

 <p>U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION</p>		<p>DISCRETIONARY GRANT PROGRESS REPORT</p>		
<p>GRANTEE Division of Criminal Justice Colorado State Planning Agency</p>		<p>LEAA GRANT NO. 75-DF-08-00028</p>	<p>DATE OF REPORT 6/1/77</p>	<p>REPORT NO. Final</p>
<p>IMPLEMENTING SUBGRANTEE City and County Manpower Administration</p>		<p>TYPE OF REPORT <input type="checkbox"/> REGULAR QUARTERLY <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT </p>		
<p>SHORT TITLE OF PROJECT La Puente School Program</p>		<p>GRANT AMOUNT (Federal) \$71,683.00 <i>OK</i></p>		
<p>REPORT IS SUBMITTED FOR THE PERIOD 11/1/74</p>		<p>THROUGH 6/30/76 <i>3/22/8</i></p>		
<p>SIGNATURE OF PROJECT DIRECTOR <i>Ronald L. Heath</i></p>		<p>TYPED NAME & TITLE OF PROJECT DIRECTOR Ronald L. Heath School Director</p>		
<p>COMMENCE REPORT HERE (Add continuation pages as required.)</p> <div style="text-align: right; margin-top: 20px;">   </div> <div style="position: absolute; left: 100px; top: 600px; font-size: 48px; transform: rotate(-90deg);"> 45972 </div>				
<p>RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official)</p>				<p>DATE</p>

LA PUENTE SCHOOL PROGRAM

FINAL REPORT

November 1, 1974 - June 30, 1976

Submitted By:

Ronald Heath
Project Director
June 1, 1977

A. INTRODUCTION

La Puente School Program terminated under LEAA funding on June 30, 1976. This final report puts together much of the information, accomplishments and statistics related to the program.

The major goals of La Puente School Program were as follows:

Effectiveness Objective:

1. Reduce the recidivism (re-arrest) rate for one hundred and ten (110) youthful offenders who are being served by La Puente School Program by twenty percent (20%) over the baseline re-arrest data (based on year follow-up data provided by D.A.C.C.) by providing a comprehensive alternative educational experience.

Operational Objectives:

1. This will be achieved by providing, over a twenty month period, remedial education, treatment supervision and related behavior change programs in an open alternative school facility for 70 youths on probation for multiple offenses.
2. Achievement will be made by providing, over a twenty month period, remedial education, treatment, supervision and related behavior change programs in an open alternative school facility for 40 pre-adjudicated youths.
3. This will be achieved by increasing the reading and math achievement level for one half (50%) of the program participants by two (2) grade levels, to be measured by conducting pre and post testing of all program participants.
4. Achievement will be made by increasing the attendance rate by thirty (30%) for program participants over previous attendance rate in traditional schools.

B. PROJECT DEVELOPMENT AND OBJECTIVES

La Puente School Program developed as a response to a need for alternative junior high school for youths, especially those who have had contact with the Denver Judicial System.

A variety of studies have shown a high correlation between youth not in school and incidents of delinquency. The "Planning Guidelines and Programs to Reduce Crime" (The National Institute of Law Enforcement and Criminal Justice) state that truants and school dropouts, who no longer function within the social controls of the educational system, tend to be disproportionately delinquent.

In the spring of 1973 the Mayor's Youth Commission in Denver sampled Denver youth age 10-17 with regard to school attendance during the prior six-month period. The Commission reported the following:

1. Of youth reporting delinquent behavior, 58% reported frequent unexcused school absences.
2. Of youth reporting having been stopped and warned by police, 43% reported frequent unexcused school absences.
3. Of youth reporting having been arrested, 56% reported frequent unexcused school absences.
4. Of youth reporting having appeared in Court, 49% reported frequent unexcused school absences.
5. Of youth reporting having been on probation, 60% reported frequent unexcused school absences.

The Commission indicated that there is a significant truancy prone population in Denver and that those students who are frequently truant can be associated with delinquent behavior.

