

# The Council for Boys and Young Men: An Assessment of Effectiveness in the Ohio Department of Youth Services

Final Phase II Report

Prepared by:

Eric Mankowski, Ph.D., Mary Gray, M.S.,

Wendy Viola, M.S., Kaleigh Vance, Laura

Lenseigne, Jason Wheeler, Rhenne

Miles, and Caitlin Jones

Portland State University

Department of Psychology

8/16/2011

## Table of Contents

Acknowledgements	4
Background and Purpose.....	5
Study Methodology .....	8
Participants .....	8
Study Design .....	9
Measures.....	12
Youth Outcomes Survey. ....	12
Group Facilitator Survey.....	12
Institutional Records.....	13
Analysis.....	13
Youth Surveys.....	13
Group Facilitator Survey.....	14
Findings.....	16
Youth.....	16
Group Facilitators.....	19
Conclusions .....	21
Limitations .....	21
Implications .....	22
Table 1. Participant Information.....	26
Table 2. Evaluation Research Design.....	27
Table 3. Survey Scale Information.....	28
Table 4. Summary of Main Findings.....	29
Figure 1. School Engagement Findings.....	30
Figure 2. Positive Self Image and Social Engagement Findings.....	30
Figure 3. Masculinity Ideology Findings .....	31
Figure 4. Caring and Cooperative Behavior Findings.....	31
Figure 5. Ethnic Identity – Teen Conflict Findings.....	32
Figure 6. Self-Efficacy Findings .....	32
Figure 7. Decisional Balance Scale, Negative Consequences Findings.....	33
Figure 8. Decisional Balance Scale, Positive Self Findings.....	33
Figure 9. Decisional Balance Scale, Positive Other Findings .....	34

Table 5. Does Amount of Attendance in <i>The Council</i> (Pre to Follow-up) Predict Change?.....	35
Figure 11. <i>Council</i> Attendance Predicting Change in DBS: Negative Consequences .....	36
Table 6a. Youths' Satisfaction with <i>The Council</i> at 10 Weeks .....	37
Table 6b. Youths' Satisfaction with <i>The Council</i> at 20 Weeks.....	37
Table 7. Youths' Satisfaction with <i>The Council</i> at Times 2, 3, 4 and 5 – Qualitative Responses .....	38
Table 8. Facilitators' Satisfaction with <i>The Council</i> at Times 3, 4 and 5.....	39
Table 9. Facilitators' Satisfaction with <i>The Council</i> at Times 3, 4 and 5.....	40
Table 9, continued. Facilitators' Satisfaction with <i>The Council</i> at Times 3, 4, and 5.....	41
Table 9, continued. Facilitators' Satisfaction with <i>The Council</i> at Times 3, 4 and 5.....	42
References .....	43
Appendix A: Boys' & Young Men's Survey Questionnaire .....	45
Appendix B: Facilitators' Survey Questionnaire.....	55

## Acknowledgements

This evaluative research project has benefited from generous contributions of resources and time by many individuals. First, we thank all of the young men in the Ohio Department of Youth Services (ODYS) facilities who participated in the study. They placed considerable trust and devoted significant effort to help us learn about *The Council*. We also thank all of the ODYS staff who worked above and beyond their normal duties and under difficult conditions to implement *The Council*, to administer surveys to the youth and themselves, and to mail the completed surveys to the research team. Laura Dolan deserves special acknowledgement for her support in planning and implementing the research project within ODYS, including financial support from ODYS for the implementation of the research protocol. Shari Wolf fielded numerous requests for confidential ODYS records data from our research team and offered helpful guidance and support in using these data. Our research assistants Amanda Craig and Ricardo Garcia gave significant time and care to the copying and mailing of countless surveys and to entering the survey data. Finally, we would like to thank Beth Hossfeld, Associate Director and Founder of Girls Circle and The Council for Boys and Young Men, and Giovanna Taormina, Executive Director of Girls Circle Association for their trust in us to conduct this research evaluation of *The Council* program, to which they have devoted significant life energy. They provided us with the majority of the survey instruments used in the study. Most importantly, they gave encouragement and constructive feedback necessary to successfully complete the evaluation study. The research was supported by a small grant from *The Council for Boys and Young Men/Tides Center*.

## Background and Purpose

This report presents the findings of a research study evaluating the effectiveness of *The Council for Boys and Young Men (The Council)* program that was implemented in the Ohio Department of Youth Services (ODYS) between June, 2009 and May, 2010. The report describes the study participants, research design, data analysis, and key findings, and concludes by suggesting the implications and conclusions of the data for *The Council* model and its implementation in juvenile justice facilities.

*The Council* is a structured, strengths-based group approach to promote safe and healthy masculinity in boys and young men (Hossfeld, Gibraltarik, Bowers, & Taormina, 2008). The curriculum-based program is founded on Relational-Cultural Theory (Miller, 1991) and resiliency principles (Bernard, 2004), incorporating theories of masculine identity formation rooted in cross-cultural traditions (Hossfeld et al.). The Council recognizes and aims to promote boys' strengths and capacities, challenges stereotypes about boys and young men, questions unsafe attitudes about masculinity, and encourages solidarity through personal and collective responsibility. The Council model includes the following components:

- Non-punitive, non-judgmental. Inclusive of all youth of every faith, ethnicity/race, culture, sexual orientation, etc.
- A structured 7-step format each session including purposeful, experiential activities and discussions
- 6-10 participants per group
- A “closed” stable group for up to 10 weeks, or, if a youth has to leave a group, no new members are introduced until a 10 week cycle has completed; the next ten weeks repeat the same way.
- Co-facilitated groups

- Age appropriate *Council* curricula
- Strengths-based facilitation
- Motivational-interviewing strategies applied to group context
- Recommended consistent Quality Assurance, facilitator coaching and skill building for best practice

Each of the group sessions is expected to proceed in the following order: an opening ritual, theme introduction, warm-up activities, a ‘council’ type check-in opportunity, experiential activities that address gender relevant topics, a reflection and group dialogue component, and a closing ritual.

The purpose of this evaluation is to assess the effectiveness of *The Council* for a population of incarcerated young men living in four facilities within the ODYS. In December 2004, a class-action lawsuit was brought against ODYS concerning the use of force, seclusion, and sub-par provision of medical, mental health and education services within its facilities (Kruse & Gerhardstein, 2010). A 2008 federally mandated fact-finding mission established that ODYS facilities were notably lacking in their provision of mental health and rehabilitation services, and were characterized by a pervasive culture of violence perpetuated by excessive use of force, by both the youth and facility staff (Cohen, 2008). As part of a larger response to these accusations, ODYS implemented a strengths-based behavioral-management system for monitoring the youths’ behavior in all of their juvenile correctional facilities (Stickrath, 2010), including implementation of *The Council* at two facilities.

In order to evaluate the effectiveness of *The Council* in ODYS, we address two general questions: 1. Does *The Council* have a positive impact on young men in ODYS, including their social connection and engagement, masculine and ethnic identity, self-efficacy, collective identity, resilience, motivation, and decision making regarding school engagement, gang involvement,

criminal behavior, substance use, and relational behaviors?; 2. Are the youth and the group facilitators satisfied with their participation in *The Council*?

The first question is addressed using survey data collected from youth every 10 weeks during their participation in *The Council* and from archival institutional records of group attendance. The responses are compared both over time and relative to a control comparison sample of youth in ODYS who did not participate in *The Council*. The second question is addressed using survey data and narrative reports from participating youth and from ODYS staff members who facilitated *The Council* groups.

## Study Methodology

### Participants

In total, 1,447 youths completed at least one evaluation survey over the course of the study. A subset of youth for whom we received additional information from the Ohio Department of Youth Services (ODYS) and who had relatively the longest and most continuous participation in the study were selected for analysis. Specifically, young men were selected for the current analyses based on their having completed three consecutive surveys. By implication, those youth in the experimental subset of this subsample participated in *The Council* for 0-20 one hour sessions. These criteria resulted in a sample of 331 youth, which represents 23% of the total sample of youth who completed at least one survey during the course of the study.

Participants are juvenile offenders who were living in the following ODYS facilities between June, 2009 and May, 2010: Circleville ( $n = 27$ ); Cuyahoga Hills ( $n = 65$ ); Indian River ( $n = 70$ ); and Ohio River Valley ( $n = 169$ ). Participants' age ranged from 13 to 20 years old ( $M = 16.98$ ;  $SD = 1.32$ ). The majority of the participants identified as African American ( $N = 221$ ), followed by White ( $N = 61$ ), multi-ethnic ( $N = 24$ ), Latino ( $N = 11$ ), other ( $N = 9$ ), and Native American ( $N = 5$ ). The majority of participants spoke English only ( $N = 298$ ), followed by those who spoke both Spanish and English ( $N = 19$ ). Participants' scores on the Level of Supervision Inventory (LSI) represent their risk for recidivism on a scale from zero to fifty-four, where higher scores represent higher risk ( $M = 22.73$ ;  $SD = 6.48$ ). Participants are assessed with a felony level (FL) between one and five representing least to most severe, and a separate felony level of six for murder. The majority of participants were assessed at felony level one ( $N = 160$ ), followed by



participants assessed with a level two felony ( $N = 77$ ) (see Table 1 for a summary of youth participant demographic characteristics).

In addition, Ohio Department of Youth Services staff members who facilitated *The Council* program groups participated by reporting youths' attendance in the program and completing surveys to assess their satisfaction with and evaluation of *The Council*.

## Study Design

This study was intended to utilize one of the best program evaluation research designs – a treatment and control group, pre and post test longitudinal experimental design (Schewe & Bennett, 2002). Based on planning discussions with ODYS administrative staff, we expected the youth in facilities that would implement *The Council* and the youth in the comparison control groups would have the same demographic characteristics and crime types and severity because these factors were not used to assign youth to different facilities.

However, in actual implementation, the youth were not randomly assigned to *The Council* groups or to the facilities in which groups were facilitated. Consequently, significant differences were identified in demographic characteristics between youth who participated in *The Council* and those who did not. Specifically, those youth who participated in *The Council* were, on average, significantly older than those youth in the control group (17.18 years as compared to 16.73,  $t = -4.23$ ,  $p < .01$ ), had been residing within ODYS for longer (760.57 days compared to 584.75,  $t = -4.63$ ,  $p < .01$ ), and had higher LSI scores (24.48 compared to 20.70,  $t = -5.31$ ,  $p < .01$ ), indicating a greater likelihood of violating the terms of their probation. Because we would expect greater challenge in achieving positive changes with youth who have resided longer in ODYS facilities

and who have a greater likelihood of violating probation, these differences made it more difficult to demonstrate the effectiveness of *The Council* compared to the control group participants.

