

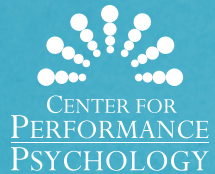
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Interventions for At-Risk Adolescents: Self-Esteem and Empowerment as Predictors of Increased Work Effort

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ABSTRACT

The principal investigator examined various predictors of change in work effort in at-risk youth that participated in the after-school program, A World Fit for Kids (WFIT) (N=41). The program assists participants (ages 15-19) in academic achievement, life skills and employment training.

Through employment training, participants learn to develop sports coaching skills, which then leads to the responsibility of coaching a latency aged sports team, a paid employment position. The purpose of the study was to see if factors including age, race, gender, intervention program, self-esteem, and empowerment contributed to a change in work effort. Additionally, self-esteem was moderated by empowerment subscales competence and impact on the WFIT participants post work effort.

Results show, age, race and gender had no effect on change in work effort; however,

intervention of program, empowerment, and competence were shown to be predictors of change in work effort. Additionally, self-esteem, moderated by competence, showed a significant effect on post work effort.

These results demonstrate that participating in after school programs along with having strong levels of self-worth and assertiveness, as measured by a self-reported Work Effort Scale, increase levels of work-effort. These findings suggest that after-school programs may assist participants in realizing their potential in school and in future employment. Limitations of this study include a small sample size, a non-equivalent control group, and attrition of participants.

Keywords: at-risk youth, work effort, empowerment, self-esteem



INTERVENTIONS FOR AT-RISK ADOLESCENTS: SELF-ESTEEM AND EMPOWERMENT AS PREDICTORS OF INCREASED WORK EFFORT

Research reveals significant cutbacks in California's public schools, affecting critical areas such as adult education, libraries, textbooks, arts, music, gifted programs, and tutoring (Blum, 2023), with urban schools particularly struggling with this lack of funding, ultimately affecting the quality of education students receive (Fuller, 2022). Most recently, there has been a proposal to cut all after-school programs in Los Angeles after the completion of the 2025-2026 fiscal year (Blum, 2023).

For the 2022-2023 school year, the LAUSD graduation rate was around 85%, which is an improvement from previous years but still below the California state average of 87% and the national average of 88% (Kelley, 2022). According to Peetz & Baker (2023) the lack of afterschool programs can be a potential factor in these elevated dropout rates, particularly affecting at-risk youth, who are predisposed to chronic mental distress (Brown et al., 2020).

Mentoring and volunteering programs, like those examined by DuBois (2023),

have been proven beneficial for at-risk youth. Effective programs emphasize mentoring, community service, education on relaxation techniques, and assertiveness training. After-school and community-based programs play a crucial role in helping adolescents develop feelings of empowerment, making meaningful contributions to society (Scales et al., 2023; Armstrong et al., 2023). World Fit for Kids (WFIT) is a non-profit that offers programs targeting at-risk youth whose mission involves "preparing young people for fit and fulfilling lives" (A World Fit For Kids!, n.d). One of their three programs, Teen Fit for Success, provides on-site after school programs to high schools in the greater Los Angeles areas, including Belmont High School, Eagle Rock High School, Miguel Contreras Learning Complex, and Academic Learning Community High School. This comprehensive program aims to manifest life skills in youth through physical activity leadership training, work readiness training, and community. Although physical fitness is a large part of WFIT's programs, mental and emotional wellness are also focal points. Through the Teen Fit for Success program, youth are given models of positive relationships, build confidence in their abilities as athletes and leaders, gain motivation for higher achievement, and develop a deep appreciation of the importance of living fit and fulfilling lives. WFIT also provides follow-up support services that focus on academic assistance and youth leadership training. Since 2006, the program has not only seen a 51% increase in participants'



GPA, but many former students also become WFIT coaches themselves, highlighting the program's success (A World Fit for Kids!, n.d).

The current study explores socio/emotional psychological factors (empowerment and self-esteem) and

their impact on the work effort of at-risk minority youth participating in WFIT's Teen Fit for Success program. The Empowerment Scale (Spreitzer, 1995) is employed, utilizing Competence and Impact as moderation variables to further examine the potential change in work effort among participants.

METHODS

PARTICIPANTS

Experimental Group. Participants from the experimental group were engaged in the WFIT program, a 501(c)(3) non-profit in Los Angeles, California, serving at-risk adolescents. The program addresses risks like gang involvement, high school non-completion, substance use, future unemployment, and potential low socioeconomic status. The group, consisting of 41 adolescents aged 15 to 18, received funding from a 21st Century Community Learning Centers grant. The mean age was 16.6 (SD = 1.27) years, with a distribution of 48.8% Latino, 21.9% Asian American, and 29.3% Other. Gender distribution was 43.9% male and 56.1% female.

Control Group. Participants in the control group were high school students enrolled in college courses at Compton College. This group, comprising 47 students aged 15 to 26, attended courses held at various locations. Courses included Theater Appreciation, Human Development, Sociology, and Child Development. The mean age was 17.16 (SD = 1.68) years, with an ethnic distribution of 36.2% Hispanic, 19.1% African-American, 25.5% Asian, and 19.1% Other. Gender distribution was 36.2% male and 63.8% female. The control group aimed to establish a similar baseline to the experimental group, considering motivational factors and socioeconomic backgrounds.

