



Northwest Regional Council

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Program Evaluation Of
The Oak Harbor Transitional
School Project
Grant No. 75-C-0155

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ABSTRACT:

Oak Harbor Transitional School

Island County

The Oak Harbor Transitional School was established as an alternative educational program designed to impact scholastically dysfunctional youth and, or, those youth who were delinquent and status offenders. The intent of the program is to reduce the incidence of Part I and II juvenile crime while increasing the academic achievement of program participants.

The project was hampered by the fact that the mean number of months participants spent in the program were insufficient to post test for academic achievement, thus precluding the possibility of adequately evaluating the academic efficiency of the program.

The evaluation was essentially descriptive rather than comparative. In light of the low number of individuals who have completed the program and the relatively short period of time the project has been in full operation, the following results should be considered cautiously.

- A. Population Served - 77 thus far enrolled; 30 have terminated (successfully or unsuccessfully) participation. 76% were known to the Juvenile Probation Department at entrance.
- B. Academic Efficiency - Data indicated a significant average increase of 1.07 academic levels in mathematics proficiency. 5 (16.7%) of the 30 students who have terminated the program re-enrolled in a regular school thus exceeding the objective of a 10% level.
- C. Crime Reduction Effectiveness - The in-project recidivism rate was 20.0% for the 30 students who have terminated program participation. Additional data

indicates that the project demonstrated a substantial impact on reducing individual frequency and seriousness of Part I and II juvenile offenses.

- D. Ancillary Results - The level of attendance did not increase by the objective of 15%. The objective that 10% would gain skills necessary to secure employment was not achieved. An Advisory Board which represents educational, juvenile justice, and community factions was established.

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The Oak Harbor Transitional School Project, implemented by the Whidbey Island Branch of Skagit Valley College and Oak Harbor School District #201, has been in operation approximately one year. This monograph seeks to evaluate the project in terms of its stated goals and objectives. The first portion of the paper deals with a brief history of the project, the stated philosophy, goals and objectives, and operational procedures. The second portion is a discussion of specific research findings and the program's efficiency and effectiveness.

I. Introduction

In September 1974, the Board of Education of the City of Oak Harbor created an Ad Hoc Committee to address the problem of an increasing number of students who were experiencing academic difficulties and were being referred to the juvenile court in Coupeville for delinquent activity. The committee consisted of community members, the assistant school district superintendent, the director of Skagit Valley College and the directors of Juvenile Probation, Special Education and Mental Health Services.

The committee resolved that realistic goals and modes of operation were necessary to impact scholastically dysfunctional youth, many of whom were also known to the juvenile court.

The committee contended that a significant academic adjustment would be properly achieved via the implementation of an alternative form of learning.

A project for the establishment of an alternative educational program was proposed. The project was developed and reviewed by the Regional Law and Justice Planning Office and subsequently approved by the State Law and Justice Planning Office.

II. Orientation

A. Intent

The Transitional School began January 5, 1976. The primary intent was to facilitate the educational aspirations and opportunities of those individuals who, because of a lack of motivation, low academic achievement or unacceptable adjustment to school, no longer desire to continue (learning) under traditional concepts (or in a traditional setting).

B. Rationale

Rationale for the program is three fold. First, program personnel maintain that a self perpetuating failure syndrome appears to be operating. That is, a process of community alienation, negative self image and peer group stereotyping perpetuates academic and social failure. Second, too many juveniles are dropping out of the school system unskilled, and thus unemployable. Finally, a considerable number of these same dropouts are coming in contact with Juvenile Court Services.

C. Philosophy

The program philosophy is that learning should be success oriented, non-competitive and of a relevant nature. The proposition is that by improving personal motivation and promoting interpersonal skills through a positive

and rewarding alternative educational experience, the school would serve as a deterrent to excessive unproductive "leisure" time, thus impacting the juvenile crime rate. The impact would be further augmented by increasing self reliance, responsibility and employability.

D. Goals and Objectives

The stated project goals and objectives are as follows:

Goal I

- 1) Increase the number of special education and vocational opportunities in Oak Harbor.
- 2) 60% will meet minimum requirements successfully.
- 3) 75% will meet contractual agreements.

Goal II

Raise the level of interpersonal, academic and vocational functioning of program participants.

Objectives:

- 1) Increase by 10% those who return to the traditional school setting.
- 2) Increase by 10% the achievement level as measured on diagnostic and standardized tests.
- 3) 10% will gain skills and proficiencies necessary to successfully compete for employment.

Goal III

Reduce the recidivism rate of delinquent participants.

Objectives:

- 1) Reduce the incidence of Part I offenses by 10% in Island County.
- 2) Reduce the individual frequency and seriousness of offenses as compared to prior offense history.

Goal IV

Raise the level of self reliance and responsibility of participants.

Objectives:

- 1) Positive acclimation, based on testing and interviews will increase by 10%.
- 2) 30% of the students will no longer be classified as incorrigible or non-productive.
- 3) The level of attendance will increase by 15%.

Goal V:

Increase the understanding and relationship between community, parents, and those students affiliated with the program.

Objectives:

- 1) 100% of the students will be screened, interviewed and pre and post tested.
- 2) Establishment of a community and educational advisory board.
- 3) Provide increased individual and group counseling.



III. Operation

A. Administration

The Transitional School is jointly run by Island County Juvenile Court Services, Oak Harbor School District and the Whidbey Island Branch of Skagit Valley College.

The functioning of the school is overseen by an advisory board which was established February 18, 1976.

Advisory Board members represent:

- 1) The Community
- 2) The School Board
- 3) School District Administrators and Faculty
- 4) Juvenile Probation
- 5) Law Enforcement
- 6) Mental Health and Special Education
- 7) The Students

B. Staffing

The duties and responsibilities of the staff of the Transitional School are outlined below.

- 1) Administrative Director - Mr. Joseph Marmo
The directors duties and responsibilities include: a) the daily and long range operation of the entire school, b) teaching and counseling, c) supervision over materials, costs and staff, d) program development, reporting and grant writing, e) student scheduling and job training placement, and f) parental, community, advisory committee liason.
- 2) Teachers
Ancillary to direct teaching activities, the four teachers are responsible for maintaining attendance and contract records, and designing appropriate curriculum and individual student contracts. Further, teachers confer with probation personnel and school administrators regarding student progress.
- 3) Psychologist - Dr. William Taylor
The consulting psychologist is responsible for the issuance and compilation of test data as well as establishing psychological profiles. The psychologist conducts individual and group counseling sessions and serves as a liason between students and teachers.
- 4) Secretary
The secretary is responsible for all clerical duties including enrolling students, processing and updating records.

C. Financial

Fiscal reporting is handled via Skagit Valley College, Whidbey Island Branch.

The grant represents approximately \$30,000 per year in Law and Justice funds. Approximately \$23,600 was allocated for personnel services, \$1,400 for contracted services and \$5,000 for supplies and operating expenses. More specific financial data was unavailable at the time of evaluation preparation.

