

SANTA CLARA COUNTY
DAY CARE TREATMENT CENTER FOR
DELINQUENTS

SECOND YEAR EVALUATION REPORT

AMERICAN JUSTICE INSTITUTE

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SUMMARY FINDINGS

1. RECIDIVISM. Comparing recidivism data using several different approaches, there is very little difference between Day Care graduates and controls on most measures. For all juveniles graduated from Day Care compared with all control subjects, the percent of males with re-referrals is substantially equivalent, while a somewhat larger proportion of Day Care girls are re-referred than are Ranch females (67% to 50%). In addition, experimental females tend to have their first referral sooner than controls. Comparing only graduates of both Day Care and Ranch programs, the Day Care youths tend to be re-referred at a higher rate than Ranch graduates; however, there is an indication that this trend is changing toward lower recidivism for second year Day Care graduates. There was no significant difference in subsequent Ranch placement when comparing Day Care juveniles with those placed in private institutions or foster homes. The comparisons between Day Care and Ranch graduates are influenced by the fact that 1) the Day Care youths were initially more delinquent, and 2) the number of Ranch graduates is as yet small (7 males, 7 females).

2. COST COMPARISON. Costs of the program during the second year (9 months) were \$1,070.03 per ward per month. This figure is 30% lower than for the first year, and it is quite similar

to expenses incurred at the County ranches--the most likely place juveniles would have gone had there been no Day Treatment Program. It is possible that project expenses can be reduced without seriously affecting program impact.

3. ACHIEVEMENT TESTS. California Achievement Test scores have shown significant grade equivalent increases in all areas, with about 7 months' improvement in most subtests during the four month Day Care Program.

4. SCHOOL ADJUSTMENT. Overall, "behavior modification" points related to school, while at the Center, show no improvement. In terms of overt behavior: 1) 26% of the youths have returned to school programs, for those with pre-post data available; 2) there has been a significant increase in grade point average ("D" to "C"); and 3) a significant decrease in absentee rate (31% to 21%).

5. SELF CONCEPT. As measured by eight subscales of the Tennessee Self-Concept Scale (TSCS), pre-posttest comparisons of Day Care youths indicate significant improvement only in the area of "Moral-Ethical Self." The posttest remains below the "normal" range for most areas of the test; however, programs for juvenile delinquents typically do not have much impact on self-concept as measured by the TSCS.

6. FAMILY FUNCTIONING. As seen by Probation Officers, there was improvement in the areas of parent-child communication and relations, sibling relations, and very limited improvement of total family stability and work situation. Parents of a

majority of program participants indicated that they were having less trouble with their child in one or more areas after the program. Sixty-two percent of the parents felt Day Care had been a good choice for their son or daughter, and 38% felt that out-of-home placement would have been better.

7. SECOND YEAR IMPROVEMENT. Second year Day Treatment clients have significantly better behavior and academic performance than first year participants. Modifications in the program resulting from the first year's experience are apparently having a positive effect.

8. OUT-OF-HOME PLACEMENT ALTERNATIVE. Of the 1202 601 and 602 cases referred to the Resources Review Board for out-of-home placement, 272 (22.6%) were deemed eligible for the Day Center. Of these 272 juveniles, there were 110 selected at random and enrolled in Day Treatment. Approximately 75% of the juveniles enrolled have graduated from the program. Most of the failures have been sent to one of the county ranches.

RECOMMENDATIONS

The recommendations that follow are offered as suggestions based on interpretations of the results of the research effort. They are given as possible directions for improvement, rather than as simple criticism of the present Program.

1. Change of physical plant set-up.

In terms of probation staff interaction with Day Center youth, the layout of the buildings currently housing the Center appears to be a negative factor. The Probation Officers and Center secretary are all located in one large room, isolated from the other parts of the Center, and lacking private offices or even partitioning that would encourage confidentiality and closeness. The noise level and constant activity also seem to be detrimental to productivity. By being isolated from the rest of the Center, there seems to be an implicit restriction to the effect that the youth must have a defined problem to discuss at a formal level before entering the staff area.

A recommended change is to a location that would:

1) allow private or two-person offices, thereby increasing the potential for confidential conversations; 2) put Probation Officers and teachers' offices adjacent to a recreation room or kitchen to encourage youth-staff interaction on an informal basis, e.g., if the Center could be located in a duplex or one-family dwelling, a portion of the living room area could

be partitioned into offices, each having access from the living room, while the remainder of the space could serve as a recreation area; 3) be more centrally located in terms of residence of the youth served, thus eliminating some of the transportation expense, and, hopefully, encouraging greater interest and participation on the part of parents.

2. Place more individualized emphasis in the school program.

The school program is currently individualized to the extent that each youth is given assignments geared to his current abilities and achievement, but the program as a whole seems to emphasize the traditional in terms of type of materials covered and teaching methods. The current teacher-student ratio (1:6, or 1:8 at full capacity) is such that even more individualized programs, related to each student's interests and goals, should be feasible. With careful planning, it could be possible to show the necessity and relevance of academic achievement to almost any existing interest or goal of the youth. By relating school subjects to each youth's needs, one would expect an increase in motivation and, consequently, achievement.

3. Change the eligibility and selection criteria in order that some youths not yet destined for out-of-home placement can be treated. It may also be useful to include in the Program former ranch residents who still need closer supervision than simply being released back to the community.

4. Include on the teaching staff someone with a background or interest in the math/science area, home economics, or perhaps the behavioral sciences in order that these areas can be better represented in the curriculum and training.

5. Allow full authority for all aspects of the Program to rest in one individual. The present bi-administrative structure is functional, but it is not as efficient as a single authority structure. Both the Project Director and the Principal of Osborne School make this suggestion (see Appendices A and B).

6. Continue to examine ways in which costs can be reduced, e.g., moving to a more central location in order to reduce transportation expenses. The Day Treatment Program in San Diego may provide a model for cost reduction.

INTRODUCTION

In Santa Clara County a gap has existed in alternatives for treatment of troubled youth. As a result of this gap, certain youths have been needlessly placed in foster homes (FH), group homes (GrFH), private institutions (PIP), county ranches and the California Youth Authority (CYA). These are youths needing more attention than is available under normal probation supervision, with out-of-home placement being the only way to provide the necessary level of attention and supervision. Since foster and group homes are difficult to find, these youngsters are often placed in twenty-four hour institutional care. This type of intensive treatment may be unnecessary for many individuals with family or adjustment problems who represent no criminal threat to the community.

Even where intensive treatment is necessary, it can be argued that improvement in behavior is longer lasting if that treatment encompasses directly the relationships, stress, and temptations to which the juvenile returns upon leaving institutionalization. It is not uncommon for youngsters to show excellent adjustment in an institutional setting, yet revert almost immediately to old patterns of behavior on returning home.

Twenty-four hour care has the additional disadvantage of increasing the probability that the individual will be

labeled "delinquent" by relatives, friends, and by the child himself. Acceptance of the label may lead to behavior prescribed by the role that the label suggests. This "self-fulfilling prophecy" is less likely to be a problem where the juvenile is treated in a "school-like" setting during normal school hours, and returns to his family and associates at other times.

The concept of day care centers has been explored by a number of Probation Departments as an alternative to twenty-four hour care. The day center is a location where youngsters go during the day for school and group or individual counseling, while continuing to live at home. The client remains a member of the family unit, while the staff works to resolve both his educational and family problems.

The day center concept has been implemented on an experimental basis in Santa Clara County to determine the feasibility and effectiveness with the local population, and to provide research data for decisions on maintaining this type of program. Youngsters are brought to the Center Monday through Friday and spend from 9:00 a.m. to 3:30 p.m. in the Center's activities, which consist of an individualized educational program supplemented with community and small group meetings, and individual contacts with Probation Officers. Probation Officers also work with the families during the day and evening and maintain ongoing contact with youths who have graduated from the program and their families. Saturdays are usually scheduled for a variety of "cultural enrichment" activities.

The focus of the program at the Center is a full-day, year-round school program. At present, juveniles are scheduled to remain in the formalized education and treatment program provided at the Center for approximately four months; then they "graduate" into eight months of aftercare. The program at the Center is able to handle about 24 youths at any given time. With an average length of stay of four months, the program can handle at least 72 youths per year.

Four experienced probation officers counsel with students and their families during the client's four months at the Center and during the eight month aftercare period. It was initially expected that each probation officer would carry an average caseload of 18 youths (6 in the Center program and 12 in aftercare).

Three teachers provide individual, group, and team teaching to the youngsters with a maximum student/teacher ratio of 8 to 1. The school portion of the Center provides a curriculum which meets high school requirements.

Transportation Officers (one full-time and one half-time) transport youngsters to and from the Center and cultural enrichment trips as required. They also transport youngsters on school field trips and handle emergency needs.

A supervising Group Counselor coordinates the school and treatment portions of the program. He is actively involved in counseling, and the handling of disciplinary problems. The counselor develops and directs the numerous cultural activities held weekly on Saturdays. He also recruits, directs, and coordinates volunteers in the program.

The Project Director is administratively responsible for the Center's operation. The Director supervises the Probation Officers, Group Counselor, Transportation Officers, and a secretary directly. He indirectly supervises the school staff, which is under the direct supervision of the Principal of Osborne School. The Program Director is also responsible for a public relations effort with public/private agencies and the community at large.

Most of the detailed reporting regarding the establishment and functioning of the program, including management issues, problems, etc. is being handled by the Project Director (see Appendix A). The principal in charge of the education portion of the program has also made comments concerning the project (see Appendix B).

The local Day Treatment Program has been established on an experimental basis because of the lack of research or evaluation in connection with day centers in other counties. Under a subcontract with Santa Clara County, the American Justice Institute is providing assistance in the areas of research and evaluation for the Juvenile Probation Day Care Program, relative to establishing data collection techniques and instruments, data analysis, and reporting.

Evaluation Methodology

The objectives, as stated in the grant proposal, are:

- (1) Establish a Day Care Center as an alternative to out-of-home placement;
- (2) develop cost-effectiveness estimates;
- (3) increase academic achievement;
- (4) improve attitudes and motivation toward education;
- (5) decrease post-center truancy;
- (6) decrease subsequent arrests;
- (7) improve self-concept;
- and (8) improve behavioral functioning of family system..

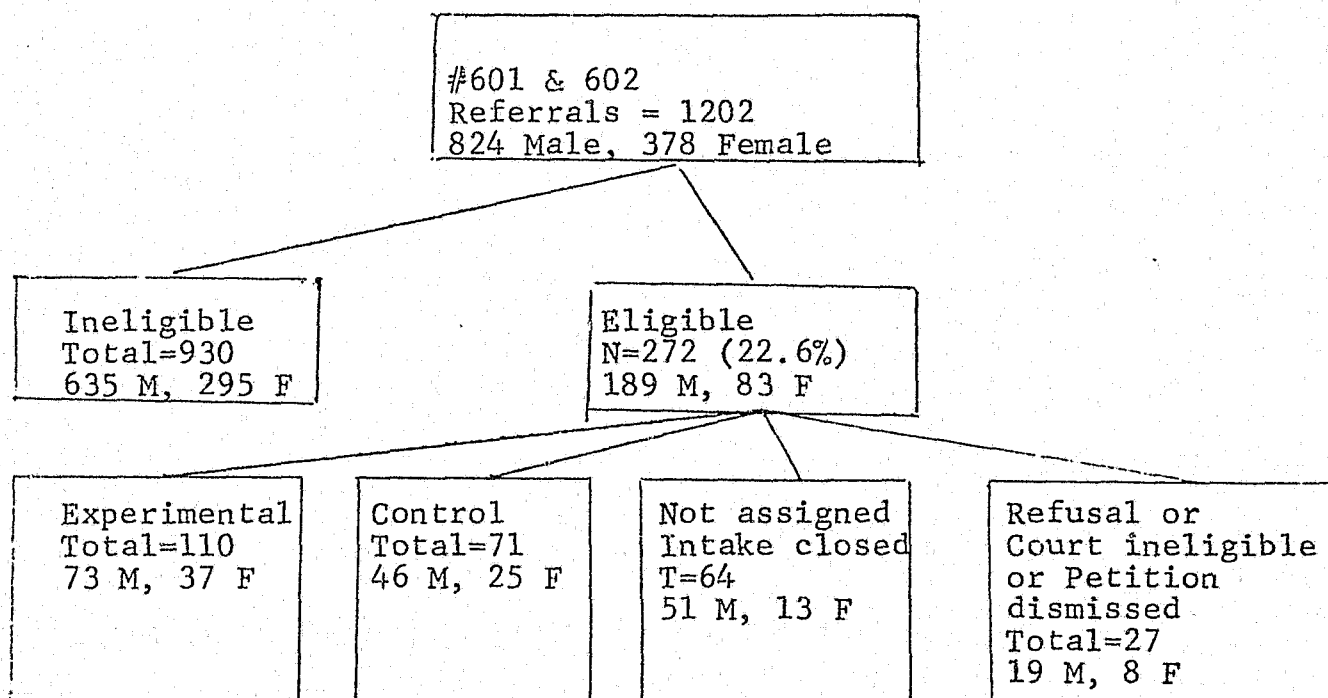
In order to evaluate the achievement of the proposed objectives, it has first been necessary to identify those youth being considered for out-of-home placement. This has been accomplished through cooperation of the Resources Review Board (RRB), a departmental committee through which all out-of-home placements (except placement with a relative) must be cleared. Not all youth presented to the RRB are appropriate for the Day Center Program due to age, reason for placement, etc. Therefore, a set of eligibility criteria was established (see attachments) to identify those youth acceptable for the Day Center.-

For the purpose of comparing treatment effects of the Day Center with other types of placement, it is necessary that the groups come from essentially the same population. This has been achieved through a random selection process. A representative of the Day Center attends RRB meetings, and determines whether the juvenile is eligible for the program based on the list of criteria. If eligibility is

established, a number is drawn from one of the random number pools (separate pools for boys and girls) to determine whether the youth will be assigned to experimental (Day Center) or control (other placement) status.

