

National Study of Delinquency Prevention in Schools

Appendix H Detailed Tables (part 2)

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Gary D. Gottfredson, Denise C. Gottfredson, Ellen R. Czeh
Gottfredson Associates, Inc.

David Cantor, Scott B. Crosse, Irene Hantman
Westat

GOTTFREDSON ASSOCIATES, INC.
3239 B Corporate Court @Ellicott City, Maryland 21042
(410) 461-5530 @<http://www.gottfredson.com>

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Table H4.8

Proportion of Improvements to Classroom Organization and Management Involving Specific Strategies

| Strategy | School level | | | |
|--|----------------------------------|---|----------------------------|-------------------------------|
| | Elementary (<i>n</i> =88-90) | Middle/ Junior (<i>n</i> =76-77) | High (<i>n</i> =52-53) | Total (<i>N</i> =217-220) |
| Management of time | .80 | .85 | .68 | .79 |
| Changing arrangement of classroom | .67 | .67 | .68 | .67 |
| Establishing procedures for student mobility | .74 | .78 | .55 | .71 |
| Establishing procedures for student work | .88 | .89 | .74 | .86 |
| Establishing classroom rules | .94 | .85 | .92 | .92 |
| Changing procedures for student evaluation | .72 | .70 | .67 | .71 |
| Use of rewards and punishments | .82 | .76 | .68 | .79 |
| Changes in grouping of students by ability | .45 | .60 | .28 | .45 |

Note. *n* = unweighted number of activities.

Table H4.9

Proportion of Programs to Change or Maintain Culture, Climate, or Expectations for Behavior Involving Specific Strategies or Approaches

| Strategy or approach | School level | | | |
|--|------------------------------------|---|----------------------------|-------------------------------|
| | Elementary (<i>n</i> =114-126) | Middle/ Junior (<i>n</i> =106-111) | High (<i>n</i> =70-72) | Total (<i>N</i> =291-308) |
| Structured climate or culture | .17 | .29 | .20 | .19 |
| Peaceful and civil interpersonal exchange | .79 | .92 | .87 | .81 |
| School-wide projects | .85 | .91 | .77 | .84 |
| Communications or announcements | .89 | .89 | .89 | .89 |
| Training or description of problem behavior | .64 | .69 | .60 | .64 |
| Assemblies or special events | .83 | .90 | .82 | .84 |
| Distribution of tokens, tee-shirts, or other means of disseminating messages | .67 | .69 | .55 | .65 |
| Peer group discussions | .68 | .77 | .62 | .68 |
| Public recognition of commitment to adhere to norms | .42 | .68 | .55 | .47 |
| Obtaining public commitment | .65 | .47 | .58 | .62 |
| Provision of accurate information about beliefs or practices of other students | .43 | .54 | .49 | .46 |
| Mobilization through special clubs | .26 | .54 | .41 | .32 |
| Promise of eventual monetary | .05 | .11 | .14 | .07 |

Note. *n* = unweighted number of activities.

Table H4.10

Proportion of Intergroup Relations or Interaction Between School and Community Programs Using Specific Strategies or Approaches

| Strategy or approach | School level | | | |
|---|-------------------------|--------------------------------|-------------------|----------------------|
| | Elementary (n=85-91) | Middle/ Junior (n=75-77) | High (n=59-64) | Total (N=223-232) |
| Different groups in common activity | .86 | .88 | .86 | .87 |
| Tell about perspectives or traditions | | | | |
| Rural | .45 | .48 | .52 | .48 |
| Suburban | .63 | .54 | .59 | .62 |
| Urban | .69 | .72 | .69 | .69 |
| Total | .59 | .57 | .57 | .58 |
| Groups to address human relations issue | .27 | .64 | .48 | .37 |
| Confront and attempt to resolve differences | .42 | .64 | .54 | .48 |
| Procedures to increase communication between administration and faculty | .51 | .67 | .55 | .54 |
| Person who investigates complaints | .29 | .38 | .32 | .31 |
| Members participation in community activities | .77 | .74 | .76 | .76 |
| Publicize information about the schools | .82 | .85 | .75 | .81 |
| Procedures to increase communication between school staff and parents | .82 | .84 | .67 | .79 |
| Liaison work with segment of the community | .65 | .61 | .69 | .65 |
| Requesting or obtaining resources | .73 | .68 | .71 | .72 |
| Occasional interaction with an outsider | .89 | .93 | .85 | .89 |
| Activity to coordinate resources | .71 | .68 | .64 | .69 |

continued . . .

Table H4.10 (continued)

Proportion of Intergroup Relations or Interaction Between School and Community Programs Using Specific Strategies or Approaches

| Strategy or approach | School level | | | |
|--|----------------------------------|---|----------------------------|-------------------------------|
| | Elementary (<i>n</i> =85-91) | Middle/ Junior (<i>n</i> =75-77) | High (<i>n</i> =59-64) | Total (<i>N</i> =223-232) |
| Interagency efforts | .54 | .56 | .46 | .53 |
| Sharing of information across agencies | .47 | .66 | .50 | .50 |
| Formation of planning or action teams | .48 | .64 | .73 | .56 |
| Formal needs assessment | .44 | .48 | .49 | .46 |
| Use of information about the school | .69 | .80 | .73 | .72 |
| Identification of goals | .75 | .77 | .88 | .79 |
| Information about effective practices | .65 | .78 | .69 | .68 |
| Development of action plans | .67 | .73 | .75 | .70 |
| Monitoring of planned activities | .70 | .76 | .82 | .73 |
| Analysis of potential obstacles | .52 | .62 | .66 | .57 |
| Evaluation of outcomes of planned activities | .64 | .64 | .80 | .67 |

Note. *n* = unweighted number of activities.

Table H4.11

Proportion of Interventions Involving a School Planning Structure or Process to Manage Change Using Specific Procedures

| Procedure | School level | | | |
|-------------------------------------|----------------------------------|---|----------------------------|-------------------------------|
| | Elementary (<i>n</i> =90-95) | Middle/ Junior (<i>n</i> =85-87) | High (<i>n</i> =56-57) | Total (<i>N</i> =232-238) |
| Include persons from outside school | .86 | .75 | .61 | .80 |
| Involve students in decision making | .41 | .76 | .84 | .54 |
| School consultation | .64 | .72 | .69 | .66 |
| Action teams | .87 | .90 | .82 | .87 |
| Formal needs assessment | .71 | .74 | .69 | .71 |
| Use of information about the school | .90 | .97 | .93 | .91 |
| Identification of goals | .87 | .97 | .98 | .91 |
| Use of information about practices | .86 | .85 | .96 | .88 |
| Development of action plans | .95 | .89 | .89 | .93 |
| Monitoring of planned activities | .87 | .90 | .90 | .88 |
| Analysis of potential obstacles | .80 | .90 | .83 | .82 |
| Evaluation of outcomes | .92 | .91 | .89 | .91 |

Note. *n* = unweighted number of activities.

Table H4.12

Proportion of Security or Surveillance Activities Using Specific Procedures

| Procedure | School level | | | |
|--|-------------------------|----------------------------------|-------------------|----------------------|
| | Elementary (n=84-90) | Middle/ Junior (n=100-106) | High (n=62-65) | Total (N=246-261) |
| Identification badges or cards | | | | |
| Rural | .31 | .25 | .41 | .34 |
| Suburban | .56 | .70 | .44 | .57 |
| Urban | .55 | .64 | .66 | .59 |
| Total | .47 | .49 | .47 | .47 |
| Locating security personnel in school | | | | |
| Rural | .19 | .27 | .47 | .30 |
| Suburban | .22 | .46 | .54 | .30 |
| Urban | .29 | .85 | .48 | .45 |
| Total | .23 | .52 | .48 | .35 |
| Locating police personnel in school | | | | |
| Rural | .02 | .21 | .27 | .14 |
| Suburban | .14 | .21 | .39 | .18 |
| Urban | .13 | .69 | .41 | .30 |
| Total | .09 | .37 | .32 | .20 |
| Procedures for visitors in the school | .98 | .96 | .96 | .98 |
| Locking doors, no alarms and panic bars | .59 | .48 | .49 | .54 |
| Locking doors with use of alarms and panic bars | .33 | .28 | .25 | .30 |
| Closed circuit cameras | .19 | .15 | .18 | .18 |
| Physical surveillance of entrances | .62 | .84 | .58 | .65 |
| Confidential ways to report problems | .75 | .85 | .78 | .77 |

continued . . .

Table H4.12 (continued)

Proportion of Security or Surveillance Activities Using Specific Procedures

| Procedure | School level | | | |
|---|-------------------------|----------------------------------|-------------------|----------------------|
| | Elementary (n=84-90) | Middle/ Junior (n=100-106) | High (n=62-65) | Total (N=246-261) |
| Intervention to forestall a likely unsafe episode | .90 | .97 | .86 | .90 |
| Telephones or intercoms in classrooms | .93 | .83 | .68 | .85 |
| Urine, hair, breath, or saliva testing for drugs | .00 | .14 | .14 | .06 |
| Drug, gun, or bomb-sniffing dogs | | | | |
| Rural | .11 | .48 | .76 | .38 |
| Suburban | .03 | .43 | .34 | .14 |
| Urban | .00 | .38 | .07 | .10 |
| Total | .05 | .43 | .53 | .23 |
| Metal detectors | | | | |
| Rural | .00 | .10 | .27 | .10 |
| Suburban | .05 | .01 | .12 | .05 |
| Urban | .03 | .31 | .31 | .14 |
| Total | .03 | .15 | .26 | .10 |
| Locker searches | .12 | .73 | .79 | .39 |
| Inspection of book bags or purses | | | | |
| Rural | .14 | .60 | .82 | .45 |
| Suburban | .09 | .82 | .60 | .28 |
| Urban | .27 | .72 | .58 | .43 |
| Total | .16 | .70 | .74 | .40 |
| Removing locker or restroom doors | .07 | .14 | .16 | .10 |

Note. n = unweighted number of activities.

