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ABSTRACT

The second of two final reports covering the second phase of a research program designed to maximize social and occupational adjustment of rural youth presented baseline data gathered for use in a future (February 1974) evaluation of program effectiveness. A model program for rural youth in the North Central States, the results of previous research, was implemented at three different sites--southern Iowa, northern Minnesota, and central Nebraska. The baseline data collected during the operation of the experimental program were used to match high school seniors who participated in the experimental program with seniors from control areas. Matching variables were sex, race, and an intelligence measure. The baseline data indicated that the experimental and control subjects who would be included in the followup study were comparable. Statistical data on the geographic area, the economic base of the area, and the particular problems facing rural youth in that area were reported for both the experimental and control communities in each of the three states. Data relevant to the characteristics of the research population (family income, race, sex, and intelligence) and its educational status (in-school or out-of-school) were also given. (JC)

FINAL REPORT

# AN EVALUATION OF THREE EXPERIMENTAL RURAL YOUTH PROJECTS: BASELINE DATA FOR EXPERIMENTAL AND CONTROL GROUPS



by

Joseph M. Reid and Guy H. Miles

to

MANPOWER ADMINISTRATION
U. S. DEPARTMENT OF LABOR

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16. Abstracts

A model program for rural youth in the North Central states, which was the result of previous research in the North Central region, was tested at three different sites -- in northern Minnesota, southern Iowa, and central Nebraska. The baseline data collected during the operation of the experimental program were used to match youths who participated in the experimental program with youths from the control area. The matching variables were sex, race, and an intelligence measure. The baseline data show that the experimental and control subjects who will be included in the follow-up study of program effectiveness are comparable.

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# FOREWORD

This report is the second of two final reports covering the second phase of a research program entitled "Developing Model NYC Programs for Rural Youth".* The purpose of this report is to present the baseline data collected for use in the evaluation of program effectiveness during Phase 3.

A third report, containing the results of Phase 3, is scheduled to be completed in February 1974. The objective of Phase 3 will be to determine how effective the rural youth program has been by measuring the degree of occupational and social adjustment attained by youths who complete the program, as compared to the adjustment of matched control subjects who have not been in the program.

*Phase 1 resulted in the set of guidelines which were implemented on an experimental basis in Phase 2.

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# INTRODUCTION

## Summary Description of Original Research Study

In 1968 North Star Research Institute began a series of studies aimed at developing a model program to meet the needs of rural youth in the North Central states.[1/]

The major findings of this background research clearly suggested the need for significant changes in the concepts embodied in antipoverty programs such as the NYC program if rural youth in the North Central states were to obtain the maximum possible benefits.

a. The NYC program and other antipoverty programs assumed that youths from low-income families needed special help if they were to compete on an equal basis with their more affluent peers. Our research showed, however, that among rural youths in the Midwest, factors other than poverty led equally often to a disadvantage in the labor market and in advanced education. Clearly, the eligibility requirements should not be based only on poverty.

b. The school is often the only viable rural community institution left in a disintegrating rural social and political structure. The research results indicated that the rural youth program must be aimed at

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1/ Miles, G. H., "Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth", prepared for the Office of Manpower Policy, Evaluation, and Research; U. S. Department of Labor (1968).

Miles, G. H., "Survey of Recent Literature Relevant to Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth", prepared for the Office of Manpower Policy, Evaluation, and Research; U. S. Department of Labor (1968).

Miles, G. H., Beary, W. F., and Taylor, E. N., "Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth, Phase 2: A Follow-up Study of 1144 Young Adults", prepared for the Manpower Administration; U. S. Department of Labor (1969).

strengthening and changing the school, in direct contrast with rural NYC which depended on the school to provide most (and usually all) of the NYC services.

c. NYC was a program from the "outside" that was imposed on the rural community without regard to what was already being done locally. A program was needed in which local involvement was a key feature and which did not duplicate existing local efforts.

d. NYC emphasized the value of work experience (in NYC-I) and skill training (in NYC-II). Our research results showed that part-time work experience in itself is not related to future success; only limited areas or types of skill training are useful.

## Major Features of the Model Rural Youth Program

The model program[1/] which evolved from the background research described above has been in operation for one year at three project sites in the North Central states. Very briefly, the program has both in-school and out-of-school enrollees. It has a summer program emphasizing urban living experience and selected skill training; it has a school-year program which provides the enrollees with specified services, experiences and training if the community is unable to provide these services. The eligibility requirements are liberal: poverty, geographical and social isolation, and

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1/ Miles, G. H., "Guidelines for an Experimental Rural Youth Program for the North Central States", prepared for the Manpower Administration, U. S. Department of Labor (1971).

Miles, G. H., and Thompson, D. L., "Three Model Projects for an Experimental Rural Youth Program", prepared for the Manpower Administration, U. S. Department of Labor (1971).

Miles, G. H., and Thompson, D. L., "Handbooks for the Experimental Rural Youth Program", prepared for the Manpower Administration, U. S. Department of Labor (1971).

inadequacy of the existing education system are reasons for eligibility. Work experience is a component but is utilized as a counseling tool, not as an end in itself. Only those enrollees who meet established poverty criteria are paid for participation. Counseling is provided from two sources: the project has full-time counselors, and a member of the regular teaching staff of each participating school is hired as a part-time project employee.