Design. The study employed a pre-test post-test non-equivalent control group

design. The primary independent variable was treatment condition (experimental group vs. control group). Dependent measures included the Empowerment Scale (total score, Competence subscale, Impact subscale), self-esteem (Assessing Self-Esteem scale), and work effort (Work Effort scale). All scales were administered pre- and post-intervention. Some analyses used Empowerment Scale subscales as predictor variables, with work effort as a criterion variable. Calculations involved change scores, differentiating pre- and post-intervention scores or using just post-intervention scores in the analyses.

MEASURES

Empowerment Scale (ES; Spreitzer, 1995).

The Empowerment Scale (ES) assessed participants' empowerment regarding decisions and control in life. Comprising Competence, Self-Determination, and Impact subscales, the 12-item questionnaire used a 7-point Likert scale. Modified for 15-18-year-olds, the ES demonstrated high reliability ($\alpha = .93, .94$).

Assessing Self-Esteem (Heatherton & Wyland, 2003).

This 20-item scale, incorporating the Revised Janis-Field Feelings of Inadequacy, Rosenberg Self-Esteem, and State Self-Esteem scales, measured self-esteem on a 5-point Likert scale. Adapted for 12-18-year-olds, reliability was high ($\alpha = .87, .90$).

Work Effort Scale (WESC; De Cooman et al., 2009).

A 20-item self-report scale measuring work effort dimensions (direction, intensity, persistence) on a 7-point Likert scale. Established reliability ($\alpha = .90$),



validated through confirmatory analysis and correlation with social desirability. Modifications for 12-18-year-olds maintained scale integrity.

De Cooman et al. (2009) validated the WESC scale through confirmatory analysis and correlation with social desirability, job satisfaction, and self-report performance. Correlations ranged from .40 to .85, indicating good convergent validity. The modified scale for 12-18-year-olds retained the original's reliability ($\alpha = .90, .92$).

Language Modification. For each scale, language modifications were made for

12-18-year-olds while preserving the original constructs. The changes ensured relevance and comprehension for the target age group. The modified scales demonstrated robust reliability and validity, supporting their applicability in assessing psychological factors in the study's adolescent population.

PROCEDURES

Approximately 100 students from the WFIT program in the LAUSD were recruited for the experimental group. The experimental group consisted of participants between 15-18 years of age and range from 9th to 12th grade. The control group was formed using 15-18

year old high-school students attending Compton College. The participants of the control group were chosen because the Principal Investigators wanted to create an equally motivated comparison group to increase the validity of the study. The majority of the participants were of low SES, due to the population the program targets.

A description of the study (see Appendix A) was circulated via inter-program mail to all program directors requesting their assistance in aiding the collection of parental consent forms, allowing the use of program training time during the data collection stages of the study, and monitoring the participants who do not participate in the study during data collection stages. The study description indicated that the director's choice to participate is voluntary and it included contact information for Principal Investigators, in case directors had specific questions or concerns about the study. The study description also included a self-addressed response card (see Appendix B) for the directors to indicate their willingness to assist with the study. The response cards were mailed to the Principal Investigators. The final selection of programs that were involved in the actual data collection were based upon the return rate of these response cards from each program site.

The control group consisted of 15–18-year-old students enrolled at Compton College. This allowed for similar baseline scores for both groups on the possible confounding variables. The parent/guardian was informed that if a child's/ward's participation in this study made him/her

feel uncomfortable, the Principal Investigators would be contacted to discuss the child's/ward's feelings and to determine if an appropriate referral for psychological help was necessary.

The Principal Investigators visited the participating program locations to provide a short description of the study as well as administer parental consent forms to both groups, which took place in each respective classroom that the programs take place (See Appendix C and D, respectively). During this time, the Principal Investigators also provided the teacher reminder forms to hand out to potential participants several days later to take home (see Appendix E). Throughout the following week, the program directors collected the parental consent forms and put them in a provided manila envelope for both groups. One week later, the Principal Investigators returned to the program sites, more specifically the classroom that the programs are in, for a scheduled meeting and collected the parental consent forms from both groups. Participant consent forms were handed out to the participants who returned the parental consent forms and upon return, the first survey was administered by the Principal Investigators to those who wish to continue and participate in the study. The participants in the program were already at the locations because attendance is part of the requirement of the program and the class.

During the second week of the program, the Principal Investigators went to each participating program site to collect the parental/guardian consent





forms and obtained the baseline data for both the control and experimental groups. In each site classroom, the Principal Investigators reviewed the signed consent forms and handed out a student consent form for those who qualified. The student assent forms indicated that participation was completely voluntary, anonymity was guaranteed, and that there will be no repercussions if the participant decided to drop out of the study at any time. The participants were asked to print and sign their names on the consent forms.

Upon collecting signed assent forms, the principal investigators distributed the baseline survey to the appropriate

participants at the beginning of the spring semester for both the experimental and control groups. It was estimated that completing the questionnaire took 20–25 minutes. After participants finished the survey, the research assistants collected the completed questionnaires in a labeled manila envelope, which was kept separate from the consent forms. The data collection took place in the classroom where the participants attended weekly.