Table H4.13

Proportion of Services or Programs for Family Members Incorporating Specific Approaches

| Approach | School level | | | |
|--|----------------------------------|---|----------------------------|-------------------------------|
| | Elementary (<i>n</i> =85-87) | Middle/ Junior (<i>n</i> =71-74) | High (<i>n</i> =36-38) | Total (<i>N</i> =193-198) |
| Instructional material sent home | .82 | .79 | .71 | .80 |
| Parent meetings | .74 | .82 | .65 | .73 |
| Training or instruction for parents | .88 | .76 | .66 | .83 |
| Programmatic family therapy | .29 | .37 | .26 | .29 |
| Investigation about problems in families | .70 | .71 | .59 | .68 |
| Inspections of homes | | | | |
| Rural | .28 | .28 | .23 | .27 |
| Suburban | .15 | .00 | .13 | .13 |
| Urban | .16 | .23 | .00 | .16 |
| Total | .21 | .21 | .17 | .20 |
| Seeking cooperation from family | .84 | .89 | .92 | .86 |
| Family case management | .30 | .36 | .19 | .29 |
| Social work intervention | .48 | .60 | .38 | .48 |
| Drug treatment for family members | .10 | .30 | .20 | .14 |

Note. *n* = unweighted number of activities.

Table H4.14

Proportion of Programs Using External Personnel Resources in Classrooms Using Specific Types of Personnel

| Type | School level | | | |
|-----------------------------------|------------------------------------|---|----------------------------|-------------------------------|
| | Elementary (<i>n</i> =126-129) | Middle/ Junior (<i>n</i> =92-93) | High (<i>n</i> =65-66) | Total (<i>N</i> =284-288) |
| Parent volunteers | .53 | .66 | .61 | .55 |
| Professional consultants | .43 | .64 | .64 | .49 |
| Authority figures such as police | .73 | .67 | .69 | .71 |
| Older students from other schools | .48 | .47 | .28 | .45 |
| Community members | .55 | .63 | .67 | .58 |
| Classroom aides | .48 | .65 | .66 | .52 |

Note. *n* = unweighted number of activities.

Table H4.15

Proportion of Programs Using Youth Roles in Regulating and Responding to Student Conduct Employing Specific Methods

| Method | School level | | | |
|---------------------|-------------------------------|---|-------------------------|-------------------------------|
| | Elementary (<i>n</i> =59) | Middle/ Junior (<i>n</i> =64-66) | High (<i>n</i> =43) | Total (<i>N</i> =166-168) |
| Student court | .09 | .10 | .11 | .09 |
| Peer mediation | .63 | .72 | .63 | .64 |
| Conflict resolution | .85 | .80 | .64 | .80 |
| Deputizing students | .28 | .18 | .07 | .23 |

Note. *n* = unweighted number of activities.

Table H4.16
Percentage of Programs Addressing Specific Objectives, by School Level

| Objective | Elementary (n=1383- 1459) | Middle/Junior (n=1285- 1338) | High (n=859-896) | Total (N=3527- 3693) |
|---|---------------------------------|------------------------------------|---------------------|----------------------------|
| Increase attitudes, beliefs, intentions, or dispositions (e.g., self-esteem, belief in rules, anxiety, assertiveness, likability, commitment to education) | 84 | 86 | 89 | 85 |
| Reduce student problem behavior | | | | |
| Rural | 86 | 84 | 81 | 84 |
| Suburban | 74 | 88 | 82 | 77 |
| Urban | 81 | 91 | 80 | 82 |
| Total | 81 | 87 | 81 | 81 |
| Increase knowledge about laws, rules, harmful effects of drugs, manners, or other factual information thought to reduce the likelihood of problem behavior | 79 | 80 | 82 | 80 |
| Increase academic performance, educational attainment, or employment | 75 | 80 | 77 | 76 |
| Increase social skills and competencies (e.g., self-management, social problem-solving, anger management, emotional perspective-taking) | 76 | 77 | 75 | 76 |
| Change parental supervision or management of their children's behavior | 70 | 75 | 74 | 71 |
| Change opportunities for students to engage in problem behavior in and around school (e.g., limiting availability of weapons or drugs, increasing surveillance, limiting unstructured time) | 69 | 73 | 77 | 71 |
| Change the rules, norms, or expectations for behavior (e.g., to signal the expected behavior) | 63 | 69 | 66 | 65 |
| Increase learning or job skills (e.g., study skills, job-seeking skills) | 51 | 64 | 70 | 57 |
| Change responsiveness to behavior (e.g., applying rewards or punishments in response to behavior) | 52 | 63 | 61 | 55 |
| Change organizational capacity for self-management (e.g., strengthening leadership, morale, parent or staff involvement in planning for school improvement) | 50 | 51 | 51 | 50 |

continued . . .

Table H4.16 (continued)
 Percentage of Programs Addressing Specific Objectives, by School Level

| Objective | Elementary (n=1383- 1459) | Middle/Junior (n=1285- 1338) | High (n=859-896) | Total (N=3527- 3693) |
|---------------------------------------|---------------------------------|------------------------------------|---------------------|----------------------------|
| Prevent or reduce gang participation | | | | |
| Rural | 45 | 52 | 48 | 47 |
| Suburban | 39 | 45 | 52 | 42 |
| Urban | 61 | 65 | 54 | 61 |
| Total | 48 | 54 | 50 | 50 |
| Increase religious beliefs | | | | |
| Rural | 13 | 11 | 14 | 13 |
| Suburban | 17 | 8 | 23 | 17 |
| Urban | 21 | 16 | 25 | 21 |
| Total | 17 | 12 | 18 | 17 |
| (Mean number of different objectives) | (7.4) | (8.0) | (8.0) | (7.6) |

Note. n = unweighted number of activities. Unweighted number of activities for level-by-location cell ranges from 253 (urban high school programs) to 510 (urban elementary school programs).

Table H4.17
Percentage of Programs Addressing Specific Objectives, by Program Type

| Objective is to . . . | Program Type | | | | | | | | | | | | | | All (N=352 7-3693) |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| | 1 (n=35 2-371) | 2 (n=25 6-266) | 3 (n=35 2-365) | 4 (n=24 2-258) | 5 (n=25 2-262) | 6 (n=22 3-248) | 7 (n=21 0-221) | 8 (n=29 1-309) | 9 (n=22 9-233) | 10 (n=23 1-240) | 11 (n=24 8-262) | 12 (n=19 4-200) | 13 (n=26 8-288) | 14 (n=16 1-170) | |
| Reduce student problem behavior | 93 | 99 | 96 | 71 | 63 | 61 | 93 | 86 | 67 | 77 | 79 | 87 | 77 | 87 | 81 |
| Prevent or reduce gang participation | 65 | 45 | 61 | 36 | 43 | 29 | 46 | 56 | 39 | 42 | 51 | 56 | 61 | 44 | 50 |
| Increase academic performance, educational attainment, or employment | 83 | 95 | 95 | 95 | 17 | 22 | 94 | 75 | 86 | 89 | 70 | 98 | 88 | 70 | 76 |
| Increase knowledge about laws, rules, harmful effects of drugs, manners, or other factual information thought to reduce the likelihood of problem behavior | 92 | 80 | 92 | 47 | 75 | 97 | 77 | 82 | 70 | 75 | 72 | 77 | 77 | 74 | 80 |
| Increase religious beliefs | 13 | 11 | 7 | 12 | 53 | 54 | 15 | 13 | 15 | 6 | 4 | 5 | 9 | 9 | 17 |
| Increase social skills and competencies (e.g., self-management, social problem-solving, anger management, emotional perspective-taking) | 93 | 98 | 98 | 76 | 12 | 8 | 90 | 85 | 78 | 82 | 70 | 90 | 87 | 95 | 76 |
| Increase learning or job skills (e.g., study skills, job-seeking skills) | 51 | 64 | 71 | 63 | 84 | 76 | 59 | 42 | 51 | 62 | 30 | 49 | 50 | 35 | 57 |
| Increase attitudes, beliefs, intentions, or dispositions (e.g., self-esteem, belief in rules, anxiety, assertiveness, likability, commitment to education) | 96 | 96 | 97 | 85 | 41 | 70 | 93 | 94 | 89 | 86 | 71 | 87 | 92 | 96 | 85 |
| Change parental supervision or management of their children's behavior | 26 | 84 | 54 | 55 | 89 | 79 | 34 | 29 | 40 | 46 | 44 | 78 | 29 | 19 | 50 |

continued . . .

Table H4.17 (continued)

Percentage of Programs Addressing Specific Objectives, by Program Type

| Objective is to . . . | Program Type | | | | | | | | | | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| | 1 (n=35 2-371) | 2 (n=25 6-266) | 3 (n=35 2-365) | 4 (n=24 2-258) | 5 (n=25 2-262) | 6 (n=22 3-248) | 7 (n=21 0-221) | 8 (n=29 1-309) | 9 (n=22 9-233) | 10 (n=23 1-240) | 11 (n=24 8-262) | 12 (n=19 4-200) | 13 (n=26 8-288) | 14 (n=16 1-170) | All (N=352 7-3693) |
| Change the rules, norms, or expectations for behavior (e.g., to signal the expected behavior) | 74 | 89 | 75 | 52 | 55 | 69 | 88 | 74 | 58 | 78 | 77 | 66 | 66 | 81 | 71 |
| Change responsiveness to behavior (e.g., applying rewards or punishments in response to behavior) | 69 | 61 | 80 | 30 | 51 | 58 | 88 | 68 | 5 | 75 | 74 | 67 | 63 | 69 | 65 |
| Change opportunities for students to engage in problem behavior in and around school (e.g., limiting availability of weapons or drugs, increasing surveillance, limiting unstructured time) | 60 | 77 | 59 | 68 | 38 | 32 | 64 | 46 | 42 | 59 | 70 | 48 | 57 | 61 | 55 |
| Change organizational capacity for self management (e.g., strengthening leadership, morale, parent or staff involvement in planning for school improvement) | 76 | 39 | 79 | 22 | 75 | 67 | 82 | 81 | 80 | 90 | 70 | 71 | 73 | 83 | 71 |
| (Mean number of different objectives named) | (8.4) | (8.3) | (8.9) | (6.4) | (5.9) | (6.2) | (8.6) | (8.4) | (7.1) | (8.0) | (7.0) | (7.9) | (7.7) | (7.9) | (7.6) |

Note. *n* = unweighted number of activities.

