

*Geauga Family First Council
All Stars Evaluation
Final Report
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I. Project Background

Project Objectives and Scope

The PFS process conducted in Geauga County several years ago resulted in the decision to pursue two separate, but related, strategies to address the gaps identified in meeting the needs of Geauga County's youth. The primary strategy was implementation of the All Stars program. This past school year (2006-07) was the second year the program has been implemented in school districts across the county that have chosen to participate. The objective of this project was to evaluate the success of the program in these schools. It is important to note that this research is not intended to statistically measure the direct changes in beliefs and behaviors in participating students, as the Tanglewood research does. The FFC acknowledges All Stars as an "evidence-based program," and this research is not intended to confirm this assumption. It was conducted merely as a way to gather feedback from all participating groups in order to determine if the program should be continued, and is so, identify opportunities for continuous improvement in the implementation of it. To that end, the FFC/Planning Team sought answers to the following questions:

- Did students find the curriculum informative? Did they learn anything new?
- Did they find the curriculum fun and interesting?
- Did the program change their beliefs about anything (for example, drug/alcohol use)?
- Did it help them talk to their parents about risky behavior?
- Did it help them think about their future?
- What was the most important thing they learned? What was not worth the time?
- Would they recommend it to other schools?
- Would they be interested in taking the following-up Booster program next year?

Methodology

Anonymous evaluation surveys (see **Appendices 1 and 2**) and instructions for administering it were provided to each All Stars teacher at the beginning of the school year. The total number of surveys distributed was about 720, which was the number of students estimated to participate at that time. Teachers were asked to have their students fill out the survey during the last day of the All Stars class, and were provided with a self-addressed, postage paid large envelope to use to return their packet of surveys to Maple Alley Market Research.

Summary of Respondents

A total of 496 surveys were returned, representing all but about 50 of the students believed to have completed the program this year. The following is a breakdown by school district of the surveys returned and included in the analysis:

- ➔ Kenston (Core) – 125
- ➔ Chardon (Core) – 158
- ➔ Cardinal (Core) – 86
- ➔ Newbury (Core) – 11
- ➔ Berkshire (Core) - 42
- ➔ Berkshire (Booster) – 74

Throughout this report the results of the surveys are divided into two groups: Core (422 surveys) and Booster (74 surveys).

II. Summary of Key Findings

Overall, All Stars appears to have had an impact, ranging from moderate to substantial, on most of the students who went through the program this year. Most students found the curriculum to be informative and learned new, helpful information from it, while also finding it fun and interesting, for the most part. Even more importantly, All Stars appears to have had a substantial effect on the majority of students' likelihood to engage in risky behaviors (such as drug, alcohol and cigarette use). All Stars certainly got students thinking about their futures, their goals, and how the decisions they make now can affect whether or not they reach those goals. The specific data and findings are presented below for each of the project's objectives.

1) Did students find the curriculum informative? Did they learn anything new?

Most students did find the curriculum informative in some way and most did learn new, helpful information, according to responses to several survey questions. The majority of students in both the CORE and BOOSTER groups reported learning at least "a few new things" in All Stars, with 72% of the CORE group reporting they learned "a lot of new things" (20%) or "a few new things" (52%), and 65% of the BOOSTER group reporting that they learned "a lot of new things" (12%) or "a few new things" (53%). Even for those who did not learn anything new, most of the rest said that they heard some helpful reminders (21% and 23%). In addition, in a question about what they liked most about All Stars, a number of students said the fact that they learned something new was what they liked most.

2) Did they find the curriculum fun and interesting?

Many students found the curriculum to be fun and/or interesting, although many also reported finding it boring or repetitive. The fact that the curriculum included a variety of games and activities, in addition to the regular classroom lectures and discussions, appeared to go a long way with keeping students interested and engaged. Overall, the majority of students in both the CORE and BOOSTER groups found All Stars to be "OK" (62% and 60%), with most of the rest reporting that they "liked it a lot" (23% and 27%).

In a question about which words best describe All Stars, the top three choices for both the CORE and BOOSTER groups were helpful (62% and 66%), important (58% and 54%) and interesting (45% and 47%). Many found it fun (41% and 37%) but many also found it boring (36% and 30%).

