

Quantum Opportunities Program

John Howard Society of Saint John

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Origins Of Quantum

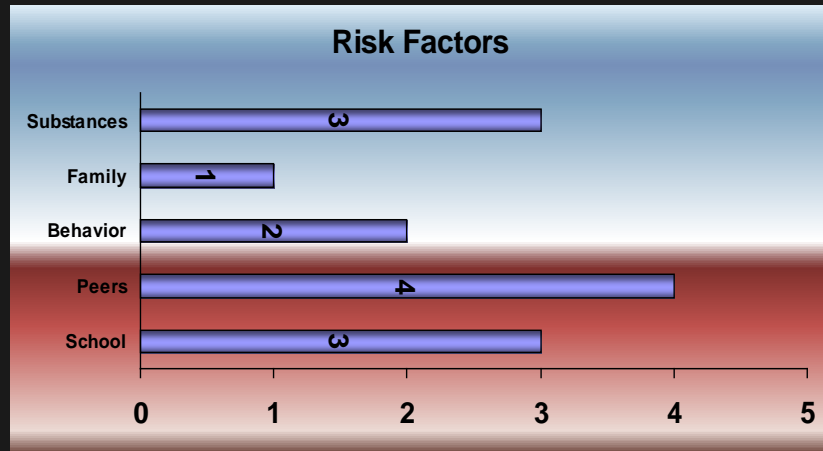
- In the USA, developed program with inner city youth to provide incentives to stay in school
- Value of education meant reduction in problems for youth generally
- Blueprint program- adopted by NCPC
- No manual available when Quantum began in Saint John
- 2014- Eisenhower Foundation created a new program guide—
 - Quantum Saint John program delivers on the science of “what works”

Risk-Need-Responsivity

- The program is built from theory and the literature on “what works”

There are five domains:

- 1. School failure
- 2. Poor family functioning or support
- 3. Substance abuse
- 4. Negative peer association
- 5. Behavior issues



Juvenile Crime Program(JCP) Risk Assessment-
Oregon Department of Corrections

Capitalizes on Strength-Based Approach

Instead of deficits, builds on individuals strengths using a Strength Assessment (Ungar, 2006) each year

Strengths Inventory considers protective factors:

- Individual Characteristics
- Relationships
- Community
- Culture

Strength scores by year				
	Year 1	Year 2	Year 3	Year 4
Year 1		.36(.005)	.38(.003)	.49(.000)
Year 2	.36(.005)		.76(.000)	.56(.000)
Year 3	.38(.003)	.76(000)		.44(.002)
Year 4	.49(.000)	.57(.000)	.44(.002)	

JCP risk scores by year				
	Year 1	Year 2	Year 3	Year 4
Year 1		.56 (.000)	.58(.000)	.40(.006)
Year 2	.56(.000)		.78(.000)	.66(.000)
Year 3	.58(.000)	.78(000)		.63(.000)
Year 4	.40(.006)	.66(.000)	.63(.000)	

*Note (only those youth completing all four years), r= Pearson correlation coefficient; p= probability value
(all significant at $p<.01$)*

Correlations (p values) Strength scores and JCP risk scores by year				
	JCP Year 1	JCP Year 2	JCP Year 3	JCP Year 4
Strength Year 1	-.04(.786)	-.17(.202)	-.14(.314)	-.28(.05)
Strength Year 2	-.11 (.403)	-.62(.000)*	-.64(.000)*	-.55(.000)*
Strength Year 3	-.21(.121)	-.53(.000)*	-.62(000)*	-.40(.006)*
Strength Year 4	-.21(.147)	-.41(.004)*	-.42 (.005)*	-.67(.000)*

*Note (only those youth completing all four years), r= Pearson correlation coefficient; p= probability value (*significant at $p<.01$)*

Program Components

Three Areas (each account for 250 hours of program time)

- Education : (enhances attachment, commitment to school; address truancy and academic failure)
- Development: (cognitive behavioural programming targeting criminogenic risk factors)
- Service: (connection to community mentors target social alienation/isolation)

Outcomes on Hours of Involvement

- Quantum Youth have committed on average 1739 hours on Education, Development and Service Activities over the past three years.
- This ranged from 168 hours for the most inactive youth to 3687 hours for the most active participant
- There was no significant relationship between hours spent in program and risk scores or strength scores for the first year of the program. However, in year two to three, hours in program was significantly related to lower risk scores on JCP ($r=-.36(.005)p<.01$) and higher strength scores ($r=.39(.001)p<.01$)