IV. Impelementation

A. Admission

Admission to the Transitional School is basicly a three step procedure. The first step is a parent, student and home school principal or juvenile court director conference. The second step involves a similar conference between student, parent and traditional school director. Once admitted records are transfered and basic diagnostic, apptitude and social tests are administered.

A written contract is established between the student and teacher indicating objectives to be attained in a given time period. The student teacher ratio is stated to be approximately 10 to 1, though it is in reality somewhat higher.

B. Curriculum

State mandated subject matter (English, Mathematics, Science, History, and Contemporary World Problems) is covered in a manner so as to de-emphasize regimentation and repetition. Also, a greater emphasis is placed on those areas which are related to functioning in everyday life. Non-college oriented skills such as career guidance, job interviewing and budgeting are a fundamental part of the program.

Mandated subjects are offered in three hour time blocks from 8:30-11:30, while vocational and living skills are offered afternoons and evenings. Attendance is carefully monitored. No specific rewards are established for task completion (other than credits). Successful task completion is regarded as rewarding in and of itself.

Eligibility to return to the regular school is determined by examination of transcripts, attendance records and a parent, student, school personnel conference.

V. Research Methodology

A. Evaluation Components

The evaluation components set forth in the research design prior to program implementation are:

- 1) Effectiveness:
 - a) Rearrest and seriousness of rearrest data.
 - b) Academic achievement as measured by standardized testing (Wide Range Achievement Test).
 - c) Reduced frequency of contact with Probation Department.
- 2) Efficiency:
 - a) Total number enrolled in program.
 - b) Number and percent who terminate and re-enter in a traditional school setting.
 - c) Amount of time in project correlated by reason for termination.
 - d) All environmental variables correlated in tabular form.

The data constraints were identified as:

- 1) Program participant followup.
- 2) Participants aversion to testing.
- 3) Availability of data to compiler.

B. Anticipated Results

Based upon the projects stated goals and objectives it was anticipated that the results would indicate:

- 1) A significant reduction in the frequency and seriousness of subsequent arrests for program participants.
- 2) 10% of the program participants would return to a traditional school setting.
- 3) Increased academic achievement of program participants would be demonstrated.
- 4) A significant number of juveniles will find employment.

C. Methods and Resources

Specific data requirements were established prior to project implementation. Project personnel were subsequently responsible for initial data collection and aggregation.

Specific data elements collected were:

- 1) Age; sex; race
- 2) Last school attended; attendance in last school
- 3) Prior offense history; juvenile justice status
- 4) Age at first offense; frequency of prior offenses
- 5) Time in project; course of study
- 6) Grade level; credits earned
- 7) Attendance in project; project status
- 8) Pre and post achievement test scores
- 9) Number and type of in program offenses; out of program offenses.

Follow-up information was obtained from Juvenile Probation records, Skagit Valley College Financial Records, the Island County Sheriff's Office, and the Oak Harbor Police Department. In addition, on-site visits to the Transitional School were conducted to ascertain compliance and insure validity of the data generated by the project.

Additional related material was obtained from Educational Service District #189 and Western Washington State College's Demographic Library.

Comparative data has been included where applicable, from a study conducted by the staff of the Regional Law and Justice Planning Office regarding another alternative educational program. The study concerned the Bellingham Street Academy which was in existence from 1972-1975, and was designed to address juveniles similar in nature to those in the Oak Harbor Transitional School.

All data was coded, a program developed and submitted for computer analysis at Western Washington State College Computer Center. Data is printed out in the executive table format which readily affords statistical comparisons of designated variables. Various types of statistical comparisons were utilized in the data analysis including t-tests, gamma, lambda, correlation and prediction. Chart III, IV, V and VI utilize the technique of least squares prediction.

Prediction allows an expected value to be determined on the basis of previous actual values. For example, in Chart IV the expected value of 102 for the 1975/76 school year was determined by a formula incorporating values from the school years 1971/72 to 1974/75. By establishing a "confidence interval", that is, a range of 90% sure, around the predicted value, then a determination can be made regarding whether the actual value was a significant finding. That is, whether the actual number of dropouts in the 1975/76 (104) school year was significantly greater or less than had been expected. In Chart IV the number of drop-outs was not unexpected or significant, because the value was not less than or greater than the values constituting the confidence interval (150;54).

Chart VII is a correlation matrix. The values (correlation coefficients) in the matrix are representative of the relationship between a specific horizontal variable and a specific vertical variable. The values range from +1.0, indicating a perfect positive relationship, to -1.0, indicating a perfect negative relationship or correlation. The correlation coefficients reflect whether changes in one variable influence changes in another. For example, consider the coefficient for grade level and entrance. The correlation coefficient of +.53 demonstrates that the older a student was at the time of entrance to the program the higher the grade level was at this same time. The correlation of +.53 was found to be a "significant" finding. That is, +.53 exceeded the level required (.4487) to be 95% sure that this finding did not occur by chance.

VI. Results

The evaluation involves, in a sense, the examination of two sample groups. One sample consists of the first thirty individuals who have gone through the program. The second group includes forty seven individuals who are currently enrolled (as of December 31, 1976) in the program. In all, the total sample is comprised of seventy seven individuals who have been served by the project. For evaluation purposes, information regarding the 30 individuals no longer enrolled in the project was extracted from the total sample and statistically analyzed.

- A. The first 30 program participants consisted of 18 females (60%) and 12 males (40%), 97% of whom were caucasian. Twenty eight entered from Oak Harbor High School and 2 from Coupeville High School with the mean grade level being tenth. The mean age at entrance was 16.6 years. Five participants were 18 years of age or older and 5 persons turned 18 while in the program.

Eighteen of the 30 participants were administered the Wide Range Achievement Test (WRAT) for math upon entrance and prior to leaving the program. Pre and post WRAT tests for reading and spelling were not given. This finding is not consistent with the program objective to pre and post test 100% of the program participants. The possibility of students "learning" the test due to the amount of time available to pre and post test prevents the students from being given the entire WRAT series. The transient nature of military families as well as one method of project termination i.e., dropped-out, precludes the possibility of obtaining testing data in 100% of all cases. The mean basic academic level established was 7.38 at entrance and 8.45 at termination. The +.1.07 difference was tested for significance via a t-test for related measures. The t-test was determined to be .955, df=17, significant at the .5 level. Females gained an average of 1.52 while males averaged .65.

The amount of time in the project ranged from one month to twelve with the mean and mode being five months. A gamma score of .115 indicated that the number of credits earned did not appear related to the course of study. That is, individuals in a course of study involving basic academic and related college work did not earn a fewer or greater number of credits than those who were involved in a program concentrating on basic academic work only.