During the final week of the Teen Fit for Success program (end of the academic school year) and the last week of classes for high school students at Compton College (end of the spring semester), research

assistants returned to the program and school sites with a list of students who had participated in the baseline data collection. Using this list, the principal investigators distributed the post-course questionnaire to the appropriate students. It was estimated that completing the post-course questionnaire took 15–20 minutes. The post-course questionnaire included a cover sheet reminding students that they should only complete the survey if their parents had signed the original consent form. The cover sheet also emphasized that their continued participation in the study was voluntary and that they could choose not to answer any questions that made them feel uncomfortable. Upon completion, the principal investigators collected the questionnaires in a labeled manila envelope.

Upon completion of data collection, the Principal Investigators gathered the questionnaires in a labeled envelope and gave each participant a \$5 gift card to Subway.

RESULTS

All hypotheses in the proposed study were tested at the $p = .05$ level of significance.

Hypothesis 1 First, race, age, and gender will predict the change in work effort among all participants. In order to test this hypothesis, an ANCOVA was conducted with Race and Gender as categorical variables, and with Age as a covariate. None of these were significant in predicting change in work effort. For age, $F(1,76) = 1.35$, partial $\eta^2 = .017$, $p = .25$. For race, F

$(3,76) = .73$, partial $\eta^2 = .028$, $p = 0.54$. For gender, $F(1,76) = 0.03$, partial $\eta^2 = .000$, $p = 0.87$.

Hypothesis 2 It was hypothesized that the intervention would have an effect on change in work effort. More specifically, it was hypothesized that at-risk youth students that participated in the World Fit for Kids! (WFIT) program would have an increase in the measure of Work Effort, compared to the control group. In order to test this hypothesis a Mixed ANOVA was run with Treatment (intervention vs. control) as the between-group variable, Time (pre-intervention versus post-intervention) as the within subjects variable and work effort score as the dependent variable. Although, a significant main effect of time was also found, $F(1, 86) = 5.53$, $p = 0.02$, such that post-treatment scores ($M = 61.62$, $SD = 5.66$) were significantly higher than pre-treatment scores ($M = 59.07$, $SD = 6.97$); this model did not have a significant interaction effect on change in work effort $F(1,86) = .387$, partial $\eta^2 = .004$, $p = .535$ (Figure 1).

Hypothesis 3 It was hypothesized that the change in self-esteem and the change in empowerment would predict the change in work effort in the experimental group. Further, it was expected that this relationship would be maintained after controlling for race, age, and gender. In order to test this hypothesis, a hierarchical regression was run. In the first step, race, age and gender were included as predictors of change in work effort. This model did not significantly predict change in work effort $R^2 = .08$, $F(3,34) = .085$, $p = .968$. The second step



included change in self-esteem as a predictor, and produced no significant change in R^2 ; $\Delta R^2 = .08$, $F(1, 33) = 2.802$, $p = .104$. However, change in empowerment had a significantly positive relationship on change in work effort in the treatment group, over and above race, age, gender, and change in self-esteem measures, $\beta = .58$, $p = .002$. These results indicate that, contrary to the initial hypothesis, change in self-esteem did not show any reliable effect on change in work effort in the treatment group when controlling for race, age, and gender. However, the significant positive relationship between

change in empowerment and change in work effort – over and above these other predictors – indicates that those with higher changes in their feelings of empowerment in their work environment were more likely to show a larger change in their work effort.

Hypothesis 4 It was hypothesized that changes in the empowerment subscales of competence and impact would predict changes in work effort in the experimental group. Further, it was expected that this relationship would be maintained after controlling for race, age, and gender. More

specifically, competence and impact scales deal with how well someone could accomplish their schoolwork (competence), and how much control he or she thought they had in their life (impact).

To examine the positive relationship between competence and impact on change in work effort, a hierarchical multiple regression was performed. In the first step, race, age and gender were included as predictors of change in work effort. This model did not significantly predict change in work effort $R^2 = .07$, $F(3, 36) = .102$, $p = .958$. The second step included change in competence and change in impact as predictors and had a significant change in R^2 ; $\Delta R^2 = .376$, $F(2, 34) = 10.40$, $p < .001$. Individually, change in competence scores had a significantly positive effect on change in work in the treatment group, over and above race, age, gender and change in impact measures, $\beta = .50$, $p = .005$. An increase in self-reported competence predicted an increase in the amount of work effort. Given that this effect was found over and above race, age, gender, and impact scores, it suggests that the finding is due to competence itself and no other related variables.

Hypothesis 5a It was hypothesized that the post-intervention empowerment subscale of competence would moderate the relationship between post-intervention self-esteem and post-intervention work effort, controlling for race, age, and gender. To examine competence as a moderator in the relationship between post-intervention self-esteem and post-intervention work effort in the experimental group, a hierarchical regression analysis was run.