The study design involved evaluation of *The Council* model as it was implemented in ODYS. We believe the implementation likely was true to the model of *The Council* in some respects. This belief is based on conversations with ODYS staff administrators and managers before, during and after the study and during on-site staff training we conducted to ensure fidelity to the research survey administration procedures. However, no systematic implementation evaluation was conducted to formally and systematically assess implementation fidelity.

During the planning of the model implementation and study design, we identified several areas in which ODYS would not be able to implement *The Council* model with fidelity. First, ODYS could not ensure that youth would experience closed, stable groups after the first ten weeks of programming, due to the high number of youth transitioning into and out of their facilities, shifting placements of youth within and between settings, and the demands of other services that would sometimes overlap or interfere with participation in *The Council*. As a result, youth who joined the groups after their initial formation had some exposure to *The Council* before their first survey was completed, which consequently reduced our ability to detect the true impact of *The Council* on participating youth.

Second, ODYS would use some *Council* curriculum with youth who were not of the age range for which the curriculum was designed. Specifically, at the beginning of the study, only one ten-week curriculum, *Living a Legacy*, was available for teenage males aged 14-18 years. In order to provide programming to their youth for more than 10 weeks, ODYS used additional *Council* curriculum that are designed for younger youth, aged 9 – 14 years. ODYS administration believed that these curricula could also fit the developmental needs of the older youth in their facilities.

Finally, it should also be noted that the study design included an expectation that, prior to pre-implementation, *Council* facilitators would participate in a two-day Council Facilitator training, and that *The Council* staff would provide quality assurance, and coaching, and feedback to ODYS staff from *The Council* staff throughout the implementation phase. Two trainings were held for staff. One training was interrupted by a visit from a federal court-appointed monitor who spoke with ODYS staff regarding the precarious status of their employment due to problematic performances and conveyed a message that was experienced by *The Council* trainers as associating *The Council* with threats to the ODYS staff members' job security. This context for implementation of the program seems inconsistent with *The Council* model component that emphasizes a non-punitive and non-judgmental stance toward youth. In these ways, *The Council* model was not implemented with fidelity. This lack of fidelity means that the findings of this outcome evaluation of *The Council* must be qualified as having implications only for the program as it was actually implemented, rather than as it was originally designed, a point to which we return in the discussion of the implications of the study.

In the end, participants who completed surveys at three consecutive time points were selected for these analyses (see Table 2). In total, 182 participants were exposed to *The Council* and served as the experimental (or "treatment") group, and 149 participants did not receive *The Council* and served as the comparison control group. Ohio River Valley served as the experimental site and Cuyahoga Hills and Indian River as the control sites. Youth at Circleville were originally part of the control group, but this site began *The Council* after the third survey measurement; thus, those in Circleville who participated in the final three surveys were selected for the experimental group (n = 13), and those who participated in the first three surveys were selected for the control group (n = 14).

## Measures

**Youth Outcomes Survey.** Surveys were used to assess the nine outcome variables of interest, specifically school engagement, positive self-image and social engagement (items adapted from Irvine, 2005), masculinity ideology (Adolescent Masculinity Ideology in Relationship Scale: AMIRS; Chu, Porche, & Tolman, 2005), caring and cooperative behaviors (Modified Aggression Scale: MAS; Bosworth & Espelage, 1995), ethnic identity and conflict (Ethnic Identity-Teen Conflict: EITC; Bosworth & Espelage, 1995), self-efficacy (Prothrow-Stith, DeJong, Spiro, Brewer-Wilson, Vince-Whitman & Cross, 1987, as cited in Dahlberg, Toal, Swahn & Behrens, 2005), and three variables related to readiness to change criminal behavior (Decisional Balance Scale for Adolescent Offenders (DBS-AO; Jordan, 2005) (see Appendix A for survey items). Scale properties, including internal reliability, are described in Table 3.

In addition, youths' satisfaction with *The Council* was assessed after 10 weeks and 20 weeks in the program, through both open and closed-ended questions.

**Group Facilitator Survey.** A survey designed to assess basic information about facilitators' implementation of *The Council* program, their satisfaction with the program, and their perception of the youths' response to the program was completed after facilitating 20 weeks of *The Council*, and again after 30 and 40 weeks (see Appendix B for survey items). Survey responses were only received from the group facilitators at Ohio River Valley. Regarding implementation, the survey assessed which of three age-specific curricula comprising *The Council* was used during the 10 week period and the number of program group meetings attended by each youth during the 10-week period.

**Institutional Records.** ODYS provided select institutional records for youth, including the number of sessions of *The Council* (or the control group program) that youth attended, and additional demographic variables.

## Analysis

**Youth Surveys.** A series of 2x3 mixed factorial analyses of variance (ANOVAs) were conducted on the nine outcome variables in order to evaluate the effectiveness of *The Council*. Specifically, these ANOVAs assessed three effects for each of the nine outcome variables: (1) how much individual youths changed (within person); (2) the amount of difference between youth in the experimental and control sites (between person); and (3) the interaction of these two effects. The 2-level *between-person effect* merely takes the average across the three survey measurement points to determine whether the experimental (*Council*) group differs from the control group on the selected outcome variable. The 3-level *within-person effect* averages across groups (experimental and control) to determine whether there are differences on the selected outcome variable between the three survey measurements. Finally, the *interaction* assesses whether the differences across time on the outcome variable depend on participation in *The Council*; thus, the interaction effect is the most important effect to consider for the question of *The Council's* effectiveness.

In addition, a series of regression analyses were conducted on the nine outcome variables in order to determine the effect of attendance in *The Council* on positive linear change over time. These analyses were conducted only for participants in the experimental group (receiving *The Council*). In preparation for the analyses, attendance from the pre-post period (first 10-weeks) was summed with attendance from the post - follow-up period (second 10-weeks) to represent total attendance in *The Council*. Total attendance ranged from 0 hours to 52 hours with an average of

27.08 hours, which is approximately 68% attendance over the 20 week period. Linear change was computed by subtracting the youths' follow-up survey response from the pre-survey response. For all scales, except the DBS subscale: Consequences and the Adolescent Masculinity Ideology in Relationship scale, positive numbers on the change score represent positive changes, consistent with the goals of *The Council*. Finally, simple regression analyses were conducted using attendance as a continuous predictor of positive linear change in the outcome variables.

In addition to the analyses investigating change over time, differences between groups, and whether change over time is a function of the group (*The Council*), descriptive statistics for participants' satisfaction with *The Council* were also computed, and qualitative analysis of their open-ended responses about their satisfaction with *The Council* was conducted. Specifically, all of the youths' responses to the four open-ended questions regarding their satisfaction with *The Council* at all of the time points following their initial participation were recorded, verbatim in the master file along with their responses to other portions of the surveys. In a separate file, research assistants corrected the spelling that was used in the original responses, identified key words from participants' responses that conveyed some meaning, and changed these key words to reflect their root words (i.e., creating consistent tense across responses and changing plurals to singulars). The research assistants also indicated whether the responses were of substantive interest (i.e., more extensive than "nothing" or "n/a"), and whether each response, taken as a whole, conveyed a change or attitude that was either positive or negative. If responses could not be clearly interpreted as either positive or negative, they were considered ambiguous. Word frequency counts were conducted on the properly spelled root words that reflected the key words that were identified.

**Group Facilitator Survey.** Descriptive statistics were computed to analyze the responses that facilitators provided with regard to their satisfaction with *The Council*. Their

narrative responses to eight open-ended questions were also analyzed. Two research assistants read through every response to each question and created themes to describe reoccurring thematic content in the facilitators' responses. Definitions and examples of each theme were identified and agreed upon in order to generate a codebook. The two research assistants individually identified themes after reading all responses and came together to discuss all potential themes. Agreement was determined by overlapping themes, which were then defined and included in the codebook. A random sample of responses were selected and coded by the research assistants who created the codebook, as well as by an additional research assistant not involved in creating the codebook, to assess the validity and reliability of the themes. The three research assistants met to review each response in the random sample to determine agreement of themes and their definitions. In order for a response to be agreed upon, all three research assistants had to have coded the response in the same way; if there was one difference in coding, the response was considered to not have agreement. Once the themes and codebook were agreed upon based on the aforementioned process, the research assistants coded the qualitative data from the facilitator questionnaires.

## Findings

### Youth

Although it was not one of our major research questions, as a preliminary step in the analysis, we determined whether youth who participated in *The Council* and those who comprised the control group reported differences on outcome measures at the initial measurement point, before participating in *The Council*. At baseline, *Council* participants demonstrated significantly lower levels of school engagement ( $M = 3.44$  compared to  $M = 3.70$ ,  $t = 2.47$ ,  $p < .05$ ), more traditional masculinity ( $M = 2.51$  compared to  $M = 2.37$ ,  $t = -3.45$ ,  $p < .01$ ), less self-efficacy ( $M = 3.16$  compared to  $M = 3.42$ ,  $t = 4.29$ ,  $p < .01$ ), and less readiness to cease their criminal behavior for their own sake ( $M = 3.08$  compared to  $M = 3.29$ ,  $t = 2.61$ ,  $p < .01$ ) and for the sake of others in their lives ( $M = 3.19$  compared to  $M = 3.41$ ,  $t = 2.75$ ,  $p < .01$ ), than those youth in the control group (see Table 4). These differences, together with the demographic differences in *The Council* and control group participants described previously on page 8, indicate that the two groups were not equivalent. This non-equivalence limits the inferential power of the research design and consequently limits the validity of the planned analyses to determine whether *The Council* is effective on measured outcomes, as compared to control group participants. In addition, it is important to remember that average attendance in *The Council* was only 27 hours, which represents just over two thirds of the program sessions during the 20 week period.

Noting the caveats described above, in general, we could not detect any change in youths' scores on the measured outcome variables as a function of their participation in *The Council* program. Table 4 summarizes these results, and the average responses for each group over time on the nine outcome variables are presented in Figures 1-9. No significant interaction effects were



detected that would indicate differential effects of the intervention compared to the control group on any of the measured outcome variables.

Although there were no changes in youth as a function of participation in *The Council*, there were significant within-person changes across all ODYS youth on School Engagement and the subscales of the Decisional Balance Scale (DBS) (see Figures 1, 7, 8 and 9). Specifically, averaging across groups, young men in ODYS facilities tend to increase their engagement in school over time. In regard to changes in the DBS, averaging across groups, youth in ODYS tend to place greater importance on the negative consequences that may result if they stopped engaging in criminal behavior and lesser importance on the positive benefits that may result if they stopped engaging in criminal behavior over time. In other words, youths' responses to the DBS indicate that, over time, they perceive fewer incentives or motives for ending their criminal behavior.