108 credits were earned overall by participants. The number of credits earned by the 30 students ranged from 0 to 16 with the median being 2.07 per person. It would appear that a small number of students are accumulating the majority of credits, in that 6 students accounted for 64 of the 108 total credits.

Twenty three (76.6%) of the 30 participants were known to the Juvenile Court prior to entering the Transitional School, as compared to 61.6 of Bellingham Street Academy participants. On the average the Transitional School students accounted for 3.5 offenses per person, with the mean age at the time of first referral to the juvenile court being 14 years.

Six individuals committed offenses while in the project and prior to their termination. The commission of new offenses was not used by school staff as a reason for termination from the project. In many instances the project staff was quite unaware of new offenses by participants. The recidivism rate for both juvenile re-referrals and adult arrests was 20.0% (as compared to 54% for Bellingham Street Academy participants.

Three individuals were referred for marijuana possession, one for assault, one for a traffic violation, and one individual had a trespassing offense and a traffic violation. The data indicates a substantial decrease in the frequency and seriousness of offenses (Chart IX). Curiously, over half the offenses committed by program participants were committed within one month of entering the program. Also, the 6 individuals who committed new offenses averaged 17.7 years of age at the time of the offense as compared to the overall mean age of 16.6 years.

Statistical analysis revealed that (the number, type and frequency of) in-project and post-project referrals were not related to (the number, type and frequency) referrals prior to program entrance. That is, how many offenses (or the type of offense or how often an offense was committed) prior to entering the program did not influence how many offenses, (or of what type or how often an offense) would be committed once in the program.

The group of 30 participants had a 26.6% recidivism rate for juvenile and adult offense after leaving the project. Eight individuals accounted for 13 offenses. Offenses were committed, on the average, 2.4 months after leaving the project. It should be noted that the rate may increase as the mean number of months participants are out of the project approaches the mean number of months between referrals prior to entering the project. It is interesting to note the reason for project termination for the 8 individuals who recidivated; 2 left the area, 1 dropped-out, 3 returned to the traditional school setting, be it Oak Harbor or Coupeville, and the reason in 2 cases was unknown (Chart III). Three of the 8 individuals who recidivated also had referrals while enrolled in the Transitional School, accounting for half of all those who had in-project referrals. Most interesting, the 3 individuals (of the 5) who returned to the traditional school had committed an offense.

Of the 30 original participants, 2 (6.7%) graduated, 2 (6.7%) dropped-out, 5 (16.7%) returned to the regular school, 5 (16.7%) left the area, 1 (3.3%) secured employment, 6 (20%) were dropped by the program for non attendance or lack of cooperation and in 9 (30%) cases the basis for termination was unknown. The reason for termination was slightly but not significantly related to the amount of time spent in the project or the course of study (Chart X).

B. Total Sample

In examining the total sample data, the overall percentage of females was 58% and 42% males. 89.6% were Caucasian, 6.5% Chicano, 2.6% Oriental/Asian and 1.3% Black. Sixty individuals entered from Oak Harbor High School and 17 last attended Coupeville High School or an Island County Middle School.

The mean grade level was eleventh (vs tenth for the first 30) and the average age at entrance was 16.6 years. Thirteen individuals were 18 years of age or older upon entrance to the program. A significant correlation of +.53 (Chart XI) indicates that the older a student was at the time of entrance into the project the higher the grade level for those students.

Fifty (65%) of the total seventy-seven were administered the WRAT test for math at program entrance with the average performance being at the 7.6 academic level. Thirty two of 47 (the first 30 in the program were not administered the WRAT for Reading or Spelling) took the (pre) WRAT for spelling with average competency at the 7.1 level. Thirty one of 47 took the (pre) WRAT for Reading with an average reported academic level of 8.5. A significant correlation coefficient of +.41 (Chart XI) indicates that those students who entered the traditional school with higher grade levels earned more credits while in the program. The data indicated that the program did not meet the objective to administer achievement tests to 100% of the participants.

In the total sample the percent of non-attendance showed an increase to 14% in the Transitional School as compared to 12% non-attendance in the traditional school. A significant correlation of -.37 (Chart VII) indicates that those students who missed the most amount of time in the traditional school have fewer new referrals once in the project.

59 (76.6%) juveniles were known to the Juvenile Court prior to entering the project, averaged 2.5 offenses per person. A significant correlation of -.46 (Chart XI) indicates that the younger a student was at the time of their first arrest or referral, the greater the number of total prior arrests or referrals those individuals were likely to have had. Further, another significant correlation of +.41 (Chart XI) indicates that the older a student was at the time of their first arrest or referral the older that person was at the time of their program entrance. A significant correlation coefficient of +.45 (Chart XI) also indicates that the more prior offenses a student had the longer they stayed in the project. With the increase in sample size (from 30 to 77) the recidivism rate for in-project offenses was 16.9% as opposed to 20% for the first 30 participants only. Thirteen individuals, during the evaluation period January 1, 1976 to December 31, 1976, had committed an offense while in the program. Since 47 of the 77 program participants are still enrolled it is possible that the rate will increase as more individuals complete the program. A significant correlation coefficient of -.38 (Chart XI) indicated that the students who entered the Transitional School with higher grade levels committed significantly fewer new offenses. It would appear that a substantial reduction in the seriousness and frequency of offenses by program participants was achieved.

VII. Discussion; Recommendations

A. Crime Reduction Efficiency

The project demonstrated a substantial impact on reducing individual frequency and seriousness of offenses, thus impacting Part I and II offenses in Island County and Oak Harbor in particular (Goal III). Additional data supplied by the Oak Harbor Police Department (Chart V) and the Island County Sheriff's Office (Chart VI) indicated a significant reduction in the number of reported Part I and II juvenile offenses as compared to increases in Island County and Oak Harbor populations which would have, during the same time as the project period, indicated increases in juvenile offenses. (Charts I, II, III)

Reliance of program staff on self reported offense data may not be that useful. Periodic contact with probation personnel to assess client interaction in the community should be intensified. More accurate and up-to-date records of juvenile and adult offenses should be maintained by Transitional School staff to eliminate the necessity of extensive follow-up for future evaluations as well as help the project individualize its interaction with specific client needs.

B. Academic Effectiveness

The data indicated a significant increase in academic achievement (Goal II) insofar as math proficiency was concerned. However, data regarding math competency only is insufficient to evaluate the overall academic efficiency of the program. A concentrated effort should be made to administer the entire WRAT series for Reading, Spelling, and Math to all program entrants and to those terminating participation in the project. These tests are not only central to assessing achievement but also for defining individual client problem areas. A more formalized procedure for program withdrawal may permit project personnel sufficient time to administer the WRAT series prior to termination.

Although at least 10% (16.7%) of the program participants returned to the traditional school setting (Goal II), this finding is tainted by the fact that over half of those who returned to the regular school system committed a new offense. A re-evaluation of the objective for returning 10% of the individuals to the traditional school is needed. The granting of an external diploma via the traditional school may be a more viable alternative, dependant upon the cooperation received from the school district.