1 = Prevention Curriculum, Instruction, or Training

2 = Behavioral Programming or Behavior Modification

3 = Counseling, Social Work, Psychological, or Therapeutic Activity

4 = Mentoring, Tutoring, Coaching, Job Apprenticeship/Placement

5 = Recreation, Enrichment and Leisure Activity

6 = Improvements to Instructional Practices or Methods

7 = Classroom Organization and Management Practices

8 = Activity to Change or Maintain Culture, Climate or Expectations for Behavior

9 = Intergroup Relations and School-Community Interaction

10 = Interventions Involving a School Planning Structures or Process to Manage Change

11 = Security and Surveillance

12 = Services or Programs for Family Members

13 = Use of External Personnel Resources for Classroom Management and Instruction

14 = Youth Participation in School Discipline

Table H4.18

Level of Use, Intensity, and Use of Best Practices, All Program Types, by School Location

| Quality indicator | Location | | | |
|---|---------------------------|------------------------------|---------------------------|----------------------------|
| | Urban (n=638- 1177) | Suburban (n=589- 1134) | Rural (n=641- 1269) | Total (N=1868- 3580) |
| Level of use by school personnel ^a | 4.22 | 4.20 | 4.04 | 4.14 |
| Proportion "best practices" used – methods ^b | .57 | .52 | .53 | .54 |
| Frequency of participation – students | 3.12 | 3.15 | 2.94 | 3.05 ^c |
| How often program is used or operated | 2.74 | 2.69 | 2.63 | 2.68 ^c |

^a Rural differs from suburban and urban, $p < .05$.^b Urban differs from suburban and rural, $p < .05$.^c Urban differs from rural, $p < .05$.

Table H5.1

Correlations Between Activity Quality and Activity Characteristics — All Activity Types

| Activity Characteristics | Quality indicator | | | | | | | |
|---|--------------------------------------|-------------------------|----------------------|------------------------|----------------------------------|----------------------------------|--|--|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | Intensity | Frequency of operation | Frequency of staff participation | Level of use by school personnel | Proportion students exposed or participating | Ratio of providers to students in school |
| | Methods (N=1173-1902) | Content (N=605-1074) | (N=1443-2283) | (N=877-1843) | (N=389-779) | (N=2175-3505) | (N=1499-2393) | (N=1678-2639) |
| Program was specially tailored for at least one group | .08** (.027-.125) | .05 (-.015-.107) | .02 (-.021-.069) | -.07* (-.125-.017) | .06 (-.043-.157) | -.03 (-.061-.011) | -.03 (-.067-.014) | .01 (-.025-.053) |
| Program fosters understanding for at least one group | .10** (.049-.147) | .14** (.083-.204) | .04 (-.003-.088) | .05 (.000-.108) | .11* (.010-.208) | .04* (.001-.074) | -.02 (-.062-.020) | -.03 (-.069-.009) |
| Program methods culturally appropriate | -.01 (-.059-.039) | .02 (-.038-.083) | .06* (.011-.100) | .06* (.002-.110) | .07 (-.026-.171) | .08** (.048-.121) | .09** (-.51-.133) | .05** (.015-.093) |
| Standardization | .10** (.056-.146) | .23** (.176-.293) | .09** (.049-.135) | .08** (.035-.134) | .07 (-.004-.137) | .19** (.152-.220) | .06** (.018-.102) | -.03 (-.064-.012) |
| Number of obstacles to use named | .07** (.024-.116) | .05 (-.012-.110) | -.02 (-.065-.018) | -.06** (-.109-.017) | -.10** (-.174-.032) | .04* (.001-.069) | .01 (-.032-.049) | .01 (-.030-.047) |
| School amenability to program implementation | .08** (.034-.126) | .11** (.054-.176) | .04 (-.001-.082) | .11** (.059-.151) | .00 (-.074-.068) | .12** (.086-.153) | .08** (.038-.119) | .05** (.013-.091) |
| Amount of provider’s job related to program | .01 (-.039-.059) | .07* (.003-.144) | .18** (.135-.222) | .17** (.123-.215) | .24** (.170-.308) | .05** (.017-.086) | .01 (-.034-.052) | -.03 (-.070-.011) |
| Program a part of regular school program? | .10** (.054-.145) | .13** (.066-.187) | .08** (.041-.124) | .17** (.123-.214) | .14** (.073-.213) | .12** (.082-.148) | .16** (.124-.204) | .08** (.038-.116) |
| Level of supervision | .25** (.206-.294) | .14** (.076-.195) | .12** (.073-.159) | .20** (.148-.245) | .14** (.067-.207) | .16** (.121-.190) | .00 (-.039-.046) | .07** (.028-.105) |

continued . . .

Table H5.1 (continued)
 Correlations Between Activity Quality and Activity Characteristics — All Activity Types

| Activity Characteristics | Quality indicator | | | | | | | |
|-------------------------------|--------------------------------------|------------------------|------------------------|------------------------|----------------------------------|----------------------------------|--|--|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | Intensity | Frequency of operation | Frequency of staff participation | Level of use by school personnel | Proportion students exposed or participating | Ratio of providers to students in school |
| Methods | Content | (N=1443-2283) | (N=877-1843) | (N=389-779) | (N=2175-3505) | (N=1499-2393) | (N=1678-2639) | |
| Training quality | .10** (.048-.159) | .15** (.074-.217) | .02 (-.030-.074) | .10** (.043-.158) | .14** (.043-.226) | .15** (.107-.190) | .04 (-.010-.091) | -.03 (-.082-.013) |
| Amount of training | .10** (.051-.147) | .18** (.121-.246) | .14** (.093-.180) | .15** (.106-.203) | .16** (.081-.229) | .18** (.148-.218) | .04 (-.005-.080) | .02 (-.021-.060) |
| Principal support for program | .21** (.165-.253) | .11** (.055-.174) | -.01 (-.049-.033) | .14** (.094-.184) | .15** (.085-.224) | .13** (.094-.160) | .13** (.094-.174) | .11** (.074-.150) |
| Provider position: | | | | | | | | |
| Full-time | .06* (.007-.110) | -.02 (-.098-.060) | .08** (.036-.121) | .17** (.117-.221) | .11** (.036-.177) | .07** (.035-.106) | .13** (.085-.168) | .02 (-.017-.066) |
| Part time | -.05 (-.100-.003) | .02 (-.055-.102) | -.04 (-.082-.003) | -.03 (-.082-.023) | .02 (-.054-.088) | -.01 (-.044-.027) | -.08** (-.121-.037) | -.03 (-.068-.016) |
| Does not work in school | -.03 (-.083-.020) | .01 (-.073-.085) | -.06** (-.105-.020) | -.18** (-.231-.127) | -.15** (-.216-.076) | -.08** (-.116-.045) | -.08** (-.127-.043) | -.01 (-.050-.034) |
| Who delivers program? | | | | | | | | |
| Volunteers | -.03 (-.081-.023) | -.18** (-.259-.103) | -.17** (-.217-.133) | -.14** (-.195-.090) | -.26** (-.325-.188) | .00 (-.039-.033) | -.03 (-.070-.014) | .04 (.006-.078) |
| Paid workers | -.05* (-.106-.002) | -.04 (-.116-.043) | .04 (-.004-.082) | .00 (-.053-.053) | -.04 (-.114-.028) | .00 (-.039-.033) | -.12** (-.160-.076) | -.06** (-.102-.018) |
| Regular employees | .06* (.012-.116) | .16** (.087-.243) | .11** (.070-.155) | .14** (.083-.188) | .27** (.203-.341) | .01 (-.031-.041) | .12** (.076-.160) | .02 (-.025-.058) |

continued . . .

Table H5.1 (continued)
 Correlations Between Activity Quality and Activity Characteristics — All Activity Types

| Activity Characteristics | Quality indicator | | | | | | | |
|---|--------------------------------------|-------------------------|----------------------------|--|---|---|---|---|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | | Frequency of operation (N=877-1843) | Frequency of staff participation (N=389-779) | Level of use by school personnel (N=2175-3505) | Proportion students exposed or participating (N=1499-2393) | Ratio of providers to students in school (N=1678-2639) |
| | Methods (N=1173-1902) | Content (N=605-1074) | Intensity (N=1443-2283) | | | | | |
| Regular classroom assistance | .06** (.017-.107) | -.03 (-.092-.029) | .00 (-.048-.041) | .00 (-.055-.053) | .00 (-.089-.079) | .05* (.011-.083) | .05* (.008-.092) | .06** (.019-.095) |
| Occasional classroom assistance | .09** (.048-.137) | .10** (.044-.164) | .06* (.013-.102) | .00 (-.050-.058) | -.01 (-.098-.071) | .01 (-.025-.047) | .03 (-.013-.072) | .05** (.015-.091) |
| Replace staff because they left or were dismissed | .05* (.009-.100) | .02 (-.045-.076) | -.02 (-.058-.024) | .02 (-.025-.068) | .06 (-.014-.128) | .03 (-.004-.063) | .05* (.006-.087) | .07** (.030-.107) |
| Time of program: | | | | | | | | |
| Before school begins | .01 (-.046-.068) | -.05 (-.132-.027) | -.03 (-.076-.018) | .12** (.054-.184) | .14** (.063-.219) | .02 (-.021-.057) | .01 (-.033-.056) | .06** (.018-.102) |
| During the school day | .01 (-.048-.066) | .02 (-.058-.101) | .17** (.124-.216) | .04 (-.021-.111) | .17** (.091-.246) | .01 (-.025-.053) | .10** (.056-.144) | .01 (-.028-.055) |
| Immediately after school | .00 (-.060-.054) | -.09* (-.168-.008) | -.09** (-.135-.041) | .05 (-.014-.118) | .05 (-.029-.129) | .06** (.025-.104) | -.06* (-.101-.012) | .06** (.021-.105) |
| In the early evening | .03 (-.026-.088) | .04 (-.040-.119) | -.21** (-.256-.164) | .00 (-.067-.065) | -.07 (-.153-.005) | -.02 (-.060-.018) | .01 (-.035-.055) | .04* (.002-.086) |
| Late in the evening | .04 (-.013-.102) | .00 (-.076-.083) | -.05* (-.096-.002) | .05 (-.014-.119) | -.05 (-.128-.031) | -.04* (-.084-.005) | .04 (-.007-.083) | .07** (.032-.116) |
| On weekends | .08** (.027-.141) | -.02 (-.102-.057) | .01 (-.040-.054) | .03 (-.038-.095) | .04 (-.043-.116) | .02 (-.021-.058) | .04 (-.004-.085) | .11** (.067-.151) |