Since October 12, 1971, when screening for the project began, through June 15, 1973, 1201 601 and 602 cases have been referred to the RRB. The terms "601" and "602" refer to Sections 601 and 602 of the Welfare and Institutions Code. Section 601 involves truancy, run-aways, and similar offenses which are less serious in nature than robbery, burglary, or other crimes included under Section 602. Of the total 1202 juveniles, 272 (22.6%) have been deemed eligible for the Day Center, e.g. must have been recommended for out-of-home placement, between the age of 14 and 18, not a severe threat to community or self, educable, and parents have agreed to participate in the treatment. Sixty-four of the 272 cases were not subjected to random selection because intake to the Center was closed. Of the remaining 208 cases, 110 (73 boys, 37 girls) were assigned to experimental status; and 71 (46 boys, 25 girls) to control status. Court eligibility and program refusal by youngsters and/or parents (experimental only) eliminated 27 from the total study sample of 208 cases. (For a more complete summary, see Figure 1 on the following page.) It is this group of 181 experimental and control youth who are being examined in detail to determine the feasibility, risks, and effects of the Day Center Program.

Figure 1
RESOURCES REVIEW BOARD SUMMARY
10/12/71 - 9/30/72



Procedures and Instruments

Table 1 briefly describes the procedures and instruments used to evaluate the achievement of program objectives.

Interpersonal Maturity Level

A tool that is being examined as an important aspect of the research phase as well as treatment is Interpersonal Maturity Level (I-Level). I-Level is considered a valuable classification scheme for understanding delinquent behavior and aiding in treatment programming, and is used extensively with Day Center youth for these purposes. This classification scheme focuses upon the ways in which the delinquent is able to see himself and the world, especially in terms of emotions and motivations.

Theoretical Frame of Reference

Seven successive stages of interpersonal maturity characterize psychological development. They range from the least mature, which resembles the interpersonal interactions of a newborn infant, to an ideal of social maturity which is seldom or never reached in our present culture. Each of the seven stages or levels is defined by a crucial interpersonal problem which must be solved before further progress toward maturity can occur. All persons do not necessarily work their way through each stage but may become fixed at a particular level. The range of maturity levels found in a delinquent population is from Maturity Level 2 (integration Level 2 or I_2) to Maturity Level 5 (I_5). Level 5 is infrequent enough that, for all practical purposes, use of Levels 2 through 4 describes

TABLE 1

Objectives of the Program and Procedures Used to Measure Program Success

<u>Objective</u>	<u>Procedure</u>	<u>Instrument</u>
A. (1) Diversion from out-of home placement	Examine RRB records for numbers of referred placements; follow court records for actual placements and durations.	
(2) Cost effectiveness	Compare Day Center costs with cost of other placements based on County cost data.	
B. Improve academic achievement	Test day care youth and ranch controls on a pre-post program basis. Analyze gains within and between groups.	California Achievement Tests
C. Improve Attitude and Motivation toward education	Examine school-related weekly "behavior modification" points for changes during program. Examine Youngster Behavior Inventory ratings by teachers. Interview youths re: goals and attitudes Follow-up of youths released from program to determine school enrollment and grades	Youngster Behavior Inventory AJI Juvenile Interview
D. Decrease post day care truancy	Examine school records on a pre-post basis for differences in attendance rate	
E. Decrease subsequent arrests	Examine probation files of all experimental and control youths periodically to determine number and severity of referrals to juvenile court.	

TABLE 1 (Cont.)

<u>Objective</u>	<u>Procedure</u>	<u>Instrument</u>
F. Improve self-concept	Test Day Care youths pre and post program for differences in self concept	Tennessee Self Concept Scale
G. Improve family behavioral functioning	Examine family questionnaires and probation staff interviews for perceived changes in family functioning	Family Questionnaire Day Care Staff Interview

the juvenile population. A brief description of these levels follows:

Maturity Level 2 (I_2): The individual whose interpersonal understanding and behavior are integrated at this level is primarily involved with demands that the world take care of him. He sees others primarily as "givers" or "withholders." He behaves impulsively, unaware of the effects of his behavior on others.

Maturity Level 3 (I_3): The individual who operates at this level is attempting to manipulate his environment in order to get what he wants. In contrast to Level 2, he is at least aware that his own behavior has something to do with whether or not he gets what he wants.

Maturity Level 4 (I_4): An individual whose understanding and behavior are integrated at this level has internalized a set of standards by which he judges his and others' behavior. He is aware of the influence of others on him and their expectations of him. To a certain extent, he is aware of the effects of his own behavior on others.

It should be stressed that interpersonal development is viewed as a continuum. The successive steps or levels which are described in this theory are seen as definable points along the continuum. As such, they represent "ideal types." Individuals are not classified at the level which reflects their maximum capabilities under conditions of extreme comfort, but rather are categorized at that level which represents their typical level of functioning or their capacity to function under conditions of stress. This rating of basal level has

the advantage of permitting more accurate predictions of behavior in a delinquent population.

Nine Delinquent Subtypes

In 1961, an elaboration of the Maturity Level Classification was developed for use in the Community Treatment Project. In part, the elaboration was drawn from the work of the California Youth Authority Committee on Standard Nomenclature in an effort to describe more specifically the juvenile population.

The "Interpersonal Maturity Level Classification: Juvenile" subdivided the three major types described above into nine delinquent subtypes as follows:

	<u>Code Name</u>	<u>Delinquent Subtype</u>	
I ₂	As	Unsocialized, Aggressive	"demanding"
	Ap	Unsocialized, Passive	"complaining"
I ₃	Cfm	Conformist, Immature	"conforming"
	Cfc	Conformist, Cultural	"conforming"
	Mp	Manipulator	"manipulating"
I ₄	Na	Neurotic, Acting-out	"defending"
	Nx	Neurotic, Anxious	"defending"
	Ci	Cultural Identifier	"identifying"
	Se	Situational Emotional Reaction	"identifying"

Whereas the Maturity Level classification represented a categorization of the individual's level of perceptual differentiation, the subtype represented a categorization of the individual's response to his view of the world.

These nine subtypes then were described by lists of item definitions which characterized the manner in which each group perceived the world, responded to the world, and were perceived by others.

Day Center Use

I-level rating is used extensively in diagnosing and determining appropriate treatment for the Day Center youths. For each subtype, there is available a printed handout relating relevant characteristics and proposing general guidelines for treatment; e.g., I₄Nx--major focus on developing internal, psychological controls--areas of conflict between minor and Officer should be chosen so that minor may sometimes "win the argument" without being lost to the program--.

After an I-level diagnosis has been determined, through taped interviews rated by at least two different people, the Day Center staff meets to discuss specific treatment concepts for the individual youth. With all staff aware of the I-level classification, anticipation of particular modes of behavior is more readily achieved and predetermined modes of punishment or treatment, appropriate to the given classification, can be more consistently applied. As another step in the treatment process, the staff has been interviewed to determine which

Probation Officer and teacher is most compatible, in terms of I-level classifications.

Appendix C, Table V, indicates the distribution of I-level classifications for experimental and control youth for the second year. As evidenced by the table, control youth I-levels have not been very systematically obtained. Where appropriate, these ratings will be examined in relationship to project objectives, but for the most part, the number of youths falling into each classification is not sufficiently large for meaningful comparisons at this time, although some trends seem to be appearing as the numbers increase.

It is anticipated that, with increased numbers, I-level rating may prove to be a valuable tool for determining type of placement as well as treatment within a given placement.

DETAILED RESULTS

Results have been organized around the project objectives previously outlined. A summary of the findings and resulting recommendations was included above¹. Subjective evaluations of the program results by project administrators and community agencies can be found in Appendix A and Appendix B.

A. Diversion from out-of-home placement. As of June 15, 1973, 110 youths had been enrolled in the Day Treatment Center, and 71 controls had been selected for comparison. By virtue of the established selection criteria, all these youths were destined for out-of-home placement prior to their being assigned to the experimental or control group. In terms of RRB recommendation, the breakdown by percentage and number for the entire group and for the subgroups (experimental and control), is given in Table 2.

TABLE 2

RRB Recommendations for Total Population,
Experimental Group, and Control Group

*RRB Rec	Exp		Cont		Total	
	N	%	N	%	N	%
Ranch	81	74.3	40	56.3	121	67.2
FH	7	6.4	8	11.3	15	8.3
FH/PIP	14	12.8	15	21.1	29	16.1
PIP	5	4.6	3	4.2	8	4.4
FH/RH	2	1.8	3	4.2	5	2.8
Other			2	2.8	2	1.1

*Resources Review Board Recommendation

¹Pages

TABLE 3

Control Group RRB Recommendation and Placement (11/71-6/73)

Placement

Recommendation		Ranch	Foster Home	PIP	Mental Inst.	Home/ Rel home	Row Total
	Ranch	24 ² 66.7 96.0	1 2.8 7.1	0	0	11 30.6	36 54.5%
	Foster Home	0	5 62.5 35.7	1 12.5 14.3	0	2 25.0 10.5	8 12.1%
	FH/PIP	0	5 35.7 35.7	4 28.6 57.1	1 7.1 100	4 28.6 21.1	14 21.2%
	PIP	1 33.3 4.0	1 33.3 7.1	1 33.3	0	0	3
	FH/Rel	<u>0</u>	1 33.3 7.1	0	0	2 66.7 10.5	3 4.5%
	Other Comb.	0	1 50.0 7.1	1 50.0 14.3	0	0	2 3%
	Column Total	25 37.9%	14 21.2%	7 10.6%	1 1.5%	19 28.8%	66 100%

² Entries in cells are, top to bottom, number, percent of row total, percent of column total.

NOTE: Because of the inclusive dates, 11/71-6/73, the entire group of control subjects is not included in the table.

These figures show a greater tendency for experimentals to be recommended for ranch placement than controls. Controls have better odds of getting a recommendation for foster home (FH) care or foster home care in combination with other placement.

Although recommendation by the Resources Review Board is not always the last word in determining actual placement, it is the best predictor available, as evidenced by the following table of RRB recommendation by placement tabulations for the control subjects. In almost all categories, approximately two-thirds of the youths recommended for a given placement end up in that placement. Most of the rest go back home for another try.

For second year experimental youths, there is even a greater tendency to find the ranch as the recommended placement (n=39, 83%), with other recommendations evenly distributed. Assuming that the placement pattern of these experimentals would have been similar to that of the control group, the expectation is that, had Day Care not been available, approximately 27 of these youths would have been ranch placements, 13 would have returned home, and 7 would have been placed in foster homes or PIPs.

For further, more detailed distributions of experimentals and controls in terms of sex, age, ethnic distribution, RRB recommendations, I-level, etc. see Table 1, 2, and 3 in Appendix C.

The percentage of youths belonging to minority groups is relatively unchanged when comparing the second year of the program to the first year, although the distribution between groups and sexes is more even for the second year. See

Table 4 below for summary of minority group distribution.

TABLE 4

Percent Minority in Experimental and Control Groups

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Experimental	29.7	45.5	33.3
Control	42.1	40	41.7

Since delinquency is the factor that initially brought the youths to the RRB and hence to experimental or control status, this is another area on which the two groups should be compared for equivalence, in order to adequately assess program impact. Average number of referrals prior to program entry are summarized in Table 5.

TABLE 5

Average Referrals Prior to Program

	<u>601</u>	<u>602</u>	<u>Total</u>
Control	1.89	2.51	4.40
Experimental	2.34	2.98	5.32

This difference of almost one referral, on the average, between experimental and control youths is statistically significant at the .05 level, indicating that in terms of prior delinquency, the Day Care youths have been in more trouble than their control counterparts.

There is no difference between boys and girls in total number of prior referrals, but there are differences at the .05 level between boys and girls in terms of severity, with

girls having more 601 referrals and boys more 602's, on the average. Girls have been in trouble as often as boys, but their reported offenses tend to be less serious, primarily runaways, truancy, and beyond control.

Program Costs

Total costs for the second year (9 months) of operation were \$205,123.84. This results in an average monthly cost of \$22,850.14. With an average of 21.3 youths per month enrolled at the Day Care Center, this figure can be restated as \$1,070.03 per month per ward. This is about a 30% reduction of first-year costs, due in large part to the set-up expenses of the first year and the increased number of clients handled during the second year.

Costs per month per ward above do not consider the juveniles in aftercare. Probation Officers estimate that they spend approximately 15% of their time in counseling former students during the eight month follow-up period. Assuming 15% of Probation Officers' salaries, and approximately \$2,000 in travel and miscellaneous expenses, the total cost of aftercare over the eight month period is \$10,000. The cost per ward in the Center per month is reduced to \$1,017.86 when expenses for aftercare are not considered. This works out to be \$33.93 a day based on a 30-day month or \$42.41 based on a 24-day month. (The Center is providing direct services six days a week, given that enrichment activities are held most Saturdays.)

Table 6 gives the daily and monthly costs for various out-of-home placement alternatives. Day Treatment costs have been calculated three different ways as noted. State subsidies and other revenues have not been considered in any of the calculations.