According to police statistics, in the year 1973 almost 2/3 of suspected burglars apprehended were juveniles in the city of Denver. A 1973 study by the Denver Police Department indicates the following:

1. On the average, the Delinquency Control Division of the Police Department handles approximately 1,000 juvenile arrests every month. This figure does not include those juveniles handled to a conclusion by uniformed officers on the street for minor offenses and misbehavior.
2. Of all the persons arrested in Denver for major crimes, over half are juveniles.
3. 15% of the juveniles taken into custody in Denver comprise over 50% of the total juvenile arrests in Denver. This means that if only a certain 15% of the juvenile offenders could be prevented from committing further offenses we could reduce juvenile crime significantly.
4. In 1971, 5,190 of the juveniles handled were in for their third time or more, up to forty-six times.
5. The age of the juvenile offender is steadily getting younger and the type of offenses committed are more serious. The largest group of offenders are committing more serious offenses such as aggravated assaults, aggravated robberies, etc. For example, juvenile arrests for the violent crimes of robbery, forcible rape, and aggravated assault have all increased approximately 10% from 1971 through 1973.
6. Since 1967 through 1971, offenses predominantly committed by juveniles have increased by 70%. In the same period of time, adult offenses rose by about half of the juvenile rate.

These studies indicate a need for work to be done with juveniles in the City of Denver, especially juveniles who are not in school and are statistically prone to delinquency.

Historically, La Puente School Program evolved from a much smaller program.

In 1970 the Halfway House Project, developed by Denver Juvenile Court and funded by the Department of Justice, was terminated. A component of this residential treatment center was a school program. Although the funds ended, it was still felt that the school program was achieving success with the junior high school participants.

A block grant of \$15,295.00 was secured to hire one director and one teacher for the 1970-1971 school term. This provided educational services to approximately seven students at any one given time.

The success of the program led to its continuance in 1971-1972. The school moved to a new location at 3006 Zuni Street in north Denver. Denver Public Schools paid the salary of an additional teacher as student enrolled increased to fourteen.

Monies were again provided by the Department of Justice for the succeeding school year 1972-1973. A block grant of \$17,675.00 was received and staff increased to four teachers, two funded by Denver Public Schools and two on the payroll of the school program. A secretary was also added to the staff, being paid for by the school program. A full-time counselor was supplied by the University of Denver Graduate School Program. Denver Juvenile Court Probation staff also actively provided direct in-kind services, as well as services from other community agencies. The Director's

salary was paid through private donations. Student body enrollment increased to thirty and attempts were made again to provide more educational activities. In September 1973 the school moved to 3401 Pecos, remaining in North Denver. With the enthusiastic support of St. Patrick's Church Council and the north Denver community, St. Patrick's Grade School building was leased. Northwest Youth Services Bureau, in connection with the school program, was able to again secure monies from the Department of Justice. Enrollment increased to forty-five students with a staff of six teachers, four sponsored by Denver Public Schools as part of the Extension Center program and two on the payroll of the school program. Social learning techniques were also introduced and a precise system of record keeping was established.

During the twenty-month period of funding by LEAA, La Puente School Program operated as an alternative junior high program. One hundred and fourteen pupils were served. There were six teachers in the program, with a student-teacher ratio of nine to one. Students served were both multiple offenders and pre-adjudicated juveniles. Youths were referred to the program from the Denver Public Schools as part of the extension center program and the Northwest Denver Youth Services Bureau.

Once admitted to the program, youth were evaluated in both academic and the social skill areas. The evaluation played an important part in designing specific individualized goals for each youth.

La Puente School Program developed for itself a set of objectives which it felt responded to the relationship of truancy and low academic achievement to delinquency, as stated in many surveys and reports on delinquency.

The following were La Puente School Program's objectives:

Effectiveness Objective:

1. Reduce the recidivism (re-arrest) rate for one hundred and ten (110) youthful offenders who are being served by La Puente School Program by twenty percent (20%) over the baseline re-arrest data (based on one year follow-up data provided by D.A.C.C.) by providing a comprehensive alternative educational experience.

Operational Objectives:

1. This will be achieved by providing, over a twenty month period, remedial education, treatment supervision and related behavior change programs in an open alternative school facility for 70 youths on probation for multiple offenses.
2. Achievement will be made by providing, over a twenty-month period, remedial education, treatment, supervision and related behavior change programs in an open alternative school setting for 40 pre-adjudicated youths.
3. This will be achieved by increasing the reading and math achievement level for one-half (50%) of the program participants, by two (2) grade levels, to be measured by conducting pre and post testing of all program participants.
4. Achievement will be made by increasing the attendance rate by thirty percent (30%) for program participants over the previous attendance rate in traditional schools.

Upon successful completion of La Puente School Program, a youth had the option of continuing in a regular school setting or being referred to other alternative educational or vocational programs.