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

***p* < .01 **p* < .05

Table H5.2

Correlations Between Activity Quality and Program Coordinator Characteristics — All Activity Types

| Program coordinator characteristic | Quality indicator | | | | | | | Proportion of students exposed or participating (N=2163-2171) | Ratio of providers to students in school (N=2348-2370) |
|------------------------------------|--------------------------------------|----------------------|-------------------------|--------------------------------------|--|--|----------------------|---|--|
| | Technical Quality | | | Extent of Use | | | | | |
| | Proportion of “best practices” used: | | | Frequency of operation (N=1621-1633) | Frequency of staff participation (N=689-693) | Level of use by school personnel (N=3116-3144) | | | |
| | Methods (N=1670-1697) | Content (N=922-949) | Intensity (N=2055-2066) | | | | | | |
| Conscientiousness | .08** (.034-.130) | .09** (.024-.152) | -.01 (-.052-.034) | .02 (-.030-.068) | -.02 (-.096-.054) | .04* (.003-.073) | .08** (.041-.125) | .02 (-.023-.058) | |
| Accomplishment record | .08** (.031-.126) | .09** (.024-.151) | -.05* (-.090-.004) | .01 (-.035-.062) | -.11** (-.182-.033) | .13** (.097-.167) | .13** (.089-.173) | .05** (.013-.094) | |

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

***p* < .01

**p* < .05

Table H5.3
Correlations Between Activity Quality and Origins and Funding — All Activity Types

| Indicator of origins and funding | Quality indicator | | | | | | | |
|---|--------------------------------------|-------------------------|----------------------------|---|---|---|---|---|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | | Frequency of operation (N=1183-1749) | Frequency of staff participation (N=515-745) | Level of use by school personnel (N=2302-3357) | Proportion students exposed or participating (N=1627-2322) | Ratio of providers to students in school (N=1768-2549) |
| | Methods (N=1247-1819) | Content (N=686-1016) | Intensity (N=1532-2212) | | | | | |
| Source of funding: | | | | | | | | |
| School district’s budget allocation | .04 (-.010-.091) | .05 (-.017-.119) | .09** (.046-.135) | .11** (.060-.162) | .07 (-.009-.149) | .08** (.040-.113) | .07** (.026-.113) | .01 (-.036-.047) |
| Funding through Safe and Drug Free Schools | -.08** (-.137- -.032) | .20** (.126-.265) | -.08** (-.131- -.037) | -.03 (-.085-.022) | .04 (-.036-.125) | -.01 (-.053-.023) | .06** (.020-.110) | -.07** (-.108- -.022) |
| External funding from government sources | .08** (.028-.136) | .04 (-.029-.118) | .04 (-.010-.086) | .03 (-.025-.084) | .10* (.021-.186) | .02 (-.021-.057) | -.07** (-.119- -.026) | -.08** (-.129- -.040) |
| External funding from private contributions | .04 (-.012-.092) | .09* (.017-.157) | .05* (.003-.095) | -.02 (-.070-.035) | -.06 (-.137-.022) | -.01 (-.045-.030) | .04 (-.007-.083) | .01 (-.029-.056) |
| Fund raisers | .06* (.013-.111) | .04 (-.024-.110) | .00 (-.045-.043) | .00 (-.047-.053) | -.03 (-.105-.048) | .01 (-.026-.046) | .12** (.080-.165) | .06** (.023-.105) |
| Participant fees | .04 (-.007-.091) | .02 (-.048-.084) | -.02 (-.061-.026) | -.02 (-.068-.032) | -.01 (-.085-.067) | -.04* (-.073- -.001) | .03 (-.010-.075) | .07** (.026-.108) |
| Funding for program assured for next year | -.01 (-.059-.033) | -.06* (-.126- -.003) | .01 (-.035-.049) | .03 (-.020-.074) | .02 (-.047-.097) | .02 (-.010-.058) | .08** (.035-.117) | .05* (.011-.089) |
| Local budget control for activities | .04 (-.002-.090) | -.02 (-.085-.038) | -.03 (-.069-.015) | .02 (-.028-.066) | -.02 (-.097-.047) | .03 (-.005-.063) | .12** (.082-.163) | .04 (-.004-.074) |

continued . . .

Table H5.3 (continued)
 Correlations Between Activity Quality and Origins and Funding — All Activity Types

| Indicator of origins and funding | Quality indicator | | | | | | | |
|--------------------------------------|--------------------------------------|-------------------------|----------------------------|---|---|---|---|---|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | | Frequency of operation (N=1183-1749) | Frequency of staff participation (N=515-745) | Level of use by school personnel (N=2302-3357) | Proportion students exposed or participating (N=1627-2322) | Ratio of providers to students in school (N=1768-2549) |
| | Methods (N=1247-1819) | Content (N=686-1016) | Intensity (N=1532-2212) | | | | | |
| Responsibility for starting program: | | | | | | | | |
| School insiders | .24** (.193-.284) | .09** (.025-.149) | -.07** (-.108-.023) | .15** (.106-.200) | .19** (.120-.262) | .11** (.080-.148) | .21** (.166-.247) | .15** (.107-.185) |
| School district | .12** (.069-.162) | .20** (.134-.257) | -.02 (-.066-.018) | .09** (.042-.136) | .19** (.114-.256) | .06** (.029-.097) | .01 (-.027-.055) | -.03 (-.073-.006) |
| Researchers | .13** (.084-.178) | .13** (.066-.191) | .02 (-.024-.061) | .07** (.020-.116) | .13** (.056-.201) | .04* (.007-.076) | .10** (.058-.140) | .00 (-.040-.040) |
| Original development by: | | | | | | | | |
| Local persons | .04 (-.007-.095) | .03 (-.037-.100) | -.03 (-.080-.011) | .06* (.012-.115) | .02 (-.054-.101) | .04* (.008-.081) | .08** (.036-.125) | .09** (.045-.129) |
| External persons | -.01 (-.057-.043) | .08* (.012-.144) | .01 (-.030-.059) | .00 (-.053-.049) | .02 (-.058-.097) | .00 (-.032-.041) | -.02 (-.062-.025) | -.04* (-.087-.003) |
| Researchers | .01 (-.044-.067) | .13** (.060-.208) | .09** (.036-.136) | .02 (-.039-.075) | .10* (.015-.187) | .06** (.015-.097) | .06* (.012-.109) | -.03 (-.072-.021) |

continued . . .

Table H5.3 (continued)
 Correlations Between Activity Quality and Origins and Funding — All Activity Types

| Indicator of origins and funding | Quality indicator | | | | | | | |
|--|--------------------------------------|----------------------|----------------------------|---|---|---|---|---|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | Intensity (N=1532-2212) | Frequency of operation (N=1183-1749) | Frequency of staff participation (N=515-745) | Level of use by school personnel (N=2302-3357) | Proportion students exposed or participating (N=1627-2322) | Ratio of providers to students in school (N=1768-2549) |
| Methods (N=1247-1819) | Content (N=686-1016) | | | | | | | |
| Information sources used to select: | | | | | | | | |
| People with jobs similar to mine | .01 (-.033-.062) | .04 (-.020-.107) | .03 (-.014-.072) | .06** (.015-.112) | .02 (-.051-.098) | .05** (.012-.081) | .06** (.013-.097) | .02 (-.022-.058) |
| Meetings inside school district | .08** (.035-.130) | .11** (.045-.171) | .03 (-.010-.075) | .12** (.069-.165) | .09* (.021-.168) | .12** (.084-.153) | .08** (.042-.125) | .02 (-.019-.061) |
| Meetings outside school district | -.01 (-.060-.035) | .11** (.046-.171) | .06** (.020-.106) | .06* (.011-.107) | .01 (-.063-.085) | .11** (.076-.145) | .06** (.015-.099) | -.02 (-.060-.020) |
| Marketing brochures or videos | .00 (-.044-.051) | .08* (.012-.138) | .03 (-.014-.071) | .01 (-.041-.055) | .03 (-.048-.100) | .02 (-.016-.054) | .07** (.031-.114) | -.01 (-.050-.030) |
| Formal outcome evaluation | .08** (.031-.126) | .10** (.032-.159) | .04 (-.002-.084) | .05* (.006-.103) | .04 (-.030-.118) | .09** (.056-.125) | .04 (-.005-.079) | .00 (-.043-.037) |
| Publications summarizing research | .08** (.030-.125) | .18** (.119-.243) | .02 (-.022-.064) | .09** (.043-.139) | .11** (.040-.188) | .12** (.085-.154) | .04* (.003-.086) | -.03 (-.068-.012) |
| Formal needs assessment | .11** (.064-.159) | .08* (.012-.139) | .00 (-.039-.047) | .08** (.036-.132) | .01 (-.063-.085) | .11** (.079-.148) | .04 (.000-.083) | .00 (-.043-.038) |
| Number of different sources of information used to select activities | .10** (.049-.143) | .18** (.119-.243) | .05* (.008-.093) | .11** (.062-.158) | .08* (.008-.155) | .15** (.120-.189) | .09** (.048-.131) | -.01 (-.051-.028) |

