QUANTUM OPPORTUNITIES PROGRAM REPLICATION DESIGN

The Quantum Opportunities Program (Quantum) is:

- a balanced 4-year sequence of 250 hours each annually of education, development and service activities;

- coordinated by a caring adult counselor who serves as mentor, role model, big brother or sister, disciplinarian, broker, and problem solver;

- linked by a system of financial incentives including stipends and bonuses for participation hours, matching. contributions to individual training accounts, plus staff incentives based on participant hours;

- structured by detailed management information and financial systems which utilize the latest computer communications and electronic benefits transfer technologies;

- supported by the best education tools and technologies, pre-structured activities for development and service, as well as added packages for college selection, current events, and cultural development;

- delivered by stable and committed community-based groups competitively

- selected based on cooperative linkages with neighborhood schools;

- targeted on small groups of economically and educationally disadvantaged youth who have little chance of making it on their own without such help.

Quantum was developed and implemented on a demonstration basis from 1989 through 1994 by Opportunities Industrialization Centers of America supported by a grant from the Ford Foundation. Independent, random-assignment evaluations documented highly significant impacts on high school graduation rates, basic skills achievement, and college matriculation, as well as reductions in arrests, dependency, and illegitimacy.

These favorable results justified a measured replication of Quantum supported by the Ford Foundation in 2 OIC sites (Philadelphia, Pennsylvania and Yakima, Washington, and the Department of labor in 5 sites (Fort Worth 'and Houston, Texas, Cleveland, Ohio, Memphis, Tennessee and Washington, D.C.). The results from these replications were less impressive, but provided further insight into what works and what doesn't.

All Quantum sites will:

- be evaluated using an, random-assignment, control group design;

- operate under a uniform management information system reporting on hourly activities in detail;

- use the same formula for providing stipends', bonuses, and matching accruals to participants;

- Use the eXtralearning system for academic enrichment.

Replication: Step-By-Step

The original Quantum demonstration was targeted for 5 sites. One of the sites was never implemented successfully. Two of the other sites had moderate success, one did fairly well, and one was outstanding in every way. This "replication batting average" far exceeded that for much simpler program models. On average, the outcomes were very positive. However, the goal is to improve the success rate even further through a step-by-step replication process.

STEP 1   Each site selects a Quantum Counselor for each group of 30. This individual is expected to remain with the group for the four years of the program and beyond. A selected Quantum Coordinator supervises and supports the Quantum Counselor.

STEP 2   The Quantum Counselors and Coordinator are initially trained by the Eisenhower Foundation. They receive the Quantum Replication Kit and all related materials. This includes the user manual for the YouthServices.net data management website and the software for linking to the eXtralearning system. It also includes the standard management and financial information system tools.

STEP 3   A Quantum Opportunities Center is established in the CBO facility or in another acceptable facility, wherever it will be most convenient and available to learners. This Quantum Opportunities Center, based on the Comprehensive Competencies Program or CCP) has computers, plus libraries of print, video and CD materials. It also is constituted as a meeting room, a "safe area," and a study hall. It should be used only as the Quantum facility, to assist the youths in developing a sense of ownership.

STEP 4 . Entering freshmen who meet the targeting criteria are randomly selected as Quantum Associates (along with a matching controls). The .selection is made by the Eisenhower Foundation evaluator. Once an individual is selected, he or she remains a Quantum Associate for the duration, no matter what happens in between. The only exception is for associates who permanently move from the area (not the school or neighborhood). It is the Quantum Counselors responsibility to make sure each assigned individual participates. Even if an individual does not participant one year, the Quantum Counselor must continue trying to outreach and recruit.   .

STEP 5 To receive services and benefits, the Quantum Associate must sign the Quantum Contract. The parent(s) or guardian(s) must also sign. This certifies and hunderstanding of what Quantum offers as well as a commitment to follow QDP guidelines.

STEP 6   A Quantum Opportunities Account is established for each contracted Quantum Associate. It is suggested that this is a combined debit card account and a secured investment account. Each contracted Quantum Associate is issued a debit card which can be used to withdraw monthly stipends and bonuses via ATM. Each is shown how to use the card as well as interpret the monthly report on the investment account. The terms for stipends, bonuses, and matching accruals are explained to each Quantum Associate.

STEP 7   Funds are transferred on behalf of each site in a Quantum Opportunities Account. The amount is the total of projected stipends and bonuses to Quantum Associates. Funds are transferred monthly to the accounts of Quantum Associates.

STEP 8   The Quantum Contract includes an Annual Plan which is finalized once the Quantum Associate is assessed by the counselor: The Annual Plan prioritizes education, development and service activities, and sets individual participation and outcome goals. The Quantum Associate is assigned specific education activities (CCP courses).

STEP 9   Each Quantum Associate keeps track of hours and activities on the eXtralearning system. At the end of the month, this is reviewed and revised as needed by the Quantum Counselor (primarily by more accurately describing each activity). The Quantum Counselor also writes a narrative on the back of the log indicating the major developments for the participant during the month. The data for each Quantum Associate is entered into the YouthServices.net management information system.

STEP 10   Stipends, bonuses and matching accruals for Quantum Associates are tabulated and reported to the Eisenhower Foundation on a monthly basis.

QUANTUM RESEARCH LESSONS

A Quantum Leap

The Quantum Opportunities Program (Quantum) was launched in the face of deteriorating conditions for disadvantaged youth over the 1980s, yet disappointing evidence about the impacts of short-term, narrowly-focused and bureaucratically managed youth programs. It was based on the belief that something better could and should be done to rewrite blighted futures:

Quantum targeted resources on those most in need.

Quantum provided long-term sequenced services rather than one-shot interventions.

Quantum stressed a balance of education, social development and service activities.

Quantum aimed to provide a stable continuing relationship with a caring adult.

Quantum was delivered by community groups and folks rather than faceless institutions and clinical professionals.

Quantum participants, staff and delivery organizations shared responsibility for attendance, achievement and outcome.

Quantum services were "net new," harnessing the best available tools and technologies to supplement existing community resources.

Quantum took an investment approach, pre-funding four-years of guaranteed services, and building a "GI Bill" account for future education.

Quantum maximized direct benefits to participants and positive incentives through attendance stipends, completion bonuses, and the scholarship fund.

Quantum "franchised" the model through a nationally-networked community based organization to .maximize the replication success rate.

The initial Quantum demonstration which operated from 1989 through 1994 offered entering freshmen from poverty-area, minority, solo-parent, welfare families an Opportunities Contract. This guaranteed up to 250 hours of education, 250 hours of development activities, and 250 hours of service each year (school year and summer) for four years. It provided an hourly stipend, a bonus for completing at least 100 hours a year of an activity, and a matching contribution to an Opportunities Account for post-secondary education and training. In return, the Quantum Associates pledged to long-term and committed participation, to help other participants, to serve the community, to work at maintaining grades in school, and to avoid risky behaviors.

The GOP demonstration yielded some critical lessons for policy and practice:

1) Disadvantaged youth need sequenced multi-year services accommodating but also stabilizing the turbulence of the teen years. Too many youth programs intelVene only after problems occur. They follow a medical diagnosis and treatment gestalt, trying (usually with limited success) to "cureu adolescent problems with "one-shot" treatments.