C. METHODS AND PROCEDURES

La Puente School served 110 juveniles between the ages of twelve and sixteen over a twenty-month period. Youths serviced by La Puente were comprised of both youths known to the court (Impact and Non-Impact offenders) and to a small degree pre-adjudicated juveniles.

The majority of referrals came through the Northwest Denver Youth Services Bureau which serves the northwest community of Denver. Other agencies also had the opportunity to make referrals but when possible such referrals were closely coordinated with the Northwest Youth Services Bureau. The Bureau provided La Puente with appropriate intake data necessary for screening and enrollment disposition.

Criteria for Acceptance:

Criteria for accepting youths in the program are stated below:

1. The youth is required to be of-junior high school age level.
2. Approximately 60% of the potential students should have multiple offenses with the Juvenile Court.
3. The previous school attendance maintained is below fifty percent (50%).
4. The student is more than two years behind grade level in reading and math.

5. The referred student has problems relating to adult authority in the regular school setting.
6. The student has difficulty relating to peers.

Intake:

Youth between the ages of twelve and sixteen determined to be in need of the program, based on the school criteria for acceptance, were referred to a staffing committee for recommendations.

The committee was composed of the director of La Puente School Program, a representative for the Office of Special Education of Denver Public Schools, referral person representing the prospective student, two representatives of La Puente School Program staff and a representative from Denver Juvenile Court. When possible, community representatives were encouraged to participate. This included community residents serving on our board of directors. This committee was asked to meet when applications and necessary information had been received. The person representing the prospective student provided the staffing committee with the following information:

1. Application for admission (available through Denver Public Schools)
2. Recent health information
3. Psychological evaluations and social history if available, psychological and education evaluations.
4. A current school record.
5. If on probation to Denver Juvenile Court or recently released from a state institution, his case summary and face sheet must also be submitted.

Successful Termination:

All students accepted into La Puente School Program were carefully evaluated to determine individual needs. Once an evaluation was completed specific treatment and remedial educational goals were established. Established goals for each individual were closely monitored by staff in order to ascertain their appropriateness or to modify the goals to meet with changing student needs. A youth was considered a program success upon completion of his individualized goal plan. A student successfully meeting goal expectations was then recommended for termination and referred to a traditional public school or other program that would continue to add to the youth's educational and social development. Students were not under a time constraint to meet goal expectations and were successfully terminated only upon completing their individual goals.

Unsuccessful Terminations:

Unsuccessful terminations were those students who were dropped from the program for the following reasons:

1. physically manifested behavior considered to be of a potentially serious nature as to be detrimental to the student, other students or staff. (Such cases were re-assigned to appropriate resources.)
2. students who voluntarily withdrew from the program because of relocation or to pursue other interests. Such students were evaluated at this point to determine whether or not they had been successful to date. By the same process of evaluation, if he has not met individually prescribed goals, he was counted an unsuccessful termination.

3. students who involuntarily are withdrawn from the program (as in the case of re-arrest or of a Juvenile Court order)

Re-enrollment of Former La Puente Students:

Any student who completed a previous school semester at La Puente was considered on a priority basis. After acceptance of a second or theird year student, a staffing was held with interested persons and parents to establish fresh goals for the new term.

TABLE 1
 JANUARY 1975 - JUNE 1976

AGE	FREQUENCY	PERCENTAGE
10	1	.9
11	2	1.8
12	2	1.8
13	31	27.2
14	19	16.7
15	37	32.5
16	11	9.6
MISSING	<u>11</u>	<u>9.6</u>
TOTAL	114	100

A. SCHOOL AGE

During the Grant period January 1975 - June 1976 school year, La Puente School accepted a total of one hundred and fourteen (114) program participants. The median age for those students is 14.31.

TABLE II
LA PUENTE ETHNIC BREAKDOWN

CATEGORY LABEL	FREQUENCY	PERCENTAGE
BLACK	7	6.1
CHI CANO	95	83.3
ANGLO	6	5.3
OTHER	<u>6</u>	<u>5.3</u>
TOTAL	114	100.0

B. STUDENT POPULATION BREAKDOWN

The one hundred and fourteen students at La Puente School Program are all from the Denver area. They can be classified into the above four sub-groups.

