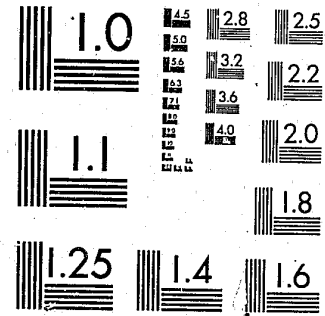


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The Mayor's Criminal  
Justice Coordinating Council

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DECEMBER 1981

**BIG SISTERS OF GREATER  
NEW ORLEANS: A FINAL  
IMPACT EVALUATION**

U.S. Department of Justice 81407  
National Institute of Justice

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LINDA MARYE, PROJECT EVALUATOR

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MAYOR ERNEST N. MORIAL, Chairman  
Michael Bagnaris, Vice Chairman  
Frank R. Serpas, Jr., Executive Director

BIG SISTERS OF GREATER NEW ORLEANS: A FINAL  
IMPACT EVALUATION

Prepared by  
THE MAYOR'S CRIMINAL JUSTICE  
COORDINATING COUNCIL

December, 1981

Gilbert D. Litton, Jr., Director of Evaluation  
Linda Marye, Evaluator

The Big Sisters Program  
was funded by the

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION  
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THE MAYOR'S CRIMINAL JUSTICE  
COORDINATING COUNCIL  
Mayor Ernest N. Morial, Chairman  
Frank R. Serpas, Jr., Executive  
Director

MAYOR'S CRIMINAL JUSTICE COORDINATING COUNCIL

FINAL IMPACT EVALUATION

PROJECT: Big Sisters Program

PROJECT NUMBER: 81-J9-J.3-0005

FUNDING SOURCE: Office of Juvenile Justice and Delinquency Prevention  
Louisiana Commission on Law Enforcement and  
Administration of Criminal Justice, Mayor's  
Criminal Justice Coordinating Council

SUBGRANTEE: Big Sisters of Greater New Orleans, Inc.

OPERATING AGENCY: Big Sisters of Greater New Orleans, Inc.

PERIOD OF GRANT REPORT: October 15, 1980 - October 14, 1981

DATE OF REPORT: December, 1981

PREPARED BY: Linda Marye

EVALUATION ASSISTANCE: Gladys Anderson, Clerical and Graphic  
Assistance

CUMULATIVE GRANT AWARD:	SLEPA	\$78,137
	Subgrantee	5,833
	Total	\$83,970

PROJECT PERSONNEL: Pat Watts, Executive Director

AUTHORIZED OFFICIAL: William Aaron, President of  
Board of Directors

Criminal Justice Coordinating Council  
1215 Prytania Street  
New Orleans, LA 70130  
Telephone Number (504) 587-1620

## EXECUTIVE SUMMARY

The Big Sisters Program of Greater New Orleans has operated since 1975 to match troubled young girls with adult female volunteers. In 1978, the program received funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to include girls in danger of becoming delinquent in the program. That grant terminated on October 14, 1981, and although two previous evaluation reports were completed, this evaluation covers the entire three years of OJJDP funding.

During the three years of operation, 217 potential volunteers applied to be Big Sisters, of whom 160 were accepted and 144 were matched. In the same period, 222 Little Sisters applied, 168 were accepted, and 140 were matched. By the third year, processing times to match had decreased for both Big and Little Sisters, referrals had increased, training before match for Big Sisters had become more routine, and staff monitoring of matches had improved.

In the final grant year, the only staff person funded by OJJDP monies was the Project Director. A part-time secretary was hired through a work-study program at a local university and a full-time counselor was hired with money donated by the Episcopal church. The program also established operational independence under its own Board of Directors and hired a private fund raiser to obtain funds for continuance.

Goals and objectives stated in the third year grant application were assessed in this report. In general, all process objectives were met. For example, the goal required that 50 matches be active at the end of the year. In fact, 69 Big and Little Sisters were actively matched, exceeding the goal by 38%. Objective 1 required that 29 additional Big Sisters be recruited, screened and matched for the year. Since 47 volunteers were matched, that objective was exceeded by 62%. Finally, Objective 2 required six Big Sister rap sessions to be held during the year to teach the principles of Parent Effectiveness Training. Twelve such rap sessions were held, with an average attendance of fourteen Big Sisters at each.

Most of the impact goals of reducing delinquency, improving school grades, decreasing absenteeism, and increasing self esteem scale scores were more difficult to assess. Objective 3 stated that criminal justice contact would be reduced in 50% of the Little Sisters with prior contact. None of the eight Little Sisters with an arrest before match were rearrested after match. For the remainder of the stated objectives, measurement instruments were required from both before match and after match. For example, to measure Objective 4 and 5, report cards were needed for a full semester before match and a full semester after match; yet, two comparable report cards were available for only about one-third of the participants. If that

percentage can be considered a random sample, the results might be generalized for the entire group of Little Sisters. In that case, Objective 4, which called for the improvement in school grades of 50% of the participants, was not met since only 40% indicated improvement. Similarly, Objective 5, which called for a reduction in absenteeism of 25% of the participants, could be described as met because 36% showed a reduction. Finally, Objective 6 required an improvement in Rosenberg Self Esteem Scale scores by 25% of the girls; however, two scores were available for only one-sixth of the Little Sisters. Nevertheless, using this number as a random sample, Objective 6 could be said to have been met in that 44% of them showed some improvement.

In summary, assuming that those participants with the necessary before and after measurement instruments constitute a random sample of all matched Little Sisters, the only impact goal not met concerned school grade improvement. Criminal justice contact and absenteeism were reduced and self esteem scores improved.

Based on these findings the following recommendations are made:

1. The Rosenberg Self Esteem Scale appears to work well as a measurement of one of the major goals of the project. However, to avoid participants becoming too familiar with the test and to allow enough time for self esteem to change, longer interval between testing should be

initiated. Based on preliminary findings offered in this report, twelve month intervals might best detect significant changes. To identify a truer picture of the program's impact, the scales should be given to a much wider group of participants before and after match.

2. Improvement in grades and reduction in absenteeism seem worthwhile objectives for a program of this kind. Nevertheless, during all three years of funding, certain problems have made it consistently difficult to determine to what extent improvements were made. Two solutions are offered. First, if before and after grades were obtained on more participants, those with comparable grading systems could be grouped and a percentage improvement in grades conclusively calculated. If this is not feasible, a second alternative is suggested. Rather than relying on the comparability of grading systems, the Little Sisters' teachers could be asked to provide assessments of school performance and attitude. The danger with such an approach is that it might further prejudice the teacher against a child who is already having problems in school.
3. Two developments make checking police records of Big Sister volunteers an especially sensitive area. First,

litigation against other Big Sister programs in behalf of the Little Sisters has already been mentioned. Second, the Big Sister volunteers are also increasingly interested in protecting the confidentiality of certain kinds of justice contact. Caught between these opposing interests, the program is vulnerable. To protect its interests, it must be more sophisticated about obtaining police information. Potential volunteers should furnish identification and be requested to sign a consent form for the arrest record search. Routine procedures should be begun with the New Orleans Police Department to protect both parties. If possible, references from other cities in which the volunteer has lived should be obtained, and on-going matches should be carefully monitored. These procedures may result in longer processing times, but should be of value in protecting both the program and the Little Sisters from unnecessary liabilities.

(Table of Contents)  
Continued

	Page
VI. COST.....	41
VII. CONCLUSIONS AND RECOMMENDATIONS.....	43
APPENDIX A - TRAINING PACKET.....	47
APPENDIX B - RAP SESSION MATERIALS.....	63
APPENDIX C - ROSENBERG SELF ESTEEM SCALE.....	74

LIST OF TABLES

	Page
TABLE 1 Status of Big Sisters.....	13
TABLE 2 Status of Little Sisters.....	14
TABLE 3 Big Sisters Processing Times to Match in Days.....	15
TABLE 4 Little Sisters Processing Times to Match in Days....	16
TABLE 5 Big Sisters Sources of Recruitment.....	19
TABLE 6 Little Sisters Sources of Referral.....	20
TABLE 7 Big Sisters Reasons for Rejection.....	22
TABLE 8 Little Sisters Reasons for Rejection.....	23
TABLE 9 Big Sisters Training.....	24
TABLE 10 Average Frequency of Contact with 85 Active Matches Over a 12-Week Period.....	26
TABLE 11 Schedule for Big Sister Rap Sessions.....	28
TABLE 12 Big Sisters Match Length in Days.....	29
TABLE 13 Little Sisters Match Lengths in Days.....	30
TABLE 14 Reasons for Termination of Matches According to When Little Sister Applied.....	32
TABLE 15 Criminal Justice Contacts.....	34
TABLE 16 School Grade Comparisons for Little Sisters Matched During the Third Year.....	36
TABLE 17 School Attendance Comparisons for Little Sisters Matched During Third Year.....	38

(List of Tables)  
Continued

		Page
TABLE 18	Rosenberg Self-Esteem Scale Comparison for Little Sisters Matched During Third Year.....	40
TABLE 19	Record of Expenditures.....	42

I. INTRODUCTION

In operation since 1975, the Big Sisters Program of Greater New Orleans individually matches troubled young girls with adult female volunteers. The girls may be from single parent homes, disturbed families, or from institutional or group home settings. With participants from these settings, the program anticipates that the one-to-one companionship and intervention of a responsible adult will forestall any emotional or delinquent problems the girls could encounter.

In October 1978, the Big Sisters Program began operating through funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP). That funding ended on October 14, 1981, and although two previous evaluations were completed,\* this final evaluation covers the entire three year grant period. When the program began, Big Sisters had a separate Board of Directors, but was sponsored and directed by St. Mark's Community Center, a local youth-serving agency. An Emergency School Aid Act (ESAA) grant originally augmented the

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\*Big Sisters of Greater New Orleans: A Process Evaluation. August, 1979; CJCC, Marye and Big Sisters of Greater New Orleans: A Preliminary Impact Evaluation of a Volunteer Program. September, 1980. CJCC, Marye.

OJJDP funding; however, in June 1980, the ESAA grant expired and in July of that same year the Big Sisters Board of Directors voted to withdraw from St. Mark's and set up independent program operations at another location.

With the loss of ESAA funded counselors, program staff was reduced to only the Program Director, whose salary was paid from the OJJDP grant. In September 1980, however, a work study student was hired to work as a part-time secretary and in January 1981, the Episcopal church donated money which enabled the program to hire a full-time counselor.

While the ESAA grant was in effect, participants were funded under either grant. Generally, institutionalized girls or those with more disturbed behavior were funded under the OJJDP grant. Because it was the circumstances of the Little Sisters that determined which grant funded the match, Big Sister volunteers were not designated ESAA or OJJDP until a match was made. When the ESAA grant expired in June 1980, all actively matched and pending cases were transferred to the OJJDP caseload. Currently, all matches are funded by the OJJDP grant. Thus, the statistics for the first 19 months are not comparable to the last 17 months of grant operations, especially where numbers of Big Sister volunteers are concerned. These changes also retroactively affect earlier periods, since ESAA matches still active in 1981 that were

made in 1979 or 1980 are now counted as OJJDP matches.



## II. GOALS AND OBJECTIVES

As stated in the third year grant, the goals and objectives are as follows:

### A. Goals

To continue services to 50 girls currently matched with mature adult female volunteers. These girls are being provided with guidance and affection which is lacking in their home environments. The Big Sister volunteers have weekly contacts with their Little Sisters, involving them in activities geared to the development of self esteem, trust, improved academic performances, and more acceptable behavior patterns.