Another way of gauging general level of interest in the program was obtained by asking about whether or not the students looked forward to the All Stars class. About half of the students in the CORE group reported that they “always” or “usually” looked forward to All Stars, while about three quarters of the BOOSTER group reported the same.

3) Did the program change their beliefs about anything (for example, drug/alcohol use)?

All Stars appears to have had a substantial effect on student’s views towards various risky behaviors, including their likelihood to use illegal drugs, drink alcohol and smoke cigarettes. A majority (74% of CORE and 70% of BOOSTER) said that they are *less likely to use alcohol* under age 21 because of what they learned in All Stars. A vast majority (86% of CORE and 84% of BOOSTER) said they are *less likely to ever use illegal drugs* because of what they learned in All Stars. A little more than three quarters of both groups (79% of CORE and 76% of BOOSTER) reported that they are *less likely to smoke cigarettes* because of what they learned in All Stars. In addition, many students (60% of CORE and 57% of BOOSTER) felt they learned something new about how their classmates feel about risky behaviors, which should positively influence their ability to resist peer pressure when it comes to these risky behaviors.

4) Did it help them talk to their parents about risky behavior?

Although some students reported that the homework they did for All Stars with their parents helped them, this was not the case with the majority of students. For about half of each group (48% of CORE and 51% of BOOSTER), the homework assignments “did not really help” them to talk about stuff that is difficult to talk about with their parents. For most of the rest, it helped “a little bit.” Only 13% of CORE and 11% of BOOSTER said it helped “a lot.” So, the impact of the program in regards to this objective is questionable.

5) Did it help them think about their future?

All Stars absolutely aided students in thinking about their futures. Several questions were asked around this subject, with varying results. But overall, the impact appears to be substantial. Most of the students in the BOOSTER group (70%) and CORE group (63%) reported that they have a better understanding of what they want in the future because of All Stars. In addition, most students in the CORE (74%) and BOOSTER (85%) groups said that All Stars helped them realize how the decisions they make now can affect their futures. In another question about whether or not All Stars helped them to identify goals, 39% of the CORE group and 35% of the BOOSTER group said All Stars

“definitely” helped them to identify goals for their future. Most of the rest (48% and 51%) said that it helped “a little bit.”

6) What was the most important thing they learned? What was not worth the time?

By far the most common responses to the question about the most important thing learned were about not doing drugs, drinking alcohol and/or engaging in illegal or risky behaviors. Many students also referenced the importance of learning about how the decisions you make now can affect your future. Quite a few comments were also made in the both groups about being true to yourself, standing up for your beliefs, and other comments indicating resiliency.

It was difficult to tell from the survey results which, if any, sections of the program were not effective. Some portions that were favorites of some were least favorites of others. So, there was no clear direction as to any particular part of the program that could be eliminated or was “not worth the time.” Opportunities for improvement would likely involve finding more ways to engage students in the class and keep the material fresh and new, addressing the frequent comments on it being boring or repetitive. The issue of the homework was also brought up frequently, although it is not known at this point whether that was because there was homework at all, or if there is something that could be done to make the homework more interesting or relevant.

7) Would they recommend it to other schools?

Many students were hesitant to commit to whether or not they would recommend All Stars to their friends, with 42% of the CORE group and 32% of the BOOSTER group indicating that they were not sure. Most of the rest (40% of CORE and 47% of BOOSTER) said they would. This is an indication on the part of at least some of the students’ that the class is worthy of their time.

8) Would they be interested in taking the following-up Booster program next year?

This question was asked of both the CORE and BOOSTER groups, but the responses are really only relevant from the CORE group since the second is already in the BOOSTER program. About 62% of the CORE group said they “might want to” do activities like All Stars next year if they had a chance. About a quarter said “no way” and the remaining 15% said they would “love to”.

III. Survey Responses and Analysis

1) Overall, how did you like the All Stars program?