C. Personal Development

The level of attendance did not increase 15% for program participants (Goal IV). A new policy regarding attendance which began in February of 1977, may reflect a decrease in non-attendance for this population.

As regards other indicators of "self reliance and responsibility of Participants", no effective means exist to evaluate increases in "positive acclimation" or whether 30% of the students were "classified" as incorrigible or non-productive. Routine administration of a self report and or a personality inventory would allow for a more meaningful program evaluation. The staff psychologist certainly has the requisite skills for this and should be supported in his efforts to do so.

The objective to increase individual and group counseling for program participants was realized (Goal V). Both structured and informal counseling occurs.

The objective that 10% would gain skills and proficiencies necessary to successfully compete for employment does not appear to have been achieved at this early date. One individual was reported as having secured employment. The scarcity of program follow-up data regarding employment prevents accurate analysis of the programs relationship to skills development.

D. Community Impact

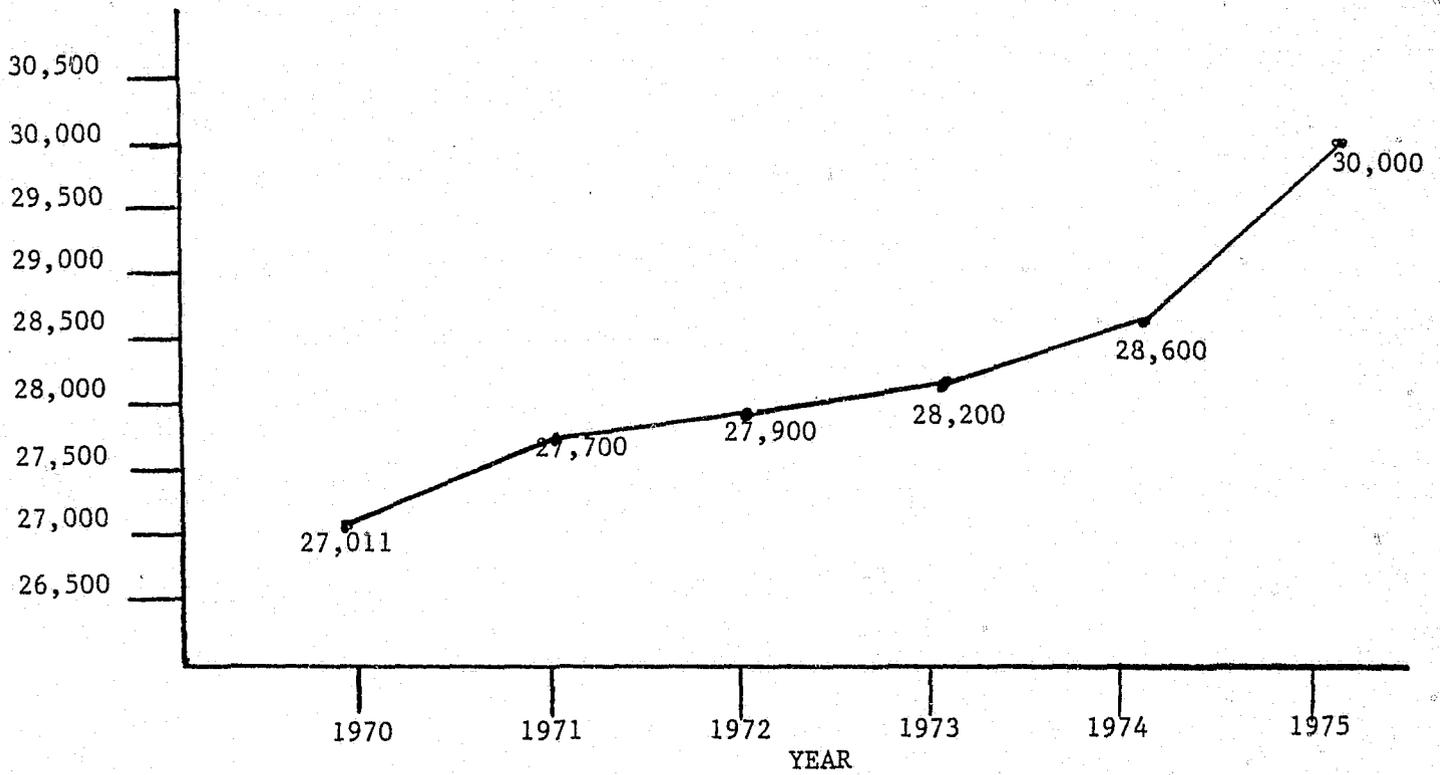
The program did establish an educational and community Advisory Board (Goal V) which may serve to facilitate community relations. Inclusion of Board meeting minutes with program progress reports may prove beneficial for future evaluations.

The program did not appear to be impacting the dropout rate (Chart IV) as evidenced by the number of reported dropouts in the 1975/76 school year. However, the Transitional School was only in operation during the second half of the school year. Data regarding 1976/77 school year dropouts may provide a more accurate reflection of the programs impact.