Within the limits of a prescribed set of program components the program is individualized to fit the needs of each enrollee. The components from which the project director can develop his program are listed below. Those components marked "*" are mandatory for all enrollees.

*Intake
*Assessment
*Counseling
    Vocational/Educational
    School
    Personal/Coaching
*Orientation
 Education
 Training
 Work Experience
*Orientation to Work and Higher Education
   *World of Work Information
   *Orientation to Higher Education
   *Occupational Familiarization
   *Orientation to Armed Services
 Social Skills Development
    Preparation for Urban Living
    Financial Training
    Leadership Development
    Driver Education
 Supportive Services
   *Health Services
    Transportation
    Day Care
 Opportunity Development
    Job Development
    Placement
    Follow-up

## Evaluation of the Model Program

### Introduction

The purpose of the preliminary evaluation covered by this report was twofold: to test the efficacy of the guidelines for the operation of the program, and to gather baseline data on experimental and control subjects. These baseline data were needed for a later test of the effectiveness of the program in attaining its goals of better occupational and social adjustment of participating rural youth.

### General Approach to the Evaluation

North Star field staff on site at each project and North Star professional staff who traveled to the three projects collected detailed information about how the project was being operated, how the guidelines were being interpreted, and the difficulties encountered in applying the guidelines to practical situations. These data show what the program actually is, as contrasted with what it was intended to be. This information is contained in the first report on Phase 2.[1/2/]

The relationship between baseline data collection in Phase 2 and the Phase 3 evaluation is shown in the flowchart on the next page.

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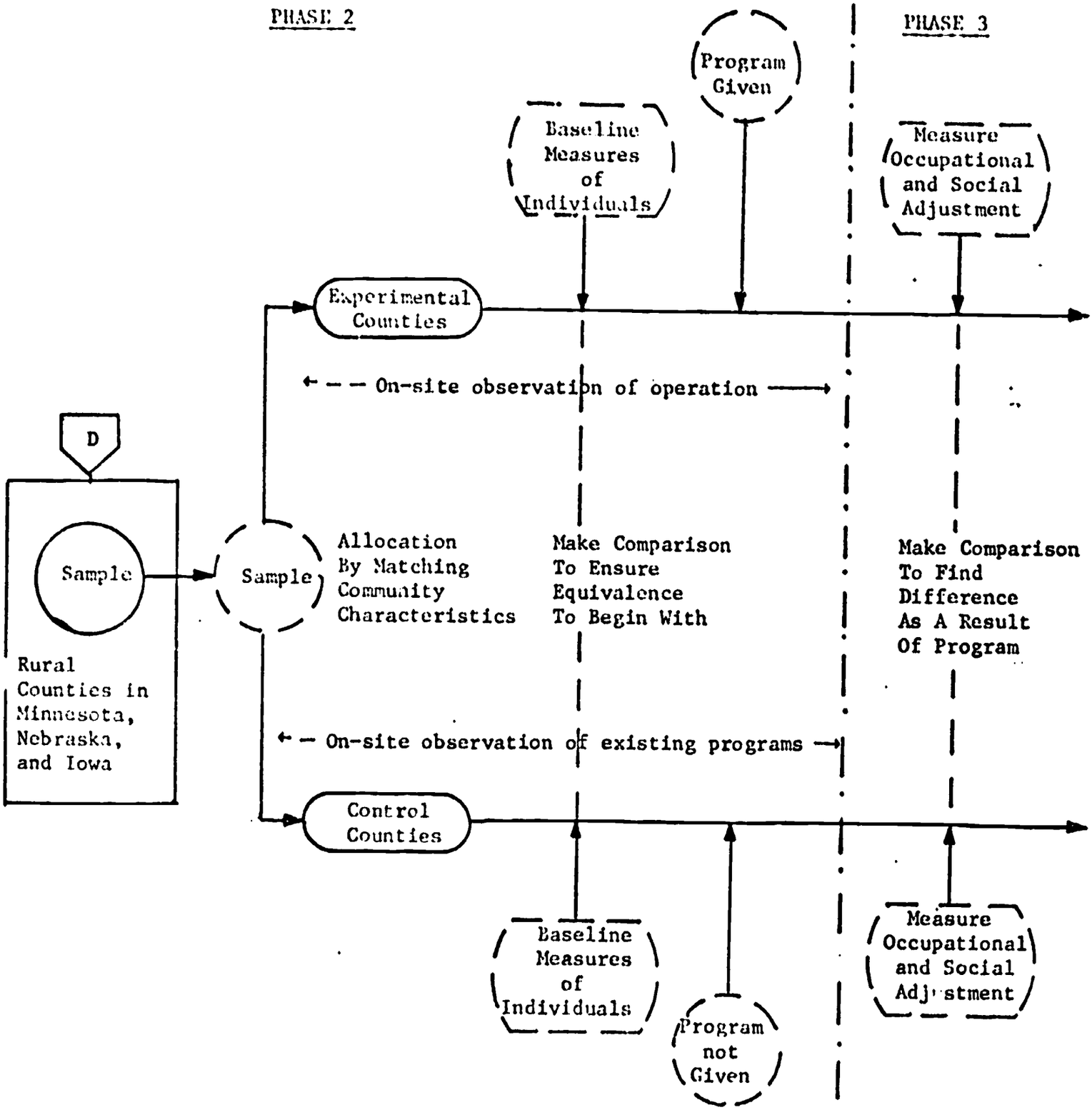
1/ Reid, J. M., "An Evaluation of Three Experimental Rural Youth Projects", prepared for the Manpower Administration, U. S. Department of Labor (1973).