2) A holistic approach is needed which combines education, cultural, civic and social development, work and service. Basic skills are the sine qua non, but maturity and

experience are needed to harness education. Too often youth programs emphasize only one piece of the puzzle, be it education, employment, drug prevention or sex education.

3) Intensive resources should be targeted on those most at risk as they enter high school when it is still not too late to make a difference. While comprehensive multi-year treatments are expensive, they are less expensive than intervening later in a remedial way with Job Corps, and or in a rehabilitative way with boot camps or prisons. More targeted programs will have lower success rates and higher costs than school-to-work transition programs for the more advantaged, but promise higher net impacts.

4) Convenient locations, accommodating settings and sympathetic staff are especially critical for youth programs. Most teens, but disadvantaged teens in particular, have limited mobility, antipathy to institutions and distrust of clinical professionals. Youth programs work best in convenient community settings providing a home-away-from-home, where adults are understanding and understandable.

5) Stability in the program design, funding and staffing are vital when dealing with youth whose lives are in constant turmoil. What disadvantaged youth need most is a place where they can always go and person they can always talk to. Youth programs are too often hit-or-miss affairs, living from handto-mouth, with frequent staff tumover--just what participants do not need given the frequent chaos in their lives.

6) Participants, staff and delivery organizations need clear and measurable objectives, with accountability for both quality and quantity of activities. The bane of youth programs is getting kids to show up and to apply themselves when they do. Incentives must be structured so everyone takes responsibility for themselves, each other and the program. Attendance and achievement must be emphasized and. rewarded.

7) It is better to supplement and sequence existing programs and resources than to substitute for them. "High-tech" education, enriched development opportunities, and one-an-one attention are more effective than traditional approaches, but they have the greatest impact when they are "net new". For instance, learning center instruction after school hours and during the summer will do more for skills than simply rearranging the school day to include compensatory education or computer labs.

8) Programs for poor youth must recognize the critical need for and potential of financial support. Poor youth lack the normal opportunities to earn and accumulate, so programs need to establish parallel systems. These should be performance-based payments rather than automatic income transfers. All else being equal, programs that provide more direct benefits to youth are preferred to those where "professionals" and "managers" consume all the resources.

9) A long-term investment approach is needed when dealing with young teens whose careers and lives lie far ahead. Central to this is a belief that more education will payoff for the disadvantaged as it does for everyone else. Short-term outcomes like teen employment rates are far less important than enrollment and graduation rates which assure longer term success. Stable multiyear funding for programs, cumulating accounts for participants, staff payments based on retention and completion, all tend to shift the focus to the longer term.

10) Effective programs harness delivery level initiative and creativity within a standardized program framework including the best tools, systems and technologies. "Reinventing the wheel" in each local context, with limited resources and information, wastes resources that could be better spent finding ways to put the wheel to work. Sharing tools and methods, practitioners can learn from each other, and their performance can be compared. You cannot "franchise" hugs and understanding, but you can provide the infrastructure so that "high-tech" and "high-touch" are combined.

QUANTUM EDUCATION ACTIVITIES

The Challenge -

The most challenging--yet most critical--component of Quantum is education. Consider these facts:

The typical youth from a minority disadvantaged family will enter high school with 7.0-7.5 grade level reading, math and language skills. This compares with 9.5 10.0 grade level skills for nonminority, nondisadvantaged students.

Without intervention, the basic skills gap widens. during high school. Students from minority disadvantaged backgrounds will gain .9 grades or so each school year compared to 1.1 grades for other students; During each summer, the minority disadvantage students will slip back, while the other students will continue to gain. Graduates from poverty and minority backgrounds will average tested skills at the 9.0-9.5 grade level. Other graduates will average 12.5+ grade level skills.

A third of the entering freshmen from minority disadvantaged families will not graduate from high school, compared five times the dropout rate for youth from nonminority, non disadvantaged backgrounds. Early school leaving compounds limited achievement in school, so on average the minority disadvantaged cohort will lag by 4.0 grade levels of tested skills as they enter their twenties.

High school graduates from minority disadvantaged backgrounds are only half as likely to go to college as graduates from nonminority disadvantaged backgrounds. Among those who go, the proportion who will eventually graduate from 4-year college is only a third as high among minority disadvantaged students.

Limited basic skills are a primary cause of dropping out of high school, not enrolling in college, or not graduating if enrolled. Among minority disadvantaged freshmen, the chances of dropping out are ten times higher among those with below average basic skills compared to those with above average basic skills for freshmen. Among minority disadvantaged high school graduates, the chances of enrolling in college are twice as high for those with above average basic skills for high school graduates. Among minority disadvantaged college entrants, the chances of graduating with a 4-year degree are four times higher for those with above average basic skills for college entrants.

In the adult labor market, basic skills payoff handsomely, so skills deficits have lifelong consequences. Each grade level greater tested skills will result in $250 higher annual earnings, all else being equal. The high school degree adds $100,000 in lifetime earnings, and a college degree adds $400,000, so the indirect effect of added skills on increased graduation and hence lifetime earnings is also powerful.

Thus, if you want to rewrite the futures of disadvantaged teens, you need to dramatically improve their basic skills. You must close the 2.5 grade gap at high school entry, increase school attendance and completion so the gap does not widen, work during the summer to forestall the erosion of skills, prepare everyone with the 1 Oth-11 th grade skills now required in the labor market, and to assure that those going to college have the 12th grade+ skills they need to succeed.

To do all this, you have 250 hours of education activities each year, or 1000 hours over four years, This is equivalent to one normal school year. Put another way, you must offset what would otherwise be a four-grade level gap in a single school year's worth of education activities.

The challenge is compounded by the diversity of learners. Among 100 disadvantaged minority entering freshmen, the statistics suggest that there will be 5 illiterates with below 5th grade reading in addition to 5 limited-English speakers. A fifth will have 5th or 6th grade reading and math skills. Three-fifths will have 7th or 8th grade skills; A tenth will have reading or math scores above average. Few will have even the most rudimentary mastery of functional skills such as saving and investing, comparative shopping, insurance, resume writing and job application, legal rights, preventive medicine, birth control, time management, art or music. However, their ability to master these applications will be as diverse as their academic skills. And over four years, the differences will only grow.

The final challenge is to interest educationally and economically disadvantaged youth in any educational activity. The entering freshmen in Quantum already average a grade behind in school plus several grades behind in skills. Their average attendance in the previous year was below 75%. A fourth have already decided to drop out when they reach the legal age. Less than half are planning to go to college. A majority dislike school. They feel put down, out of place, frequently scared, and usually uncertain about the point.   .

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Is there any way to overcome these deficits, to cope with this diversity or to this overcome educational apathy? YES! In the Quantum Opportunities Program demonstration, the Quantum Associates exited their high school years with 4.0 grade levels higher average tested skills. Because of reduced dropout rates, they averaged .5 grades more attainment. Because of more homework and greater attendance, they increased study hours by the equivalent of another .5 grades. The remaining 3.0 grade gain was due to the extra and special instruction provided by Quantum.