### B. Objectives

1. To recruit, screen, and train an additional 29 Big Sister volunteers to match with the Little Sisters. This objective will be measured using referral and control cards, as well as attendance logs from orientation and training sessions.
2. To provide six in-service training programs (rap sessions) for volunteers to assist in the attainment of program objectives. The training will include Parent Effectiveness Training (P.E.T.) and will be measured using records of attendance and topics covered at each session.
3. To reduce criminal justice contact in those children with prior contact by 50% as measured by juvenile arrest records.
4. To improve academic performance of at least 50% of the Little Sisters as measured by school report card grades.

5. To reduce absenteeism of at least 25% of the Little Sisters as measured by school records.
6. To improve self-esteem in 25% of the Little Sisters as measured by the Rosenberg Self-Esteem Scale.

### III. METHODOLOGY

Data for the evaluation were gathered from project records, police records, and interviews with program staff. Control cards and case records provided information about the status of cases, processing dates, and screening decisions. Between August and October 1981, the counselor kept a log of all staff contact with active participants, as well as reported contacts between Big and Little Sisters. This more intensive log was monitored as a sample of case activity throughout the third year. Program records supplied copies of school report cards, Rosenberg Self Esteem Scales, match evaluations, and a form designed to record school information when a copy of the report card was not available. A separate card system recorded initial contact information. For matched cases, the New Orleans Police Department Family Services Division furnished police contact information.

In order to make comparisons among grant years, participants were divided into categories according to date of program application. Those applying between October 15, 1978-October 14, 1979 were first year; those between October 15, 1979-October 14, 1980 were second year; and those between October 15, 1980-October 14, 1981 were third year.

### IV. PROGRAM DESCRIPTION

#### A. Application and Match

When a potential Big Sister volunteer first contacted the agency, usually by telephone, the kind of commitment expected and the requirements for being a Big Sister were explained. If the volunteer felt qualified, her name, address, telephone number, and source of referral were recorded on referral cards. The staff person then sent her a brochure and a notice of the next volunteer orientation, one of which was mandated before the application could be further processed. At the orientation sessions, held at least monthly during the third grant year, the responsibilities and the most common problems in matches were discussed. If the volunteer was still interested, she was given an application form, including a request for character references. She was also told that an arrest check would be made by the New Orleans Police Department to determine if she had an arrest record. With the return of the application, each volunteer was assigned a case number and folder. When character references and police information had been investigated, an interview was scheduled with either the counselor or director. At the interview, problem areas and preferences in a Little Sister were discussed. If the investigation determined that she was suitable for the program, the application was accepted.

Before being matched, the volunteer had to attend a training session. Training sessions were scheduled monthly during the third grant year. The agenda included the following topics:

- 1) Growing up female in the 1980's;
- 2) Do's and don'ts of being a Big Sister;
- 3) Distribution of training packet. The packet included effective communication techniques, such as "I-Messages" and "Active Listening" from the P.E.T. program. (The training packet is included in the Appendix.);
- 4) Ideas for free or inexpensive activities;
- 5) Role playing. Volunteers are asked to play the parts of Big Sisters, Little Sisters, or guardians in different situations;
- 6) Ask a Big Sister. An already matched Big Sister talked to the group; and,
- 7) Questions and answers.

When the program found a compatible Little Sister, the two were introduced and the pair became known as a match.

The application process for Little Sisters also usually began with a telephone call. The staff person explained the requirements for being a Little Sister, outlined the program, and sent an application form to be completed by the parent or guardian. When the application was

returned, the Little Sister was assigned a case number and folder. If the telephone call was from an agency or if the caller mentioned referral from an agency, additional information was requested from the source of referral. If needed, the counselor also requested school, medical and social service records. The counselor then separately interviewed the guardian and child. At the interview, the child's latest report card was recorded and the Rosenberg Self Esteem Scale was administered. Both were taken as baseline measurements by which to compare after-match progress. If the child was found to meet program guidelines, she was accepted, and became an unassigned Little Sister who could participate in all group events. When a suitable volunteer was found, the introduction was made and the two became a match.

As stated in the third year grant, the minimum requirements for Big and Little Sisters were as follows:

1. Requirements of a Big Sister volunteer
  - a. Must be at least 18 years of age
  - b. Must volunteer to be in the program for at least one year.
  - c. Must agree to spend at least two hours each week tutoring the Little Sister.
  - d. Must spend at least two hours each week with the Little Sister involved in some recreational activity.

- e. Must be a mature, responsible person.
- f. Must agree to adhere to the requirements set forth by the agency for conditions of match.
- g. Must attend orientation and training.

2. Requirements of the Little Sister

- a. Must be 8-16 years of age, but upon special request, a 6 or 7 year old may be accepted upon demonstration of special need.
- b. Have the consent of her parent (s) to participate in the program.
- c. Have no severe emotional or behavioral problems.
- d. Show a desire to be in the program.
- e. Must show some ability to relate to an adult female.

There will be no discrimination on the basis of race, color, or creed.

B. Recruitment

In the third year of grant funding, Big Sister volunteers were actively recruited through newspaper articles and Public Service Announcements (P.S.A.'s) on radio and television. All black radio stations were visited and agreed to run the P.S.A.'s and some of these invited the staff to guest on talk shows.

Recruitment for Little Sisters was expanded to cover a variety of group homes. Staff also directed many of the radio appeals to the parents of troubled girls with the hope of getting more cases that were genuinely preventive, because the problems of many of the group home and institutional girls had been found to require treatment rather than mere prevention.

C. Match Follow-up

The program took the initiative during the third funding year of contacting on a monthly basis those Big Sisters who did not report voluntarily. In the face of increased litigation against Big Sister programs in other cities for failing to screen out volunteers with histories of mental problems and criminal justice contacts and not diagnosing troubled matches at an early date the New Orleans program felt obligated to closely monitor the activities of participants.

In addition to these regular contacts, the program sent an evaluation form and request for grades to the Little Sister's guardian and an evaluation form and Rosenberg Scale to the Big Sisters to be completed and returned bi-annually after the match was made.\* Big Sister rap sessions, were also held monthly from September through May during the third funding year emphasizing the principles of P.E.T.

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\*No evaluation of matches was done in January 1981 because of the absence of an experienced counselor.

## V. FINDINGS

### A. Process Measures

The first part of the Findings Section discusses process measures.

Among other measures, the attainment of the goal and the first two objectives will be assessed.

#### 1. Status of Participants

The grant goal stated that the program would continue services to 50 girls currently matched during the third year. This goal was interpreted to mean that 50 matches would be active at the end of the third year. Objective 1 also provided for the recruitment, screening, and matching of 29 additional Big Sister volunteers.

Tables 1 and 2 report the status of Big and Little Sister applicants at the end of the third year. These tables indicate that 69 Big Sisters and 70 Little Sisters were actively matched. In addition, 47 Big Sisters who applied during the third year were matched. Thus, the goal was exceeded by 19 matches (38%) and Objective 1 was exceeded by 18 volunteers (62%). Also, at the end of the third year, 28 Little Sisters were "pending match," with 16 Big Sisters in that same status. That difference suggests that Big Sister's recruitment lagged somewhat behind that of Little Sister's.

Tables 3 and 4, however, indicate that the processing of adult volunteers both in terms of acceptance and in terms of match consistently

Table 1

Status of Big Sisters

	<u>10-15-78 to 10-14-79</u>	<u>10-15-79 to 10-14 80</u>	<u>10-15-80 to 10-14-81</u>	<u>Total</u>
Applications	68	58	91	217
Acceptances	61	36	63	160
Rejections	7	21	20	48
Pending Acceptances	--	1	8	9
Pending Matches	--	--	16	16
Matched	61*	36*	47	144
Matches Closed	47	22	14	83
Rematches	8	7	5	20
Rematches Closed	8	5	1	14
2nd Rematches	2	1	0	3
2nd Rematches Closed	1	0	0	1
Active Matches	15	17	37	69

\*22 of these were originally ESAA matches

Table 2

Status of Little Sisters

	<u>10-15-78 to 10-14-79</u>	<u>10-15-79 to 10-14-80</u>	<u>10-15-80 to 10-14-81</u>	<u>Total</u>
Applications	62	43	117	222
Acceptances	50	25	93	168
Rejections	12	18	21	51
Pending Acceptances	--	--	3	3
Pending Matches	--	--	28	28
Matched	50*	25*	65	140
Matches Closed	44	18	23	85
Rematches	19	5	4	28
Rematches Closed	10	2	2	14
2nd Rematches	2	--	--	2
Rematches Closed	1	--	--	1
Active Matches	16	10	44	70**

\*22 of these were originally ESAA matches  
\*\*two Little Sisters had one Big Sister

Table 3

Big Sisters Processing Times to Match in Days\*

	<u>10-15-78 to</u> <u>10-14-79</u>		<u>10-15-79 to</u> <u>10-14-80</u>		<u>10-15-80 to</u> <u>10-14-81</u>	
	Mean	N	Mean	N	Mean	N
Referral to Orientation	26.47	38	22.13	38	28.10	68
Orientation to Decision	87.98	57	154.43	56	69.77	75
Orientation to Acceptance	62.13	53	79.14	35	49.25	56
Acceptance to Match	84.84	55	117.11	35	52.84	44

\*If one of the relevant dates was missing, averages could not be computed



Table 4

Little Sisters Processing Times to Match in Days\*

	<u>10-15-78 to</u> <u>10-14-79</u>		<u>10-15-79 to</u> <u>10-14-80</u>		<u>10-15-80 to</u> <u>10-14-81</u>	
	Mean	N	Mean	N	Mean	N
Application to Decision	54.10	51	95.30	30	22.72	89
Application to Acceptance	27.60	40	42.89	19	10.47	79
Acceptance to Match	66.31	48	61.41	21	30.03	64

took more time than processing Little Sisters. Yet, during the third year the processing times for both groups were shorter by more than 50% compared to the second year. Also in the third year, the number of applicants in both categories was higher than during previous grant years.

In assessing the effects of the program's reestablishment as an independent agency in the summer of 1980, active matches and processing times for the second year were compared with other years. This analysis revealed that the numbers of Big and Little Sisters who were matched during the second year were less than in other years. For Big Sisters it took longer in the second year between orientation and the decision to accept or reject and between acceptance and match. For Little Sisters the time between application and the decision to accept or reject was longer but the time between acceptance and match was actually slightly shorter in the second year than during the previous year. Because the staff was reduced during this period to only the Project Director, apparently both types of applicants were kept longer in a pending status. As the earlier discussion pointed out, however, the program recovered its momentum during the third year and seems to have actually worked more efficiently in terms of processing times for Little Sisters and volunteers.

## 2. Sources of Recruitment

Table 5 identifies the sources of recruitment for Big Sister volunteers. When a potential volunteer first called the agency, she was asked by the staff person where she first learned about the Big Sisters Program. The source of recruitment was supposed to be recorded on the referral cards, but from the large proportion of unknown responses, it seems that the information was often not recorded. Changes in recruitment pattern over the three year period indicated a decrease in college and school recruitment and an increase in applicants learning of the program from contact with Big Sisters programs in other cities, even though the absolute numbers in those instances were small. In the case of television, radio, newspaper, and magazine recruitment, the number of volunteers learning of the program from these advertisements during the third year fell proportionately somewhere between the other two years; however, in those areas the absolute numbers were higher than in earlier years.