CORE (n=421)

7%	I loved it
23%	I liked it a lot
62%	It was OK
8%	I didn't like it at all

BOOSTER (n=74)

5%	I loved it
27%	I liked it a lot
60%	It was OK
8%	I didn't like it at all

The majority of students in both groups found All Stars to be “OK” (62% and 60%), with most of the rest reporting that they “liked it a lot” (23% and 27%). About equal numbers reported that they “loved it” or “didn’t like it at all.” So, although this is not overwhelming enthusiasm, most found it to be at least tolerable, if not better.

2) What did you like about it, if anything?

By far the aspect students liked most about All Stars were the games and activities. Quite a few students also liked that they learned something new, that they could talk about their futures, and enjoyed working with groups of classmates. See **Appendix 3** for a complete list of verbatim responses.

CORE

The following concepts were listed more than once:

- Playing games/activities – 105 (Family Feud mentioned frequently)
- Learned about future, decisions, commitments - 43
- Informative, helpful, learned something – 29
- Nothing – 25
- Fun – 21
- Crests – 20
- Opportunity to share feelings, discussions - 15
- Working in groups/with partner – 14
- Got out of another class/other work – 14
- Candy – 14
- Learning about staying drug free – 12
- Surveys/polls – 10
- Making video – 8
- Easy - 8
- General/liked all of it – 7
- Be with friends – 7
- Extra credit – 4
- Making the posters – 3
- Reputation - 3
- Teacher – 2
- The end of it – 2
- Working with parents – 2

BOOSTER

The following concepts were listed more than once:

- Playing games/activities – 11
- Working in groups, discussions, communicating with each other – 11
- Got out of another class/other work – 7
- Making the posters – 6
- Nothing – 6
- Learning about staying drug free – 5
- Teacher – 3
- Crests – 3
- Fun – 3
- Informative – 3
- Surveys/polls – 2
- General/liked all of it – 2

3) What did you *not* like about it, if anything?

For the CORE group, by far the most common theme was around the homework (but no specifics on whether it was too much homework, the fact that there was homework at all, or if it was something specific to the content of this homework.). The second most common response for the CORE group and most common response for the BOOSTER group was “nothing” indicating an overall high level of satisfaction. Quite a few comments were also made in both groups about All Stars being “boring.” Although less frequent than those already listed, a fair number of kids also reported not liking the videotaping/being in front of the class and the repetition versus other programs like DARE. See **Appendix 3** for a complete list of verbatim responses.

CORE

The following concepts were listed more than once:

- Homework/too much work/the worksheets - 145
- Nothing/liked everything – 32
- Boring – 46
- Videotaping/going in front of class – 19
- Repetitive/like DARE/learned nothing new – 18
- Too many questions/uncomfortable questions – 11
- Surveys - 11
- Everything - 10
- Talking about stuff – 10
- Missing another class would rather be in -- 9
- Too much talk about the future – 6
- Met too often - 5
- The name game – 3
- Crests - 2

BOOSTER

The following concepts were listed more than once:

- Nothing/liked everything – 27
- Boring – 13
- Homework/work – 4
- Everything - 4
- Presenting/going in front of class – 3
- Crests - 2

4) Did you learn anything new in All Stars?

CORE (n=419)

- 20% Yes, I learned a lot of new things
- 52% I learned a few new things
- 7% No, I didn't learn anything new
- 21% I didn't learn anything new, but there were some helpful reminders

BOOSTER (n=74)

- 12% Yes, I learned a lot of new things
- 53% I learned a few new things
- 12% No, I didn't learn anything new
- 23% I didn't learn anything new, but there were some helpful reminders

The majority of students in both groups reported learning at least “a few new things” in All Stars, with 72% of the CORE group reporting they learned “a lot of new things” (20%) or “a few new things” (52%) and 65% of the BOOSTER group reporting that they learned “a lot of new things” (12%) or “a few new things” (53%). Even for those who did not learn anything new, most of the rest reported that they heard some helpful reminders (21% and 23%). Only 7% of the CORE group and 12% of the BOOSTER group reported not learning anything new.