2/ During Phase 1, the guidelines for the program were developed and project sites were selected.




STUDY DESIGN FOR

EVALUATING PROGRAM EFFECTIVENESS

-- PHASES 2 AND 3 --

## RESEARCH POPULATION

### Introduction

The research upon which the rural youth program was based showed that if a rural youth lacked certain types of information and experiences, he was likely to have poor occupational and social adjustment after high school. This was particularly true among the youths who migrated to a large town or city. The model program was designed to provide rural young people with these specific kinds of information and experiences if they were not already available to the youth in his home community. Because access to these important experiences and types of information varied from community to community, eligibility for enrollment in the program had to be determined first on a community basis, then on an individual basis.

Ideally, youths would have been assigned randomly to experimental and control groups. Such random assignment, however, was not suited to the voluntary character of the model program. Furthermore, it was apparent that local community leaders and school administrators would have opposed any program that was available to some youths who were eligible but not to other young people in the same school who were equally eligible. Consequently, it was decided to construct experimental and control groups that would be as closely matched as possible.

## Formation of the Control Group

An effort was made to select two areas in each state that were socioeconomically comparable. Communities in one area were offered the model program, those in the other were not. As a result, although youths were not randomly assigned to experimental and control groups, it could be expected that the two groups of youths would be exposed to very similar social, community and educational environments.

Youths from the experimental area who participated in the Rural Youth Program were individually matched with youths in the control area for sex, race and intelligence.

## Federal Programs

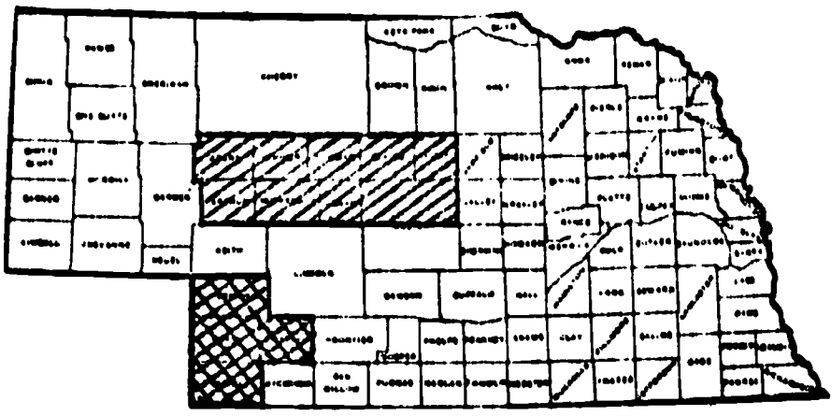
In each state, experimental area schools were offered the opportunity to participate in the Rural Youth Program. One school in Minnesota and five in Iowa did not participate. All 12 schools in Nebraska participated. The services made available to each school and to individual youths within the school varied according to the need and interest of the schools and youths. The experimental program is by design sufficiently flexible to allow variation and to prevent duplication of effort by the local community and the project.

Youths in control area schools who were eligible to participate in NYC were offered the opportunity to enroll. Youths who were not eligible because their family income exceeded the eligibility criteria did not participate in a federal program. Ordinarily NYC participation consisted of work experience and vocational counseling provided by work supervisors or NYC coordinators.

## The Experimental and Control Communities

### Nebraska -- The Great Plains





Experimental Area

Control Area

Scale in Miles:

0 100 200

The Geographic Area to be Covered. The Nebraska project serves an area of 6900 square miles of sparsely settled Nebraska Sandhills prairie. In the entire area, only four towns -- Sargent, (population 789), Arnold (population 752), Broken Bow (population 3734) and Mullen (population 667) have populations of over 500. Three of these towns are located in Custer County. In the part of Custer County that is covered by this project there are 7.1 people per square mile; the remaining 8 counties covered by the project have only 1.2 people per square mile. In the four control counties there are also four towns with over 500 population: Imperial (population 1581), Wauneta (population 738), Benkelman (population 1349) and Grant (population 1099). In these four counties there are 3.5 people per square mile.

The Economic Base of the Area. This is semi-arid ranch country. The major source of income is from the sale of livestock; few crops are grown other than hay. The average size of "farm" in Custer County is 874 acres. In the remaining counties the average size is larger, ranging up to an average of 10,415 acres per farm in Grant County. In the four control counties the average size of "farm" ranges from 952 acres in Perkins County to 1367 acres in Dundy County.

Except for Custer County, which has several small industries, there is no industry in the area covered by the model project. Two of the counties have no people employed in manufacturing and the remaining counties have 2 percent or less of their population employed in manufacturing. Less than 2 percent of the population in the control counties are employed in manufacturing.