Table 6 records source of referral information for Little Sisters. As the numerically smaller unknown category demonstrates, the information for Little Sisters was more complete than for Big Sisters. Both family and group home referrals increased in the third year, suggesting that the program expanded both types simultaneously rather than one at the expense of the other. In addition, school referrals for the third

Table 5

Big Sisters Sources of Recruitment

	<u>10-15-78 to 10-14-79</u>	<u>10-15-79 to 10-14-80</u>	<u>10-15-80 to 10-14-81</u>
TV & Radio	14 (21%)	23 (40%)	25 (27%)
Newspaper & Magazines	7 (11%)	1 (2%)	8 (9%)
Colleges & Schools	8 (12%)	2 (3%)	1 (1%)
Volunteer Information			
Agency	--	2 (3%)	1 (1%)
Brochure	1 (1%)	1 (2%)	--
Social Service Agency	1 (1%)	2 (3%)	4 (4%)
City Hall	1 (1%)	--	--
Big Brothers/Big Sisters			
in other city	--	1 (2%)	7 (8%)
Shopping Center	1 (1%)	1 (2%)	--
Family/Friend	5 (7%)	--	8 (9%)
Local Big Brothers/ Big Sisters	5 (7%)	11 (19%)	14 (15%)
Unknown	25 (37%)	14 (24%)	23 (25%)
Total	68 (99%)	58 (100%)	91 (99%)

Table 6

Little Sisters Sources of Referral

	<u>10-15-78 to 10-14-79</u>	<u>10-15-79 to 10-14-80</u>	<u>10-15-80 to 10-14-81</u>
Family	8 (13%)	3 (7%)	22 (19%)
Self	1 (2%)	1 (2%)	--
Friend, Neighbor	--	--	3 (3%)
Group Home	28 (45%)	15 (35%)	66 (56%)
Police, Probation Courts	1 (2%)	--	--
Schools	8 (13%)	16 (37%)	12 (10%)
Social Agencies	9 (15%)	4 (9%)	4 (3%)
Program Advertisements	--	2 (5%)	3 (3%)
Unknown	7 (11%)	2 (5%)	7 (6%)
Total	62 (101%)	43 (100%)	117 (100%)

year were proportionately less than in earlier years.

### 3. Reasons for Rejection

Table 7 shows the most common reasons for rejection of Big Sister volunteers before match. Making up the majority of reasons, especially for the second and third years, was the combination of lack of response and follow-up by the volunteers. In these cases, after attending orientation and returning an application, the applicant was finally rejected because of no further contact with the program. This seeming loss of interest may be explained by the fact that some applicants may have made application when the program had only minimal staff and either moved or became disinterested before an interview was scheduled. This explanation would be most applicable for those volunteers rejected between June 1980 and January 1981.

Table 8 lists the reasons for rejecting Little Sister applicants. The most common reasons stated was that the Little Sister moved, either from the city or from the group home or agency that originally made the referral.

### 4. Training

Volunteers were required to attend a training session before being matched. Table 9 reports the recorded dates of training which appeared on the Big Sisters control cards. An increasing percentage of volunteers were trained before match during the grant period, but there

Table 7

Big Sisters Reasons for Rejection

	<u>10-15-78 to 10-14-79</u>	<u>10-15-79 to 10-14-80</u>	<u>10-15-80 to 10-14-81</u>
No Response	3	12	9
No Follow-Up	--	--	4
Lost Contact	--	2	1
Not Interested	--	--	1
Moving	1	3	--
Change In Situation	--	1	--
Not all References Responded	2	1	--
Didn't Attend Training	--	--	1
Illness	--	--	1
Unknown	<u>1</u>	<u>2</u>	<u>3</u>
Total	<u>7</u>	<u>21</u>	<u>20</u>

Table 8

Little Sisters Reasons For Rejection

	<u>10-15-78 to</u> <u>10-14-79</u>	<u>10-15-79 to</u> <u>10-14-80</u>	<u>10-15-80 to</u> <u>10-14-81</u>
Little Sister Not Interested	2	--	--
Parent/Guardian Not Interested	1	--	1
Can't Contact	1	2	--
No Response	--	--	2
Didn't Keep Appointments	--	--	2
Need More Information	3	--	--
Moved	2	7	10
Too Old	2	2	--
Hostile	--	1	--
No good Volunteers	1	--	1
Inappropriate referral	--	--	4
Unknown	--	6	1
Total	12	18	21



Table 9

Big Sister Training

	10-15-78 to 10-14-79	10-15-79 to 10-14-80	10-15-80 10-14-81
Trained Before Match	30 (49%)	31 (86%)	41 (87%)
Trained within one month of Match	3 (5%)	1 (3%)	--
Trained with two months of Match	1 (2%)	--	--
Training delayed more than two months	1 (2%)	--	--
Not Trained	26* (43%)	4** (11%)	6*** (13%)
Total	61 (101%)	36 (100%)	47 (100%)

\*4 of those who were not trained applied before training was mandatory. 18 additional untrained Big Sisters applied under the ESAA grant.

\*\*2 of those who were not trained applied under the ESAA grant.

\*\*\*4 of those not trained had their training formally waived by the program.

remained a small number that were not trained or did not have training dates recorded. In the first two years, the majority of those not trained volunteered under the ESAA grant which did not have this training requirement and, in the third year, most of those untrained had had their training formally waived.

#### 5. Follow-up Contact

In order to sample staff and Big Sister/Little Sister contacts, the program counselor kept a log over a twelve week period in August-October 1981 of all contacts with participants and all contacts between participants reported to her either in telephone interviews or through Big Sister Time Sheets.\* All participants with active matches during this period were monitored. The total number of contacts was divided by the number of weeks during which the match was active to determine an average weekly contact rate. Table 10 reveals the results of this analysis. That table shows that the counselor made an average of 0.41 contacts per week or about two contacts every five weeks. This frequency was well within the monthly contact described in the grant.

Total Big Sister/Little Sister contact, both telephone and face-to-face, averaged 0.79 per week or about four contacts every five weeks. This average was somewhat below the weekly contact described in the

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\*The Time Sheet is a mail-in sheet that Big Sisters submit to the program on a monthly basis listing all activities with Little Sisters.

Table 10

Average Frequency of Contact with 85 Active  
Matches Over A 12 Week Period

	Staff/Participant	Personal Big/Little Sister	Personal & Telephone Big/Little Sister
Average frequency per week	.41 2 out of 5 weeks	.35 1 out of 3 weeks	.79 4 out of 5 weeks

\*6 of 15 matches who recorded no contact between Big and Little Sisters  
had been matched for less than 4 weeks. 1 of 6 matches who recorded no  
contact between staff and participants had been matched for less than 4  
weeks. 3 of the remaining 5 had been matched for over one year.

grant. Actual face-to-face contact was even less frequent, only 0.35, or about one contact every three weeks. Reasons most often given to explain insufficient contacts included refusal by group homes to allow visits in an effort to punish the Little Sister, illness, and travel.

#### 6. Rap Sessions

Objective 2 stated that six in-service training or rap sessions were to be held during the third year stressing the principles of P.E.T. Table 11 shows attendance and topics discussed at 14 of the rap sessions conducted since the second year evaluation. These rap sessions had an average attendance of 14 Big Sisters. (Materials handed out in these and the training sessions appear in the Appendix.) Objective 2 was, thus, exceeded as a result of conducting twice as many sessions as required and with good attendance at each.

#### 7. Match Lengths

Tables 12 and 13 report average match lengths in days for Big Sisters and Little Sisters. Average days reported in Table 12 do not correspond to those reported in Table 13 because a volunteer who applied during one grant period may have been matched with a Little Sister who applied during another, and because a first match for one participant may have been the first or even the second rematch for the other. As expected, the matches made during the first grant year lasted longer than those made during subsequent years because more time had elapsed

Table 11  
 Schedule for Big Sister Rap Sessions

Date	Attendance	Topic
9-8-80	16	Like everyone else children have needs, and to get their needs met they act or behave.
10-13-80	21	Children don't misbehave; they simply behave to get their needs met.
11-10-80	14	Parents can't be accepting of all behavior of their children.
12-8-80	8	Parents don't have to be consistent with children.
1-12-81	12	Parents don't have to put up a "United Front."
2-9-81	15	When infants behave unacceptably, there is a good reason, but you have to try to guess what it is.
3-9-81	6	When you can't accept one behavior, substitute another you can.
4-13-81	9	Let kids know how you feel, even if you can't use words.
5-11-81	15	It's often more efficient to change the child's environment than to change the child.
6-8-81	16	To change unacceptable behavior of your child, talk about yourself not the child.
7-13-81	10	Parents who use power inevitably run out of it when kids get older.
8-10-81	11	Children learn to cope with parental power with undesirable and unhealthy behaviors.
9-14-81	22	Discipline may compel or coerce, but it seldom influences.
10-12-81	25	If parents are either dictators or doormats someone is going to lose.
Total	200	
Average Attendance	14.3	

Table 12

Big Sisters Match Length in Days\*\*

	10-15-78 to 10-14-79		10-15-79 to 10-14-80		10-15-80 to 10-14-81	
	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
Match to Termination	389.60	47	176.68	22	138.15	13
Match to 10-14-81	750.71	14	346.38	13	142.51	33
Total Match	472.48	61	239.71	35	141.28	46
Termination to Rematch*	147.50	10	44.13	8	36.25	4
Rematch to Termination	414.11	9	112.00	5	110.00	1
Rematch to 10-14-81	153.00	1	172.25	4	103.25	4
Total Rematch	388.00	10	138.78	9	104.60	5
Total Match & Rematch	460.58	71	219.07	44	137.69	51

\*Includes first and second rematches

\*\*If one of the relevant dates was missing, match lengths could not be calculated.

Table 13

Little Sisters Match Lengths in Days\*\*

	10-15-78 to 10-14-79		10-15-79 to 10-14-80		10-15-80 to 10-14-81	
	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
Match to Termination	384.53	43	212.56	18	137.39	23
Match to 10-14-81	1,018.67	6	481.29	7	162.05	42
Total Match	462.18	49	287.80	25	153.32	65
Termination to Rematch*	120.00	19	37.80	5	33.00	4
Rematch to Termination	313.70	10	282.00	2	54.50	2
Rematch to 10-14-81	441.10	10	226.67	3	79.00	2
Total Rematch	377.40	20	248.80	5	66.75	4
Total Match & Rematch	429.12	69	281.30	30	148.30	69

\*Includes first and second rematches

\*\*Match lengths could not be calculated if one of the relevant dates was missing.

since the match was made. Even terminated matches averaged over a year in length and, if this pattern continues with the second and third year matches, it appears that the program will be successful in maintaining the matches for the required twelve months. Interestingly, the time between termination of one match and the rematch of participants grew shorter with each grant year. In the first year it averaged about 4 months, while in the third year it averaged just slightly over one month.

8. Reasons for Termination of Matches

Table 14 lists reasons for the termination of matches according to the periods in which the Little Sister applied. Major differences in the third year were the decreasing number of matches terminated because participants were no longer interested. Also, 13 matches made in the third year were terminated because the Little Sister either moved from the city or from the group home that referred her. These changes suggest an increase in unavoidable terminations as a result of moving and a decrease in terminations through disinterest, presumably as a result of better screening and matching procedures.