Quantum utilized a system called the Comprehensive Competencies Program, or CCP, (which was developed by the Remediation and Training Institute with Ford Foundation support). The CCP is now the Internet based eXtralearning program. Based on lessons about what worked best to teach basic skills to disadvantaged youth, and integrating the latest and best tools and technologies, the CCP offered a different and more effective way to teach and learn.

At school, students go to class after class where they listen to a teacher give a lecture, take a test every few weeks, maybe have homework assignments which they mayor may not do, then take final exams at the end of the semester. Students who lag in skills are left behind; those who lead are bored. All students are judged by seat-time, not learning, and must complete "Carnegie" units with or without mastery.   Lost, bored, or feeling imprisoned, students tend to be disruptive or simply opt out through limited attendance or attention. The result is very low time on task in class, and very limited learning. Even the best teachers spend time doing lesson plans, and developing and scoring tests, outside the classroom, while either lecturing or disciplining inside. There is little or no time for one-on-one teaching.

The CCP is completely different. It is used to establish a learning center which has all kinds of materials covering K-12 academic skills plus all levels of employment, life, consumer, health, and civics skills. For every skill, there is a menu of instructional options including programmed learning books and the latest in multimedia CDs. A learner at any ability level can study any subject at any level using books, videos, or multimedia computers. Learners can all be studying different subjects at different levels. Each learner progresses at his or her own rate--taking responsibility for getting materials, tracking progress, and maximizing study time. Each is regularly assessed with automated tests. The teacher is available to provide one-on-one help whenever needed because there is no lesson planning, test-preparation, or lecturing. Learning can be scheduled whenever convenient, and a learner can work for a while, then leave off, then start up again at some later time, with a seamless progression. Completion is based on tested mastery of skills rather than seat time. But because learners have more options, are more in control, are less frustrated, and can move on as soon as they master a skill, the '1ime-on-task" tends to be 80 percent or more of instructional hours compared to a fourth or less in a regular high school. As a result of all this, learning gains tend to be three or four times higher per instructional hour than in group classroom based instruction.

In the initial Quantum demonstration, Associates averaged 900 hours of education activities over 4 years. The stipends and completion bonuses were a major lure. However, the Quantum Opportunities Center, and its CCP instructional system were also attractions. The center was a safe and friendly place to go, where accomplishment was rewarded rather than derided. It was a meeting place and a study hall. There were the latest tools and technologies which enhanced self-esteem and purpose. The education was nothing like school in its approach. It frequently emphasized functional. applications rather than academics alone. Most critically, learning could be scheduled whenever convenient.

In other words, using the Comprehensive Competencies Program in Quantum Opportunities Centers, Quantum was able to attract disadvantaged youths to education activities, to handle their diverse needs, and to achieve multiplied learning gains per instructional hour.

The eXtralearning System provided to each Quantum site comes with all the tools, technologies, systems and support to achieve this same success. It only requires a conveniently located room with a minimum of 750 square feet, electrical outlets, computers and an internet connection.

The Quantum Opportunities Center can serve up to 30 learners at a time, though typically only about 20 associates will be present at any one time. On a full-time basis, it can provide in excess of 50;000 instructional hours annually in any K-12 academic subjects, beginning intermediate or advanced functional subjects, or electronic electives including computing,. fitness, leadership, emotions, arts and humanities and early child development. The 250 Quantum instructional hours annually for 30 Quantum participants will utilize only a fraction of this capacity. So the Quantum Opportunities Center can also be used for Quantum developmental and service activities, with potential left to serve other learners as well.

Understanding the Quantum Education System

The CCP consists of 96 courses. There are 48 academic courses, 12 covering primary skills, 16 covering intermediate skills, and 20 covering high school skills. There are 48 functional courses covering employment, consumer economics, health and family, government and law, and functional ESL, including 12 basic, 16 intermediate and 20 advanced courses.

Each course" consists of sequenced lessons addressing specific skills which can be mastered in a single learning session. For each lesson and its skill, there is an on-line book including programmed instruction, a mastery check, plus activities for practice and remediation. For each lesson, there is also a menu of other options which can substitute for or supplement the CCP book to help master the specific skill. These. options include referenced parts of other books, streaming videos, computer instructions and other multimedia materials which are integrated with the system. So for any skill, the learner can easily access the very best material to match his or her learning style. Additionally, the system provides access to specialized tutors to help with technical classes.

The lessons are grouped into units, with computer-scored or delivered tests to assess mastery of the subsumed skills. There are similar course mastery tests to certify completion, plus subject tests covering 4-course sequences, and more global tier tests diagnosing overall progress.

Understanding The Underlying Principles

Studies of effective schools, alternative schools, Job Corps, youth training programs, adult basic education, corrections education and remedial college programs consistently suggests the same 10 success ingredients:

1. MASTERING STEP-BY-STEP. Learning basic skills is a sequential process best achieved through individualized, self-paced and competency-based instruction, organized into a progression of "bite-sized" learning tasks, with each learner starting at his or her entry skill level, working independently, and progressing as rapidly as mastery is demonstrated.

2. SCHEDULING TO LEARN. Learning is more feasible when flexibly schedules on an open-entry/open-exit basis to meet each learner's needs rather than rigidly organized into group classrooms. It is accelerated when based on mastery not seat time, so the learner has reason and opportunity to work hard to master skills and move on.

3. OFFERING VARIED CHOICES. Learning styles and preferences vary and all learners like variety, so learning is enhanced when there are divers print, audio, video, computer and CD materials which can be readily accessed at any time to meet any specific learning need, and when learners have a say in these choices.

4. EMPOWERING THE LEARNER. Learning is enhanced when the learners are "self-directed" and have a sense of "efficacy"--being involved in choices of what to learn and how, taking responsibility for effort and achievement, setting their own pace, and determining their rate of progress toward agreed-upon goals.

5. TRACKING EACH STEP. Learning basic skills is a step-by-step process, so it is critical that each step is mastered before moving forward, that effort and progress are documented and rewarded, that problems are immediately identified so help can be provided, and that learners know where they stand and where they are going.

6. MAXIMIZING TIME-ON TASK. Learning is directly related to time applied in mastering skills of an appropriate difficulty level, so achievement increased when downtime and distractions are minimized, when study is focused at the. right level for each learner, when learners are committed, and when time-on-task is closely monitored.

7. TEACHING ONE-ON-ONE. Learning is accelerated when caring teachers and aides provide individualized treatment, role models, good counsel, motivation, timely assistance and the "human tough"-- assessing, planning, scheduling, orienting advising, monitoring, tutoring, disciplining and rewarding each learner as and when needed.

8. REINFORCING THE POSITIVE. Learning is easier for those who believe they can learn, and is enhanced b.y instructors, instructional approaches and instructional materials which provide frequent feedback and positive reinforcement, which recognize both individual effort and achievement, and which treat learners with fairness and respect.

9. OVERCOMING THE NEGATIVE. Learning is nurtured in a structured yet supportive "tough-love" learning environment which deals with the personal problems that often undermine educational progress. This requires timely access to counseling and supportive services, as well as firm but fair rules of behavior and participation.