TABLE 6

Comparative Costs for Out-of-Home Placement Alternatives

Facility	Daily Cost	Monthly Cost
Juvenile Hall	\$40.23	\$1206.90
CYA	24.83	745.00
Boys Ranch 1	31.97	959.10
Boys Ranch 2	33.46	1003.80
Girls Ranch	51.55	1546.60
Private Institutional Placement	--*	643.62**
Group Foster Homes***	--	270.00
Foster Homes***	--	174.83
Day Care ₁	35.67	1070.03
Day Care ₂	33.93	1017.86
Day Care ₃	42.41	1017.86

*Information not available

**The range in monthly costs is from \$250-1527, with the average being \$643.62

***Costs estimated do not include school

- 1 Day care based on a 30-day month without considering aftercare
- 2 Day care based on a 30-day month considering aftercare
- 3 Day care based on a 24-day month considering aftercare

Problems in evaluating the costs of Day Treatment compared with other out-of-home placement become apparent by noting the number of ways in which daily costs can be calculated. Most out-of-home placement options offer twenty-four hour services plus a school program. Day Treatment, of course, involves having the client spend a considerable

amount of time at home. Costs per hour that clients are served directly would be much higher for Day Treatment than, for example, one of the ranches. On the other hand, Day Treatment juveniles receive more hours of actual treatment, as opposed to custodial care, than do ranch residents. It must also be remembered that all of the Day Treatment Juveniles were recommended for out-of-home placement, and that most would have gone to one of the ranches. Cost trade-off comparisons should therefore be made basing Day Treatment expenses on a 24-hour day, 30-day month. That best represents the likely expenses that would have been incurred had there been no Day Treatment Program.

Figuring daily costs in this fashion, expenses for Day Treatment are quite similar to daily costs at the ranches. It should be noted, however, that the average length of stay is much longer in the Ranches than in the Day Center, although the juveniles have similar problems. If the Day Center can handle a greater number of juveniles in the same amount of time, net costs to the County are reduced even though cost per client day is the same.

An additional cost factor should be noted. Expenses in running the ranches are primarily fixed costs. If the ranches are below capacity due to a Day treatment operation, the net effect is to increase expense for the county. From a cost savings standpoint, programs should be modified to avoid this situation.

Experience in other areas indicates that Santa Clara County's Day Care program may be more costly than it need be. For purposes of comparison, contact was made with Lawrence Haley, Director of the Day Treatment centers in San Diego County. Their system involves three centers with 15 youths per center and staffing as follows: 1 director, 2 clerks, 6 probation officers (2 at each center), and 3 educators (1 per center). Total costs average approximately \$90,000 per year per center, including school, probation, and various overheads. This results in an average monthly cost of \$500 per ward at the in-center program. Major differences between San Diego and Santa Clara County's programs are (1) San Diego admits youths at a less delinquent stage, (2) there are waiting lists, so that each center is at capacity enrollment at all times, (3) the period of enrollment is indeterminant, with average lengths of stay being on the order of six months, (4) the centers are community-based, eliminating the high transportation costs that are incurred for the local program, and (5) student/teacher ratios are 15 to 1, as opposed to the 8 to 1 ratio in Santa Clara County.

It would appear to be worth the time and money for some of the local probation people to visit the San Diego Centers for observation and discussion of programs and problems. The San Diego centers have been through a number of critical changes since their beginning about six years ago, and appear to have reached a stable co-educational program with which they are quite satisfied.

In effect, present costs of Santa Clara County's Day Treatment Center are similar to costs for its most likely alternative; however, there is a real possibility of reducing Program expense. Other criteria should therefore be used in determining the value of the project to the community. Is the innovative program, extensive counseling which includes the family, and the unique approach of the Center more effective in socializing, educating, and treating the problem of juveniles in trouble? The remainder of this report speaks to this issue, beginning with the results of academic achievement measures.

Results in connection with the second project objective are given next.

B. Increase Academic Achievement. Academic achievement was measured by the California Achievement Test (CAT) on a pre-post basis. It was administered to both experimentals and ranch controls at entrance to the program and shortly before release. Pre-post comparisons in terms of grade equivalent scores were examined in six major sub-categories of the test: Arithmetic Fundamentals, Arithmetic Reasoning, Total Arithmetic, Reading Vocabulary, Reading Comprehension, and Total Reading.

Arithmetic. For those experimentals included in the first year final report, (n=18) the only arithmetic area showing grade equivalent gains significant at the .01 level was Arithmetic Reasoning; and, on the average, those Ss scored lower on Arithmetic Fundamentals for the posttest

than on the pretest. This sample included all those with pre-post tests who had entered the program by May 1972. Shortly after this time, there was a major turnover of teaching staff, with an accompanying change in achievement test scores which is reflected in totals for all ($n=34$) first year program entrants (including those entered June-Sept. 1972). These total first year comparisons again show a significant increase in Arithmetic Reasoning, an average gain of six months. Arithmetic Fundamentals scores are not significantly improved between pre and post tests, but the trend is now in a positive direction, with an average gain of almost two months. Total arithmetic scores are significantly improved at the .05 level, with an average total arithmetic grade equivalent increase of four months.

For the second year of the Day Center Program, the teaching staff has remained unchanged. There have been 20 youths pre-post tested during the period Oct. 1972-June 1973. For these 20, Arithmetic Reasoning, while showing average gains of almost four months, is not significantly improved. Arithmetic Fundamentals gains of seven months are significantly improved over pretest scores at the .05 level, and total Arithmetic gains are significant at the .01 level, with an average total arithmetic gain of slightly over five months.

Reading. Reading achievement gains also tend to reflect different approaches as the result of changes in the teaching staff. The only area of significant gain during the Nov. 1971-May 1972 period was Reading Vocabulary,

with an average increase of 6.6 months. After including scores for the youths entered June through Sept. 1972, first year scores show averages of approximately seven months' improvement for both Reading Comprehension and Total Reading (significant at .01 level) and six months' increase for Reading Vocabulary, significant at the .05 level.

For the 22 youths with pre-post reading scores during the second year, the same pattern exists, with the following details: Reading Vocabulary increased 8.2 months, approaching .01 significance level; and Total Reading increased 6.9 months at a .01 level of significance.

Experimental vs. Control Subjects. Meaningful comparisons between experimental and control youths on achievement test scores are as yet not possible because of the small numbers of ranch controls who have been pre-post tested. As of June 1973, pre-post scores were available on only seven control subjects. T-tests comparing control subject gains to experimental gains indicate no significant differences between the two groups; however, the small number of control subjects must be considered.

Achievement and I-Level. There are a total of 51 pre-post arithmetic tests, and 53 reading tests available for I-level comparisons. Given another year of data, this may prove to be an interesting comparison, but at this time there are such small numbers of Ss in most I-level categories that even gross comparisons lack much meaning.

On the average, approximately 30% of the students made zero or negative gains on Total Reading or Total Arithmetic scores; approximately 50% made positive gains of up to 1.5 years, and 20% made gains above 1.5 years. For the most part, I-level distribution for these categories of change scores is similar to the total distribution. The only major departures from the norms are (1) the I_4Na 's ($n=21$), who tend to show more gains on arithmetic than reading, and (2) the fact that none of the I_3Cfc 's ($n=2$) or I_4Se 's ($n=6$) scored lower on the posttest than they did on the pretest.

In brief, the educational program at Day Care appears to have improved in terms of producing positive changes on achievement test score for the majority of the youth involved.

The third objective of the Day Care Program had to do with improving attitudes and motivation toward education.

C. Improve attitudes and motivation toward education.

Attitudes toward education can best be assessed by examining behavior related to schools, e.g., enrollment, truancy, grades. If a youngster doesn't return to school following his Day Care experience, attitudes and motivation toward education can be assumed to be for the most part unchanged or changed in a negative direction. For those returning to the classroom, attitude and motivation change can be at least implied by examining grades and truancy on a pre-post Day Care basis. In order to have meaningful

comparisons on these indices, the student must have been back in school for at least more than half of one semester. This means that only those youth graduating before the end of March 1973 can be included in the sample.

Of the 53 youths who had graduated from the Day Care Program as of March, 27 had re-enrolled in school programs (regular high school or continuation school). Pre-post data is unavailable for seven of these students because of (1) attendance or grading policies at some of the continuation schools, and (2) lack of records of attendance prior to Day Care. For the remaining 20 on whom pre-post data is available, t-tests comparing differences between pre- and post grade point averages (GPA) and absence rates have indicated that there is an improvement in these areas. Absentee rates have dropped for an average of 31% to an average of 21%, significant at the .05 level; and GPA has increased from an average of 1.15 ("D") to an average of 1.94 ("C"), significant at the .01 level.

In addition to these measures, other areas which may reflect attitudes or motivation have been examined, including (1) school related "behavior modification" points while at the center, (2) a sample of youth interviews, and (3) a sample of teacher ratings on the Youngster Behavior Inventory.

While at the center, youngsters are given points daily reflecting their behavior in several areas, among

which are school-related items. Average weekly points for the first four weeks at the Center and the last four weeks have been compared using a t-test to assess in-Center changes in attitudes toward school. As of the end of June, there were only 33 youngsters who had at least a two-week sample of points in both their first month and last month of the program. This small sample results from the several periods of time, primarily in the first year, when points were not given on a consistent basis. In this sample, the average number of school-related points was 49.1 for the first four weeks, and 43.1 for the last four weeks of the in-Center program. This difference is significant at the .01 level, but reflects a decrease in positive school-related behavior.

Examining year two youths (n=18) apart from the entire group, there is again an overall average decrease from 46.9 to 44.3 points, although the difference for this group is not statistically significant. The subjective nature of these ratings should be considered in making interpretations.

Responses during an interview with a sample of day care youngsters (n=20) who had spent at least two months at the Center are summarized in Table 7.

TABLE 7

Attitudes of a Sample of
Day Treatment Clients toward School

	<u>%</u>
Expect to return to some sort of school program	60
Feel that school is useful for their future	25
Want to continue education in armed services	15
Don't like anything about school	55
Feel they need special training but that regular schools don't provide it	35
Like school only for its social and dating prospects	20

Interpretation of these responses would seem to indicate that (1) the schools aren't geared to the needs of many students (as perceived by the students) and (2) attitudes of most Day Care students are negative toward school.

Ratings of a sample of Day Care youngsters by teachers at the Center were administered in May 1973. This has not allowed time for readministration necessary to evaluate change in measured behavior.

A fourth objective of the Day Care Program was to improve self-concept through counseling with Probation Officers and through providing success experiences in the school program.

D. Improve Self-concept. Self-concept was measured on a pre-post basis for all experimental youths completing the day treatment program. The instrument used was the Tennessee Self Concept Scale (TSCS), which has eight self concept areas that are compared individually, i.e., (1) Identity, (2) Self-satisfaction, (3) Behavior, (4) Physical Self, (5) Moral-ethical

Self, (6) Personal Self, (7) Family Self, and (8) Social Self.

Based on data from 54 complete pre-post sets, only one of the categories, Moral-Ethical self, showed a significant improvement at the .01 level, and none of the other areas reached statistical significance. However, all areas except Physical Self showed a tendency toward improvement (see Appendix C for graphic representation of general norms and Day Care scores).

Lack of significant change in most areas of self concept over such a short time span is not surprising because of the many factors which have an effect. It is a multifaceted concept relating to behavior, achievement, goals, responses from others, etc., which have been combined for many years to produce the existing self concept. For youths of the age involved in the Day Center program, a primary input to self-concept is parental attitudes and responses. These have been conditioned through the years and cannot be expected to change overnight. In fact, it is rare for changes in self concept, as measured by the TSCS, to be significant in programs for delinquents. Moral-ethical issues were stressed in counseling by Probation Officers, and it is significant, in more than the statistical sense, that improvement was found in this area.

One of the most important and revolutionary aspects of the Day Center treatment plan is the contact with the whole family. The intensity with a given family varies with its particular problems and needs at any given time, such that one family may be visited one evening a week, while another may need only one visit every six weeks. This aspect of treatment is

continued for the full year of the Day Center program, including the eight months the youth is in aftercare. Bearing this in mind, it is being proposed that the TSCS be administered at the end of the full year either in place of or in addition to the current posttest given at the end of the in-Center treatment. It is hoped that this extension of the time will allow anticipated changes in parental attitude to be reflected in the youth's self-concept.

While parental attitude and behavior are extremely important, many other factors contribute to self concept. During the first year of the program, both probation and school staff were concerned with attempts to improve the youth's general feelings about himself and to this end, (a) established individual short-range goals of academic achievement, enabling the students to experience success, (b) instituted a Junior Achievement program, whereby youths could experience monetary reward through their own efforts and abilities, and (c) helped the interested youths in securing part-time jobs or job training to increase feelings of responsibility, personal worth and independence. These are all endeavors which, given sufficient time, may produce changes in general self-concept, but an important aspect was overlooked--that of individual deficits in specific sub-categories of self concept. The individual test scores had not been requested by the staff and therefore had not been reported. Awareness of this need has been felt, and early in the second year of operation a new procedure was introduced whereby test scores are reported as

soon as they become available and are discussed and interpreted in terms of the eight self-concept areas. Treatment plans and goals on an individual basis are then determined for the specific needs of the youth. For example, a girl who scores low on the Physical Self sub-category may be given instruction in use of makeup, encouraged to experiment with new hair styles, and, in general, complimented on any slight improvement in appearance. A boy scoring low on Personal Self (worth and adequacy) may be asked to help others (staff or students), with appropriate positive feedback for the effort, or encouraged to get a meaningful part-time job.

In other words, once the staff became aware that the first-year efforts had not produced anticipated results, modifications in approach were made that seem more promising for producing the desired effects in the future. (See Appendix D for TSCS norms.)

The fifth objective of the program was to improve the behavioral functioning of the family system by directly involving the family in the treatment program.

E. Improve Behavioral Functioning of Family System. A complete examination of family functioning is far beyond the scope of this evaluation. It would have to include such items as parental job stability, job absentee rates, marital stability, welfare and unemployment compensations, sibling school attendance and grades, as well as parent and sibling arrests or probation referrals. The time involved in searching employment

records, welfare records, and school records is prohibitive; therefore, the subjective information derived from interviews with parents and staff is the sole source of information concerning family functioning.

Initially a questionnaire was sent to Day Care parents. This approach produced about a 17% response and has been altered to an interview form (see Appendix E), as an attempt to (1) obtain information relating to the behavior of the youth within the family system, (2) determine the extent of family counseling, therapy, and (3) obtain parent attitudes about the program in general.

In terms of youth behavior, Table 8 below gives the percent of positive responses to a number of behavior indices.

