watches • turn vacant lots into neighborhood parks • provide assistance and companionship to homebound elderly or individuals with disabilities • lead community health awareness campaigns • restore coastlines • respond to natural disasters with emergency relief for victims
Health insurance, student loan deferment	AmeriCorps	While in program	

Program Objectives/Goals:Members:

To expand educational opportunities and attainment, increase members' ability to engage in civic affairs, foster an increased commitment to community service, and broaden and strengthen life skills.

Overall:

To strengthen America's communities through community service. The program supports locally originated programs that meet four standards:

1. "Getting things done" to help communities meet their educational, public safety, human, and environmental needs

¹⁵ Examples taken from website <http://www.americorps.org/joining/direct/index.html>

Program: AMERICORPS

2. "Strengthening communities" by bringing people together from all backgrounds to solve problems at the local level
3. "Encouraging responsibility" through service and civic education
4. "Expanding opportunity" by making post-secondary education more affordable to AmeriCorps members

Costs:

- The average cost of an AmeriCorps member in the programs studied was \$27,486.
- The minimum AmeriCorp stipend is \$7,500.

Study:

Aguirre International. (n.d.). *Making a difference: Impact of AmeriCorps*State/National Direct on members and communities 1994-95 and 1995-96.* San Mateo, CA: Author.

Study Objectives and Measurements:Objective:

Member impact study:

Measure the extent to which the projects improve the personal qualities and competencies that members need to succeed in the workplace, community, and home. Four questions were answered:

1. Does participation in service programs increase civic responsibility?
2. Does participation increase educational attainment?
3. Does participation in AmeriCorps expand educational opportunities?
4. Does participation in service programs enhance life skills? (quasi-experimental)

Measurement instrument:

Life Skills Inventory (LSI) measuring five indicators: communication, interpersonal, analytical problem solving, understanding organizational systems, and technology. LSI is a self-assessment of skills.

Evaluation:

Type: Quasi-experimental; comparison group; random selection of operating sites; some qualitative data

Statistical techniques: Pre- and post-program tests. Paired sample T-tests.

Significance level: $p \leq .10$

Population evaluated: Experimental group: 42 programs with 382 members completing the LSI; 70 percent were 17-25 years old, 30 percent were 26 and older. Comparison group: 732 individuals completing the LSI at the end of the second phase; 63 percent were 17-25 years old, 37 percent were 26 and older. Individuals in the older comparison group were selected randomly from a mailing list of community members. For the younger comparison group, community members who were affiliated with traditional institutions, such as GED programs, adult schools, or youth programs, were selected.

Key Findings:Quasi-experimental analysis:Life Skills:

Participation had a substantial positive impact on development of life skills; AmeriCorps members reported gains in all areas of life skills. Comparison group had a higher baseline life skills measure but showed no statistically significant change in life skills at the end of the program.

Program: AMERICORPS

- About 70 percent of members reported significant gains, evenly distributed between those with modest gains and those with dramatic gains.
- 76 percent of members reported a lot or a little gain overall, compared with 27 percent of comparison group. Members reported greater gains in all five functional life skills areas—communication, interpersonal, analytical problem solving, understanding organizations, and using information technology. The magnitude of the gain for each skill area is in the complete report.
- Information technology was the skill area most likely to stay the same over the study period.
- Members who made the greatest gains in skills were likely to have been self-directed and well-prepared to engage in experiential learning.
- Gains were most dramatic for members who entered with the least developed skills but were not limited to this group.
- Gains in skills were slightly greater in functional areas where life experience provides a foundation (such as communication and interpersonal skills).

Skills gains in relation to member characteristics:

- Low-skilled members with previous employment experience benefited more than those with no prior employment experience
- Low-skilled members who had dropped out of high school benefited more than those who had completed high school.
- All ethnic groups experienced substantial gains in skills, although Hispanic/Latino members who entered with low skills reported the greatest gains, followed by Asian Americans, African Americans, and Caucasians. The relationship was much less pronounced for those who entered with mid-level or average skills.
- Human services programs and strong program designs were associated with greater increases in skills.

Analysis at follow-up (no comparison group):

Almost all of the members surveyed were strongly committed to the ethic of service. Personal development or self-discovery emerged as an important theme. The experience of diversity was an important and positive experience.

Civic involvement:

- 99 percent of members planned to continue providing community service.
- Members were motivated to choose public service and community-oriented careers.
- Leadership skills were enhanced.
- Projects with clearly visible impacts reinforced members' sense of civic responsibility.

Educational attainment and opportunities:

- 85 percent of members plan to use their educational awards.
- 5 out of 6 members who plan to further their education stated that the educational award was necessary to attain their goals.
- 40 percent of members were enrolled in an educational program while completing their service.
- All members benefited from the educational opportunities offered by AmeriCorps.
- Academically disadvantaged members met with limited success earning high school diplomas or passing the GED exam.

Other Information:

This evaluation also included chapters on community impact and a cost-benefit analysis. A subsequent 5-year report did not include an evaluation of member outcomes but focused on institutional and community outcomes.

Program: JOB CORPS**Population Served:**

Size: Currently delivered at 119 Job Corps centers nationwide. Job Corps serves more than 60,000 new enrollees annually.

Age: 16-24

Other Characteristics: Job Corps has been a central part of federal efforts to provide employment assistance to disadvantaged youths between the ages of 16 and 24 since 1964.

Studies: 2 experimental

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Academic education	Center *	Open entry, open exit	Individual and self-paced. Includes remedial education, world of work (consumer education), driver education, home and family living, health education, programs for participants whose primary language is not English, and GED courses.
Vocational training	Center or national labor organizations through contracts with Job Corps	Open entry, open exit	Individual and self-paced. Includes business and clerical, health, construction, culinary arts, and building and apartment maintenance.
Residential living	Center	Open entry, open exit	Nonresidential students limited to 20 percent. Includes meals, dormitory life, entertainment, sports and recreation, center government, center maintenance, and other related activities. Required social skills training.
Health care, health education	Center	Open entry, open exit	Residential and nonresidential. Includes medical examinations and treatment; biochemical tests for drug use, sexually transmitted diseases, and pregnancy; immunizations; dental examinations and treatment; counseling; instruction on basic hygiene, preventive medicine, and self-care.

Program: JOB CORPS

Counseling	Counselors and residential advisors	During involvement in program, recruitment, placement, and transition into regular life and jobs	Help students plan their educational and vocational curricula, offer motivation, and create a supportive environment.
Job placement assistance	Placement contractors (state employment offices, private contractors, or Job Corps centers)	Open entry, open exit	Provide assistance with interviewing and resume writing and services for job development and referral. Distribute the readjustment allowance, a stipend students receive after leaving the program.

* Centers are either contracted out or at U.S. Department of Agriculture Civilian Conservation centers.

Program Objectives/Goals:

To help disadvantaged youths become “more responsible, employable, and productive citizens” through an intensive and comprehensive program that offers academic education, vocational training, residential living, health care services, counseling, and job placement assistance.

Costs:

Job Corps costs approximately \$14,100 per participant. This includes program costs, nonreported costs, and costs of land, buildings, and other capital used by the program.

Study 1:

Schochet, P., Brughardt, J., & Glazerman, S. (2000). *National Job Corps Study: The short-term impacts of Job Corps on participants’ employment and related outcomes*. Washington, DC: U.S. Department of Labor, Employment and Training Administration.

Study Objectives and Measurements:

Objective:

Answer the questions: How effective is Job Corps at improving the employability of disadvantaged participants in the short term? Do Job Corps short-term impacts differ for youths with different characteristics? How effective are the residential and nonresidential components of Job Corps in the short term?

Measurement instrument:

Data at baseline, 12-month, and 30-month follow-up surveys; forms filled out by counselors.

Evaluation:

Type: Experimental design based on a comparison of eligible program applicants who were randomly assigned to a program group (offered the chance to enroll in Job Corps) or to a control group (not given this option); control group members could apply for other job programs.

Statistical techniques: Difference in means, with significance testing; weighted analysis; analysis control group members for background characteristics that may affect outcomes.

Significance level: $p \leq .05$

Program: JOB CORPS

Findings are presented per eligible applicant, and per participant, each is compared to the control group. When presenting findings per applicant, the term “program group member” is used. When presenting the findings per participant the term “program participant” is used. These are comparable to the “Intent to Treat” (ITT) and “Treatment on the Treated” (TOT) distinction, respectively.

Education and training:

Compared to the control group, program group members were more likely to receive a GED (35 percent compared to about 17 percent) or vocational certificate (28 percent vs. about 8 percent) and to spend more hours in vocational training (4.5 hours per week vs. 1 hour). Participation did not improve college attendance and had negative impacts on receiving a high school diploma for those enrolled in school at the time they were assigned to participate in Job Corps. Only youths over age 17 spent more hours in academic classes than the control group members, the same did not hold true for younger participants (probably because nearly half of the control group was age 16 and 17 and attended high school).

Employment and earnings:

The program increased average weekly earnings after about 2 years from random assignment: In the last quarter of the 30-month follow-up period, the gain in average weekly earnings per participant was \$18, or 11 percent, compared to the control group; average earnings for all participants were \$13 higher per week. The program provided greater gains for very young students, female participants with children, and older youths who did not possess a high school diploma or GED at the time of enrollment. Program group members secured higher-paying jobs with slightly more benefits in the most recent job in quarter 10 (7.07 vs. 6.82, on average).

According to several nonexperimental analyses, less than half of those who actually enrolled (39 percent) said they received job placement services, and 75 percent took “world of work” classes that taught general skills for getting and keeping a job—preparation of a resume and application, job sources and interviewing, transition issues.

Non-labor market outcomes:

Arrest rates were reduced by 22 percent. For those ages 16 and 17, reductions were largest in the early follow-up period (about 40 percent), before they started leaving the program. Impacts were more sustained for older applicants—the arrest rate for this group did not increase as much after they left the program.

Compared to the control group, program group members reported receiving about \$300 less in public benefits and were less likely to report their health as poor or fair. The program did not significantly affect use of alcohol and illegal drugs or drug treatment services, living with a partner, having a child, or the likelihood of living with or providing support for a child.

Positive impacts for 16- and 17-year-olds are striking:

Earnings gains per participant were nearly 20 percent by the end of the follow-up period. The percentage earning a high school diploma or GED was up by 80 percent. Arrest rates were reduced by 14 percent, and rates of incarceration for a conviction were reduced by 26 percent.

Participation:

73 percent of youths given the opportunity to enroll in Job Corps did so. Program group members reported staying an average of 8 months, with over 25 percent staying more than 1 year.

Other Information:

Program funded through Job Training Partnership Act. Evaluation took place 30 months after assignment to the program group. Time in program varies for each individual; for many, the 30-month point represents short-term (about 0- to 15-month) impacts. Residential and nonresidential components not randomly assigned; therefore, results for this difference are not causal.

Program: JOB CORPS

Study 2:

Schochet, P., Brughardt, J., & Glazerman, S. (2001). *National Job Corps Study: The impacts of Job Corps on participants' employment and related outcomes*. Princeton, NJ: Mathematica Policy Research, Inc.