B. Impact Objectives

Objectives 3 through 6 represent the longer range, or impact, grant objectives. Because of insufficient impact measures identified in the first two grant years, procedures were revised before the final



Table 14

Reasons for Termination of Matches  
According to When Little Sister Applied

	<u>10-15-78 to 10-14-79</u>	<u>10-15-79 to 10-14-80</u>	<u>10-15-80 to 10-14-81</u>
<u>Reasons Involving Little Sister</u>			
Little Sister Not Interested	8	7	3
Little Sister Ran Away	2	0	1
Little Sister Not in School	1	0	0
Little Sister Moved	10	1	13
Little Sister Reached 16	2	0	0
<u>Reasons Involving Big Sister</u>			
Big Sister Not Interested	8	3	2
Big Sister Job/School Interests	2	0	1
Big Sister Change in Situation	4	1	1
Big Sister Moved	1	3	0
Big Sister Ill	2	0	0
<u>Reasons Involving Guardian</u>			
Guardian Not Interested/Uncooperative	0	2	0
<u>Reasons Involving Several Participants</u>			
Incompatible	0	1	2
Big Sister & Little Sister Moved	0	1	0
Big Sister & Guardian Not Interested	1	0	0
Can't Contact Either	1	0	0
Unknown	<u>12</u>	<u>1</u>	<u>2</u>
Total	54	20	25

grant year to develop satisfactory indicators of impact. Current impact measures include: arrest activity before, during, and after match; school grades in reading, language, and math one full semester before and after match; school attendance one full semester before and after match; and, Rosenberg Self Esteem Scale scores given before match and at six month intervals thereafter.

1. Objective 3-Criminal Justice Contacts

Objective 3 required reduced criminal justice contact by 50% of those Little Sister participants with prior contact. To assess this objective, juvenile justice contact information was obtained from the Juvenile Division of the New Orleans Police Department. All recorded information, however, did not apply specifically to arrests. For example, 23 of the Little Sisters had some record of contact with the police department, but in 10 of these cases the only role of the Little Sister was as a victim in a neglect or battery case. All of these cases were referred to the welfare department. Two further cases were eliminated; one, because the child was referred to another jurisdiction, and, the other, because the child was released without being referred to the juvenile court. The remaining eleven cases had at least one arrest for a criminal charge that was referred to court either before, during, or between matches.

Table 15 presents the results of the arrest record search and indicates that none of the eight participants with an arrest before match

Table 15

Criminal Justice Contacts\*

	Before Match	During Match	Between Matches	After Match	Total
Runaway	5		1		6
Shoplifting	1				1
Runaway and Shoplifting		1			1
Immoral Conduct		1			1
Burglary, Theft, Shoplifting	1				1
Criminal Damage	1				1
	8 (73%)	2 (18%)	1 (9%)	0 (16%)	10 (100%)

\*2 of those with criminal offenses were also victims.

repeated this contact with the police department. In fact, the rate of criminal activity was reduced 100%, thus exceeding the requirements for the attainment of this objective. Of the three participants arrested "during match" or "between matches," none had any record of arrest before match.

## 2. Objective 4-School Grades

Objective 4 stated that academic performance as measured by school grades would be improved in the cases of at least 50% of the participants as measured by school report card grades. A major problem in the measurement of this objective was that as a child progressed in school from primary to middle to the higher grades or changed schools, grading systems were incompatible. Obtaining grades from periods clearly before and after match was also difficult. For example, if a child was matched in mid-semester, that semester's grades were invalid as either a before or after measurement. In addition, with so many Little Sisters coming from group homes, a report card from the previous semester was often unavailable because at that time the child was living at home. Finally, the two report cards required to make a comparison were simply not found in many of the case folders. As a result of these problems, the findings shown in Table 16 are based on only 28% to 38% of the participants.

Table 16

School Grade Comparison for Little Sisters  
Matched During the Third Year

	Little Sisters Matched Over One Year	Little Sisters Matched 6 Months to One Year	Little Sisters Matched Less Than 6 Months	Total
Total Matched during Third Year	39	37	43	119
Number with Two Grades for Comparison	11	14	--	25
Number with Improved Grades	5 (45%)	5 (36%)	--	10 (40%)
Mean Change*	+105%	+11%	--	+52%
Median Change*	0	-6%	--	0
Number with One Grade or Incompatible Systems	20	14	13	47
Number with No Recorded Grades	8	9	30	47

\*Percent change was calculated by converting letter grades to a 4 or 5 point system, by counting the number of activities the child performed satisfactorily; or by using the actual numerical grade reported. Because so many different kinds of grading systems were used by schools, it is difficult to relate mean and median change to a concrete level of improvement, although the direction of the change may be meaningful.

Nevertheless, based on 11 of 39 children matched over a year, 45% showed some improvement in grades. For those matched six months to one year, 36% showed improvement. When dealing with such small numbers it is questionable whether this analysis represents a true picture of the program's potential impact.

3. Objective 5-School Attendance

Objective 5 stated that absenteeism would be reduced in at least 25% of the Little Sisters as measured by school records. In order to assess this objective, absenteeism one full semester before match was compared to that one full semester after match. Obviously, many of the problems that applied to school grades, except for the incompatibility of systems, also applied to the measurement of this objective. Table 17 reports the findings of the analysis of absenteeism. In the case of 43% of those matched over a year and 29% of those matched six months to one year, absenteeism was reduced. This objective was clearly met for those Little Sisters for whom data were available.

4. Objective 6-Rosenberg Self Esteem Scale

Objective 6 stated that self esteem scores would be improved in the case of 25% of the participants. The Rosenberg Self Esteem Scale (appearing in the Appendix) consisted of ten statements to which the child either agreed or disagreed. A score of 1 or 2 was considered low self esteem; 3 or 4, moderate self esteem; and, 5 or 6, high self

Table 17

School Attendance Comparison for Little Sisters  
Matched During Third Year

	Little Sisters Matched Over One Year	Little Sisters Matched 6 Months to One Year	Little Sisters Matched Less than 6 Months	Total
Total Matched during Third Year	39	37	43	119
Number with Two Periods for Comparison	14	14	0	28
Number with Decreased Absenteeism	6 (43%)	4 (29%)	--	10 (36%)
Mean Change	-3.6 days	+0.7 days	--	-1.5 days
Median Change	-0.5 days	+1.0 days	--	+1.0 days
Number with Only One Period	17	15	13	45
Number with No Recorded Absenteeism	8	8	30	46

esteem. With such a small range of variability and over only a six month period, it is understandable that many of the Little Sisters showed no change.

However, as Table 18 indicates, overall scores improved in 44% of the participants with two scales available and in no category was the improvement less than .33. Objective 6 was also thus exceeded for those Little Sisters for whom data were available.

Because the use of the Rosenberg Self Esteem Scale was a new procedure for the Big Sister program, other statistical information was presented in the table. For example, because in the 18 cases in which two scores were present, mean increases were .56, it would seem that the test would more likely detect meaningful changes in self esteem if it were administered at twelve month intervals. In order to test the effectiveness of the scale, it will also have to be given to a much wider selection of participants after match.



Table 18

Rosenberg Self-Esteem Scale Comparison  
for Little Sisters Matched During Third Year

	Little Sisters Matched Over One Year	Little Sisters Matched 6 Months to One Year	Little Sisters Matched Less Than 6 Months	Total
Total Matched During Third Year	39	37	43	119
Number with Two Scores for Comparison	3	12	3	18
Number with Improved Scores	1 (33%)	5 (42%)	2 (67%)	8 (44%)
Mean Change	.33	.58	.67	.56
Median Change	0	+1.0	+1.0	+1.0
Average at First Administration	4.3	3.9	4.0	4.1
Number with One Score	17	14	27	58
Number with No Scores	19	11	13	43

## VI. COST

Table 19 represents expenditures over all three years of the grant. Dividing the total expenditures of \$78,157.93 by the 140 Little Sisters matched results in an average cost of \$558.27\* per match. Because this estimate of cost is confounded somewhat by the 22 participants who were initially accepted under the ESAA grant, costs for the third funded year alone are also presented. For the third year, the total expenditures of \$21,000 divided by the 47 matches made costs out at \$446.81 per match, a somewhat lower figure.

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\*This figure probably represents an underestimate of true program cost. On the one hand, it excludes program expenditures from other sources for salaries; and, on the other, it includes participants funded for part of their match from ESAA monies.

1000 HOWARD AVENUE, SUITE 1200  
NEW ORLEANS, LOUISIANA 70113

Table 19

Grant Title: Big Sister's of Greater New Orleans, Inc.

Grant Number: 78-J9-9.1-0189; 79--J9-J.3-0213, 79-J9-J.3-0255;

Period Covered: 10/15/78 - 10/14/81

Date Report

Prepared: 11/30/81

Item	TOTAL GRANT FUNDS			LEAA CASH ONLY		
	Amount Budgeted	Total Expenditures	Balance	Amount Budgeted	Total Expenditures	Balance
Personnel	60,510.73	56,657.75	3,852.98	56,497.35	53,029.38	3,467.97
Fringe	6,929.20	6,490.67	438.53	6,406.38	6,011.70	394.68
Travel	1,553.22	1,535.29	17.93	1,429.10	1,412.96	16.14
Equipment	-0-	-0-	-0-	-0-	-0-	-0-
Supplies	6,539.80	5,284.19	1,255.61	6,035.32	4,904.86	1,130.46
Contractual	3,777.00	3,777.00	-0-	3,504.30	3,504.30	-0-
Construction	-0-	-0-	-0-	-0-	-0-	-0-
Other Direct	3,256.05	3,009.03	247.02	3,000.95	2,778.63	222.32
Indirect	1,404.00	1,404.00	-0-	1,263.60	1,263.60	-0-
<b>TOTAL</b>	<b>83,970.00</b>	<b>78,157.93</b>	<b>5,812.07</b>	<b>78,137.00</b>	<b>72,905.43</b>	<b>5,231.57</b>

Note: Total grant funds includes both LEAA cash and matching funds provided by Big Sister's Inc. Expenditures include encumbrances.

This report is based on unaudited fiscal reports prepared by Big Sister's Inc.

## VII. CONCLUSIONS AND RECOMMENDATIONS

After three years of federal funding, Big Sisters of Greater New Orleans has moved towards one implied goal of all OJJDP programs, independent operations. It is now operating under the sole control of a Board of Directors and has hired a private fund raiser to secure funds for continued operations. During the three years of operation, a total of 140 Little Sisters were matched and recruitment efforts resulted in significant increases in recruitment and matches in spite of difficulties caused by a reduced program staff.

All of the process objectives stated in the third year grant were met. The goal required 50 active matches at the end of the year. In fact, 69 Big and Little Sisters were actively matched, exceeding the goal by 38%. Objective 1 provided for the recruitment, screening, training, and matching of 29 additional Big Sister volunteers during the third year. Forty seven volunteers were actually matched, exceeding this objective by 62%. A final process objective called for six rap sessions, emphasizing the principles of Parent Effectiveness Training, to be held. During the year, twelve such rap sessions were held, with an average attendance of 14 Big Sister volunteers at each.

Impact objectives were somewhat harder to assess. Objective 3 required the reduction of criminal justice contacts in 50% of the Little Sisters with prior contact. None of the eight Little Sisters who had been

arrested before match were rearrested after match, resulting in a 100% reduction in criminal justice contacts.

In order to measure the attainment of Objectives 4 and 5, however, two school report cards were required, one from the full semester before the match and a second from the full semester after the match; yet, two comparable report cards were available for only about one-third of the participants. If this third could be considered a random sample, the results might be applied to the entire group. In that case, Objective 4, calling for academic improvement in 50% of the Little Sisters matched, was not met. Only 40% of those with data available showed improvement. Objective 5, on the other hand, which called for a reduction in absenteeism among 25% of the Little Sisters, could be said to have been met because 36% of those with available data showed a reduction.