The moderation effect was tested by using a hierarchical regression analysis with interaction terms as described by Baron and Kenny (1986). In the first step, post-intervention self-esteem and post-intervention competence were included as predictors and were found to significantly positively predict post-intervention work effort in the treatment group, $R^2 = .593$, $F(2,38) = 27.73$, $p < .001$. In the second step, the centered product of post-intervention self-esteem and post-intervention competence, which measured the interaction, was added. The increase in R^2 was significant, $\Delta R^2 = .05$, $\Delta F(1,37) = 4.93$, $p = .03$, indicating that post-intervention competence partially moderates the relationship between post-intervention self-esteem and post-intervention work effort. When examining moderation closely, competence has a stronger effect on post work effort than self-esteem, but that when participants had lower competence, self-esteem showed a stronger, positive correlation with post work effort. In other words, when competence was low, self-esteem played a more significant role in determining post work effort.

Hypothesis 5b It was hypothesized that the post-intervention subscale of impact would moderate the relationship between self-esteem and post work effort, controlling for race, age, and gender. To examine post-intervention impact as a moderator in the relationship between post-intervention self-esteem and post-intervention work effort in the experimental group, a hierarchical regression analysis was run. In the first step, post-intervention self-esteem and post-intervention impact were included as predictors, and was found to

significantly positively predict post-intervention work effort in the treatment group, $R^2 = .51$, $F(2,38) = 19.45$, $p < .001$. In the second step, the centered product of post-intervention impact and post-intervention self-esteem, which measured the interaction, was added. The increase in R^2 was not significant $\Delta R^2 = .04$, $\Delta F(1,37) = 3.08$, $p = .09$, indicating that post-intervention impact did not significantly moderate the relationship between post-intervention self-esteem and post-intervention work effort.

Discussion The purpose of the present study was to measure work effort in at-risk youth who participate in an after-school program (WFIT) for the development of employment, academic, and life skills. Participants were drawn from the WFIT program (intervention group) and high-school students taking college courses at Compton College (control group). Questionnaires that contained the empowerment, self-esteem, and work-effort scales were given two times, once before participants began a specific program (i.e., WFIT, Compton College course) and after a program ended (i.e., last day of WFIT or Compton College course). To measure the efficiency of the program, change in work-effort was examined as the dependent variable, and the psychosocial variables of self-esteem and empowerment and variables of age, race, and gender were examined as potential predictors. Participants in the experimental and control group were examined to see if work effort measures would show differences in comparison to each other from pretest to posttest. Additionally, the subscales of Empowerment Scale, i.e., Competence

and Impact, were utilized to assess if they had an effect on the experimental group's change in work-effort. With regard to the empowerment subscales of competence and impact, they were individually examined as moderator variables on self-esteem on post work effort in the experimental group. The research showed that empowerment and competence had a significant change in work effort in the intervention program (WFIT). Self-esteem was demonstrated to moderate the relationship that competence had on post work effort in the experimental group. Also, examining self-esteem and impact variables individually did not predict change in work effort. Furthermore, self-esteem moderated by impact on post work effort in the experimental group did not show a significant interaction.

Race, age, and gender did not have an effect on change in work effort in any of the hypotheses. Due to the population being specific to those in the adolescence range suggests that race, age, and gender may not have an effect on transitional age youth's work effort. It was hypothesized that age, race, and gender would have an effect on work effort because of possible differences in the way some groups perceive or value work abilities. Further studies examining race, age, and gender on work effort with a population with greater range in age and more racial and gender diversity, might find different results than what was found in this study.

The effect of the change on the experimental group, in comparison with the control group, from baseline to posttest, was found to show an increase of work-effort.



Although both the experimental and control group started at different levels at baseline, the experimental group had a higher increase at posttest than the control group. This finding indicates that when at-risk youth, regardless of program, are involved in activities that are optional and supplemental to their everyday activities, an increase in work-effort can occur.

The experimental group's measures of empowerment had a positive effect on change in work effort. This finding suggests that when these individuals are given an opportunity to participate in intervention

programs with self-empowerment components (Scales et al., 2010), a positive change in work effort can occur. Moreover, change in competence was found to have a positive relationship on change in work effort. This finding suggests that one's belief in his or her abilities (competence; Spreitzer, 1995) has a powerful connection to change in work effort.

The moderation of self-esteem by competence on the experimental group's post work effort was found to be significant. It was also found that the positive correlation between self-esteem and competence

was found more in the low competence group rather than the high competence group. This finding suggests that when self-esteem has an interaction with an empowerment variable, such as competence, post work effort scores are influenced. In addition, when participants had lower competence, self-esteem showed a stronger, positive correlation with post work effort. More specifically, when competence was low, self-esteem played a more significant role in determining post work effort.

Although multiple interactions were found when looking at the relationship of



self-esteem and work effort (e.g., self-esteem and empowerment, or self-esteem moderated by competence), change in self-esteem scores did not have a reliable effect on change in work effort on its own. This finding suggests that the relationship between self-esteem and work effort is influenced by other variables. This shows that other emotional and psychological components are also contributors to increased work effort. Thus, intervention programs that are provided for at-risk youth should place emphasis on aspects that not only enhance self-esteem but most importantly empowerment components such as making decisions on his or her own, tasks that enhance one to work on their own and help youth learn new skills that are applicable for school or employment.

