

Program Guide

The Quantum Opportunities

Best Practice Model



Youth Development And Dropout Prevention That Works

The Eisenhower Foundation
Washington, DC

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Executive Summary

The Quantum Opportunities Program is an intensive, year-round, multi-component best practice model that invests in cohorts of disadvantaged teens over all four years of high school. Quantum's goals include grade improvement, high school graduation and advancement to post-secondary education or training. The model facilitates the many functional skills that are needed by youth for success in the home, workplace and community. It also seeks to reduce delinquency, crime, drugs and truancy.

Inequality has been growing in America for decades. Quantum provides poor youth with opportunities that rich prep school youth often take for granted.

Throughout the duration of an Eisenhower Foundation Quantum replication, youth participants, known as Associates, focus on:

- **Education**: Quantum develops the academic skills of youth through mentoring and advocacy, computer-assisted instruction and homework assistance. Quantum staff help youth with school projects, encourage teens to pursue post-secondary education and engage in one-on-one tutorial sessions. Eisenhower Foundation mentor-advocates are required to get to know youth, make visits to school to discuss problems and find solutions with teachers and school counselors.

- **Youth Development**: Quantum builds the character and competence of youth by developing problem solving skills, life and social skills, and college and job options.

- **Youth Leadership and Democracy Building**: Quantum motivates and trains youth to communicate effectively, understand media strategies, develop leadership and advocacy skills, volunteer as near-peers for younger kids, and orchestrate initiatives that make their communities better places to live.

- **Sustained and Adequate Investment Over Four Years**: To accomplish the above, Quantum staff undertake everything reasonable to keep all Associates in school -- functioning academically at grade level or above, staying out of trouble, behaving responsibly, and staying on track to graduate and move on to advanced education or training. Mentor-advocates get to know the teachers, peers and family of Associates – and make visits home to discuss problems and find solutions. *Importantly, modest stipends are provided to Associates for every hour of participation.*

The program's motto is: "Once in Quantum, Always in Quantum." Associates are never dropped from the program and may return at any point during the four years. Similarly, Quantum strives to retain the same staff for four years. A key to the success of the program is outreach to those Associates who do not participate on a regular basis. Staff members work to overcome barriers that prevent Associates from regular participation.

A 1995 editorial on Quantum in the *New York Times* was headlined “A Youth Program That Worked.” Since then, Eisenhower Foundation Quantum replications have demonstrated continued positive outcomes, based on scientific evaluations. For example, relative to the control group, Quantum Opportunities Associates in Eisenhower Foundation Quantum replications in New Hampshire, Virginia and Oregon:

- Graduated from high school more often (seventy-eight percent vs. forty-four percent);
- Dropped out of school less often (ten percent vs. forty-eight percent);
- Went on to postsecondary education or training more often (seventy-eight percent vs. thirty-eight percent); and
- Had significantly lower arrest rates (eight percent vs. twenty-three percent).

The present Program Guide is designed to help new Eisenhower Foundation sites build on these past successes, and on the lessons we have learned over ten years of replication and evaluation.

The Eisenhower Foundation funds indigenous nonprofit organizations to replicate the Quantum model locally, in partnership with high schools. The Eisenhower Foundation undertakes careful, scientific, pre-post, control group evaluations. The evaluations provide yearly feedback to local program managers, who then are asked by the Foundation to make “midcourse corrections” based on what works, and what doesn’t work.

In other words, the Foundation links good science to good management.

Our priority on assessing “what works” reflects the Eisenhower Foundation’s mission to

raise the sophistication of evaluation in the field to next level.

All new sites should recognize that Quantum is just one of the scientifically proven best practice models being replicated by the Eisenhower Foundation. Other models include Youth Safe Haven-Police Ministations, Full Service Community Schools, the Argus Learning for Living job training and job placement model for high school dropouts, and the Argus model for ex-offender job training and placement. Whenever possible, the Foundation is seeking to cluster such multiple solutions to multiple problems in the same inner city neighborhoods.

We call these Eisenhower Safe Haven Investment Neighborhoods. The Foundation encourages Quantum sites to help us expand their work into comprehensive multiple solutions clustered in the same geographic area. Such interwoven programs can build on one another and create cost-effective synergy during recessionary times with scarce resources.

I. Introduction



The Quantum Opportunities best practice model was best summarized in a 1995 editorial in the *New York Times*, titled, “A Youth Program That Worked”:

A random group of adolescents from welfare families can benefit greatly from an academic program that includes disciplined training, a stipend, money towards college and caring adult supervisors. That is the lesson of a Ford Foundation-financed program described in the Times recently by Celia Dugger.

The 100 teen-agers who participated from 1989 to 1993 graduated from high school went on to college, avoided childbearing and escaped involvement with the criminal justice system at a greater rate than did a comparable control group. The program's success offers hopeful lessons for budget cutting politicians and pessimists who think no intervention can change the downward trajectory of poor youths.

The experiment, called the Quantum Opportunities Program, is especially encouraging because the participants were not special or self-selected. The 25 participants at each of four sites -- Philadelphia, Oklahoma City, San Antonio and Saginaw, Michigan – were randomly chosen from lists of students entering ninth grade whose families were on welfare. They were rough kids from rough neighborhoods. Some were killed or landed in prison.

Those who stuck it out were required to participate year-round in academic tutorial and computer skills training, community service, and life skills training, like alcohol and drug abuse awareness and family planning.

Students were given a stipend of \$1.33 for each hour they participated. For every 100 hours, they received \$100 bonus payments and an amount equal to their total earnings, which accrued toward college or post-secondary training. The financial rewards became an incentive for students to continue in the program and welcome extra income for financially strapped families. Over four years, students spent an

average of nearly 1,300 hours in program activities. The average cost per participant was \$10,600.

Many of the program's lessons went beyond books. Students were taken to museums, plays and concerts. The adult supervisors, from the Opportunities Industrialization Centers of America, became not just mentors, but surrogate parents or family members, with roots in the same community.

By the end of the program, 63 percent of the Quantum Opportunities Program participants graduated from high school, 42 percent were enrolled in a post-secondary program. 23 percent dropped out of school, 24 percent had children and 7 percent had arrest records. By contrast, of the control group, 42 percent finished high school, 16 percent went on to post-secondary schools, 50 percent dropped out, 38 percent had children and 13 percent had arrest records.

The Labor Department and the Ford Foundation will test the program in a larger demonstration of about 700 participants in five sites starting in September. Even as budget-cutters prepare to slash funds for youth development and job training, the success of the program shows that careful investments in disadvantaged youth can work.