Study Objectives and Measurements:Objective:

Answer the questions: How effective is Job Corps at improving the employability of disadvantaged participants in the short term? Do Job Corps impacts differ for youths with different baseline characteristics? How effective are the residential and nonresidential components of Job Corps?

Measurement instrument:

Baseline data and follow-up data at 12-, 30-, and 48-month periods after random assignment.

Evaluation:

Type: Experimental design based on a comparison of eligible program applicants who were randomly assigned to a program group (offered the chance to enroll in Job Corps) or to a control group (not given this option); control group members could apply for other job programs.

Statistical techniques: Difference in means, with significance testing; weighted analysis; analysis control group members for background characteristics that may affect outcomes.

Significance level: $p \leq .05$

Population evaluated: 11,313 youths who completed the 48-month interviews (6,828 program group members and 4,485 control group members).

Key Findings:

Findings are presented per eligible applicant and per participant. When presenting findings per applicant the term "program group member" is used. When presenting the findings per participant the term "program participant" is used.

Education and training:

Compared to the control group, program group members were more likely to receive a GED (42 percent vs. 27 percent) or vocational certificate (37 percent vs. 15 percent) and to spend more hours in vocational training (3.1 hours per week vs. to 0.9 hour). Participation had negative impacts on receiving a high school diploma for those without credentials at the time they were assigned to the program: 7.5 percent of control group members received diplomas vs. to 5.3 percent of program group members. Job Corps provided participants with the instructional equivalent of 1 additional year in school.

Participation did not improve college attendance. About 12 percent of each group (program and control) attended 2-year colleges, and about 3 percent attended 4-year colleges. Less than 2 percent obtained college degrees.

Impacts on education and training were large across all subgroups. Older youths spent more hours in academic classes, and program participants in all age groups spent more hours in vocational training. There were no differences in hours spent in academic classes for 16- and 17-year-olds because nearly half of all control group members in that age range attended academic classes in high school.

Program: JOB CORPSEmployment and earnings:

The program increased average weekly earnings after about 2 years from random assignment: In year 4, the gain in average weekly earnings per program participant was \$22, or 12 percent, compared to the control group (average earnings for all program group members were \$16 higher).

Beginning in year 3, program group members were more likely than control group members to be employed, and they spent more time employed. In year 4, 69 percent of the program group was employed, compared to 66 percent of the control group. In year 4, program group members worked 27.4 hours per week, compared to 26 hours per week for control group members.

Program group members secured higher paying jobs (\$7.55 per hour compared to \$7.33, on average) and employed program group members were more likely to receive benefits. In quarter 16, 57 percent of employed program group members received health insurance, compared to 54 percent of employed control group members.

The program provided gains across most key subgroups including those at special risk of poor outcomes (very young students, mothers, youths who had been arrested for nonserious offenses, and older youths who did not possess a high school diploma or GED at the time of enrollment) as well as those at lower risk (that is, those with a high school credential at the time of assignment to the program).** Earnings gains were similar for male and female participants.

The program had negative impacts on employment and earnings for Hispanic youths and for 18- and 19-year olds. Researchers have not been able to explain these findings, although the following factors have been ruled out through analysis: differences in enrollment rates or length of time in the program, personal or family characteristics associated with low impacts, and a language barrier.**

** The magnitude of the impacts for each subgroup can be found in the complete report.

Receipt of public assistance:

Over all 4 years, program participants reported receiving \$640 less, on average, than control group members; program group members reported receiving \$460 less. Each subgroup analyzed—young men, young women with children, and young women without children—experienced this impact at a different time. For young men, reductions were uniform throughout the follow-up period. For mothers (most of whom were nonresidential), reductions were small while the youths were in the program but larger during the follow-up periods, as earnings rose. For young women without children, reductions were greatest just after the program ended, but they declined to nearly zero later.

Involvement in the criminal justice system:

Overall, participation reduced arrest rates, conviction rates, and time spent in jail. Over the 48-month follow-up, arrest rates dropped by 16 percent. Reductions were statistically significant during the first year after random assignment, when youths were still in the program. Smaller reductions were realized in subsequent years, but those reductions are not statistically significant. Program group members and participants had lower conviction rates and were less likely to have served time in jail after being convicted of a crime than control group members: 22 percent of program group members were convicted compared with 25 percent of control group members, and 16 percent of program group members served time in jail for convictions, compared with 18 percent of control group members. However, there was no statistically significant difference between the two groups in the average number of weeks in jail for convictions.

Substance use:

The program had no impact on tobacco, alcohol, or illegal drug use and had no statistically significant impact on time spent in drug treatment.

Program: JOB CORPSHealth status:

Participants were less likely than control group members to report their health status as “poor” or “fair”: about 15.5 percent vs. 17.5 percent.

Family formation and child care:

The program had no impact on fertility or custodial responsibility. Thirty-nine percent of program group members and 37.8 percent of the control group had children 48 months after random assignment, a difference that is not statistically significant. Custodial responsibility (measured only for young men) did not differ between the program and control groups. Custodial responsibility measures include living with the child, spending time with the child, providing any type of nonmonetary support, and providing monetary support.

Program group members were slightly less likely than control group members to live with their parents 48 months after random assignment (34.7 percent vs. 31.8 percent). Program group members were also more likely to be married or living with a partner than control group members (31 percent vs. 29.4 percent), a difference that is statistically significant.

Participants used an average of about 146 more hours of child care during the 48-month follow-up period than they would have if they had not enrolled in the program. Participants were more likely than their control group counterparts to use child care during the first year after random assignment (while still enrolled in the program) and during the fourth year (when employment gains were largest). In the first year, 17.3 percent of the program group and 15.1 percent of the control group reported using child care; in the fourth year, 35.2 percent of the program group and 33.3 percent of the control group reported using child care. Subgroup analyses found impacts for females but not for males (only a small percentage of fathers were living with their children).

Mobility:

There were no statistically significant differences on measures of mobility (i.e., difference in miles between zip code at application and at 48-month interview) between program group members and the control group. Also, there were no significant differences in the characteristics of the counties that control group and program group members lived in at the 48-month follow-up.

Positive impacts for 16- and 17-year-olds are striking:

In year 4, average earnings gains per participant were nearly \$900. Program participants were significantly more likely to receive a GED or diploma than control group members (46.7 percent vs. 36.2 percent). Over all four years program group members were less likely to have been arrested or charged with a delinquency or criminal complaint than control group members (38.1 percent vs. 41.4 percent) and were less likely to have spent time in jail (20.7 percent vs. 24.2 percent).

Positive impacts for females with children at the time of enrollment:

Women in this subgroup saw positive earnings growth (more than 20 percent) at year 4. Many of them were nonresidential students.

Residential and nonresidential subgroups:

The programs serve different types of students, but each is effective for its target group. Earnings and employment impacts during the last 2 years were generally positive for those assigned to both the residential and non-residential groups (except for young women without children in the nonresidential group). Note: analyses do not allow residential and nonresidential programs to be compared, since they serve different types of students.

Other Information:

None

Program: JOBSTART**Population Served:**

Size	13 local programs nationwide from 1985 to 1988 (2,312 eligible applicants for demonstration)
Age:	17-21
Other Characteristics:	Economically disadvantaged school dropouts with poor reading skills; funded through the Job Training Partnership Act of 1982.

Studies: 2 experimental

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Basic education	Site staff	Minimum of 200 hours offered; actual participation varied by site and individual	Self-paced and competency-based; computer-managed or -assisted; focused on reading, communication, and basic computation skills
Occupational skills training	Site staff	Minimum of 500 hours offered; actual participation varied by site and individual	Classroom setting, combined theory and hands-on experience; prepares enrollees for jobs in high-demand occupations; developed with assistance from private sector to ensure that graduates meet the entry-level requirements of local employers
Training-related support services		Varied by site	Tailored to individual needs; include transportation and child care and some combination of work-readiness and life skills training, personal and vocational counseling, mentoring, tutorial assistance, and referral to external support systems; need-based payments or incentive payments tied to length of stay, program attendance, or performance
Job development and placement assistance	Site staff and subcontractors	Varied by site	Assist participants in finding training-related jobs

Program Objectives/Goals:

In general, to improve the lives of young, low-skilled dropouts. The five specific goals were to:

1. Have local agencies attract young, economically disadvantaged, low-skilled dropouts into an alternative education and training program.
 2. Put in place a package of services designed to address the needs of these youths while working within the constraints of JTPA funding, performance standards, and administrative practices.
 3. Have the young people respond favorably to this opportunity and make an investment of their time and effort by participating in the services.
 4. Increase educational attainment, as measured by receipt of high school diploma or GED.
 5. Over time, increase employment and earnings and reduce reliance on public assistance.
-

Program: JOBSTART

Costs:

In 1986, the program cost \$4,548 per participant.

Study 1:

Cave, G., & Doolittle, F. (1991). *Assessing JOBSTART: Interim impacts of a program for school dropouts*. New York, NY: Manpower Demonstration Research Corporation.

Study Objectives and Measurements:Objective:

Specifically, to answer the first 3 questions and part of the 4th question listed in program goals above.

Measurement instrument:

JOBSTART enrollment form filled out by program staff; monthly report of participation in JOBSTART activities; tests of Adult Basic Education; 12- and 24-month follow-up surveys of sample designed to measure impacts of amount of education and training received, employment and earnings, and other outcomes; qualitative descriptions of the program and participants' experiences.

Evaluation:

Type: Experimental; random assignment of JOBSTART applicants to experimental or control group (who did not receive JOBSTART services).

Statistical techniques: significance testing, regression analysis.

Significance level: $p \leq .05$

Population evaluated: 1,839 out of 2,312 youths who applied for JOBSTART and who provided information at the 24-month follow-up constitute the "impact" sample; 949 were in the experimental group and 890 were in the control group.

Key Findings:

Overall, sites reported that about 89 percent of the youths assigned to the experimental group actually participated in JOBSTART. Four factors influenced the percentage who participated: length of intake (youths dropped out when the intake period was long); open entry, open exit vs. fixed-cycle scheduling (youths assigned to fixed-cycle sites might face delays in program startup, resulting in lower participation rates); start-up or scheduling problems (such difficulties result in lower participation rates); and differences in sites' attendance reporting.

Education:

33.1 percent of participants vs. 16.5 percent of the control group received a GED or high school diploma, a significant difference.

Employment:

As expected, more youths in the control group than in the experimental group worked during the first year of follow-up; the difference is not significant in the second year of follow-up.

Participants' earnings were significantly below those of the control group in years 1 and 2. Among women living with their own children at the time of random assignment, a higher percentage of participants than control group members worked in each of the two years, with the second year showing a somewhat larger impact on employment rate.

Other:

During the first 24 months of follow-up, JOBSTART had no statistically significant impacts on receipt of most public benefits, childbearing, fathering of children, provision of child support, or criminal arrests.

Program: JOBSTART**Other Information:**

None

Study 2:

Cave, G., Bos, H., Doolittle, F., & Toussaint, C. (1993). *JOBSTART: Final report on a program for school dropouts*. New York, NY: Manpower Demonstration Research Corporation.

Study Objectives and Measurements:Objective:

To assess the difference the program made in the lives of the young people who participated in JOBSTART. Specifically, to answer all 5 questions listed in program goals above.