10. EDUCATING WITH A PURPOSE. Learning basic skills is accelerated and more directed when integrated with other activities and pursued as a means to other ends. Basic skills instruction is best inked to regular school work or school goals, or other certifications and outcomes.

In CCP, learning is broken down into bite-sized and sequenced steps. Learners are placed in each subject sequence wherever is appropriate, and move forward as rapidly or slowly as they are capable. They are not pressured by negative comparisons with other learners. They do not waste time covering things they already know. They are not frustrated by feeling rushed or behind.

In CCP, learners can work any schedule--an hour a day, part-time every day, a few days a week, on the weekends or evenings, in the summer or school year. If a scheduled session is missed, the learner just picks up where he or she left off. The learning center is convenient and inviting, so it is easy to attend. For instance, other family members can be involved if necessary.

In CCP, there are varied materials for every skill, including the very latest in education technologies. All are tied together so that at any step in the learning process the learner has a range of options. All are organized in the center for easy and quick access.

In CCP, learners keep track of time and completion which makes them study harder. they make choices at each step about what materials they will use, then they find them on their own. Usually, the learner knows best what works best. Learners score their own tests so they do not have to wait anxiously or feel put down by the results. In other words, they are active rather than passive, and engaged rather than bored.

In CCP, the learner and the instructor know what is being done every minute in the learning center. The tests indicate not only overall mastery, but pinpoint any specific problems so attention can be focused directly on these. Where learners slack off, it is easy to monitor.

In CCP, most learners get right to work without any help. Disruptive learners are dealt with immediately outside the center. Those with problems can get help almost instantly, since this is the teacher's primary responsibility. Once they learn the CCP systems and approaches, all learning works the same so there is no downtime mastering new approaches, organizations or tools.

In CCP, no learner feels put down for being "behind" or for learning slower than others. The frequent tests, drawn directly from the materials, can always be mastered if the materials have been studied. The printouts provide positive reinforcement of learning. The forms and software plot each step forward. The certificate at the end of each course provide further strokes.

In CCP, there are many instructional materials addressing the problems which otherwise intrude on learning. A learning center operates in a businesslike way so there is no shouting, no dictatorial control, and mutual respect of other learners. Tough problems can be spotted and dealt with the minute they occur, because the instructor does not have to be directing the whole group.

In CCP, there are a host of functional materials which address skills of direct relevance to learners. Courses can be directly accredited, or they can be used to prepare learners for the GED and the SAT. Courses can be sequenced and combined in any order to meet specific goals and outcomes of a learner.

Using The Tools Effectively

The Quantum Associates have 250 hours of education annually. It is critical to make the most of it. The way to do this is to follow the success principles in using the tools and technologies -- having a different instructional program for each learner; scheduling as flexibly as possible to make things easy for Associates; mixing computers, videos and print materials; letting the learners take charge as soon and as much as they can; tracking progress frequently and carefully; assuring that learners put. in the hours and use them efficiently; helping any learner who struggles with a skill; offering encouragement and pats on the back for each mastery step; dealing with problems which are intruding on learning time and concentration; and linking education with school, work and other life goals.

Because Quantum 'offers incentives for participation and achievement, complementary development and service activities, plus consistent adult support over multiple years, it is possible to make the most of CCP and its resources. Here are a few tips:

1) The Quantum Coordinator must be familiar with and able to navigate the CCP system. They know what the courses cover, how the books are organized, how to get computer and CD materials referenced for a skill, how to give and interpret tests, and how to input management system data. Some sites will have separate staffing for the learning center, and it will be used for. purposes in addition to Quantum. Even in this case, the Coordinator needs to track the Progress Forms and/or regular Progress Reports. The Coordinator needs to be familiar with the electronic electives and the videos which can be used for development activities. All this means "getting between the covers" of the instructional materials.

2) Learners should be assigned to 1 course at a time if they are only studying 5 hours weekly, a 1 or 2 hours on any day. During the summer or for Saturday work, stick to no

more than 2 courses. This results in better focus, tracking, and more frequent completion with positive reinforcement. In the plan for each coming year, base the course assignment decisions on needs and interests. A learner should be able to complete 5-7 courses a year if fully active. So a balance might be a few in the student's best subjects as well as several from the learner's worst subjects.

3) Evidence indicates that grade-normed reading, math and language scores are bolstered by completion of functional courses. During the school year, the learners might not want more academics. So it may make sense to emphasize functional courses in the school year and academics in the summer. The intermediate employability courses covering reading, writing and computing at work are especially good starting points for those with basic literacy.

4) Learning sessions should be scheduled for no less than an hour, otherwise the startup and closedown time will intrude too much on time on task. There are some alternative schools using CCP instruction full-day, but sessions of no more than 3-4 hours are recommended. Most teachers consider 90 minute session the optimum balance.

5) The Coordinator should be provided a copy of each successfully completed test. The test results printouts should be placed in the Quantum Portfolio, then replaced by the CCP Certificates of Mastery when the Course test is passed. Each successfully completed test is a chance to provide positive reinforcement.

6) Each testing point is a chance to review Progress, enter the Progress information into the computer, but also to review the types of materials which have been used. If the learner has used all print, or all video, or all computer, make sure that this is not because of lack of awareness of the options or ability to manage them. If Progress is slow, work with the learner to vary the materials.

7) At the end of each school term, you are supposed to enter a copy of the transcript, credits completed, and grade point average into the Quantum Portfolio. At the same point, you should print out and review the CCP Progress Report. At the end of the summer, you should enter normed grade test results in the CCP Learner Record, then print it and the CCP Progress Report for inclusion in the Portfolio, save the records, then delete and reenter the learner with final status the previous year as beginning status for the next year. The CCP Learner Record and the end-of-year CCP Progress Report should be included in the Quantum Portfolio.

8) The CCP self-study books are ideal for home learning. As long as the tests are taken in the center, all the work could be done at home and the time and progress certified with reasonable reliability. This option is very important during illness, pregnancy, incarceration, family crises and the like. For instance, the learner can be given an entire unit of lesson books, then the Coordinator can go out and test, or bring in the learner for tests when all are completed.

9) Try to get the school system to award academic credit for CCP courses. There are many school districts which have accredited all the academic courses and many of the functional ones as well. If learners know they will make up missing credits, they are likely to work harder. This is particularly important if it can help leamers catch up so they can

graduate on time chronologically. Help can be provided by CCP practitioners who have negotiated academic credit in other locations.

10) Resist the temptation to let CCP hours be used for homework. It is arguable whether Quantum stipends and bonuses should. be paid for doing what is already required. Certainly, the net impact will be reduced if Quantum merely substitutes for other hours of homework.

11) There are three community service options which utilize Associates in the learning center -- child development aides (basic knowledge of CCP), youth tutors (intermediate knowledge of CCP), and learning center aides (advanced knowledge of CCP). In all three functions, the Associates will experience learning gains while they are serving and teaching others. It is sensible to use such assignments to the maximum extent feasible.