Quantum Opportunities is an intensive, year-round, multi-component best practice model that invests in and provides financial incentives to disadvantaged teens during their four years in high school. Throughout the duration of an Eisenhower Foundation Quantum Opportunities replication, youth participants are identified as Associates. The Quantum Opportunities Program is based upon an intensive mix of four critical cornerstones:

- **Education**: Quantum develops the academic skills of youth through mentoring, advocacy, computer-assisted instruction and homework assistance (helping youth with school projects, encouraging youth to pursue post-secondary education and engaging in one-on-one tutorial sessions). Eisenhower Foundation mentor-advocates are required to get to know the youth, make visits to school to discuss problems and find solutions with teachers and school counselors.

- **Youth Development**: Quantum builds the character and competence of youth by developing problem solving skills, life and social skills, and college and job options.
- **Youth Leadership and Democracy Building**: Quantum motivates and trains youth to communicate effectively, understand media strategies, develop leadership and advocacy skills, volunteer as near-peers for younger kids, and orchestrate initiatives that make their communities better places to live.
- **Sustained and Adequate Investment Over Four Years**: To accomplish the above, Quantum counselors undertake everything reasonable to keep all Associates in high school – functioning academically at grade level or above, staying out of trouble, behaving responsibly, staying on track to graduate, and moving on to advanced education or training. Quantum mentor-advocates get to know teachers, peers and family of Associates. Home visits are made to discuss problems and find solutions. *Importantly, modest stipends are provided to Associates for every hour of participation.*

In addition to Quantum, the Eisenhower Foundation addresses the multiple problems of poor communities through its Safe Haven Investment Neighborhoods. In the Neighborhoods, we seek to replicate, evaluate and integrate a number of proven best practice models for the inner city and the truly disadvantaged, based on scientific evaluations. See Section IX for more.

II. A Brief History of Quantum Opportunities



A Washington DC Associate Decorating The Quantum Site

The National Advisory Commission on Civil Disorders, known as the Kerner Commission after its Chair, former Governor of Illinois Otto Kerner, was established by President Lyndon Johnson to investigate the urban disturbances and rebellions of the nineteen sixties in the United States – and to provide recommendations for the future. In its final report in 1968, the Commission identified ineffective schools as a crucial underlying deficiency, along with the lack of employment opportunity. But inner cities and their high schools continued to decline, especially in the nineteen eighties and the early years of the new millennium. As a consequence, very few high schools were able to provide sufficient quantity and quality of resources and education necessary for youth to complete high school education, let alone to enter

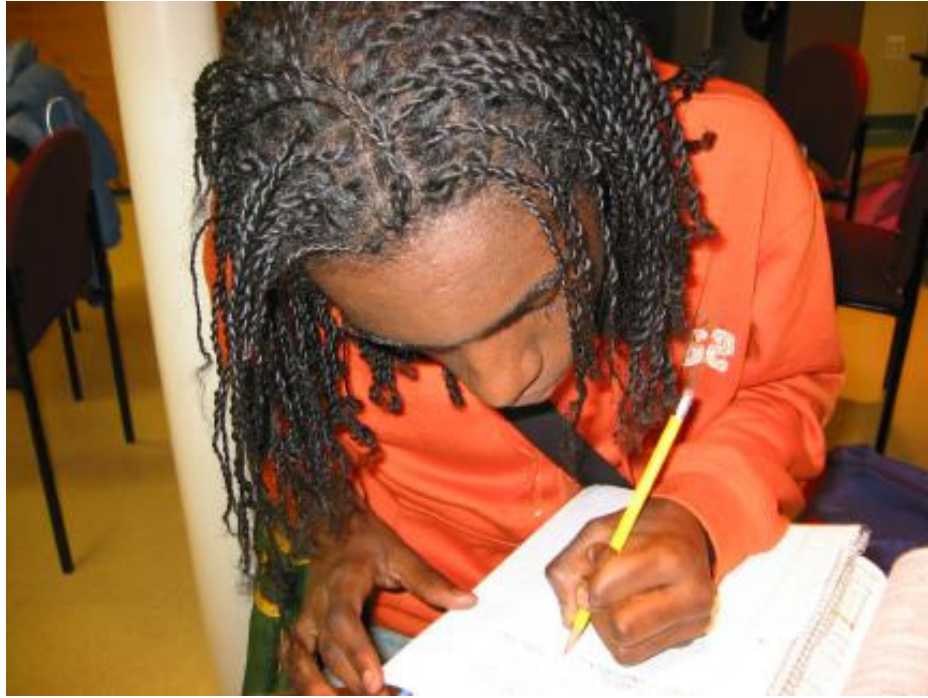
college.

In response, Robert Taggart, Director of the Office of Youth Programs at the United States Department of Labor in the late nineteen seventies, joined with Gordon Berlin of the Ford Foundation and Benjamin Lattimore of the Opportunities Industrialization Centers of America. They developed a youth investment program that would encompass well-coordinated, intensive interventions – such as academic mentoring and tutoring, life skills training, youth development, and computer literacy.

The initiative was called Quantum Opportunities (Quantum). Its mission was to enable youth growing up in inner-city, poverty-ridden communities to beat the odds and, in the long run, escape poverty. Quantum assumes that limited basic academic skills are a primary cause of dropping out of high school and not enrolling in college. Minority disadvantaged high school freshmen with above average basic skills are much more likely to graduate than minority disadvantaged high school freshmen with below average basic skills. If a youth does graduate, but is far behind upon graduating from high school, options for the future are severely limited. This is all the more so during periods of economic recession, like the present.

The original Quantum model was funded by the Ford Foundation. The United States Department of Labor later funded a variation, which encountered difficulties. As a consequence, in 2003 Eisenhower Foundation convened a conference of former and current Quantum directors, funders, program officers and national experts. The conference led to recommendations for the next generation of Quantum replications, undertaken by the Eisenhower Foundation.

III. Quantum Opportunities Today



Completing Homework

The new Eisenhower Foundation Quantum replication sites provide intensive, year-round sequenced education, youth development training, life skills training and leadership training over the four years of high school for a cohort of teens from the same community (and, more often than not, from the same high school). Through incentive-based activities, Quantum Associates are mentored by caring adults in a community-based setting. The main goals of the Eisenhower Foundation Quantum Opportunities program are to:

- Increase the percentage of youth who have positive attitudes toward school;
- Improve grades of youth;
- Increase the percentage of youth who successfully complete high school;
- Increase the percentage of youth who advance to post-secondary education or

training; and

- Decrease the percentage of youth who engage in problem behaviors during their high school years.