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

***p* < .01

**p* < .05

Table H5.4
Comparison of Unweighted and Weighted Correlations Between Indicators of Activity Technical Quality and Indicators of Origins and Funding

| Indicator of origins and funding | Best practices methods | | Best practices content | | Intensity | |
|--|------------------------|--------|------------------------|-------|-------------|--------|
| | Wgt | Unwgt | Wgt | Unwgt | Wgt | Unwgt |
| Source of funding: | | | | | | |
| School district's budget allocation | .03 | .04 | .04 | .05 | .08** | .09** |
| Funding through Safe and Drug Free Schools | -.04 | -.08** | .22** | .20** | .05 | -.08** |
| External funding from government sources | .10* | .08** | .04 | .04 | .04 | .04 |
| External funding from private contributions | .03 | .04 | .05 | .09* | .03 | .05* |
| Fund raisers | .09* | .06* | .04 | .04 | -.03 | .00 |
| Participant fees | .08* | .04 | .08 | .02 | -.05 | -.02 |
| Funding for program assured for next year | .00 | -.01 | -.06 | -.06* | -.02 | .01 |
| Local budget control for activities | .05 | .04 | -.05 | -.02 | -.04 | -.03 |
| Responsibility for starting program: | | | | | | |
| School insiders | .24** | .24** | .07 | .09** | -.08** | -.07** |
| School district | .11** | .12** | .17** | .20** | -.01 | -.02 |
| Researchers | .12** | .13** | .14** | .13** | .02 | .02 |
| Original development by: | | | | | | |
| Local persons | .02 | .04 | .06 | .03 | -.09* | -.03 |
| External persons | .04 | -.01 | .07 | .08* | .03 | .01 |
| Researchers | -.03 | .01 | .09* | .13** | .10** | .09** |
| Information sources used to select activities: | | | | | | |
| People with jobs similar to mine | .03 | .01 | .01 | .04 | -.01 | .03 |
| Meetings inside school district | .10** | .08** | .08 | .11** | .03 | .03 |
| Meetings outside school district | .00 | -.01 | .13** | .11** | .06* | .06** |
| Marketing brochures or videos | .00 | .00 | .05 | .08* | .03 | .03 |
| Formal outcome evaluation | .07* | .08** | .08 | .10** | .06* | .04 |
| Publications summarizing research | .07* | .08** | .17** | .18** | .02 | .02 |
| Formal needs assessment | .13** | .11** | .10* | .08* | .04 | .00 |
| Number of different sources of information used to select activities | .10** | .10** | .16** | .18** | .06 | .05* |
| (Range of unweighted Ns) | (1247-1819) | | (686-1016) | | (1532-2212) | |

Note. Criterion variables are described in Table 4-3. Wgt = weighted correlation; Unwgt = unweighted correlation. Significance levels for weighted correlations are based on resampling estimates for standard errors; significance levels for unweighted correlations are based on assumption of simple random sampling.

* $p < .05$

** $p < .01$

Table H5.5

Comparison of Unweighted and Weighted Correlations Between Indicators of Extent of Use of Activity and Indicators of Origins and Funding

| Indicator of origins and funding | Frequency of operation | | Frequency of staff participation | | Level of use by school personnel | |
|--|------------------------|-------|----------------------------------|-------|----------------------------------|-------|
| | Wgt | Unwgt | Wgt | Unwgt | Wgt | Unwgt |
| Source of funding: | | | | | | |
| School district's budget allocation | .11** | .11** | .02 | .07 | .09** | .08** |
| Funding through Safe and Drug Free Schools | -.01 | -.03 | .04 | .04 | .00 | -.01 |
| External funding from government sources | .07 | .03 | .13* | .10* | .03 | .02 |
| External funding from private contributions | -.07 | -.02 | -.12** | -.06 | .00 | -.01 |
| Fund raisers | -.04 | .00 | -.06 | -.03 | .01 | .01 |
| Participant fees | -.04 | -.02 | -.03 | -.01 | -.03 | -.04* |
| Funding for program assured for next year | .06 | .03 | .00 | .02 | .02 | .02 |
| Local budget control for activities | -.01 | .02 | -.01 | -.02 | .03 | .03 |
| Responsibility for starting program: | | | | | | |
| School insiders | .14** | .15** | .17** | .19** | .11** | .11** |
| School district | .11** | .09** | .21** | .19** | .07** | .06** |
| Researchers | .08** | .07** | .11** | .13** | .06** | .04* |
| Original development by: | | | | | | |
| Local persons | .03 | .06* | .01 | .02 | .03 | .04* |
| External persons | -.01 | .00 | -.02 | .02 | .01 | .00 |
| Researchers | .06 | .02 | .13* | .10* | .08** | .06** |
| Information sources used to select activities: | | | | | | |
| People with jobs similar to mine | .04 | .06** | .00 | .02 | .06** | .05** |
| Meetings inside school district | .12** | .12** | .06 | .09* | .12** | .12** |
| Meetings outside school district | .06 | .06* | .01 | .01 | .12** | .11** |
| Marketing brochures or videos | .00 | .01 | .00 | .03 | .02 | .02 |
| Formal outcome evaluation | .06 | .05* | .04 | .04 | .11** | .09** |
| Publications summarizing research | .10** | .09** | .11* | .11** | .13** | .12** |
| Formal needs assessment | .09** | .08** | .06 | .01 | .11** | .11** |
| Number of different sources of information used to select activities | .11** | .11** | .08 | .08* | .17** | .15** |
| (Range of unweighted Ns) | (1183-1749) | | (515-745) | | (2302-3357) | |

Note. Criterion variables are described in Table 4-3. Wgt = weighted correlation; Unwgt = unweighted correlation. Significance levels for weighted correlations are based on resampling estimates for standard errors; significance levels for unweighted correlations are based on assumption of simple random sampling.

* $p < .05$

** $p < .01$

Table H5.6
Comparison of Unweighted and Weighted Correlations Between Indicators of Degree of Student Exposure and Indicators of Origins and Funding

| Indicator of origins and funding | Proportion of students exposed or participating | | Ratio of providers to students in school | |
|--|---|--------|--|--------|
| | Wgt | Unwgt | Wgt | Unwgt |
| Source of funding: | | | | |
| School district's budget allocation | -.01 | .07** | -.01 | .01 |
| Funding through Safe and Drug Free Schools | .05 | .06** | -.06* | -.07** |
| External funding from government sources | -.08* | -.07** | -.11** | -.08** |
| External funding from private contributions | .02 | .04 | .00 | .01 |
| Fund raisers | .13** | .12** | .03 | .06** |
| Participant fees | .00 | .03 | .06 | .07** |
| Funding for program assured for next year | .08** | .08** | .07** | .05* |
| Local budget control for activities | .08* | .12** | .00 | .04 |
| Responsibility for starting program: | | | | |
| School insiders | .21** | .21** | .14** | .15** |
| School district | .01 | .01 | -.04 | -.03 |
| Researchers | .08** | .10** | -.01 | .00 |
| Original development by: | | | | |
| Local persons | .06* | .08** | .07** | .09** |
| External persons | -.05 | -.02 | -.02 | -.04* |
| Researchers | .05 | .06* | -.03 | -.03 |
| Information sources used to select activities: | | | | |
| People with jobs similar to mine | .03 | .06** | -.02 | .02 |
| Meetings inside school district | .07* | .08** | .02 | .02 |
| Meetings outside school district | .02 | .06** | -.02 | -.02 |
| Marketing brochures or videos | .06 | .07** | -.02 | -.01 |
| Formal outcome evaluation | .03 | .04 | -.03 | .00 |
| Publications summarizing research | .03 | .04* | -.03 | -.03 |
| Formal needs assessment | .06 | .04 | -.01 | .00 |
| Number of different sources of information used to select activities | .07* | .09** | -.02 | -.01 |
| (Range of unweighted Ns) | (1627-2322) | | (1768-2549) | |

Note. Criterion variables are described in Table 4-3. Wgt = weighted correlation; Unwgt = unweighted correlation. Significance levels for weighted correlations are based on resampling estimates for standard errors; significance levels for unweighted correlations are based on assumption of simple random sampling.

* $p < .05$

** $p < .01$

Table H5.7

Correlations Between Activity Quality and Population Characteristics — All Activity Types

| | Quality indicator | | | | | | | |
|---|-----------------------------------|--------------------------|----------------------------|---|---|---|---|---|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion “best practices” used: | | Intensity (N=1618-1744) | Frequency of operation (N=1028-1094) | Frequency of staff participation (N=2552-2742) | Level of use by school personnel (N=353-399) | Proportion students exposed or participating (N=1995-2130) | Ratio of providers to students in school (N=2426-2601) |
| Methods (N=1543-1645) | Content (N=1011-1068) | | | | | | | |
| Population targeted | | | | | | | | |
| No special group | .11** (.060-.156) | -.09** (-.152- -.032) | .05* (.004-.098) | .06* (.003-.121) | .03 (-.005-.070) | .08 (-.015-.182) | .25** (.204-.286) | .10** (.066-.142) |
| Boys | .03 (-.024-.075) | .06* (.001-.124) | .04 (-.009-.088) | -.04 (-.097-.024) | -.01 (-.044-.033) | .04 (-.065-.139) | .08** (.038-.125) | .07** (.029-.108) |
| Girls | .00 (-.047-.052) | .06* (.000-.123) | .03 (-.021-.076) | -.05 (-.108-.014) | -.01 (-.045-.032) | .05 (-.052-.153) | .09** (.048-.135) | .07** (.027-.106) |
| Interested students | -.14** (-.192- -.094) | .05 (-.008-.116) | -.08** (-.123-.027) | -.05 (-.111-.011) | .02 (-.019-.059) | -.07 (-.168-.037) | -.07** (-.117- -.030) | -.04* (-.080- -.001) |
| Intact classroom | .01 (-.040-.060) | .11** (.047-.169) | -.03 (-.083-.014) | .03 (-.033-.090) | .01 (-.026-.052) | -.03 (-.131-.077) | .03 (-.018-.070) | -.04 (-.077-.003) |
| Particular grade level | -.08** (-.126- -.027) | .08** (.023-.146) | -.07** (-.118- -.022) | -.04 (-.100-.022) | -.02 (-.055-.023) | -.01 (-.118-.090) | -.06** (-.104- -.017) | -.07** (-.114- -.035) |
| Good citizens | .04 (-.006-.094) | .08** (.020-.143) | -.05 (-.097-.000) | -.05 (-.109-.013) | .01 (-.028-.050) | -.06 (-.158-.048) | .10** (.061-.148) | .05* (.008-.087) |
| Students at high risk of problem behavior | -.05* (-.099- -.001) | .10** (.041-.162) | -.04 (-.092-.003) | .04 (-.024-.098) | .03 (-.003-.073) | .07 (-.029-.176) | -.20** (-.239- -.155) | -.06** (-.140- -.026) |

continued . . .