TABLE 8

Parent Ratings of Juvenile Improvement after Day Care

<u>Child-related Behavior</u>	<u>Percent Yes</u>
Likes school better	31
Gets along better with teachers	42
Gets along better with family members	64
Does more to help out at home	51
Has more concern for others' feelings	44
Has nicer friends	26
Is more willing to talk to parents and/or teachers about problems	55
Runs away from home more	9

Parents apparently perceive that improvement has occurred for the majority of Day Care graduates. In response to a question relating to greatest change in youth since program entry, the most frequent categories were: more self-confidence--15%; improved home attitude--18%; stays out of

trouble--15%; better sense of responsibility--9%; more vocal--11%; no change--13%.

One section of the interview dealt with frequency and duration of home visits by probation officers. Responses indicated that while the youth was involved in the in-Center program, home visits occurred with the following frequencies: twice a week--4.4%; once a week--33%; once every two weeks--32%; once a month--18%; less than once a month--13%. In aftercare there was a decided decrease in visits, with the following percentages: once a week--11%; once every two weeks--15%; once a month--23%; less than once a month--22%; never--18%. Duration of visits received the following responses: approximately $\frac{1}{2}$ hr. per visit--42%; one hour--42%; $1\frac{1}{2}$ hrs.--9%; 2 hours--2%.

Twenty-five percent of the respondents felt that more frequent visits would be better. These parents were about evenly divided between wanting shorter or longer visits.

When asked whether the probation officer had been able to help with any problems in the family, 64% indicated a positive response, with specific areas of assistance being: parent/child relationship--38%; discipline--9%; sibling problems--9%.

In response to specific program areas, 58% felt it was too short and only one felt it was too long. Seventy-one percent felt that parent discussion groups would be useful.

Criticism or suggested areas of change, in order of frequency of occurrence included: larger facility, longer

enrollment, 24-hour availability, vocational training, more parental involvement, more serious atmosphere, better academic program, more competent probation officers and teachers, and a psychologist. All of these were suggested by at least 10% of the interviewees.

Sixty-two percent felt that Day Care had been a good choice for their teenager, and 38% felt that out-of-home placement would have been better.

A similar questionnaire was given to the Probation Officers for each Day Care youth. In estimating frequency of visits, the responses for in-Center visits were similar to that of parents, but for aftercare visits the Probation officer estimates are: once a week--1%; twice a month--6%; once a month--44%; less than once a month--5%; crisis only--7%. These estimates on the average suggest more frequent visits than parents are reporting. Duration of visit estimates by probation officers are very close to that of parents.

Fifty-nine percent of the responses indicated that a longer stay at Day Care probably would not have helped the youth, and in 35% of the cases, the probation officer felt tha Day Care was not the best choice at the time. In response to a question about the elements of the program most helpful to the youths, the probation officers tended to see "behavior modification," individual support, and academics as the most important.

Statements relating to any change in family behavior as perceived by probation officers are given in Table 9.

TABLE 9

Probation Officers Perceptions about Family Improvement

	Yes		No	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Improved communication between parent and youth	50		20	
Improved relations between siblings	20		24	
Greater stability in mother/father (or father-substitute) relationship	24		22	
Improved work situation of any or all family members	10		35	
Improved work or school habits of other youths in family	2		32	

The last and one of the most important objectives of the Day Care Program was to reduce recidivism of program participants.

F. Decrease Subsequent Arrests. Probably the most important concern in determining whether a Day Center for delinquents can function in the community is the degree to which court referrals are decreased. At the end of Year One, there were no youths who had been entered in the program for a full year on which meaningful followup data could be obtained. Those first-year youths have now all had one year since program entry.

Among first-year experimentals, Table 10 summarizes their success and failure in the Day Care Program, and their recidivism. Of the 37 males assigned to experimental status, 19% failed and 75% graduated. Program failure was due to truancy, lack of cooperation, and other similar factors unrelated to academic achievement. Six percent moved from the

TABLE 10

Failures, Graduates, and Re-referrals for Year One Day Care Juveniles

Sex	Number Entered	Failed Graduates				Number of Re-referrals for Graduates while in Program				Number of Re-referrals for Graduates while in Aftercare				Dismissals
		601		602		None		601		602		None		
		N	%	N	%	N	N	N	%	N	N	N	%	
Male	37	7	19	28	75	14	17	10	36	7	21	10	36	11
Female	24	9	37	14	58	9	4	5	35	7	2	7	50	11

NOTE: The total number of re-referrals is given under the headings "601" and "602." Some juveniles had more than one re-referral and some had both 601 and 602 violations.

area or left the program for unavoidable reasons. Of the 28 male graduates, ten or 36% had no referrals during their four-month in-Center program; the others had a total of fourteen 601 referrals and seventeen 602 referrals during the four months. Following graduation, 36% had no subsequent referrals, while the others had a total of seven 601 referrals and twenty-one 602 referrals.

Of the 24 females, four or 37% failed the program. Among the graduates, five (35.7%) had no referrals during their four months in the Day Treatment program. There were a total of nine 601 referrals and four 602 referrals. Following graduation, during eight months of aftercare, 50% had no further referrals. Those girls with aftercare referrals had a total of seven 601 referrals and two 602 referrals.

In brief, the majority of first year Day Care juveniles got into further trouble during the in-Center program or during aftercare, and several juveniles had more than one offense. For males, most referrals were for the more serious 602 offenses.

There appears to be a changing trend among second year program entrants, however. These students include only those who entered prior to April 1973 (long enough to have graduated). None have yet been in the program a full year, but the pattern of success and recidivism during the in-Center program seems to be different from first year youths (see Table 11 below).

For students of this time period, 70% of the males are program graduates. Of the male graduates, 50% had no referrals

TABLE 11

Failures, Graduates, and Re-referrals for 2nd Year Day Care Participants

Sex	Number Entered	Failed Graduates				Number of Re-referrals for Graduates while in Program				Number of Re-referrals in Aftercare				Dismissals
		Failed		Graduates		601	602	None		601	602	None		
		N	%	N	%	N	N	N	%	N	N	N	%	
Male	23	6	30	16	70	12	4	8	50	4	1	12	75	1
Female	8	-	-	8	100	1	1	6	75	1	0	7	88	--

during the four-month program; those who had referrals had a total of twelve 601s and four 602s per client. During aftercare (not a full eight months as yet), 75% have no referrals, and the remainder have a total of four 601 and one 602 referrals.

For second year experimental girls, there have been no day care failures, and 75% of the girls have had no referrals during the four-month program. The other girls (n=2) were divided, with one having a 601 referral, and the other a 602. In aftercare, again for an average time period considerably less than eight months, only one girl has been referred to juvenile court. She was referred on a 601 petition.

In summary, the percentage of juveniles referred at least once during the Center Program is reduced in the second year for both males and females, when compared to first year statistics. For the youths who do get into trouble, the rate of referrals is about the same during the second year as in the first; however, there appears to be a decided switch to the less serious 601 as opposed to 602 referrals during the second year. This could be a result of subtle changes in the kind of client handled at the center, or a result of improvements in the Center Program.

A more complete and detailed breakdown by type of offense, number of referrals, number of youths involved, time since program entry, and time since program graduation can be found in Table 12.

The control youth who were assigned through March 1973 were studied for comparative purposes. Tables 13 and 14 give detail concerning the recidivism of control subjects.

TABLE 12

Number of Referrals, Severity, and Time from Program Entry--Experimental*

FEMALE	Total Offenses	# youths involved	Ave months since entry (offenses dur program)	Ave months since entry (occurring after grad)	months since released (if occur after grad)	TOTAL YOUTHS all offenses	No offense
601	24	14	2.41	7.53	3.4	15	8
Drug and/or Alcohol	8	7	1.6	8.67	4.67		
MALE							
601	42	21	2.16	6.73	3.66	37	13
Drug/Alcohol	17	14	2.78	7.23	3.12		
Felony	11	10	1.33	7.9	3.64		
PROPERTY Misd	4	4		6.25	2.25		
Felony	1	1		14	10		
PERSON Misd	6	4		5.5	2.5		
Traffic	3	3	2.67				

*Table includes Day Care graduates entering prior to 3/31/73.

Program failures have been eliminated from count.

TABLE 13

Referrals for All Controls

Sex		RANCH				Referrals of Other Controls		No Referrals	
		Referrals while in Programs		Referrals in Aftercare		601	602	N	%
		601	602	601	602				
		N	N	N	N	N	N		
Male	Ranch n=15 Other n=24	9	5	2	4	4	5	7	22.6
Female	Ranch n=10	9	--	4	--	10	6	7	36.8

TABLE 14

Number of Referrals, Severity, and Time since Status Assignment--Controls

Females Ranch (n=10) Other (n=17)	Total Offenses		# youths involved		months since entry (occurrence while in program)		months since prog- ram entry (occurrence in After- care)		months since release (occurrence after release)		Total Involved	Total wit no offens
	Ranch	other	Ranch	Other	Ranch	Other	Ranch	Other	Ranch	Other		
601	14	10	5	6	5.78	8.0	14	6	3.25	2	12	7
Drug/Alcohol		2		2		2.0						
Felony												
PROPERTY Misd		3		3		3.67						
PERSON Felony												
Misd	1	1		1		5						

Males Ranch (n=15 • Other n=24)											
601	11	3	7	4	3.33	7.5	5.0		5.0		
Drug/Alcohol	2	1	2	1	1.0		9.0		4.0		
Felony	5	1	5	1	3.0	1.0	9.0		2.33		
PROPERTY Misd	1	3	1	3	12	1.0					
Felony											
PERSON Misd											
Traffic	1	1	1	1	1.0	16.0					

Differences in referrals between experimental and control juveniles during the first year following the program entry are not significant, but there is a slight tendency for more experimentals to be involved in 602 offenses and controls to be involved in 601s. There are no controls with more than three re-referrals during the first year, while nine experimentals have four or more.

Another comparative approach to recidivism is in terms of months to first referral. The breakdown in Table 15 gives the average months to first re-referral by sex and program, and the average months since program entry for those youths with no referrals. For less biased comparison, the amount of time back in the community has been taken into consideration. The column labeled "Ranch Controls since Graduation" compares only Ranch graduates from their point of release back to the community.

Comparing these Ranch graduates to the experimentals, who have been in the community all along, little difference was found in the average months to referral for those youths who have been re-referred. But in terms of percentages of youths referred there are considerable differences with 77.5% of experimental males having re-referrals compared to 42.8% of Ranch male graduates, and 66.7% of experimental females re-referred compared to 14.2% of Ranch graduate females. If Ranch graduates are compared with Day Care graduates only in terms of referrals since graduation, (see Table 16) the differences are somewhat smaller but still favor Ranch youths.

TABLE 15

Average Months to Re-referral by Sex and by Program

Sex		Experimental			Ranch Controls			Ranch Controls since Graduation			Other Controls		
		Ave. No. Months	N	%	Ave. No. Months	N	%	Ave. No. Months	N	%	Ave. No. Months	N	%
Male	1st ref	3.7	55	.78	4.3	11	.73	3.0	8	.43	3.4	18	.75
	no ref	5.9	11	.23	9.3	4	.27	6.0	4	.57	10.8	6	.25
Female	1st ref	2.6	24	.67	4.4	5	.5	1.0	1	.14	4.7	13	.77
	no ref	6.6	2	.33	9.2	5	.5	4.7	6	.86	10.5	4	.24

NOTE: Average number of months in the now labeled "no ref" indicates average time these youths have been exposed to opportunities to recidivate but have had no referrals.

TABLE 16
Number and Percent with Referrals
Following Graduation

Sex	Day Care		Ranch	
	N	%	N	%
Male	22	50	3	42.8
Female	8	36.4	1	14.2

Before reaching critical decisions based on any comparisons between Ranch and Day Care graduates, there are at least two factors which must be taken into account: (1) as mentioned in Section A of the results, the Day Care youths were significantly more delinquent at the start of their program than were the Ranch controls, and (2) there are still only seven male and seven female Ranch graduates. These comparisons in terms of percentages may look strikingly different for the two groups, but may reflect relatively minor differences because of the small number of youth involved.

Another area of comparison is in terms of subsequent Ranch placement for youths initially placed in the community (experimental and 40 "other" controls). At this time, 26 (23.6%) of all experimentals have failed either during the program or in aftercare and have been placed at ranches, and either (20%) controls (home or foster home) have had subsequent ranch placement, not a significant difference.

In summary, comparing recidivism data using several different approaches, there is very little difference between experimentals and controls on most measures. But there is a slight tendency for experimentals to have a higher recidivism rate overall and to have their first referral sooner than controls.

G. Miscellaneous Findings. Of the 110 youths selected for Day Care during the first 19 months of operation, the breakdown of current endeavors is given in Table 17.

TABLE 17

Breakdown of Current Activities

	<u>N</u>	<u>Percentage</u>
Still in Center (as of June)	25	22.7
Failures placed at ranches	26	23.6
Regular high school	22	20
Continuation school	7	6.3
Full-time employment	5	4.5
Married and/or home with child	8	7.3
Special training (Goodwill, Job Corps, etc.)	5	4.5
Armed Services	3	2.7
Unknown (adult court, left area, recent grad undecided, on run)	9	8.2

A brief questionnaire administered to the teaching staff revealed that the head teacher has a total of six years' experience, including a year at Day Care. The other teachers (2) have acquired all their teaching experience, except for a few months of substitute teaching, at the Center. Educational background of the teachers includes the following areas of

concentration (majors and minors): business, advertising, French, English, history, and speech. This leaves a gap in areas of math, science, the arts, behavioral sciences, and home economics, all of which would seem to be important for a well-rounded program.

The evaluation effort for the third year will attempt to look more closely at the organizational structure of the program. The attitudes of staff toward their assignments and administrators will be examined. There will also be a more detailed effort to evaluate problems inherent in the bi-administrative structure.