Measurement instrument:

JOBSTART enrollment form filled out by program staff; monthly report of participation in JOBSTART activities; tests of Adult Basic Education; 12-, 24-, and 48-month follow-up surveys designed to measure impacts of amount of education and training received, employment and earnings, and other outcomes; qualitative descriptions of the program and participants' experiences.

Evaluation:

Type: Experimental; random assignment of JOBSTART applicants to experimental or control group (who did not receive JOBSTART services).

Statistical techniques: Significance testing; $p \leq .10$

Population evaluated: 1,941 out of 2,312 randomly assigned youths who had 48-month follow-up data (988 in the experimental group and 953 in the control group).

Key Findings:Education:

JOBSTART led to a significant increase in the rate at which participants passed the GED (42 percent vs. 28.6 percent of control group members).

Male participants were more likely than males in the control group to receive any education or training in the follow-up period. They also received more hours of education or training than control counterparts. Results are similar for young women. Participants who were white, non-Hispanic, black, non-Hispanic, Hispanic, or of other races/ethnic backgrounds were more likely to receive any education or training in the follow-up period than their counterparts in control groups. In addition, participants age 16-19 and 20-21 were more likely than their control counterparts to receive any education or training in the follow-up period.

Male participants were more likely than males in the control group to earn a GED during the follow-up period. Results are similar for participants who are female, non-Hispanic white, non-Hispanic black, Hispanic, age 16-19, and age 20-21.

Employment:

In the final 2 years of the follow-up, average earnings of participants were higher by approximately \$400 per year, but this difference is not statistically significant.

Impacts on earnings were encouraging for young men with an arrest record when they entered the program (impacts were positive and statistically significant in year 4) and for young men who had dropped out of school because of educational difficulties before entering the program (in year 3)

More youths in the control group than in the experimental group worked during the first year of follow-up; in the second year, slightly more participants than control group members worked; in the third and fourth

Program: JOBSTART

years there was no significant difference.

Other outcomes:

No significant impacts on youths' receipt of public assistance except that female participants who were not mothers when they entered the program were significantly less likely than their counterparts in the control group to receive AFDC during the later years of follow-up. Female participants living with their own children received more in total general assistance income than their counterparts in the control group.

Arrest rates were reduced during the first year of follow-up for all participants and for some subgroups. A larger impact was observed on young men without a prior arrest. However, there was only a small difference in arrests during the entire 4-year period, implying that involvement in the program made a difference that did not continue once participation ended.

Participants reported significantly less use of drugs other than marijuana, compared to the control group (4.1 percent of participants vs. 5.8 percent of youth in the control group reported drug use).

Male participants were more likely to experience positive activity (work or further education or training) during the follow-up than their control counterparts. Similar results are seen for women living their own children and women not living with their own children (including those who do not have children).

Subgroups:

Custodial mothers who entered JOBSTART experienced significantly increased childbearing and no impact on receipt of AFDC. These participants saw a \$1,004 increase in net income, resulting from increases in both earnings and welfare payments received for additional children. For other participants, the effect of JOBSTART on income remained negative after 4 years of follow-up.

Participants received substantially more services than the control group. More than 90 percent of the experimental group participated in JOBSTART and averaged 400 hours of activities.

There is no discernable pattern of effective program practices in the 13 sites. It does not seem to matter whether programs offer education followed by occupational training or offer education and training simultaneously.

Other Information:

JOBSTART is funded primarily through the Job Training Partnership Act.

Program: JOB TRAINING PARTNERSHIP ACT**Population Served:**

Size: Approximately 1 million participants annually (U.S. Government Accounting Office, 1991)

Age: Adults and out-of-school youth

Other Characteristics: Economically disadvantaged adults age 22 and older; 16- to 21-year-olds. This is a major, ongoing national program

Studies: 1 experimental

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration***</u>	<u>Description</u>
Occupational skills*	Direct or by local providers**		In-class instruction in skills such as word processing, electronics repair, and home health care
On-the-job training*	Private sector firm (subsidized by JTPA for first 6 months)	Jobs are supposed to be permanent	Training is part of paying job
Job search assistance*	Direct or by local providers		Assessment of job skills and interest; training in job-finding techniques and help in locating job openings
Basic education	Direct or by local providers		Includes Adult Basic Education (ABE), high school diploma or GED preparation, and English as a second language (ESL) classes
Work experience	Jobs may be subsidized by JTPA if in public sector	Temporary jobs	Temporary, entry-level jobs designed to provide basic employment skills and to instill effective work habits
Miscellaneous services			Assessment, job-readiness training, customized training, vocational exploration, job shadowing, and tryout employment

* Most common specific services received

** Local providers may include public schools, community colleges, proprietary schools, and community-based organizations.

*** Average length of participation in program varies widely among sites.

Program Objectives/Goals:

For youths—to foster attainment of educational credentials and occupational competencies, as well as increase earnings and employment.

For adults—to increase earnings and employment and reduce dependence on welfare.

Program: JOB TRAINING PARTNERSHIP ACT

Costs:

For women, program cost \$1,893; for men, \$2,033.

Study:

Orr, L.L., Bloom, H.S., Bell, S.H., Doolittle, F., Lin, W., & Cave, G. (1996). *Does training for the disadvantaged work? Evidence from the national JTPA study*. Washington, DC: The Urban Institute Press.

Study Objectives and Measurements:Objective:

To estimate the effectiveness of Title II programs as they normally operate.

Measurement instrument:

Background information form completed at application, first and second follow-up survey interviews, enrollment and tracking data from the 16 service delivery areas, state unemployment insurance records, state welfare agency records, administrative records of service delivery areas, published sources, and telephone survey of selected education and training organizations.

Evaluation:

Type: Experimental; random assignment to control or experimental groups. The experimental group received services through one of three primary service strategies, as recommended by program staff:

1. Classroom training in occupational skills (could include other services but not on-the-job training)*
2. On-the-job training (could include other services, but not classroom training in job skills)*
3. Other services not including 1 or 2 above.

*eventually, people in these groups received both classroom training and on-the-job training.

Statistical techniques: Multiple regression analysis

Significance level: $p \leq .10$ two-tailed t-test

Population evaluated: 15,981 out of 20,601 adults and out-of-school youths in 16 service delivery areas: that is, the 30-month earnings sample, which differs from the full experimental and 18-month samples.

Results are summarized only for out-of-school youths age 16-21. This sample included 4,777 youths in three subgroups: 2,657 females, 1,704 males without an arrest record, and 416 males with an arrest record.

Key Findings (results summarized only for youths age 16-21 at the time of assignment to the program):Job Training:

Employment and training services received by out-of-school youths were increased beyond what they would have received in the community. Participants in all three subgroups were more likely to receive employment and training services than control group members: among females, 66 percent vs. 44 percent; among male nonarrestees, 63 percent vs. 35 percent; among male arrestees, 55 percent vs. 27 percent.

Earnings:

No significant impact. For females and male nonarrestees, there was no significant difference in total earnings during the follow-up period. This outcome was not measured for male arrestees.

Education:

Female participants in the program group were significantly more likely than control group members to obtain a high school diploma or GED during the follow-up period (39.4 percent vs. 31.7 percent). There were no significant differences between male participants and control group members (for male nonarrestees, 36.8 percent vs. 36.3 percent; for male arrestees, 29.9 percent vs. 28.9 percent).

Program: JOB TRAINING PARTNERSHIP ACT

AFDC and food stamp receipt:

No significant changes.

Arrest rates:

Male participants with no arrest record before entering the program experienced a significant increase in arrest rates at both follow-ups. At the full follow-up period, 35.8 percent of participants vs. 18.7 percent of the control group had been arrested. There were no significant impacts for the other two subgroups.

Findings by service strategy:

There were no statistically significant effects on long-term earnings of participants as compared to the control group for any of the three service strategies.

The only group for which JTPA significantly increased total hours of employment and training was young women who received classroom training (2,569 hours for program participants vs. 2,309 hours for control group members). For other subgroups, the added hours of training came primarily at the expense of time worked, implying that hours of employment lost during the program, if any, were not made up after the program ended.

Other Information:

None

Program: NEW CHANCE**Population Served:**

Size: 1,553 young mothers in 16 sites located in 10 states across the U.S.

Age: Mothers 16-22 years old, the average age being 18.8

Other Characteristics: New Chance targeted women on the basis of four criteria: first gave birth at age 19 or younger, were receiving AFDC, did not have a high school diploma or GED, and were not pregnant when entering the program.

Studies: 1 experimental, 1 nonexperimental

Program Components

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
School-like intervention	Program	Up to 18 months with up to 1 year follow-up services	See components below
Adult education and literacy	The New Chance site (e.g., school, community center)	2 to 3 hours per day. Participants engage in New Chance activities 9 a.m. to 3 p.m., 5 days a week	Basic education provided in math, reading and writing; preparation for the GED also provided
Employment-related services	The New Chance site	Participants engage in New Chance activities 9 a.m. to 3 p.m., 5 days a week	Career exploration and skills training, work internships, job placement assistance
Health and personal development	The New Chance site	Participants engage in New Chance activities 9 a.m. to 3 p.m., 5 days a week	Life Skills and Opportunities Curriculum, health education and services, family planning, and adult survival skills
Services to enhance children's development	The New Chance site	Participants engage in New Chance activities 9 a.m. to 3 p.m., 5 days a week. Child care is provided during these hours.	Parent education, child care, child health services
Case management	Case managers with caseloads no larger than 25 people	Throughout the program	Case managers assess the needs of the participant and coordinate ongoing services. Case managers also track progress and provide support and guidance.

Program: NEW CHANCE**Program Objectives/Goals:**

To provide comprehensive services to assist disadvantaged families headed by young mothers receiving welfare. The program sought to do three main things:

1. Help mothers acquire educational and vocational credentials and skills so that they could secure jobs offering opportunities for advancement and could thereby reduce their use of welfare.
2. Influence women to postpone additional childbearing and improve parenting skills.
3. Enhance the cognitive abilities, health, and socioemotional well-being of enrollees' children.

Costs:

The program costs approximately \$9,000 per participant. Most funds were spent on child care, recruitment, and case management.

Study 1:

Quint, J.C., Bos, J.M., & Polit, D.F. (1997). *New Chance: Final report on a comprehensive program for young mothers in poverty and their children*. New York, NY: Manpower Demonstration Research Corporation.

Study Objectives and Measurements:Objective

To determine whether New Chance had any impacts on educational attainment, family life, emotional and physical health, employment and earnings, welfare receipt, and child development. Also to determine the costs of implementing the program.

Measurement instrument

Self-report surveys, face-to-face interviews, teacher survey's, MDRC staff site visits, administrative data from sites, Text of Adult Basic Education (TABE), Center for Epidemiological Studies Depression Scale (CES-D).

Evaluation:

Type: Experimental

Statistical techniques: Significance testing, F-test, t-test, chi-square.

Significance level: $p \leq .10$

Population evaluated: 2,322 mothers were originally in the program, 1,553 were randomly assigned to an experimental group and 769 to a control group. At the 42-month follow-up, data were collected from 1,401 participants and 678 control group members.