Additionally, there were significant between-person effects (differences between *The Council* and control group participants) on two of the outcome variables (see Figures 3 and 6). Specifically, averaged across time, participants in the control group reported less traditional masculinity ideologies and greater self-efficacy as compared to those in the experimental (*Council*) group.

In addition to examining the effect of *The Council* over time by comparing *Council* and control groups, we examined whether the amount of attendance in *The Council* predicted positive change (see Table 5). Positive change was computed as the difference between responses at follow-up (survey 3) and initial survey responses (survey 1). Note that this computation assumes change will occur in a linear fashion – that is, that change occurs at the same constant rate over the 20 weeks of the study.

In general, the amount of attendance in *The Council* did not predict positive change; that is, youth who attended more sessions of *The Council* did no better than those who had attended fewer sessions. In fact, attendance predicted change in the opposite direction than would be expected on two outcome measures -- self-efficacy and the DBS-Negative Consequences subscale. Specifically, attendance was negatively correlated with increases in self efficacy and positively correlated with increases in DBS-Negative Consequences. Youth who had greater attendance in *The Council* were more likely to report declines in self-efficacy over time (see Figure 10). Additionally, youth who had greater attendance in *The Council* were more likely to report increases in the level of importance that they placed on the negative consequences of stopping their criminal behavior (see Figure 11).

In addition to examining changes in the nine outcome variables under study, in order to address the second research question, we evaluated youths' and group facilitators' satisfaction with *The Council*. First, we assessed how well the satisfaction survey questions measure youths' satisfaction with *The Council* by examining the correlation among the different questions about satisfaction and conducting an internal consistency (reliability) analysis. The correlations between youths' responses to each of the seven question about their satisfaction *with The Council* ranged from  $r = .47$  to  $r = .67$  and the overall scale had an internal consistency of Cronbach's  $\alpha = .90$ . Based on these findings taken together, the seven items appear to measure youths' satisfaction with *The Council* well.

Next, we examined the youths' reported satisfaction. Youth tended to respond that they were "usually" satisfied with various aspects of *The Council* (see Table 6). The majority were either usually or always satisfied with all measured aspects of their experience in *The Council*. However, over 40% of the youth reported that only sometimes or never could they "trust Boys &

Young Men’s Council leaders” and that “people kept things confidential in Boys & Young Men’s Council.” These two questions are both about trust and confidentiality, suggesting that this is an area in which the implementation of *The Council* in ODYS could be improved.

Next, we analyzed youths’ responses to the four open ended questions regarding their satisfaction with *The Council*. First, we counted the frequency of words used in their responses. Of the responses that we identified as positive, youth used the words “respect,” “responsibility,” “man,” and “male” most often. Of the responses that we identified as negative, the most frequently occurring words were “nothing,” “long,” “know,” and “disrespect” (see Table 7). Many of the youth who responded to these questions reported increased awareness of respect and responsibility as a result of *The Council*, and their negative responses seem to be characterized by indifference, as opposed to active distaste, towards the program.

## **Group Facilitators**

The findings from the facilitator satisfaction survey indicate that the majority of facilitators responded with “usually” when asked if the youth could say what they were thinking, trust Council leaders, and if the program was worth the youths’ time. The majority of facilitators responded with “always” when asked whether the youth had been treated fairly, felt respected, things were kept confidential, and a strengths-based approach was used. The majority of facilitators responded with “sometimes” when asked whether the program material and model was effective in creating a culturally appropriate group setting for the youth (see Table 8).

As indicated in analysis of their narrative responses to open ended questions (see Table 9), a substantial percentage of facilitators also appeared to indicate that they learned about the youth through their involvement in *The Council*, in particular youths’ positive attributes (20%), and the

challenges and pressures the youth face related to masculinity (15%). The analysis also shows that many facilitators found the activities and structure of *The Council* curriculum to be the program's greatest strength (26%). In fact, many felt that they themselves had changed after facilitating *The Council* (38%), though the majority (59%) did not. Additionally, the majority of facilitators stated that the biggest area of improvement would be to make *The Council* curriculum more age appropriate for the youth with whom they work (47%), though it must be remembered that the curricula used during much of the study period were not designed specifically for the range of youths' age in ODYS. In fact, half of the facilitators (51%) reported having used either the *Standing Together* or *Growing Healthy, Growing Strong* curricula, which were designed for boys aged 9-14. Recall that the average age of youth participating in *The Council* at ODYS was 17.2 years. The other half (49%) reported using for the group(s) that they facilitated the Living a Legacy curriculum, which was designed for 14-18 year olds.

## Conclusions

### Limitations

Before summarizing the implications of the study findings, we describe the limitations in how *The Council* program and the outcome study were implemented. These limitations presented significant challenges to the validity of the research design and to the fidelity of *The Council* model, as it was described above.

Regarding the research design, *The Council* and comparison group participants were not equivalent demographically or on several study outcome variables. These difference between the experimental and control groups render their direct comparison somewhat invalid. In addition, there was a high degree of variance in the amount of program participation among youth, and generally their participation levels were low. Most youth received relatively little exposure to *The Council* and even those selected for analysis in this study typically participated in only about 27 hours of the program. This means that youth essentially experienced different *Council* program from each other, and combining them into a single group or category for analysis is not entirely valid.

Regarding the implementation fidelity of *The Council* model, youth mostly participated in open rather than closed *Council* groups. This resulted in less stable and different groups week to week. Many youth could not reliably count on seeing the same group members week to week. In addition, the curricula used for approximately half of the group sessions were designed for youth of a different age than many of those in ODYS. Many of the youth and facilitators commented in their surveys about the inappropriate nature of the program content and language for the youth.

Finally, there were a few logistical challenges that limited the quality of the study. The physical distance between the program sites in Ohio and the researchers and *Council* staff on the west coast hindered communication and quality assurance. Increased physical proximity between research evaluators and program implementation sites would enable greater research administration monitoring and support and training. For example, facilitators could have received more coaching and skill building from *The Council* staff. The primary contact person in ODYS administration was highly attentive during planning and initial launch of study but was less available to participate following the initial study implementation, which negatively impacted our ability to assess and assure the quality of the program and the research.

In sum, these departures from fidelity of program and research implementation substantially limit the validity of the findings regarding *The Council*. Although fidelity is not without many challenges noted above, future evaluations of *The Council* should strive further to address these limitations in order to provide the most valid and accurate assessment of the program's effect on participants' outcomes.

## Implications

Given the limitations to fidelity of implementation of *The Council* program model and the research design, our finding of little or no evidence that youth experienced positive changes due to their participation in *The Council* should be interpreted with appropriate caution. Very few youth in the study experienced an age appropriate *Council* curriculum for the intended amount of time in a stable, closed group. However, we do note the lack of correlation between level of participation (attendance) and program outcomes. This suggests that even those youth who participated

substantially in *The Council*, as it was implemented, did not experience more positive change than their counterparts who attended few sessions.

As mentioned, one reason we did not find that *The Council* improved the youths' outcomes relative to the control condition is that pre-existing differences were detected between the two groups. Specifically, initial differences were found in school engagement, masculine ideology, self efficacy, and the DBS pro-self and DBS pro-other measures, with the control group demonstrating more desirable scores on all of them, averaging across facilities. This particular finding speaks to one of the previously mentioned limitations of the study, in that youths were not randomly assigned to experiment or control sites. It is possible that there are inherent differences between the sites that create differences in the youth residing in these facilities. Alternatively, pre-existing differences among the youth may affect where ODYS places the youth. Either way, we cannot validly compare youths' outcomes between the multiple locations.

Although no effect of *The Council* on youths' program outcomes could be detected, the youth do appear to have been generally satisfied with their experience in *The Council*, although there are some important caveats to make here as well. Most youths responded that they "usually" agree with statements regarding their satisfaction with *The Council*. Taking into consideration the possible range of responses to these items (never, sometimes, usually, always), the average response to the satisfaction scale is positive. However, consistent with concerns about the challenges of implementing *The Council* model in juvenile justice facilities, a significant percentage of the youth gave relatively low ratings of trust in the program leaders and confidentiality in the groups. These two arenas are aspects in which the implementation of *The Council* in ODYS clearly could be improved. Descriptively, the youth tended to respond similarly to items regarding satisfaction after 10 weeks as they did after 20 weeks, indicating little if any

change over time in their satisfaction. Finally, youths' responses to open ended questions regarding their participation in *The Council* highlighted themes regarding respect and responsibility that were salient to the youth in reflecting on their experience. Despite the challenges of implementation and limited outcome findings, these themes point to encouraging possibilities on which continued successful implementation of *The Council* could be built.

Regarding the youth in ODYS more generally, some of our findings suggest that they experienced both positive and negative changes during the 20 weeks of the study period. They reported increases in school-engagement but also decreases in readiness to change criminal behavior (as reflected in the Decisional Balance Scale scores). These changes suggest a general impact of incarceration in the ODYS facilities on youth. Specifically, school-engagement is assessed with behavioral items regarding paying attention and following rules at school in ODYS and with an attitudinal item assessing positive feelings about school. The Decisional Balance Scale assesses the youth's level of motivation and intentions to stop their criminal behaviors. Over time, youth at ODYS endorse more beliefs regarding perceived negative consequences that would result if they stopped their criminal behaviors, and recognize fewer benefits of stopping their criminal behavior for one's self or others close to them. These findings suggest that the longer the youth are at ODYS, the more likely they are to endorse attitudes that support a continuation of pursuing criminal activity.

Finally, our findings about the facilitators' implementation of and satisfaction with *The Council* in ODYS also point to both areas of success and challenge. In general, facilitators responded positively regarding the dynamics within their groups, most notably that youth were "always" treated respectfully. The facilitators' narrative reports exemplify how the strengths-based element of *The Council* has resonated with them as group leaders. For example, numerous



statements were given about the importance of a supportive environment for youth, as well as about the youths' various positive attributes. Whether this represents a shift in how staff perceives youth in the facility cannot be determined from this research design, but the comments indicate the possibility *The Council* may impact staff as well as youth. In fact, it may be that any effect of *The Council* on youth is mediated by its impact on staff. Measuring this possibility in future studies would be desirable.