APPENDIX A

SANTA CLARA COUNTY JUVENILE PROBATION DEPARTMENT DAY CARE CENTER

Operation Home: Del Valle Center

Project Director:

INTRODUCTION:

The Center provides a full-day accredited school program, intensive family counseling, individual/group counseling and a behavioral modification model in an effort to modify both client and family behavior.

The clients attend the Center program during the day, while continuing to reside at home. This allows the youngster to remain a member of the family unit, while the Staff works to resolve both educational and family problems.

The California Council on Criminal Justice has approved third year funding in order to allow sufficient time for the purpose of evaluating the cost effectiveness of the program as compared to other types of out-of-home placement programs currently utilized by Probation. Cost-effectiveness is of primary importance if the Department and the County are to determine - on a rational, experience-related basis - whether or not the program merits local funding.

PROJECT HISTORY:

The original first year C.C.C.J. grant period was to run from July 1, 1971 through June 30, 1972. Although staff was quickly selected, problems arose in locating a site that was suitable for the Center and not opposed by the neighborhood community. These problems were resolved and in December 1971, the Center moved to its present location.

Within the first year of operation, the Day Care program has been established and is continuing to maintain a program which diverts youngsters from out-of-home placements. Participants are selected on a random basis from a group which meets specific criteria, e.g., must have been recommended for out-of-home placement, between the age of 14 and 18, not a severe threat to the community or self, educable, and parents have agreed to participate in the treatment.

The Center was established to serve clients for a determinate four-month period. The first six months of operation could be considered the

"warm up period" primarily involved in selection, orientation and training of staff and in developing the research design, which included the methods and criteria for selecting and developing educational and treatment approaches conducive to a Day treatment model. The client population increased six youngsters per month requiring four months of operation to reach full capacity.

There was immediate implementation of a classification system (Interpersonal maturity level) which provided a diagnosis and treatment plan for each client assigned to the Center. Within the first year, the use of I-Level assisted both Probation and teaching staff in developing an individualized education and treatment plan. The use of a classification system also assisted in the subsequent development of a team approach in the second year.

A comprehensive training effort by the Departmental Training Division was implemented immediately and through the year in I-Level, brief therapy, family treatment techniques and behavior modification. Even with highly qualified, experienced staff, the need for training was critical in order to ensure an intensive quality of services to the client and families.

The education program has provided basic instruction, remediation and career education. The teachers have utilized a wide selection of student-oriented instructional materials that are of high interest but low reading level. The staffing pattern was changed from two teachers and one aide to three accredited teachers in the eight month in order to more effectively increase remediation and an individualized educational approach.

A program of behavior modification has been instituted and periodically evaluated by Staff to refine and improve the model. The determinate four-month Center commitment was modified in the eight month with the development of a daily point system which determined length of stay and overall progress.

It was found during the first year that conjoint family treatment is only possible with a limited number of families. Individual and group approaches with parents were utilized as an alternative in many cases. The Staff utilized mental health agencies when intensive psychotherapeutic treatment was indicated by the Department's Guidance Clinic. The assigned Officer would coordinate these required services.

SECOND YEAR OBJECTIVES AND PROGRESS:

The second year involved concentration on three goals. 1.) Improvement of the Day Treatment Model by utilizing information in the first year evaluation. 2.) A continuation of experimentation with various innovative approaches and major modifications of existing approaches. 3.) Meeting the specific objective of the project. As an example of experimentation with new approaches during the second year, the development of a monthly theme has been extremely valuable in coordinating various activities, such as cultural and educational field trips and guest speakers (community volunteers). The activities have included plays, demonstrations by volunteers with special skills, and practical experiences. For April, May and June, the themes have been "Renaissance - Rebirth", "Survival", "Let's Get a Job" in that order.*

The school schedule is similar to last years.** "The "Community Living Class" was designed to help students gain specific skills and increased awareness of self and environment which they can use the remainder of their lives. The class is closely coordinated with the theme of the month. There have been practical lessons in matters related to 1) Job applications; 2) Keeping a budget; 3) Surviving in the wilderness; 4) Physical hygiene; 5) Planning and preparing a meal; 6) Awareness exercises; 7) Vocational exploration. It is during this class that a number of field trips are planned. Examples of past field trips: 1) College campuses; 2) Museums at Santa Clara University, Golden Gate Park, Rosicrucian Museum, Oakland Museum; 3) Parks - Vasona, Kelly, Kahone Gardens, Big Basin; 4) Points of historical significance - the missions of Santa Clara University, Mission San Jose, and San Juan Bautista, the New Almaden area. Students have been taken as far as Virginia City; and 5) Recreational trips included nature hikes at Big Basin, beach parties, ecology trips to beaches and snow trips to Lake Tahoe.

The school program continues to be individualized in attempts to meet the youngsters' educational and emotional needs. The basic subjects: mathematics, English and social studies, are being taught on an individual basis. In mathematics an inventory test and the C.A.T. information test assist as diagnostic tools in developing an individual program, which takes

* Attachment A - Description of Theme Activities

** Attachment B - School Schedule

into consideration individual weaknesses and strengths. In English, reading levels are determined by C.A.T. scores and the teacher's evaluation. Some students were given weekly contingency contracts to assist in goal setting and short-term achievements. In social studies, various exercises have been developed in problem solving techniques, current events, article reviews, and exercises in developing opinions. For example - a special project was developed for three months regarding the operation of the stock market. After a comprehensive explanation of how the market operates, youngsters were given "play money" which they invested and then subsequently followed over time. Students were taught how to use a thesaurus in an exercise on name-calling. The teachers are using highly motivating materials such as comic books relating to history, search magazines and other sides to stimulate learning. Role playing techniques and group discussions are used to characterize various historical events and famous people. Physical, educational and community living classes are organized around group participation and activities. The youngsters have been allowed to be involved in work experience programs in the community. For example, youngsters were employed as gasoline attendants, as a silk screener, as a teacher's aide in a special school, as a yard maintenance man and as candy strippers at a local hospital.

The Junior Achievement Company, developed as part of the arts and crafts class, completed a successful year. The students raised capital of \$83 in July 1972 by selling common stock. The youngsters experimented with three products - tie dye shirts, candles, and leather goods for consumers. Only the production of leather goods was successful. The youngsters have sold \$3,100 in goods in a one-year period. The student officers set wages at 40¢ an hour and received up to \$3.50 commission on each item sold. The stockholders received a yearly financial statement, payment for their initial investment with 6% dividends and a progress report of the company.*

The Pacific Telephone Company initiated a program approximately 15 months ago allowing clients to spend 15 to 20 hours at different departments of the company so that they might see first hand how a major business operates. Six telephone departments were shown to each student. Installers and repairmen allowed students to accompany them to various job locations. The students spent three to six hours observing the various jobs

* Attachment C - Copy of letter sent to the stockholders

Note: Complete description of Junior Achievement program outlined in First Year Evaluation.

a repairman performs. This one-to-one instruction was highly interesting to the students, and many have expressed an interest in obtaining jobs in this field upon completion of school. One Day Center graduate is working for Pacific Telephone now as a result of her experience in this program. Since the inception of the Pacific Telephone Company program, 25 students have participated. Evaluations by the students of the program are favorable.

Several evening events were developed for the youngsters. The Campbell Police Department allowed some clients to ride around in a patrol car on actual duty - "Police Familiarization Program." The youngsters reported improved attitudes toward policemen. The yoga demonstration in April resulted in weekly evening classes given to clients and staff. The objective was to offer an alternative to drug and alcohol use.

With regard to modification of existing approaches, there have been improvements in the behavior modification program in the past three months.* The changes came as a result of concerns by staff as to what happens to the youngsters just prior to graduation and the traumatic transition from the Center to another program. The grading system was changed in order to increase responsibility in all groups (with emphasis on the graduating group, "Olympians") and to prepare them to return to a regular or modified school program. The new process requires the youngster to petition to his assigned team for elevation from Mohicans to Apaches or Apaches to Olympians. In order to graduate, an individual has to petition to the Executive Committee when he has accumulated nearly 1500 points. A progress evaluation is completed by staff indicating specific school and home behavior, general attitude and community adjustment.**

Prior to the evaluation, a pre-release conference, including the youngster, parent(s), liaison officer***, teachers and Probation Officer is held to plan the aftercare program. This includes preparing school transcript, scheduling classes in the receiving school, arranging extra-curricular activities, work experience and reviewing individual, family treatment plans. The results of the conference planning are included in

*Attachment D -detailed description of changes

**Attachment E -Evaluation form

***Liaison personnel: Responsible for programming the youngster academically into the Day Program, determine credits needed, arrange special educational programs and pre-release school planning and placement.

the evaluation.

This revised grading system also provides: 1) a total balanced point system including all program areas - academic and Center performance, home and community adjustment and cultural activities; 2) Opportunities to view daily progress in tangible terms, thus reducing anxiety and frustration; 3) a realistic system due to its competitive structure, responsibilities and rewards.

After graduation, a youngster is required to attend at least one community meeting, awards banquet, or Open House during the first month after graduation. This is in the hope that the youths who have graduated can give constructive feedback to Center clients concerning readjustment problems in aftercare.

The monthly awards banquet was implemented approximately one year ago in order to recognize the juveniles who have shown excellence in 14 different areas. Nominations are made by staff and are posted weekly, and the individuals receiving the most nominations in any one category are selected. The banquet is held at a local restaurant, and award certificates are presented by the Director in the following areas: personal appearance, attendance, most points, most constructive contributions in community meetings, transportation, cultural activity, good conduct, most improved, English, social studies, physical education, arts and crafts, electives and work experience.

The effort to enhance the behavior modification program also involved training in using behavior modification techniques with families. Subsequent to the training, contingency contracts were developed between parents and youngsters with regard to home and community adjustment. These techniques were used in conjunction with continued intensive family treatment in the home. The Probation Officers contact the parents weekly to grade their youngster's home points. This system has enabled parents to be more objective and has emphasized positive as well as negative behavior.

The counseling program at the Center now involves individual counseling twice per week, one weekly mandatory group counseling session and a voluntary video-taped group counseling session. The last quarter schedule included three days a week of group counseling. After four months of experience, it was concluded that a need for more individual

and less group counseling was indicated.*

In the individual/group and family sessions, the staff continues to use a variety of treatment techniques - transactional analysis, Gestalt, awareness exercises, paradoxical intervention (brief therapy), role playing and behavior modification - depending on the treatment needs.

The last quarterly indicated a need for more parental involvement at the Center. A variety of approaches have been used in an attempt to increase involvement such as Mothers' Group, parent effectiveness training, and group therapy seminars. Although there was some participation in each group, it appeared that the parents resisted involvement in such activities. A program without the connotation of "therapy" was developed and called "Parents' Night." The Parents' Night includes a guest speaker discussing a topic which interested the parents. A questionnaire was sent to all the parents with a list of topics asking them to choose the ones that most concerned them. The program will start in July.

The team approach** (implemented seven months ago) continues to be operational. There has been a readjustment to three teams, a Probation Officer matched with a teacher in each case. The team develops an individualized program at the initial screening, setting academic, treatment, and vocational goals.*** The teams review the progress of the assigned youngsters weekly and determine if changes are required. The youngsters' advancement from one group to another is determined by the team's evaluation as well as daily points accumulated. Youngsters are now assigned to teams by taking into consideration geographical areas, I-Level and individual needs.

The fourth Probation Officer has been reassigned to other duties until October 1973****.

Volunteers continue to be an important part of the overall program. The Center is utilizing volunteers within three main areas. They are: Cultural activities, Probation Officer aides, and tutors (Big Brother). Occasionally, volunteers help in the classroom as aides on a selective

*Attachment F - Counseling schedule

**See Fifth Quarterly

***Attachment G - form completed at initial staffing

****Attachment H - New duties

basis. The volunteers are closely screened by the Departmental Volunteer Bureau. Future plans are to expand the volunteer program to a point where they will be participating in supervising the Saturday cultural program under the staff's direction, increased Big Brother/Big Sister program and increased use of Probation aides.

Open House continues to be held approximately every three months to allow parents to become more familiar with the Center and to see the progress and achievement of their youngsters. This has been a very successful innovation and allows open communication between teachers and parents. The teachers are also making periodic home visits to discuss school progress. The combination of Parent Night and Open House allows one evening a month for parents to meet at the Center.

During the past 21 months a noticeable change has taken place in terms of perceptual levels of assigned cases. Throughout the past year, the majority of youngsters assigned have been classified as acting out neurotics (I_4Na) or anxious neurotics (I_4Nx). The various changes in the program have reflected treatment and academic approaches recommended for these types of youngsters.

The last quarter population averaged 23.3 in Center and 52 Aftercare cases. The average daily attendance was 94.8%, excluding runaways and Juvenile Hall admittance.

Administration of the Project

The organizational structure of the Treatment Center is provided in the attached Table. It can be seen that the management structure is essentially bi-administrative. The school faculty and other school-related issues are the responsibility of the Office of Education, Santa Clara County. All other aspects of the program are the responsibility of the Project Director, who is a supervisor in the Juvenile Probation Department. Consolidating all authority in the Project Director for the entire program might improve the overall function of the operation.

Training

The second year training was reduced as the client population increased to full capacity. However, continued training was necessary in order to assure continued improvement in the quality of services. Training included: 1) Weekly sessions by the Staff at the Center for

Human Communication in Family and Group Therapy Techniques. These session lasted six months. 2) Behavior modification training in general theory and "Parent Effectiveness" conducted by Dr. Goodwin, Dept. of Education, California State University at San Jose. He is also Director of the Behavior Modification Experimental Project, Santa Clara Unified School District. 3) Four weekly session by Dr. Young, trainer in behavior modification and "contingency contracts" with parents. 4) Ongoing training by Dean Dickson in Interpersonal Maturity ratings. Mr. Dickson was instrumental in developing the I-level Research Project at the California Youth Authority.