Objective 6 called for an improvement in Rosenberg Self Esteem Scale scores in 25% of the Little Sisters. However, two self esteem scores were available for only about one-sixth of the Little Sisters. If this number could be called a sample, the objective could be said to be met in that 44% showed improvement.

In summary, assuming that those with the required before and after measurement instruments constitute a random sample of all matched Little Sisters, the only impact goal not met was improvement in school grades. Criminal justice contact and absenteeism were reduced and self esteem scores were improved.

Based on these findings, the following recommendations are offered:

1. The Rosenberg Self Esteem Scale appears to work well as a measurement of one of the major goals of the project. However, to avoid participants becoming too familiar with the test and to allow enough time for self esteem to change, longer interval between testing should be initiated. Based on preliminary findings offered in this report, twelve month intervals might best detect significant changes. To identify a truer picture of the program's impact, the scales should be given to a much wider group of participants before and after match.
2. Improvement in grades and reduction in absenteeism seem worthwhile objectives for a program of this kind. Nevertheless, during all three years of funding, certain problems have made it consistently difficult to determine to what extent improvements were made. Two solutions are offered. First, if before and after grades were obtained on more participants, those with comparable grading systems could be grouped and a percentage improvement in grades conclusively calculated. If this is not feasible, a second alternative is suggested. Rather than relying on the comparability of grading systems, the Little Sisters'

teachers could be asked to provide assessments of school performance and attitude. The danger with such an approach is that it might further prejudice the teacher against a child who is already having problems in school.

3. Two developments make checking police records of Big Sister volunteers an especially sensitive area. First, litigation against other Big Sister programs in behalf of the Little Sisters has already been mentioned. Second, the Big Sister volunteers are also increasingly interested in protecting the confidentiality of certain kinds of justice contact. Caught between these opposing interests, the program is vulnerable. To protect its interests, it must be more sophisticated about obtaining police information. Potential volunteers should furnish identification and be requested to sign a consent form for the arrest record search. Routine procedures should be begun with the New Orleans Police Department to protect both parties. If possible, references from other cities in which the volunteer has lived should be obtained, and on-going matches should be carefully monitored. These procedures may result in longer processing times, but should be of value in protecting both the program and the Little Sisters from unnecessary liabilities.

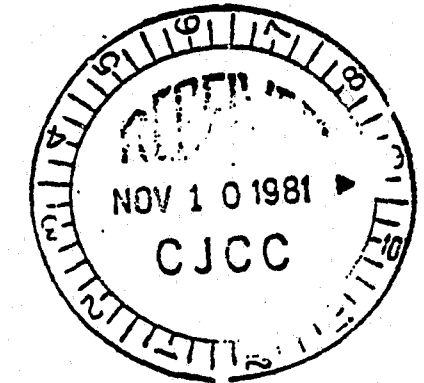
APPENDIX A

TRAINING PACKET

BIG SISTERS OF GREATER NEW ORLEANS, INC.

7100 St. Charles Avenue  
866-5427

TRAINING SESSION

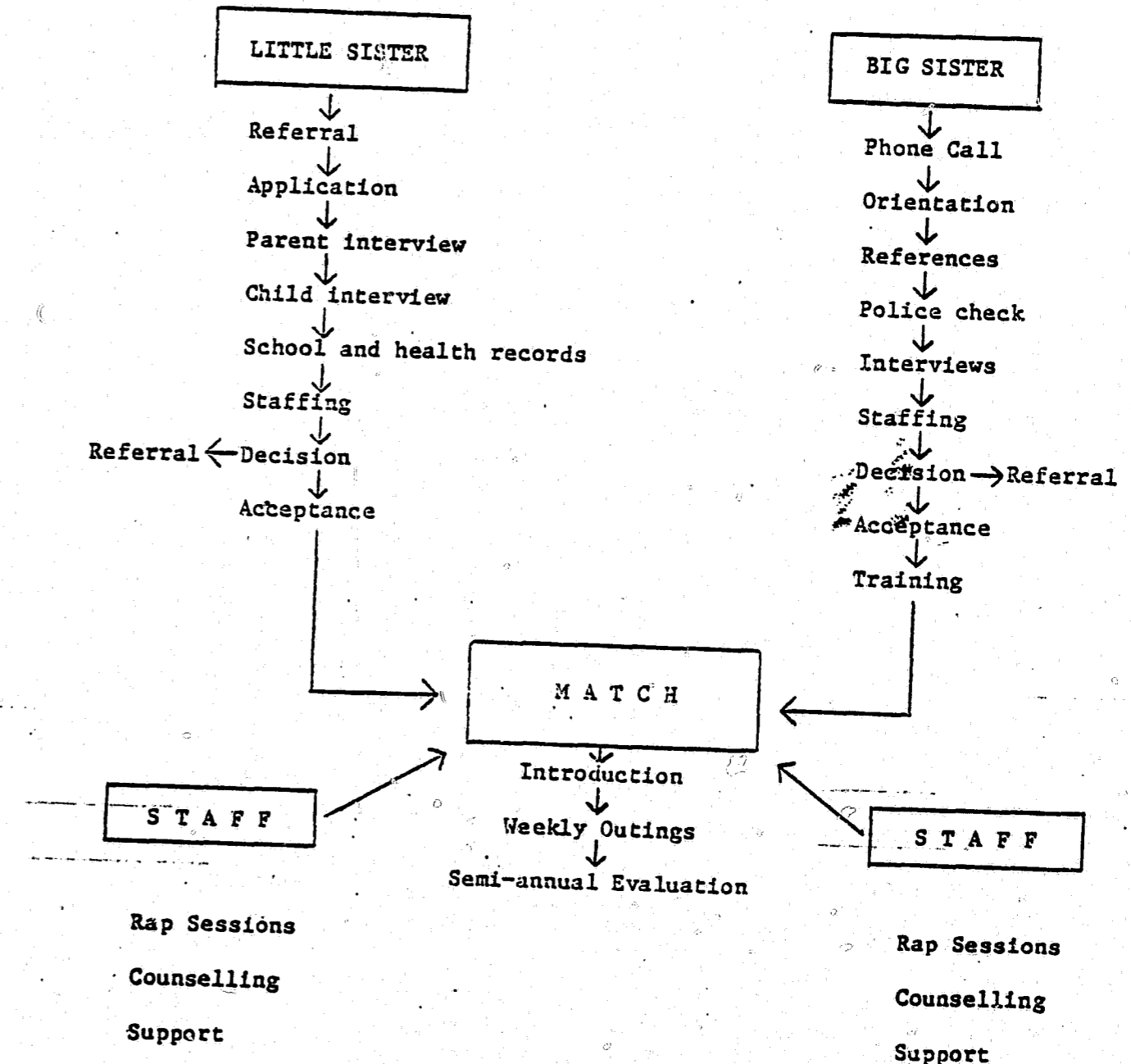


1. Welcome
2. Introductions
3. Growing up female in the 1980's
4. Do's and Don'ts
5. Training Packet
6. Ideas for Activities
7. Role Play
8. Ask a Big Sister
9. Discussion
10. Evaluation

"THE STORY OF BIG SISTERS"

- 1903 Irving Westheimer founds Big Brothers in Cincinnati.
- 1908 Big Sisters begins in New York City.
- 1917 First joint annual conference of Big Brothers and Big Sisters in Grand Rapids, Michigan.
- 1930's Many agencies collapse during the depression.
- 1946 Thirteen Big Brother agencies establish a national federation to be headquartered in Philadelphia.
- 1950 A Big Brothers group opens in New Orleans but closes after a few years.
- 1970 Five Big Sister agencies establish a national federation in Washington, D.C.
- Big Brothers again opens in New Orleans.
- 1975 Big Sisters of Greater New Orleans is incorporated at St. Mark's Community Center.
- 1977 The national Big Brothers and Big Sisters organizations merge under the name, Big Brothers/Big Sisters of America.
- 1978 Big Brothers/Big Sisters of America celebrates its Diamond Jubilee with Irving Westheimer in attendance, the first major national movement to have its founder present after 75 years.
- 1980 Big Sisters establishes itself as an independent agency and moves to 7100 St. Charles. Big Sisters receives generous contributions from the Episcopal Church and other donors.
- 1981 Big Sisters applies for United Way funding to replace the federal grants under which it had operated.

PORTRAIT OF A MATCH





### Facts about Big Sisters

- \* Seven successful decades of preventive help to children growing up in troubled homes.
- \* 130,000 current matches nationally (Big Brother/Little Brother, Big Sister/Little Sister).
- \* 360 plus affiliated agencies nationally.
- \* \$350 annually is the average cost nationally to support a match, compared with a minimum of \$1500 to enter a child in the juvenile justice system, and \$10,000 annually to maintain him/her there.
- \* 100,000 thousand children are on waiting lists for a Big Brother or Big Sister, with an additional one million more estimated to be in need of the service.
- \* Of all Louisiana women one out of every four live births occurred to a mother 19 years or younger.
- \* 71 girls under age 16 were arrested in Jefferson Parish during 1977 for theft.
- \* Juvenile female shoplifting arrests numbered 611 in Orleans Parish during 1976.
- \* National arrests for prostitution for girls under 18 increased 242% since 1967.
- \* Big Sisters is a program which is widely accepted as a diversion for the would-be juvenile delinquent.
- \* Big Sisters of Greater New Orleans serves the entire metropolitan area: Orleans, Jefferson, St. Bernard, Plaquemines, and St. Tammany parishes.

### BIG SISTERS OF GREATER NEW ORLEANS, INC.

7100 St. Charles Avenue  
866-5427

### DO'S AND DON'TS FOR BIG SISTERS

- DO see your Little Sister weekly about 3 to 4 hours.
- DO phone your counselor weekly for the first three months, monthly thereafter.
- DO attend at least 4 out of the 8 monthly Big Sister Rap Sessions per year.
- DO take your Little Sister to at least 3 of the group activities annually sponsored by the Big Sister program.
- DO check your plans ahead of time with the parent or guardian of your Little Sister.
- DO limit your weekly outings to 3 or 4 hours during the first three months of the match.
- DO NOT participate in dangerous or questionable activities.
- DO get the written permission of your counselor and the parent's guardian before inviting your Little Sister for an overnight visit.
- DO get the written permission of your counselor and parent/guardian before inviting your Little Sister for an out-of-town trip.
- DO expect your Little Sister, with the advice of your counselor, to share the expenses of your weekly outings.
- DO plan activities which are free or inexpensive.
- DO limit gifts and treats to Christmas or birthdays, and then only in moderation.
- DO NOT become involved with other members of the Little Sister's family. If there is a problem refer it to your counselor.
- DO be prompt and cooperative in planning the semi-annual evaluation of the match with your counselor.
- DO feel free to call your counselor about any concerns you may have.
- DO NOT forget to send in a time sheet at the end of each month.
- DO avoid sugary foods as much as possible. Sugar is often thought to affect problem behavior in a negative way.
- DO learn to enjoy fruits, nuts, and other natural foods.
- DO NOT discuss your own problems with your Little Sister. Your worries may not appear to affect her, but many times they do.
- DO ask to have your plans for weekend outings approved at least by Thursday by the guardian if your Little Sister lives in a home.
- DO NOT be late or inconsistent with visits and phone calls. Teach your Little Sister to trust you.
- DO NOT visit your Little Sister's dormitory or become involved with the other girls if she lives in a home.
- DO tell others about Big Sisters and what it accomplishes.
- DO encourage your friends to investigate becoming Big Sisters.
- DO have a happy volunteer experience.