TABLE III

JANUARY 1975 - JUNE 1976 STUDENTS HOME SCHOOL

SCHOOL	FREQUENCY	PERCENTAGE	SCHOOL	FREQUENCY	PERCENTAGE
ELEMENTARY	2	1.8	RISHEL	7	6.1
BAKER	6	5.3	SKINNER	9	7.9
BYERS	5	4.4	SMILEY	2	1.8
COLE	1	.9	OTHER JH	6	5.3
GROVE	1	.9	LINCOLN	2	1.8
HENRY	5	4.4	EAST	1	.9
HORACE MANN	29	25.4	MANUAL	1	.9
KEPNER	5	4.4	NORTH	4	3.5
KUNSMILLER	3	2.6	SOUTH	2	1.8
LAKE	10	8.8	JEFFERSON	1	.9
MERRILL	2	1.8	OTHER	1	.9
MOREY	3	2.6	MISSING	<u>6</u>	<u>5.3</u>
			TOTAL	114	100.0

C. STUDENTS HOME SCHOOL BREAKDOWN

One hundred and fourteen (114) students represent approximately twenty (20) Denver Public Schools at La Puente.

The breakdwon is as above.

TABLE IV
 LA PUENTE SCHOOL GRADE
 JANUARY 1975 - June 1976

GRADE	FREQUENCY	PERCENTAGE
UNDER FIVE	5	4.4
5	1	.9
6	3	2.6
7	12	10.5
8	30	26.3
9	51	44.7
10	11	9.6
DROPOUT	<u>1</u>	<u>.9</u>
TOTAL	114	100.0

D. DURING THE GRANT PERIOD (JANUARY 1975 - JUNE 1976)

The program participants represent the following grades with a median of 8.61.

TABLE V

JANUARY 1975 - JUNE 1976 PARENTS LIVING AT HOME

	FREQUENCY	PERCENTAGE
FATHER	4	3.5
MOTHER	52	45.6
BOTH	40	35.1
GUARDIAN	10	8.8
OTHER	5	4.4
UNKNOWN	<u>3</u>	<u>2.6</u>
TOTAL	114	100.0

E. PARENTS LIVING AT HOME

Of the one hundred and fourteen (114) program participants at La Puente, it is worth noting that fifty six (56) students are from one parent living families.

TABLE VI
 FAMILY SUPPORT
 JANUARY 1975 - JUNE 1976

SUPPORT PERSON	FREQUENCY	PERCENTAGE
FATHER	20	17.5
MOTHER	17	14.9
BOTH	17	14.9
GUARDIAN	3	2.6
WELFARE	47	41.2
OTHER	6	5.3
UNKNOWN	<u>4</u>	<u>3.5</u>
TOTAL	114	100.0

F. FAMILY SUPPORT

Of the one hundred and fourteen (14) program participants forty-seven (47) of the families are being supported by the state welfare program.

TABLE VII
NUMBER OF BROTHERS
JANUARY 1975 - JUNE 1976

NUMBER OF BROTHERS	FREQUENCY	PERCENTAGE
0	11	9.6
1	29	25.4
2	23	20.2
3	21	18.4
4	14	12.3
5	8	7.0
6	3	2.6
7	1	.9
8	1	.9
MISSING	<u>3</u>	<u>2.6</u>
TOTAL	114	100.0

G. NUMBER OF BROTHERS

The above table shows how many brothers La Puente program participants have in the family.

TABLE VIII
NUMBER OF SISTERS
JANUARY 1975 - JUNE 1976

NUMBER OF SISTERS	FREQUENCY	PERCENTAGE
0	16	14.0
1	41	36.0
2	22	19.3
3	19	16.7
4	8	7.0
5	5	4.4
MISSING	<u>3</u>	<u>2.6</u>
TOTAL	114	100.0

H. NUMBER OF SISTERS

The above table indicates how many sisters La Puente program participants have in the family.

TABLE IVX
NUMBER OF SIBBLINGS
JANUARY 1975 - JUNE 1976

NUMBER OF SIBBLINGS	FREQUENCY	PERCENTAGE
0	5	4.4
1	5	4.4
2	17	14.9
3	17	14.9
4	19	16.7
5	19	16.7
6	13	11.4
7	8	7.0
8	5	4.4
9	1	.9
10	1	.9
12	1	.9
MISSING	<u>3</u>	<u>2.6</u>
TOTAL	114	100.0

I. NUMBER OF SIBBLINGS

The above table indicates how many sibblings La Puente Program participants have in the family with a median of 4.10.

TABLE X
 NUMBER OF STUDENTS
 IN NORTH WEST DENVER
 JANUARY 1975 - JUNE 1976

	FREQUENCY	PERCENTAGE
YES	63	55.3
NO	<u>51</u>	<u>44.7</u>
TOTAL	114	100.0

J. NORTHWEST STUDENTS

The above table suggest that the majority of students are from the northwest area of Denver.