The majority of facilitators suggested that the main improvement of *The Council* should be to increase age appropriateness, which is an additional factor to take into consideration when understanding the findings of this evaluation. Keeping in mind that ODYS chose to utilize material designed for boys 9 – 14 year of age, in addition to the material designed for teens, it is possible that the primary dissatisfaction related to age appropriateness may have been related to that material selection, even if well intended for the youth in their care. Therefore, populations are likely best served when programs utilize *The Council* curriculum targeted to their specific age group.

**Table 1. Participant Information**

	<i>The Council</i> (n = 183)			<i>Control</i> (n = 148)			<i>Total Sample</i> (n = 331)		
	Mean	SD	%	Mean	SD	%	Mean	SD	%
<b>Age *</b>	17.18	1.18		16.73	1.45		16.98	1.32	
<b>Days at ODYS *</b>	760.57	333.07		584.75	327.18		679.02	341.30	
<b>Average LSI Score *</b>	24.48	6.17		20.70	6.25		22.73	6.48	
<b>Racial/Ethnic Identity</b>									
African American			69.2			63.8			66.8
White			15.9			21.5			18.4
Latino			4.9			1.3			3.3
Multi-Ethnic			4.9			10.1			7.3
Native American			2.7			----			----
Other			2.2			3.4			2.7
<b>Language</b>									
English			86.8			94.0			90.0
Spanish and English			6.0			5.4			5.7
Spanish			2.7			0.7			0.3
<b>Lived with Prior to ODYS</b>									
Mother			46.7			51.7			48.9
Mother and father			14.8			16.1			15.4
Father			13.2			6.0			10.0
Other			11.5			6.7			9.4
Other family			7.7			11.4			9.4
Multiple responses			3.3			3.4			3.3
Group home			2.7			2.0			2.4
Foster parent			----			2.7			1.2
<b>Lived in foster home/group home</b>									
Yes			29.1			23.5			26.6
No			68.1			75.2			71.3
<b>Felony Level</b>									
1			45.6			51.7			48.3
2			24.2			22.1			23.3
3			9.3			9.4			9.4
4			7.1			7.4			7.3
5			2.7			2.0			2.4
6			1.1			2.0			1.5
<b>Attendance (in hours)</b>	27.08	11.81							
0-10 hours			12.2						
11-20 hours			19.2						
21-30 hours			20.3						
31-40 hours			38.4						
Over 40 hours			9.9						

Note: \* p < .05 for test of difference between *Council* participants and control group participants.

**Table 2. Evaluation Research Design**

t.

ODYS Study Site and Condition	<b>Time 1</b> Survey June 2009	<b>Time 2</b> Survey Aug- Sep 2009	<b>Time 3</b> Survey Nov 2009	<b>Time 4</b> Survey Feb 2010	<b>Time 5</b> Survey Apr- May 2010
1. <b>Ohio River Valley</b> ( <i>The Council</i> ) <sup>1</sup>					
( <i>The Council</i> )					
( <i>The Council</i> )					
2. <b>Circleville</b> ( <i>The Council</i> ) <sup>2</sup>					
(Control)					
3. <b>Cuyahoga Hills</b> (Control)					
4. <b>Indian River</b> (Control)					

*Note:* Shaded cells indicate conditions from which participants who completed surveys at three consecutive time points were selected for analysis.

<sup>1</sup>Participants at ORV who completed more than three surveys consecutively, were prioritized to be included in this order: group 1, group 2, group 3. This ordering took place to ensure that the youth at pre-survey had not previously participated in *The Council*.

<sup>2</sup>Youth who participated in both Circleville's *Council* and control groups were included only in *The Council* group analyses.

Table 3. Survey Scale Information

	Pre survey			Post survey			Follow-Up survey		
	Mean	<i>SD</i>	Reliability	Mean	<i>SD</i>	Reliability	Mean	<i>SD</i>	Reliability
School-Engagement (A)	3.55	.89	$\alpha=.77$	3.47	.92	$\alpha=.80$	3.63	.92	$\alpha=.83$
Positive Self Image & Social Engagement (B)	2.98	.57	$\alpha=.59$	2.97	.63	$\alpha=.64$	3.04	.70	$\alpha=.72$
<u>Gang scale</u> (Yes/No) I belong to a gang	2.22	.74		2.15	.55		2.13	.56	
I plan to leave my gang during the next two months.	2.02	1.08		1.89	1.07		2.13	1.12	
I plan to leave my gang during the next year.	2.27	1.18		2.29	1.13		2.17	1.10	
I like being in my gang.	2.43	1.24		2.40	1.91		1.22	1.22	
Adolescent Masculine Ideology in Relationship Scale (D)	2.44	.37	$\alpha=.74$	2.42	.36	$\alpha=.75$	2.45	.38	$\alpha=.74$
Modified Aggression Subscale: Caring and Cooperation (E)	1.49	.67	$\alpha=.79$	1.58	.69	$\alpha=.82$	1.57	.74	$\alpha=.85$
Ethnic Identity and Teen Conflict (F)	4.08	.93	$\alpha=.79$	4.04	.93	$\alpha=.81$	4.00	1.06	$\alpha=.85$
Self-Efficacy (G)	3.27	.55	$\alpha=.77$	3.24	.59	$\alpha=.80$	3.26	.67	$\alpha=.83$
DBS-Negative Consequences (Ha)	.53	.53	$\alpha=.84$	1.79	.54	$\alpha=.84$	1.83	.63	$\alpha=.89$
DBS Positive-Self (Hb)	.74	.74	$\alpha=.89$	3.12	.73	$\alpha=.90$	2.98	.82	$\alpha=.92$
DBS Positive-Other (Hc)	.71	.71	$\alpha=.91$	3.20	.74	$\alpha=.91$	3.06	.81	$\alpha=.93$

**Table 4. Summary of Main Findings**

	At the initial survey measurement, were there differences between <i>The Council</i> and control groups?	Averaging across <i>The Council</i> and control groups, did youth in ODYS change over time?	Averaging across time, were youth in <i>The Council</i> and control groups different from each other?	Are the differences between youth across time due to participation in <i>The Council</i> ?
School-Engagement (A)	<b>Y (Control)</b>	<b>Y(+)</b>	<b>N</b>	<b>N</b>
Positive Self-Image and Social Engagement (B)	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
Adolescent Masculine Ideology in Relationship Scale (D)	<b>Y (Control)</b>	<b>N</b>	<b>Y</b>	<b>N</b>
Modified Aggression Subscale: Caring and Cooperation (E)	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
Ethnic Identity-Teen Conflict (F)	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
Self-Efficacy (G)	<b>Y (Control)</b>	<b>N</b>	<b>Y</b>	<b>N</b>
DBS-Consequences (H)	<b>N</b>	<b>Y (+)</b>	<b>N</b>	<b>N</b>
DBS Positive-Self (H)	<b>Y (Control)</b>	<b>Y (-)</b>	<b>N</b>	<b>N</b>
DBS Positive-Other (H)	<b>Y (Control)</b>	<b>Y (-)</b>	<b>N</b>	<b>N</b>

*Note:* Parenthetical letters correspond to the section in the attached survey in which the scale is presented. Y and N indicate the presence or absence of a statistically reliable effect. The group indicated parenthetically is the group with the more desirable average scores at the initial measurement point. Plus and minus signs indicate whether the findings are in the expected positive direction or a negative, opposite direction.