BIG SISTERS PARTICIPATION AGREEMENT

NOTE: Please Read Over This Material Carefully Before Signing:

I, \_\_\_\_\_, if accepted by Big Sisters of Greater New Orleans to participate in the Big Sisters Program, as a Big Sister, will abide by the guidelines set forth herein.

1. I will contact the Counselor assigned to me at least once a week.
2. I will see my Little Sister at least once a week for a minimum of one year.
3. I will participate in group recreational activities as much as possible.
4. I will participate in Big Sisters Rap Sessions.
5. I will not spend money in excessive amount on the activities which I will involve my Little Sister and not buy expensive gifts.
6. I will work toward the goals mutually established for my assignment with my Little Sister.
7. I will attend the scheduled evaluation sessions.

I understand that any violation of this agreement may result in my termination from the Program.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

LISTENING SKILLS

This list of listening skills might be helpful in talking with adolescents and in telephone conversations.

Determine the client's point of view.

1. Listen attentively--show interest.
2. Be non-judgmental and objective. Accept the client as he or she is.
3. Be aware of the emotion behind the words--give client feedback to check out the emotions you feel behind his or her words.
4. Be yourself. "Phoniness" is easily detected and not appreciated. Share your feelings; never lie.
5. Break down the problem into components.
6. Discuss alternatives to problems.
7. Know your own limits--if you cannot handle a situation, refer the client to a counselor.
8. Remember that the client feels he or she is in a crisis--what she is talking about is important to her.

Various Techniques:

1. Use of silence--wait for a person to continue. This allows him or her to think over what he or she has just said.
2. Open-ended questions--these types of questions encourage the client to discuss and explain what he or she means, rather than give short one-sentence answers. (e.g., "Could you explain a little bit more what you felt at the time?")
3. Paraphrasing--Restate what the client has just said. This helps to clarify the content for both you and the client. (e.g., "So you are saying that you did not take part in the incident.")
4. Reflection of feelings--Feedback to the client the emotions you perceive he is experiencing to make sure you are hearing him or her correctly. Then ask if it is correct. (e.g., "You seem to be feeling very lonely. Is that right?")
5. Focusing--Keep the client on the feeling level. Do not allow story-telling. (e.g., "We seem to be going around in circles. I wonder about those feelings of failure you mentioned earlier.")

6. Trust your feelings--Express what you feel and clarify that it is your feelings. DO NOT be judgemental.
7. Notice voice tonations for emotions.
8. DO NOT give advice or opinions--A client may manipulate you into taking responsibility off him. DO NOT make decisions for the client.

There is no specific way to listen effectively. Whatever way is the most comfortable to you is the best way. Use your own style; be creative and do not be afraid to experiment. The skills we have discussed are just that--skills. They are to be incorporated into your style; not to determine your style. The best listener is one who can use these skills in a very natural, creative manner.

EFFECTS OF DIFFERENT TYPES OF HELPER RESPONSES

	Empathy	Inappropriate Questions	Premature Advice	Inappropriate Self-Disclosure	Criticism
Characteristics of the response	-reflects feelings accurately -clarifies confused feelings -focuses on the helpee	-gets off topic -takes away from feelings -focuses on facts	-gives alternatives without understanding the problem or the helpee	-focuses on own experiences -cuts the person off	-belittle his actions or feelings
Your feelings when you engage in this behavior	-struggling to understand -other-oriented -"with" the other person	-relieves anxiety -unhelpful -grand inquisitor -voyeuristic	-relieves anxiety -motherly -dishonest -hurt if advice is rejected	-self-centered	-superior -powerful -guilty
The helpee's feelings about himself when you engage in this behavior	-understood -accepted -supported	-misunderstood -confused -threatened <i>mad</i>	-infantilized -put down -"yes but" -disrespected	-disregarded <i>lonely</i>	-inferior -stupid -bad
The helpee's feelings about you when you engage in this behavior	-appreciative -respectful -relieved	-frustrated -irritated -distrustful	-irritated -turned off -misunderstood	-hurt -angry -distrustful	-defensive -angry -hate

FREE AND INEXPENSIVE ACTIVITIES

1. Check the Kid's Stuff column in the Sunday paper.
2. Check the Lagniappe section of the Friday paper.
3. Check the Children's Calendar on the first day of the month in the paper.
4. Watch for announcements of fairs and church sponsored events in and around New Orleans.
5. Visit a public library and learn to use it. Apply for a library card.
6. Check out some library books on activities and tourist attractions in and around New Orleans.
7. Learn a new hobby or sport together or share one you or she already knows.
8. Visit places in New Orleans that are new to you or her - i.e., the lakefront, the Superdome, the French Quarter, the airport, your school, your work location.
9. Check weekly papers and magazines for ideas, i.e. Figaro.
10. Learn a new skill together, baking, sewing etc.
11. Learn to talk and learn to be quiet together.
12. Learn to enjoy simple things, changes in the seasons, squirrels in the park, identifying the national flags of boats passing on the river.
13. Visit the zoo at Audubon Park or the Louisiana Nature Center.
14. Make a game out of learning to read and spell, add and subtract, by matching street signs, reading recipes, counting change, buying groceries.
15. Learn to relax and smile!

EVALUATION

TRAINING SESSION

1. Do you feel this session was meaningful? If no, please explain.
2. Do you feel the material was well prepared? If no, please explain.
3. What additional topics do you feel should be covered at future Big Sisters Training Sessions?
4. How does your concept of Big Sisters now compare to your concept of the Program before training?
5. Which part of the training did you like best and why?

Additional comments:

Date \_\_\_\_\_

APPENDIX B

RAP SESSION MATERIALS

RAP SESSIONS

COMMUNICATING WITH YOUNG CHILDREN

Model appropriate behavior. What you do, children do. How you respond, they respond. Tell them what's important to you. "Fairness" and "trust" are key words.

Observe your children. Take cues from their behavior. Ask, "What development needs are being expressed?" Listen and observe to see if the behavior expresses a deeper problem. Sometimes the behavior tells us that more 1:1 relationship time is needed.

Work with your children's development. Each individual has a pattern and a rhythm. Permit them to grow at their rate.

Accept children's feelings. Actively listen to them. Admit your own feelings. Send congruent "I" messages.

Understand and then verbalize feelings. Give them new language. Help them to help themselves. Let them "own" their problems.

Provide success. Give recognition and send positive "I" messages to reinforce acceptable behavior.

Give them control or choices. Limits may be necessary for a child's safety. Allow for choices only when you intend to leave the choice with them.

Provide safe outlets for angry feelings. Generate acceptable ways to vent anger.

Redirect energies. Don't stifle. Problem solve whenever possible, helping to identify needs and possible solutions to personal and relationship conflicts. Redirect in ways that are related to their own motives or interests.

Set clear, honest safety rules. Involve them in rule making and policy setting.

Give children explanations and reasons. Answer their "why" questions honestly. They don't understand intuitively your reasons for rules or limits. Avoid authoritarian edicts.

Arbitrate solutions. There may be no way to get compliance by logic or understanding because of age. You may have a time bind. Active listen to needs or feelings then send your "I" message. Later explain why you used power, apologize, active listen hurt feelings, offer to make up for it in a compensatory need meeting, initiate planning to avoid similar binds in the future.

Communicate in many ways. Touching lightly, kneeling, holding calmly, stroking, facial expressions, eye contact, smiles, laughing, frowns are all forms of communication.

Avoid denying privileges and isolating. Use only as a last resort. These techniques bring on coping mechanisms.

Practice patience. Give the children time. Lower your own line, modify self. Allow time for your personal needs to be met.

Make good use of the no-problem time. When your needs and those of your children are met is the best time to teach, moralize, advise, analyze, share. They're more receptive to your wisdom, knowledge, and experiences.

Choose the right time. The effectiveness of a suggestion may depend largely on its timing.

ACTIVE LISTENING STARTERS

Here are a variety of ways to start an active listening response to help you sound less stilted and repetitive. The underlined feeling word should be changed to fit the message you get.

I see, you mean that you hoped she would...

That sounds like you're excited about...

I guess you want/wish/feel...

You feel upset about...

You're feeling unfair against...

You mean you're afraid of...

You sound like you feel anxious about...

You look worried about...

I'm not sure I understand. Do you mean you're disappointed that...

You hate that.

You're confused.

You're really clear about that. Your mother...

You hate it when I refuse to give you an answer.

You feel lonely right now because...

You wish Tommy would...

You're upset with Mommy because...

You're irritated with me because...

I think I understand. (Active listen). Is that it?

I get the idea; you want to...

I'll bet that's frustrating.

Are you saying you're so frustrated you...?

You seem disturbed about...

Seems you're sure that...

I hear you saying you're unhappy with...

That's embarrassing for you to...

That seems unfair to you that...

"FEELING" WORD LIST: INTRODUCTION

Objective:  
TO LEARN SOME NEW FEELING WORDS.

	Elation	Depression	Anger	Fear
PERCEPTIBLE	relieved refreshed glad pleased amused playful cheerful optimistic giddy gay festive calm composed comfortable cool secure relaxed confident	flat bored discontented resigned apathetic numb blah melancholy blue rotten gloomy ignored distressed low sad unhappy drained	peevish bugged annoyed ruffled nettled harrassed irritated put-upon abused resentful spiteful mean irked	shy startled uneasy tense anxious nervous worried concerned timid apprehens up-tight
MODERATE	delighted jovial merry bubbly tickled glowing festive frisky spry happy proud joyous excited high turned-on great	disappointed shot-down slighted bewildered disheartened hurt abused lost regretful ashamed burdened down forlorn hopeless lifeless dead	disgusted ticked-off mad angry smoldering riled peevish hot contemptuous animosity enmity	alarmed jittery scared afraid frightened fearful threatened trembly shaken
INTENSE	alive blissful sparkling overjoyed vivacious radiant wonderful enthralled exhilarated	miserable downcast crushed helpless humiliated depressed withdrawn worthless abandoned	fed-up fuming burned-up furious incensed infuriated destructive hatred explosive	cowed dread panicky terrified terror stricker horrified petrified

GUIDELINES FOR USING ACTIVE LISTENING

- A. When should Active Listening be used?
1. When the child owns the problem
    - rejected by friend
    - angry at teacher
    - feeling overloaded with homework
    - angry at another child
    - feeling inadequate
- B. Why should child solve his own problem?
1. He has most of the data
  2. He has to implement solution
  3. Builds his own self-confidence
  4. Helps him grow out of dependence on parent/teacher
- C. Under what conditions should Active Listening be used?
1. When you hear feelings
  2. When child clearly says he has a problem
  3. When child sends messages that are not easy to decode
  4. You must genuinely feel accepting
  5. You must want to help
  6. You must want and be able to take the time
  7. You must trust that he can find his own solution
  8. You must not have your own feelings too much involved in his problem -- you must feel "separateness"
- D. What are the common errors in using Active Listening?
1. Using A/L when the child is a problem to you
  2. Using A/L to manipulate the child into feeling the way you think he should
  3. Using A/L to get information after which you move in with Roadblocks
  4. Using hit and run A/L -- not staying to hear him out
  5. Parrotting the "code" (words) vs. A/L meaning of the code (feelings)
  6. Feeding back with no empathy
  7. Lagging behind -- two messages back
  8. Going too deep -- interpreting
  9. Undershooting or overshooting the intensity of feelings heard
  10. Using A/L when child obviously needs some other kind of help ("Will you fix my bike?" What does empathy mean?)
- E. What do you say when you Active Listen? (What is the message you are sending?)
1. You have a right to feel the way you do
  2. I respect you as a person
  3. I really want to hear your point of view
  4. I am not judging you -- neither agree or disagree
  5. Your feelings belong to you
  6. I trust you to handle your feelings -- to solve your own problems
- F. What happens to the child when you Active Listen?
1. Makes child feel you are not trying to change him
  2. Encourages child to continue communicating - to say more, to share his feelings
  3. Encourages child to go deeper - child moves away from "presenting problem"
  4. Facilitates self-direction, self-responsibility, independence
  5. Helps child release feelings and free himself of their control over him
  6. Promotes a relationship of warmth and closeness
  7. Facilitates problem-solving in the child - produces insights, new understandings
  8. Influences child to be more open to your thoughts and ideas
  9. Helps child shift focus from "outside self" to "self"

SOME MODELS FOR I-MESSAGES - P.E.T.