Working within the structure of the Four Cornerstones, previewed in Section I, above, the Eisenhower Foundation achieves these goals by asking each site to:

1. Establish an active partnership between local high schools and the non-profit organization hosting the program;
2. Provide mentoring to and advocacy for a cohort of thirty high school youth during their four years of high school, starting with their freshmen year. The mentor-advocates are well trained. We seek to increase the number of youth with a positive relationship with at least one adult;
3. Provide a safe program environment, away from peers who may be a negative influence;
4. Use an individualized on-line computer learning system – called eXtralearning – that allows students to begin at their current reading and math levels (usually very low) and catch up quickly;
5. Use a youth development curriculum that builds character and competence by offering problem solving strategies, life and social skill development and exposure to college and job options;

6. Offer year-round structured programming – including programming in the Summer, when youth tend to be idle and most at risk of getting involved in problem behaviors;
7. Provide stipends for participation, as well as bonus fund set-asides for college or other post-secondary education as Quantum goals are achieved by each youth;
8. Reach out to youth who have drifted away from the program;
9. Assist the Foundation in evaluating the program during all four years of the program replication; and
10. Assist the Foundation in securing an additional cohort of thirty youth from the same high school(s) – called Control Group youth – who are similar to Associates in age, gender, and grade level but who do not attend the Quantum program.

Eisenhower Quantum encourages each Associate to log in up to 200 hours per year in computer learning with adult mentors and up to 200 hours per year in life skills training. During the last two years of a Quantum replication (that is, during the junior and senior years of high school for Associates), the program also requires up to 200 hours per year in youth leadership and communications training designed to encourage meaningful contributions by Associates to the community where they live.

IV. Characteristics of Quantum Staff



Checking Quantum Out

The program's motto is "Once in Quantum, Always in Quantum." This means that once recruited, Associates never can be dropped from the program. They are allowed to return at any point during the four years. To uphold this policy, Quantum replications are expected to do their utmost to maintain the same staff in the program for four years – so that youth and staff can build trust and develop successful relationships. At the same time, a key to the success of the program is outreach to those Associates who do not participate on a regular basis. Hence, for a replication to be successful, Quantum staff must work daily on overcoming the barriers that prevent Associates from regular participation.

Staff hired by Eisenhower Foundation Quantum sites must meet the Foundation's approval – so that high quality mentors and advocates work with Associates. Staff members must make a long-term, full-time commitment to youth, with their many needs; exhibit

proficiency in high school math and English; have experience in working with teens; undertake advocacy and outreach with parents, teachers, the criminal justice system and other institutions; collaborate as team players; empower youth to do the same; retain strong ties to the community; organize effectively; be computer literate; possess writing and verbal skills; show patience with youth; possess a sense of humor; and be able to think “out of the box.”

For more on staff, see the discussion of the Four Cornerstones, in Section V, which follows.

V. Specific Best Practices



We now turn to the specific best practices that the Eisenhower Foundation requires each Quantum replication site to implement. At the beginning of this Program Guide, we said that the four cornerstones of Quantum are:

- Education
- Youth Development
- Youth Leadership and Democracy Building
- Sustained and Adequate Investment Over Four Years

We organize this section around the four cornerstones, as follows:

The First Cornerstone: Education



A Key Education Component Is The eXtralearning System

When disadvantaged high schoolers graduate with above average basic skills (in English, math and other subjects), the chances that they will enroll in college are much higher than the chances for disadvantaged high school graduates with lower basic skill levels. Disadvantaged high school students with above average basic skills then are much more likely to complete a four year college than disadvantaged high schoolers with lower basic skill levels. Accordingly, the most fundamental goal of Quantum is to provide homework assistance and academic enrichment – so that Associates graduate from high school with above average basic skills.

Homework assistance provides Associates with an opportunity to complete assignments under the watchful eye of staff who can answer questions and suggest appropriate ways of completing the work. Quantum staff members also collaborate with teachers to verify that work is being done properly.

To catch-up or even advance beyond grade level, Quantum enrichment activities are offered, especially the web-based, computer-assisted eXtralearning system. The eXtralearning system offers many educational resources in an easy to use format. Streaming videos on most topics covered in school provide students with explanations of material that may have been missed in class. On-line tutoring with experts in specific subjects gives students the opportunity to obtain specific help with problem material. The course material is keyed to the curriculum in the state where the replication is located. Quantum staff develop individualized education plans to provide academic enrichment aligned with each Associate's regular school assignments.

Quantum uses tutors, peer mentoring and academic advice to enhance the experience of

the Associates.

Staff recruit community volunteers and local college youth to serve as tutors. They can help with homework in general or specialize in tutoring a specific subject. Particularly useful are tutors with special skills, who can be called on to help Associates in specific areas – such as more advanced math, science and foreign languages.

Our experience predicts that one or more of the Associates in a Quantum program will show an aptitude for computers, and will benefit other Associates by working as a peer mentor. As discussed later, it is essential for all Associates to learn computer skills. It may be that other Associates show special aptitude in other fields. They should be recruited to share their expertise, though not neglect their own work.

The goal for academic guidance is to help Quantum students realize the maximum educational benefits available to them while engaged in the program. Academic guidance includes deciding on courses for graduation, examining grades and transcripts, selecting elective courses, and choosing extracurricular activities.

Everyone learns differently, so Quantum staff employ many practical methods for increasing learning effectiveness. Priority is given to:

- 1. Time on Task.** Learning is directly related to the time taken and effort made by an Associate to master skills at increasing levels of difficulty. Achievement increases when downtime and distractions are minimized, study is focused at the right level for each

learner, time-on-task is maximized, and extra hours are directed to learning.

2. Sequential Learning. The acquisition of basic skills is a sequential process. The process requires individualized, self-paced, competency-based instruction. The instruction is organized into a progression of "bite-sized" learning tasks. Each learner starts at his or her entry skill level, works independently, and progresses as rapidly as mastery is demonstrated.

3. Progress Documentation. Each step must be mastered before the next step can be taken. Effort and progress should be documented and rewarded. Problems must be identified immediately – so help can be provided. Learners should know where they stand and where they are going.

4. Individualized Attention. Learning is accelerated when caring teachers, mentors and advocates provide individualized attention, role models, good counsel, motivation, timely assistance and a human touch. Teachers assess, schedule, orient, advise, monitor, tutor, discipline and reward each learner as needed.

5. Different Learning Styles. Learning styles and preferences vary. Most learners like variety. Learning therefore is enhanced when there are diverse print, audio, video, computer, multimedia and internet materials that can be readily accessed at any time to meet any specific learning need. Improvement accelerates when learners have a say in these choices.

6. Self-Direction. Learning usually improves through self-direction. Quantum Associates need to be involved in choosing what to learn, taking responsibility for effort and achievement, setting their own pace, and determining their rate of progress toward agreed-upon goals.

7. Positive Reinforcement. Learning is easier for those who believe they can learn. Learning is enhanced by teachers, instructional methods and materials that provide frequent feedback and positive reinforcement. The instructional method should recognize individual effort and achievement. It should treat learners with fairness and respect.

8. Flexibility. Learning is more feasible when flexibly scheduled on an open-entry/open-exit basis to meet each learner's needs. Flexibility is preferable to rigidly organized group classrooms, where the learner is left behind if absent. Learning is accelerated when it is based on mastery, not seat time. The learner then has the opportunity to work hard, master skills and move on.