Table H5.7 (continued)

Correlations Between Activity Quality and Population Characteristics — All Activity Types

| | Quality indicator | | | | | | | |
|--|-----------------------------------|----------------------|----------------------|------------------------|----------------------------------|----------------------------------|--|--|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion “best practices” used: | | | Frequency of operation | Frequency of staff participation | Level of use by school personnel | Proportion students exposed or participating | Ratio of providers to students in school |
| Methods | Content | Intensity | | | | | | |
| Population targeted | | | | | | | | |
| Students who’ve been or are about to be expelled | .00 (-.045-.054) | .09** (.027-.149) | -.01 (-.059-.038) | .02 (-.040-.081) | .02 (-.020-.057) | .12* (.012-.218) | -.13** (-.174-.087) | -.04* (-.082-.003) |
| Gang members | .04 (-.006-.094) | .09** (.028-.151) | -.04 (-.084-.013) | .02 (-.037-.085) | .12* (.019-.226) | .01 (-.032-.046) | -.07** (-.111-.024) | -.01 (-.053-.027) |
| Some students ineligible because of problem behavior | .07** (.021-.118) | -.03 (-.091-.029) | .06* (.011-.105) | .02 (-.041-.081) | .04 (-.070-.140) | -.01 (-.049-.027) | -.07** (-.116-.031) | .03 (-.013-.065) |

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

***p* < .01

**p* < .05

Table H5.8

Correlations Between Activity Quality and Objectives — All Activity Types

| Objective | Quality indicator | | | | | | | |
|---|--------------------------------------|----------------------------|--------------------------|---|---|---|---|---|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | | Frequency of operation (N=1780-1868) | Frequency of staff participation (N=762-788) | Level of use by school personnel (N=3438-3579) | Proportion students exposed or participating (N=2329-2415) | Ratio of providers to students in school (N=2584-2677) |
| Methods (N=1858-1947) | Content (N=1047-1104) | Intensity (N=2223-2307) | | | | | | |
| Program intended to reduce . . . | | | | | | | | |
| Problem behavior | -.01 (-.058-.031) | .20** (.147-.263) | .01 (-.036-.046) | .07** (.022-.113) | .14** (.073-.212) | .04* (.009-.075) | -.04* (-.083- -.003) | -.03 (-.064-.012) |
| Gang participation | .04 (-.006-.083) | .25** (.193-.308) | -.03 (-.066-.016) | .04 (-.004-.087) | .11** (.041-.181) | .01 (-.023-.043) | .01 (-.029-.052) | .01 (-.029-.047) |
| Program intended to increase . . . | | | | | | | | |
| Academic performance | -.04 (-.085-.005) | .20** (.138-.255) | -.05* (-.091- -.008) | .07** (.022-.113) | .08* (.006-.146) | .06** (.028-.093) | -.09** (-.125- -.045) | -.01 (-.049-.027) |
| Knowledge about laws | .09** (.048-.137) | .22** (.161-.277) | .05* (.010-.092) | .08** (.033-.124) | .15** (.075-.215) | .04* (.004-.070) | .09** (.049-.129) | .01 (-.026-.050) |
| Religious beliefs | .06** (.017-.108) | -.01 (-.066-.055) | .10** (.062-.144) | .02 (-.027-.065) | .06 (-.008-.134) | .01 (-.021-.046) | .13** (.087-.168) | .15** (.109-.186) |
| Social skills and competencies | -.08** (-.126- -.036) | .22** (.166-.283) | -.07** (-.113- -.031) | .02 (-.025-.067) | .08* (.011-.152) | .03* (.002-.068) | -.09** (-.132- -.051) | -.04* (-.080- -.003) |
| Learning or job skills | .06* (.013-.103) | .15** (.086-.205) | .12** (.078-.160) | .03 (-.012-.080) | .07* (.004-.145) | .04* (.009-.075) | .05* (.006-.086) | .08** (.044-.121) |
| Attitudes, belief, intentions or dispositions | .02 (-.023-.067) | .23** (.169-.285) | .04 (-.005-.077) | .01 (-.032-.060) | .02 (-.053-.088) | .07** (.035-.100) | .03 (-.007-.073) | .00 (-.039-.037) |

continued . . .

Table H5.8 (continued)
 Correlations Between Activity Quality and Objectives — All Activity Types

| Objective | Quality indicator | | | | | | | |
|---|--------------------------------------|-----------------------------------|-------------------------------------|--|--|--|--|--|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | | Frequency of operation (<i>N</i> =1780-1868) | Frequency of staff participation (<i>N</i> =762-788) | Level of use by school personnel (<i>N</i> =3438-3579) | Proportion students exposed or participating (<i>N</i> =2329-2415) | Ratio of providers to students in school (<i>N</i> =2584-2677) |
| | Methods (<i>N</i> =1858-1947) | Content (<i>N</i> =1047-1104) | Intensity (<i>N</i> =2223-2307) | | | | | |
| Rules, norms or expectation for behavior | .17** (.122-.212) | .24** (.185-.302) | .02 (-.020-.063) | .13** (.085-.176) | .17** (.099-.238) | .05** (.017-.083) | .05** (.013-.094) | .05* (.007-.083) |
| Responsiveness to behavior | .17** (.121-.211) | .25** (.195-.312) | -.04 (-.077-.006) | .12** (.075-.167) | .14** (.072-.212) | .05** (.012-.079) | .06** (.020-.101) | .04* (.003-.079) |
| Opportunities to engage in problem behavior | .12** (.074-.164) | .22** (.165-.283) | .02 (-.017-.066) | .13** (.085-.178) | .18** (.114-.254) | .07** (.036-.103) | -.02 (-.058-.023) | .07** (.035-.112) |
| Organizational capacity for self management | .15** (.106-.195) | .30** (.241-.356) | -.13** (-.168-.087) | .05 (.000-.092) | -.05 (-.119-.022) | .08** (.043-.109) | .12** (.078-.159) | .00 (-.037-.039) |
| Program intended to change parental supervision | .07** (.023-.113) | -.07* (-.130-.010) | .11** (.073-.155) | .09** (.044-.135) | .14** (.073-.212) | .02 (-.011-.055) | -.08** (-.121-.041) | .06** (.020-.096) |
| Number of different objectives named | .12** (.071-.159) | .43** (.377-.484) | .00 (-.037-.045) | .11** (.065-.155) | .17** (.105-.243) | .09** (.059-.124) | .05* (.010-.090) | .05** (.016-.092) |

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

***p* < .01

**p* < .05

Table H5.9

Correlations Between Activity Quality and Content — All Activity Types

| Content | Quality indicator | | | | | | | |
|---|--------------------------------------|--------------------------|--------------------------|------------------------------------|---|--|--|--|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | | Frequency of operation (N=1868) | Frequency of staff participation (N=788) | Level of use by school personnel (N=3580) | Proportion students exposed or participating (N=2415) | Ratio of providers to students in school (N=2677) |
| Methods (N=1947) | Content (N=1105) | Intensity (N=2307) | | | | | | |
| Activity is part of a multi-component program | -.06** (-.106- -.018) | -.03 (-.087-.031) | -.01 (-.047-.034) | -.04 (-.083-.008) | -.05 (-.125-.015) | .02 (-.012-.054) | -.01 (-.053-.027) | -.05* (-.087- -.011) |
| Activity type: | | | | | | | | |
| Prevention curriculum, instruction, or training | -.09** (-.139- -.050) | .26** (.203-.317) | .11** (.074-.155) | — | — | -.06** (-.090- -.025) | .07** (.035-.114) | -.08** (-.115- -.039) |
| Behavioral programming or behavior modification | -.06** (-.109- -.020) | -.17** (-.228- -.111) | .23** (.192-.272) | — | — | -.07** (-.098- -.032) | -.11** (-.145- -.065) | .05* (.011-.086) |
| Counseling, social work, psychological, or therapeutic activity | -.34** (-.384- -.301) | — | -.06** (-.103- -.021) | — | — | .00 (-.032-.034) | -.09** (-.132- -.053) | -.15** (-.185- -.110) |
| Mentoring, tutoring, coaching, apprenticeship placement | -.10** (-.143- -.055) | — | .20** (.157-.237) | — | — | .08** (.044-.109) | -.17** (-.208- -.129) | .07** (.031-.107) |
| Recreational, enrichment, and leisure activities | — | — | .01 (-.029-.053) | — | — | -.06** (-.095- -.030) | .02 (-.022-.058) | .10** (.061-.137) |
| Improvements to instructional methods or practices | .11** (.068-.156) | -.17** (-.229- -.113) | .22** (.179-.259) | .02 (-.030-.061) | — | .07** (.034-.100) | .14** (.100-.179) | .02 (-.016-.059) |
| Classroom organization and management practices | .23** (.192-.278) | .05 (-.007-.111) | — | .09** (.046-.137) | — | .09** (.060-.126) | — | .06** (.021-.097) |

continued . . .

