

*Latino Rising Stars*  
*Report of Evaluation Activities: Summers 2003 and 2004*



**by**  
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# **Latino Rising Stars**

## **Summer 2003 Report of Evaluation Activities**

### Introduction

Each summer, the Oregon Museum of Science and Industry (OMSI) offers a Rising Stars Program—a job skill program for up to 60 area teens. The 6-week, 90-hour program encourages the development of interpersonal job skills such as leadership, teamwork, customer service, and communication for a fee of \$225 per participant. Currently, the Office of Juvenile Justice and Delinquency Prevention provides funding that allows up to 20 at-risk Latino teens to participate in Rising Stars for a fee of only \$25 each.

In 2003, Latino Rising Stars were recruited through the networking of a bilingual (English/Spanish) Latina Rising Stars Coordinator. Interested teens completed the application and interviewing process and OMSI staff selected participants. Latino Rising Stars came from high schools all over the Portland metro area.

The Latino Rising Stars program is part of a larger goal stated as:

*OMSI will provide at-risk Latinos with a stable learning environment through which they have access to role models, opportunities for professional development, and alternative, hands-on, inquiry-based science activities in their native language. This program will inspire them to stay in school and seek professional careers.*

The specific Latino Rising Stars program objectives were:

1. The Latino educator will work with OMSI's volunteer services department to recruit and train up to 20 high school Latino volunteers in customer service and program delivery each year.
2. Volunteers will gain customer service experience by participating in museum programs for Latinos and general audiences.

Data collection activities included:

1. Maintaining notes on club successes and challenges.
2. Recording the role models involved with the participants.
3. Collecting information on how the program influenced participants' job skills.
4. Collecting pre- and post-program information on participants' self-esteem.

## Club Notes

### Successes

- Eleven at-risk Latino teens were enrolled in 2003 Rising Stars—this is an increase over 2002 when only 6 Latino teens were enrolled. Three of the 2002 Latino Rising Stars returned in 2003.
- The Latino Rising Stars worked in many different areas that matched their interests: Visitor Services, Featured Exhibit Hall, Life Science Lab, Paleontology and Watershed Lab, Chemistry Lab, Physics Lab, Busytown, and Discovery Space.
- Two Latino Rising Stars volunteered additional hours at “Latino Sunday.”
- Three Latino Rising Stars went on the Redwoods camping experience (July 6–11).
- In general, OMSI staff that worked directly with the Latino Rising Stars gave very positive feedback on the teens’ progress and contributions.

### Challenges

- It would have been ideal to involve 20 Latino teens in Rising Stars, but the primary recruiter was out of town two weeks prior to the first day of the program and that cut recruitment time too short.
- It was necessary to have serious conversations with some of the teens regarding work responsibilities:
  - On several occasions teens “forgot” to notify their supervisors about lunchtime, breaks, or other absences.
  - Two teens received a “warning” because they left the building without OMSI’s or their parents’ permission.
  - One of the teens was transferred to another work area due to communication issues with staff and visitors.

## Role Models

The at-risk Latino teens were exposed to positive role models through their involvement in Rising Stars. The role models were primarily OMSI staff educators, male and female. The teens worked directly with the staff members in their daily “job,” but they also received training from the educators on various job skill topics presented at “Tuesday class.” Presenters included the:

Curriculum Developer,  
Lead Educator of the Featured Exhibit Hall,  
Lead Educator and Educator of the Chemistry Lab,  
Lead Educator of the Earth Science Hall,  
Lead Early Childhood Educator, and  
USS Blueback Submarine Manager.

## Job Skills

A goal of the Rising Stars program is to help develop job skills—particularly interpersonal job skills. Five interpersonal skills necessary for the workplace are identified in the US Department of Labor report, *What Work Requires of Schools: A Scans Report for America 2000*.

These five skills are:

- Participate as a member of a team,
- Teach others new skills,
- Serve customers,
- Exercise leadership, and
- Work with males and females from diverse backgrounds.

At the conclusion of the Rising Stars program, participants were asked if the program helped them develop these five skills. Six Latino participants completed the questionnaires—four males and two females. See Appendix A for a copy of the questionnaire.

All of the participants said the program helped them improve their skills to work as a team member and serve customers. The majority of the participants also said the program helped them improve their skills to teach others, exercise leadership, and work with males and females from diverse backgrounds (Table 1).