9. Support. Learning is nurtured in a structured yet supportive tough-love environment that deals with the personal problems that often undermine educational progress. Solutions to those problems require immediate counseling and support – as well as firm, but fair rules of behavior and participation.

10. **A Means to an End.** In Quantum, learning is a stepping-stone to post-secondary education, vocational training, and employment. For some, learning is a means to citizenship.

The Second Cornerstone: Youth Development



Dover Associates Helping Rebuild In Mississippi After Hurricane Katrina

Quantum Opportunities seeks to reduce negative behaviors by high school youth – behaviors like truancy, drop outs, delinquency, crime and drugs.

Equally important, Quantum seeks to increase positive behaviors – like better grades, continuation into post secondary education after graduation, and acquisition of better employment with upward mobility.

As youth grow, they “develop.” “Youth development” can be negative, positive or a mixture. Culture, gender, race, class, family, peers, friends and teachers are among the myriad factors that influence development.

“Positive youth development” is the process through which adolescents acquire the cognitive, social and emotional skills required to navigate life in a way constructive to the individual, her or his family and society as a whole. Quantum is designed to facilitate positive youth development.

The Eisenhower Foundation focuses Quantum on the realities faced by the truly disadvantaged. As we seek to nurture youth, we are acutely aware that their opportunities are blocked, usually in multiple ways. The family situations of Associates may not be supportive. Their schools may be dysfunctional. Their immediate communities may experience youth unemployment rates of well over fifty percent. Consequently, while we try to do our best in Quantum, we believe that, ultimately, positive youth development only can be successful for poor urban minority youth if inequalities are significantly reduced in the broader American economy, society and polity.

Many youth from disadvantaged backgrounds have not been exposed to other communities or traveled to other areas in their town or city. In one of our Quantum replications, many Associates had never been in an elevator, and were excited by an outing to the City Club on the top of a tall building.

Quantum youth do not have job networks or experiences. Few participate in extracurricular activities at school or have the opportunity to volunteer to help others. Most cannot attend summer camps or take piano lessons. Some have never experienced dining a good restaurant, observed live theater, or attended a classical concert.

The youth development component of Quantum tries to give Associates some of these experiences. Quantum staff must work hard because the lack of experience means many skills must be developed in Associates. Here are some of the skills that Quantum staff seek to teach Associates:

1. Awareness Skills. It is important that, as youth develop, they understand how their habits, personality and other characteristics affect their interaction with others.

Awareness skill activities build confidence and self understanding. They help teens recognize and cope with peer pressure. They address issues of sex stereotyping and prejudice. They improve coping strategies. Sometimes these skills are taught in gender specific groups, where young men or young women are free to talk about sensitive issues.

2. Relationship and Social Skills. Quantum staff address emotions, friendships, romantic relationships, rejection, communication one-on-one and in groups, and recognition of potential problem situations. Staff teach manners, etiquette and non-confrontational behavior. By visiting restaurants, museums and public performances, Associates learn how to behave in public environments which they may not have previously experienced. While it is tempting to use attendance to qualify for trips to desirable events, it is important to remember that all Associates need to learn important

social skills.

3. Decision Skills. The consequences of positive and negative decisions are discussed with Associates. Examples of important decision issues include dropping out, marriage, parenting, attending college, working during school, saving, investing, living independently, using drugs and avoiding criminal behavior.

4. Family Skills. Family relationships and responsibilities are explored. How do Associates fit into their families? Do they understand their responsibilities as future parents? As appropriate to the locality, family planning and birth control are discussed.

5. Health Skills. Quantum develops an understanding of preventive medicine, nutrition, sanitation, physical and mental fitness. Health care, first aid and emergency care issues are examined. With the continuing threat from HIV/AIDS and Hepatitis B/C, as well as other diseases, an understanding of blood-borne pathogens and STDs is important. Often, a Quantum replication will enlist the aid of the Red Cross or YMCA to conduct first aid and CPR classes. In some cities, the local health department or fire department conducts free training. Alcohol, drug and tobacco abuse are other important topics.

6. Safety Skills. Accidents account for over half of all deaths among U.S. teens aged fifteen through nineteen. Older teens are twice as likely to die from an accident as from homicide (the second major cause of death) and suicide (the third major cause) combined. Staff discuss risky behaviors, their consequences, and the means to avoid such behaviors.

7. **Employment Skills.** Associates explore careers, discuss employer expectations, learn how to look for and keep jobs, and review productive work practices and behaviors. They learn what reading, writing and computing skills are expected by employers.

8. **Community and Civic Skills.** There are many resources available in local communities. But youth often are not aware of the opportunities. Quantum staff therefore discuss utilization of resources like libraries, recreation facilities, neighborhood clinics, nonprofit organizations, helplines, public information sources, media and transportation.

The Foundation also wants Associates to understand and participate in local, state and federal government. Associates should understand the rights and responsibilities of citizens, the basic tenets of civil and criminal law, and the workings of the judicial and corrections systems. Some of this is covered in high school civics classes. But Quantum provides an opportunity to experience government – with, for example, trips to public meetings, campaign presentations and court hearings. As Associates turn eighteen, they are assisted in registering to vote, and for males, signing up for Selective Service.

9. **Cultural Skills.** Participants are exposed to art, music, literature, museums and role models. Youth discuss mainstream culture and the cultures of different ethnic and racial groups. They learn about how ethnic and racial cultures influence mainstream American culture and vice versa. African-American, Hispanic and feminist perspectives are

explored.

10. Consumer Skills. Quantum covers money management, independent living, budgeting, saving, investing and comparison shopping. Associates discuss how to spend wisely and are encouraged to invest for the future. When possible, arrangements are made for Associates to secure bank accounts, so they can learn money management in a real world environment.

11. Computer Skills. In contemporary society, everyone should be computer literate. It is critical that all Associates complete the program with a thorough familiarity of computers and state-of-the-art office software, including Microsoft Word, Excel and PowerPoint. They must be familiar with internet search engines, such as Google and Bing. Associates learn keyboarding, word-processing, databases, spreadsheets, desktop publishing and multimedia computing. Training also includes activities that help youth understand the inaccuracies and biases of information found on-line and the corporate-driven nature of the internet.

The Third Cornerstone: Youth Leadership and Democracy Building



Poster From the Movie *Squeeze*.

In low-income communities, leadership is necessary to bring about effective change. Too often, the voices of youth are ignored. Yet, if young people can be trained as effective leaders, they potentially can serve as catalysts for progress. The enhanced sense of confidence that comes with leadership skills also can motivate positive change in their own lives.

After about eighteen months in Quantum, Associates usually begin to show the benefits of academic enrichment. We then begin to factor leadership training into their Quantum experience.