TABLE XI
 REFERRED OFFENSE
 JANUARY 1975 - JUNE 1976

	FREQUENCY	PERCENTAGE
NONE	13	11.4
		3.5
ROBBERY	7	6.1
BURGLARY	36	31.6
AUTOTHEFT	5	4.4
LARCENY	6	5.3
DRUGS	6	5.3
STATUS	10	8.8
OTHER	18	15.8
MISSING	<u>13</u>	<u>11.4</u>
TOTAL	114	100.0

K. REFERRED OFFENSE

Table XI indicates the offenses the students had prior to entry into La Puente School program. Their most frequent offense was burglary (31.6%).

TABLE XII
TOTAL PREVIOUS ARREST

NUMBER OF PREVIOUS ARREST	FREQUENCY	PERCENTAGE
0	2	1.8
1	6	5.3
2	7	6.1
3	9	7.9
4	6	5.3
5	10	8.8
6	9	7.9
7	9	7.9
8	11	9.6
9	7	6.1
10	2	1.8
11	9	7.9
12	4	3.5
13	3	2.6
14	3	2.6
15	2	1.8
16	2	1.8
MISSING	<u>13</u>	<u>11.4</u>
TOTAL	114	100.0

L. TOTAL PREVIOUS ARREST

Table XII gives a total number of previous arrest before entering La Puente for one hundred and fourteen (114) program participants.

TABLE XIII
TOTAL TIMES ARRESTED
DURING ENROLLMENT
JANUARY 1975 - JUNE 1976

NUMBER OF TIMES ARRESTED	FREQUENCY	PERCENTAGE
0	37	32.5
1	25	21.9
2	14	12.3
3	14	12.3
4	6	5.3
5	12	10.5
6	5	4.4
7	<u>1</u>	<u>.9</u>
TOTAL	114	100.0

M. NUMBER OF TIMES ARRESTED DURING ENROLLMENT

This table indicates the number of times students were arrested while enrolled in La Puente school. It's worth noting that thrity seven (37) students were not arrested during their enrollment at La Puente, and twenty five (25) were arrested one time.

TABLE IVX
SOURCE OF REFERRAL

SOURCE OF REFERRAL	FREQUENCY	PERCENTAGE
POLICE DCD	4	3.5
COURT	90	78.9
SCHOOL	8	7.0
WALK-IN	6	5.3
OTHER	<u>6</u>	<u>5.3</u>
TOTAL	114	100.0

N. SOURCE OF REFERRAL

Table IVX indicates where the source of referral for La Puente came from. The majority of referrals have come from the Denver Juvenile Court (78.9%).

TABLE XIII
 TOTAL TIMES ARRESTED
 DURING ENROLLMENT
 JANUARY 1975- JUNE 1976

NUMBER OF TIMES ARRESTED	FREQUENCY	PERCENTAGE
0	37	32.5
1	25	21.9
2	14	12.3
3	14	12.3
4	6	5.3
5	12	10.5
6	5	4.4
7	<u>1</u>	<u>.9</u>
TOTAL	114	100.0

O. NUMBER OF TIMES ARRESTED DURING ENROLLMENT

This table indicates the number of times students were arrested while enrolled in La Puente school. It is worth noting that thirty seven (37) students were not arrested during their enrollment at La Puente, and twenty-five (25) were arrested one time.

TABLE XV
SCHOOL DISPOSITION

	FREQUENCY	PERCENTAGE
NO CONTACT	4	3.6
MOVED	1	.9
SUCCESSFUL TERM	91	79.8
UNSUCCESSFUL TERM	<u>18</u>	<u>15.8</u>
TOTAL	114	100.0

P. SCHOOL DISPOSITION

Table XV indicates the school disposition of La Puente students. It should be noted that the unsuccessful terminations were for a variety of reasons. Approximately eleven (11) of La Puente students were committed to the Department of Institutions. One (1) student was sent to La Juata Boys Ranch, two (2) moved out of town, and three dropped out of school. The ninety one (91) students successfully terminated from La Puente, continued on to senior high school or continued in the traditional junior high school. There was no follow-up from the La Puente Program.

E. RESULTS AND EVALUATION

La Puente School Program was initiated in response to a need for an alternative school program to help youthful offenders in the Denver area. After much work and debate the following objectives were established for the program.