Table 1. Number of Latino teens (out of 6) that said the Rising Stars program helped them improve each skill.

Participate as a member of a team	6
Serve customers	6
Teach others new skills	5
Exercise leadership	4
Work with males and females from diverse backgrounds	4

## Self-Esteem

The Rising Stars program is expected to increase the self-esteem of program participants. While this is difficult to measure—particularly in the short term—participants were asked to complete pre- and post-program self-esteem questionnaires. The instrument they completed was the Coopersmith Self-Esteem Inventories School Form, which has been used extensively in research (Coopersmith, S., 2002, Redwood City, CA: Mind Garden, Inc).

The Coopersmith has eight questions that make up a “Lie Scale.” A high score on the Lie Scale suggests the respondent is answering with defensiveness. Respondents who had five or more points on the lie scale in either the pre- or post-program assessment were not counted in the results. Nine Latino Rising Stars took both the pre- and post-program assessments. Results from six of those respondents are included in the results below.

The Coopersmith measures self-esteem in five areas: *general self*, *social self & peers*, *home & parents*, and *school & academic*. The areas of self-esteem most relevant to the Rising Stars experience are *general self* and *social self & peers*. The changes in these scores from pre-program to post-program are described below.

Changes in scores from pre- to post-program can be assessed in simple terms by subtracting the pre-program score from the post-program score. Three types of differences result:

- Zero (0) = the same score.
- A negative number = a decrease in score.
- A positive number = an increase in score.

The average difference for general self-esteem was  $-0.3$ . On a scale from 0 to 26, the average pre-program score on general self-esteem was 17.8 (ranging from 10 to 24), while the average post-program score was 17.5 (ranging from 12 to 25).

The average difference for social self-esteem  $-0.2$ . On a scale from 0 to 8, the average pre-program score on social self-esteem was 5.2 (ranging from 1 to 8), while the average post-program score was 5.0 (ranging from 2 to 8).

Both average differences are essentially zero (0). That is, the scores did not really change from pre-program to post-program on the two most relevant self-esteem scales—*general self* and *social self & peers*. It should be noted that the data were analyzed in other ways not described here (e.g., looking at changes in individual scores), but the results were similarly flat. It is not clear why the scores did not change. Factors to consider when interpreting these results include: the small sample size, the notion that changes in self-esteem might not be apparent immediately after the program, and that this instrument might not be appropriate for this type of experience.

## Appendix A

### Post-program questionnaire on Job Skills

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

Please complete the questions below. Your feedback will help us improve the Rising Stars Program.

What job-related skills did you improve through Rising Stars?

\_\_\_\_\_ Participating as a member of a team.

\_\_\_\_\_ Teaching others new skills.

\_\_\_\_\_ Serving customers.

\_\_\_\_\_ Exercising leadership.

\_\_\_\_\_ Working with males and females from diverse backgrounds.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What personal goals did you accomplish? (*Refer to the goals you set at the beginning of the program.*)

1.

2.

3.

What parts of Rising Stars were most helpful for improving job-related skills?

What should Rising Stars change to be more helpful for improving job-related skills?

# **Latino Rising Stars**

## **Summer 2004 Report of Evaluation Activities**

### Introduction

#### **Program Participation**

Each summer, the Oregon Museum of Science and Industry (OMSI) offers a job skill program for up to 60 area teens; this program is called Rising Stars. The 6-week, 90-hour program encourages the development of interpersonal job skills, such as leadership, teamwork, customer service, and communication, for a fee of \$225 per participant.

Currently, the Office of Juvenile Justice and Delinquency Prevention provides funding that allows up to 20 at-risk Latino teens to participate in Rising Stars for a fee of only \$25 each. In summer 2004, Latino Rising Stars were recruited through the networking of a bilingual (English/Spanish) Latino Rising Stars Educator. Fourteen high school students from all over the Portland metro area completed the application and interview process.

Ten of these students were selected for the program. Five participated in the first session and five in the second session. The participants included five females and five males. These ten Latino Rising Stars worked alongside 44 other Rising Stars from the general population that were not funded by OJJDP.

#### **Program Objectives**

The Latino Rising Stars program is part of a larger goal stated as:

*OMSI will provide at-risk Latinos with a stable learning environment through which they have access to role models, opportunities for professional development, and alternative, hands-on, inquiry-based science activities in their native language. This program will inspire them to stay in school and seek professional careers.*

The benefits expected from the program (and listed in the OJJDP proposal) were:

1. An opportunity for students to increase their self-esteem.
2. An opportunity for at-risk Latino youth to develop skills needed to get a good job.
3. Exposure to positive role models.