We encourage Quantum sites to innovate locally appropriate ways to instill leadership. Here we simply illustrate past successes by grassroots organizations that have partnered with the

Foundation, in Boston and Seattle:

Boston: The Dorchester Youth Collaborative. In the nineteen nineties, the Dorchester Youth Collaborative (DYC) in Boston organized the Center for Urban Expressions, Extreme Close Up and a Public Speaking Club. Youth developed and trained as actors in local productions, presenters in public service announcements and on paid commercials, hosts of community service television and radio talk shows, stars of community service videos marketed through Blockbuster Video and K-Mart, and the acting leads in a Hollywood-financed, limited-distribution motion picture, titled *Squeeze*.

These leadership and communication-building activities were racially integrated and bilingual. They were about equally divided among African-Americans, Asians, Hispanics and whites. The youth really did relate to one another, as any observer who spent a day hanging around the DYC headquarters could attest. There was a constant flow of young people in and out, with hugs, handshakes, amusement and good will. This was a significant achievement in a community which – like all too many others in urban America – has been wrecked by frequent racial conflict among its youth. Developing an integrated youth program was an important goal, rarely tried by other nonprofit organizations, and an important accomplishment. DYC therefore also was an integration model that worked. It set forth solutions that the national dialogue on race can embrace, turn into action and replicate.

The leadership activities, which DYC called “prevention clubs,” served as magnets to draw youth into group and individual relationships with DYC adult staff and near-peers. The

relationships allowed youth to deal with personal problems on a day-to-day and sometimes crisis basis, and to further develop their emerging leadership skills. Some of the skills had considerable glamour attached to them – like becoming successful actors and public speakers. Jobs also were found for youth who could not achieve “star” status in glamorous roles. For example, there were jobs in scheduling events, producing the art work that was the backdrop for live performances, and setting up stage sets. Such skill-building was designed to increase the confidence of program youth. Progress was displayed to adults in the community through the performances. As a result, leadership and communications skill building served to increase understanding of young people by adults in the community and to reduce the fear that the adults had of the teens.

Seattle: Central House. A related leadership and media initiative was implemented with Eisenhower Foundation support by Central House, a nonprofit organization in Seattle that worked with Rainier Beach High School students in 2005.

Rainier lacked the prestige of nearby Garfield High School, whose alums include Quincy Jones, Bruce Lee and Jimi Hendrix. Filled with youth from the foster care system, the Rainier Beach High School was planned for 500 students, but served between 900 and 1200 different students in a typical year, and rarely had an enrollment below 600.

Undeterred, Central House sought to engage students after school in community leadership and media. After learning about the controlling influence of corporate media and

about how civic engagement could empower youth, students created a set of public service announcements on the biases of the Washington (State) Assessment of Student Learning standard achievement test. Students asserted that there was a cultural bias against youth who did not perform well on standardized tests. The school system was criticized for failing to create other means for demonstrating competence in the subject matter. Students who failed the test in the tenth grade were discouraged, and many indicated that they would drop out, feeling that they would never be able to pass.

But there was an even more significant problem. Funding for Rainier Beach High School depended on the aggregate level of performance of the students. Because of high turnover, many students who were assigned to Rainier Beach weren't actually attending when the testing was done. For these missing students, the school was assigned a failing grade, resulting in lower funding.

Central House taught the Rainier Beach students video taping and editing. Teachers, students and administrators were interviewed on camera. After editing, the resulting video products were presented to local media outlets, some of whom provided news coverage, and even aired the student work. A sample of their work is available at:

www.eisenhowerfoundation.org/WASL_NEW.wmv

News coverage is available at:

seattletimes.nwsourc.com/html/localnews/2002322081_waslads09m.html

Because of the students' courage and leadership, the Seattle school system reviewed how test grades were assigned to particular schools. The State of Washington then developed

alternative means for showing mastery of the material, so students could graduate.

In the future, the Eisenhower Foundation wants to build on and proceed beyond the Seattle experience. For example, we encourage local Quantum sites to consider training Associates in web design and new media technologies – with the goal of using that expertise to develop Associates into better leaders and change agents in their communities.

The Fourth Cornerstone: Sustained and Adequate Investment Over Four Years



Herndon Virginia Quantum Associates, With Foundation Staff

Quantum counselors, mentors and advocates meet young people at the start of their high school years, point them to a distant future of opportunity, and prepare them for their journey

towards success. On this journey, Quantum staff stay with Associates, logging their achievements and guiding them each step along the way. The challenges are many: planning and delivering a variety of services over multiple years, adjusting to the changing needs of developing youth; tracking each and every hour of work, being a caseworker to many, and maintaining focus through good times and bad.

For most Quantum Associates, the normal challenges faced by teenagers in America are compounded by the extraordinary experiences found in poverty neighborhoods and often dysfunctional families. In any group of disadvantaged youth, there may be crimes, pregnancies, births, dropouts, substance abuse, runaways, truancy, unemployment, family chaos, abuse and death. Routine events in the lives of more advantaged youth create stress for many disadvantaged youth. The normal anxiety of a first job, for example, is heightened when there is no working family member to turn to for guidance and reassurance. Some family members and friends of Quantum Associates may try to sabotage their success. A sibling, close in age, might be jealous of the different life experiences and mentoring relationships that the Quantum Associate enjoys. The same is true of peers, both friends and acquaintances. The fact that the Associates receive stipends can make the feelings of jealousy even worse. Past experience suggests that even some parents become jealous.

Sustained Mentoring and Advocacy. After-school programs such as Quantum are prime settings for the formation of close, enduring ties with caring adults. The quality of the relationships that are forged can directly influence the attendance of Associates and the benefits they derive from Quantum. Programs in which youth feel respected and cared for, and in which

relationships endure for a reasonably long period of time, are more likely to foster strong ties. Experience shows there is value in offering both academic and non-academic activities as a means of fostering strong relationships.

In Greek mythology, Mentor was the trusted counselor of Odysseus. In Quantum, the Eisenhower Foundation builds on this definition – of a wise advisor guide and tutor – but also adds in the notion of an advocate, or intercessor, as developed by staff in Foundation replications in San Juan, PR and Dover, NH. Eisenhower Foundation mentors-advocates are expected to build their relationship with the Associates by getting to know their peers and family; visiting their homes to discuss problems and find solutions, when necessary; and meeting with teachers and school counselors. When possible, they should attend parent-teacher conferences on report cards (and stand in for parents when they don't come). Quantum advocates need to mediate between youth in trouble or on the verge of trouble and the criminal justice system. Often, this necessitates developing a relationship with the teachers, so that they understand the counselor's relationship to the Associate and welcome the advocate's participation. Issues of confidentiality can be a problem, which may necessitate the involvement of senior school administrators. Accordingly, it is important that a productive relationship is developed between Quantum and the school at an early stage.

At a minimum, the Eisenhower Foundation requires that a mentor-advocate meet with an Associate, privately, one-on-one, at least every week.