Effectiveness Objective:

1. Reduce the recidivism (re-arrest) rate for one hundred and ten (110) youthful offenders who are being served by La Puente School Program by twenty percent (20%) over the baseline re-arrest data (based one year follow-up data provided by D.A.C.C.) by providing a comprehensive alternative educational experience.

Operational Objectives:

1. This will be achieved by providing over a twenty month period remedial education, treatment supervision, and related behavior change programs in an open alternative school facility for 70 youths on probation for multiple offenses.
2. Achievement will be made by providing over a twenty month period remedial education, treatment, supervision and related behavior change programs in an open alternative school facility for 40 pre-adjudicated youths.
3. This will be achieved by increasing the reading and math achievement level for one half (50%) of the program participants, by two (2) grade levels, to be measured by conducting pre and post testing of all program participants.
4. Achievement will be made by increasing the attendance rate by thirty (30%) for program participants over previous attendance rate in traditional schools.

One hundred and fourteen (114) students were served by the program. This is above the objective of serving one hundred and ten (110) youths. Of these (114) youths, ninety five (95) students or 83.3% were Chicanos. This is in

keeping with D.A.C.C. information which indicates that Chicano males have a high recidivism rate.

Chicano males with two previous arrests and a similar demographic background as those in La Puente Program would be expected to have a 27.3% rearrest rate for impact crime. This is in accordance with baseline data provided by D.A.C.C. 27.2% of the program participants had rearrests for impact crime. Thus, students in the program had neither more nor less rearrests for impact crime than non-program Chicano males.

However, the program had a significant positive effect in reducing non impact rearrests. There was a 34% reduction in rearrests for program participants using non impact.

The effectiveness objective called for a 20% reduction in rearrests. For non impact rearrests La Puente Program was 14% better than predicted.

Of the one hundred and fourteen (114) program participants over 80% were pre-adjudicated youths. This is more than the operational objective of seventy (70) youths.

MATH AND READING DIFFERENCE
FOR A SAMPLING OF LA PUENTE SCHOOL PROGRAM PARTICIPANTS

The original proposal states that one half of the program participants will improve their reading and mathematics achievement skills of 44 students by two grade levels. Table V shows a sampling of La Puente School Program. This sampling is indicative of all program participants. Tables XVI and XVII show that twenty six (26) students have increased at least one grade level or more in mathematics and eighteen (18) students increased at least one grade level or more in reading.

Very few students remained in the program for the entire twenty month period. In fact, the mean length of stay for a participant was four months. This is only one fifth ($1/5$) of the proposed length of stay. In this amount of time a participant would be expected to increase his math and reading skills by only $2/5$ of a grade level. The sampling shows that over fifty (50%) of the students were above the expected increase.

TABLE XVI
MATH DIFFERENCE FOR
PROGRAM PARTICIPANTS

GRADE INCREASE DIFFERENCE	FREQUENCY	PERCENTAGE
-1	0	0
0	14	32.2
1	17	37.9
2	7	16.1
3	2	4.6
Unknown	4	9.2
<u>1.0</u> Grade Increase		