Problems Facing Rural Youth. Youths in this area are not disadvantaged in terms of poverty, minority group membership, or lack of formal education. According to the 1970 Census of Population, the entire population of this large area included only 4 Negroes (0.02 percent of the population) and 51 (0.23 percent of the population) who are members of other minority groups (including 23 American Indians). In the four control counties there are only 2 Negroes (0.02 percent of the population) and 6 (0.05 percent of the population) who are members of the other minority groups; none of these are American Indians.

Outmigration is heavy; between 1960 and 1970 the population of the area decreased by over 12 percent. The decrease exceeded 10 percent in all but one of the nine counties. In 1970 the area population included 863 fifteen and sixteen year olds, 766 seventeen and eighteen year olds, but only 390 nineteen and twenty year olds. Thus, of those who are currently entering high school, it can be expected that at least 55 percent will move away from the region before they are 21 years of age.

The four control counties also lost over 12 percent of their populations between 1960 and 1970; 3 of these counties lost over 10 percent -- of these 3 one lost over 20 percent. In 1970 the population included 491 fifteen and sixteen year olds, 440 seventeen and eighteen year olds and 179 nineteen and twenty year olds. Thus we can expect that 63 percent of those who are entering high school now will move away from these counties before they are 21 years old.

The experimental area is not now served by NYC; the control area is served by a multi-county NYC program but there are only six enrollees in the four control counties. Several school officials who were interviewed were very skeptical that anyone would actually do anything for their area. They cited repeated instances in which surveys were taken but programs were not instituted, usually on the basis that services could not be delivered to a sparsely settled region such as this.

Iowa -- The Corn Belt

Experimental Area

Control Area

Scale in Miles:

0 100 200

The Geographic Area Covered. This project covers three counties in the Southern part of Iowa near the Missouri border. These counties are situated in the Corn Belt but the rolling hills of the area make the land somewhat less productive than the richer soil further north. There are no towns of over 2500 population in these counties. The largest towns are Lenox (population 1215), Corning (population 2095), Bedford (population 1733), and Mount Ayr (population 1762). The three control counties are adjacent to the three experimental counties and contain two towns of over 2500 population -- Osceola (3124 population) and Lamoni (population 2540). There are two others with populations over 1000 -- Leon (population 2142) and Corydon (population 1745).

The three experimental counties cover an area of 1492 square miles and have a population density of 14.4 people per square mile. The three control counties contain a land area of 1491 square miles; the population density is 17.3 people per square mile.

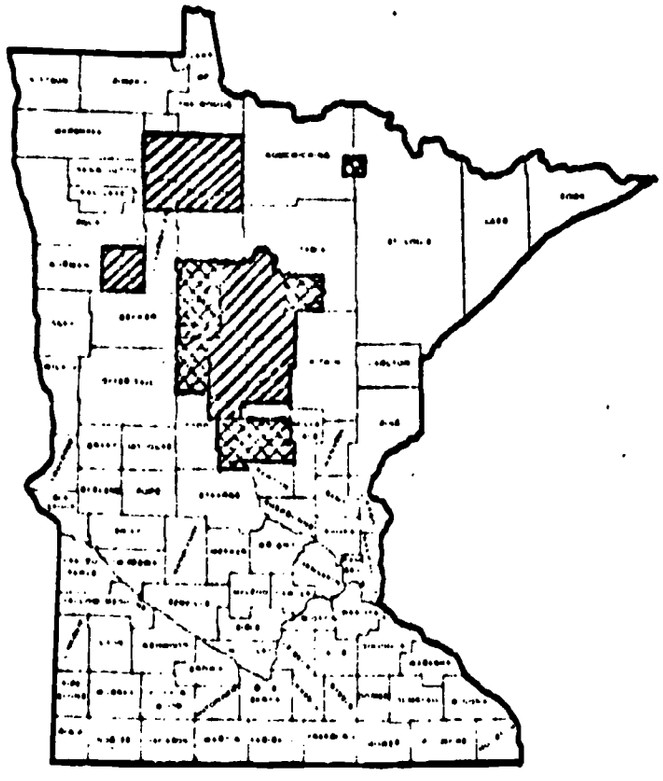
The Economic Base of the Area. Over 95 percent of all the land in the three experimental counties is in farms. Over 3100 farms are in operation and average about 290 acres each. The sale of livestock provides the major portion of farm income. Most of the crops that are grown are used to feed hogs and cattle. In the three control counties over 89 percent of the land is farmed; in 1970 there were 2986 farms that averaged about 286 acres each.

Only about 2.7 percent of the population is employed in manufacturing in the experimental counties and 3.4 percent in the control counties. The small amount of industry that does exist is mainly concerned with agricultural products and their processing.

Problems Facing Rural Youth. These six counties have among the lowest median family incomes in Iowa; only 11 other counties of the 99 Iowa counties have median family incomes as low.

This is a heavy outmigration region. Between 1960 and 1970 the population of Taylor County decreased by 14.6 percent; Adams County by 15.3 percent; and Ringgold County by 19.4 percent. Among the control counties, Clarke County lost 7.8 percent of its population between 1960 and 1970; Decatur County decreased by 7.6 percent; and Wayne County lost 14.2 percent. Our previous studies have shown that a large proportion of the youth from this part of Iowa leave their home communities and move to a city. Yet, what little vocational education is offered in the schools tends to be weighted toward vocational agriculture. Only one high school offers a broad range of vocational subjects.