Data collection activities included:

1. Maintaining notes on club activities and attendance.
2. Gathering information about the program's influence on participants' job skills.
3. Gathering information about the program's influence on participants' self-esteem.

The following report describes the data that were collected.

## Club Notes from the Bilingual Educator

### **Activities**

The Rising Star program involved participants in a variety of inter-related activities including seminars, apprenticeships, and science presentations.

The seminars were held each Tuesday; the syllabi are in Appendices A and B. The seminars addressed topics related to job skills and science education. The seminars also included team-building and confidence-building activities. During these sessions, many positive role models presented information on their jobs to the participants; these role models included the museum president, a lead educator, a local scientist, and a retail manager.

The Latino Rising Stars worked as apprentices in areas of the museum such as the Life Science Hall, the Tech Hall, the Featured Exhibits Hall, the Early Childhood Education Area, and the Earth Science Hall. As apprentices, they worked with a supervisor and other museum staff members. They assumed responsibilities within the area that involved organizing services and supporting the visitor experience.

The Latino Rising stars developed presentations on science topics that interested them. The science presentations were then shared with the public as part of the visitor experience. The demonstration topics included snakes, low-rider bicycles, and tornadoes.

### **Attendance**

The Latino Rising Stars program had some attendance problems. During Session I, two of the participants (sisters) had trouble with transportation and they did not attend the last two weeks of the program. During Session II, one of the Latino Rising Stars became ill. She was not able to attend the last few weeks of the program.

### **Confidence**

The bilingual educator concluded that the program increased participants' confidence. He reported that at the beginning of each session most of the Latino Rising Stars were very timid. However, he noticed that the students gained more confidence as they participated in the group activities during the weekly seminars and performed science presentations for visitors. He reported that at the end of the program all of the participants thanked him for the opportunity to be a Latino Rising Star.

### **Job Skills**

A benefit of OMSI's Latino Rising Stars program is the opportunity to develop job skills—particularly interpersonal job skills. To assess job skill development, Latino Rising Stars participants were asked to complete a questionnaire at the final weekly seminar of their six-week program. Five of the ten Latino Rising Stars were present at those seminars and completed the questionnaire.

The questionnaire asked participants to rank the job skills in the relative order they were strengthened through the Rising Stars program. Five of the seven skills listed were deemed



necessary for the workplace as reported in the US Department of Labor report, *What work requires of schools: A SCANS report for America 2000*. The other two skills were identified by OMSI staff as central to the Rising Stars program.

The seven skills listed were:

- Participate as a member of a team,
- Teach others new skills,
- Serve customers,
- Exercise leadership,
- Work with males and females from diverse backgrounds,
- Learn more science, and
- Demonstrate confidence on the job.

Participants were invited to add other skills that interested them to the list (see Appendix C).

The participants' responses were coded into two categories: the top three most strengthened skills and the bottom four. Most participants ranked the following skills in their top three: 1) participating as a member of a team, 2) working with males and females from diverse backgrounds, and 3) learning more science. Table 1 lists all seven skills by the number of participants that ranked each skill in their top three.

Table 1. Ranking Job Skills After the Program

Job Skill	# of participants who ranked this skill in top-three improved skills
Participate as a member of a team	4 out of 5
Work with males and females from diverse backgrounds	4
Learn more science	4
Demonstrate confidence on the job	2
Serve customers	2
Teach others new skills	0
Exercise leadership	0

Participants were asked which part of the Rising Stars program was most helpful in developing job skills and how they thought the program could be changed to better develop job skills. In response to the question, "Overall, what part(s) of the Rising Stars program most helped you develop job skills?" two participants said *customer service*, and two said, *doing demos*, *learning responsibility*, and *learning teamwork*. In response to the question, "What could we do differently so the program is more helpful for developing job skills?" the participants suggested, *more days in the program*, *more people involved*, and *more ways for Rising Stars to help OMSI*.

## Self-Esteem

At the end of both sessions, Latino Rising Stars were asked to participate in a group interview. The purpose of the group interview was to understand if and how the program affected the Latino Rising Stars' self-esteem—in particular their confidence with job skills. Five participants attended the group interviews—three in Session I, and two in Session II.