Limitations and Conclusion

Despite limitations such as dropout rate from the study and a non-equivalent control group, this research study offered several important findings in how psychological factors such as self-esteem and empowerment can contribute to one's ability to increase their motivation to have a strong work effort. In investigating strategies to provide interventions for youth in the at-risk population, this study looked at a specific after-school program and measured variables that are often not explored when examining the validity of after-school programs. Traditionally, after-school programs measure more extrinsic variables such as Grade Point Average (GPA), employment, graduation from high school, and college acceptance and

attendance. This study looked not only at the intervention program but also at psychosocial variables (empowerment, self-esteem) and how they cause a change in one's ability to have a change work effort.

At-risk students in the LAUSD are in need of extra help to improve their lives and point them in the correct direction for success. There are many paths for at-risk youth to take, many of which have negative consequences. However, there are a few paths that lead to success. By evaluating the benefits of the WFIT after-school program, this study showed how similar programs might have comparable outcomes on the at-risk population.

Overall, this study found the benefits of

after-school programs for at-risk youth who are not traditionally provided the same resources as their higher socioeconomic status counterparts. Other findings include that, in addition to participating in an after-school program, when one has confidence in their abilities this will contribute to enhancing their motivation to develop a higher work ethic. Moreover, this study found that after-school programs are potentially valuable not only for job skills training but psychological wellbeing. Thus, having strong abilities of an empowerment and self-esteem interaction could contribute to providing a strong foundation for at-risk youth in their motivation to become successful in school and in future employment.

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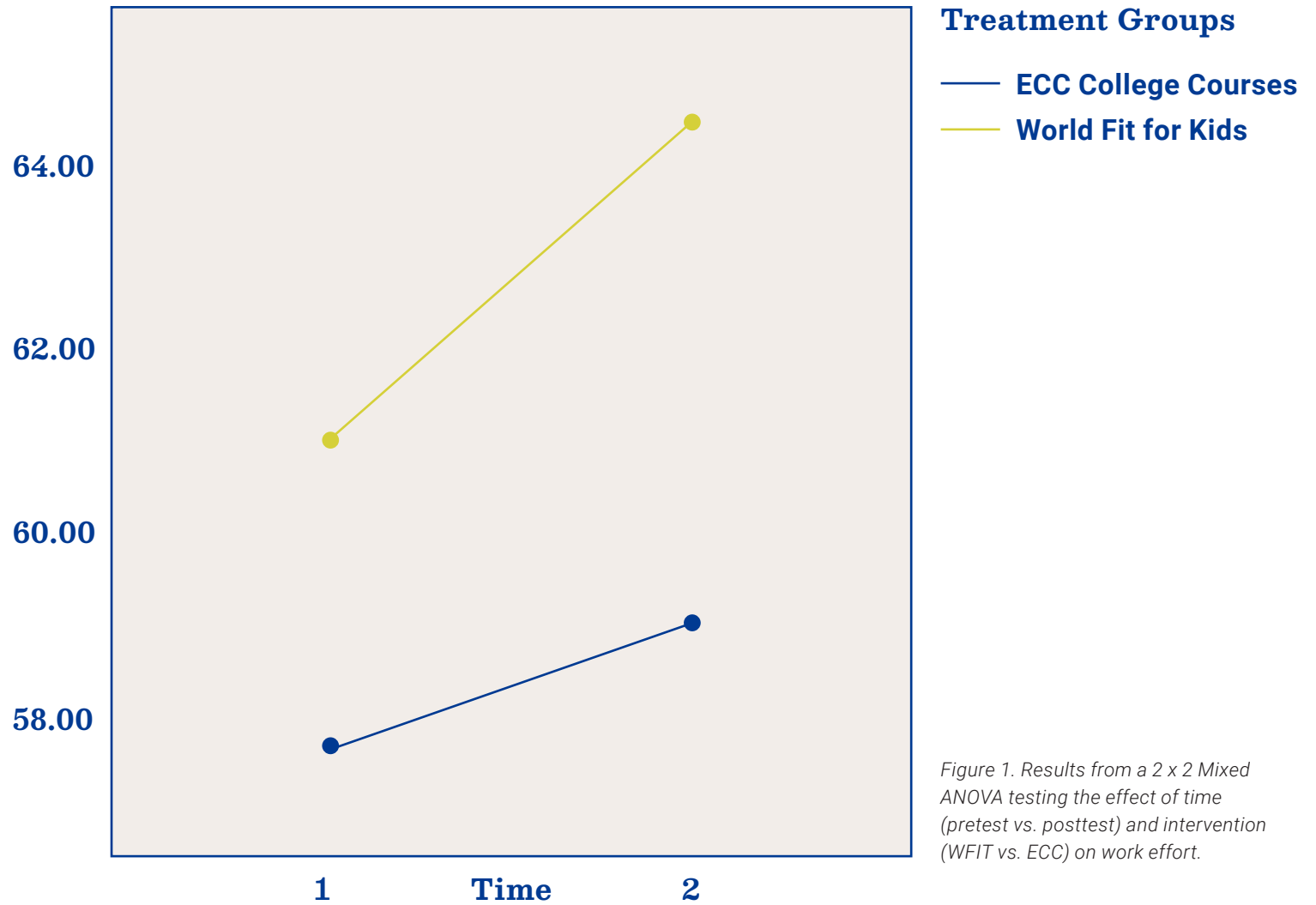
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Measure of Work Effort