Although the grid at the bottom of the page represents the "official" 3-part model on I-Messages, here are three other possible models that also work.

MODEL I

Conversion of a command to an I-message.

"You be quiet, now." (you-message)

"I'd like to get some rest now and I need it quiet in the house." (I-message)

MODEL II

Sometimes an I-message will involve more than the situation, and you will need to explain something about yourself.

"Clean up this disgusting family room!" (you-message)

"Because I am an orderly person myself, I feel very uncomfortable trying to relax in a messy family room." (I-message)

MODEL III

Sometimes a child may have a strong need of his own. At that time, you can recognize his need first and then proceed on to your own.

"Johnny, you are very naughty to interrupt." (you-message)

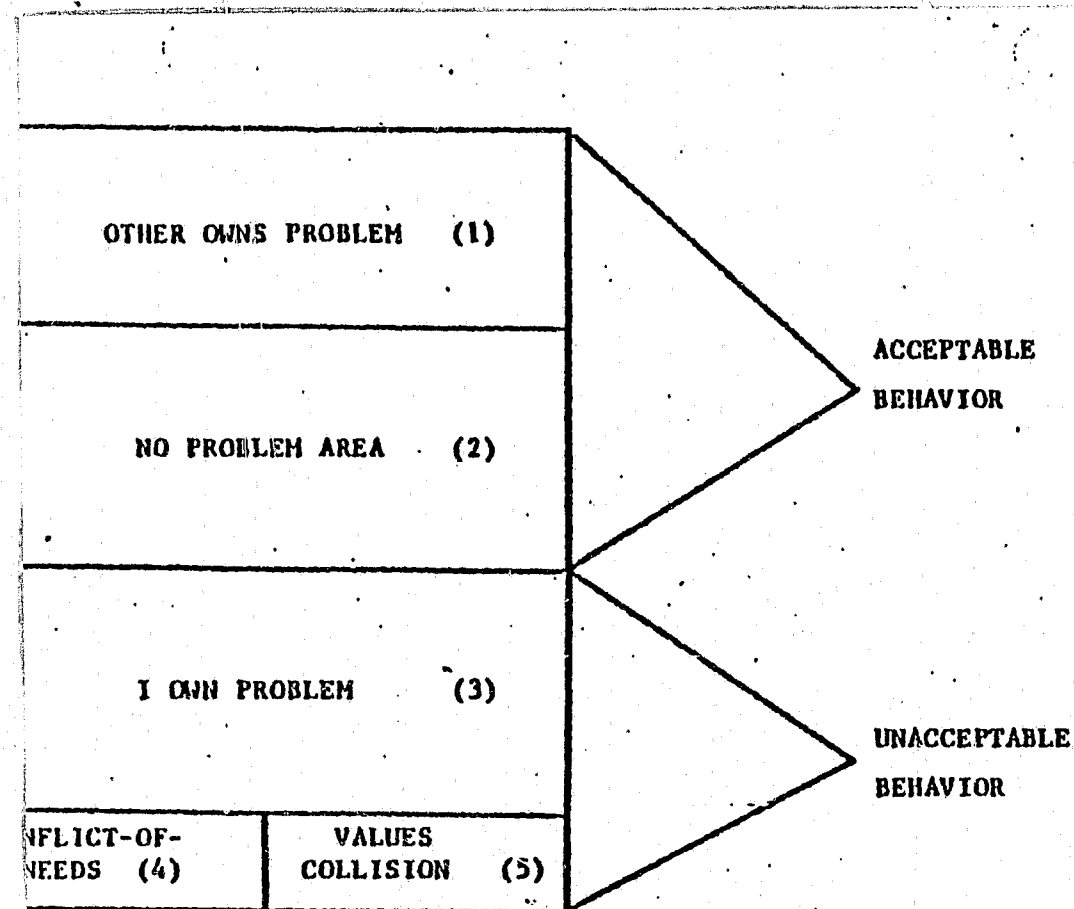
"I see that you have something important to tell me, Johnny, but I really want to finish telling Daddy this first." (I-message)

MODEL IV

Three part I-message.

Part 1	Part 2	Part 3
Non-blameful description of his behavior	Tangible effects on me now or in future	My feelings or emotions
When jobs which have been agreed to don't get done	1. I have to do them 2. and I have a lot to do myself	I feel discouraged and unfaired against
When there is loud screaming in the car	1. I am startled 2. I jump	I'm afraid we'll have an accident





When Other Owns Problem, Active Listening is the skill to use.

In the No-Problem Area, there is no problem in the relationship -- however, Roadblocks should be avoided. Three kinds of time are available here:

- (a) Diffused Time
- (b) Optimum Time
- (c) Individual Time

When I Own Problem, I can do one of three things:

- (a) Modify Environment
- (b) Modify Myself
- (c) Modify Behavior of the Other Person by using an I-Message

Continued:

(3) An I-Message has three parts:

- (a) A non-blameful description of the behavior that is causing you a problem
- (b) Your feelings (now)
- (c) The tangible and concrete effect on you now or in the future.

Remember: After you send an I-Message, shift gears and Active Listen.

(4) When you own the problem and the other person's need is as great as yours, you have a Conflict-of-Needs. The skill to use here is Method III -- the No-Lose way to solve problems. The Method III problem-solving process has six steps:

- (a) Define the problem
- (b) Generate solutions (do not evaluate at this step)
- (c) Evaluate the solutions
- (d) Choose a solution or a combination of solutions
- (e) Implement the solution
- (f) Evaluate outcome at a future date

(5) When a Values Collision occurs, we recommend the following:

- (a) Model the desired behavior
- (b) Find a consultant the other person will buy (this consultant may be you -- Remember: don't bug -- say it once!)
- (c) Modify yourself (if that's possible and desirable for you to do)
- (d) Pray

What should you do if you blow the whole show?

Answer: Start over again and let your kids know you blew it!

REMEMBER: BE CONGRUENT

When I have a problem and want

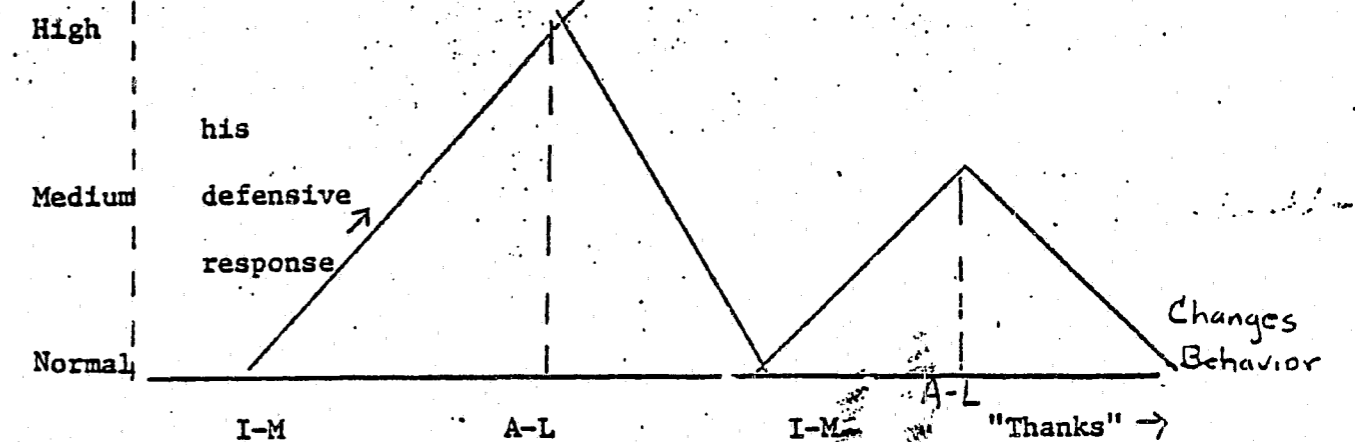
1. My child to change
2. Our relationship to survive
- 3- My child's self-esteem to develop

I send "I messages" including

1. Non-blameful description of his behavior
2. My feelings
3. Tangible effects on me

But I must be ready to listen

Concept of normal emotional temperature



"I messages" work unless

1. Lousy "I-messages"
2. He has strong needs too
3. He doesn't buy tangible effects

Fix it  
Problem-solve, Method III  
Values Collision Skills

Common errors in "I-messages"

1. Disguised "you message" - usually thru use of "feel for" "think" - "I feel you're rude"
2. Undershooting - not sending feelings full strength
3. Wanting to teach, punish or get revenge instead of getting my here and now needs met
4. Being incongruent-out of touch with myself
5. Forgetting to shift gears and A-L the other's response
6. Using "I messages" over and over on predictably repeating behaviors:
7. Going in with pre-conceived solutions

Benefits of using "I messages"