12) Many of the development activities utilize learning center materials. For instance, all the electronic electives in CCP are paralleled by activities which get the learner started on a self-study progression. For instance, the activity on typing introduces the lea mer to the Mavis Bacon Teaches Typing Tutorial, assesses beginning skills, then sets an individual speed and accuracy goal for the learner. The typing drills teach grammar, spelling, reading and vocabulary. These are also easy to implement on a flexibly-scheduled, individualized basis. Hence, they should be utilized to the maximum extent feasible.

Development Activities Index

Group 1. AWARENESS SKILLS. These activities build self-esteem and self-understanding. They help teens recognize and cope with peer pressures. They address issues of sex stereotyping and prejudice, as well as proving coping strategies.

Group 2. CIVICS SKILLS. These activities deal with understanding and participating in local, state and federal government, recognizing the rights and responsibilities of citizens, understanding the basic tenets of civil and criminal law and the workings of the judicial and corrections systems.

Group 3. COMMUNITY SKILLS. These activities build awareness of and ability to utilize community resources including libraries, recreation facilities, neighborhood clinics, community organizations, helplines, public information sources, media and transportation.

Group 4. COMPUTER SKILLS. These activities aim to build understanding and mastery of the tools of the information society. They cover keyboarding, word-processing, databases, spreadsheets, desktop publishing, multimedia computing, operating systems, and the infonnation highway.

Group 5. CONSUMER SKILLS. These activities deal with money management, independent living, budgeting, saving and investing, and comparison shopping. They aim to assure that participants get "more bang for their bucks," as well as to instill a longer-tenn investment mentality.

Group 6. CULTURAL SKILLS. These activities cover both mainstream and ethnic heritage. Participants are exposed to art, music, literature and museums as well as to ro~e models. The activities cover African-American and Hispanic as well as female perspectives.

Group 7. DECISION SKILLS. These activities deal with positive and negative teen decisions such as dropping out, marriage and parenting, college going, working during school, saving and investing, living independently, and committing crimes. The activities promote understand of consequences and tradeoff's.

Group 8. EMPLOYMENT SKILLS. These activities include career exploration, developing understanding of employer expectations, job seeking and job getting, as well as productive work practices and behaviors. They also cover reading, writing and computing requirements at work.

Group 9. F AMILY SKILLS. These activities address family relationships and responsibilities both ITom the perspective of participants as family members and as future parents. Included are activities related to family planning and birth control.

Group 10. HEALTH SKILLS. These activities aim to develop understanding of preventive medicine, nutrition, sanitation, physical and mental fitness. They also cover health care, first aid and emergency care issues.

Group 11. HOUSEKEEPING SKILLS. These activities cover house cleaning and maintenance, cooking and sanitation, safety, home repairs, household emergencies plus using tools and sewing.

Group 12. LEARNING SKILLS. These activities cover .studying, organizing, locating resources, solving problems, identifying individual learning styles, and exploring different types of intelligence and aptitude. The aim is to improve learners' capacity to learn.

Group 13. RELATIONSHIP SKILLS. These activities deal with friendships and romantic relationships, how to handle rejection, coping with sex and money issues in relationships, communicating in groups and one-on-one, handling emotions and recognizing potential problem situations.

Group 14. SAFETY SKILLS. These activities foster awareness of risky behaviors, their consequences and means of avoidance. They cover alcohol, tobacco and drug addictions, sexually transmitted diseases, gang issues, and motor vehicle safety. They seek to impart strategies for peaceful conflict resolution as well as knowledge of help sources.

Group 15. SERVICE SKILLS. These activities include short-tenn and long-term, individual and group community service assignments. Each includes a list of requirements, the needed preparation, the community benefits, and tips for implementation. These are culled from the most successful youth community service activities.

Group 16. SOCIAL SKILLS. These activities cover the social graces including manners and etiquette, controlling profanity, and language switching to meet mainstream expectations. It also covers non-confrontational behavior.

QUANTUM DEVELOPMENT ACTIVITIES

The Challenge

There are a vast array of functional or performance skills required for success in the home, workplace, marketplace and community. These skills are developed by most young people as they apply their basic academic skills to learn specific information to solve problems they encounter as they interact with the world around them. Young people from disadvantaged backgrounds lack the developmental experiences and they lack the basic skills to master the limited opportunities which are available. Hence, they lag woefully in the practical skills which are assumed and necessary for everyone. Poor youth do not travel out of town or even across town. They do not have bank accounts or credit cards. They do not have job networks or experiences. Few participate in clubs or extracurricular activities, or have the opportunity to volunteer to help others. They do not go to summer camps or take piano lessons. Some have never even been to a good restaurant, a play or a classical concert. Yet with limited functional or performance skills, they must cope with far greater threats-violence, drugs, negative peer pressures, and disrupted families.

In its 250 hours annually of education activities, aop provides the basic "skills these youth need to master functional or performance skills. Through its 250 hours annually of development activities and of service activities, it tries to impart the practical knowledge and the experiences to fill all the gaps. This is certainly challenging, because there are so many critically important domains which must be covered.

Meeting the Challenge

To help meet this challenge, Quantum provides over pre-structured development, service and learning activities. The activities include:

· Group discussions. Participants are presented with situations or information about a topic either by the coordinator or through a reading passage. Then, they engage in a guided discussion of the issue.

· Multimedia. Participants listen to an audiocassette book or watch a videotape, or complete a CD material, then report" on or discuss what they learned following a guided format. Also included are complete self-study course.s on CD called "electronic electives."

· Field trips. Participants take a trip to a government agency, museum, library or theater after background preparation. The field trip is followed by guided discussion or by writing exercises.

. Projects. One or more participants will be assigned a specific project in which he or she investigates a topic or completes a task, then returns with a completed output or report.

Each activity is presented in a similar format with an objective, a list of needed materials, a suggested time limit, a step-by-step procedure, and a group of questions to be used for discussion. The activities are organized by functional or performance skill domain:

AWARENESS SKILLS. These activities ,build self esteem and self understanding. They help teens recognize and cope with peer pressures. They address issues of sex stereotyping and prejudice, as well as proving coping strategies.

CIVICS SKILLS. These activities deal with understanding and participating in local, state and federal govemment, recognizing the rights and responsibilities of citize,ns, understanding the basic tenets of civil and criminal law and the workings of the judicial and corrections systems.

COMMUNITY SKILLS. These activities build awareness of and ability to utilize community resources including libraries, recreation facilities, neighborhood clinics, community organizations, helplines, public information sources, media and transportation.

COMPUTER SKILLS. These activities aim to build understanding and mastery of the tools of the information society. They cover keyboarding, wordprocessing, databases, spreadsheets, desktop publishing, multimedia computing, operating systems, and the information highway.

CONSUMER SKILLS. These activities deal with money management, independent living, budgeting, saving and investing, and comparison shopping. They aim to assure that participants get "more bang for their bucks," as well as to instill a longer-term investment mentality.

CULTURAL SKILLS. These activities cover both mainstream and ethnic heritage. Participants are exposed to art, music, literature and museums as well as to role models. The activities cover African-American and Hispanic as well as female perspectives.

DECISION SKILLS. These activities deal with positive and negative teen decisions such as dropping out, marriage and parenting, college going, working during school, saving and investing, living independently, and committing crimes. The activities promote understand of consequences and tradeoffs.