Minnesota -- The Northern Forest



Experimental Area

Control Area

Scale of Miles:

0 100 200

The Geographic Area Covered. The Minnesota project serves an area of over 5200 square miles in North Central Minnesota. All of Mahnomen County, most of Crow Wing and Cass counties and parts of Beltrami, Clearwater, Todd, Hubbard and Morrison counties are included. The major trade center of the area is Brainerd, the county seat of Crow Wing County, Brainerd (population 11,667) is not covered by the project. The area includes the Red Lake Indian Reservation, most of the Leech Lake Indian Reservation, the Chippewa National Forest, and the Cuyuna Iron Range. The population density of the area is about 10.0 persons per square mile.

The control area includes all of Wadena County, most of Hubbard and Morrison counties and parts of Cass, Itasca, Koochiching and St. Louis counties. The area covered is 3,192 spare miles with a population density of 15.4 people per square mile. The only towns of any size in the control area are Little Falls (population 7467) in Morrison County and Wadena (population 4640) in Wadena County; the remaining towns are all under 1000 people. The geographic features of the area are much the same as the experimental area.

The Economic Base of the Area. Both the experimental and control areas are designated as areas of persistent unemployment for EDA purposes. The area is covered, in large part, by forests and numerous lakes. The Cuyuna Iron Range at one time provided a high level of income for the area. These mines have long since been exhausted of their better quality ore and the region has been in a serious economic decline. Only recently, some reversal of this trend has been accomplished through emphasis on the production of taconite and on the recreational potential of the area. The few farms that are operated are marginal farms and most of the farmers work part-time at other jobs.

The major town covered by the experimental program is Staples (population 2641) which, until 10 years ago, was the site of major railroad repair shops. Staples is no longer an important railroad town and efforts have been made to attract small diversified industry. A major Area Vocational-Technical School has been established in Staples; a smaller one, in Brainerd.

About 4 percent of the population of the experimental counties and 5 percent of the control counties are employed in manufacturing. The manufacturing is primarily of wood products (including paper), wood preserving, and sawmills. Numerous small dairies and dairy processing plants are also located throughout the area and a couple of areas manufacture clothing for men and boys. Only about 5 percent of the population of the experimental area and 3 percent of the control area are employed in agricultural, forestry and fisheries occupations. Most of the counties in the whole area have less than 40 percent of the land area in farms; only four counties -- Mahnomen, Morrison, Todd and Wadena -- have between 55 and 78 percent of the area in farms.

Problems Facing the Rural Youth. Approximately 33 percent of the students enrolled in grades 10 to 12 are from families classified as being below the poverty level. Poverty is especially prevalent among the American Indians in the area.

The schools are all fairly large and range up to 421 students in Staples and 490 students in Crosby. Only the Staples school offers a full range of vocational courses. (Brainerd, which is not covered by the model, also has a full vocational education curriculum). Few of the schools offer any type of occupational familiarization courses. Of the school districts covered by the model only Staples offers GED training.

Despite the high rate of unemployment in the area, the outmigration from this area is not particularly high. Of those six counties which are primarily experimental only three lost population; only one of these (Mahnomen County) decreased by more than 10 percent. Only three of the six counties that are primarily the control area lost population, all of them decreased by less than 7 percent. However, in the experimental counties in 1970 there were 4275 fifteen and sixteen year olds and 3437 seventeen and eighteen year olds but only 1898 nineteen and twenty year olds; thus nearly 56 percent of those entering high school now can be expected to leave the area before the age of 21. In the control counties there were

5095 fifteen and sixteen year olds, 4112 seventeen and eighteen year olds and 2339 nineteen and twenty year olds; from these counties we can expect that about 54 percent of those entering high school now will leave the area before the age of 21.

## Characteristics of Participants



### Family Income

The initial information on family income that was received from the schools in the control areas did not appear to be accurate. The information frequently conflicted with data from other sources. An effort will be made to obtain new family income data in the control areas; income information will also be requested from subjects in the follow-up questionnaire. Table 1 shows the data presently available to us that appear to be valid.

**Table 1**

**Family Income of Participants in RYP in Experimental Areas and of Participants in NYC in Control Areas**

| | Iowa | Minnesota | Nebraska | Total |
|---|---|---|---|---|
| | No. | No. | No. | No. |
| Project Area | | | | |
| Rural Youth Program Participants | 138 | 456 | 255 | 889 |
| Poor Participants | 68 (49%) | 245 (49%) | 30 (12%) | 343 |
| Not Rural Youth Program | 56 | 72 | 17 | 145 |
| Poor non-participants* | INA | INA | INA | INA |
| Total Number of Seniors | 194 | 568 | 272 | 1034 |
| Control Area | | | | |
| NYC Participants | 52 | 77 | 6 | 135 |
| Poor Participants | 52 | 77 | 6 | 135 |
| Not NYC | 340 | 572 | 227 | 1139 |
| Poor non-participants* | INA | INA | INA | INA |
| Total Number of Seniors | 392 | 649 | 233 | 1274 |

*INA = Information not available

The Rural Youth Program was not designed to be an "anti-poverty program". One of the problems in the North Central states with previous programs, such as NYC, was a lack of rural community acceptance of a program that was only for "welfare kids" and a reluctance of rural youths from poor families to be associated with such a program.