Figure 1. School Engagement Findings

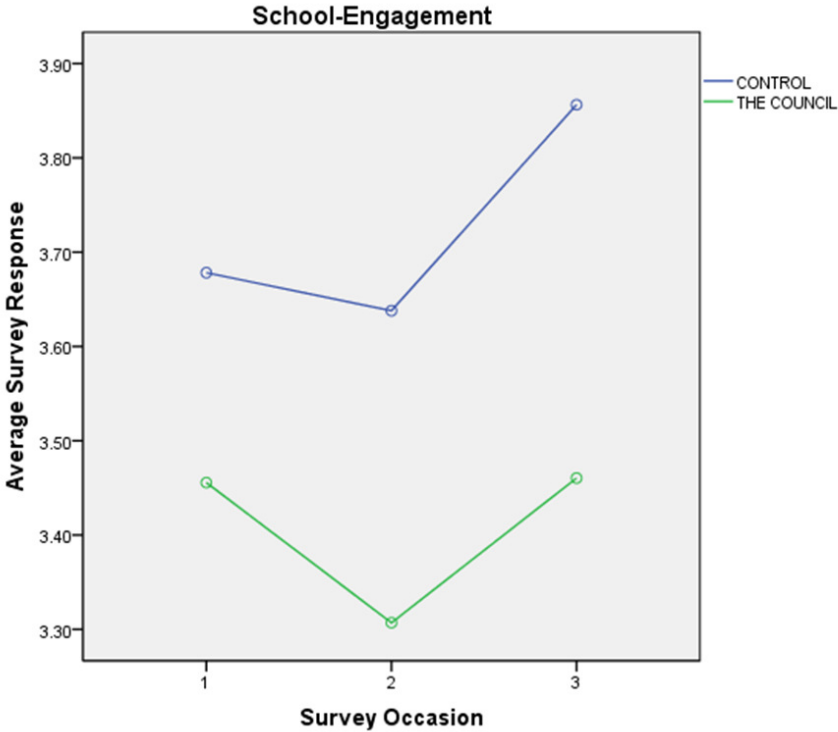


Figure 2. Positive Self Image and Social Engagement Findings

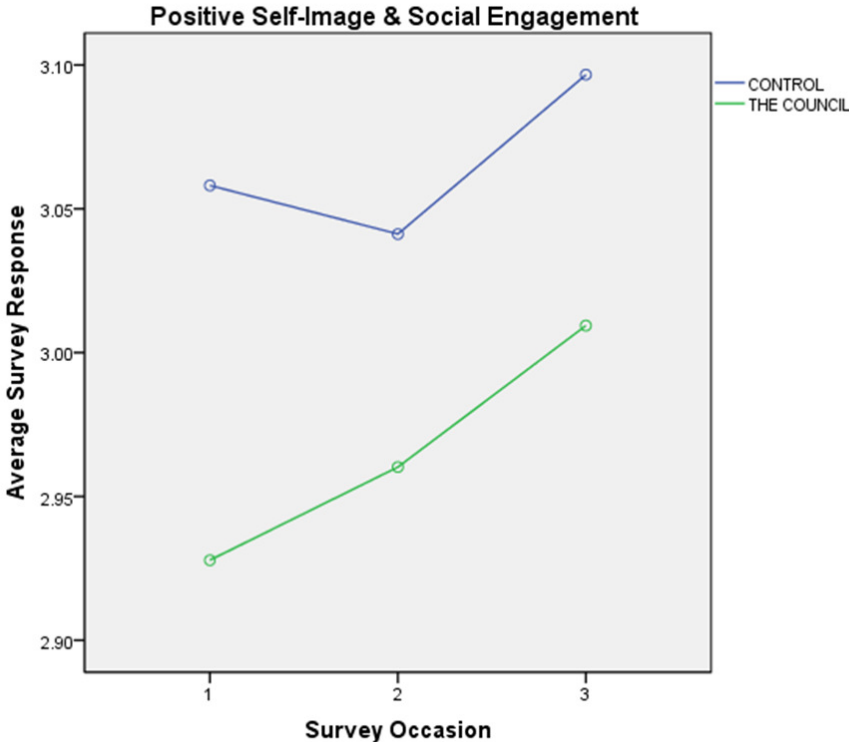


Figure 3. Masculinity Ideology Findings

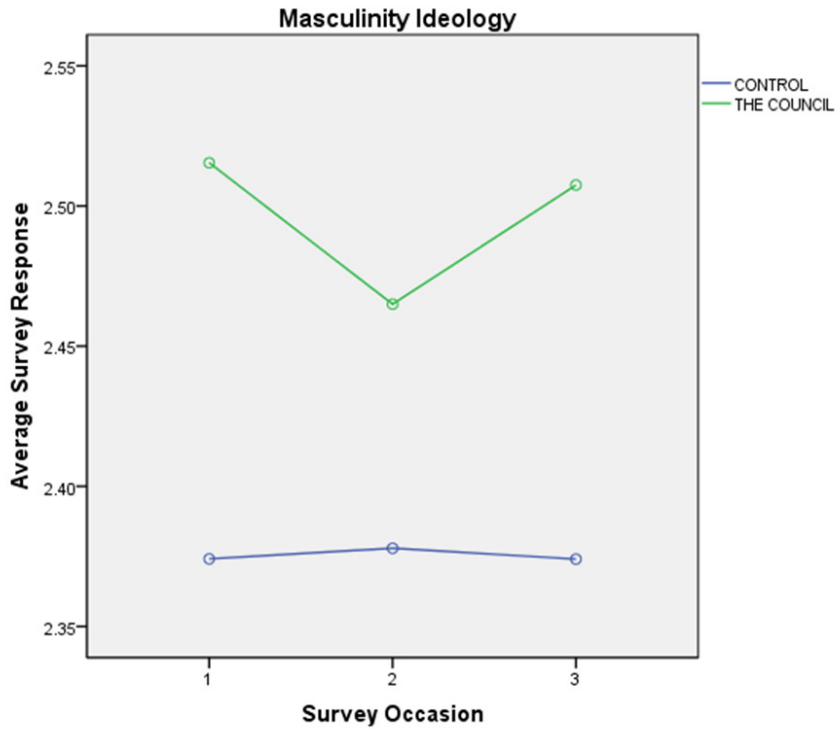


Figure 4. Caring and Cooperative Behavior Findings

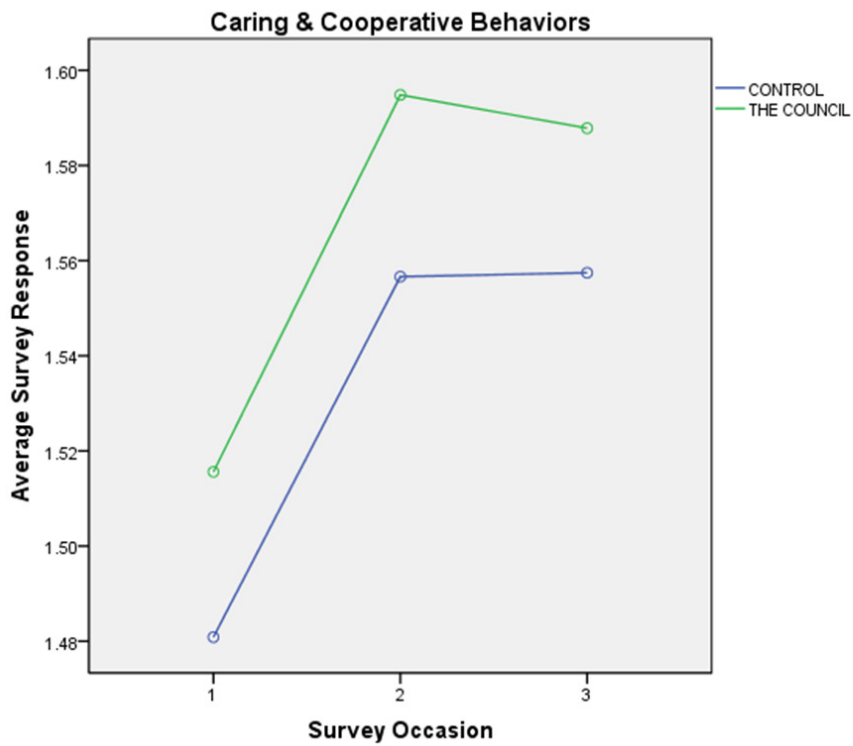


Figure 5. Ethnic Identity – Teen Conflict Findings

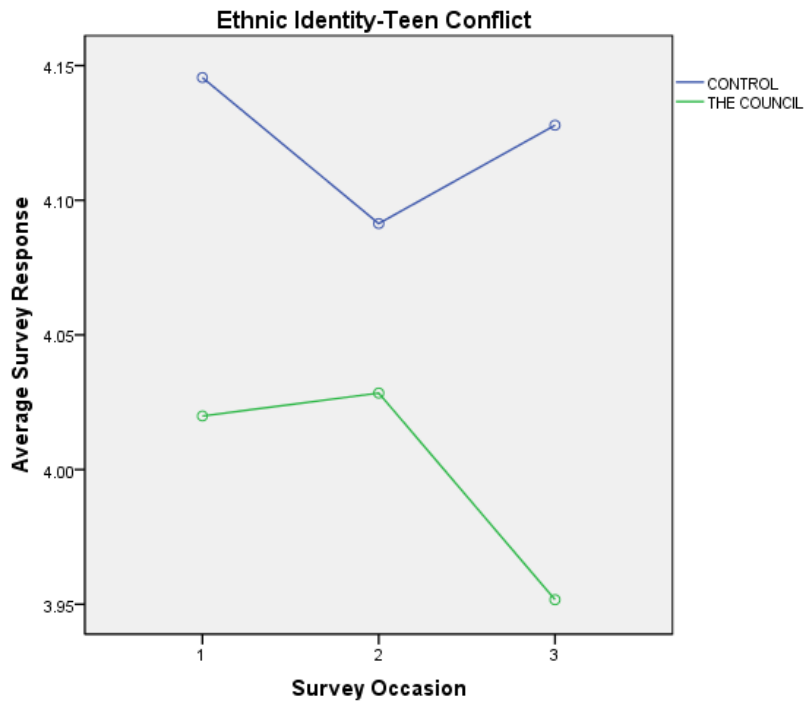


Figure 6. Self-Efficacy Findings

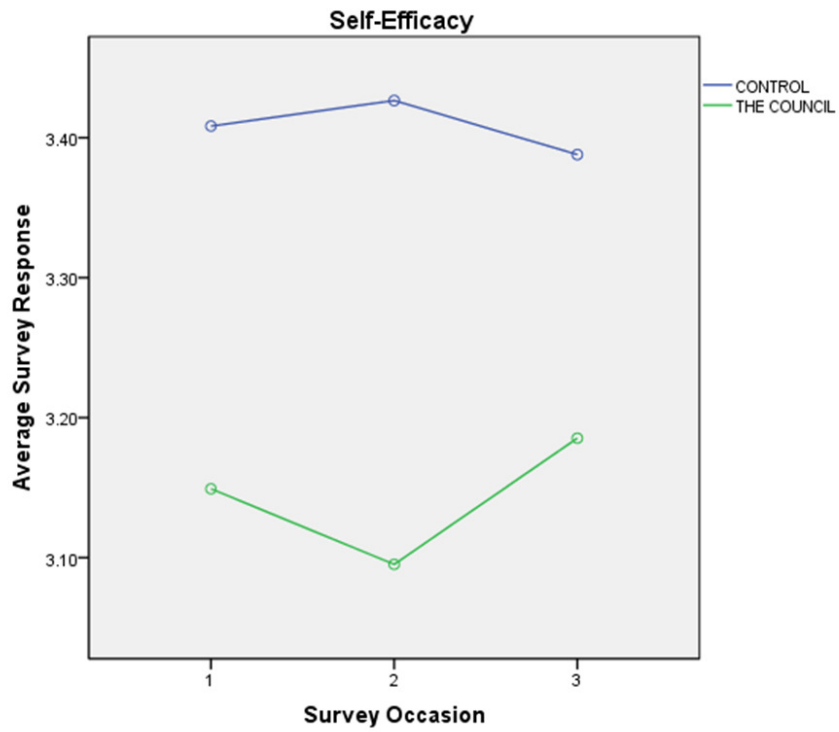




Figure 7. Decisional Balance Scale, Negative Consequences Findings



Figure 8. Decisional Balance Scale, Positive Self Findings

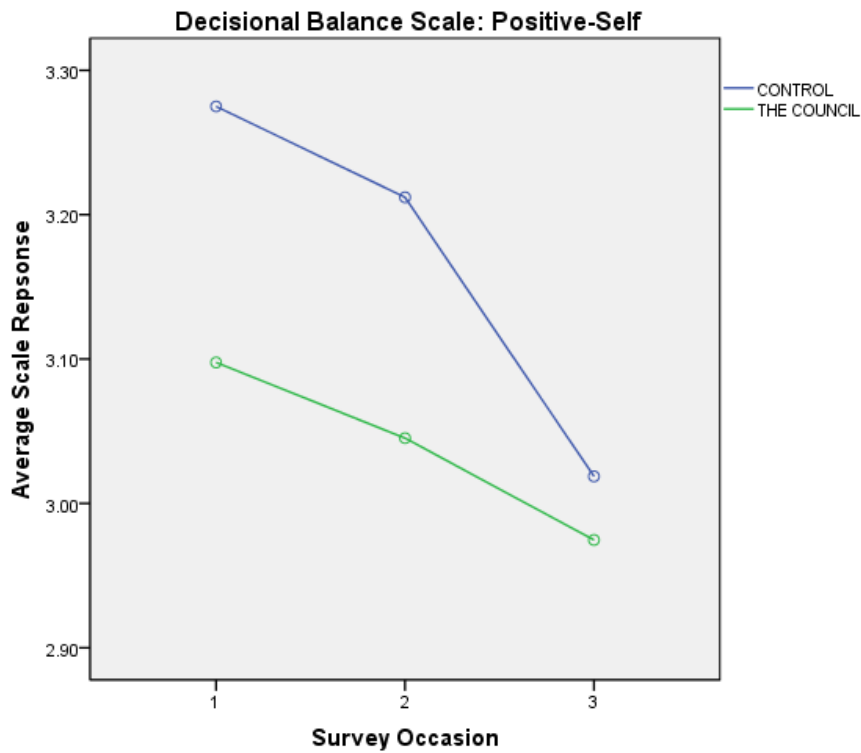
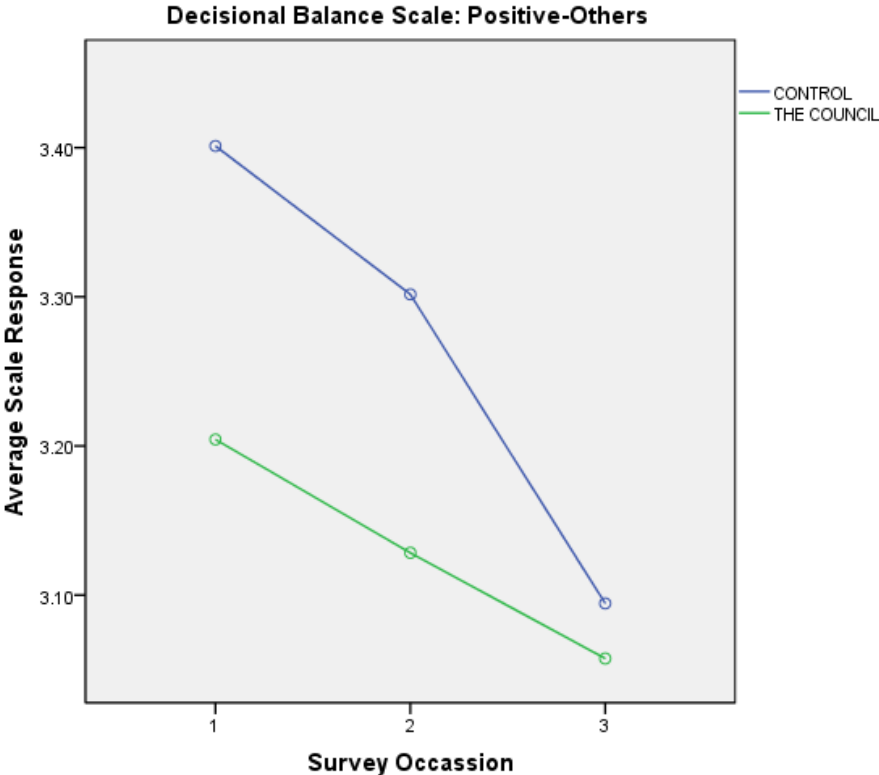


Figure 9. Decisional Balance Scale, Positive Other Findings



**Table 5. Does Amount of Attendance in *The Council* (Pre to Follow-up) Predict Change?**

<b>Outcome Variable</b>	<b>Does Attendance Predict Change?</b>
School-Engagement (A)	N
Positive Self-Image and Social Engagement (B)	N
Adolescent Masculine Ideology in Relationship Scale (D)	N
Modified Aggression Subscale: Caring and Cooperation (E)	N
Ethnic Identity-Teen Conflict (F)	N
Self-Efficacy (G)	<b>Y(-)</b>
DBS-Negative Consequences (H)	<b>Y(+)</b>
DBS Positive-Self (H)	N
DBS Positive-Other (H)	N

*Note:* Parenthetical letters correspond to the section in the attached survey in which the scale is presented. Y and N indicate the presence or absence of a statistically reliable effect. Plus and minus signs indicate whether the findings are in the expected positive direction or a negative, opposite direction.