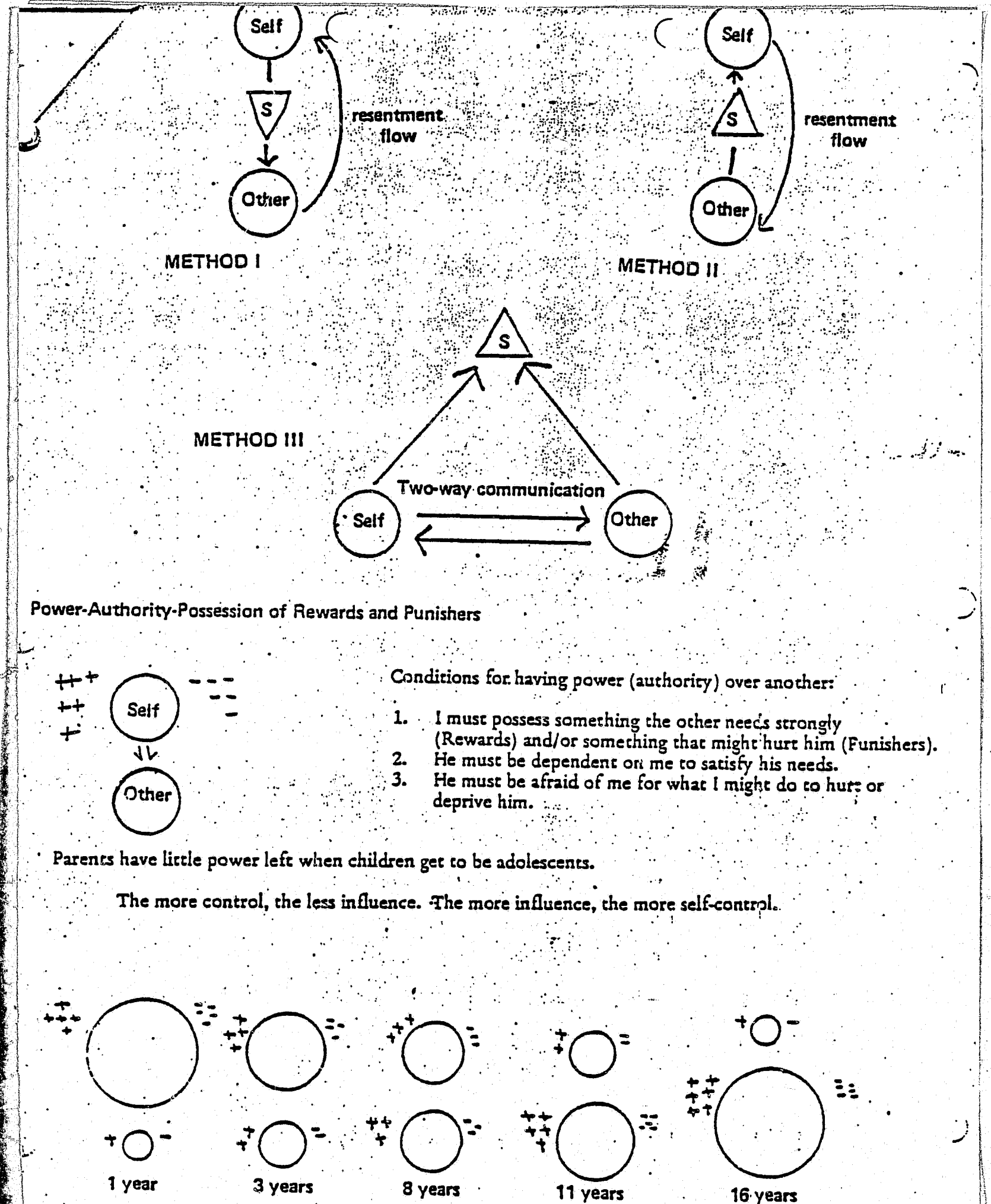
1. I model openness and honesty-my child will find it safe and desirable to be open and honest with me
2. Responsibility for behavior is left with him. I don't prevent his being responsible by taking the responsibility away from him
3. I get my needs met, his self-esteem stays high, our relationship grows, becoming warmer and closer
4. He learns the effects of his behavior on others. He has a chance to initiate behavior out of consideration for others and thus learns consideratiness by responding to the clearly stated needs of others
5. I am helped with my own strong feelings by finding and clearly sending them, which brings catharsis for me without the dangers of venting my angry, evaluative "you messages" on him
6. I get into closer touch with my feelings and needs which helps me to minister to myself more effectively. (I A-L myself in order to develop my I-M)

### METHODS I, II, AND III

- A. What kind of children come from Method I (authoritarian) homes?
1. They are aggressive, domineering, and bossy.
  2. They may be filled with resentment, anger, and hostility.
  3. They lack creativity (because creativity does not flourish in an environment of fear and authoritarian control).
  4. They are fearful of trying something new.
  5. They often withdraw either psychologically or physically.
- B. And what kind of children come from Method II (permissive) homes?
1. They are more creative, but lacking in ambition and direction.
  2. Children are most likely to be selfish, inconsiderate, unmanageable, uncontrolled, uncooperative, free-loaders.
  3. They feel unliked or unloved.
  4. These children have difficulty with their peers when they try to get their way with them in the same way as they do with their parents.
  5. These children, from Method II homes, will have difficulty when they enter school which is a Method I oriented institution.
- C. Benefits of Method III.
1. No resentment, upwards or downwards.
  2. There is a higher motivation for the other person to carry out a solution that he has participated in making.
  3. Two heads are better than one when tackling any problem.
  4. Gives the other person a chance to experience a collaborative, cooperative, democratic method of resolving conflicts.
  5. You will not have to sell or persuade the other person to buy your solution.
  6. Method III generates warm, friendly, loving feelings.
  7. When you use Method III, you are telling the other person that you care about him - his needs and feelings are important.
  8. You are saying you care about yourself-your needs and feelings are important.
  9. And, most important, you are saying people can have a relationship in which they collaborate and negotiate, that conflicts are not bad, that they are inevitable; and when they are resolved with Method III, they can actually bring people closer together.

### WAYS OF COPING WITH AUTHORITY:

Resistance, defiance, rebellion, negativism  
 Resentment, anger, hostility  
 Aggression, striking back, hyperactivity  
 Retaliation, cutting down to size  
 Lying, covering up, hiding feelings  
 Blaming others, tattling, cheating  
 Dominating, bossing, bullying  
 Competitiveness, hating to lose, needing to win  
 Forming alliances, organizing, ganging up  
 Submitting, fearing, being obedient, being compliant  
 Seducing, apple polishing, seeking approval, courting favor  
 Conforming, lacking creativity, fearing to try something new  
 Withdrawing, retreating, regressing, escaping, fantasizing



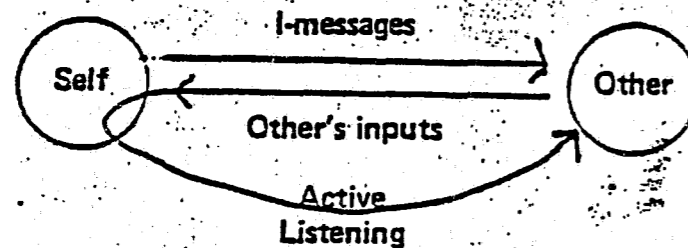
### METHOD I

1. Fast solution
2. Decision plus sell
3. If sell unsuccessful, use power or defeat
4. Doesn't foster acceptance of solution
5. Produces resentment, resistance
6. Fosters dependence, submissiveness
7. Not best solution
8. Power runs out
9. Parent feels guilt
10. Burden on parent to be God

### METHOD II

1. Parent feels resentment
2. Must accept or veto solution
3. Child feels parent's disapproval
4. Safe-keeps parent away from conflict
5. Child feels parent doesn't care
6. Child loses respect

METHOD III is really our by-now-familiar I-messages and Active Listening



### Setting Stage for METHOD III

1. Include all people involved
2. Explain the new method
3. Allow plenty of time
4. Stress children help find solutions
5. Select time agreeable to all
6. Bring pencil, paper, or tape recorder
7. State problem as I-message
8. Understand solution must be acceptable to all
9. On guard! No manipulation, no pre-conceived solutions!

### METHOD III PROBLEM SOLVING

#### Set the Stage

1. Define the problem
2. Generate solutions
3. Evaluate solutions
4. Choose a solution
5. Implement the solution
6. Evaluate the solution at a later date

### APPENDIX C

### ROSENBERG SELF ESTEEM SCALE

## ROSENBERG

### SELF-ESTEEM SCALE

(Numbers in parentheses refer to high self-esteem responses)

Items

1. Strongly agree    2. Agree    3. Disagree    4. Strongly disagree

1. I feel that I'm a person of worth, at least on an equal basis with others. (1,2)
2. I feel that I have a number of good qualities. (1,2)
3. All in all, I am inclined to feel that I am a failure. (3,4)
4. I am able to do things as well as most other people. (1,2)
5. I feel I do not have much to be proud of. (3,4)
6. I take a positive attitude toward myself. (1,2)
7. On the whole, I am satisfied with myself. (1,2)
8. I wish I could have more respect for myself. (3,4)
9. I certainly feel useless at times. (3,4)
10. At times I think I am no good at all. (3,4)

---

For Guttman scaling two or three correct out of the first three items are scored as one item; two correct of 4 and 5 as one item, and two correct of 9 and 10 as one item.

Self-Esteem Scale (Rosenberg 1965). Rights reserved by Princeton University Press.  
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SELF-ESTEEM SCALE (Rosenberg 1965)

**Variable** This scale measures the self acceptance aspect of self-esteem, originally developed for use with high school students.

**Description** The scale consists of ten items answered on a four point scale from strongly agree to strongly disagree, although they are scored only as agreement or disagreement. Since all the items revolve around liking and/or approving of the self, the scale probably measures the self-acceptance aspect of self-esteem more than it does other factors.

The scale was designed specifically with brevity and ease of administration in mind. It was designed to be unidimensional which is both a strength and a limitation. Actual development of the items and scale is not discussed except that it was meant to be a Guttman scale. Presumably this means a larger pool of items was reduced by selecting items (and groups of items) which differed substantially in the numbers of people answering each way. Rosenberg (1965) reports on several other potentially interesting scales: self-stability, faith in people, and sensitivity to criticism.

**Sample** A total of 5,024 high school juniors and seniors from 10 randomly selected New York schools make up the main sample reported by Rosenberg. The scale has been used in a wide variety of samples since then.

**Reliability/Homogeneity** A Guttman scale reproducibility coefficient of .92 was obtained. (See comments below.)

Silber and Tippett (1965) found a test-retest correlation over two weeks of .85 (N=28).

**Validity** Convergent: Silber and Tippett (1965) found that the scale correlated from .56 to .83 with several similar measures and clinical assessment (N=44). The present author has found the scale scored for Guttman scalability correlated .59 with Coopersmith's Self-esteem Inventory and scored as ten items, .60. Lorraine Broll (personal communication) reports the following correlations: with the CPI self-acceptance scale .27 (N=643), and with a one item esteem scale .45 (N=643) and .66 (N=101).

Discriminant: Correlations with measures of self-stability were substantial (.21 to .53) but it is suggested (in the self-consistency section) that some covariance would be expected. Correlations with (1) stability of ratings of others, and (2) stability of perceptual performance were close to zero (Tippett and Silber, 1965).

Predictive: Rosenberg (1965) presents considerable data about the construct validity of both this measure and self-esteem in general. He relates positive self-esteem to many social and interpersonal consequences such as less shyness and depression, more assertiveness, and more extra-curricular activities. (Many, but fortunately not all, of the dependent measures were also self-reports.)

**Location** Rosenberg, M., Society and the Adolescent Self-Image. Princeton, New Jersey: Princeton University Press, 1965. The scale also appeared earlier (Rosenberg, 1962, 1963).

**Administration** The form is self-administering and would take at most five minutes.

**Results and Comments** Positive points: The scale is brief and thorough in measuring the self-acceptance factor of self-esteem. It has high reliability for such a short scale and can be used without the grouping of items necessary for the Guttman format.

Negative points: Not much recent work has been done with the scale and there is no central repository for information for potential users. The Guttman format for scales has been strongly criticized by Nunnally, (1967, p. 61-66) who argues that the small number of items and forced rectangular distribution of items in Guttman scales are artificial and likely to produce only gross, ordinal distinctions among people. Certainly, any empirical advantage of using a Guttman scale to measure self-esteem remains to be demonstrated.

Suggestions: This scale is a model short measure aimed at one aspect of self-esteem, making it similar to a sub-scale from a longer form. In lieu of further empirical work, those wishing a brief scale applicable to various ages could use a scale like this one or the appropriate sub-scale of a longer form.

**References** Nunnally, J. Psychometric theory. New York: McGraw-Hill, 1967.

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Silber, E. and Tippett, Jean. Self-esteem: Clinical assessment and measurement validation. Psychological Reports, 1965, 16, 1017-1071.

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