Table 1 suggests that the Rural Youth Program was successful in appealing to all income levels in the community, even though only poor youths were paid for participating in the project.

Of the high school seniors who could have participated in the program, 86 percent actually enrolled. About 39 percent of all enrollees claimed payment for participation on the basis of low income. The low-income enrollees made up 33 percent of the entire population of high school seniors in the experimental areas.

Since the control areas were selected to be similar to the experimental areas, we expect our final research results will show that at least 33 percent of the seniors in these areas are from low-income families and therefore eligible for the NYC program. The number of NYC slots in these areas is far from adequate to meet this need. Only 11 percent of the seniors in the control areas are enrolled in NYC.

## Race

The original research study included only a small number of minority youths.* The number was not large enough to provide reliable data; therefore, the results of that study could not be generalized to minority youths. Nevertheless, the Department of Labor requested that the Minnesota experimental project serve the larger Indian reservations in Minnesota. Therefore, a large number of minority youths did participate in the Minnesota project. The distribution of the remaining Indian population in Minnesota made it difficult to locate a suitable control group. The three rural high schools

*Minority youths are less than 1 percent of the youth in the rural areas of the North Central states.

with the largest number of reservation Indian youths not covered by the experimental project were added to the control group, but because of the small number of Indians in these schools, we were not able to provide an adequate control group for the Indian program participants.

Sex

The male/female ratio of high school seniors in the experimental and control areas were not significantly different, as is shown in Table 2, although the control area population for the Minnesota Indian project was not well matched with respect to sex to the population of the experimental area (see page 17).

Table 2

Sex of High School Seniors in the Experimental and the Control Areas

| Project | | Number in Experimental Area | | Number in Control Area | |
|---|---|---|---|---|---|
| Minnesota white: | male | 238 | (51%) | 307 | (49%) |
| | female | 226 | (49%) | 319 | (51%) |
| | | 464 | | 626 | |
| | | $\chi^2 = 0.54$, df = 1; not significant | | | |
| Minnesota Indian: | male | 48 | (46%) | 14 | (61%) |
| | female | 56 | (54%) | 9 | (39%) |
| | | 104 | | 23 | |
| | | $\chi^2 = 1.63$, df = 1; not significant | | | |
| Iowa: | male | 108 | (56%) | 215 | (55%) |
| | female | 86 | (44%) | 177 | (45%) |
| | | 194 | | 392 | |
| | | $\chi^2 = 0.04$, df = 1; not significant | | | |
| Nebraska: | male | 129 | (47%) | 115 | (49%) |
| | female | 143 | (53%) | 118 | (51%) |
| | | 272 | | 233 | |
| | | $\chi^2 = 0.19$, df = 1; not significant | | | |

In general, as shown in Table 3, the male/female ratio among the Rural Youth Program participants was about the same as the ratio for the population as a whole. The program appealed equally to males and females.

Table 3

Sex of Rural Youth Program Participants

| | Minnesota White | Minnesota Indian | Iowa | Nebraska |
|---|---|---|---|---|
| Male | 190 (47%) | 44 (57%) | 77 (56%) | 120 (47%) |
| Female | 209 (53%) | 53 (43%) | 61 (44%) | 135 (53%) |
| | 399 | 97 | 138 | 255 |

This is in marked contrast to the male/female ratio of NYC participants in the control area, as shown in Table 4, where only 39 of 135 enrollees are male (29 percent).

Table 4

Sex of NYC Program Participants in Control Areas

| | Minnesota White | Minnesota Indian | Iowa | Nebraska |
|---|---|---|---|---|
| Male | 22 | 0 | 16 | 1 |
| Female | 52 | 3 | 36 | 5 |

Intelligence

It was expected that the more intelligent youths would be more likely than the less intelligent to go on to post-high school education. If they did not go on to school, it seemed likely that they might obtain better jobs than the less intelligent youths. It was important, therefore, to be sure that the control subjects matched the experimental subjects on this variable.

We found it very difficult to obtain measures of intelligence on which to base our matching procedures. In Minnesota, over 20 percent of rural youths attend schools that do not give IQ tests. An almost equal number attend schools that will not make IQ information available for research purposes. This problem was not encountered in Iowa or Nebraska and the matching of experimental and control groups in those states was based on IQ measures.

Our matching for the Minnesota groups was based on class rank. We found that among those Minnesota students for whom both IQ and class rank data are available, the two scores are highly related, as is shown in Table 5. The modal class rank associated with each IQ score range is as follows: IQ 130 or more, 1st quartile; IQ between 110 and 129, 2nd quartile; IQ between 90 and 109, 3rd quartile; and IQ 89 or less, 4th quartile.

Class rank data were not available for 30 high school seniors in the Minnesota experimental area and for 20 seniors in the related control area. Investigation showed that these were students who, for one reason or another, failed to complete their coursework for the senior year. They either dropped out of school, had makeup work to complete before they could graduate, or received a Certificate of Attendance. Thus, "class rank data not available" proved to be a meaningful category for matching purposes. Had these students been assigned class ranks, most would have fallen in the fourth quartile.