Figure 10. Council Attendance Predicting Change in Self Efficacy

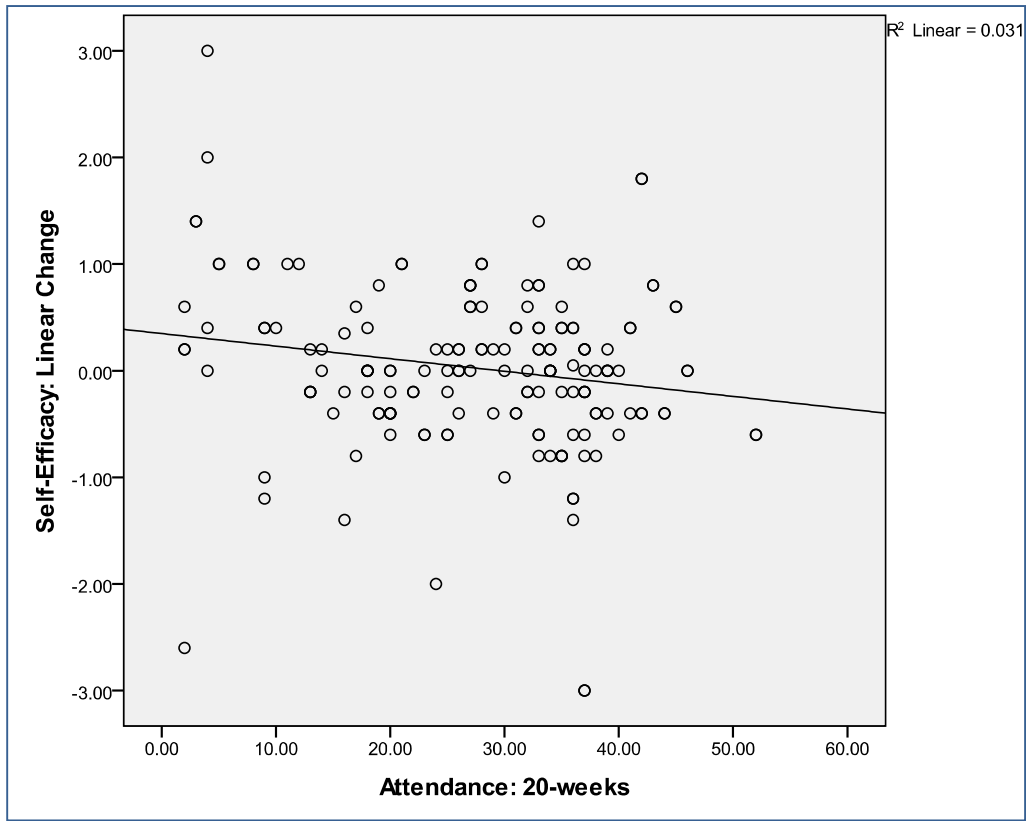
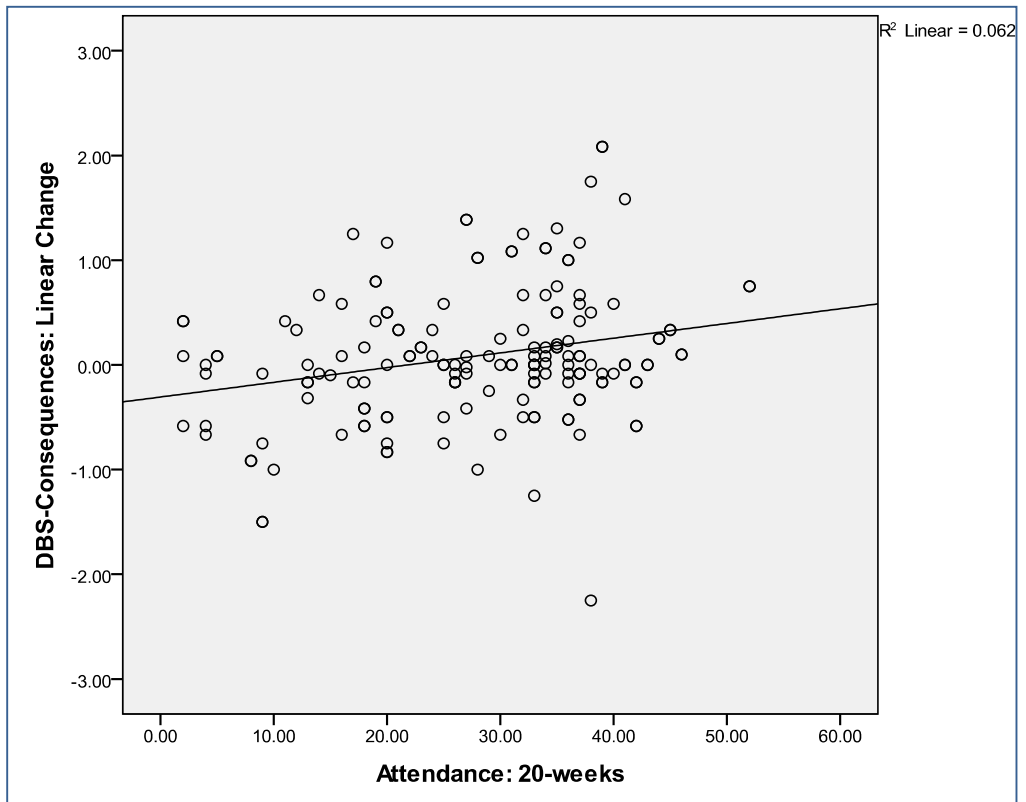


Figure 11. Council Attendance Predicting Change in DBS: Negative Consequences



**Table 6a. Youths' Satisfaction with *The Council* at 10 Weeks**

	Never	Sometimes	Usually	Always
1. I could say what I was thinking in Boys & Young Men's Council.	5%	25%	39%	32%
2. I could trust Boys & Young Men's Council leaders.	14%	27%	41%	18%
3. People were fair in Boys & Young Men's Council.	4%	33%	40%	23%
4. Everyone respected me in Boys & Young Men's Council.	6%	16%	37%	41%
5. Boys & Young Men's Council leaders focused on what I'm good at.	8%	28%	40%	24%
6. Boys & Young Men's Council was worth my time.	11%	21%	41%	27%
7. People kept things confidential in Boys & Young Men's Council.	10%	32%	25%	34%

*Note:* Satisfaction scale response options are as follows: Never = 0; Sometimes = 1; Usually = 2; Always = 3

**Table 6b. Youths' Satisfaction with *The Council* at 20 Weeks**

	Never	Sometimes	Usually	Always
1. I could say what I was thinking in Boys & Young Men's Council.	9%	21%	38%	31%
2. I could trust Boys & Young Men's Council leaders.	15%	26%	37%	22%
3. People were fair in Boys & Young Men's Council.	6%	23%	47%	24%
4. Everyone respected me in Boys & Young Men's Council.	9%	19%	36%	35%
5. Boys & Young Men's Council leaders focused on what I'm good at.	11%	27%	38%	24%
6. Boys & Young Men's Council was worth my time.	13%	27%	32%	28%
7. People kept things confidential in Boys & Young Men's Council.	14%	28%	29%	28%