Community Reaction

The second year has been favorable in regard to community reaction. There have been articles in the local newspapers and a special on KNTV. Individuals and groups have continued to give verbal and written endorsements of the program. Some of these have been included as Attachments I through M.

THEME ACTIVITIES

April: "Renaissance Rebirth". Guest speaker on pre-war Germany and the rebirth after the war; four different days of use of video-tape as a continuation of last month's theme "Awareness"; a yoga demonstration by an instructor from the Yoga Center. The last week was educational week in which there were visits by the students to San Jose State and De Anza College; a visit to the Planetarium at De Anza College. The youngsters visited the County's Boys' Ranch to see and learn how to plant an organic garden.

May: "Survival". Guest speaker from the Suicide Prevention Center discussed the various elements of suicide and its prevention; a weekend overnight camping and deep sea fishing outing in which the youngsters caught 105 fish; a guest speaker from the West Valley Hiking Club spent a whole morning showing slides and various equipment for endurance hikes, hiking both during the summer and the winter. This presentation was in preparation for taking the youngsters on a two-day Sierra hike in September; a field trip to Big Basin where the rangers conducted a guided tour explaining wildlife and the importance of its preservation, with instruction in various survival techniques. The youngsters attended the American Indian Day at De Anza College featuring various Indian crafts and an Indian dance program. A follow-up to the theme minority month was a presentation at San Jose State regarding the plight of the Mexican-American. There was a combination of Mexican-American leaders speaking and documentary films regarding the poverty conditions of Mexican-American families. After an educational overview of the play, the youngsters attended "Godspell" at the A.C.T. in San Francisco.

June: "How to Obtain a Job". During the month the youngsters were involved in learning how to make out job applications, role playing job interviews with the help of video-tape; upon completion job hunting and completing applications at various businesses and visits to the Mayor's Youth Council in attempts to obtain summer employment and completing applications and job interviews with the Neighborhood Youth Corps. The reason for the theme was due to the prospective work experience program through the Neighborhood Youth Corps.

DEL VALLE CENTER

School Schedule

M - W - F

57

8:15 - 9 a.m.

PREP

PREP

PREP

9 - 9:45

(B)
English

Paul

(A)
English

Inez

Admin.

Gary

9:45 - 10:30

(B)
Social Studies

Paul

(A)
Social Studies

Inez

Admin.

Gary

10:30 - 10:40

BREAK

T - TH

10:40 - 11:30

(B)
Jr. Achievement

Paul

(A)
Community Living

Inez/Gary

(A-B)
P.E.
(Y.M.C.A.)

Paul/Inez/Gary

11:30 - 12

LUNCH

12 - 12:45

Elective

Paul

Elective

Inez

Elective

Gary

12:45 - 2

(A)
Jr. Achievement

Paul

(B)
Community Living

Inez/Gary

(A-B)
Community Living

Paul/Inez/Gary

2 - 3

2/73mr

Dear Heads- J.A. stockholders

We are pleased to announce that this last year was a successful experience for the students involved and financially rewarding to you our stockholders!

A review of the year may be of interest to you. July 1972 the students of Del Valle School--aged 13 to 17---voted to start a Junior Achievement Company rather than have a normal arts and crafts program as in most schools. The Junior Achievement program operates on a "learn-by-doing" basis---that is, the students learn how a business operates by actually taking part in a small business. The students elected officers, decided how much stock to sell, decided to buy the first raw materials for the production of the products they chose to manufacture, and determined what wages and salaries would be paid. The company was initially under the supervision of the three Del Valle School teachers, Inez Okamura, Gary Flynn, and Paul Malandra. Later Paul Malandra assumed full supervision of the company.

The students sold \$83.00 worth of stock to persons willing to invest in Heads-J.A. Of the three products chosen to produce and sell, two fizzled but one ballooned into a highly successful and professional product. The two products that resulted in zero income were tie-dye T-shirts and wax candles. The income-producer was leather purses, with a later expansion into leather belts, wallets, and key holders.

For the production of the leather purses, the students would take the purchased raw leather cow hides, cut them into various patterns, tool the leather, dye it, wax and sew the finished product.

Wages paid the first few months were 25¢ an hour. Students worked one hour a day a week. Officers were paid a salary of \$1.50 a week. After a few months, with increasing productivity and sales, wages were increased to 40¢ per hour. In addition to wages, students were paid commissions for the products they made and sold. They received commissions ranging from \$3.50 for a large purse to 50¢ for a watchband.

Total sales as of July 31, 1973 were approximately \$3,100. A financial statement is given below: (Please note that the figures are approximate calculations, adjusted for the many price changes during the year).

160 purses	@	16.00	\$2,356.00	WAGES and salaries	\$1,000.00
30 belts	@	7.00	210.00	commissions	700.00
15 wallets	@	7.00	105.00	raw materials, tools	1,200.00
30 chains	@	1.00	30.00	J.A. charter, books	27.00
10 berets	@	1.00	10.00	bad debts	35.00
35 watch bands	@	2.50	88.00	outstanding stock	83.00
				dividend	5.00
				balance in bank	50.00
<hr/>				<hr/>	
Total Sales			\$3,100.00	Total Expenses	\$3,100.00
				(including bank balance)	

Please note that this company was completely self-sufficient. No school funds were expended for the organization or operation of the company. All materials were purchased from the sale of stock and the sale of the students' products. This saved the County money in that County funds were not required to support an arts and crafts program, but more important, it gave the students a sense of pride in knowing they were operating a self-sufficient company.

The company has decided to continue its operation for the next year. But we would like to pay you back your investment with a 6% dividend. One year ago you put your faith and money in our company. We hope that you are pleased with the dividend and understand our sincere appreciation for your investment in the students' company. Your investment made possible an exceptionally positive part of the school program. Thank you.

Very truly yours,

the Students and Teachers of
Heads-J.A.
Del Valle School
1380 Olympia Avenue
Campbell, California

If you have any questions please feel free to contact us at 371-6525.

ATTACHMENT D

DAY PROGRAM POINT SYSTEM

The following grading system is based on a complete point system accumulated on a daily basis. The youngsters have to earn points in order to reach certain group levels and complete the Day Program.

The number of points that each individual can accumulate weekly are 130 (plus Bonus Points). In order to graduate from the Center a minor must earn 1500 points. The breakdown is as follows:

TRANSPORTATION - - - Points maximum daily are 2. One point possible for both morning and afternoon to be given by the Transportation Officer.

COOPERATION WITH STAFF - - - Points maximum daily are 3. One point possible from each staff member grading (O.D., counselor, teacher).

COOPERATION WITH PEERS - - - Points maximum daily are 3. One point possible from each staff member grading (O.D., counselor, teacher).

SCHOOL - - - Points maximum daily are 5. One point possible for each class to be given by teachers.

CULTURAL ACTIVITY - - - Points maximum weekly are 15. To be given by Group Counselor

HOME AND COMMUNITY - - - Points maximum weekly are 50. To be given by P.O.

BONUS POINTS - - - Each staff member eligible to give Bonus Points. These are earned for exceptional behavior in any area.

EXAMPLE DAILY GRADING SHEET

NAME	TRANSPORTATION	COOPERATION W/ STAFF	COOPERATION W/ PEERS	SCHOOL	HOME & COMM. BEH.	BONUS POINTS	CULTURAL ACTIVITY	COMMENTS	TOTAL
J. Doe									

Three staff members (O.D., counselor and one teacher) will meet daily to objectively determine grades for each client. Home and Community Behavior and Cultural Activity grades will be posted once weekly due to the nature of their role. The maximum points available in these two areas are: Home and Community Behavior - 50 points; Cultural Activity - 15 points; taking the J. Doe example above for one week with a maximum point attainment, it would look like this: $2 + 3 + 3 + 5 = 13 \times 5 \text{ days} + 15 \text{ Cultural} + 50 \text{ Home and Community Behavior} = 130 \text{ points}$.

It is our contention that this type of daily grading system is both important to the client and entire staff in that:

1. It provides a total balanced point system that covers all areas of the program such as academic, home behavior and cultural activities.
2. It provides the clientele with opportunities to view their progress in tangible terms thus preventing anxiety and frustration.
3. This system is realistic due to its competitive structure and reward; the same conditions which await the clients on their permanent return home.

GROUPS AND PRIVILEGES WITH MINIMUM REQUIREMENTS

TENDERFEET:

No points. These are the new youngsters in the program. No privileges.

MOHICANS:

100 points and approval of staff.

1. Off 24-hour supervision.
2. Smoking.
3. Special school field trips.

APACHES:

500 points and approval of staff.

1. Same privileges as above.
2. Taco Bell trips.
3. Work experience.
4. Cultural Activity Committee.

OLYMPIANS:

1000 points and approval of staff.

1. Same privileges as above.
2. Community representative.
3. Option to attend cultural activity.
4. Own transportation.

GRADUATION:

1500 points and approval of Executive Committee.

A youngster would be able to graduate from the Center in four months by earning 88 points per week. First year statistics indicate that the average minor earns 90 points per week. To complete the program in three and one-half months, a youngster would have to accumulate 100 points per week. A weekly total of 120 points would enable a minor the opportunity of graduating in three months. On the other hand, it would take a youngster four and one-half months to complete the program averaging only 80 points per week.

COMMUNITY REPRESENTATIVE:

The Center has an office of Community Representative. This youngster is elected by the community members at large and must be currently in Olympians. (Group 2)

The Community Representative's duties and responsibilities include conducting community meetings, assisting staff in operating the entire community, presenting problem areas to staff and the community, being present at staff critiques and appointing youngsters to specific committees.

EXECUTIVE COMMITTEE:

This committee is composed of the Director, Principal, Assistant, Head Teacher, and counselor. The committee meets once weekly to review the overall functioning of the Center and make appropriate recommendations to the staff. The Director has the final power to approve or disapprove the Executive Committee's decisions. Other responsibilities include:

1. Disciplinary action and investigation.
2. Program review and development.

MERIT AWARDS:

Merit awards will be given each month by the Director and/or Assistant at a special "Merit Awards Breakfast". Signatures of Head Teacher or Principal and Director or Assistant are necessary. They are:

1. Best conduct.
2. Best personal appearance.
3. Best participation on cultural activities.
4. Best achievement in each subject.
5. Most improved in school (overall).
6. Most points for month.
7. Best attendance.
8. Most involved at community meetings.
9. Best conduct in transportation.

Any youngster successfully achieving three of the above items in one month will be considered "Outstanding Boy or Girl of the Month" and thereby will be eligible for a free lunch.

PROGRESS EVALUATION

(To be done at 500, 1000 points and prior to graduation)

NAME

ACCUMULATED

DATE:

EVALUATORS:

1. General Adjustment:

A. Handling of problems:

B. Handling of criticism

C. Response in counseling situation:

D. Related to adults

E. Relates to Peers:

II. School:

A. Attendance:

1. Days attended:

Possible days:

2. Tardiness:

B. Current grades:

C. Adjustment in class:

1. Participation

2. Academic effort

III. Home:

A. Given/accepts responsibility:

B. Communicates with family:

Progress Evaluation - Page 2

III. Home (continued):

C. Handling of problems:

IV. Cultural Activities:

A. Attendance:

B. Attitude and participation:

V. Minor's personal goals:

- 1.
- 2.
- 3.

VI. Review and modification of original goals:

VII. Review and modification of a treatment strategy:

SIGNATURE OF STUDENT

TEAM SIGNATURES

DATE

COUNSELING SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group	Sue & Paul	Wash & Inez		Ferdie	John & Gary
Individual	Wash & John	Sue, John & Gary			Wash, Sue, Inez, & Paul
Recreation					
Supervision	Ferdie	Ferdie		Comm. Rep.	Ferd
Field				John, Wash & Sue	
Prep	Inez & Gary	Paul		Gary, Paul, & Inez	