READING DIFFERENCE FOR
PROGRAM PARTICIPANTS

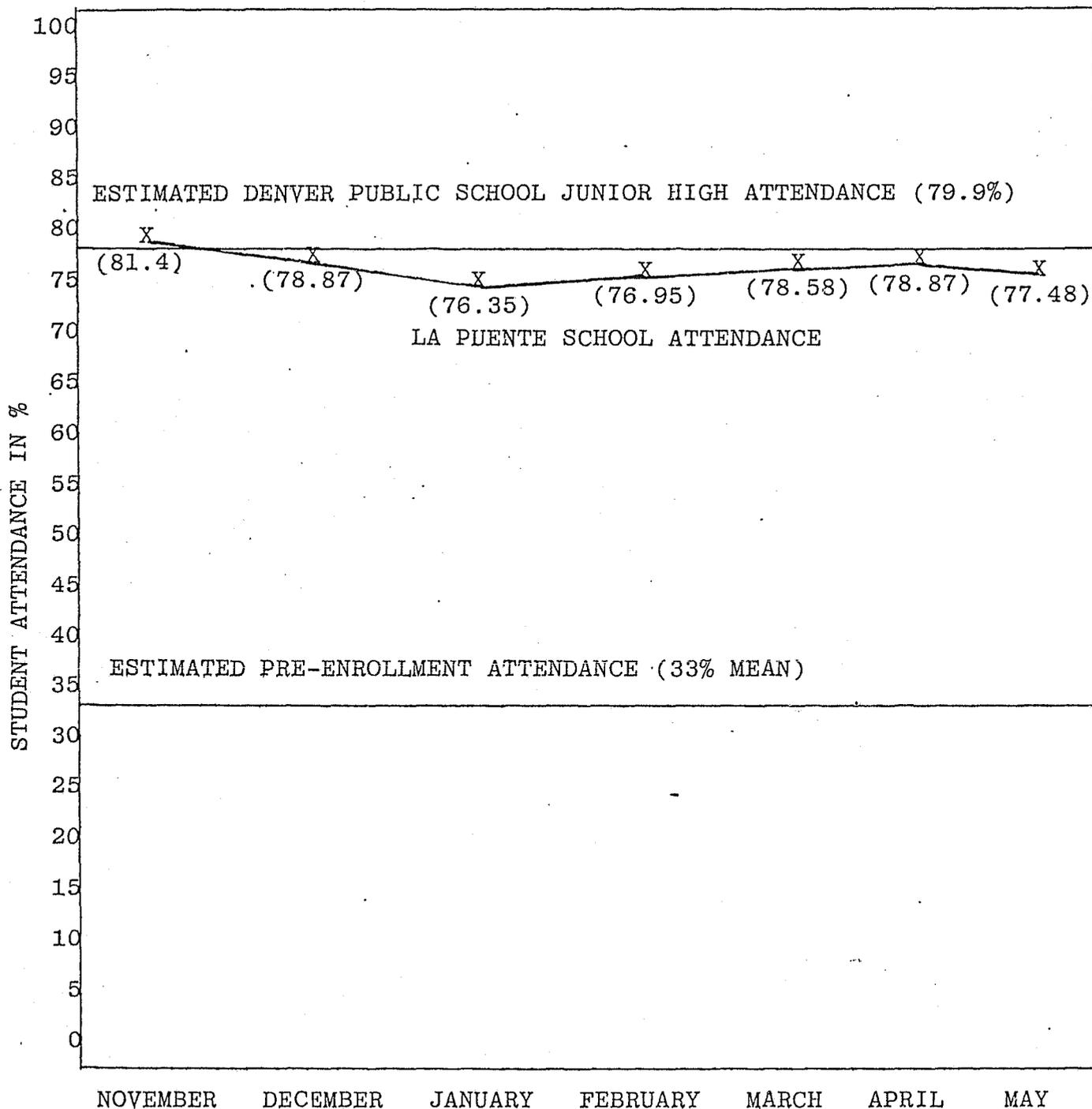
TABLE XVII

GRADE INCREASE DIFFERENCE	FREQUENCY	PERCENTAGE
-1	1	2.3
0	21	47.1
1	15	34.5
2	2	4.6
3	1	2.3
Unknown	4	9.2
<u>.5</u> Grade Increase		

Graph I shows a sampling of La Puente School Program participants over a seven month period. The estimated Denver Public School junior high attendance rate is 79.9%. The pre-enrollment attendance rate of La Puente participants was 33%. The sampling indicates that the mean attendance rate for program participants over the seven month period was 78.43%. This is a 45.43% increase over previous attendance rate in traditional schools. This increase is above the 30% increase proposed in the objectives.

GRAPH I

A SAMPLING OF LA PUENTE SCHOOL ATTENDANCE
FOR 31 STUDENTS



*Attendance was calculated for 31 students who have been enrolled for a period of seven months.

$$\text{ATTENDANCE} = \frac{\text{NUMBER OF STUDENTS} \times \text{DAYS PRESENT}}{\text{NUMBER OF SCHOOL DAYS} \times \text{NUMBER OF STUDENTS}}$$

E. COMMENTS AND CONCLUSIONS

La Puente School Program went through many experiences during its twenty-month funding period by LEAA. The director and staff want to share some of their observations, accomplishments, and pitfalls.

As stated in the objectives, one of the major goals was increasing the attendance of the program participants. To accomplish this goal many means were used. The staff developed an individualized program for each student to help him realize that someone was concerned about him personally. Phone calls and visits were made to the student's homes. These were done to check on any absences, to introduce the teacher to the family setting, and to contact the student outside of the school setting. Parent nights were held, in addition to home visits, to help involve the family in the school program. Staff members accompanied students to court appearances. Weekly staffings among the staff, student, and probation officer were held. Weekly assemblies for the entire school were held. All of these activities were held in an attempt to stress the individual concern of the staff for the student.