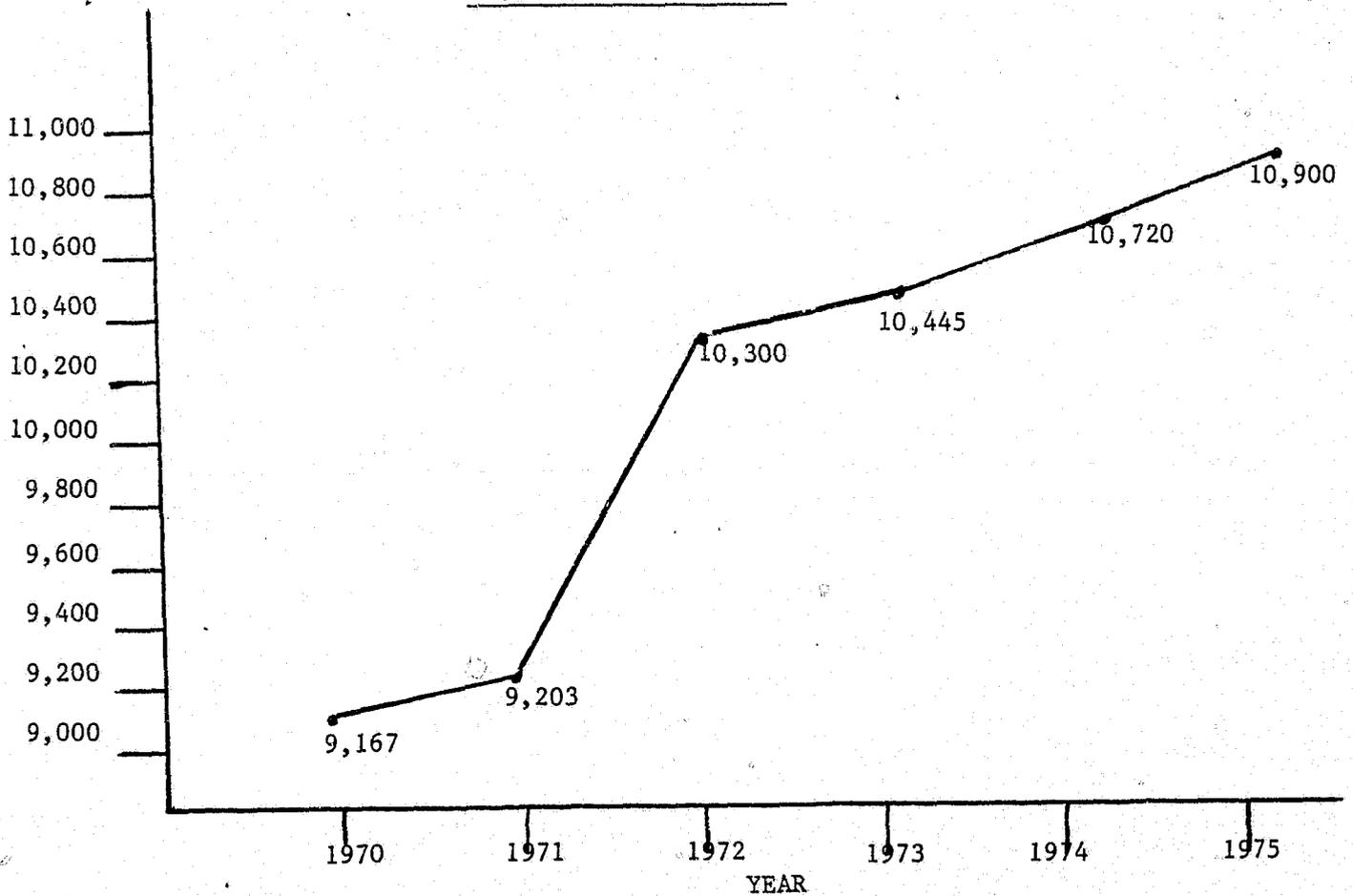
VIII. Conclusions

The Oak Harbor Transitional School was found to be operating within the parameters established in the grant. The project appears to be having a significant impact on crime reduction as well as increasing the academic achievement of its participants. On this basis it is recommended that project funding be continued.