Table 5

Comparison of IQ Scores with Class Rank

| IQ Score | Class Rank | | | | No Class Rank Information | Total |
|---|---|---|---|---|---|---|
| | First Quartile | Second Quartile | Third Quartile | Fourth Quartile | | |
| | (%) | (%) | (%) | (%) | (%) | (%) |
| **Seniors in Minnesota Experimental Area** | | | | | | |
| <89 | 0 | 0 | 20 | 68 | 12 | 100 |
| 90-109 | 5 | 19 | 30 | 45 | 1 | 100 |
| 110-129 | 48 | 33 | 14 | 4 | 1 | 100 |
| >130 | 85 | 8 | 7 | 0 | 0 | 100 |
| **Seniors in Minnesota Control Area** | | | | | | |
| <89 | 5 | 5 | 12 | 65 | 13 | 100 |
| 90-109 | 9 | 24 | 35 | 29 | 3 | 100 |
| 110-129 | 40 | 28 | 21 | 8 | 3 | 100 |
| >130 | 67 | 24 | 9 | 0 | 0 | 100 |

The schools that the Indian RYP participants (and the Indian controls) attended also had white students. The school administrators would not accept a program that was for the Indian students only. The white students were allowed to participate in the program and became part of the white experimental group. Unfortunately, the Indian students tended to have lower class ranks than the white students, so the Minnesota white project appears to have enrolled better than average white students and the Minnesota Indian project, poorer than average Indian students. This is probably not the case.

The class ranks of participants and nonparticipants in the schools offering the Rural Youth Program is shown in Table 6.

Table 6

Class Ranks of Senior Students in Minnesota Experimental Area

| Project | Class Rank | Participants | Nonparticipants |
|---|---|---|---|
| Minnesota White | 1 | 108 | 6 |
| | 2 | 103 | 14 |
| | 3 | 89 | 26 |
| | 4 | 82 | 17 |
| | NA | 17 | 2 |
| Minnesota Indian | 1 | 20 | 1 |
| | 2 | 14 | 3 |
| | 3 | 17 | 1 |
| | 4 | 39 | 0 |
| | NA | 7 | 2 |

## The Experimental and Control Subjects

The Rural Youth Program has both in-school and out-of-school participants. During the 1972-1973 summer and school year program 889 of 1034 seniors from 28 high schools in Iowa, Minnesota and Nebraska enrolled in one of the three Rural Youth projects. In addition, 13 seniors from three high schools in Iowa enrolled in only the summer program. Decisions made by Rural Youth project staff and school administrators made it impossible for these 13 young people to participate in additional program activities. Finally, 20 young people who had dropped out of school enrolled in the out-of-school program.

Only one school dropout was enrolled in the Nebraska project. He was enrolled for only a brief period of time before being referred to the State Vocational Rehabilitation Department. A survey of high school principals and counselors from project area schools revealed that, on the average, one or fewer students drop out of school during the summer prior to or during the senior year of high school. These students tend to leave their home community for a larger town after they drop out of school. As a result, there appears to be little justification for an out-of-school program in rural Nebraska and, with a population of one, no justification for a follow-up of the Nebraska Experimental Youth Project's out-of-school program.

The Minnesota Experimental Youth Project enrolled 10 school dropouts and the Iowa Project enrolled 9. These youths will be included in the follow-up study and will be matched with school dropouts from the control area high schools in each state. A decision about the feasibility of an out-of-school program in rural Minnesota and Iowa should be based on data from the Phase 3 follow-up evaluation.

Neither the experimental nor the control groups in Iowa and Nebraska had any minority group members. The American Indians enrolled in the Minnesota in-school program will be treated as an Indian subprogram that will be evaluated separately during Phase 3 (see page 17).

The control group subjects for the in-school program were selected so that each control group would be proportional to its related experimental group with respect to sex and level of intelligence. Each of the three in-school projects differs in the way it was administered and in the problems posed by the environment. In Phase 3 a separate evaluation will be made of each project. Therefore, no attempt was made to have the three control groups all the same size relative to the size of their related experimental groups.

In Iowa, five of the nine school districts originally designated as part of the experimental area did not participate in the full Rural Youth Program. The control area was equivalent in size to the nine originally designated experimental districts and baseline data were collected for all eight schools in the control area. This resulted in a surplus of potential control subjects. The control group in Iowa was made larger than the Iowa experimental group rather than lose the extra reliability that would be inherent in the data from the larger control group.

In Nebraska, a larger proportion than anticipated of students in the experimental area enrolled in the Rural Youth Program. It was not possible to match every participant on a one-to-one basis with a control subject. The Nebraska control group is smaller than the Nebraska experimental group.

The difficulties in obtaining a control group of Indian students in Minnesota have been discussed on Page 17. Only 23 control subjects were available; therefore no attempt has been made to match the experimental and control groups in this case.

The composition of the four in-school experimental groups and their control groups is shown in Tables 7 through 10. Table 7 is for the Minnesota White project; Table 8, the Minnesota Indian project; Table 9, the Iowa project; and Table 10, the Nebraska project.