EMPLOYMENT SKILLS. These activities. include career exploration, developing understanding of employer expectations, job seeking and job getting, as well as productive work practices and behaviors. They also cover reading, writing and

computing requirements at work. .

FAMILY SKILLS. These activities address family relationships and responsibilities both from the perspective of participants as family members and as future parents. Included are activities related to family planning and birth control.

HEALTH SKILLS. These activities aim to develop understanding of preventive medicine, nutrition, sanitation, physical and mental fitness. They also cover health care, first aid and emergency care issues.

LEARNING SKILLS.. These activities cover studying, organizing, locating resources, solving problems, identifying individual learning styles, and exploring different types of intelligence and aptitude. The aim is to teach participants how to become better learners.

RELATIONSHIP SKILLS. These activities deal with friendships and romantic relationships, how to handle rejection, coping with sex and money issues in relationships, communicating in groups and one-an-one, handling emotions and recognizing potential problem situations.

SAFETY SKILLS. These activities foster awareness of risky behaviors, their consequences, and means of avoidance. They cover alcohol, tobacco and drug

addictions, sexually transmitted diseases, gang issues, and motor vehicle safety. They seek to impart strategies for peaceful conflict resolution as well as

knowledge of help sources.   .

SERVICE SKILLS. These activities include short-term and long-term, individual and group community service assignments. Each includes a list of requirements, the needed preparation, the community benefits, and tips for implementation. These are culled from the most successful youth community service activities.

SOCIAL SKILLS. These activities cover the social .graces including manners and etiquette, controlling profanity, and language switching to meet mainstream expectations. It also covers nonconfrontational behavior.

Understanding The Development Tools

The Quantum Replication Kit includes a separate hanging file loose-leaf binder containing the activities for each skill domain. Each Quantum program is free to use any of these tools. They may be used in any combination and sequence which is appropriate for the Quantum associates and the institutional setting. Other activities may be developed locally.

There are several different types of activities within each of the skills domains as illustrated by the following examples: .

Individual Assignment: AWARENESS SKILLS - Activity 19. Values Profile is an example of an individual worksheet assignment. The Associate completes a Values Profile and then maps the results. The Quantum Coordinator works with the learner one-on-one to discuss the results. These are not meant to be shared with other associates.

Group Discussion: AWARENESS SKILLS - Activity 1. Twelve Steps To Success is an 'example of a guided group discussion. It presents a positive framework for making life decisions. The guided discussion elicits group member views on these general points.

Individual Assignment/Group Discussion: AWARENESS SKILLS - Activity 11. Taking Stock of Yourself is an example of a combination activity where each Associate responds to a questionnaire about himsel.f or herself, then gives the same questionnaire to three other persons to elicit their views of himself or herself. The group discussion compares how we see ourselves with how others see us.

Video/Group Discussion: FAMILY SKILLS - Activity 12. Understanding Family Heritage Throuqh The Movie. The JOY Luck Club is an example of one of the 25 carefully selected films in the "Reel Life" series which are structured with group discussions to help Associates reflect on their real life.

Video/Individual Assignment: CONSUMER SKILLS - Activity 4. Learning About "The Apartment Rental Game" is an example where one of the 100 instructional videos provided with the CCP is reinforced by a worksheet activity which must be completed and' discussed with the Quantum Coordinator. One or more Associates may be assigned.

CD-ROM Electronic Elective: COMPUTER SKILLS - Activity 1. Mastering The Keyboard With Mavis is an example of an activity which gets an Associate started on one of the 25 "electronic elective" courses provided with the CCP. These specialty courses, ranging

from 5 to 10 instructional hours, each has its own tracking and reporting system operating independently of the CCP.

Music/Individual Assignment: CULTURAL SKILLS - Activity 7. Understanding Black Folk Music is an example of an activity which introduces an Associate to the library of arts and humanities resources which are on CD. In this case, the focus is on black folk music, but the same CD has many other options which the Associate can later explore.

Field Trip/Group Discussion: SAFETY SKILLS - Activity 6. Handlinq Victims Of Violence is an example of group experiential learning in which Associates go on a field trip where a they meet victims of violence and talk with the experts who deal with their problems. This is followed by a guided discussion (or other activities for preventing or coping with violence.

Individual Exploration/Group Discussion: EMPLOYMENT SKILLS - Activity 4. Exploring Jobs is an example of an individual experiential learning activity, where learners get together to share experiences and information through guided group discussions. In addition to these pre-structured Quantum Activities, there are several additional.

STRAIGHT TALK DISCUSSION SERIES. These magazines, developed in cooperation with the National Education Association's Health Information Network, provide teen-focused articles and cartoons about important life topics including drug abuse, AIDS and STDs, Self-Esteem and Relationships. They are combined with discussion leader guides.

TIME MAGAZINE DISCUSSION SERIES. To bring participants up to date with what is happening in the world, they are provided individual subscriptions to Time Magazine. The coordinators are provided discussion guides for each issue to focus interaction. The manual provides some general tips about using the series. .

THE JUNIOR GREAT BOOKS SERIES. To get participants involved in reading important works, the Junior Great Books Series provides condensed versions at appropriate graded readabilities. A discussion leader's guide is also provided. The manual explains the components of the system.

APPLIED SCHOLASTIC LEARNING TECHNOLOGY. This book series focuses on learning-to-learn. It includes graded reading materials on using indexes and dictionaries, outlining, concentrating and testing. The manual explains the components of the system.

THE COLLEGE BOARD EXAM PROGRAM. This on-line program from College Board provides individualized assistance in college selection and application, as well as help in securing financial aid. The manual explains how to use the system, which is a critical tool in the later years of Quantum.

Using The Development Tools

This menu of developmental activities is vast, but so are the developmental appetites of those who have been denied opportunities most of their lives. It is a challenge to fill the 1000 developmental hours with effective activities, but even if this is done it can hardly meet the vast deficits. And as with basic skills, there will be a diversity of needs and capacities among the Associates. Some activities are needed by most learners at certain ages, but others are appropriate for only a minority of learners at any point. Group activities are critically important to foster peer interaction, but they are also difficult to

schedule, implement, and deliver when Associates differ so significantly. Thus, there is no recommended "lock-step" progression of activities--simply a daily, monthly, and annual balancing of needs, resources, and delivery capacities. However, here are a few guidelines from practitioners:

1) The primary concern of the teen years is self and peers. Hence, the common denominator which can unite Quantum groups in the early years are the activities in these domains AWARENESS and RELATIONSHIP SKILLS domains. In contrast, the CULTURAL and SOCIAL SKILLS domains should be developed during the intermediate years. EMPLOYMENT and CIVICS SKILLS can wait until Associates get a little older, but should be given heavy emphasis in later years. The DECISION SKILLS should be emphasized throughout, with the focus shifting as Associates age, i.e. college decision activities should be emphasized in the last year.

2) Other choices depend on the Associate group. For instance, how much emphasis" is placed on the SAFETY SKILLS which emphasize safe sex, drug avoidance, and conflict resolution depends on how at-risk the Associates are and how much it is felt this type of intervention really changes behavior. Some Quantum practitioners believe that thes"e should be a primary emphasis throughout. Others believe that developing other skills will more positively influence behavior.