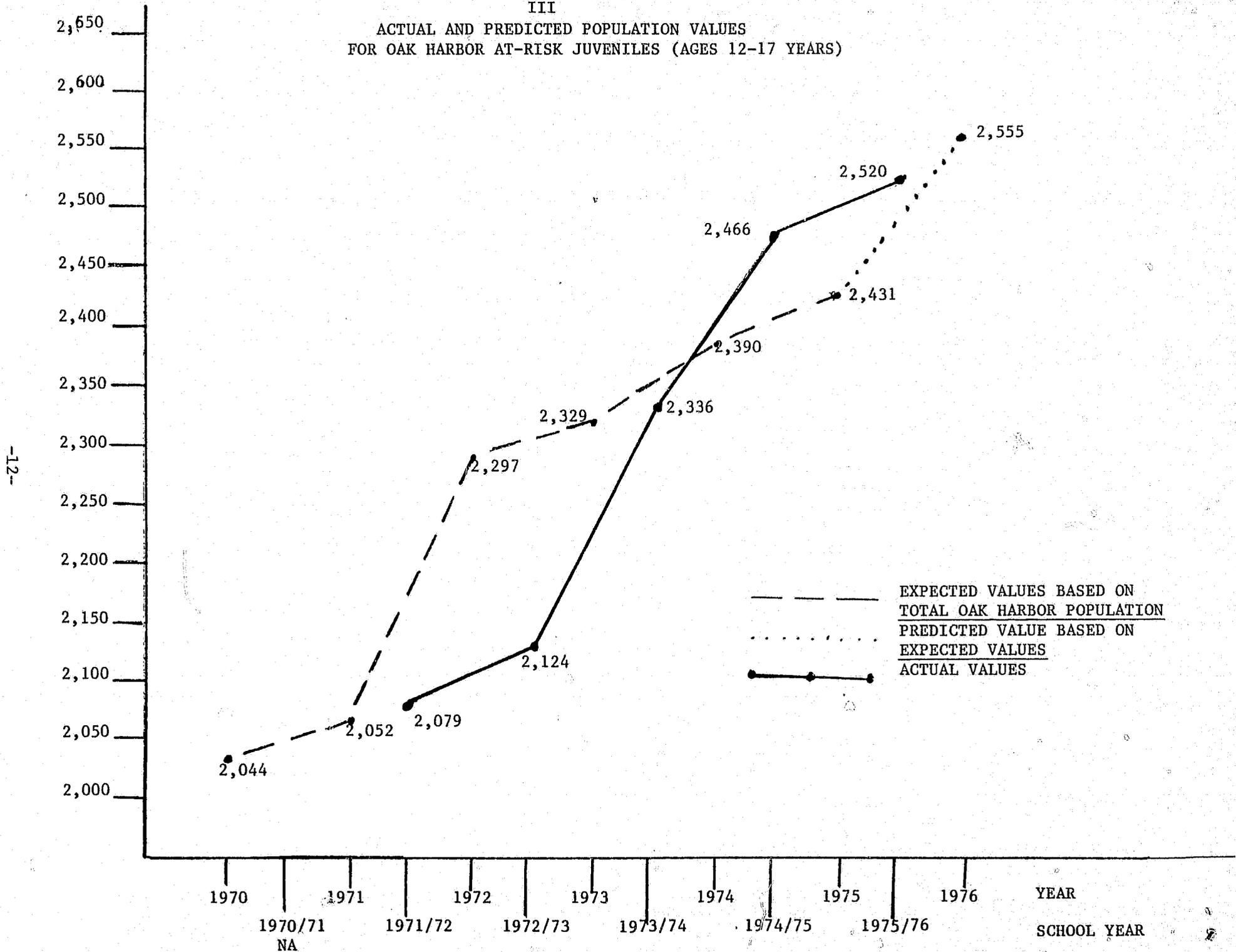
I
TOTAL ISLAND COUNTY POPULATION



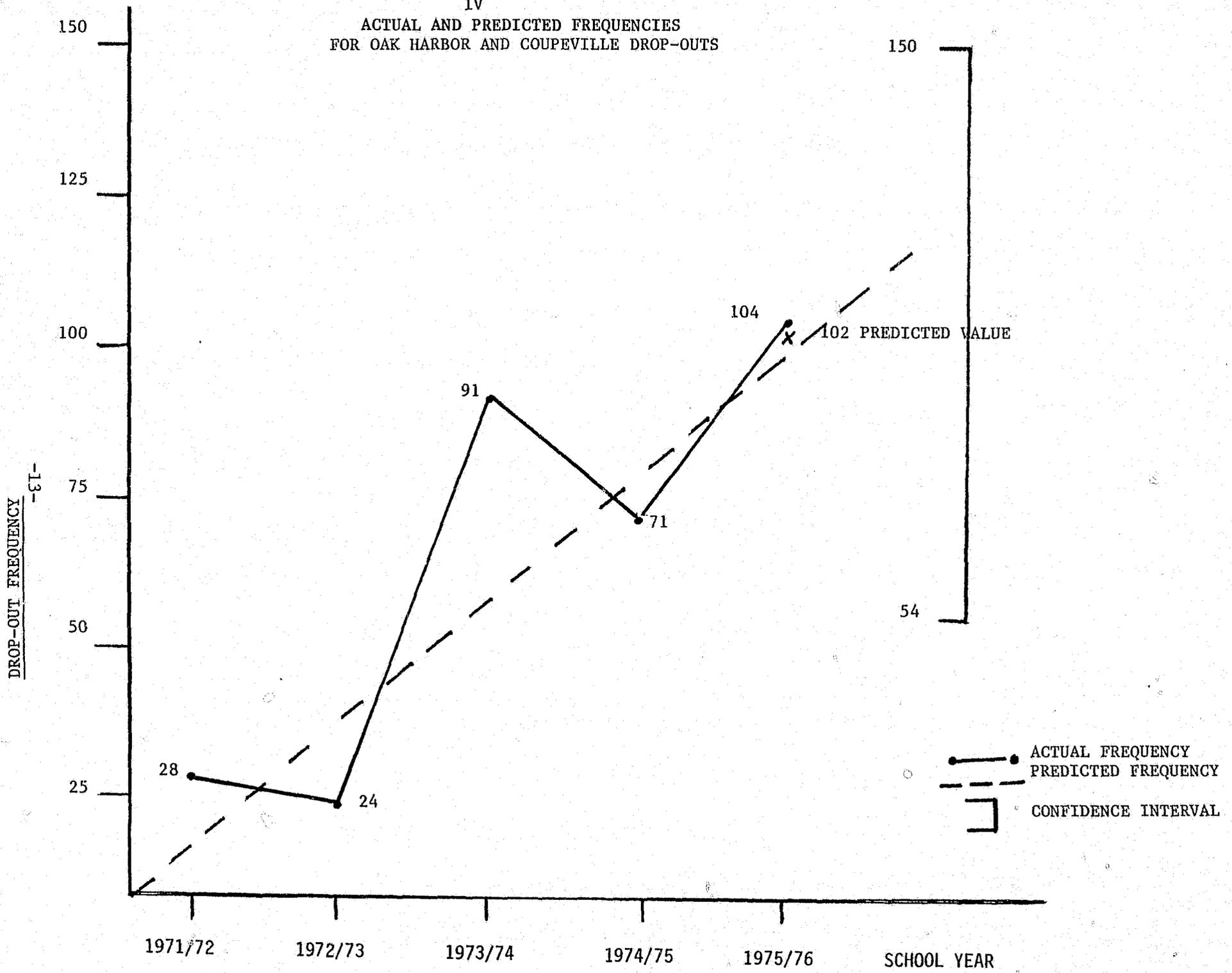
II
OAK HARBOR POPULATION



III
 ACTUAL AND PREDICTED POPULATION VALUES
 FOR OAK HARBOR AT-RISK JUVENILES (AGES 12-17 YEARS)