Although parents and practitioners have long recognized the potential benefits of student-

staff relationships, few researchers have considered the importance or impact of these ties. There is some evidence that such relationships offer a distinct form of support. The support falls somewhere between the caring and love received from extended family members and the more specific, targeted skills received from school teachers. Although teachers tend to provide instruction solely concerning academic skills, relationships with Quantum after school program staff members tend to involve mentoring and advocacy that focus on a combination of skills and life lessons.

Other studies of community-based youth programs have found that social support from adult staff is a major force motivating youth to participate in after-school programs. Staff are better able to provide this support, when there is a high staff-youth ratio, a high level of staff stability and time in the schedule for informal staff-youth interactions. Staff provide opportunities for youth who tend not to have access to adults through social networks or mentoring programs.

Continuity Of the Investment Over the Summer. Summer provides both problems and opportunities for programming. Because Associates often are not involved with their school during the summer, they can drift away into activities that conflict with Quantum. Some youth may go to live with a non-custodial parent during the Summer. Youth also have more time to get into trouble.

On the positive side, Quantum staff can provide new and exciting opportunities in the Summer. The decision on what activities to include in Summer programming is dependent on what is available in the area, but well-planned Summer programming is essential. Concerts and

public screenings of popular movies can be new experiences for Associates. Staff should take advantage of opportunities that are popular with Associates, but that also push them to new experiences. For example, participation in ethnic festivals representing the cultures of the Associates is important, but festivals of other ethnic groups help Associates widen their world view, and can be even more beneficial.

Museums offer free admission on certain days, or at certain times. Others may offer free admission to part of their holdings, and still others have partners who will provide free tickets.

Not all Associates will like what they see and experience. Some may resist going. It is important to remember that their outward expression of dislike may be a response to their peers and may not mirror what they are feeling inside.

When youth are sixteen, they will be eligible for employment. Sites should work to identify Summer job programs, or even private sector jobs. During the present recession, such jobs are difficult to find, but an attempt should be made. Even if Associates cannot secure jobs, they can gain experience in developing a resume, filling out job applications, learning how to dress for interviews and practicing job interviewing.

Summer is a good time to help Associates obtain a driver's license, assuming that their school does not offer driver's education and that they are old enough. Of course, separate parental permission must be obtained. If actual behind-the-wheel training is not possible, Associates can practice taking the written exam.

Summer also is a good time for Associates to take classes in first aid and CPR. The underlying Summer themes are to make Associates think, expand their horizons, continue the learning process, and keep out of trouble.

Using the eXtralearning system, staff can help Associates improve their GPA or get a head start on course work for the next year. Children of parents who are not high school graduates often aren't aware of the implications of failing a class. When an Associate has failed, but is not planning on taking Summer classes, staff should consider sitting down with the youth, their parents and their school counselor to urge the Associates to reconsider.

Quantum staff should do whatever is necessary to keep the Associates connected with the program.

Attendance-Based Stipends for Associates. To encourage the participation of Associates' in the program, the Foundation provides financial incentives in the amount of \$1.25 per program hour. As part of the youth development component of Quantum, the receipt of stipends should become part of money management education.

It is not necessary to report the stipends to the IRS. Because they are stipends and not wages, they are not covered by federal, state or local minimum wage laws.

VI. Steps for Implementation of Quantum Replications



Portland Oregon Quantum Associates

Successful replication of Quantum hinges on the program staff understanding the model and on two-way communication between the Quantum site and the Foundation. Success also depends on understanding by the Quantum staff of a number of important replication tasks. For the first year of operation of a Quantum replication, Figure 1 provides a timeframe within which each of the tasks is expected to be completed.

Figure 1
First Year Quantum Replication Tasks

Task	Time Frame
1. Negotiate and sign the MOAs. Finalize partnerships with school systems.	Pre-award
2. Negotiate and sign the contract, including the work plan and budget.	Pre-award
3. Identify the likely staff including the adult director, adult mentors, education specialist, social skills development counselor, near peers, financial managers, volunteers, and other staff.	Pre-award
4. Identify the physical facilities.	Pre-award
5. Receive the drawdown from the Foundation for the first 3 months.	Month 1
6. Hire the staff. (The staff require Foundation approval.) Install the eXtralearning on line system.	Month 1
7. Move into and equip the physical facilities. Install state-of-the-art computer hardware and software. (The facilities, the location, the computer hardware, the computer software, and the eXtralearning system require Foundation approval.)	Month 1
8. With the assistance of the Foundation, identify 60 youth and secure parental consent. Allocate the youth into the program group (the Associates) and the control group.	Month 1
9. Plan and undertake a grand opening press conference community event – working with the Foundation.	Month 2
10. Plan and participate in initial on-site training of local paid staff and volunteers – working with the Foundation.	Month 2
11. Collect “before” evaluation measures – working with the Foundation and schools.	Month 2
12. Begin and continue eXtralearning education. Each Associate is required to participate for up to 140 hours until the end of the contract. Provide group and 1-on-1 adult mentoring and instructional guidance. Include nutritional meals.	Months 2-12

Task	Time Frame
13. Begin and continue social skills development. Each Associate is required to participate for up to 140 hours until the end of the contract.	Months 2-12
14. Pay Associates \$1.25 for each hour of participation. Set aside an equal amount in a savings account for each Associate, to be made available if the Associate graduates from high school.	Months 3-12
15. Provide Associates with advocacy and mediation by Quantum staff – as needed with criminal justice, social and other public agencies.	Months 2-12
16. Factor in other program components developed locally and approved by the Foundation. Include all Foundation-approved components in a revised work plan.	Months 2-12
17. Keep participation rates high. Keep Associates in the program even if they switch schools or change residence.	Months 2-12
18. Request a drawdown for month 4 and receive funds from the Foundation. Do the same for each succeeding month.	Months 4-12
19. Obtain on-site feedback, further technical assistance and further training from Foundation staff. Refine best practices.	Months 5-10
20. Attend the national cluster workshop.	Month 7
21. Finalize local matches – working with the Foundation.	Months 2-12
22. Participate in the ongoing “process” evaluation – working with the Foundation.	Months 2-12
23. Secure “after” evaluation outcome data – working with the Foundation and schools.	Months 10-12
24. Receive “midcourse correction” evaluation feedback from the Foundation. Negotiate program modifications and institutional capacity building strategies with the Foundation.	Month 12
25. If warranted by good performance based on evaluation, and if the schools are in agreement, negotiate a contract, work plan and budget with the Foundation for 12 or more months.	Month 12

VII. Program Evaluation



Seattle Youth Media Associates

In collaboration with the Eisenhower Foundation and local high schools, each Quantum site recruits eighty youth from the incoming freshmen class. Consent forms are signed by parents or guardians and by the youth. Through a process of random selection, thirty of these youth join the program as Quantum Associates. The other thirty become part of the Quantum Control Group. Control Group members receive a stipend for responding to a survey, taking a standardized test and allowing access to report cards, but they do not receive any services. It is the Control Groups performance against which the success of the Associates is compared.