APPENDIX A

Program Director Response Card

The response card will be the size of a postcard, self-addressed to Brad Conn, Principal Investigator, Alliant International University, California School of Professional Psychology, 913 ½ South Hobart Blvd. Los Angeles, CA 90006. The text on the post-card will read:

If you agree to assist Patrick Morrison and Brad Conn with their research study as fully described in the previously sent letter, which included the study description, please provide your contact information below:

Director Name: _____

School: _____

School Address: _____

Zip: _____

Telephone Number (for use in scheduling research activities): _____

APPENDIX B

High School Principal's Agreement for Recruitment of Research Participants

Purpose and Background

As school Principal, I am being asked to allow students and participants of the WFIT program to be evaluated through a non-obtrusive self-reply questionnaire which includes questions about self-esteem, work effort, leadership skills, and empowerment.

This study marks the first evaluation of WFIT and presents an opportunity for the program to increase its efficacy in helping its participants. The at-risk youth participants are in danger of dropping out of school, teen pregnancies, and drug abuse among many other possible threats. The research will not only point out the strengths and weaknesses of the program, but will also add to the literature demonstrating the importance of after school programs directed at helping this specific population.

Consent

1. I understand that this research project has been approved by LAUSD's Office of Research and Planning as being beneficial to the district's understanding of its after-school programs and as not posing any undue risks for students who participate after receiving written parental consent.
2. I understand that this research project has also been approved by Alliant International University's Institutional Review Board as meeting the ethical and legal standards of protection of human participants—particularly minors.
3. I understand that participation in this research is voluntary and that each student or parent is free to decline or withdraw from participation at any time without penalty. I also understand that no school personnel will have access to students' identifiable responses to the questionnaire items.

4. I will permit Patrick Morrison and Brad Conn to visit the WFIT program during lunch in my high school during the first two weeks of class to describe the research study to students and to invite them to participate if they return a consent form signed by their parents.
5. I will permit up to 20 minutes of program and lunch time on two separate occasions (during the third week of class and during the last week of class) for students who choose to participate to complete the research surveys.

You may refer to the attached director's study description if you have any specific questions regarding the study design, methods to ensure confidentiality of participants and their responses, and details of potential benefits to students.

If you have any questions, you may also contact Patrick Morrison, B.A, at 310-940-0426 or pmorrison@alliant.edu, Brad Conn, M.A., 213-448-9073 or bconn@alliant.edu, or Nicholas Noviello, PhD., at 626-825-7558 or noviello@earthlink.net. Additionally, you may contact the Los Angeles Unified School District's Department of Research and Planning at 213-241-6476.

My signature below indicates that I give consent for Patrick Morrison and Brad Conn to collect data as part of his study in my high school.

Name (Please Print): _____

Research Staff: _____

Signature: _____

Signature: _____

High School Name: _____

Date: _____

Date: _____

APPENDIX C

Script for Verbal Description of A World Fit for Kids! Research Study (to be given in class to the Students)

Hi, my name is (name of research assistant). I am a graduate student at Alliant International University and I am here to invite you to participate in a research study that will help to better understand high school students' that do not participate in the A World Fit for Kids after-school program at your school. Your participation would involve answering some questions about self-esteem, work motivation, your current academic GPA, and future goals. You may choose whether or not you wish to participate but must have your parent's or guardian's permission and signature before doing so.

If you participate, your responses to the questions would be kept completely confidential, and you may choose not to answer a question if it makes you feel uncomfortable. If you participate, you will be asked to complete two surveys, the first during the third week of your class and the last questionnaire at the end of the school year. It should take approximately 20 minutes to complete each survey. Your teacher has already agreed to allow you to use class time to participate.

As a sign of appreciation for your time, each time you complete a survey, you will be entered into a raffle for a chance to win one of two \$5 gift cards to Starbucks or Jamba Juice to be given away from among the students in your class who participate. If you are interested, please take home the consent form to your parents, bring it back with your parent's signature and give it to (name of student's teacher).

By the way, participation in this research is entirely voluntary and will not in any way affect your standing or grade in the health education class or any other aspect of your schooling. Also, nobody in the LA Schools will be able to link students with their personal answers to questions because the questionnaires will use a code number.

I will return to your class during the third week of school so that those who have returned a signed consent form can complete the first survey. I hope you will consider participating in this interesting study. Thank you.

APPENDIX D

Informed Consent Document

Parent/Legal Guardian Consent for Child's Participation in Research

I have been informed that this study involves research which will be conducted by Patrick Morrison, B.A., and Brad Conn, M.A., students of clinical psychology at Alliant International University, Los Angeles. I understand that my child/ward has been asked to participate in this study because my child/ward is in the A World Fit for Kids program or demonstrated interest in joining the program, which is being used as an experimental group and in future data analysis. I understand that my child's/ward's participation in this study will involve filling out two surveys focusing on empowerment, self-esteem, leadership ability, work effort, and participants' behavior. I am aware that my child's/ward's involvement in this study will take approximately 30 minutes.