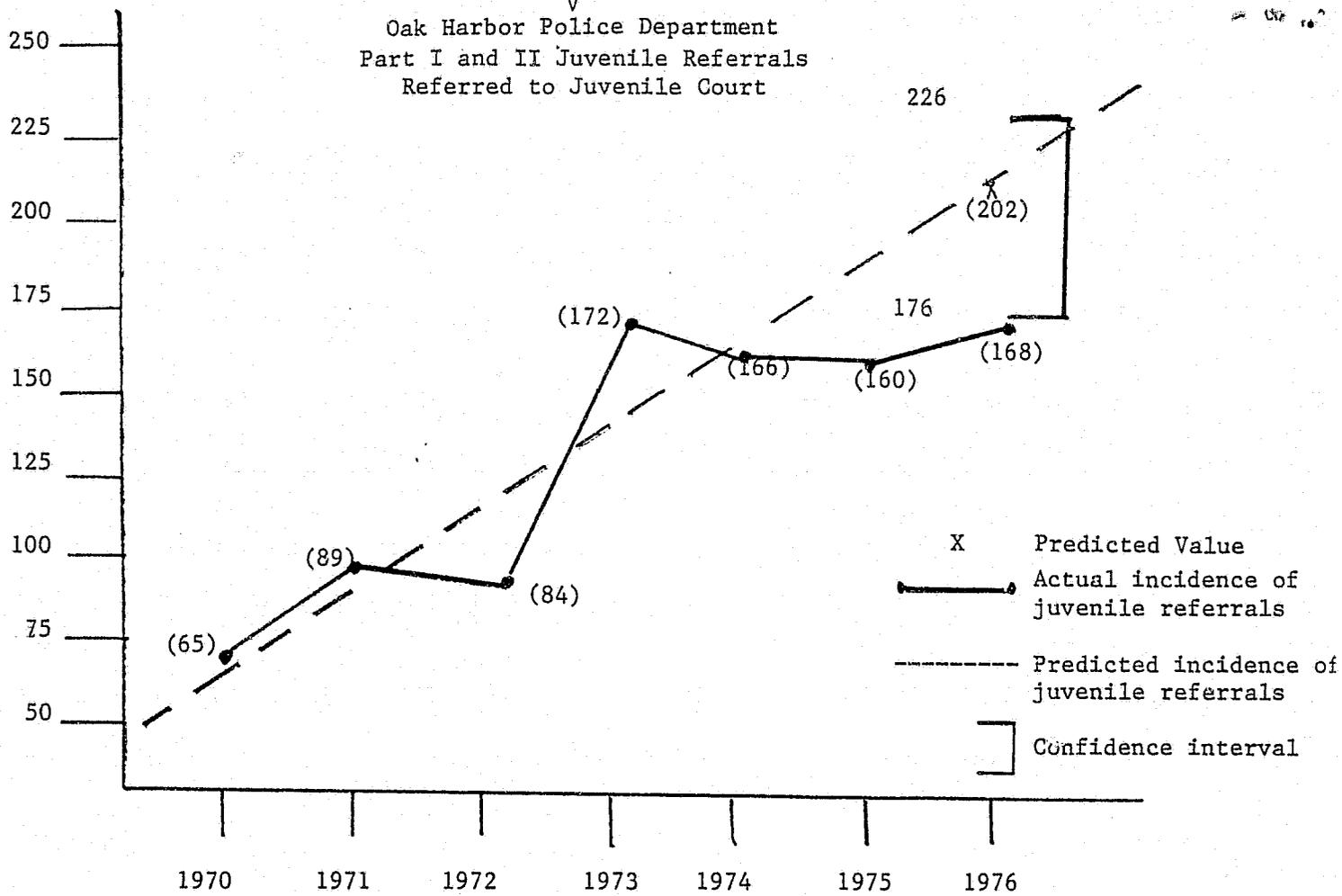


IV
 ACTUAL AND PREDICTED FREQUENCIES
 FOR OAK HARBOR AND COUPEVILLE DROP-OUTS

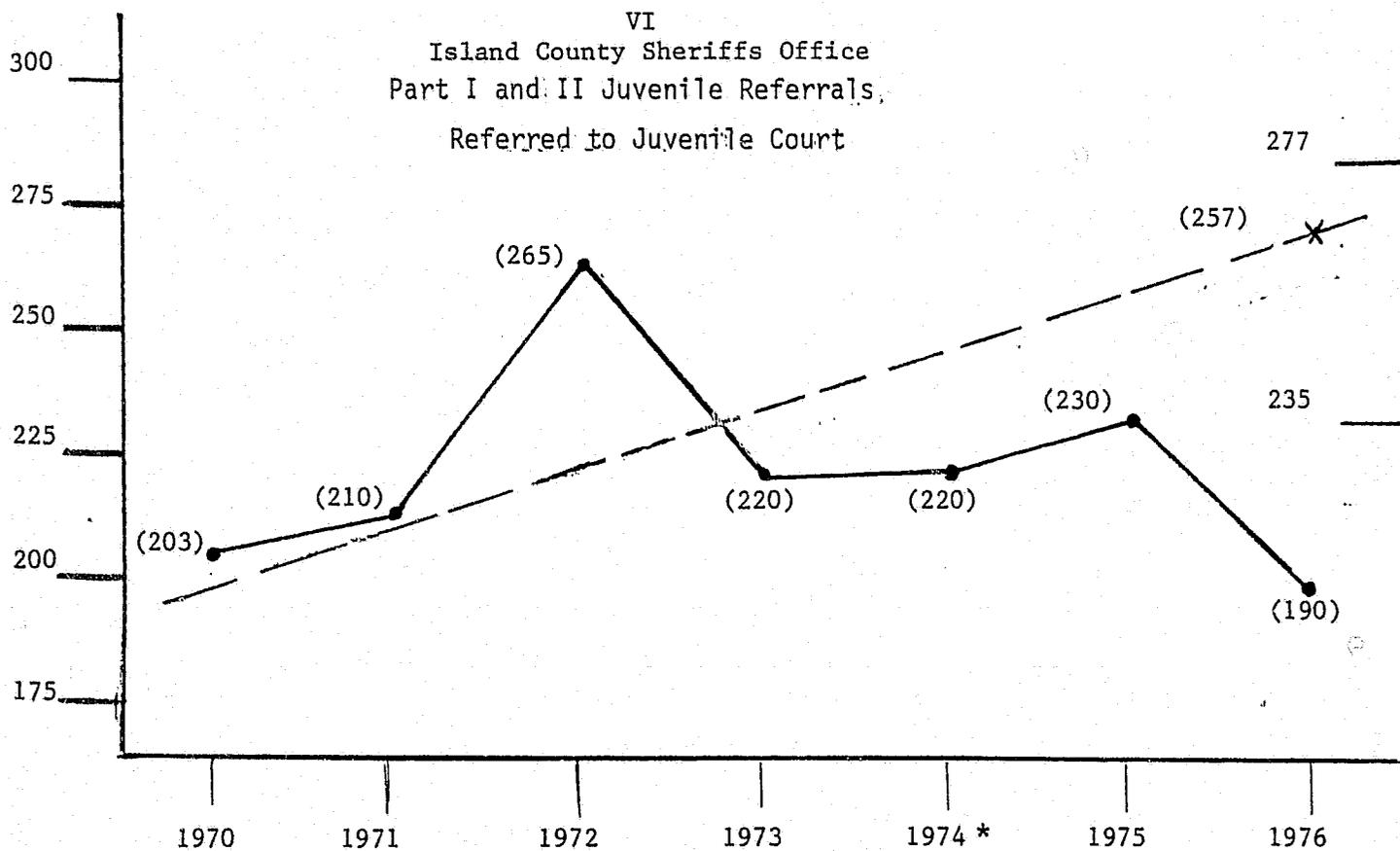


Source- Actual values- Educational Service District #108

V
Oak Harbor Police Department
Part I and II Juvenile Referrals
Referred to Juvenile Court



VI
Island County Sheriffs Office
Part I and II Juvenile Referrals,
Referred to Juvenile Court



Source- Uniform Crime Reports
* 1974 frequency based on average of 1970, 1971, 1972, 1973, & 1975 frequencies

VII. Project Non-Attendance By
Traditional School Non-Attendance

| <u>% Non-Attendance</u> | <u>0-10%</u> | <u>11-20%</u> | <u>21-30%</u> | <u>51-60%</u> | <u>Total</u> | <u>%</u> |
|-------------------------|--------------|---------------|---------------|---------------|--------------|----------|
| 0-10% | 7 | 3 | 2 | 1 | 13 | 43.0 |
| 11-20% | 7 | 3 | 1 | 0 | 11 | 37.0 |
| 21-30% | 4 | 0 | 2 | 0 | 6 | 20.0 |
| TOTAL | 18 | 6 | 5 | 1 | 30 | ---- |
| PERCENT | 60.0 | 20.0 | 16.7 | 3.3 | -- | 100 |

Gamma = .123

Mean Project Non-Attendance 12.0%

Mean Traditional Non-Attendance 12.0%

VIII. Reason for Termination By Number of In-Project Offenses

| <u># Of Offenses</u> | <u>Unknown</u> | <u>Graduated</u> | <u>Return to Reg. School</u> | <u>Dropped - Out</u> | <u>Left Area</u> | <u>Dropped By Program</u> | <u>Found Job</u> | <u>Total</u> | <u>%</u> |
|----------------------|----------------|------------------|------------------------------|----------------------|------------------|---------------------------|------------------|--------------|----------|
| 0 | 7 | 2 | 4 | 1 | 5 | 4 | 1 | 24 | 80.0 |
| 1 | 1 | 0 | 1 | 1 | 0 | 2 | 0 | 5 | 16.7 |
| 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3.3 |
| TOTAL | 9 | 2 | 5 | 2 | 5 | 6 | 1 | 30 | ---- |
| PERCENT | 30.0 | 6.7 | 16.7 | 6.7 | 16.7 | 20.0 | 3.3 | -- | 100 |