*Note:* Satisfaction scale response options are as follows: Never = 0; Sometimes = 1; Usually = 2; Always = 3

**Table 7. Youths' Satisfaction with *The Council* at Times 2, 3, 4 and 5 – Qualitative Responses**

	<b>Overall Top 5 Most Frequently Occurring Key Words</b>	<b>Most Frequently Occurring Key Words from Substantive Responses</b>	<b>Most Frequently Occurring Key Words from Explicitly Positive Responses</b>	<b>Most Frequently Occurring Key Words from Explicitly Negative Responses</b>
<b>What have you learned in Boys &amp; Young Men's Council?</b>	Respect (31) Nothing (29) Feel (21) Man (15) Anger (14)	Respect (31) Feel (21) Man (15) Anger (13) People (13)	Respect (31) Feel (21) Man (13) Anger (12) Help (12)	Nothing (29) Damn (3) Know (3) Already (2)
<b>What have you learned about being male?</b>	Responsibility (138) Male (113) Nothing (75) Man (71) Respect (53)	Responsibility (46) Male (38) Man (24) Respect (18) Take (16)	Responsibility (45) Male (32) Man (21) Respect (17) Take (16)	Nothing (37) Know (7) Male (5) Female (2) Man (2)
<b>What have you liked and/or disliked about Boys &amp; Young Men's Council?</b>	Nothing (39) People (30) Group (27) Everything (24) Other (20)	People (25) Activity (19) Group (19) Talk (19) Long (18)	People (17) Activity (16) Talk (15) Long (10) Help (8)	Long (18) People (9) Activity (8) Group (7) Disrespect (10)
<b>Have you changed in any way after being a part of Boys &amp; Young Men's Council?</b>	Yes (111) Think (21) Change (20) Respect (16) Learn (13)	Yes (39) Change (20) Think (20) Respect (16) Learn (13)	Yes (108) Change (20) Think (20) Respect (16) Learn (13)	Really (5) Nope (2)

*Note:* Numbers in parentheses indicate the number of times the word was used.

**Table 8. Facilitators' Satisfaction with *The Council* at Times 3, 4 and 5.**

	Mean	Never	Sometimes	Usually	Always
1. The youth could say what they were thinking in Boys & Young Men's Council.	2.16		21%	42%	27%
2. The youth could trust me and other Boys & Young Men's Council leaders.	2.32	2%	9%	42%	47%
3. The youth in the Boys & Young Men's Council groups were treated fairly by myself and other leaders.	2.86			12%	88%
4. The youth felt respected in the Boys & Young Men's Council groups.	2.50		5%	32%	58%
5. As a leader, I focused on what each boy is good at.	2.57		2%	37%	61%
6. Boys & Young Men's Council was worth the boys' time.	2.02		28%	37%	33%
7. People kept things confidential in Boys & Young Men's Council.	2.21	2%	19%	30%	47%
8. The Boys and Young Men's Council program material and model was effective in creating a culturally appropriate group setting for the participants.	1.84		40%	35%	26%

**Table 9. Facilitators' Satisfaction with *The Council* at Times 3, 4 and 5.**

Question 1: What have you learned as a Boys & Young Men's Council leader? (n = 35)

Theme	Responses mentioning that theme
Importance of a supportive environment	20%
Something positive about the youth (e.g., their ability to take leadership or express themselves emotionally)	17%
The importance of a strengths-based approach	14%
That facilitator or youth did not like the group	9%

Question 2: What have you learned about boy's/young men's experience with being male? (n = 34)

Theme	Responses mentioning that theme
Various aspects of masculinity	24%
Pressures the youths face in relation to masculinity and/or being a male	15%
How and whether youth are aware of societal expectations of males	15%

Question 3: What have you liked and/or disliked about Boys & Young Men's Council? (n = 36)

Theme	Responses mentioning that theme
Likes	
Program content and/or curriculum	17%
Male-specific program	8%
Activities	6%
Dislikes	
Wasn't age appropriate (too young)	47%
Repetitive	8%
Youth moved locations and/or changed groups	6%
Not culturally relevant to this group	3%



**Table 9, continued. Facilitators' Satisfaction with *The Council* at Times 3, 4, and 5.**

Question 4: Have you changed in any way after facilitating Boys and Young Men's Council?  
(n = 34)

Theme	Responses mentioning that theme
Changed in some way	38%
Have not changed	59%

Question 5: How do you think the boys were affected by *The Council*? What about *The Council* was responsible for this effect or change? (n = 33)

Theme	Responses mentioning that theme
Mentioned the group setting in general	21%
Youth were negatively affected or unaffected by <i>The Council</i>	18%
Youth felt like they belonged and/or were accepted	15%
Youth felt commonality within the group	10%
Youth felt safe in the group	6%

Question 6: What are the strengths of *The Council's* approach to working with boys? (n = 31)

Theme	Responses mentioning that theme
Program content or curriculum (e.g., activities, material, structure).	26%
Use of a strengths-based approach	13%
Some aspect(s) of the group setting	10%
Emphasis on teamwork	7%
Emphasis on acceptance	7%

**Table 9, continued. Facilitators' Satisfaction with *The Council* at Times 3, 4 and 5.**

*Question 7: What aspects of the Boys and Young Men's Council program seemed most culturally relevant or appropriate for the participating youth? (n = 28)*

Theme	Responses mentioning that theme
Program was culturally relevant	18%
Attention to societal expectations	14%
Role models	11%
Mentioned put downs	7%
<i>The Council</i> was not culturally relevant	7%

*Question 8: What could be improved about the Boys & Young Men's Council? (n = 27)*

Theme	Responses mentioning that theme
Program should be more age appropriate	52%
Program should be more culturally relevant	7%
Necessity of closed groups/no moving of youths in and out of groups	7%
Should be less work burden on facilitators in order to effectively conduct groups	7%

## References

- Bernard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.
- Bosworth, K., & Espelage, D. (1995). *Teen conflict survey*. Bloomington, IN: Center for Adolescent Studies, Indiana University.
- Chu, J.Y., Porche, M.V., & Tolman, D.L. (2005). The Adolescent Masculinity Ideology in Relationships Scale: Development and validation of a new measure for boys. *Men and Masculinities*, 8, 93-115.
- Cohen, F. (2008). *Final Fact-Finding Report: S.H. v. Stickrath*. Mandated by United States Magistrate, Judge Kemp.
- Dahlberg, L.L., Toal, S.B., Swahn, M., & Behrens, C.B. (2005). *Measuring violence-related attitudes, behaviors, and influences among youths: A compendium of assessment tools* (2nd ed.). Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- Hossfeld, B., Gibraltarik, R., Bowers, M., & Taormina, G. (2008). *Boys Council Facilitator Manual: A strengths-based group approach to promote boys' & young men's safe & healthy development*. Cotati, CA: Self-published.
- Irvine, A. (November, 2005). *Girls Circle: Summary of outcomes for girls in the juvenile justice system. Report submitted to the Girls Circle Association*. Santa Cruz, CA: Ceres Policy Research.
- Jordan, M. (2005). *Decisional Balance Scale: Restructuring a measurement of change for adolescent offenders*. (Unpublished master's thesis). University of North Texas, Denton, TX.

- Kruse, A., & Gerhardstein, A. (April, 2010). *Ohio Announces the Release of Fact-finding Report, Prompting Continued Reforms of Ohio's Juvenile Justice System: Report Challenges State to Cooperate in Finding Solution*. Retrieved from:  
<http://www.dys.ohio.gov/dnn/AgencyInformation/DYSinthenews/tabid/78/Default.aspx>
- Miller, J.B. (1991). The development of women's sense of self. In J.V. Jordan, A.G. Kaplan, J. Baker Miller, I.P. Stiver, & J.L. Surrey (Eds.), *Women's growth in connection: Writings from the Stone Center* (pp. 11-26). New York, NY: Guilford Press.
- Schewe, P.A., & Bennett, L.W. (2002). Evaluating prevention programs: Challenges and benefits of measuring outcomes. In P.A. Schewe (Ed.) *Preventing violence in relationships: Interventions across the life span* (pp. 247-261). Washington, DC: American Psychological Association.
- Stickrath, T. (April, 2010). *Ohio Department of Youth Services Director's Monthly Brief*. Retrieved from: <http://www.dys.ohio.gov/dnn/AgencyInformation/DYSinthenews/MonthlyBriefs/tabid/80/Default.aspx>

## Appendix A: Boys' & Young Men's Survey Questionnaire

### Boys & Young Men's Council Follow-up Survey

### Cover Page

1. What is your *birthdate*?

Month: \_\_\_\_\_

Day: \_\_ \_\_

Year: \_\_ \_\_ \_\_ \_\_

2. Last three digits of your DYS number:

### \_\_ \_\_ \_\_

3. Where do you live? (*Please CHECK the box that applies*)

Ohio River Valley

Circleville

4. Today's Date

\_\_ \_\_ / \_\_ \_\_ / 2009

**PLEASE WAIT HERE FOR FURTHER INSTRUCTIONS**

© 2008 Boys Council, a Division of GCA/Tides

*Permission to reproduce. Instruments included are public domain scales or authors have provided permission for this study.*

## Boys & Young Men’s Council Survey

Please answer these questions about yourself and your life. Please be as honest as possible, and remember if you don’t want to answer a question you don’t have to.