3) It is best to concentrate on one set of skills each school term and summer--so there are a total of 12 main emphasis selections. Selected individuals or groups could do develop other skill areas on their own. For instance, FAMILY SKILLS might be the emphasis for the sophomore summer, but some would be developing COMPUTER SKILLS.

4) The activities in all domains based on the Reel Life Series" videos with guided group discussion are particularly effective early in Quantum in trying to get Associates interested. Many also begin as low readers" which limits participation in other activities. Other family members can be invited to these sessions, and popcorn or beverages can be served. However, the films deal with the controversial issues facing youth. Some include violence, profanity, explicit sex, and nudity. The Quantum Coordinator should pre-screen the videos and should select groups based on their ability to handle the content and message. The Quantum Coordinator should screen any video before showing and should select the group based on ability to handle the subject matter.

5) Field trips are the hardest activities to organize and carry off. However, previous Associates usually point to these as highlights of their participation. A reasonable goal is to have' 2 outings every term and summer, or 6 a year. It also may make sense to implements some of the fund-raising SERVICE SKILLS activities to cover the costs. (perhaps split with a contribution to some needy cause). By taking part in planning and fund-raising, the Associate will be more involved in the activity. .

6) The group-based activities usually accommodate any size group. .And the reality is that with a group of 20, any scheduled session on weekends or evenings will usually attract 12 or fewer ASSOCIATES (unless it is a: special event). For many activities, it may be best to schedule several different group sessions a week with subgroups invited who share the problem. For instance, the males could be invited for a session on male responsibilities in relationships, the females for a separate session on the female responsibilities, then this could switch, then there could be a final total group discussion.

7) For activities where the whole group is wanted, it makes sense to schedule a regular monthly session with refreshments. This can be done on a potluck basis. The topics should be interesting and general. Also, special drawings for different prizes (such as SOCIAL SKILLS field trips) can help attract the Associates. Some Quantum practitioners have found that inviting the whole family to the monthly sessions works well. Others have had limited success and recommend once a term family picnics or outings.

8) For sites with several Quantum groups, it may make sense to schedule some activities for all of them together. Field trips to cultural or sporting events are an example. For CIVICS SKILLS activities such as speeches from public servants or voter registration and assistance activities, all should also be involved. Some project-based SERVICE SKILLS activities can also be best organized on a competitive basis. Some CULTURAL SKILLS activities like the Junior Great Books series might be organized by identifying the few Associates in each separate group who would be interested, and scheduling them as a "club within Quantum".

9) Activities which utilize the CD-ROM electronic electives are particularly effective because they are easy to implement, they track progress without intervention, they can meet individual interests and needs, and they empower as well as teach computer skills. All Associates should be assigned the COMPUTER SKILLS electronic electives sometime during the four years. This will account for 50-75 of total development hours.

10) The Media/Individual Assignment activities get the Associate started in planning the last array of arts and humanities, practical skills, literature and general information sources which are available in the CD-ROM library. These can be used to explore interests; For instance, the Associate who is interested in sculpture can then go on from the first overview exercise to explore the whole history of sculpture. These materials can also be used in conjunction with or as preparation for other activities. For instance, the Microsoft Beethoven CD activity can be used before going to a concert. The background and analysis of the specific music played can be completed before or after the concert.

11) The Time Magazine Discussion Series is a continuing activity which seems to build in value over the years. The best way to handle this is to focus on a single broad issue for a year and to discuss all the articles focused on this issue. For instance, the discussion might focus on developments in Africa in one year, on crime the next year, on wars around the globe the year after, and on the economy the last year. This way, Associates only have to read a few articles an issue, and gradually their scope of interest widens.

12) There are college planning activities in the DECISION SKILLS domain. These include' an excellent college choice program plus an excellent SAT Prep program. Once the search gets serious, however, usually in the senior year, the College Board Exam program should be used as much as possible.

QUANTUM SERVICE ACTIVITIES

The Service Challenge

Opportunities which are earned are more valued. Through volunteerism and service, disadvantaged youth can "pay back" some of the costs of education, development and support activities. But they will also "do well by doing good." Service learning enhances formal education. Service work teaches skills needed in the labor market. Service experience brings learners closer to community populations and needs.

Advantaged youth have many supporting institutions and resources which promote volunteerism and service. They do not have to worry about where the next meal is coming from or whether there will be a roof over their heads. They have the academic and applied skills and work habits which can make them useful to service organizations. Hence, they can afford to worry about and devote time to others. Educationally and economically disadvantaged youth live in impoverished "communities which lack the rich "infrastructure and support for volunteerism. They lack the skills "arid experience needed to fully contribute. And they frequently lack the resources and time to make a contribution:

By stipending service activities, Quantum provides the resources and structures the time. By integrating education and development with service activities, it builds the needed skills to contribute:" By organizing service activities, it makes up for the institutional deficits in poverty areas.

The challenge, however, is to do more than just think up some projects or arrange a few placements at nonprofit organizations. Service per se is worthwhile, but the aim is to maximize the productivity and service impact, the learning from the experience, as well as the linkages to the community.

Arranging 250 hours annually of service for 20-25 teens is a challenge in itself. It is complicated by the fact that few disadvantaged teens have had any work experience. They lack basic behavioral, time management, and productivity skills to perform in any workplace. They know next to nothing about underlying social problems. Their limited basic skills complicate teaching and learning.

Over time, as capacities develop, the service opportunities will expand, but they must also become more individualized. Different youth will want and need different kinds of experiences. Where large-scale "fix-up" and "clean-up" projects might suffice at the beginning, advanced placements must consider each person's needs and abilities. Each one will require different institutional linkages, different supervision arrangements, different preparation and different follow-through.

QUANTUM COORDINATION

The Challenge

The simple truth of the Quantum Opportunities Program is that the Quantum Coordinator and Quantum Counselor meet young people where they are at the start of their high school years, point to a distant future of opportunity, provision them for their journey towards success, log their achievements, and stay with them and guide them each step along the way. The challenges are many: planning and delivering a variety of services over multiple years; constant adjusting to the changing needs of developing youth; tracking each and every hour of service; being a caseworker to many, and; maintaining purpose and energy through good times and bad.

The most difficult challenge is being a surrogate parent to a family of 20 or so young people, guiding them from childhood to adulthood. Quantum Associates will face the normal ups and downs, joys and heartbreaks experienced by all teenagers. There will be boyfriend and girlfriend crises, problems fitting in or making a team, good grades, poor grades, peer pressure, and "I'm-the-ugliest most-unpopular-person-in-the-world" syndrome. The Coordinator and Counselor will be challenged to meet individual needs, maintain a supportive group dynamic and deal with outside group forces.

For most Quantum Associates, the normal challenges they face as teenagers in America are compounded by the extraordinary experiences found in poverty neighborhoods and families. In any group of 100 disadvantaged youth, there will be crimes, pregnancies, births, dropouts, substance abuse, runaways, truancy, unemployment, family chaos, abuse and, possibly, even death. Routine events in the lives of more advantaged youth create stress for many of the less advantaged. 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 the Associates' success. A sibling close in age might be jealous of the different life experiences and mentoring relationships that the Quantum Associate enjoys.