The bilingual educator asked five questions (Appendices D and E) while an OMSI staff member took notes. Information was gathered about the participants' confidence for getting a job in the future and the ways that the Rising Stars program helped them gain such confidence.

The participants suggested they could more confidently hold a customer service job after completing the Rising Stars program. Their confidence stemmed from improved skills in communication and assertiveness. For instance, the participants commented that they felt more comfortable speaking in English, starting conversations, answering questions, and teaching. They also felt more confident because they had developed a sense of personal responsibility.

The interview participants suggested several reasons why they gained job skill confidence as a result of the Rising Stars program. Of course, they said the program provided opportunities to practice job skills, but, just as importantly, they said the program provided a supportive network of leaders, staff, mentors, and friends. In particular, the participants stressed that making friends with fellow Rising Stars helped them feel more confident in themselves. The importance of this peer component is not surprising for 14- to 17-year-olds and should remain an integral part of future job skill programs for teens at OMSI.

# Appendix A

## Session I Syllabus

Overnight- June 19

### 1<sup>st</sup> Class- June 22

Introduction to Rising Stars classes- pass out materials  
Dynamic Demos & the art of presentations- 10:15-12:00  
Form project groups (Show examples of past projects)-12:40-1:10  
Work Area Schedules- 1:15-1:30  
Work Area Training- 1:30-2:30  
Conclusion- Capture the States- 2:30-3:00

### Class- June 29

Customer Service Presentation- Adam Science Store- 10:15-10:45  
Capture the States- 10:45-11:00  
“Secret Shopping” At Pioneer Place- 11:00-1:00  
Sub Queuing & Tour- (RG)-1:30-2:00  
Group activity- 2:00-2:30  
Project Work time: 2:30-3:00

### 3<sup>rd</sup> Class- July 6

Capture the States- Dave 10:00-10:15  
10 Commandments- Dave- 10:15-11:00  
Science Inquiry- Blair Baldwin 11:00-12:00  
Scavenger Hunt- 12:30-1:00  
Project work time/Examples of past presentations- 1:00-2:00  
Rinconcito Slide Show 2:00-2:30  
“Famous Person” Activity outside 2:30-3:00

### 4<sup>th</sup> Class- July 13

Nancy Stueber- 10:00-10:15  
Last Week in Review- 10:15-10:30  
Capture the States- 10:30-10:40  
Science words in Spanish- 10:40-11:00  
Dissections w/Katie Wood 11:00-12:00  
Jose activity- 12:30-1:00  
Demo Practice- 1:00-2:30  
Conclusion (Harvard Misconceptions video) 2:30-3:00

### 5<sup>th</sup> Class- July 20

Billy Martin- Dangerous Decibels- 10:00-11:00  
Exhibits- Pepco tour- 11:15-12:00  
Haz-Com Training- 1:00-1:30  
Week in review/Capture the States/Spanish Lesson- 1:30-2:00  
Jason Project Decorating in auditorium- 2:00-3:00  
\*Mention Camp Opportunity

### 6<sup>th</sup> Class- July 27

Customer Service Role Playing- Approaching visitors, Always on Stage, & Looking Neat- 9:30-10:00  
Project preparation- 10:00-10:30  
Project presentations/”Science Fair” in auditorium- 10:30-1:00  
Evaluations- 1:30-2:15  
Slide Show & Ice Cream- 2:30-3:00

## Appendix B

### Session II Syllabus

Overnight- July 24

#### 1<sup>st</sup> Class- July 28

Introduction to Rising Stars classes- pass out materials  
Dynamic Demos & the art of presentations- 10:15-12:00  
Form project groups (Show examples of past projects)-12:40-1:10  
Work Area Schedules- 1:15-1:30  
Work Area Training- 1:30-2:30  
Conclusion- Capture the States- 2:30-3:00

#### 2<sup>nd</sup> Class- August 3

Customer Service Role Playing- 10:00-10:45  
Capture the States- 10:45-11:00  
“Secret Shopping” At Pioneer Place- 11:00-1:00  
Project Work time: 1:00-1:30  
Sub Tour- (RG)-1:40- 2:30