COMMUNITY MEETING

ATTACHMENT G

Individual Program Data Sheet

NAME _____ AGE _____ P.O. _____

PARENTS _____ ADDRESS _____

PHONE _____

L-LEVEL _____ CAT pre-reading _____ CAT pre-math _____

GOALS

Academic

Vocational

TREATMENT

Individual

Group

Family

RECOMMENDATIONS

Reassigned Duties

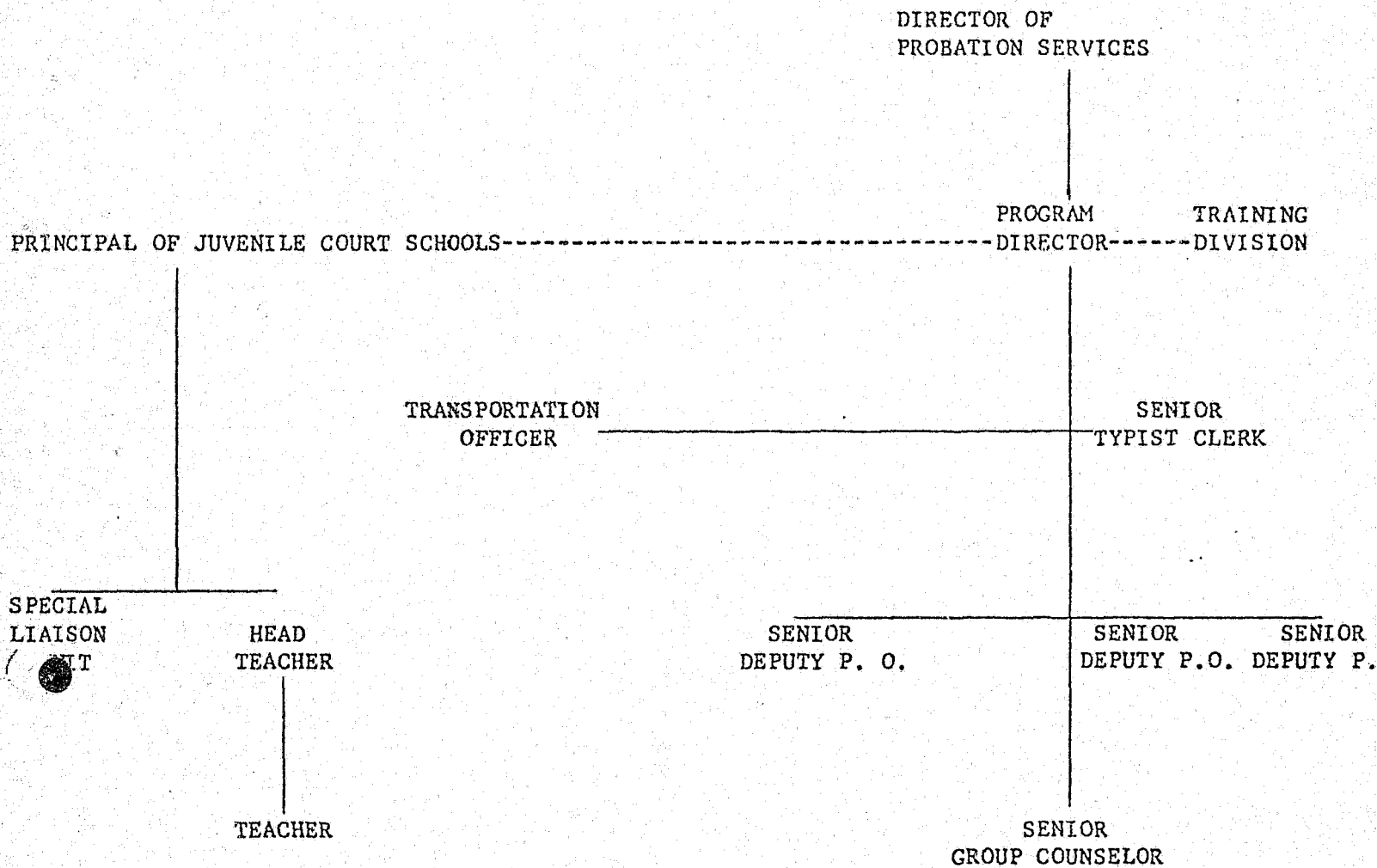
1. Supervise previously assigned aftercare cases.
2. Orientation and staffing of new program participants
3. Conduct all Interpersonal Maturity Level interviews.
4. Arrange staffings for new program participants.
5. Work two Saturdays per month on cultural activities.
6. Coordinate Parent Night with Program Director.
7. Recruit and coordinate volunteers for the program.
8. Recruit jobs placements for youngsters maintaining close contact with the Juvenile Probation Department's vocational coordinator.
9. Assist as an "Officer of the Day" for the Program Director/Assistant in emergencies
10. Supervise youngsters at specifically assigned times during the Center Day Program.

CONTINUED

1 OF 2

DAY CARE PROGRAM
ORGANIZATION CHART

68



Legend

———— Supervision

- - - - - Coordination and consultation

SUNNYVALE COMMUNITY SCHOOLS
750 Lakechime
Sunnyvale, California 94086

December 11, 1972

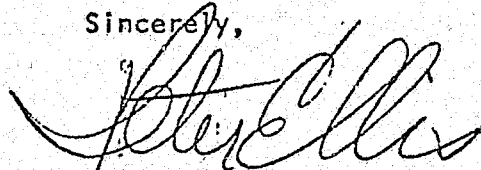
Dear Sirs:

It has come to our attention that the Day Care Program directed by Bob Carroll is seeking re-funding. We would like to whole heartedly support the continuence of this program.

Sunnyvale Community Schools program is involved in bringing the community together to meet its own needs through use of the schools as opportunity centers. Recently expanded, our program greatly emphasizes the problems and concerns of youth, particularly pre-delinquent and delinquent teens. The Day Care Center has proven to be a valuable resource for some of these teens. Institutionalization or foster home care often is a poor alternative for a youth with family problems. By keeping the youth at home and working with the family, the Day Care Program seems better suited to solving the problems. In the long run, this kind of approach is less expensive as the child learns to relate successfully with his family and the community where the problems originated. In this way, too, there seems to be less chance of retrogression.

Community Schools endorses such an approach as it places responsibility on the family and offers participation for the family and the community. We would like to see this program funded.

Sincerely,



Peter Ellis
Community Schools Director

PE:pn

American Association of
University Women
Sunnyvale-Cupertino Branch
Sharon Blaine, President
22284 De Anza Circle
Cupertino, California, 95014

70

Mr. Robert Carroll, Director
Day Treatment Center
Juvenile Probation Department
2275 Olympia
Campbell, California, 95008

Dear Mr. Carroll,

The Sunnyvale-Cupertino Branch of A.A.U.W. has become aware, in the last year, of the innovative approaches the Juvenile Department is attempting for the purpose of helping juveniles function successfully in our communities.

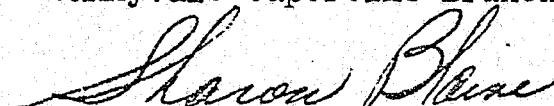
Under the A.A.U.W.'s national legislative program the Association supports "Rehabilitation programs to curb juvenile delinquency". The Sunnyvale-Cupertino Branch supports alternatives to placement of juveniles in institutions with the exception of those who will bring physical harm on themselves or the community.

We consider the Department's Day Treatment Center located at Olympia and Camden as one of these alternatives. We have done a summary study of the Day Treatment Program. The Sunnyvale-Cupertino Branch has voted to express support for a Year's funding by Santa Clara County so that there is time for a proper evaluation of this program.

Our membership in the Branch is approximately three-hundred. Also, it was necessary to have consent from the other five Branches in the Santa Clara Valley to enable us to write you of our support. Each Branch will send written notice of support for the Day Treatment Program. The sum of 2,500 women is represented by the letters of the six Branches.

We will be watching with great interest this year's program and its evaluation.

Sincerely Yours,
American Association of
University Women
Sunnyvale-Cupertino Branch


Sharon Blaine, President

SB/SB

CC; Mr. Richard Bothman
Mr. Howard Campen
Mr. Victor Calvo

Mr. Sig Sanchez
Mr. Dominic Cortese
Mr. Dan McCorquodale

Mr. Ralph Mehrkens

December 12, 1972

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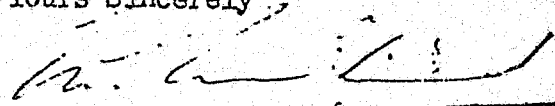
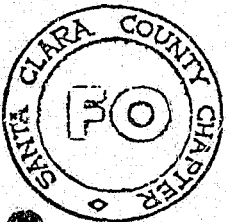
SHELDON PORTMAN
PUBLIC DEFENDER, S. C. COUNTY

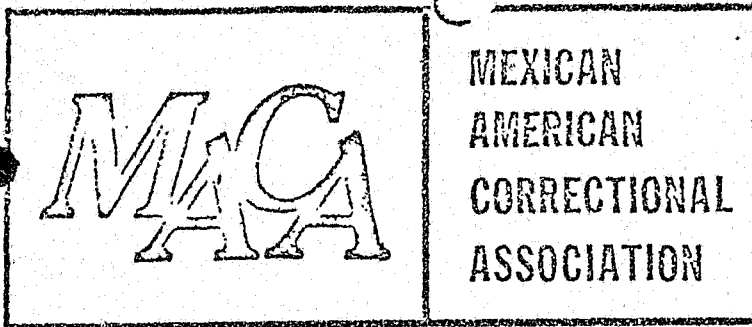
Mr. Richard Bothman
840 Guadalupe Parkway
San Jose, Calif. 95110

Dear Mr. Bothman:

I sincerely hope that you will consider the continuance of the Day Care Center located at 1380 Olympia Avenue, Campbell at your budget meeting in the near future. Several of the staff of Friends Outside have had the opportunity of visiting and observing the Day Care Center and have found it to be a very valuable asset to the community and to the youth in our County.

Yours Sincerely,


Mrs. Margaret Muirhead
Executive Director



North

605 pima drive, san jose california 95123
telephone: 227-5887

November 27, 1972

Mr. Robert Carroll, Director
Day Treatment Program
Santa Clara County Juvenile Probation Department
840 Guadalupe Parkway
San Jose, California 95110

Bob,

I was surprised and dismayed to learn that your program will possibly not get refunded. This would be tragic not only for those youngsters currently being serviced but, most importantly to the countless others who stand to benefit from it in the future.

I have discussed the program with my membership and it was our consensus that our endorsement of the Day Treatment Center go on record. The Mexican American Correctional Association is concerned with the increasing numbers of Mexican American youth who are sent to institutions for treatment with little or no emphasis on dealing with the existing problems or conflicts in the home. While this is not intended as an indictment of institutions, it is a fact that this deficiency exists. Your Program has reversed this methodology by focusing casework services on the home and family in a more realistic manner while providing a youngster with a highly structured treatment-oriented setting as an alternative to out-of-home institutional placement.

It is also a fact, a discouraging one, that because of the level at which your program is intercepting youngsters, many of those serviced by the program are of Mexican American ethnicity. Perhaps through efforts such as yours and other similar programs, this trend can be reversed.

Once again, Bob, it is MACA's position that programs such as your must be preserved rather than curtailed. I wish you success in your continued efforts for refunding and hope that you keep us informed on the progress over the next few weeks.

Sincerely,

Henry Mercado, President
Mexican American Correctional Association-North

cc Cardoza-South



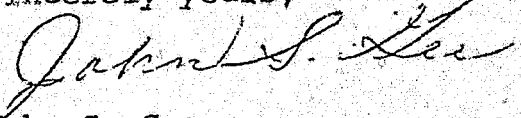
Westside Youth Service
737 Bird Avenue
San Jose, California 95125

Dear Sir:

I am offering this letter in support of continuence of the Day Care Program directed by Bob Carroll. Our organization-- Westside Youth Service--is a community development program and has been operated on the West side of San Jose for four years. At one time we had a residential center taking juvenile court placements. During this time we visited Mr. Carroll's program and found it impressive. We learned from our own experience in placement that a young person with problems could best be helped by working with him and his family in the community. These young people need the structure of a workable program, like the Day Care Center, but also the support and help of their families and community. One of the young girls in our neighborhood completed the Day Program and has done well since.

In conclusion, from all indications I can find, the Day Program seems successful and to be a better approach than institutionalization. I think it would be in the best interest of the community to find this program--and in the long run less expensive than an institutionalizational approach as there seems to be less chance of retrogression when the child learns to be successful in his community.

Sincerely yours,


John S. Gee
Director, W.S.Y.S.

ADDENDUM TO SECOND YEAR EVALUATION OF DAY CARE PROGRAM

by

Max Hawkins, Principal
Del Valle School

The school program has made major innovative improvements during its twenty-two months of operation at the Del Valle Center.

The academic curriculum continues to be oriented toward meeting the original objectives of improving individual student achievement, as measured by pre- and post-C.A.T. scores. These objectives are being met by utilizing a wide selection of the latest student-oriented instructional materials that are of high interest level, while also being of a lower reading level, by teacher in-service training, and by creative teacher techniques as specifically mentioned in the evaluation report.

The curriculum is developed to allow each student to experience success and enjoyment in his daily class assignments. The over-all school program is also oriented toward improving the student's self-concept and attitude toward education. Results are evaluated by use of the Tennessee Self-Concept Scale.

The "Community Living Class" was initiated because a large percentage of graduates from the program were experiencing problems readjusting to public school. The class was designed to cover some of the major problem areas such as truancy, ability to follow instructions, ability to communicate with school staff to improve negative attitudes toward school.

The school program continues to be individualized in its attempts to meet the youngster's educational needs. To insure updated training of teachers and the development of highly motivating instructional materials and innovative approaches in the classroom, educational consultants were employed to work with teachers, and publishers of current, student-motivating educational materials were brought in to demonstrate their materials, e.g. game simulation. In addition, teachers were granted release time to visit progressive educational programs throughout the state, as well as taking part in on-site directed teachers' in-service activities.

The school developed and coordinated a work experience program in the community during the 1972-1973 school year and expanded this program during the summer school to include all the students in the program. In addition, the school initiated and coordinated a work exploratory program with the Pacific Telephone Company to provide the students with a first-hand observation on how a major business operates.

To improve student daily attendance and self-concept, as well as expose students to the development and functioning of a small business, the Junior Achievement Program was developed as a valuable part of the school program.

Open House at the Center is held approximately every three months to allow parents to become more familiar with the Center activities and the achievements of their youngsters. The Open House is planned and coordinated by the school staff, emphasizing different aspects of the school program.

Each teacher and the principal of the school program have a written, detailed job description, indicating all areas of responsibilities for which they are held accountable on a yearly evaluation basis. If the program is to continue to be successful and show marked improvements, it is felt that detailed job descriptions of all staff members and an overall program of accountability should continue to be essential, intrinsic part of the over-all center functioning.