Meeting the Challenge

A successful Quantum Opportunities Program is a thoughtful balance between science and art. Activities, reporting systems, and financial rewards -- the program's toolkit and framework -- are carefully crafted and structured to meet very specific developmental needs. These represent the science of the model. How the toolkit and framework are used is more art than science, though. The Support Activities represent the art of the Quantum Opportunities Program,

The first three Quantum domains -- Education, Development and Service -- are described in more detail elsewhere. This section focuses on how these three primary domains are coordinated and managed through Support Activities. At the heart of Support are people -- the Quantum Coordinator and Quantum Counselors.

The Quantum Coordinator -

The Quantum Coordinator coordinates local delivery of Quantum, monitors and tracks participation hours, verifies the accuracy of reported hours, and brokers access to post-secondary education and employment for Quantum Associates. The Coordinator's specific responsibilities are:

. develop annual program plans and quarterly goals consistent with Quantum requirements and principles, in conjunction with the sponsoring organization and Quantum Counselors;

. manage development of annual Quantum Associate contracts in coordination with Counselors;

. maintain integrity of the program in content and form;

. verify accuracy of reported participation hours, maintain Quantum record keeping and reporting system, and submit monthly activity reports;

. coordinate and monitor activities of Quantum Counselors, and serve as their mentor and coach;

. plan and provide staff development opportunities for Quantum Counselors;

. plan and deliver activities that cut across individual groups of Quantum Associates, such as parent workshops on college financial aid;

. coordinate Quantum with schools, community-based organizations, community service work sites, employers, courts, and social service agencies;

. recruit public and nonprofit agencies to provide community service work to Associates in fulfillment of Service Activity requirements;

. develop relationships with employers for placement of Associates in part-time jobs;

. develop strategies for gaining and maintaining support and cooperation from the Associates' families;

. anticipate various possible crisis situations and prepare steps to be followed by Quantum Counselors in the event of crisis;

. serve as spokesperson and advocate for the program;

. budget and manage resources;

. leverage additional resources, such as transportation, child care, tickets to performances, field trips, tutors, mentors, and so on, and;

. substitute for Quantum Counselors during absences, and serve as the back-up contact for Counselors.

The Quantum Counselor -

The Counselor's aim is to have a direct and profound positive effect on the lives of all members of the Quantum group so that they stay in school, function academically at grade level or above, keep out of trouble, behave responsibly, respect property and persons, complete high school, enter college or training or a career after graduation, assume civic responsibility, hold high aspirations for themselves and their families, function comfortably in a variety of social situations, and appreciate the various forms of art, culture and humanity.

The Quantum Counselor works with a single group of about 15 Quantum Associates throughout high school and into their early post-high school years. Membership in the group stays the same. The Counselor's specific responsibilities are to:

. develop an annual contract with each Quantum Associate and his or her parent; .

. assess education and developmental needs and interests of each Associate based on 1:1 discussions, observations of behavior in a group, school records, teacher and guidance counselor observations, and family visits;

. develop individualized annual goals and activity plans with each Quantum Associate around a theme or themes appropriate for age and need;

. work with each Associate to set monthly and weekly goals, and develop monthly and weekly activity plans to achieve goals;

. arrange for and schedule supplemental education with the participating learning center; 1

. arrange for and assist Associate complete individual developmental activities;

. plan and arrange for a variety of structured qroup developmental activities, plus group meetings and discussions; .

. match Associates to community service work sites, in coordination with the Quantum Coordinator;

. assist Associates in job search for part-time jobs;

. review progress in Quantum and in school with each Associate on a regular basis;

. maintain communication with parents or guardians, without breaking trust with Associates;

. schedule home visits, as needed;

. broker support services, social services, and crisis intervention services as needed;

. counsel Associates and families on post-secondary education, training and employment options and opportunities;

. assist Associates with college application process and financial aid applications;

. maintain communication with Associates' teachers, guidance counselors, and others who interact in a regular and significant way with the Associates (e.g. youth minister, probation officer);

. meet one-on-one with each active Quantum Associate at least once a month to review progress and provide counseling; and,

. collect monthly activity logs from Associates, verify accuracy of reported activities and hours, complete monthly narrative reports, and submit the monthly reports to the Quantum Coordinator.

To do all the above, the Quantum Counselor takes on many roles. Here are descriptions of these roles and some hints on how to fulfill each one:

<u>Surrogate Parent</u>

Provides caring, consistency, firmness; sets limits; sets clear expectations; sets rules and enforces them; passes on social traditions and "folklore"; recognizes and rewards achievement; provides unconditional acceptance; teaches basic manners and respect.

(Note: If an Associate has a strong, loving parent present at home, do not undermine that relationship. Focus "parenting" on those who do not have healthy parenting available to them.)

Hints and Tips

- State expectations for behavior, achievement & types of friends

- Get to know Associate's friends & express approval or disapproval

- Review report cards & meet with teachers

- Instruct in basic manners & speech

- Be intolerant of profanity and rudeness

- Instruct in various holiday traditions; tell stories about heroes and heroines, local history, etc.

- Bring Associates to restaurants and other public places to teach appropriate behavior

- Be available

<u>Role Model</u>

- Always be on time

- Always be honest and straightforward

- Never gossip; be discrete

- Don't complain to Associates

- Assume responsibility rather than blame others

- Admit mistakes

- Keep an even temper

- Be consistent and fair at all times

- Follow through on promises

- Maintain a clean and well-groomed appearance; dress professionally

- Be positive

<u>Disciplinarian</u>

Makes the connection between behavior and consequences by following through with sanctions.

- Involve Associates in setting certain rules, expectations and consequences (for example, dress code in the aop center)

- Go over all rules, expectations and consequences with Associates and give them a written copy

- To the extent possible, get Associates to agree in advance that rules, expectations and sanctions are fair

- Be consistent and fair when applying sanctions

- Never apply sanctions in anger

- Let Associate know how he or she can earn back trust

Case Worker

Consults with Associate and plans a mix of services that meet needs and are tied to short term and long term goals. Keeps track of all activities. Develops rapport with Associate and Associate's teachers, parents, social worker, etc.

- Share responsibility with other local Quantum counselors for compiling information on services available in the community that Associates might need at some time (e.g. health clinic, job referral, recreation, etc.)

- Maintain the directory of referral services in a computer database and update twice a year

- Visit referral agencies before you refer Associates to them; get to know the staff and let them get to know you

- Leam in advance how the courts and jails handle cases, bail, etc. for minors and "adults. age 18 and over

- Negotiate ticket and meal discounts for plays, symphony, popular music, restaurants, etc., then ask local businesses to underwrite 5 Associates; tie these to Development Activities

Administration

- Keep notes, files, calendars & appointments organized

- Keep good notes -- record all contacts with and regarding each Associate; use these notes to refresh your memory when completing the monthly narratives

- Use the activity logs, narratives and Quantum management system data to inform decisions about what to do for or with an Associate

- Stay on top of paperwork