Key Findings:

In most areas, participants did not show greater gains than those in the control group, although there were some differences between the two groups.

Education and job training:

At the 42-month follow-up, both groups were equally likely (approximately 25 percent) to have earned a trade license or certificate.

Program: NEW CHANCE

Among 18- to 19-year-olds and 20- to 22-year-olds, participants were more likely to earn a high school diploma or GED than their counterparts in the control group. Non-Hispanic black and Hispanic participants were also more likely to earn a high school diploma or GED.

Long-term employment rates did not differ significantly between participants and control group members, nor did earnings. During the first 6 months following the program, control group members were significantly more likely to be employed than participants (20.4 percent vs. 15.1 percent). In all other months, employment rates did not differ.

No significant effects on educational achievement, as measured by the TABE.

Participants were significantly more likely than control group members to attain a GED or earn college credits. At the 42-month follow-up, 51.9 percent of participants and 43.8 percent of the control group had attained a GED or high school diploma, and 13.5 percent of participants vs. 10.7 percent of the control group had received college credit. However, participants were slightly, but statistically significantly, more likely to have ever received welfare than those in the control group (98.9 percent vs. 97.9 percent) at the 42-month follow-up. Participants were not on welfare for significantly more months than control group members.

Living arrangements:

At the 42-month follow-up, participants were more likely to report having had trouble finding a place to live within the past year, compared to those in the control group. Similar findings were reported for participants age 20-22.

Health and pregnancy:

Participants had a significantly smaller time period between a previous pregnancy (before assignment to the program) and the onset of the next pregnancy than those in the control group. There were no other significant differences between groups in rates of pregnancy, birth, or abortion.

At the 42-month follow-up, there were no significant differences in contraceptive use or health status.

Child outcomes:

Overall, New Chance does not appear to improve developmental outcomes for participants' children; in fact, there were unfavorable impacts on children's social behavior. Participants' and control group members' children had similar scores on home environment at the 42-month point and low scores on a measure of cognitive development. Participants rated their children as having more behavior problems than control group members did (110.0 vs. 108.5 on the Behavior Problems Index), and they rated their children lower on a scale of positive behavior (192.1 vs. 197.3 on the Positive Behavior Scale, which ranges from 0 to 250).

There were some negative differences by subgroup. Children of Hispanic participants scored lower on the Bracken Basic Concept Scale than children of control group members. Among 18- to 19-year-olds and 20- to 22-year-olds, participants' children exhibited more behavior problems (as measured by the Behavior Problem index) than children of control group members. Similar differences were found for children of non-Hispanic black participants and for male children of all participants.

Program: NEW CHANCESocioemotional outcomes:

Participants were at significantly greater risk of clinical depression, as measured by the CES-D, than control group members at the 42-month follow-up: the average score of participants was 16.1, while the average score of control group members was 15.2. However, from the time of assignment to the program to the 42-month follow-up, participants age 20-22 and non-Hispanic black participants were less likely to have an increased risk of depression than their counterparts in the control group. Significantly more participants than control group members reported feeling stressed much or all of the time in the past month (39.4 percent vs. 33.2 percent), and significantly more control group members reported being satisfied or very satisfied with their standard of living at the 42-month follow-up (73.7 percent vs. 69.7 percent).

Participants reported significantly more parenting-related stress than control group members did. Parenting stress was measured by the Parenting Stress Scale, an 8-item self-report scale scored from 0 to 80, with higher numbers indicating greater stress. At the 42-month follow-up, participants scored 26.4, on average, while control group members scored 24.6. Participants in the age 20-22 subgroup had significantly higher scores on the Parenting Stress Scale. Parenting outcomes were also measured on the HOME scale, which indicated no difference between participants and control group members. However, participants age 16-17 had better (higher) scores on the HOME scale than their counterparts in the control group.

Other Information:

None

Study 2:

Quint, J.C., Musick, J.S., & Ladner, J.A. (1994). *Lives of promise, lives of pain: Young mothers after New Chance*. New York, NY: Manpower Demonstration Research Corporation.

Study Objectives and Measurements:Objective:

To determine whether young adults have difficulty advancing toward self-sufficiency after obtaining their GED. To identify the barriers and characteristics that prevent participants from obtaining short-term program goals. To identify what changes in program practice and public policy will assist young parents to work toward self-sufficiency.

Measurement instrument:

Interviews conducted approximately 30 months after participants left the New Chance program.

Evaluation:

Type: Nonexperimental

Statistical techniques: chi-square, qualitative analysis

Significance level: $p \leq .10$

Population evaluated: 50 mothers who were in the New Chance program. Of the 50 mothers, 34 attained a GED or high school diploma by the end of the program, and 16 did not. The population is not representative of the entire New Chance population.

Program: NEW CHANCE

Key Findings:Self-sufficiency:

Participants who earned a GED during the program seemed to have stronger educational backgrounds and to have families that were less financially dependent than those who did not earn a GED by the end of the program. For example, GED earners had a higher average reading level than non-GED earners (9.6 vs. 8.7 reading grade level), a difference that is not significant. Similarly, 15.2 percent of GED earners reported having always been on AFDC when young, compared with 18.8 percent of non-GED earners; again, the difference is not significant. The only significant difference at baseline between the GED earners and non-GED earners was that GED earners were more likely to possess a driver's license (32.4 percent vs. 6.3 percent).

Both GED and non-GED earners had similar post-program experiences.

Most participants (41 out of 50) were still on welfare or waiting to get on welfare at the time of the interview (2.5 years later); participants cited having difficulty maintaining employment. Only 7 of the 20 participants who had ever enrolled in college were still enrolled. Participants reported that the high cost and lack of availability of child care were barriers in working toward self-sufficiency. Finally, participants indicated that family support was an influence in being able to take steps toward self-sufficiency.

Other Information:

This study was done because many New Chance participants viewed attainment of the GED as the only goal of the program and dropped out upon completing this portion.

Program: NURSE HOME VISITATION PROGRAM**Population Served:**

Size:	In July 1998, the program was serving approximately 2,500 families in 10 states
Age:	The program targets younger women (under age 19)
Other Characteristics:	Target population is mothers and their families who are first-time, low-income parents.

Studies: 4 experimental

Program Components

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Home visits	Nurses (who work for the department of health, visiting nurse associations, or hospitals) Nurses are trained with a 2-week course and carry a caseload of no more than 25 persons.	Visits begin during the second trimester of pregnancy and continue through to 2 years following birth. Visits typically occur weekly to monthly and last 75 to 90 minutes.	A nurse home visitor is assigned to the family and works with that family for the duration of the program. Nurses help parents address three areas: improvement of the mother's development, the care that parents provide their child, and the family's planning, educational achievement, and participation in the workforce. Nurses also provide a comprehensive educational program designed to help parents provide better care for their child. The nurses also help parents clarify their goals and develop problem-solving skills.
Resource referral	Nurses	Throughout the program	The nurses help parents connect with various community resources as well as involve other family members in caring for the child.
Nursing supervision	Nurse supervisor	Throughout the program	The nurse supervisor provides guidance to visiting nurses and oversees program implementation. Weekly individual supervisory conferences as well as weekly group conferences are held.

Program Objectives/Goals:

The program has three goals:

1. To improve pregnancy outcomes by helping women alter health-related behaviors such as smoking, alcohol consumption, and drug use.
2. To improve child health and development by teaching parents how to provide more responsible and competent care.
3. To improve families' economic self-sufficiency by helping parents plan for future pregnancies, further their education, and secure employment.

The program focuses on small, achievable goals that can be accomplished between nurse visits and is based on the assumption that nurses are in the best position to help families achieve these goals.

Costs:

Average annual program cost is \$3,000 per family. It is estimated that a 3-year program can be established for 100 families at a cost of \$780,000.

Program: NURSE HOME VISITATION PROGRAM

Study 1:

Olds, D.L., Henderson, C.R., Tatelbaum, R., & Chamberlin, R. (1988). Improving the life-course development of socially disadvantaged mothers: A randomized trial of nurse home visitation. *American Journal of Public Health*, 78(11), 1436-1445.

Study Objectives and Measurements:Objective:

To evaluate the effectiveness of the program.

Measurement instrument:

Interviews of the women were conducted at the time of registration for the program and again at the 6th, 10th, 22nd, and 46th months of the children's lives. Records from county departments of social services were also used.

Evaluation:

Type: Experimental, with four possible groups (2 control groups, 2 experimental groups).

Statistical techniques: General linear model, logistic-linear model, log-linear model.

Significance level: $p \leq .05$ for significant findings, $p \leq .10$ for trends

Population evaluated: 354 women from a small, semi-rural Appalachian region of New York State who were bearing their first child. 165 women were randomly assigned to one of two control groups that were later combined into one control group; 90 women were randomly assigned to an experimental group that received home visits during pregnancy only (the pregnancy group), and 99 women were randomly assigned to an experimental group that received home visits during pregnancy and 2 years into the child's life (the pregnancy/infancy group). Women who were young (under 19), single, and from low SES families were targeted. Women were enrolled in the program in the first 30 weeks of pregnancy.

Key Findings:Educational achievement:

At the 6-month interview, 59 percent of the pregnancy/infancy group and 27 percent of the control group had graduated from school or enrolled in an educational program. This difference was statistically significant ($p < .05$).

At the 10-month interview, this trend ($p < .10$) was seen only in women unmarried at registration. Among unmarried women, 60 percent of the pregnancy/infancy group and 31 percent of the control group had graduated from school or enrolled in an educational program.

At the 22-month interview, there were no differences among the three groups.

At the 46-month interview, there were no overall education achievement differences among the three groups.

Throughout the follow-ups, there were no education differences between the pregnancy group and the control group.

Employment, child care, and public assistance:

At the 22-month interview, poor, unmarried women in the pregnancy/infancy group had worked 2.5 times longer than poor, unmarried women in the control group.

At the 46-month interview, poor, unmarried women in both experimental groups were working longer than poor, unmarried women in the control group.

Program: NURSE HOME VISITATION PROGRAM**Subsequent pregnancies:**

Poor, unmarried women in the pregnancy/infancy group were less likely to have had a subsequent pregnancy at the 22-month follow-up than their counterparts in the control group. Poor, unmarried women in the pregnancy/infancy group had an average of .17 subsequent pregnancies, and those in the control group had an average of .51 subsequent pregnancies.

At the 46-month interview, women in the three groups were equally as likely to have had subsequent pregnancies. For poor, unmarried women, however, women in the pregnancy/infancy group were less likely to have had a subsequent pregnancy (.58 pregnancies vs. 1.02 pregnancies).

Overall:

Poor, unmarried women in the experimental groups were 82 percent more likely to be employed, had 43 percent fewer subsequent pregnancies, and delayed a subsequent pregnancy 12 months longer than their control counterparts.

The researchers state that the nurse home visitation seems to shift a parent's focus from education to gaining employment.

Overall, the effects of the program were stronger for women in the pregnancy/infancy group than for those in the pregnancy group.

Other Information:

None

Study 2:

Olds, D., Henderson, C., Cole, R., Eckenrode, J., Kitzman, H., & Luckey, D. (1998). Long-term effects of nurse home visitation on children's criminal and antisocial behavior: 15-year follow up of a randomized trial. *Journal of the American Medical Association*, 280(14), 1238-1244.