5) Which of the following words describes All Stars to you? *Check all of the words that apply – you can choose more than one.*

The most common words chosen by both groups were Helpful (62% and 66%), Important (58% and 54%) and Interesting (45% and 47%). Many found it Fun (41% and 37%) but many also found it Boring (36% and 30%). A small number indicated that it was Stupid or Useless. Some students chose to write in a wide range of words as well, with many more of them being more positive in nature than negative.

CORE (n=413)

45%	Interesting
62%	Helpful
36%	Boring
25%	Cool
10%	Stupid
41%	Fun
12%	Useless
58%	Important

Add some more words of your own below if you want to!

Approximately 90 positive words and 60 negative words were filled in here. The words provided were (# of times mentioned): awesome (8), waste of time (6), weird (5), funny (5), dumb (5), annoying (5), useful (5), amazing (4), smart (3), exciting (3), creative (3), teaching (2), sweet (2), slow (2), not fun (2), nice (2), kind (2), entertaining (2), boring (2). The following were mentioned one time only: worthwhile, uninteresting, un fascinating, unexciting, understanding, tiring, thinkable, superb, stupid, spectacular, special, sort of boring, sometimes weird, sleepy, silly, satisfying, retarded, responsible, respectful, repetitive, repeated, really nice, radical, pointless, outstanding, original, not needed, not interesting, neat, gnarly, medium, mediocre, mean, makes you think, lots of activities, loser, life morals, lesson learning, less exciting, learnful, lame, knowledgeable, interesting, idiotic, hyper, helpful in a way, handsome, half and half, gullible, groovy, governmental, good to think about, good reminder, good friend, good, gay, fun when playing games, fun to learn about other people, fun sometimes, fun but sometimes dumb, fulfilling, friendly, fine, enjoyable, encouraging, educational, easy, ditzy, crazy, corny, cool teachers, cool, comforting, clever, cheesy, challenging, calm, bias, better future, better decisions, average, alright, a friend.

BOOSTER (n=74)

47% Interesting

66% Helpful

30% Boring

19% Cool

5% Stupid

37% Fun

8% Useless

54% Important

Add some more words of your own below if you want to!

Approximately 14 positive words and 3 negative words were filled in here.

The words provided were (# of times mentioned): OK (3), educational (2), sweet (2). The following were mentioned just one time: best thing ever, different, good role model, misjudged, moderately boring at times, pretty good, rad, refresher, reminding, waste of time, worthwhile.

6) Did you look forward to each All Stars session?

CORE (n=420)

13% Yes, I always looked forward to it
38% I usually looked forward to it
34% I usually did not look forward to it
15% No, I never looked forward to it

BOOSTER (n=74)

12% Yes, I always looked forward to it
62% I usually looked forward to it
16% I usually did not look forward to it
10% No, I never looked forward to it

About half of the students in the CORE group reported that they always or usually looked forward to All Stars, while about three quarters of the BOOSTER group reported the same. Of these groups, more chose “I usually looked forward to it” (38% and 62%) than “always looked forward to it” (13% and 12%).

7) Would you say All Stars helped you to identify goals for your future?

CORE (n=418)

39% Yes, definitely
48% A little bit
13% Not really

BOOSTER (n=74)

35% Yes, definitely
51% A little bit
14% Not really

About 39% of the CORE group and 35% of the BOOSTER group said All Stars “definitely” helped them to identify goals for their future. Most of the rest (48% and 51%) said that it helped “a little bit.” The remainder said it “did not really help” with identifying goals.

- 8) Please read each of the sentences below and check “true” if the sentence is true for you, “false” if it is false for you, and “I’m not sure” if you are not sure how you feel about it.

➔ *I am less likely to use alcohol under age 21 because of what I learned in All Stars.*

CORE (n=420)

74%	True
12%	False
14%	I’m not sure

BOOSTER (n=74)

70%	True
16%	False
11%	I’m not sure

A large majority (74% of CORE and 70% of BOOSTER) said that they are less likely to use alcohol under age 21 because of what they learned in All Stars. Note that a small number of students wrote in comments next to their response to this question indicating that they would not engage in this behavior anyhow, so their response was “false.” This may have been the case for more “false” responses as well.