#### 3<sup>rd</sup> Class- August 10

Capture the States & Secret Shopping Results- Dave 10:00-10:20  
10 Commandments- Dave- 10:20-11:00  
Willamette River Scavenger Hunt- 11:00-12:00  
Jose's Scavenger Hunt- 12:30-1:00  
**Project work time/Examples of past presentations- 1:00-2:00**  
Rinconcito Slide Show 2:00-2:15  
Rate an Exhibit Activity if time permits  
“Famous Person” Activity outside 2:30-3:00

#### 4<sup>th</sup> Class- August 17

Last Week in Review- 10:00-10:15  
Nancy Stueber- 10:15-10:30  
Capture the States- 10:30-10:40  
Science words in Spanish- 10:40-11:00  
Science Inquiry- Blair Baldwin 11:00-12:00  
Group activity- 12:30-1:00  
Courtney Yilk- Dangerous Decibels- 1:00-2:00  
Demo Practice- 2:00-2:30  
Conclusion (Harvard Misconceptions video) 2:30-3:00

#### 5<sup>th</sup> Class- August 24

Last Week in Review/Capture the States etc- 10:00-10:20  
Special Guest- Jake Chem Lab 10:30-11:00  
Squid Dissections: 11:15-12:00  
Exhibits- Pepco tour- 1:00-1:30  
Spanish lesson- 1:45-2:15  
Demo Practice- 2:15-3:00

#### 6<sup>th</sup> Class- August 31

Project preparation- 10:00-10:30  
Project presentations/“Science Fair” in auditorium- 10:30-1:00  
Evaluations- 1:30-2:00  
Ice Cream Social/Slide Show/Certificates- 2:00-3:00

## Appendix C

### Post-program survey

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

The Rising Stars program intends to be an opportunity to practice and improve job-skills. Please review the list of skills you said you wanted to improve at the beginning of the program. After you have reviewed your original list, we would like you to rank the same skills in the order you actually think you improved the most.

First, add any skills from your original list to the list below.

Then, put a 1 in front of the skill that you think you improved the most.

Put a 2 in front of the skill that you think you improved the second most and so forth.

\_\_\_\_\_ Participating as a member of a team.

\_\_\_\_\_ Teaching others new skills.

\_\_\_\_\_ Serving customers.

\_\_\_\_\_ Exercising leadership.

\_\_\_\_\_ Working with males and females from diverse backgrounds.

\_\_\_\_\_ Learning more science.

\_\_\_\_\_ Demonstrating confidence on the job.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Overall, what part(s) of the Rising Stars program most helped you develop job skills?

4. What could we do differently so the program is more helpful for developing job skills?

## **Appendix D**

### Session I group interview questions

30 minutes

Objective: To learn how participants think the Rising Stars Program affects their self-esteem (Confidence with job skills).

3:00-3:05 Ice Breaker (Fantasy Island)  
Introduce Rising Stars to Marcie

3:05-3:10 Question 1  
What job skills did you get to practice or learn during the Rising Stars program?

3:10-3:15 Question 2  
What skills do you think you noticed the greatest improvement? Can you give some examples?

3:15-3:20 Question 3  
How has Rising Stars experience affected your confidence or your ability to get or hold a job?

3:20-3:25 Question 4  
Has anything else helped you improve your confidence or your job skills?

3:25-3:30 Question 5  
What changes would you like to see in the program in the future that might help improve participants confidence and job skills?

## Appendix E

### Session II group interview questions

30 minutes

Objective: To learn how participants think the Rising Stars Program affects their self-esteem (Confidence with job skills).

3:00-3:05 Introduce Rising Stars, Marcie, Anna

3:05-3:10 Question 1  
What job skills did you get to practice or learn during the Rising Stars program?

PROBE: What skills did you need to use when you were working on the OMSI floor?

3:10-3:15 Question 2  
Which skills do you think had the greatest improvement? Can you give some examples?

3:15-3:20 Question 3  
How has Rising Stars experience affected your confidence or your ability to get or hold a job?

PROBE: What jobs do you think you could get now, that you don't think you could have gotten before Rising Stars?

3:20-3:25 Question 4  
Has anything else about Rising Stars helped you improve your confidence or your job skills?

PROBES:

- Did the educators help in any particular way?
- Did the other Rising Stars help in any particular way (friends, peers)?
- The mentors?
- The visitors?
- Did anything related to language or culture help?

3:25-3:30 Question 5  
What changes would you like to see in the program in the future that might help improve participants confidence and job skills?

PROBE:

-Is there anything you'd like to see changed about the Tuesday classes or the teambuilding exercises?