**Please CIRCLE the answer that best applies to you. You can circle more than one answer.**

A1. Please <u>circle</u> your age:	13 yrs   14 yrs   15 yrs   16 yrs 17 yrs   18 yrs   19 yrs   20 yrs   21 yrs
A2. Please <u>circle</u> your race/ethnic identity:  <i>(Please circle all that apply. If you do not identify with the categories provided, please write in your response)</i>	White   Asian   Latino/-a   Native American   African American  Other: _____
A3. Who did you most recently live with before you came to Ohio Youth Services?	mother   father   mother and father   other family foster parent   group home Other: _____
A4. What languages do you speak?	Spanish   English   Other: _____
A5. Have you ever lived in a foster home or a group home?	yes   no   not sure

**Please CIRCLE the number that shows how often you do the following things at school.**

	Does not apply to me (N/A)	Never	Not Often	Half of the time	Often	Always
A6. I follow the rules at my school.	0	1	2	3	4	5
A7. I feel good about my school.	0	1	2	3	4	5
A8. I pay attention during my classes.	0	1	2	3	4	5

**PLEASE WAIT HERE FOR FURTHER INSTRUCTIONS**

## Boys & Young Men's Council Survey

Please **CIRCLE** the number that shows how much you agree or disagree with the statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Does not apply to me (N/A)
B1.	I am proud to be a boy/young man.	1	2	3	4	0
B2.	I have things in common with other youth in my group.	1	2	3	4	0
B3.	I have good role models in my life.	1	2	3	4	0
B4.	I share my feelings with adults.	1	2	3	4	0
B5.	I am a good role model to boys who are younger than me.	1	2	3	4	0

C1.	I belong to a gang.	YES	NO	I did in the past, but not anymore
-----	---------------------	-----	----	------------------------------------

***If you circled YES in question C1 above, please answer the following questions.***

		Strongly Disagree	Disagree	Agree	Strongly Agree	Does not apply to me (N/A)
C2.	I plan to leave my gang during the next two months.	1	2	3	4	0
C3.	I plan to leave my gang during the next year.	1	2	3	4	0
C4.	I like being in my gang.	1	2	3	4	0

***PLEASE WAIT HERE FOR FURTHER INSTRUCTIONS***

## Boys & Young Men's Council Survey

Please **CIRCLE** the number that shows how much you agree or disagree with the statement

		Strongly Disagree	Disagree	Agree	Strongly Agree
D1.	It's important for a guy to act like nothing is wrong, even when something is bothering him.	1	2	3	4
D2.	In a good dating relationship, the guy gets his way most of the time.	1	2	3	4
D3.	I can respect a guy who backs down from a fight.	1	2	3	4
D4.	It's ok for a guy to say no to sex.	1	2	3	4
D5.	Guys should not let it show when their feelings are hurt.	1	2	3	4
D6.	A guy never needs to hit another guy to get respect	1	2	3	4
D7	If a guy tells people his worries, he will look weak.	1	2	3	4
D8.	I think it's important for a guy to go after what he wants, even if it means hurting other people's feelings.	1	2	3	4
D9.	I think it's important for a guy to act like he is sexually active even if he is not.	1	2	3	4
D10.	I would be friends with a guy who is gay.	1	2	3	4
D11.	It's embarrassing for a guy when he needs to ask for help.	1	2	3	4
D12.	I think it's important for a guy to talk about his feelings, even if people might laugh at him.	1	2	3	4

**PLEASE WAIT HERE FOR FURTHER INSTRUCTIONS**



## Boys & Young Men's Council Survey

This section asks about caring and cooperating. **Please CIRCLE how many times you did each activity or task in the last 30 days.**

	In the last 30 days.....	Never	1 or 2 times	3 or 4 times	5 or more times
E1.	I helped someone stay out of a fight.	0	1 or 2 times	3 or 4 times	5 or more times
E2.	I told other kids how I felt when they did something I liked.	0	1 or 2 times	3 or 4 times	5 or more times
E3.	I cooperated with others.	0	1 or 2 times	3 or 4 times	5 or more times
E4.	I told other kids how I felt when they upset me.	0	1 or 2 times	3 or 4 times	5 or more times
E5.	I protected someone from a "bully".	0	1 or 2 times	3 or 4 times	5 or more times
E6.	I gave someone a compliment.	0	1 or 2 times	3 or 4 times	5 or more times
E7.	I helped my peers solve a problem.	0	1 or 2 times	3 or 4 times	5 or more times

**PLEASE WAIT HERE FOR FURTHER INSTRUCTIONS**

## Boys & Young Men's Council Survey

This section asks about ethnic pride and respect for differences. **Please CIRCLE the number that tells us how much you agree with the following statements.**

		Never	Rarely	Sometimes	Often	Always
F1.	I am proud to be a member of my racial/cultural group.	0	1	2	3	4
F2.	I am accepting of others regardless of their race, ethnicity, culture, or religion.	0	1	2	3	4
F3.	I would help someone regardless of their race.	0	1	2	3	4
F4.	I can get along with most people.	0	1	2	3	4

This section asks about confidence in reaching goals and staying out of fights. **Please CIRCLE the number that shows how much you agree or disagree with the statement.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
G1.	I will graduate from high school (or get my GED).	1	2	3	4
G2.	I will go to college.	1	2	3	4
G3.	I will get a job I really want.	1	2	3	4
G4.	I am confident in my ability to stay out of fights.	1	2	3	4
G5.	I don't need to fight because there are other ways to deal with anger.	1	2	3	4

**PLEASE WAIT HERE FOR FURTHER INSTRUCTIONS**

## Boys & Young Men's Council Survey

People have different reasons for wanting to stop doing crime. **Please CIRCLE the number that shows how important each reason is for you.**

**If I stop doing crime...**

		Not Important	Of Little Importance	Important	Very Important
H1.	I will lose my tough image.	1	2	3	4
H2.	I will believe in myself.	1	2	3	4
H3.	The people I care about will be proud of me.	1	2	3	4
H4.	My associates will lose respect for me.	1	2	3	4
H5.	I will have better friends.	1	2	3	4
H6.	My family will respect me.	1	2	3	4
H7.	I will not feel a thrill.	1	2	3	4
H8.	I will be proud of myself.	1	2	3	4
H9.	My family will be more respected.	1	2	3	4
H10.	My friends will not respect me.	1	2	3	4
H11.	I will have more self-respect.	1	2	3	4
H12.	The people I care about will respect me for "getting my act together."	1	2	3	4
H13.	My family will not be accepted by the neighborhood.	1	2	3	4
H14.	I will feel better about myself.	1	2	3	4
H15.	The people I care about will trust me.	1	2	3	4

**If I stop doing crime...**

		<b>Not Important</b>	<b>Of Little Importance</b>	<b>Important</b>	<b>Very Important</b>
H16.	My associates will lose a partner.	1	2	3	4
H17.	I will feel safer.	1	2	3	4
H18.	The people I care about will feel safe.	1	2	3	4
H19.	My friends will lose a partner.	1	2	3	4
H20.	I will not have to worry about getting arrested.	1	2	3	4
H21.	My family will be closer.	1	2	3	4
H22.	I will not feel powerful.	1	2	3	4
H23.	I will be happier.	1	2	3	4
H24.	The people I care about will feel more comfortable around me.	1	2	3	4
H25.	My family will have more respect for me.	1	2	3	4
H26.	I will not have to look over my shoulder.	1	2	3	4
H27.	I can help my family.	1	2	3	4
H28.	The people I love will be embarrassed if I got help.	1	2	3	4
H29.	I will feel proud of myself.	1	2	3	4
H30.	The people I taught how to do crime will not respect me.	1	2	3	4
H31.	I can be part of my neighborhood.	1	2	3	4
H32.	The people who taught me how to do crime will not respect me.	1	2	3	4

# Boys & Young Men's Council Satisfaction Survey

Please read the following statements and CIRCLE the number that represents how you felt when you were in Boys & Young Men's Council.

		Never	Sometimes	Usually	Always
S1.	I could say what I was thinking in Boys & Young Men's Council.	0	1	2	3
S2.	I could trust Boys & Young Men's Council leaders.	0	1	2	3
S3.	People were fair in Boys & Young Men's Council.	0	1	2	3
S4.	Everyone respected me in Boys & Young Men's Council.	0	1	2	3
S5.	Boys & Young Men's Council leaders focused on what I'm good at.	0	1	2	3
S6.	Boys & Young Men's Council was worth my time.	0	1	2	3
S7.	People kept things confidential in Boys & Young Men's Council.	0	1	2	3

S8.	What have you learned in Boys & Young Men's Council?

S9.	What have you learned about being male?
S10.	What have you liked and/or disliked about Boys & Young Men's Council?
S11.	Have you changed in any way after being a part of Boys & Young Men's Council?

Thank you!

## Appendix B: Facilitators' Survey Questionnaire

### Ohio River Valley Facilitator Questionnaire

**Instructions:** For each group you facilitate, please fill out this questionnaire before the Pre-, Post-, and Follow-up evaluations and return it to the manila envelope that will contain your group member's surveys.

	<b>Pre</b> (time 1)	<b>Post</b> (time 2)		
Please circle the survey that this questionnaire corresponds with:	<b>Follow-up</b> (time 3)	<b>Time 4</b>	<b>Time 5</b>	
Please check the curriculum book that was used with your group:	<input type="checkbox"/> Standing Together <input type="checkbox"/> Growing Healthy, Going Strong <input type="checkbox"/> Living a Legacy			
If you used activities from multiple curriculum books, please identify the activity that was used from each curriculum:				
How many total sessions has this group participated in?				







## Boys & Young Men's Council Facilitator Satisfaction Survey

**Please read the following two questions regarding your participation in the Boys Council Training and check which answer best applies to you.**

T1. Did you attend the 2-day Boys Council Facilitator Training with Jason Sole and Beth Hossfeld?

\_\_\_\_\_ YES      \_\_\_\_\_ NO

T2. Did you attend the 1-day Boys Council Facilitator Refresher Training with Laura Dolan and Rob Stewart?

\_\_\_\_\_ YES      \_\_\_\_\_ NO

**Please read the following statements and CIRCLE the number that represents how you felt when you facilitated the Boys & Young Men's Council groups.**

		Never	Sometimes	Usually	Always
S1.	The youth could say what they were thinking in Boys & Young Men's Council.	0	1	2	3
S2.	The youth could trust me and other Boys & Young Men's Council leaders.	0	1	2	3
S3.	The youth in the Boys & Young Men's Council groups were treated fairly by myself and other leaders.	0	1	2	3
S4.	The youth felt respected in the Boys & Young Men's Council groups.	0	1	2	3
S5.	As a leader, I focused on what each boy is good at.	0	1	2	3
S6.	Boys & Young Men's Council was worth the boys' time.	0	1	2	3
S7.	People kept things confidential in Boys & Young Men's Council.	0	1	2	3
S8.	The Boys and Young Men's Council program material and model was effective in creating a culturally appropriate group setting for the participants.	0	1	2	3

S9.	What have you learned as a Boys & Young Men's Council leader?
S10.	What have you learned about boys' /young men's experience with being male?
S11.	What have you liked and/or disliked about Boys & Young Men's Council?

S12.	Have you changed in any way after facilitating Boys & Young Men's Council?
S13.	How do you think the boys were affected by the Council? What about the Council was responsible for this effect or change?
S14.	What are the strengths of the Council's approach to working with boys?

S15.	What aspects of the Boys and Young Men's Council program seemed most culturally relevant or appropriate for the participating youth?
S16.	What could be improved about the Boys & Young Men's Council?

Thank you for your feedback!