Study Objectives and Measurements:**Objective:**

To examine the long-term impacts of the Nurse Home Visitation Program on children 15 years after the program—specifically, the impacts on children's antisocial behavior.

Measurement instrument:

Children's self-report, school records of suspension, teachers' reports of behavior in school, parent's report, Achenbach Youth Self-Report of Problem Behaviors, county records.

Evaluation:

Type: Experimental

Statistical techniques: Poisson log-linear model

Significance level: $p \leq .10$

Population evaluated: Children of mothers in the Nurse Home Visitation program from April 1978 through September 1980 in Elmira, N.Y. Women were first-time mothers, under 19, unmarried, from a low SES family, and less than 25 weeks pregnant. 184 women were assigned to one of two control groups that were later combined, and 216 women were assigned to one of two experimental groups. For this study, data were gathered from 148 of the control group's children and 176 of the experimental group's children. The mothers of 79 of the children in the experimental group had received nurse visits through the child's birth (the pregnancy group) and the mothers of 97 had received nurse visits until the child's second birthday (the pregnancy/infancy group).

Program: NURSE HOME VISITATION PROGRAM

Key Findings:Illegal behavior:

Children in the pregnancy/infancy group reported significantly fewer arrests (.17 arrests vs. .16 arrests for the pregnancy group and .36 arrests for the control group). However, children in this group also reported significantly more police stops from birth to age 15 than children in the other groups (an average of 2.25 stops versus .53 stops for the pregnancy group and .80 stops for the control group). The authors attribute this higher number of police stops to sampling or reporting artifact. Children in the pregnancy/infancy group also reported significantly fewer convictions and violations of probation (.10 convictions and probation violations vs. .06 for the pregnancy group and .27 for the control group). These effects were strongest for children of poor, unmarried mothers from low SES families. Among children in this subgroup, those in the pregnancy/infancy group experienced an average of 1.46 stops by police, .20 arrests, and .09 convictions or violations of probation. For children in the pregnancy group, these numbers were .78, .15, and .07, respectively; for children in the control group, they were 1.16, .45, and .47, respectively.

Substance use:

Children in both experimental groups born to poor, unmarried mothers from low SES backgrounds reported smoking significantly fewer cigarettes per day than children in the control group. Children in the pregnancy/infancy group reported smoking 1.5 cigarettes, children in the pregnancy group 1.32 cigarettes, and children in the control group 2.5 cigarettes. Children in the pregnancy/infancy group born to poor, unmarried mothers from low SES backgrounds reported consuming alcohol on significantly fewer days in the last 6 months than the control group. Children in the pregnancy/infancy group reported drinking alcohol an average of 1.09 days and children in the control group 2.49 days. Children in the pregnancy subgroup reported drinking alcohol an average of 1.84 days, a difference that is not statistically significant.

Low SES, unmarried mothers in the pregnancy group reported significantly more behavioral problems for their children due to alcohol and drug use—and their counterparts in the pregnancy/infancy group significantly fewer behavioral problems—than mothers of children in the control group (mean scores of .62 for children in the pregnancy group, .15 for those in the pregnancy/infancy group, and .34 for those in the control group).

School behavior:

Teacher reports did not indicate differences among the three groups.

Other Information:

This study showed few statistically significant findings, but the program seems to be effective for those in the low-SES, unmarried subgroup.

Study 3:

Marcenko, M.O., & Spence, M. (1994). Home visitation services for at-risk pregnant and postpartum women: A randomized trial. *American Journal of Orthopsychiatry*, 64(3), 468-478.

Study Objectives and Measurements:Objective:

To determine the effectiveness of the Olds model of home visitation in a large urban setting using non-nurse home visitors—specifically to determine whether the program results in increased access to services, higher levels of social support and self-esteem, decreased psychological distress, and ultimately a reduction in out-of-home placements.

Program: NURSE HOME VISITATION PROGRAM

Measurement instrument:

Interviews conducted at program entry and again at 6 months after child's birth; the substance abuse subscale of the Addiction Severity Index (ASI), the Home Observation for Measurement of the Environment (HOME) inventory, the Norbeck Social Support Questionnaire (NSSQ), the Brief Symptom Inventory (BSI), and Rosenberg's Self-Esteem Scale. The study examined results through 1 year following the child's birth.

Evaluation:

Type: Experimental

Statistical techniques: Chi-square, two-tailed t-test.

Significance level: $p \leq .05$

Population evaluated: Pregnant women at risk of out-of-home placement for their children. Women were randomly assigned to a control group or an experimental group at their first or second prenatal visit.

Key Findings:Home environment and utilization of services:

No significant differences between the two groups on the HOME inventory, a measure of the quality of the home environment.

Women were also asked whether they had received assistance from an agency in the past 8 months and their satisfaction with the services they received. No significant differences were found in assistance with food and housing. However, women in the experimental group reported significantly greater help accessing services such as transportation, baby furniture, and toys: 48 percent of women in the experimental group and 16 percent of the control group reported receiving transportation services; 17 percent of women in the experimental group and 5 percent of the control group reported receiving assistance with clothing; 26 percent of women in the experimental group and 9 percent of the control group reported receiving assistance with baby clothing and diapers; 22 percent of women in the experimental group and 4 percent of the control group reported receiving help with baby furniture and toys; and 45 percent of women in the experimental group and 30 percent of the control group reported receiving health care.

Social and emotional support:

Women in the experimental group reported a significant increase ($t=2.90$, $p \leq .005$) in the amount of social support received, as measured by the NSSQ, while women in the control group did not experience any change in the amount of social support received. Women in the experimental group saw an increase in network support members from 3.11 to 3.87, while control group members saw only a nonsignificant increase from 3.07 to 3.22. The study did not compare network support members between experimental and control groups.

Neither group showed an increase in self-esteem. Women in the experimental group did report a significant decline ($t=3.10$, $p \leq .002$) in overall psychological distress between baseline and follow-up.

The study showed that women in the experimental group were more likely to have a child in out-of-home placement (9 percent of births) than women in the control group (4 percent of births).

Program: NURSE HOME VISITATION PROGRAM**Other Information:**

Home visitors were supervised by a social worker and nurse. Home visitors consisted of women with positive parenting experiences from the same communities as the targeted women. Home visitors received 1 month of training.

Study 4:

Olds, D.L., Robinson, J., O'Brien, R., Luckey, D.W., Pettitt, L.M., Henderson, C.R., Ng, R.K., Sheff, K.L., Korfmacher, J., Hiatt, S., & Talmi, A. (2002). Home visiting by paraprofessionals and by nurses: A randomized controlled trial. *Pediatrics*, 110(3), 486-496.

Study objectives and measurements:Objective:

To determine the effectiveness of the Olds model of home visiting by paraprofessionals and by nurses.

Measurement instrument:

Interviews with the mother, analysis of videotapes of mother-infant interactions at all lab and home postpartum assessments, analysis of videotapes of infants' emotional reactivity, Mental Development Index.

Evaluation:

Type: Experimental

Statistical techniques: t-tests

Significance level: $p \leq .05$ for significance, $p \leq .10$ for trends

Population evaluated: 735 low-income women from 21 clinics in the Denver, Colo. area. Women in the study had no previous live births and either qualified for Medicaid or had no private health insurance. Women were randomly assigned to one of two experimental groups or a control group: 245 women received home visits from a paraprofessional, 235 received home visits from a nurse, and 255 women were assigned to the control group.

Key Findings:Paraprofessional group:

Women in the group seen by paraprofessionals showed a trend toward fewer subsequent pregnancies or births in the 24 months following delivery, compared to the control group. The least squares mean for paraprofessional group women was 33 for subsequent pregnancies and 13 for subsequent births; the least squares means for control group women were 41 and 19, respectively.

Women in the paraprofessional group had significantly higher scores on measures of mother-infant responsive interaction than women in the control group (100.15 vs. 98.99).

There were no other significant findings for the paraprofessional group.

Nurse group:Maternal Outcomes:

In the group seen by nurses, women who smoked had significantly greater reductions in cotinine levels than smokers in the control group (reductions of 259.00 and 12.32 ng/mL, respectively).

Women in the nurse group were also significantly less likely to have a subsequent birth or pregnancy in the 24 months following delivery than women in the control group. The least squares mean for nurse group women was 29 for subsequent pregnancies and 12 for subsequent births; the least squares means for control group women were 41 and 19, respectively.

Program: NURSE HOME VISITATION PROGRAM

Women in the nurse group were also more likely to be employed in the second year following delivery than women in the control group. The least square means was 6.87 for the nurse group and 5.73 for the control group.

Care Giving and Child Outcomes:

Women in the nurse group showed significantly higher levels of mother-infant responsive interaction than women in the control group (least square means of 100.31 vs. 98.99).

Furthermore, children of women in the nurse group exhibited significantly less emotional vulnerability to fear stimuli than children of women in the control group (least square means were 16 vs. 25). Children in the nurse group also exhibited significantly less emotional vitality to anger stimuli than children in the control group (least square means were 19 vs. 28). They were also significantly less likely to have language delays at 21 months (least square means were 6 vs. 11).

On average, children in the nurse group had higher levels of language development at age 21 months than children in the control group (least square means were 102.22 vs. 99.49) and higher mental development at 24 months (least square means were 90.13 vs. 89.38).

Other Information:

Women in the nurse group received significantly more home visits than women in the paraprofessional group: an average of 6.5 visits during pregnancy and 21 home visits during infancy vs. an average of 6.3 home visits during pregnancy and 16 home visits during infancy.

Program: OHIO LEARNING, EARNING, AND PARENTING PROGRAM (LEAP)**Population Served:**

Size: 10,000 teens participated in LEAP

Age: Teen mothers under age 20 who are on welfare and do not have a GED or high school diploma.

Other Characteristics: The program targeted teenage mothers on welfare in 12 Ohio counties. The program is mandatory for all women under 20 who are receiving Aid to Families with Dependent Children (AFDC) and who do not have a GED or high school diploma. The program includes teens who head welfare cases and those who are on someone else's welfare case.

Studies: 3 experimental

Program Components*

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Financial incentive		Throughout the program	Teens are given \$62 more in welfare payments for enrolling in school or a GED program and an additional \$62 in welfare payments for every month they stay in school. If teens do not meet attendance requirements, they do not receive this financial incentive. Teens who fail to verify that they are enrolled in school have \$62 deducted from their welfare check every month until they comply.
Case management	Case manager	Throughout the program	Teens are assigned a case manager who monitors program compliance and assists with barriers to school attendance. Transportation and child care are available to help teens attend school.
Child care and transportation assistance	Program	Throughout the program	These services were provided only upon case manager approval.

* Other services may have been provided by schools, educational programs, or other agencies. These services would also have been available to youth in the control group.

Program Objectives/Goals:

To promote school attendance by pregnant teenagers and custodial teen parents on welfare. By requiring school attendance, the program tries to trigger a chain of effects on the teens' behavior—promoting academic progress, increasing the proportion of teens who earn a high school diploma or GED, and eventually producing gains in employment and reductions in welfare dependence.