Table H5.9 (continued)
 Correlations Between Activity Quality and Content — All Activity Types

| Content | Quality indicator | | | | | | | |
|---|--------------------------------------|-----------------------|------------------------|------------------------------------|---|--|--|--|
| | Technical Quality | | | Extent of Use | | | Degree of Student Exposure | |
| | Proportion of “best practices” used: | | | Frequency of operation (N=1868) | Frequency of staff participation (N=788) | Level of use by school personnel (N=3580) | Proportion students exposed or participating (N=2415) | Ratio of providers to students in school (N=2677) |
| Methods (N=1947) | Content (N=1105) | Intensity (N=2307) | | | | | | |
| Activity to change or maintain culture, climate, or expectations for behavior | — | — | — | -.03 (-.070-.020) | -.03 (-.100-.039) | .02 (-.011-.054) | .24** (.203-.280) | .05** (.013-.089) |
| Intergroup relations and school-community interaction | — | — | — | -.09** (-.137-.047) | -.17** (-.238-.100) | -.01 (-.040-.026) | .16** (.120-.199) | .02 (-.023-.053) |
| Security or surveillance | .34** (.293-.377) | — | -.17** (-.208-.128) | .14** (.099-.188) | .29** (.223-.357) | -.07** (-.102-.036) | — | — |
| Services or programs for family members | — | — | -.19** (-.226-.146) | — | — | -.09** (-.123-.058) | -.19** (-.230-.151) | -.05* (-.085-.009) |
| Use of external personnel for classroom management or instruction | — | — | -.14** (-.181-.101) | -.16** (-.202-.112) | — | .01 (-.023-.042) | -.05* (-.092-.012) | — |
| Youth participation in school discipline | — | — | -.14** (-.181-.101) | -.16** (-.202-.112) | — | .01 (-.023-.042) | -.05* (-.092-.012) | — |
| Any packaged program | -.06** (-.089-.000) | -.03 (.071-.188) | -.01 (-.010-.072) | -.04 (-.070-.021) | -.05 (-.146-.006) | .02 (-.043-.023) | -.01 (-.084-.004) | -.05* (-.153-.078) |

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. N = unweighted number of activities.

** $p < .01$

* $p < .05$

Table H5.10

Proportion of Prevention Curriculum, Instruction or Training Programs Containing Each Topic or Strategy, D.A.R.E. and Other Curricular Activities

| Topic or strategy | D.A.R.E. (N=63-69) | Other (N=285-301) |
|-------------------------------------|-----------------------|----------------------|
| General health or safety promotion | .95* | .84 |
| Cultural or historical topics | .30* | .59 |
| Drug information or prevention | 1.00* | .83 |
| Sex education | .06* | .49 |
| Violence prevention | .93* | .75 |
| Ethics or character education | .71 | .79 |
| Etiquette or manners education | .48* | .73 |
| Civics | .36 | .44 |
| Politics of race, class and society | .10* | .35 |
| Job skills or development | .20* | .51 |
| Academic study skills | .25* | .52 |
| Self-esteem | 1.00* | .94 |
| Social influence | 1.00* | .91 |
| Social problems solving skills | 1.00* | .93 |
| Self-management | .88 | .87 |
| Attribution | .79 | .75 |
| Communication skills | .88 | .84 |
| Emotional control | .87 | .86 |
| Emotional perspective taking | .72 | .75 |
| Formal cooperative learning | .80 | .69 |
| Mastery learning | .20* | .37 |
| Individualized instruction | .40 | .58 |

continued . . .

Table H5.10 (continued)

Proportion of Prevention Curriculum, Instruction or Training Programs Containing Each Topic or Strategy, D.A.R.E. and Other Curricular Activities

| Topic or strategy | D.A.R.E. (N=63-69) | Other (N=285-301) |
|--|-----------------------|----------------------|
| Computer-assisted instruction | .05* | .31 |
| Lectures | .97* | .80 |
| Class discussions | 1.00* | .97 |
| Individual "seat work" | .92* | .73 |
| Behavioral modeling | .93* | .84 |
| Role-playing | 1.00* | .79 |
| Rehearsal and practice of new skill | .76 | .78 |
| Use of cues | .58 | .67 |
| "Active" or "experiential" teaching techniques | .19* | .50 |
| Use of computerized multi-media features | .18* | .34 |
| Peer teachers/leaders | .45 | .63 |
| Adult instructors of a given sex or race | .13* | .27 |
| Assignments involving interviewing others | .37 | .53 |
| Within class grouping by ability or effort | .21 | .32 |

Note. Table reports weighted proportions. Significance tests based on unweighted data.

*Difference between D.A.R.E. and other curricular activities would be significant under simple random sampling in samples of this size, $p < .01$.

Table H5.11

Proportion of Programs Using Youth Roles in Regulating and Responding to Student Conduct Containing Each Topic or Activity, Peer Mediation and Other Activities

| Youth role | Peer mediation (N=75-77) | Other (N=91) |
|---------------------|-----------------------------|-----------------|
| Student court | .02* | .11 |
| Peer mediation | .93* | .49 |
| Conflict resolution | .82 | .75 |
| Deputizing students | .14 | .18 |

Note. Table reports weighted proportions. Significance tests based on unweighted data.

*Difference would be significant, $p < .01$, under simple random sampling in samples of this size.

Table H5.12

Proportion of Programs Addressing Each Objective, Selected Packaged Programs and Other Activities in the Same Categories

| Objective | Prevention curriculum | | Youth participation in discipline | |
|--|-----------------------|--------------------|-----------------------------------|--------------------|
| | D.A.R.E. (65-69) | Other (283-299) | Peer mediation (N=71-77) | Other (N=88-93) |
| Program intended to reduce . . . | | | | |
| Problem behavior | 1.00* | .91 | .91 | .85 |
| Gang participation | .91* | .61 | .48 | .46 |
| Opportunities to engage in problem behavior | .55 | .60 | .51 | .59 |
| Program intended to increase . . . | | | | |
| Academic performance | .59* | .85 | .74 | .71 |
| Knowledge about laws | 1.00* | .91 | .68 | .82 |
| Religious beliefs | .02* | .16 | .05 | .08 |
| Social skills and competencies | .97 | .93 | .96 | .94 |
| Learning or job skills | .18* | .55 | .35 | .35 |
| Attitudes, belief, intentions or disposition | .96 | .96 | .91 | .98 |
| Parental supervision | .18 | .26 | .23 | .16 |
| Rules, norms or expectation for behavior | .57* | .76 | .79 | .80 |
| Responsiveness to behavior | .56 | .70 | .60 | .68 |
| Organizational capacity for self management | .54* | .78 | .75 | .84 |

Note. Table reports weighted proportions. Significance tests based on unweighted data.

*Difference between packaged and other activity would be significant, $p < .01$, under simple random sampling in samples of this size.

Table H5.13

Proportion of Programs With Different Types of Personnel and Experiencing Staff Turnover, Selected Packaged Programs and Other Activities in the Same Categories

| Personnel and staff turnover | Prevention curriculum | | Youth participation in discipline | |
|---|-----------------------|----------------------|-----------------------------------|--------------------|
| | D.A.R.E. (N=68-69) | Other (N=288-293) | Peer mediation (N=74-77) | Other (N=88-90) |
| Provider full-time in school | .15* | .84 | .98 | .91 |
| Provider part-time in school | .18* | .05 | .02 | .08 |
| Provider does not work in school | .67* | .11 | .00 | .01 |
| Providers volunteer time | .04 | .10 | .36 | .35 |
| Providers are paid | .23 | .11 | .07 | .13 |
| Paid as part of normal duties | .72 | .79 | .56 | .52 |
| Regular classroom assistance provided | .20 | .15 | .22 | .17 |
| Occasional classroom assistance provided | .18 | .27 | .18 | .23 |
| Replace staff because they left or were dismissed | .03* | .13 | .10 | .11 |

Note. Table reports weighted proportions. Significance tests based on unweighted data.

*Difference between packaged programs and other activities would be significant, $p < .01$, in simple random samples of this size.

Table H5.14

Time Activity Is Conducted and Group Targeted, Selected Packaged Programs and Other Activities in the Same Categories

| Time/targeted group | Prevention curriculum | | Youth participation in discipline | |
|--|-----------------------|----------------------|-----------------------------------|--------------------|
| | D.A.R.E. (N=63-69) | Other (N=271-292) | Peer mediation (N=73-76) | Other (N=78-87) |
| Time of program | | | | |
| Before school begins | .00 | .05 | .23 | .26 |
| During the school day | 1.00* | .91 | 1.00* | .85 |
| Immediately after school | .00* | .10 | .16 | .28 |
| In the early evening | .00 | .03 | .05 | .05 |
| Late in the evening | .00 | .02 | .05 | .02 |
| On weekends | .00* | .04 | .05 | .03 |
| No special group is targeted | .21* | .38 | .38 | .55 |
| Boys are targeted | .20 | .18 | .12 | .08 |
| Girls are targeted | .20 | .18 | .12 | .09 |
| Interested students targeted | .11* | .21 | .57 | .26 |
| Intact classroom are targeted | .23 | .18 | .06 | .08 |
| Particular grade level is targeted | .80* | .38 | .07 | .17 |
| Good citizens are targeted | .10 | .16 | .17 | .15 |
| Students at high risk of problem behavior | .17 | .29 | .38 | .14 |
| Students who've been or are about to be expelled | .10 | .18 | .26 | .11 |
| Gang members are targeted | .19 | .11 | .11 | .04 |
| Some students ineligible because of problem behavior | .02 | .03 | .40 | .41 |
| Activity mostly takes place at school | 1.00 | .99 | 1.00 | .99 |

Note. Table reports weighted proportions. Significance tests based on unweighted data.

*Difference between packaged programs and other activities would be significant, $p < .01$, in simple random samples of this size.