At the time of their recruitment, the eighty youth must all come from the same high school (unless otherwise approved by the Foundation), not be older than fifteen years of age and be enrolled in the ninth grade as first time ninth Graders.

The Foundation's assessment of the outcomes of Quantum replications is based on experimental design, with pre-post measures and program Associate versus Control groups. In cooperation with local school Quantum staff, the Foundation collects the following kinds of data on Associates (and, where appropriate, Control Group youth) at each site:

- Daily participation;
- Report cards and school conduct records;
- Questionnaire/surveys administered to youth by the Foundation's and evaluation staff; and a
- Standardized tests of math and language arts skills.

The Foundation evaluation staff visits all Quantum sites to conduct a series of informal interviews with Quantum staff, Quantum Associates and the program's key local partners (such as, for example, school board members, lead agency board members and school teachers). The information gathered during these interviews is combined with information provided by sites in their quarterly reports and with the Foundation's analysis of Quantum Associate's attendance, participation and grades. All of this information is used in the evaluation.

Each year, the Foundation feeds back evaluation findings to local Quantum program managers. This allows program staff to make "midcourse corrections," based on what works –

and what doesn't.

In other words, the Foundation uses good science to improve management and programming.

For a student to be part of the Quantum program, either as an Associate or as part of the Control Group, Quantum sites must secure consent forms signed by students and their parents. Through the informed consent process, parents/guardians and students are assured that all information gathered is held in the strictest confidence.

VIII. Evidence of Success From Past Evaluations



Not Everyone Gets This Excited By Evaluation, But It Is Very Important

Different versions of Quantum have been funded by the Ford Foundation, the United States Department of Labor and the Eisenhower Foundation, as follows:

Ford Foundation Replications

In 1994, researchers from Brandeis University reported on the outcomes of the original, Ford Foundation funded Quantum Opportunities Program, which operated from 1989 through 1993. Fifty disadvantaged students in each of four cities (Philadelphia, PA; Saginaw, MI; Oklahoma City, OK; San Antonio, TX) were randomly assigned to the Associates group or the Control Group. After four years of the program, the researchers found that, relative to the Control Group, Quantum Associates:

- Graduated from high school more often (sixty three vs. forty-two percent);

- Dropped out of school less often (twenty-three vs. fifty percent);
- Went on to postsecondary education more often (forty-two vs. sixteen percent); and
- Had a teen pregnancy less often (twenty-four vs. thirty-eight percent)

All of these differences were statistically significant.

Labor Department Replications

In 1995, the U.S. Department of Labor began a Quantum Opportunities demonstration program. However, there were significant deviations from the original model. In addition, none of the seven sites implemented the academic component as originally designed. The results were disappointing. The Associates were significantly better than the Controls in only one area – the percent of youth going on for advanced education or training.

Eisenhower Foundation Replications

After its Quantum conference in 2003 (see Section II), the Eisenhower Foundation began replication of Quantum at four sites – Herndon, VA; Portland, OR; Dover, NH; and Columbia, SC. These sites were similarly evaluated using control groups. The outcomes for the first three sites were even better than for the students from the original Ford Foundation program, while the fourth site was an implementation failure.

Relative to the control group, Quantum Opportunities students in the three successful replications:

- Graduated from high school more often (seventy-eight percent vs. forty-four percent);
- Dropped out of school less often (ten percent vs. forty-eight percent); and
- Proceeded on to postsecondary education or training more often (seventy-eight percent vs. thirty-eight percent).

All of these differences were statistically significant

In the successful replications, fifty percent of the Associates who dropped out entered Job Corps and were on track to receive a GED and a useable skill. (We do not know how many of the Control Group drop-outs went on to Job Corps or similar programs.)

The participants in the Herndon, Portland and Dover replications experienced significantly lower arrest rates (eight percent), when compared to Control Group members (twenty-three percent). In part because of the intervention of Quantum staff, all the Quantum participants arrested for various transgressions were able to avoid trial and conviction – and therefore avoid a juvenile record.

To fully understand what makes a Quantum replication work, and why some replications fail, here is more on the Eisenhower replications in Herndon, Portland, Dover and Columbia:

Herndon, VA

The Associates in the Herndon Quantum program all attended the only high school in a town with a large immigrant population (about forty-five percent) and a large upper-middle class population. A local police captain once described Herndon, a suburb of Washington DC, as a

town where “half the population are immigrants and half the population hates immigrants.” The high school served a population that spoke twenty-seven different languages – and yet one student had a parent who was a Nobel Laureate.

The Associates all were from the bottom two-thirds of their freshman class. Associates spoke English, but over half were from families where Spanish was the primary language. Few parents had completed high school or its equivalent, and so they were not prepared to assist their youth with homework. Most parents worked multiple jobs and were not available to help their teenagers with the many problems faced by a typical high school student.

Because parents often did not understand the necessity of their teenager attending school every day, the primary focus for the first two years of the program was on developing good attendance habits and homework completion. Quantum staff also worked to involve youth in Quantum for as many hours as possible.

Our evaluation showed that Quantum had a direct impact on school attendance, which then translated into higher grades. The higher the participation, the higher the attendance. The higher the attendance, the higher the grades.

This meant that Quantum in Herndon had an impact on grades, as well as on the scholastic behavior of the Associates. Positive changes in scholastic behavior (academic habits) has long-term implications for academic performance. Improved scholastic behavior proceeds beyond grade improvement that comes from simple homework assistance. The change in behavior should translate into better academic performance in the future, when Quantum staff are not present.

Portland, OR

The Eisenhower Foundation Quantum Opportunities replication in Portland, drew its Associates from two high schools that served the poorest areas of the city. Many of the parents were unemployed, many had substance abuse problems and some expressed little concern for their children. For reasons that were not entirely clear, many of the youth in the Portland Quantum found themselves homeless at various times. In addition, the Portland Associates were very mobile, moving to other schools in Portland – as well as to Seattle, Vancouver and Los Angeles. Consequently, a major goal of this program was to maintain contact with those Associates who moved and to find homes for those without a place to live.

The Quantum outreach coordinator spent virtually all of his time tracking down the youth who moved locally. He tried to keep them involved. He worked with a large church congregation and several local social service programs to find a place to live for those in need (as many as six of the twenty Associates at one time). The program director used telephone calls and email to stay in touch with those who moved out of town. In one way or another, the staff maintained significant contact with all but one Associate.

While there could be little academic assistance provided to those who moved, the bond that formed between the staff and the Associates was so strong that they were able to keep the Associates on track toward graduation, away from legal problems and away from involvement with drugs. They were also able to keep them out of the foster care system.

Dover, NH

All of the Dover Associates initially lived in public housing, all attended the only public high school in town, all came from English speaking households, and most of their parents had completed high school. This site, then, was quite different from Herndon and Portland.