I understand that I may refuse to have my child/ward participate or request to withdraw their responses from this study at any time before submission of the final set of responses to be collected in this study without any penalty or loss of services to which my child/ward is entitled. I also understand that if I request to withdraw my child's/ward's responses after their participation in the study has been completed, that it may not be possible to remove their data from the electronic records because information linking my child's/ward's responses has been eliminated in order to protect their anonymity. I understand that at no time will my child's/ward's identity be revealed. My child's/ward's identity will be kept in strict confidence. I understand that no information that identifies my child/ward in any way will be released without my separate written approval. I am aware that all information that identifies my child/ward will be protected to the limits allowed by law. I have been informed that all individual data collected about my child/ward for the purposes of this study will be destroyed by Patrick Morrison and Brad Conn within five (5) years of the date of the signing of this document.

I have been informed that if my child's/ward's participation in this study makes him/her feel uncomfortable, Nicholas Noviello, PhD., may be contacted to discuss my child's/ward's feelings and to determine if an appropriate referral for psychological help is necessary. I have been informed that psychological help will be provided at my expense and will be available from several referred licensed psychologists.

I am aware that although my child/ward may not directly benefit from this study, his/her participation in this project may benefit the improvement of the program as well as increasing knowledge about relationships between the various psychosocial factors in future research studies.

I understand that I may contact Patrick Morrison, B.A., at 310-940-0426 or pmorrison@alliant.edu, or Brad Conn, M.A., at 213-448-9073 or bconn@alliant.edu, or Nicholas Noviello, PhD., at 626-825-7558 or noviello@earthlink.net if I or my child/ward have any questions about this project or my child's/ward's participation in this study. I understand that although I may not obtain specific information about my child/ward, I may request at the end of the study a summary of the study results or additional information about the study from Patrick Morrison and Brad Conn. I understand that I will be signing two copies of this form. I will keep one copy and Patrick Morrison and Brad Conn will keep the second copy for their records.

I request a summary of the results of this study when it is completed. I may be contacted at _____ to receive a summary of the results.

I am not interested in receiving a summary of the results of this study.

I have read this form and understand what it says. I hereby agree to allow my child/ward to participate in this research project.

Parent's or Guardian's Signature _____ Date _____

Documento De Consentimiento
Consentimiento De Padre/Guardian Legal Para
La Participación Del Niño En La Investigación

Se me ha informado que este estudio consiste de una investigación que se llevará a cabo por Patrick Morrison, B.A., y Brad Conn, M.A., estudiantes de psicología clínica en Alliant International University, Los Angeles. Entiendo que este proyecto ha sido diseñado para estudiar la efectividad del programa A World Fit for Kids y otra futura investigación. Entiendo que mi hijo/a o protegido/a ha sido invitado/a a participar en este estudio porque mi hijo/a o protegido/a participa en el programa A World Fit for Kids o porque ha demostrado interés en unirse al programa. Entiendo que la participación de mi hijo/a o protegido/a en este estudio consistirá de llenar dos estudios centrados en el empoderamiento, la autoestima, el liderazgo, esfuerzo de trabajo y el comportamiento de los participantes. Estoy consciente de que la participación de mi hijo/a o protegido/a en este estudio tendrá una duración aproximada de 50 minutos.

Entiendo que puedo negar la participación de mi hijo/a o protegido/a o solicitar que se retiren sus respuestas del estudio en cualquier momento antes de la última entrega de las respuestas, sin ningún tipo de penalidad o pérdida de servicios a los que mi hijo/a o protegido/a tiene derecho. También entiendo que si solicito retirar las respuestas de mi hijo/a o protegido/a después de que su participación en el estudio ha sido completada, no será posible eliminar los datos de los registros electrónicos ya que la información que une a mi hijo/a o protegido/a ha sido eliminada para proteger su anonimato. Entiendo que en ningún momento la identidad de mi hijo/a o protegido/a será revelada. La identidad de mi hijo/a o protegido/a es confidencial. Entiendo que información que identifique a mi hijo/a o protegido/a no se dará a conocer sin mi autorización por escrito. Estoy consciente de que toda la información que identifica a mi hijo/a o protegido/a será protegida por la ley. He sido informado/a de que todos los datos individuales recogidos acerca de mi hijo/a o protegido/a para los efectos de este estudio serán destruidos por Patrick Morrison y Brad Conn dentro de cinco (5) años a partir de la fecha en la firma de este documento.

Se me ha informado que si la participación de mi hijo/a o protegido/a en este estudio hace que él o ella se sienta incomodo/a, Nicholas Noviello, PhD, puede ser contactado para discutir los sentimientos de su hijo/a y para determinar si ayuda psicológica es necesaria. He sido informado/a que seré responsable de los gastos de cualquier ayuda psicológica recomendada, la cual estará disponible de varios psicólogos licenciados.