## Table 7

Characteristics of the Participants in the Minnesota White Rural Youth Program and Characteristics of the Subjects Selected as the Minnesota White Control Group

| Quartile Class Rank | Experimental (Participants) | | | | | | Control | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | Total | | Male | | Female | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | 49 | 25.8 | 59 | 28.2 | 108 | 27.1 | 48 | 25.3 | 59 | 28.2 | 107 | 26.8 |
| 2 | 42 | 22.1 | 61 | 29.2 | 103 | 25.8 | 42 | 22.1 | 61 | 29.2 | 103 | 25.8 |
| 3 | 36 | 18.9 | 53 | 25.4 | 89 | 22.3 | 38 | 20.0 | 53 | 25.4 | 91 | 22.8 |
| 4 | 53 | 27.9 | 29 | 13.9 | 82 | 20.5 | 57 | 30.0 | 31 | 14.8 | 88 | 22.1 |
| NA | 10 | 5.3 | 7 | 3.3 | 17 | 4.3 | 5 | 2.6 | 65 | 2.4 | 10 | 2.5 |
| TOTAL | 190 | 100.0 | 209 | 100.0 | 399 | 100.0 | 190 | | 209 | 100.0 | 399 | 100.0 |

Males: $\chi^2 = 1.88$, df = 4; p = not significant

Females: $\chi^2 = 0.40$, df = 4; p = not significant

## Table 8

Characteristics of the Participants in the Minnesota Indian Rural Youth Program and Characteristics of the Subjects Selected as the Minnesota Indian Control Group

| Quartile Class Rank | Experimental (Participants) | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|
| | Male | Female | Total | | Male | Female | Total | |
| | N | N | N | % | N | N | N | % |
| 1 | 3 | 17 | 20 | 20.6 | 0 | 3 | 3 | 13.0 |
| 2 | 9 | 5 | 14 | 14.5 | 0 | 4 | 4 | 17.4 |
| 3 | 8 | 9 | 17 | 17.5 | 3 | 1 | 4 | 17.4 |
| 4 | 23 | 16 | 39 | 40.2 | 6 | 1 | 7 | 30.4 |
| NA | 1 | 6 | 7 | 7.2 | 5 | 0 | 5 | 21.8 |
| TOTAL | 44 | 53 | 97 | 100.0 | 14 | 9 | 23 | 100.0 |

Males: $\chi^2 = 15.55$, df = 4; p = <.005

Females: $\chi^2 = 8.70$, df = 4; p = not significant

## Table 9

Characteristics of the Participants in the Iowa Rural Youth Project and Characteristics of the Subjects Selected as the Iowa Control Group

| IQ Score | Experimental (Participants) | | | | | | Control | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | Total | | Male | | Female | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| <90 | 12 | 15.8 | 3 | 4.8 | 15 | 10.9 | 22 | 15.7 | 6 | 5.0 | 28 | 10.6 |
| 90-109 | 43 | 56.6 | 28 | 45.2 | 71 | 51.5 | 82 | 56.6 | 54 | 45.0 | 136 | 51.3 |
| 110-129 | 17 | 22.4 | 29 | 46.8 | 46 | 33.3 | 33 | 22.8 | 56 | 46.7 | 89 | 33.6 |
| >129 | 3 | 3.9 | 2 | 3.2 | 5 | 3.6 | 6 | 4.1 | 4 | 3.3 | 10 | 3.8 |
| NA | 1 | 1.3 | 0 | 0.0 | 1 | 0.7 | 2 | 1.3 | 0 | 0.0 | 2 | 0.7 |
| TOTAL | 76 | 100.0 | 62 | 100.0 | 138 | 100.0 | 145 | 100.0 | 120 | 100.0 | 265 | 100.0 |

Males: $\chi^2 = 0.02$, df = 4; p = not significant

Females: $\chi^2 = 0.04$, df = 3; p = not significant

## Table 10

Characteristics of the Participants in the Nebraska Rural Youth Project and Characteristics of the Subjects Selected as the Nebraska Control Group

| IQ Score | Experimental (Participants) | | | | | | Control | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | Total | | Male | | Female | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| <90 | 6 | 5.0 | 7 | 5.2 | 13 | 5.1 | 5 | 5.7 | 2 | 2.2 | 10 | 5.4 |
| 90-109 | 64 | 53.3 | 64 | 47.4 | 128 | 50.2 | 48 | 54.5 | 48 | 51.6 | 96 | 52.2 |
| 110-129 | 43 | 35.8 | 53 | 30.2 | 96 | 37.6 | 31 | 35.2 | 38 | 40.8 | 69 | 37.5 |
| >129 | 5 | 4.2 | 9 | 6.7 | 14 | 5.5 | 4 | 4.6 | 2 | 2.2 | 6 | 3.3 |
| NA | 2 | 1.7 | 2 | 1.5 | 4 | 1.6 | 0 | 0.0 | 3 | 3.2 | 3 | 1.6 |
| TOTAL | 120 | 100.0 | 135 | 100.0 | 255 | 100.0 | 88 | 100.0 | 93 | 100.0 | 184 | 100.0 |

Males: $\chi^2 = 1.55$, df = 4; p = not significant

Females: $\chi^2 = 3.25$, df = 4; p = not significant