Costs:

The net cost of the program is \$1,388 per teen over the course of 22.3 months or \$747 per year. Net cost is the amount spent per treatment group member over and above the amount spent per control group member.

Program: OHIO LEARNING, EARNING, AND PARENTING PROGRAM (LEAP)

Study 1:

Bloom, D., Fellerath, V., Long, D., & Wood, R.G. (1993). *LEAP: Interim findings on a welfare initiative to improve school attendance among teenage parents*. New York, NY: Manpower Demonstration Research Corporation.

Study Objectives and Measurements:Objective:

To determine the impacts of the financial incentives and sanctions on school enrollment and attendance. Also to determine whether the program has effects on school completion.

Measurement instrument:

In-person and phone surveys, GED testing data, focus groups, high school and adult education data, LEAP and AFDC case file data, and staff interviews/field research.

Evaluation:

Type: Experimental

Statistical techniques: Chi-square, F-test, t-test.

Significance level: $p \leq .10$

Population evaluated: 7,017 teens were randomly assigned to a program group or a control group: 5,611 teens (80 percent) to a program group and 1,406 teens (20 percent) to a control group. This ratio was used to minimize the number of teens not receiving LEAP services yet still provide enough participants for statistical analyses.

Key Findings:Incentives and sanctions:

Ninety-three percent of teens in the program received at least one financial incentive or sanction while in LEAP; most earned incentives as opposed to sanctions. Seventy-five percent of teens earned at least one bonus and 56 percent of teens received any sanctions. In addition, 37 percent of teens received only incentives, while 18 percent received only sanctions.

The program found discrepancies between having earned an incentive or received a sanction and actual changes in teens' monthly payments. This situation arose because case managers monitor program compliance but do not directly process incentives or sanctions. As a result, some participants never received their incentives or sanctions. The problem varied by county; in Cuyahoga County, for instance, approximately 50 percent of incentives and sanctions were actually processed.

Some teens continued receiving sanctions but never complied with LEAP requirements. This group comprised mainly students who had dropped out of high school for over a year. The researchers concluded that LEAP was unable to reach approximately 13 percent of teens.

In a survey, approximately 50 percent of teens viewed LEAP as fair and 33 percent labeled it unfair. The data indicate that teens who had received sanctions had more negative views of LEAP.

Less than 20 percent of teens took advantage of the child care assistance offered by LEAP.

Program: OHIO LEARNING, EARNING, AND PARENTING PROGRAM (LEAP)

School attendance, enrollment:

LEAP increased both retention in school and the number of students returning to school. Among teens who were already in school, program participants were 10.3 percent more likely than control group members to remain enrolled for at least 10 of the 12 months. Among teens who had dropped out of school, program participants were 13.4 percent more likely than control group members to return to school. These differences are statistically significant.

Participants who had dropped out of school for over a year were significantly more likely to start an adult education program than control group members: 32.7 percent vs. 18.4 percent.

LEAP also increased attendance: On average, LEAP participants attended 1.5 days more of school or adult education than control group members, a significant difference.

High school completion and GED attainment:

The data on performance in school indicate that participants had significantly higher rates of graduation than control students, as well as significantly higher rates of GED attainment. For the 1989-1990 and 1990-1991 school years, 26.3 percent of participants graduated from high school vs. 19.3 percent of control group members. Similarly, 3.9 percent of participants achieved a GED, while only 2.4 percent of control teens did.

Other Information:

None

Study 2:

Long, D., Gueron, J.M., Wood, R.G., Fisher, R., & Fellerath, V. (1996). *LEAP: Three-year impacts of Ohio's welfare initiative to improve school attendance among teenage parents*. New York, NY: Manpower Demonstration Research Corporation.

Study Objectives and Measurements:Objective:

To determine the experiences of LEAP teens and control teens 3 years into program implementation. This study examines the effects of LEAP on the attainment of a GED, college enrollment, training, employment and earnings, welfare receipt, family composition, and income.

Measurement instrument:

Telephone and in-person surveys, school records

Evaluation:

Type: Experimental

Statistical techniques: T-test, F-test

Significance level: $p \leq .10$

Population evaluated: 5,575 teens were evaluated in this study. The remaining 1,442 teens from the original random sample were not evaluated because they had only participated in LEAP during its start-up phase, when the rules were different. In the original evaluation, 80 percent of teens were assigned to a program group and 20 percent were assigned to a control group.

Program: OHIO LEARNING, EARNING, AND PARENTING PROGRAM (LEAP)

Key Findings:Incentives and sanctions:

Most participants received incentives (75 percent) or sanctions (56 percent). Overall, 93 percent of teens received at least one sanction or incentive. Teens who were in school at the time of enrollment in LEAP were less likely to receive a sanction than teens who had dropped out of school. In Cleveland, approximately 56 percent of teens in school at the time of enrollment in LEAP received only incentives or more incentives than sanctions, compared to 29 percent of teens who were not enrolled in school.

The sanctions imposed on teens led to less spending on essentials such as clothing and food, whereas incentives led to increased spending on children. Among teens with four or more sanctions, 54 percent reported having fewer essentials such as clothing and food. Among teens with four or more incentives, 46.5 percent reported having spent the incentive on essentials such as clothing and food, which affects children.

High school completion and GED attainment:

Participants were significantly more likely than control teens to have enrolled in school and to have attended through 11th grade (50 percent vs. 45.4 percent), but LEAP did not have any significant effect on high school graduation. Participants attained a significantly higher grade level (10.34) than control teens (10.22).

There were no significant differences in GED attainment or high school graduation. The data indicate that 66 percent of participants and 68.1 percent of control teens had not received a high school diploma or GED at the 3-year survey. Approximately 23 percent of participants and 24 percent of control teens completed high school; 11 percent of participants and 8 percent of control teens received a GED.

Participants who were in school at the time of enrollment in LEAP were significantly more likely to complete high school or attain a GED (45.6 percent vs. 38.6 percent). Furthermore, participants who had dropped out of school at the time of enrollment in LEAP were significantly more likely than their counterparts in the control group to complete grade 11 (35.8 percent vs. 28.0 percent).

Impacts on high school completion varied from site to site.

Employment, welfare receipt, and college enrollment:

Participants were significantly more likely than control teens to be working and significantly less likely to be receiving AFDC at the 3-year survey: 33.2 percent of participants vs. 27.6 percent of control teens had been employed within the past 3 months, and 83.8 percent of participants vs. 87.6 percent of control teens were receiving AFDC.

The employment findings can be attributed largely to the teens who were in school at the time of enrollment in the program. For this group, LEAP increased employment rates significantly (by 38.9 percent vs. 27.4 percent for control teens). LEAP had no significant impacts on the employment rate of participants who had dropped out of school at the time of enrollment in the program.

LEAP had significant impacts on college enrollment at only one site, Cleveland. At this site, 20.6 percent of participants and 11.8 percent of control teens enrolled in college.

The impacts of this study suggest that LEAP has the greatest benefits for teens who have not yet left school.

Other Information:

None

Program: OHIO LEARNING, EARNING, AND PARENTING PROGRAM (LEAP)

Study 3:

Bos, J.M., & Fellerath, V. (1997). *LEAP: Final report on Ohio's welfare initiative to improve school attendance among teenage parents*. New York, NY: Manpower Demonstration Research Corporation.

Study Objectives and Measurements:Objective:

To examine the long-term effects of LEAP on employment, earnings, and welfare receipt and to provide a cost-benefit analysis of the program.

Measurement instrument:

Administrative records (e.g., unemployment insurance earnings records, AFDC payment records), telephone and in-person interviews, self-report surveys

Evaluation:

Type: Experimental

Statistical techniques: t-test, regression analysis, chi-square

Significance level: $p \leq .10$

Population evaluated: 4,151 teens who were randomly assigned to a program group or a control group during the second year of LEAP; 3,479 teens were assigned to the program group and 672 teens were assigned to the control group. This study reports the results of a 3-year follow up after the program's end.

Key Findings:LEAP had positive effects on school attendance and enrollment:

At the 3-year follow-up, participants were significantly more likely (4.6 percentage points) to have completed 9th, 10th, and 11th grade than those in the control group. Fifty percent of LEAP teens and 45.4 percent of control teens completed 11th grade.

The program had mixed effects on high school graduation or GED attainment:

Participants who were in school when they entered LEAP were significantly more likely to have received their GED at the 3-year survey than their counterparts in the control group (10.0 percent vs. 4.4 percent), but LEAP had no significant effects on the high school graduation rate of this subgroup. For teens who were not in school at the beginning of LEAP, the program had no significant effects on high school graduation or GED attainment. Overall, 34 percent of participants received a GED or high school diploma; however, there was no significant difference between the control group and the experimental group.

The program had mixed effects on employment and earnings:

Participants initially enrolled in school fared better than participants not initially in school. Participants initially in school were significantly more likely to be employed over the 3-year follow up than control teens (4.41 percent vs. 4.03 percent), although participants' overall earnings were not significantly higher. There were no significant differences between participants who were not in school at the time of enrollment and the control teens. LEAP's impacts seem to have been greatest for those under age 18 at the time of assignment to the program, although the impacts on earnings were greatest for those who were age 17 and in school at the time of assignment. It is possible that employment impacts for those under 17 did not translate into comparable earnings gains because many of them might still have been in school at the end of the follow-up period. There was a marginally significant positive effect for black participants who were not initially enrolled in school, compared to non-black participants who were not initially enrolled in school, especially in the area of earnings.

Program: OHIO LEARNING, EARNING, AND PARENTING PROGRAM (LEAP)

AFDC receipt:

Participants were less likely to be on welfare than teens in the control group. During years 3 and 4, participants were on welfare significantly less time than control group members: an average of 15.27 months vs. 16.03 months, which amounts to a 4.7 percent reduction relative to the control group. Furthermore, participants received less welfare than control group members: an average of \$5,185 vs. \$5,459 in years 3 and 4. AFDC receipt varied significantly by age; it was highest for participants age 15 or 16 when assigned to the program because of a \$596 reduction in benefits received during years 3 and 4.

Cost-benefit analysis:

The program recovered its costs in savings on AFDC, food stamps, and Medicaid. Data indicated that the average net cost per participant was -\$1,110 over the 4 years from program start to 3-year follow-up. This combines the costs of the program and the money saved from sanctions and participants' not being on welfare.

Other Information:

LEAP appears to be most beneficial for the subgroup of teens who are in school at the time of enrollment in the program.

Program: SCHOOL ATTENDANCE DEMONSTRATION PROJECT**Population Served:**

Size: 4,849 students

Age: 16- to 18-year-old AFDC recipients (average age 17.1 years)

Other characteristics: Residing in San Diego, Calif. The following teens were excluded: pregnant or parenting teens, teens in foster care, teens attending private school, teens who had graduated from high school or received a GED, and teens engaged in TANF (Temporary Assistance for Needy Families) work activities.