The primary goal of the staff at Dover Quantum was to help the Associates improve academically. With a high program attendance rate and a facility that was open long hours (until 9:00 p.m.), Quantum became a second home for many of the youth. Because the facility that housed the replication included a commercial kitchen, dinner was prepared and served every evening, with everyone in the community welcome. Associates were recruited to serve as near-peer mentors for youth in a Kid Quantum and a Mid Quantum, programs for elementary and middle school youth.

The primary lesson from the Dover replication was the importance of staff stability. Due to a number of factors, the staff at Dover had considerable turnover during the second and third years of operation. While attendance was generally high, there was a noticeable drop each time there was staff turnover. It then was necessary for the new director or coordinator to work to get everyone coming again.

Despite the problem of staff turnover, seventeen of the eighteen youth who remained in the community for the full four years graduated and went on for advanced education or training. To celebrate graduation, youth were asked to choose between a trip to Washington DC and a trip to Disney World. Instead, the Associates decided on a third option – ten days helping a community on the Gulf Coast to rebuild after Hurricane Katrina.

Columbia, SC

Quantum in Columbia, SC was a failure. The program director did not implement the model, interact with high school staff or keep the program open for enough hours. As a result, participation rates by Associates were low. The Eisenhower Foundation tried to turn the replication around through technical assistance, but was unsuccessful in identifying new staff leadership and securing more cooperation from the Board of the nonprofit organization that was responsible for implementing Quantum. As a result, the Foundation terminated funding before the four year cycle was completed.

IX. The Role of Quantum Opportunities In Eisenhower Foundation Safe Haven Investment Neighborhoods



Technological Literacy Provides Associates With An Important Skill Set

The Quantum Opportunities Program is just one of the scientifically proven best practice models being replicated by the Eisenhower Foundation. Other models include Youth Safe Haven-Police Ministations, Full Service Community Schools, the Argus Learning for Living job training and job placement model for high school dropouts, and the Argus model for exoffender job training and placement.

Figure 2 summarizes these models. Whenever possible, the Foundation is seeking to cluster such multiple solutions to multiple problems in the same inner city neighborhood. We call these Eisenhower Safe Haven Investment Neighborhoods.

Figure 3 illustrates a Safe Haven Investment Neighborhood that the Foundation is hoping to fully develop in East Baltimore. In the targeted geographic area, the Telesis Corporation, a community development organization led by an Eisenhower Foundation Trustee, is rehabilitating low and moderate income housing. A Safe Haven-Ministation will mentor primary and middle school kids and be supported by problem oriented policing in the Neighborhood – to stabilize the streets in support of the housing rehabilitation. Middle School youth will participate in a Full Service Community School. High school youth will participate in a Quantum Program. The Safe Haven-Ministation, Full Service Community School and Quantum high school all are within a block of one another. Argus initiatives will train high school drop outs and ex-offenders returning the neighborhood in the rehabilitation of the Telesis housing.

The Foundation encourages Quantum sites to help us expand their work into comprehensive multiple solutions clustered in the same geographic area. Such interwoven programs can build on one another and create cost-effective synergy during recessionary times with reduced investment in the truly disadvantaged.

Figure 2
Milton Eisenhower Foundation Best Practice Models That Constitute Safe Haven Investment Neighborhoods

Best Practice Model	What Works Strategies	What Works Outcomes and Inputs	Local Cost Per Year
<u>Youth Safe Haven – Police Ministration Model</u> (For youth aged 6 to 13.)	<ul style="list-style-type: none"> • Civilians mentor youth after school. • Specially trained police officers also mentor youth. • Safe havens and ministrations share same space. • Program is strategically located in the community. • Food is provided. • Homework assistance and remediation are provided. • Youth social skills are developed. • Police meet and solve problems with community residents. 	<ul style="list-style-type: none"> • Grades improve. • School attendance improves. • Youth get into less trouble. • Police report less crime in the neighborhood. • Surveys show less resident fear and more resident satisfaction with police. 	\$130,000 for two to three civilian staff. Police match one to two police officers..
<u>Full Service Community School Model</u> (For youth aged 6 to 13.)	<ul style="list-style-type: none"> • School serves as a one stop shop for services for residents. • After school academic program offers homework assistance, remediation and enrichment. • School is open 365 days per year. • Mental health, physical health and dental services are provided. • Parental and community involvement are emphasized. • Additional services are provided when financially feasible. Examples include a food pantry, community policing, legal services and adult ed. 	<ul style="list-style-type: none"> • Grades improve. • Youth get into less trouble. • Community residents use services to improve their lives and become better parents. 	\$125,000 for one coordinator and one after school program specialists, plus tutors.
<u>Quantum Opportunities Model</u> (For youth aged 13 to 18.)	<ul style="list-style-type: none"> • Special computer-based Internet learning system brings all youth up to grade level in math, reading and science. (250 hours per year.) • Adults mentor youth in a supportive environment and away from peers who may exert negative pressure. • Programming is year round. • Youth participate in personal development activity. (250 hours per year.) • Youth participate in leadership development and community building ventures. (250 hours per year.) • Youth receive stipends for participation. • Stipends are matched upon completion of high school for participation in advanced education or training. 	<ul style="list-style-type: none"> • Grades improve. • Standardized test scores improve. • Likelihood of high school graduation increases. • Teen pregnancies decline. • Drug involvement declines. • Youth get into less trouble. • Likelihood of advanced education or training increases. • Youth become community leaders or more active community members. 	\$140,000 for two education and training staff and one outreach specialist. Includes cost of stipends and savings accounts.
<u>Argus Learning for Living Job Training, GED and Job Placement Model</u> (For high school drop outs aged 15 and older.)	<ul style="list-style-type: none"> • GED preparation and job skills training are provided. • Social skill development and job readiness training are provided. • Substance abuse counseling is given, as needed. • Job search and acquisition training is provided. • Trainees are placed in jobs. • Employment retention support is provided. 	<ul style="list-style-type: none"> • Trainees receive GEDs. • Employment increases. • Earnings increase. • Upward job mobility and advancement improves. • Trainees get into less trouble. • Recidivism declines. 	\$150,000 for one coordinator, one training specialist, one case manager and one part-time GED specialist.
<u>Argus Ex-Offender Reintegration Model</u> (For ex-offenders returning to the neighborhood.)	<ul style="list-style-type: none"> • GED preparation and job readiness training are provided. • Job skills and readiness training is provided. • Social skills are taught. • Family reconciliation is undertaken. • Personal and substance abuse counseling is provided. • Trainees are placed in jobs, with employment retention support. 	<ul style="list-style-type: none"> • Educational attainment increases. • Job acquisition, retention and advancement improve. • Recidivism declines. • Family and community life improves. • Drug involvement declines. 	\$160,000 for three or more staff.

Figure 3
Eisenhower Foundation East Baltimore Safe Haven Investment Neighborhood



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