- Incentives

	Year 1	Year 2	Year 3
Total	35,739 hours	51,676 hours	9,997 hours
Value of Incentives Earned	\$11,913 (\$159/youth)	\$17,225 (\$230/youth)	\$3,332 (\$56/youth)

Once in Quantum, always in Quantum

Dealing with Inactive Youth

Year 1: 17 inactive youth

Year 2: 15 inactive youth

Year 3: 21 inactive youth

Attachment to School

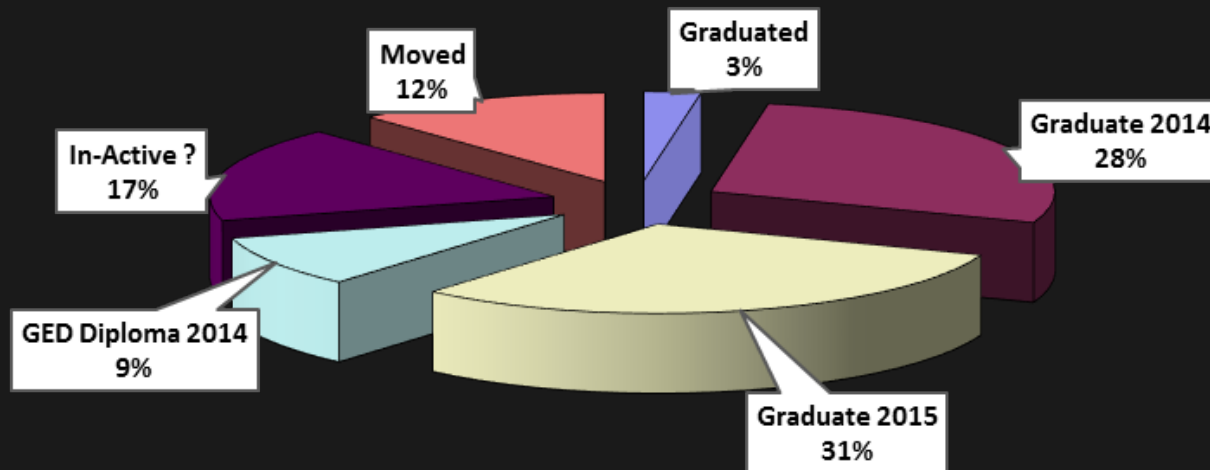
Hirschi School Survey (1963) each year

Assess Social Bonds:

- Attachment
- Commitment
- Involvement
- Belief

Correlations (p values) among Overall Social Bonds domains					
	Commitment To Education	Involvement in School	Belief in School	Sports, Recreation	Belief in Legal System
Attachment To School	.31(.02)*	.17(.19)	.47(.00)**	.26(.04)*	.32(.02)*
Commitment to Education		.38(.00)**	.32(.01)*	.24(.07)	.05(.69)
Involvement in School			.38(.03)	.33(.01)*	.21(.11)
Belief in School				.41(.00)**	.55(.00)**
Sports, Recreation Hobbies					.22(.09)

Quantum Graduation Projection



- 2 youth graduated
- 21 youth anticipated graduation 2014
- 7 Adult Education Diplomas 2014
- 23 youth anticipation graduation 2015
- 9 youth moved out of province
- 13 youth in-active in school presently however counselors continue to engage/motivate

What has Quantum done for youth?

- Values in Action Inventory
 - 240 item inventory which provides participants with a print out of their strengths, talents, skills
 - Peterson & Seligman. (2004). *Character strengths and virtues: a handbook and classification*. Washington, DC: APA Press.
- Video testimonials

Recommendations

- Any future program design and implementation should be based on risk-need-responsivity; assessment at least annually with a case plan model which capitalizes on the results of the assessment
- Incentives must be part of the program to reinforce desired behaviour
- Dosage of the program is consistent with literature of 200-300 hours for effective behavioral change
- Focus on strengths and resiliency is essential for youth to gain confidence and skills
- Ongoing professional development and training of staff is essential to fidelity of the program design
- Relationships with school(s) must be nurtured on a consistent basis, presence in the school is a necessary component.