

Community Action Commission
Across Ages Program
Objectives and Outcomes

Risk Factors	Objectives	Activities	Measures	Outcomes
Inconsistent school attendance	Increase student's attendance	1. Mentoring 2. Participation in community service contingent on school attendance	1. School attendance records (Summative index) 2. Measure of attitudes regarding school, elders and the future (Locally developed by evaluation team)	MPS had significantly fewer absences ($p=.01$) and more favorable attitudes towards school, elders and the future ($p=.038$) than PS or C
Poor or failing academic performance	Improve students' grades	1. Mentoring	1. School academic records (Summative index)	MPS showed marginally improved academic performance over PS and C.
Disruptive behavior in school	Reduce rate of student suspension	1. Mentoring 2. Life skills curriculum	1. School records (Summative index) 2. Measure of attitudes regarding school, elders and the future (Locally developed by evaluation team)	MPS had significantly more favorable attitudes towards school, elders and the future ($p=.038$) than PS or C.
Lack of knowledge regarding harmful effects of ATOD	Increase knowledge about ATOD/promote negative behavioral intentions toward use	1. Life skills curriculum 2. Mentoring	1. Measure of knowledge about substance abuse (Caplan, et al., 1988) 2. Problem Solving Efficacy (Caplan, et al., 1992)	MPS and PS showed significant differences on knowledge about substance abuse and problem solving efficacy ($p=.043$)
Experimentation/use of ATOD	Decrease or delay ATOD use	1. Life skills curriculum 2. Mentoring	1. Measure of substance use in last 30 days (Caplan et al., 1992) 2. Reactions to situations involving drug use (Caplan, et al., 1986)	MPS had significantly more favorable reactions to situations involving drug use than PS or C ($p=.043$) and PS & Ps had significantly lower frequency of substance use than C ($p=.039$)
Lack of bonding to positive adult role models	Increase students' capacity to bond with adults	1. Mentoring 2. Community Service 3. Parent Involvement	1. Knowledge about Older People (Palmore, 1977) 2. Attitudes Toward Older People (Locally developed by evaluation team) 3. Facts on Aging Quiz (Palmore, 1977)	MPS had significantly better attitudes towards older people than PS and C ($p=.012$ & $p=.005$) and significantly greater knowledge about older people than C ($p=.008$).

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Poor decision making skills	Improve decision making skills	1. Life skills curriculum	1. Problem Solving Efficacy (Caplan, et al., 1992) 2. Social Problem Solving (Caplan, et al., 1992)	MPS and PS showed more significant differences on problem-solving efficacy than C (p=.043)
Low self-esteem	Increase self-esteem	1. Mentoring 2. Life skills curriculum 3. Community service	1. Rand Well-Being Scale (Veit & Ware, 1983) 2. Self-Perception Scale for Children (Harter, 1985)	MPS and PA had a marginally higher sense of well-being than C (p=.058). No significant differences on Self-Perception Scale emerged between groups.
Lack of positive future orientation	Improve students' feelings about the future	1. Mentoring	1. Rand Well-Being Scale (Veit & War, 1983)	MPS had a marginally higher sense sense of well-being than C (p=.058).
Lack of stress management skills	Improve ability to cope with stress	1. Life skills curriculum 2. Mentoring	1. Problem Solving Efficacy (Caplan, et al., 1992) 2. Rand Well-Being Scale (Veit & Ware, 1983) 3. Reactions to Stress or Anxiety (Caplan, et al., 1992)	MPS had a marginally higher sense sense of well-being than C (p=.058). Significant differences emerged between groups for problem-solving efficacy and reactions to stress (p=.043)

NOTE: Group C = Control Group, Group PS = Intervention Only, Group MPS = Intervention and Mentoring