Although the bi-administrative structure of the program has been beneficial in that it offers a system of checks and balances for both departments, it would seem more feasible that it should be school directed. The program at the Center consists of a full day school program, where approximately 90% of the students' daily time is spent. In addition, a large percentage of student counseling is related to school problems and aimed toward improved student behavior within the public school system. As the school administrator is legally credentialed and trained to supervise teachers and the educational program, the overall authority of decision-making within the Center Day program is inherent to

TABLE 1
RRB RECOMMENDATIONS FOR YOUTH REFERRED DURING PERIOD 10/1/72 - 6/15/73

Total

		Total	Home Rel	FH	PIP	Ranch	CYA	Unfit	RelFH	FH/ PIP	Other Combines	Other
Total	N	454	23	51	23	238	22	1	22	54	17	3
	%	100	5.1	11.2	5.1	52.4	4.8	.2	4.8	11.9	3.7	.7
Boys	N	329	13	27	18	192	19	1	6	40	10	3
	%	100	3.9	8.2	5.4	58.3	5.8	.3	1.8	12.1	3.0	.9
Girls	N	125	10	24	5	46	3	0	16	14	7	0
	%	100	8.0	19.2	4.0	36.8	2.4	0	12.8	11.2	5.6	0

All eligible

Total	N	84	0	4	4	63	0	0	1	7	3	2
	%	100		4.8	4.8	75			1.2	8.3	3.6	2.4
Boys	N	66	0	3	4	50	0	0	1	4	2	2
	%	100		4.5	6.1	75.7	0	0	1.5	6.1	3.0	3.0
Girls	N	18	0	1	0	13	0	0	0	3	10	0
	%	100		5.5		72.2				16.7	5.5	0

Ineligible

Total	N	370	23	47	19	175	22	1	2	47	14	1
	%	100	6.2	12.7	5.1	47.3	5.9	.3	.5	12.7	3.8	.3
Boys	N	263	13	24	14	142	19	1	5	36	8	1
	%	100	4.9	9.1	5.3	54.0	7.2	.4	1.9	13.7	3.0	.4
Girls	N	107	10	23	5	33	3	0	16	11	6	0
	%	100	9.3	21.5	4.7	30.8	2.8	0	14.9	10.3	5.6	0

TABLE 2
EXP. & CONTROL ETHNIC REPRESENTATION 10/1/72 - 6/15/73

			Cauc	M/A	Black	Other	Unt	Total
Exp	Boys	n	27	8	0	3	0	38
		%	71.0	21.0		7.9		100%
	Girls	n	6	4	1	1	0	12
		%	50.0	33.3	8.3	8.3		100%
	Total	n	33	12	1	4	0	50
		%	66.0	24.0	2.0	8.0	0	100%
Control	Boys	n	8	7				15
		%	53.3	46.7				100%
	Girls	n	2	1		1		4
		%	50.0	25.0		25.0		100%
	Total	n	10	8		1		19
		%	52.6	42.1		5.3		100%

EXP & CONTROL YOUTH BY SEX & INTERPERSONAL MATURITY LEVEL 10/1/72 - 6/15/73 TABLE 3

			I ₃ Cfm	I ₃ Cfc	I ₃ mp	I ₄ Nz	I ₄ NX	I ₄ Se	I ₄ Cl	I ₅	unk	Total
Exp	Boys	n	2			14	12	1			7	36
		%				38.9	33.3	2.8			19.4	
	Girls	n				3	3	1			5	12
		%				25	25	8.3			41.7	12
	Total	n	2			17	15	2			12	48
		%	4.2			35.4	31.2	4.2			25%	48
Control	Boys	n	1			2	3		1		12	19
		%	5.3			10.5	15.8		5.3		63.2	100%
	Girls	n	1								4	5
		%	20.0								80.0	100%
	Total	n	2			2	3		1		16	24
		%	8.3			8.3	12.5		4.2		66.7	100%

RRB RECOMMENDATIONS - EXP. & CONTROLS 10/1/72 - 6/15/73

79

		FH	PIP	Ranch	FH/ PIP	Rel/ FH	FH/PIP	FH/ Ranch	unk	Total
		n								
Exp	Boys	n	2	2	31	0	1	0	2	38
		%	5.3	5.3	81.6	0	2.6	0	5.3	100%
	Girls	n	0	0	9	2		1	0	12
		%			75	16.7		8.3		100%
	Total	n	2	2	40	2	1	1	2	50
		%	4	4	80	4	2	2	4	100%

Control	Boys	n	0	0	13	2	0	0	0	15
		%			86.7	13.3				100
	Girls	n	0	0	3	1	0	0	0	4
		%			75	25				100
	Total	n	0	0	16	3	0	0	0	19
		%			84.2	15.8				100

TABLE 5 EXP & CONTROLS - AGE & TIME OF PLACEMENT - ENTRY BETWEEN 10/1/72 - 6/15/73

		13	14	15	16	17	unk	Total	Average
		n							
Exp	Boys	n	1	8	16	8	5	38	15.2
		%	2.6	21.0	42.1	21.0	13.2	100%	
	Girls	n	1	3	3	3	2	12	15.1
		%	8.3	25	25	25	16.7	100%	
	Total	n	2	11	19	11	7	50	
		%	4	22	38	22	14	100%	

Controls	Boys	n	1	7	2	5		15	15.4
		%	6.7	46.7	13.3	33.3		100%	
	Girls	n		2	1	1		4	14.7
		%		50	25	25		100%	
	Total	n	1	9	3	6		19	15.01
		%	5.3	47.4	15.8	31		100%	

TABLE 6
TOTAL READING ACHIEVEMENT by I-level,
Percent, and (Number) of Subjects per classification
Difference Scores in Years

	-2.0 to 0		.1 to 1.5		1.6 to 3.0+		Total	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
I ₃ Cfm	2	22.2	4	44.4	3	33.3	9	17%
I ₃ Cfc	0		1	50	1	50	2	3.8
I ₃ Mp	1	50	0		1	50	2	3.8
I ₄ Na	9	40.8	6	27.2	7	31.8	22	41.5
IyNx	4	33.4	8	66.6	0		12	22.6
IySe	0		6	100	0		6	11.3
Total	16	30.2%	25	47.2	12	22.5	53	100%

TABLE 7
TOTAL ARITHMETIC ACHIEVEMENT by I-level,
Percent, and (Number) of Subjects per classification

	-2.0 to 0		.1 to 1.5		1.6 to 3.0		Total	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
I ₃ Cfm	3	33.3	5	55.5	1	11.1	9	17.6
I ₃ Cfc	0		1	50	1	50	2	3.9
I ₃ Mp	2	100	0		0		2	3.9
IyNa	5	23.9	13	62	3	14.3	21	41.2
IyNx	4	36.4	5	45.5	2	18.2	11	21.6
IySe	1	16.7	3	50	2	33.4	6	11.8
Total	15	29.5	27	53	9	17.7	51	100

NAME		SCHOOL GRADE		SEX	AGE	DATE	TOTAL TIME																							
T SCORE		SELF CRITICISM	T/F	CONFLICT	NET	TOTAL	POSITIVE SCORES					PERCENTILE SCORES	VARIABILITY		DISTRIBUTION					EMPIRICAL SCALES					NOS	T SCORE				
							ROW	COLUMN						TOT	COL. TOT.	ROW TOT	D	5	4	3	2	1	DP	GM	PSY	PD	N	PI		
							1	2	3	A	B	C	D	E																
		3.00																												
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PROFILE LIMITS
UP 16 29 44 14 11 24 13 17 16 24 11 17 8 14 39 6 14 19 24 14 14 29 4 22 7 19
DOWN 29 24 17 9 24 15 12 17 12 24 20 49 5 29 12 10 24 29 18 39 17 34 21 17 14 15

SCORE SHEET

Clinical and Research Form
Tennessee Self Concept Scale

NAME	SCHOOL GRADE	SEX	AGE	DATE	TIME STARTED	TIME FINISHED	TOTAL TIME
------	--------------	-----	-----	------	--------------	---------------	------------

HOW THE INDIVIDUAL PERCEIVES HIMSELF

TERMS OF:	COLUMN A PHYSICAL SELF						COLUMN B MORAL-ETHICAL SELF						COLUMN C PERSONAL SELF						COLUMN D FAMILY SELF						COLUMN E SOCIAL SELF						SELF CRITICISM				ROW TOTALS			
ROW 1.	P-1	P-2	P-3	N-4	N-5	N-6	P-19P-20P-21	N-22N-23N-24	P-37P-38P-39	N-40N-41N-42	P-55P-56P-57	N-58N-59N-60	P-73P-74P-75	N-76N-77N-78	91	92	93	94	POSITIVE P + N	CONFLICT NET Algebraic Σ of P - N	TOTAL Non- Algebraic Σ of P - N	VARI- ABILITY Range of P + N Cell Scores																
ENTITY	5	5	5	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1					5	5	5	5												
WHAT HE	4	4	4	2	2	2	4	4	4	2	2	2	4	4	4	2	2	2					4	4	4	4												
IS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					3	3	3	3												
	2	2	2	4	4	4	2	2	2	4	4	4	2	2	2	4	4	4					2	2	2	2												
	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1	1	-1	-15	13	2												
	P _____ N _____						P _____ N _____						P _____ N _____						P _____ N _____																			
	P + N _____ P - N _____						P + N _____ P - N _____						P + N _____ P - N _____						P + N _____ P - N _____																			
ROW 2.	P-7	P-8	P-9	N-10	N-11	N-12	P-25P-26P-27	N-28N-29N-30	P-43P-44P-45	N-46N-47N-48	P-61P-62P-63	N-64N-65N-66	P-79P-80P-81	N-82N-83N-84	95	96	97	98																				
SELF	5	5	5	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1					5	5	5	5												
SATIS-	4	4	4	2	2	2	4	4	4	2	2	2	4	4	4	2	2	2					4	4	4	4												
ACTION	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					3	3	3	3												
HOW HE	2	2	2	4	4	4	2	2	2	4	4	4	2	2	2	4	4	4					2	2	2	2												
ACCEPTS	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1	1	8	-16	17	3												
HIMSELF	P _____ N _____						P _____ N _____						P _____ N _____						P _____ N _____																			
	P + N _____ P - N _____						P + N _____ P - N _____						P + N _____ P - N _____						P + N _____ P - N _____																			
ROW 3.	P-13	P-14	P-15	N-16	N-17	N-18	P-31P-32P-33	N-34N-35N-36	P-49P-50P-51	N-52N-53N-54	P-67P-68P-69	N-70N-71N-72	P-85P-86P-87	N-88N-89N-90	99	100			SC =																			
BEHAVIOR	5	5	5	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1					5	5														
HOW HE	4	4	4	2	2	2	4	4	4	2	2	2	4	4	4	2	2	2					4	4														
ACTS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					3	3														
	2	2	2	4	4	4	2	2	2	4	4	4	2	2	2	4	4	4					2	2														
	1	1	1	5	5	5	1	1	1	5	5	5	1	1	1	5	5	5	1	1			10	-9	14	2												
	P _____ N _____						P _____ N _____						P _____ N _____						P _____ N _____																			
	P + N _____ P - N _____						P + N _____ P - N _____						P + N _____ P - N _____						P + N _____ P - N _____																			
COLUMN TOTALS	TOTAL POSITIVE (Σ P + N) _____						_____						_____						_____						_____						Total Positive or P + N →							
	Σ (Algebraic) P - N _____						_____						_____						_____						_____						→ Total Net Conflict (P - N)				Row Tot. V.			
	Σ Non-Algebraic P - N _____						_____						_____						_____						_____						→ Total Conflict							
	V. (Range of P + N Cell Scores) _____						_____						_____						_____						_____						→ Col. Tot. V.							
																																			Tot. V.			

DISTRIBUTION OF RESPONSES

NUMBER OF 5'S + 4'S 3'S 2'S + 1'S = 90 T/F = _____

SELF CRITICISM RESPONSES _____ = 10

TOTALS _____ = 100

D = _____ + _____ + _____ + _____ = _____

EMPIRICAL SCALES

DP = _____ = _____

GM = _____ = _____

PSY = (100 + _____) - (_____) = _____

PD = _____ = _____

N = _____ = _____

PI = _____ = _____

PUBLISHED BY
COUNCIL ON RECORDINGS AND TESTS
BOX 618A, KENNESAW, GA 30144
NASHVILLE, TENN. 37212

Juvenile Day Treatment
program Evaluation

1. At the time that _____ entered the day treatment program at Del Valle he/~~she~~ had been recommended for placement in _____. Do you think it would have been better if he/she had gone to _____ instead of Del Valle? yes no
2. What did you like least about the Del Valle program?
3. What did you like best about the Del Valle program?
4. In which of the following ways do you think that _____ is different now than before he/ _____ went to Del Valle?
 - a. Likes school better. _____
 - b. Gets along better with teachers. _____
 - c. Gets along better with other members of the family. _____
 - d. Does more to help out at home. _____
 - e. Has more concern about other people's feelings. _____
 - f. Gets into more fights or arguments at home. _____
 - g. Gets worse grades at school. _____
 - h. Runs away from home more. _____
 - i. Has nicer friends. _____
 - j. Is more willing to talk to parents or teachers about problems. _____
5. What is the biggest change you have seen in _____ since he/ _____ first entered Del Valle?
6. About how often did the probation officer visit your home when _____ was going to school at Del Valle?
 - (a) 2 times a week _____
 - (b) once a week _____
 - (c) once every two weeks _____
 - (d) once a month _____
 - (e) less _____
7. After _____ graduated from Del Valle about how often did the probation officer visit your home?
 - (a) once a week _____
 - (b) once every two weeks _____
 - (c) once a month _____
 - (d) less than once a month _____
8. Who did the probation officer usually talk with?
 - (a) parent(s) and the teenager enrolled at the center _____
 - (b) just the parents _____
 - (c) the whole family _____
9. About how long did the probation officer usually stay for a home visit?
 - (a) 1/2 hour _____
 - (b) 1 hour _____
 - (c) 1-1/2 hours _____
 - (d) 2 hours _____

10. It would be better if the probation officer:
(a) visited more often and stayed longer _____
(b) visited more often and stayed less time _____
(c) didn't visit so often and stayed longer _____
(d) didn't visit so often and stayed less time _____
11. Do you think it is important for the probation officer to talk to the whole family? yes _____ no _____
12. Was the probation officer able to help with any problems in the family? no _____ yes _____ what kinds of problems?
13. Do you think it would be better if your child had gone to Del Valle sooner than he/ did? yes _____ no _____ Why?
14. A person is now enrolled at Del Valle for about 4 months. IS this: (a) too long _____ (b) too short _____ (c) about right _____
15. Do you think it would be useful for parents of Del Valle students to get together as a group once in a while to discuss the problems they or their children are having? yes _____ no _____
16. If you were in charge of the day program at Del Valle what changes would you like to make?

END