Gamma = .368

Lambda = .047

X. Reason for Termination By Number of Months In Project

| <u># Of Months</u> | <u>Unknown</u> | <u>Graduated</u> | <u>Return To Reg. School</u> | <u>Dropped Out</u> | <u>Left Area</u> | <u>Dropped By Program</u> | <u>Found Job</u> | <u>Total</u> | <u>%</u> |
|--------------------|----------------|------------------|------------------------------|--------------------|------------------|---------------------------|------------------|--------------|----------|
| Unknown | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3.3 |
| 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3.3 |
| 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 6.7 |
| 3 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 6.7 |
| 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3.3 |
| 5 | 7 | 2 | 4 | 1 | 2 | 2 | 1 | 19 | 63.3 |
| 9 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 6.7 |
| 10 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3.3 |
| 12 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3.3 |
| TOTAL | 9 | 2 | 5 | 2 | 5 | 6 | 1 | 30 | --- |
| PERCENT | 30.0 | 6.7 | 16.7 | 6.7 | 16.7 | 20.0 | 3.3 | -- | 100 |

Lambda = .333

Gamma = .025

Mean Number of Months In Project - 5 months

IX. Type of Prior Project, In Project and Post Project Offenses

For the First Thirty Program Participants

| <u>Type</u> | <u>Pre Project</u> | <u>In Project</u> | <u>Post Project</u> |
|-------------|--------------------|-------------------|---------------------|
| Violent | 2.43% | 14.28% | 15.38%* |
| Property | 21.95% | 14.28% | 23.07% |
| Status | 39.02% | 0 | 0 |
| Victimless | 24.39% | 42.85% | 38.46% |
| Traffic | 4.87% | 28.57% | 23.07% |
| Other | 7.31% | 0 | 0 |
| Offenders | N=23 | N=6 | N=8 |
| % of 30 | 76.6% | 20.0% | 26.6% |

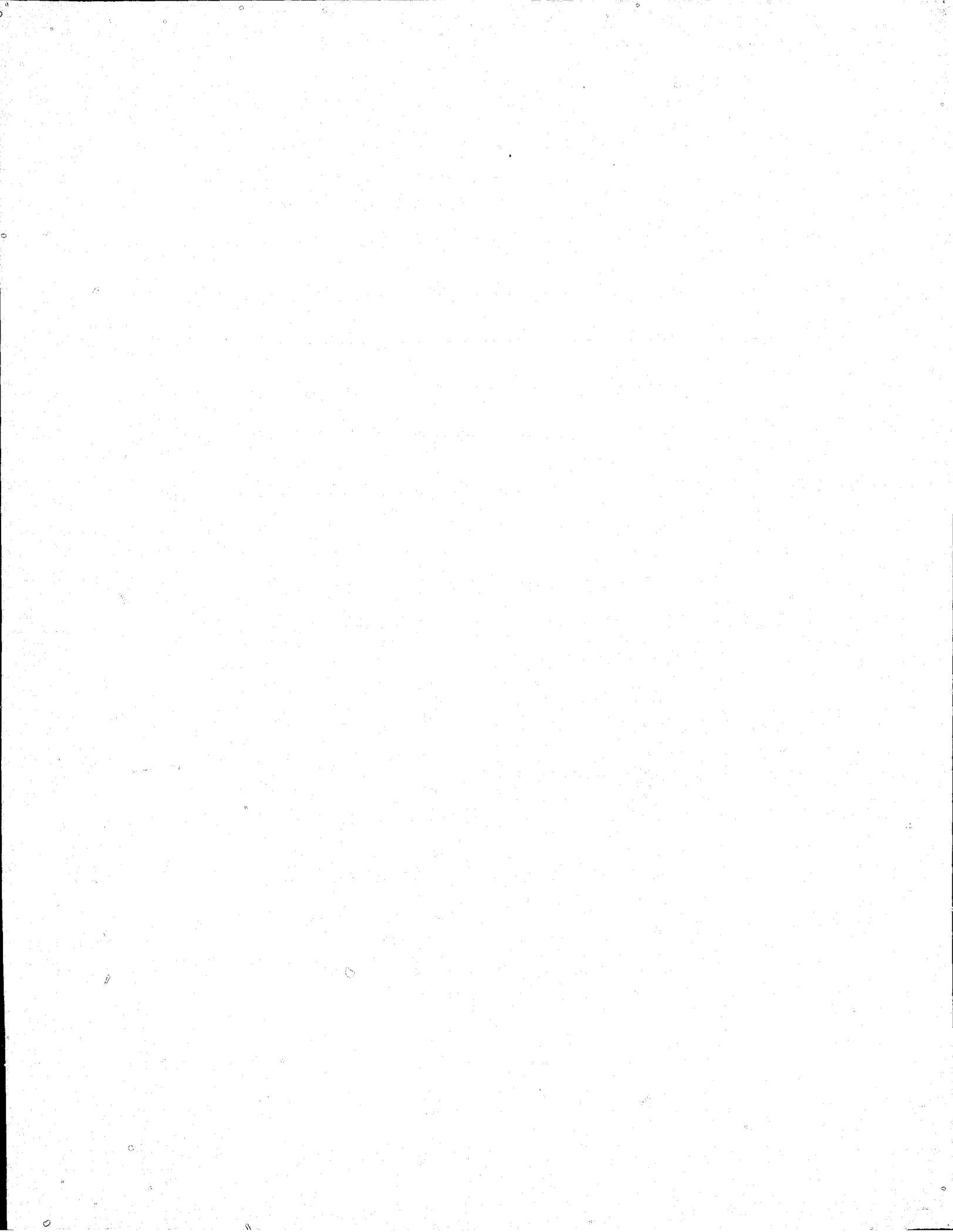
*The same individual accounted for all in-project and post-project violent offenses-all of which were assaults.

XI. Correlation Matrix

| | Age at First Referral | Number of Priors | Entrance Age | Trad. Sch. % Non-Attendance | Time In Project | Grade Level | Number of Credits Earned | Trans. School Non-Attend. | Number of New Referrals |
|-----------------------------|-----------------------|------------------|--------------|-----------------------------|-----------------|-------------|--------------------------|---------------------------|-------------------------|
| Age at First Referral | 1. | -.46** | +.41* | +.14 | +.21 | +.19 | +.29 | +.03 | +.30 |
| Number of Priors | | 1. | -.03 | -.14 | +.45** | -.07 | +.05 | -.10 | +.24 |
| Entrance Age | | | 1. | +.20 | +.12 | +.58** | +.16 | +.11 | -.004 |
| Trad. School % Non-Attend | | | | 1. | -.05 | +.09 | +.23 | -.24 | -.37* |
| Time in Project | | | | | 1. | +.31 | +.31 | -.05 | +.17 |
| Grade Level | | | | | | 1. | +.41* | +.08 | -.38* |
| Number of Credits Earned | | | | | | | 1. | -.10 | -.22 |
| Trans. School % Non-Attend. | | | | | | | | 1. | +.02 |
| Number of New Referrals | | | | | | | | | 1. |

*Critical values of r at $\alpha = .05$

**Critical values of r at $\alpha = .01$



END