➔ *I have a better understanding of what I want in the future because of All Stars.*

CORE (n=420)

63%	True
13%	False
24%	I’m not sure

BOOSTER (n=74)

70%	True
11%	False
20%	I’m not sure

Most of the students in the BOOSTER group (70%) and CORE group (63%) reported that they have a better understanding of what they want in the future because of All Stars. Most of the rest (24% of CORE and 20% of BOOSTER) are not sure.

➔ *I am less likely to ever use illegal drugs because of what I learned in All Stars.*

CORE (n=419)

86%	True
8%	False
6%	I’m not sure

BOOSTER (n=74)

84%	True
8%	False
8%	I’m not sure

A vast majority (86% of CORE and 84% of BOOSTER) said they are less likely to ever use illegal drugs because of what they learned in All Stars. Note that a small number of students wrote in comments next to their response to this question indicating that they would not engage in this behavior anyhow, so their response was “false.” This may have been the case for more “false” responses as well.

➔ *All Stars helped me realize how the decisions I make now can affect my future.*

CORE (n=419)

74%	True
12%	False
15%	I’m not sure

BOOSTER (n=74)

85%	True
8%	False
7%	I’m not sure

Most students in the CORE (74%) and BOOSTER (85%) groups report that All Stars helped them realize how the decisions they make now can affect their futures.

➔ *I am less likely to ever smoke cigarettes because of what I learned in All Stars.*

CORE (n=419)

79%	True
10%	False
11%	I’m not sure

BOOSTER (n=)

76%	True
14%	False
11%	I’m not sure

A little more than three quarters of both groups (79% of CORE and 76% of BOOSTER) reported that they are less likely to smoke cigarettes because of what they learned in All Stars. Note that a small number of students wrote in comments next to their response to this question indicating that they would not engage in this behavior anyhow, so their response was “false.” This may have been the case for more “false” responses as well.

9) Did you learn anything new in All Stars about how your classmates feel about risky behaviors, like drinking alcohol and doing drugs?

CORE (n=420)

60% Yes, I learned some new things about how my classmates feel
21% No, I don't think I learned anything new
19% I don't remember or I don't know

BOOSTER (n=74)

57% Yes, I learned some new things about how my classmates feel
23% No, I don't think I learned anything new
20% I don't remember or I don't know

Many students (60% of CORE and 57% of BOOSTER) felt they learned something new about how their classmates feel about risky behaviors. About 20% of both groups don't know or don't remember, and the rest said they did not learn anything new about it.

10) Did the homework assignments with your parents help you talk about stuff that is sometimes hard to talk about with them?

CORE (n=416)

13% Yes, a lot
39% A little bit
48% Not really

BOOSTER (n=74)

11% Yes, a lot
38% A little bit
51% Not really

For about half of each group (48% of CORE and 51% of BOOSTER), the homework assignments “did not really help” them to talk about stuff that is difficult to talk about with their parents. For most of the rest, it helped “a little bit.” Only 13% of CORE and 11% of BOOSTER said it helped “a lot.”

11) What was your *most* favorite part about All Stars?

These responses tended to be very similar to Question #2, with by far the most common responses being around the games and activities. Within the CORE group, other common responses included making the crests, the fact that it focused on the future, getting candy, and making the videotapes. For the BOOSTER group, learning new things, the discussions, and focus on the future were also mentioned at least a few times. Another common response for both groups was “nothing,” indicating that a small number of students in each class who really did not find value in it. See **Appendix 3** for a complete list of verbatim responses.

CORE

The following concepts were listed more than twice:

- Games/activities – 124
- Crests – 39
- Nothing – 29
- Focus on future – 25
- Candy – 23
- Making movie/being videotaped - 22
- Learned something new – 20
- No favorite part/don’t know – 17
- Stickers – 10
- Talking/discussions - 9
- Working in a group – 9
- The end – 8
- Friends – 7
- Everything - 7
- Missing other classes for it – 6
- Parents involvement – 6
- It was easy – 6
- Posters – 4
- Worksheets – 4
- ADAM/slide show – 4
- Homework - 3
- Having fun – 3

BOOSTER

The following concepts were listed more than twice:

Games/activities – 32
Nothing – 5
Learned something new – 5
Talking – 4
Focus on future – 4
Posters – 4
Being with friends – 3
Crests – 3
Missing other classes for it – 3

12) What was your *least* favorite part about All Stars?