Table H5.15

Origins and Funding, Selected Packaged Programs and Other Activities in the Same Categories

| Origins and funding | Prevention curriculum | | Youth participation in discipline | |
|--|-----------------------|----------------------|-----------------------------------|--------------------|
| | D.A.R.E. (N=42-63) | Other (N=180-277) | Peer mediation (N=52-71) | Other (N=56-82) |
| Proportion of programs with funding from: | | | | |
| School district's budget allocation | .25* | .67 | .57 | .63 |
| Funding through Safe and Drug Free Schools | .58 | .46 | .55* | .29 |
| External funding from government sources | .61* | .25 | .12 | .16 |
| External funding from private contributions | .58* | .22 | .15 | .17 |
| Fund raisers | .23 | .12 | .06 | .15 |
| Participant fees | .00* | .03 | .04 | .01 |
| Proportion with funding for program assured for next year | .62 | .66 | .57 | .65 |
| Budget control for activities | 2.06* | 2.31 | 2.27 | 2.45 |
| Responsibility for starting program: | | | | |
| School insiders | 1.44 | 1.63 | 1.76 | 1.76 |
| School district | 2.40* | 2.06 | 1.84 | 1.61 |
| Researchers | 1.32 | 1.38 | 1.16 | 1.32 |
| Proportion whose original development was: | | | | |
| Local | .08* | .52 | .44 | .67 |
| External | .98* | .72 | .80 | .61 |
| Researcher | .47 | .40 | .36 | .28 |
| Proportion for which each information source was used to select program: | | | | |
| People with jobs similar to mine | .33* | .57 | .60 | .56 |
| Meetings inside school district | .36 | .52 | .68 | .52 |
| Meetings outside school district | .45 | .59 | .66 | .47 |

continued . . .

Table H5.15 (continued)

Origins and Funding, Selected Packaged Programs and Other Activities in the Same Categories

| Origins and funding | Prevention curriculum | | Youth participation in discipline | |
|---|-----------------------|----------------------|-----------------------------------|--------------------|
| | D.A.R.E. (N=42-63) | Other (N=180-277) | Peer mediation (N=52-71) | Other (N=56-82) |
| Marketing brochures or videos | .30 | .40 | .47* | .21 |
| Formal outcome evaluation | .41 | .33 | .43 | .17 |
| Publications summarizing research | .54 | .41 | .66* | .34 |
| Formal needs assessment | .40 | .38 | .38 | .20 |
| Number of different sources of info used to select program | 2.41 | 2.62 | 3.24* | 1.91 |

Note. Table reports weighted proportions. Significance tests based on unweighted data. “Budget Control” scale ranges from 1 (no funds to control) to 4 (the person responsible for the activity has direct budget control). The “Responsibility” scale ranges from 1 (none) to 4 (very much).

*Difference between packaged programs and other activities would be significant in samples of this size under simple random sampling, $p < .01$.

Table H5.16

School Amenability to Program Implementation, Integration of Program into School, Training and Support, Selected Packaged Programs and Other Activities in the Same Categories

| | Prevention curriculum | | Youth participation in discipline | |
|--|-----------------------|----------------------|-----------------------------------|--------------------|
| | D.A.R.E. (N=42-69) | Other (N=203-293) | Peer mediation (N=68-77) | Other (N=57-89) |
| Organizational Support | | | | |
| Principal support for program | 48.73 | 48.95 | 47.12 | 47.38 |
| School amenability to program implementation | 52.18 | 49.22 | 49.83 | 49.91 |
| Amount of job related to program | 60.71* | 49.68 | 45.38 | 45.18 |
| Quality of training | 56.59* | 50.79 | 57.54* | 52.22 |
| Part of regular program | 48.67 | 52.01 | 47.76 | 46.16 |
| Supervision | 49.07 | 48.38 | 50.24 | 50.06 |
| Amount of training | 59.91* | 51.96 | 53.64 | 51.25 |

Note. Table reports weighted proportions. Significance tests based on unweighted data. Tabled values are mean scale scores in T-score form.

*Difference between packaged programs and other activities would be significant in simple random samples of this size, $p < .01$.

Table H5.17

Program Characteristics, Selected Packaged Programs and Other Activities in the Same Categories

| Program characteristic | Prevention curriculum | | Youth participation in discipline | |
|---|-----------------------|----------------------|-----------------------------------|--------------------|
| | D.A.R.E. (N=65-68) | Other (N=277-291) | Peer mediation (N=75-77) | Other (N=81-93) |
| Proportion programs specially tailored for at least one group | .24 | .23 | .08 | .20 |
| Proportion programs foster understanding for at least one group | .69 | .84 | .78 | .73 |
| Methods culturally appropriate (1-5 scale) | 4.76 | 4.59 | 4.52 | 4.42 |
| Standardization (t-value, 5-item) | 62.86* | 55.84 | 60.18* | 51.82 |
| Number of obstacles to use named | 2.03 | 2.18 | 2.81 | 2.72 |

Note. Table reports weighted proportions. Significance tests based on unweighted data. Cultural appropriateness item ranges from 1=not at all to 5=appropriate for all students.

*Difference between packaged programs and other activities would be significant, $p < .01$, in simple random samples of this size.

Table H5.18

Provider Characteristics, Selected Packaged Programs and Other Activities in the Same Categories

| Provider characteristic | Prevention curriculum | | Youth participation in discipline | |
|-----------------------------------|-----------------------|----------------------|-----------------------------------|--------------------|
| | D.A.R.E. (N=62) | Other (N=255-261) | Peer mediation (N=71-73) | Other (N=79-81) |
| Conscientiousness of provider | 50.63 | 49.50 | 50.84 | 48.58 |
| Accomplishment record of provider | 46.88 | 50.41 | 51.10 | 50.94 |

Note. Table reports weighted proportions. Significance tests based on unweighted data. Tabled values are mean scale scores in T-score form.

Table H6.1

Correlations Between Measures of School Safety or Problem Behavior and Community and School Characteristics – Secondary Schools

| Measure of safety or problem behavior | Community | | | School | | | <i>n</i> (range) |
|---------------------------------------|--|----------|------------------------|------------|------------------|---------------------|---------------------|
| | Concentrated poverty & disorganization | Urbanity | Immigration & crowding | Enrollment | % students Black | % students Hispanic | |
| Principal reports | | | | | | | |
| Gang problems | .16** | .26** | .26** | .14** | .13** | .40** | (469-624) |
| School crime | .04 | .13** | .17** | .45** | .02 | .16** | (427-575) |
| In crime rate | .07 | .00 | .09* | .14** | .01 | .08 | (427-575) |
| Teacher reports | | | | | | | |
| Classroom order | -.29** | .09 | -.12* | -.05 | -.50** | -.10 | (315-404) |
| Victimization | .35** | -.02 | .23** | .15** | .41** | .24** | (315-404) |
| School safety | -.25** | -.02 | -.14** | -.26** | -.30** | -.16** | (314-402) |
| Student reports | | | | | | | |
| Last-year variety drug use | .09 | -.19** | .06 | -.20** | -.03 | .00 | (257-310) |
| School safety | -.42** | .04 | -.21** | -.08 | -.52** | -.19** | (257-310) |
| Self-reported delinquent behavior | .16** | -.11 | .06 | -.21** | .15* | -.01 | (257-310) |
| Victimization | .08 | -.07 | .03 | -.10 | .02 | .00 | (257-310) |

Note. Enrollment is based on principal report in the phase 1 survey if available; otherwise from the Market Data Retrieval data. School ethnic composition is from the Common Core of Data.

Table H6.2

Correlations Between Measures of School Safety or Problem Behavior and Community and School Characteristics – Middle or Junior High Schools

| Measure of safety or problem behavior | Community | | | School | | | <i>n</i> (range) |
|---------------------------------------|--|----------|------------------------|------------|------------------|---------------------|---------------------|
| | Concentrated poverty & disorganization | Urbanity | Immigration & crowding | Enrollment | % students Black | % students Hispanic | |
| Principal reports | | | | | | | |
| Gang problems | .14* | .29** | .28** | .14* | .11 | .41** | (208-245) |
| School crime | .08 | .22** | .29** | .35** | .06 | .27** | (188-222) |
| In crime rate | .16* | .01 | .17* | .08 | .09 | .14 | (188-222) |
| Teacher reports | | | | | | | |
| Classroom order | -.46** | .03 | -.11 | -.06 | -.50** | -.12 | (186-215) |
| Victimization | .50** | .03 | .16* | .09 | .43** | .20** | (186-215) |
| School safety | -.40** | .06 | -.15* | -.20** | -.29** | -.16* | (186-215) |
| Student reports | | | | | | | |
| Last-year variety drug use | .17* | -.27** | .11 | -.22** | -.05 | .08 | (153-171) |
| School safety | -.53** | .10 | -.27** | -.07 | -.48** | -.22** | (153-171) |
| Self-reported delinquent behavior | .25** | -.19* | .12 | -.19* | .05 | .04 | (153-171) |
| Victimization | .08 | -.09 | .07 | -.09 | -.02 | .07 | (153-171) |

Note. Enrollment is based on principal report in the phase 1 survey if available; otherwise from the Market Data Retrieval data. School ethnic composition is from the Common Core of Data.

Table H6.3

Correlations Between Measures of School Safety or Problem Behavior and Community and School Characteristics – High Schools

| Measure of safety or problem behavior | Community | | | School | | | <i>n</i> (range) |
|---------------------------------------|--|----------|------------------------|------------|------------------|---------------------|---------------------|
| | Concentrated poverty & disorganization | Urbanity | Immigration & crowding | Enrollment | % students Black | % students Hispanic | |
| Principal reports | | | | | | | |
| Gang problems | .14* | .28** | .25** | .14* | .17* | .46** | (153-224) |
| School crime | -.01 | .13 | .14 | .52** | .01 | .12 | (135-203) |
| In crime rate | .00 | -.01 | .07 | .12 | -.05 | .08 | (135-203) |
| Teacher reports | | | | | | | |
| Classroom order | -.16* | .15* | -.15* | -.07 | -.53** | -.08 | (129-189) |
| Victimization | .21** | -.09 | .31** | .20** | .39** | .31** | (129-189) |
| School safety | -.13 | -.10 | -.14 | -.30** | -.32** | -.15 | (128-187) |
| Student reports | | | | | | | |
| Last-year variety drug use | -.02 | -.14 | .00 | -.22** | -.04 | -.12 | (104-139) |
| School safety | -.37** | -.05 | -.17 | -.12 | -.63** | -.15 | (104-139) |
| Self-reported delinquent behavior | .07 | -.02 | .01 | -.23** | .28** | -.09 | (104-139) |
| Victimization | .14 | -.03 | .00 | -.10 | .11 | -.12 | (104-139) |

Note. Enrollment is based on principal report in the phase 1 survey if available; otherwise from the Market Data Retrieval data. School ethnic composition is from the Common Core of Data.