Estoy consciente de que aunque mi hijo/a o protegido/a no beneficiará directamente de este estudio, su participación en este proyecto aportará a las mejoras del programa y a sus futuros participantes.

Yo entiendo que puedo comunicarme con Patrick Morrison, B.A., al 310-940-0426 o pmorrison@alliant.edu, o Brad Conn, M.A, al 213-448-9073 o bconn@alliant.edu, o Nicholas Noviello, PhD., al 626-825-7558 o noviello@earthlink.net si yo o mi hijo/a o protegido/a tiene alguna pregunta sobre este proyecto o sobre la participación de mi hijo/a o protegido/a en este estudio. Entiendo que a pesar de que no puedo obtener información específica acerca de mi hijo/a o protegido/a, puedo solicitar un resumen de los resultados al final del estudio o información adicional sobre el estudio de Patrick Morrison y Brad Conn. Entiendo que firmaré dos (2) copias de este formulario. Guardaré una copia y Patrick Morrison y Brad Conn se quedarán con una segunda copia para sus archivos.

___Yo solicito un resumen de los resultados de este estudio cuando se haya completado. Puedo ser contactado/a al _____ para recibir un resumen de los resultados.

___Yo no estoy interesado/a en recibir un resumen de los resultados de este estudio.

He leído este formulario y entiendo lo que dice. Estoy de acuerdo con permitir que mi hijo/a o protegido/a participe en este proyecto de investigación.

Firma del Padre o Guardian _____ Fecha _____

APPENDIX E

Reminder to Return Parent Consent form for Child's Participation in Research

Dear Parent or Legal Guardian:

Hi, our names are Patrick Morrison and Brad Conn and we are clinical psychology students at Alliant International University. With the permission of your child's school Principal and A World Fit for Kids director, I visited your child's school a few days ago to invite your son or daughter to participate in a research study that will help to better understand the efficacy of the after-school program, A World Fit for Kids.

Your child was told that in order to participate, they must get your permission and signature on the consent form. If you have already signed this consent form, thank you. If not, please review the consent form and if you agree to let your child participate, please sign it and remind your son or daughter to return the form to the program director of A World Fit for Kids as soon as possible. We will be attending your child's school next week to collect the returned consent forms and to give the research survey to students who returned the forms.

As a reminder, please know that responses to all survey questions will be kept confidential. Also, your child may choose not to answer any questions that make them feel uncomfortable, and you or they may choose to withdraw participation at any time without penalty. Lastly, if your child participates, they will be eligible to enter a raffle for a chance to win one of two \$5 gift cards to Jamba Juice and Starbucks. A free lunch will also be provided during the data collection.

Please consider permitting your child to participate in this important study. Thank you for your time and consideration. If you have any questions or concerns, please contact us at 310-940-0426 or at pmorrison@alliant.edu.

Sincerely,

Patrick Morrison, B.A.
Brad Conn, M.A.
Alliant International University, Los Angeles Campus

APPENDIX F

Student Assent form to Participate in Research

I have been told that this study involves research, which will be conducted by Patrick Morrison, B.A., and Brad Conn, M.A., students of clinical psychology at Alliant International University, Los Angeles. I understand that this project is designed to study the A World Fit for Kids program and relationships between psychosocial factors. I have been asked to participate in this study because I am participating in the A World Fit for Kids program or I am interested in being in the control group. I understand that my participation in this study will involve filling out two surveys focusing on empowerment, self-esteem, leadership ability, work effort, and participants' behavior. I am aware that my participation in this study will take approximately 30 minutes during the two data collection times.

I understand that I may decline to participate or request to take my responses out of this study at any time before the final set of responses is to be collected in this study without any penalty or loss of services that I have the right to. I also understand that if I request to withdraw my responses after my participation in the study has been completed, that it may not be possible to remove data from the electronic records because information connecting me to my responses has been eliminated in order to protect my privacy. I understand that at no time will my identity be revealed. My identity will be kept in strict privacy. I understand that no information that identifies me in any way will be released without my separate written approval. I am aware that all information that identifies me will be protected to the limits allowed by law. I have been informed that all individual data collected about me for the purposes of this study will be destroyed by Patrick Morrison and Brad Conn within five (5) years of the date of the signing of this document.

I have been informed that my participation in this study may make me feel uncomfortable. If such is the case, Nicholas Noviello, PhD, may be contacted to discuss my feelings and to figure out if an appropriate suggestion for further help is necessary. I have been informed that psychological help will be provided at my expense and will be available from a selection of suggested licensed psychologists.

I am aware that although I may not directly benefit from this study, my participation in this project may benefit the improvement of the program as well as its future participants.

I understand that I may contact Patrick Morrison, B.A., at 310-940-0426 or pmorrison@alliant.edu, or Brad Conn, M.A., at 213-448-9073 or bconn@alliant.edu, or Nicholas Noviello, PhD., at 626-825-7558 or noviello@earthlink.com.

I understand that I will be signing two copies of this form. I will keep one copy and Patrick Morrison and Brad Conn will keep the second copy for their records.

I have read this form and understand what it says. I hereby agree to participate in this research project.

Participant's or Guardian's Printed Name _____ Date _____