Studies: 1 experimental**Program Components**

Component	Provided by	Duration	Description
Financial incentive	Welfare office	Over the course of 19 months	Participants were subject to a sanction if they did not attend school at least 80 percent of the time for 2 consecutive months and did not attend an orientation for services.
Multifaceted service delivery	SADP services unit consisting of 14 workers, including 1 MSW-level supervisor, 8 case managers, 2 income maintenance technicians, 1 undergraduate BSW intern, 1 graduate MSW intern, and a unit clerk	Staff had a mean of 13.11 contacts per student	Teens were assessed at time of orientation and were assigned to a case manager, if necessary. The service approach was family-centered and used individual and group interventions, combined with community resources, to address reasons why teens were not attending school. Services included meeting with school counselor, math assistance, transportation assistance, financial assistance, employment help, medical assistance, and school placement facilitation.

Program Objectives/Goals:

To improve the school attendance rates of 16- to 18-year-olds receiving public assistance. Participants were required to attend school full-time as a condition of TANF eligibility. Also to help teens and their families reach independence through a multifaceted service delivery approach.

Costs:

No information available

Program: SCHOOL ATTENDANCE DEMONSTRATION PROJECT

Study:

Jones, L.P., Harris, R., & Finnegan, D. (2002). School Attendance Demonstration Project: An evaluation of a program to motivate public assistance teens to attend and complete school in an urban school district. *Research on Social Work Practice, 12 (2), 222-237.*

Study Objectives and Measurements:

Objective:

1. To determine if students in the experimental group will attend school according to the attendance rule in greater numbers than students in the control group.
2. To determine if students in the experimental group will graduate from secondary school at a higher rate than students in the control group.

Measurement instrument:

Participants' daily school attendance patterns were followed for up to 19 months. Data were collected from the San Diego Unified School District (attendance data, graduation status, type of school attendance) and from the San Diego County Department of Social Services (income maintenance data such as benefit amounts, sanctions, and basic demographics).

Evaluation:

Type: Experimental

Statistical techniques: logistic regression. Multivariate model using logistic regression was used to predict graduation.

Significance level: $p \leq .05$

Population evaluated: 4,849 students in the experimental group; 2,398 students in the control group. The entire sample was tracked from February 1996 until February 1998 during the school months, for a total of 19 time periods; however, sample size varied during each data collection period.

Key Findings:

The program did not reach many of the intended recipients:

Only a small proportion of students responded to the orientation for services: 569 students attended the orientation; 1,031 ignored the orientation notice, did not improve their attendance, and were discontinued from public assistance. Another 61 teens were dropped after attending the orientation for failure to improve school attendance.

Attendance rates increased for participants who attended the orientation:

In February 1996, the probability of participants' meeting the 80 percent rule was 2 percent higher than that of control group members, a difference that is not significant. A year later, the probability was 8 percent higher, a significant difference.

There was no impact on graduation rates:

57.5 percent of participants and 55.4 percent of the control group had graduation certificates (difference not significant).

Program: SCHOOL ATTENDANCE DEMONSTRATION PROJECT

Multivariate analysis:

The program appeared to improve attendance for participants with relatively few risks:

The program was less effective for students from single-parent homes, Hispanic students, female students, students in alternative schools, students from families receiving child protective services, and probationers. Female participants were significantly less likely to meet the rule than males. Hispanics were significantly less likely to meet the rule than other racial/ethnic subgroups. Younger students may be significantly less likely to meet the rule than older students. Students with two parents were significantly more likely to graduate than students with one parent. Students from larger households were less likely to graduate than students from smaller households (difference not significant).

Results on “attended orientation” suggest that services were not sufficient to reverse attendance difficulties.

Other Information:

All students were eligible to receive social services, but the experimental group was eligible to receive them from the SADP services unit.

Program: SKILL-BASED INTERVENTION ON CONDOM USE**Population Served:**

Size: 396 youths (228 in juvenile detention and 168 from health clinics)

Age: 14-19 years old

Other Characteristics: Youths from urban public health clinics and from an urban county juvenile detention facility, both male and female, African American and European American (white), and heterosexually active in the last 3 months

Studies: 1 experimental**Program Components**

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Skill-based training in communicating and negotiating condom use with partners, delivered in one of three ways:			
Comic book (administered to both samples)	Research team	One time	Delivered individually or in groups of two. 16-page comic book that contains: a) basic information on sexually transmitted diseases (STDs), b) vignettes intended to alter misconceptions about STDs and negative beliefs about condoms, c) instructions on how to use a condom, d) presentation of four skills to communicate with partner about condom use, and e) information on where to get condoms, STD checks, and a list of telephone numbers.
Videotape & comic book (administered to both samples)	Research team	One 27-minute video	Delivered individually or in groups of two.
Group skills training, videotape, and comic book (administered only to sample in juvenile detention)	Adult facilitator and two peer tutors	Two 4-hour sessions separated by 2 or 3 days	Delivered in groups of 12 or fewer. Includes the comic book and videotape as well as role-playing, visual aids, and structured small-group exercises.

Program Objectives/Goals:

To increase condom use among heterosexually active adolescents at high risk of STDs, including HIV/AIDS.

Costs:

No information available

Program: SKILL-BASED INTERVENTION ON CONDOM USE

Study:

Gillmore, M.R., Morrison, D.M., Richey, C.A., Balassone, M.L., Gutierrez, L., & Farris, M. (1997). Effects of a skill-based intervention to encourage condom use among high-risk, heterosexually active adolescents. *AIDS Prevention and Education*, 9 (Supplement A), 44-67.

Study Objectives and Measurements:Objective:

To test three behavioral interventions intended to reduce the risk of contracting HIV/AIDS and other STDs.

Measurement instrument:

Pre-and post-tests and 3- and 6-month questionnaires. Questionnaires tapped self-efficacy, intentions, attitudes, perceived norms, outcome beliefs, condom use, number of sexual partners, and communications with partners.

Evaluation:

Type: Experimental and longitudinal

Statistical techniques: Individuals were not randomly assigned, but the order of intervention delivery was randomized. In other words, all individuals recruited in a given week received the same type of intervention. The order of intervention delivery was determined randomly and conditions were alternated at biweekly intervals. The groups were tested to be equivalent at baseline. The comic book group was intended to serve as a control group. Repeated measures at pre-test, post-test, and 3- and 6-month follow-ups. Analysis of covariance, chi-square analysis.

Significance level: Not significant = $p > .10$; marginally significant = $p \leq .10$; significant = $p \leq .05$

Population evaluated: 396 males and females between the ages of 14 and 19 (228 in juvenile detention and 168 from health clinics). 46 percent of the juvenile detention sample and 58 percent of the clinical sample were females. Of the juvenile detention group, 161 were located for the 3-month follow-up, and 174 were located for the 6-month follow-up. Of the clinical group, 145 were located for the 3-month follow-up, and 140 were located for the 6-month follow-up.

Key Findings:Differences among interventions:

There were very few significant differences among interventions in either the clinical sample or the detention sample. In particular, there was no impact on behavioral outcomes such as number of sexual partners in the past 3 months, condom use, or refusing sex without a condom.

Differences within interventions (based on pre- and post-tests):

(The following relationships have not been experimentally evaluated; therefore, causation cannot be inferred.)

Detention sample:

Group skill training yielded several significant differences (in the predicted direction) on:

- Self-efficacy in talking with casual partners about using condoms
- Intentions to talk to steady and to casual partners about using condoms
- Comfort talking to casual partners about using condoms
- Attitude toward using condoms with steady partners
- Beliefs that using condoms with steady partners would help prevent pregnancy and protect against STDs with casual partners

Program: SKILL-BASED INTERVENTION ON CONDOM USE

There were also marginal effects in the predicted direction on:

- Intention to use condoms with steady partners
- Beliefs about the outcomes of using a condom with a steady partner (specifically, that they reduce one's own pleasure, that using condoms with a casual partner helps prevent pregnancy, and that they are uncomfortable for the woman)

One difference was found opposite to prediction:

- The belief that condoms would interrupt sex with steady partners

The video followed a similar pattern, and the comic condition had very few differences.

Clinical sample:

The video condition yielded significant differences (in the predicted direction) on:

- Self-efficacy in talking with casual and steady partners about using condoms
- Reactions to steady or casual partner's request to use condoms
- Intention to use condoms with steady and casual partners
- Intention to talk to steady and casual partners about using condoms
- Attitude toward using condoms with steady and casual partners, and the belief that using condoms with a steady partner would protect against STDs and prevent pregnancy
- Beliefs that using condoms with casual partners would prevent pregnancy and interfere with partner's pleasure

Other Information:

The group skills training intervention was administered only to the sample in juvenile detention.

Program: TEENAGE PARENT DEMONSTRATION**Population Served:**

Size:	Approximately 3,500 teenage parents were served in three demonstration program cities.
Age:	Most of the mothers were between 17 and 19 years old; however, all teenage mothers were targeted.
Other Characteristics:	Target population was all teenage parents who were receiving AFDC or teens in their third trimester of pregnancy receiving AFDC. The program was mandatory; mothers who did not participate in the planned activities had their monthly AFDC grants reduced.

Studies: 2 experimental

Program Components

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Case management	Case managers	Throughout the program	Worked with participant to develop a service plan to achieve self-sufficiency. Also provided ongoing support and counseling.
Workshops	In-house by program staff	Intervention varied from site to site, ranging from 9 hours to 97 hours	Workshops were designed to enhance personal skills, convey information, help teens adjust to roles as parents, and prepare teens for later education, training, and employment activities.
Education, training, and employment-related services	Existing community education, job training, and employment services; in-house staff	Throughout the program	GED courses offered for participants who did not complete high school. Work study program also offered at one site. Remedial classes and help for those having difficulty in school. Assistance finding job openings, and on-the-job training slots. A JTPA-funded job training course.
Support services	The program	Throughout the program	Child care in licensed day care centers and approved family day care centers; transportation assistance.

Program Objectives/Goals:

To help young mothers work toward economic self-sufficiency

Costs:

In 1989, the yearly cost per participant ranged from \$3,000 to \$5,400, but most costs were subsidized by outside agencies and in-kind donations.

Program: TEENAGE PARENT DEMONSTRATION

Study 1:

Maynard, R., Nicholson, W., & Rangarajan, A. (1993). *Breaking the cycle of poverty: The effectiveness of mandatory services for welfare-dependent teenage parents*. Princeton, NJ: Mathematica Policy Research, Inc.

Study Objectives and Measurements:Objective:

To determine whether the program would motivate young mothers to engage in program activities, whether the program helped reduce young mothers' dependence on public assistance and improved economic well-being, and whether the program resulted in changes in social and demographic outcomes that promote self-sufficiency.

Measurement instrument:

Administrative records, interviews, group-administered survey, Test of Adult Basic Education (TABE).

Evaluation:

Type: Experimental

Statistical techniques: Means comparison (t-test), regression analysis, multivariate models

Significance level: $p \leq .10$

Population evaluated: 5,297 teens completed the intake (out of 6,000 who were eligible); half were randomly assigned to an experimental group and the other half were randomly assigned to a control group.

Key Findings:

At the 2-year follow-up:

Training, employment, and income:

Participation rates in school, job training, or employment were 12 percentage points higher for program participants than those in the control group (79 percent vs. 66 percent). Similar findings were found for participants under age 17, age 18, and age 19 and older and for Hispanics, whites, and blacks. Program participants also stayed in school, job training, or employment longer than control group members (35.2 percent of the time during the 24-month follow-up compared with 27.5 percent of the time). In addition, math scores, as measured by the Test of Adult Basic Skills, were significantly higher among participants age 19 than their counterparts in the control group.