These responses tended to be very similar to Question #3, with the most common being around homework, worksheets and the work involved in the class. Some students also expressed their least favorite part as the talking/discussions and making the videos. On the flip side to #11, “nothing” was also a common response here as well, indicating a group of students who were very satisfied overall. See **Appendix 3** for complete verbatim responses.

CORE

The following concepts were listed more than twice:

Homework – 101
Nothing – 42
Worksheets/work – 37
Don’t know - 27
Talking/discussions – 24
Everything – 24
Video – 19
Questions – 10
Boring – 8
Missing other classes – 7
Parental involvement – 7
Surveys – 6
Lectures – 4
Crests – 4
This survey – 4
Went by too fast/not often enough – 4
Learning something new – 4
Discussion of future – 4
Commitments – 4
Repetition/nothing new – 3
Ideals – 3

BOOSTER

The following concepts were listed more than twice:

Homework – 10
Talking/discussions – 9
Nothing – 9
Boring – 5
Worksheets/work – 4
Surveys – 3
Video – 3
Presenting in front of class – 3
Posters – 3
Everything – 3

13) Would you encourage your friends to be in All Stars if they had the chance?

CORE (n=416)

40% Yes
42% I'm not sure
18% No

BOOSTER (n=74)

47% Yes
32% I'm not sure
20% No

Many students (42% of CORE and 32% of BOOSTER) were not sure if they would recommend All Stars to their friends, while most of the rest (40% of CORE and 47% of BOOSTER) said they would. About 20% said they would not. This is an indication of some students' beliefs that the class is worthy of the time.

14) What was the most important thing you learned in All Stars?

By far the most common responses to the most important thing learned in All Stars were about not doing drugs, drinking alcohol and/or engaging in illegal or risky behaviors. Many students also referenced the importance of learning about how the decisions you make now can affect your future. Quite a few comments were also made in the both groups about being true to yourself, standing up for your beliefs, and other comments related to resiliency. See **Appendix 3** for a complete list of verbatim responses.

CORE

The following concepts were listed more than twice:

- Don't do drugs/drink alcohol/engage in illegal behavior - 199
- Decisions made now can affect your future - 54
- Not smoking/effects of cigarettes - 30
- Be true to self/self esteem/stand up for self – 25
- Be nice/respectful/be a better person/citizen – 23
- The importance of setting goals/making commitments – 22
- Nothing – 27
- Not sure/don't know – 23
- Everything – 7
- Not drinking and driving - 4

BOOSTER

The following concepts were listed more than twice:

- Don't do drugs/drink alcohol/engage in illegal behavior - 25
- Decisions made now can affect your future - 16
- Be true to self/self esteem/others feel same way – 9
- Nothing – 6
- The importance of setting goals/making commitments – 5
- Not smoking cigarettes/effects of them - 3
- Everything – 3
- Have fun - 2

15) If you had the chance, would you like to do activities like those in All Stars next year?

CORE (n=414)

15% I would love to
62% I might want to
23% No way

BOOSTER (n=74)

16% I would love to
57% I might want to
27% No way

The majority of students (62% of CORE and 57% of BOOSTER) said they “might want to” do activities like All Stars next year if they had a chance. About a quarter said “no way” and the remainder said they would “love to” (15% of CORE and 16% of BOOSTER). This level of uncertainty is likely an indication of needing more information about the content of the class in order to make a clear decision.

Please use the space below to provide any other comments you would like to share about All Stars.

CORE AND BOOSTER

A good number of students chose to add some brief additional comments at the end. Most reiterated other positive and negative comments made earlier in the surveys. Some additional positive comments were made about the teachers (all positive). Some additional comments were also made about the class being valuable, useful, and educational. Some negative comments were made around it being boring, repetitive, or simply not fun. See **Appendix 3** for a complete list of verbatim responses (some of the more descriptive responses are highlighted in blue text).