Participants were earned more per month from employment than teens in the control group were (\$23.00 more per month on average); however this difference was only significant at the Chicago site. Participants age 18 and older were more likely to be employed and had higher earnings than control counterparts. Similar findings were found for Hispanics. For whites, the employment finding, but not the earnings finding, was significant. The majority of both groups were still in poverty at the 2-year follow-up. Seventy-five to 80 percent of all participants were receiving AFDC or food stamps at the follow-up, and 80 to 90 percent were living in poverty. Participants who were age 18 and older, Hispanic, or black were on AFDC and received food stamps for a longer period of time than their control counterparts. Participants who were age 17 or older, Hispanic, or black received less in AFDC than control counterparts.

Program: TEENAGE PARENT DEMONSTRATION

Overall, participants were more likely than control group members to establish paternity (4 percentage point increase overall). For participants age 17-18 and for blacks, this difference is significant. Only one site (Camden) showed positive effects for paternal financial support. In Camden, fathers of participants' children were 30 percent more likely to provide financial support than fathers of control group members' children. In addition, Hispanic participants were more likely than their counterparts in the control group to have contact with their child's father.

Participants were less likely than control group members to cite lack of child care as a reason for termination from longest employment (13.1 percent vs. 16.7 percent in one site, and 6.6 percent vs. 13.3 percent in another, differences not significant).

Pregnancy rates:

The study found no significant impacts on pregnancy rates. However, black participants had higher birth rates than their counterparts in the control group.

Other Information:

None

Study 2:

Kisker, E.E., Rangarajan, A., & Boller, K. (1998). *Moving into adulthood: Were the impacts of mandatory programs for welfare-dependent teenage parents sustained after the programs ended?* Princeton, NJ: Mathematica Policy Research, Inc.

Study Objectives and Measurements:Objective:

To examine the long-term effects of the program 5 years after enrollment.

Measurement instrument:

The following instruments were used at the 5-year follow-up: Phone and in-person interviews, self-administered questionnaires, tests, and interviews with children.

Evaluation:

Type: Experimental

Statistical techniques: Multivariate models, regression analysis, t-test, F-test

Significance level: $p \leq .10$

Population evaluated: Data were collected 5 years after program intake via phone or in-person interviews. Data were collected from 85 percent of the target sample. Data were collected from 3,499 persons: 1,769 in the experimental group and 1,730 in the control group.

Program: TEENAGE PARENT DEMONSTRATION

Key Findings:

At the 5-year follow-up there were few differences between program and control groups:

Approximately 70 percent of mothers in both the program and control groups were still receiving welfare at the 5-year follow-up. In addition, approximately 33 percent had incomes of less than 75 percent of the federal poverty level.

Employment:

After the Teenage Parent Demonstration program ended and the participants returned to regular AFDC programs, the effects of the program faded. Gains in employment, training, or education faded, and there were no significant differences between the two groups.

Pregnancy:

Participants in both groups had, on average, become pregnant twice and given birth to one or two children at the follow-up. The study found that the program failed to reduce subsequent pregnancies and births. Only the Camden site had significant differences between the experimental and control groups. In Camden, participants had 1.7 pregnancies and 1.5 births, while control group members had 1.9 pregnancies and 1.6 births.

Children of participants were faring poorly at the follow-up:

Children of participants had poorer scores on measures of development and well-being than children nationally. Using the Peabody Picture Vocabulary Test, revised edition (PPVT-R), the researchers found that children of black and white participants scored one deviation (15 points) lower than black and white children nationally (difference not significant). Children of program participants also received slightly higher scores on measures of problem behaviors than children in the national sample.

The researchers concluded that the program had neither harmful nor beneficial effects for children's development. For example, there were no significant differences with child reports of effort in school and parental encouragement with regard to school. There were also no significant differences in the parents' reports of children's academic behavior.

Other Information:

Most differences between the experimental group and control group in this study were not significant.

Program: YOUTH CORPS**Population Served:**

Size:	1997 — 120 corps programs nationwide, enrolling 26,000 participants. Programs range in size from 20 to several hundred corps members.
Age:	18 to 25 years old (75 percent), 17 or less (23 percent), 36 or older (2 percent)
Other Characteristics:	Educationally or economically disadvantaged, mostly minorities (slightly more than a quarter are white)

Studies: 1 experimental

Program Components:

Programs are initiated within local communities and address specific needs within the communities, so program components vary. Those summarized below are broad components.

Component	Provided by	Duration	Description
Community service	Participants	6-12 months; 80 percent of participants' time	Participants work in groups of 8 to 15 on service projects within their community
Stipend	Program funding	Throughout enrollment	Generally equivalent to minimum wage or less
Educational stipends or small cash awards	Program funding	Not automatic; only offered sometimes, at completion of program	
Education and developmental activities	Program	6-12 months; 20 percent of participants' time	Strategies combined contextually based hands-on experience and traditional classroom education
Case management	Program	Throughout enrollment on an as-needed basis	If services are required from external providers, the services are coordinated by program personnel and incorporated into the Youth Corps experience

Program Objectives/Goals:

To address the specific needs of local communities through human services, educational, or environmental projects and to improve educational and employment prospects of participants and enhance their personal development. Specifically, programs were required to "make academic study available to participants to enable such participants to upgrade literacy skills, to obtain high school diplomas, or the equivalent of such diplomas, to obtain college degrees, or to enhance employable skills." (p.15)

Costs:

Program costs average \$9,540 per participant

Program: YOUTH CORPS

Study:

Jastrzab, J., Masker, J., Blomquist, J., & Orr, L. (1996) *Evaluation of national and community service programs. Impacts of service: Final report on the evaluation of American Conservation and Youth Service Corps*. Cambridge, MA: Abt Associates, Inc.

Study Objectives and Measurements:Objective:

To assess the effectiveness of Youth Corps programs in nine outcome categories:

1. Civic, social, and personal development
2. Current and planned community service
3. Current or planned involvement in other social service
4. Voting behavior
5. Education and training achievements and plans
6. Employment and earnings
7. Involvement with risk behavior
8. Educational aspirations and expectations
9. Work performance

Measurement instrument:

Baseline interviews and follow-up telephone interviews approximately 15 months after random assignment; 41 outcome measures in nine broad categories.

Evaluation:

Type: Experimental. Random assignment to treatment and control groups.

Statistical techniques: Regression with demographic and background covariates; Chi-square, two-tailed t-test

Significance level: $p \leq .10$

Population evaluated: 626 youths (383 in treatment group and 243 in the control group). Four of the 100 year-round programs in 1993-1994 were studied experimentally: California Conservation Corps, Santa Clara District; Greater Miami Service Corps; City Volunteer Corps in New York City; and Washington State Service Corps.

Key Findings:

Findings summarized here are from the Participant Impacts portion of the study, which was experimental. A cost-benefit analysis and an analysis of community impacts were also reported, but they were not experimental. Refer to the complete report for those findings.

Overall:

During the follow-up period, participants, compared to persons in the control group:

- Were significantly more likely to have worked for pay (89 percent vs. 73 percent)
- Worked significantly more hours [568 more hours (or 40 percent), on average]
- Were significantly less likely to be arrested (12 percent vs. 17 percent)
- Were significantly less likely to earn a technical certificate or diploma (8 percent vs. 13 percent)

Most other measures showed positive, but not statistically significant, effects.

Program: YOUTH CORPS**Subgroups:**

- No significant impacts associated with age of participants, whether they had completed high school, or their length of stay in the program.

Compared to their counterparts in the control group, **African American male participants experienced the following positive impacts:**

- Scored significantly higher on measures of personal and social responsibility. Participants scored 8 percent above control group members on the community involvement subscale (16.97 vs. 15.75 on a scale of 2 to 25) and 6 percent above control group members on the overall Personal and Social Responsibility scale (50.33 vs. 47.39 on a scale of 15 to 75).
- Were significantly more likely to have voted in the last election (22 percent vs. 4 percent)
- Had significantly higher employment rates (91 percent vs. 62 percent), had significantly higher earnings, and had significantly higher total hours worked (average monthly earnings and total hours worked were 1.5 times as large as those of the control group). Note that this includes work done while serving the Youth Corps program.
- Were significantly more likely to have an associate degree (4 percent vs. 0 percent)
- Were significantly more likely to have changed their educational aspirations (two-thirds of participants vs. less than 40 percent of the control group indicated they would like to graduate from college)
- Were significantly less likely to report having a good relationship with the people at work, besides their supervisor (80 percent of participants vs. 95 percent of control group members indicated they had a very good or pretty good relationship with co-workers)

Compared to their counterparts in the control group, **Hispanic male participants experienced the following positive impacts:**

- Worked significantly more hours since enrollment in the program (2,320 mean hours worked vs. 1,456)
- Received significantly more promotions at their current jobs (over one-third vs. 19 percent of).

Compared to their counterparts in the control group, **white male participants experienced the following negative impacts:**

- Were significantly less likely to be employed at follow-up (59 percent vs. 88 percent). This disparity is not explained by higher rates of school enrollment among participants.
- Had significantly lower monthly earnings (average earnings of \$875 per month vs. \$1,238 per month)
- Scored 8 percent lower on the measure of perceived control of work outcomes (mean score of 3.25 vs. 3.54 on a scale of 1 to 4)

Compared to their counterparts in the control group, **African American female participants experienced the following positive impacts:**

- Were more likely to have worked for pay during the follow-up period (86 percent vs. 62 percent)
- Were more likely to have received an award at their current job (35 percent vs. 9 percent, calculated for those currently working only)
- Were less likely to be unmarried and pregnant at follow-up (6 percent vs. 21 percent)

Program: YOUTH CORPS

Compared to their counterparts in the control group, **Hispanic female participants experienced the following generally positive impacts:**

- Were significantly more likely to have worked for pay since enrollment in the program (91 percent vs. 53 percent)
- Were more likely to have high educational aspirations (nearly two-thirds of participants, compared to 61 percent of their counterparts in the control group, indicated that they would like to graduate from a 4-year college or attend graduate school)
- Were less likely to receive a raise in their current job (0 percent vs. 40 percent). It is not likely that participants were at their post-Corps job long enough time to be eligible for a raise.

Compared to their counterparts in the control group, **white female participants experienced the following positive impacts:**

- Were more likely to have earned an associate's degree (over 25 percent vs. 0 percent)
- Were more likely to expect to graduate from a 4-year college or attend graduate school (89 percent vs. 57 percent)
- Were much less likely to have consumed five or more alcoholic drinks in one sitting during the previous month (3 percent vs. 32 percent)

Other Information:

These programs are funded under Subtitle C of the National and Community Service Act of 1990.

Youth Corps is the precursor to AmeriCorps. The programs share general characteristics, but traditionally Youth Corps serves a more disadvantaged population and places more emphasis on participant development.

Sites selected for analysis had to meet the following requirements:

- 70 or more participants
 - absence of recruiting problems
 - in operation at least 1 year
-

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