There was a significant increase in attendance on days when field trips were planned or when special activities took place, i.e., pre-Thanksgiving and pre-Christmas parties. There was also a significant statistical increase

in attendance for students while they were participating on the school basketball team. This would seem to indicate the importance of having extracurricular activities as an integral part of any program. (See quarterly report November, 1974-March, 1975)

The program began with a behavior modification system with rewards for attendance and appropriate behavior. This program was changed (see report October 1 - December 1, 1975) to a program of more individualized contracts.

All of these things were done to respond to the staff's belief that you first have to get the student to come to the program before you can do very much to help him.

The staff felt that it was important to be as community based as possible. The director feels that a program such as this one takes a year to organize and stabilize itself. With this in mind, it is to have future funding in view for several more years before initiating such a program. If there are no definite possibilities for long-term funding, then the director feels one must question the initiation of such a program in the first place.

Choosing a program site is also important. Ideally, it should be near a bus line and in an area where many of the program participants live. It should include a gym for recreational activities. The janitorial and maintenance arrangements should be specifically worked out ahead of time. The director spent a tremendous amount

of time and energy on the problem of building maintenance because no satisfactory arrangement had been made for this service.

The La Puente Program lacked a comprehensive follow-up system enabling the staff to keep a history on terminated program participants. This hampered any long-term perspective on the effect of La Puente Program on its participants.

Gathering statistics and records proved to be more challenging than expected. Often police records or court records on student participants were difficult to obtain. The director recommends that in a program's budget, money should be set aside for the professional services of a statistician.

The director feels that the budget for the La Puente Program was inadequate to meet program needs. Transportation for field trips or sports activities was always a problem. The staff often ended up using their own vehicles and providing the gas for school activities. Expenses such as liability insurance, medical insurance, social security, and taxes were never considered in the proposed budget. No money was allocated for any extracurricular activities although these activities proved to increase student attendance.

The director feels that very careful screening and interviewing techniques should be used in the selection of staff for such a program. Though some people may be well-meaning,

they may not be suited to working with the type of student who is in a program like La Puente's. In addition, it is important to arrange a system of teacher substitution for days when teachers might be absent.

There was also a problem with the administrative procedure of the La Puente Program. Because of its affiliation with, and location in a building with other youth agencies, the director experienced conflicts and interference with his leadership of the program. Administrative procedures and guidelines of interagency relationships should be clearly understood at the outset of the program.

DENVER HIGH IMPACT ANTI-CRIME PROGRAM

EVALUATION REPORT

September 1, 1973-June 1, 1975

LA PUENTE SCHOOL PROGRAM

75-IC--0002-(3)-92

Sponsored By

Denver Manpower Administration

Funded By:

Denver Anti-Crime Council
1313 Tremont Place, Suite 5
Denver, Colorado 80204

Prepared By:

Lawrence Hardacre
Criminal Justice Statistician
November 14, 1975

INTRODUCTION

Data and information for the La Puente interim evaluation came from the DACC files for rearrest data and from the data bank maintained by the NWYSB. There were no special conditions placed on this grant by any of the signortees so no special emphasis was made to measure compliance.

Data presented cover the period September, 1973 through June, 1975. The program did not become formally funded by LEAA until November, 1974 with funds not disbursed until January, 1975. Since this is a school program, the continuity of the classroom experience is important and genetically meaningful to understand client development. Therefore, this evaluation includes the months not funded by LEAA.

Analysis and presentation of the data in this evaluation will be limited to the descriptive and classificatory modes of measurement. The number of students taking part in the program totals 67. Only 18 students participated in the program for an entire school year. This small N size and missing data preclude the use of a variety of higher level analyses (e.g., correlation). Another analysis constraint is the nature of the data collection system. In this case, those variables measured were developed post facto in April, 1975 and were collected and maintained in an undefined manner. Their accuracy and relevance is suspect but not demonstrably so. A major positive point has been the systematization of the data collected by the NWYSB. Again, no statement can be made of the reliability or validity of this

information. With further refinement and work on streamlining the information flow this system will continue to improve.

Finally, the students in this program are, for the most part, also clients of a number of other social agencies. Most have counselors in COPE; probation officers, have lived in Mi Casita, a group home in the same area; have welfare workers; and so on. It becomes meaningless to develop causal models to account for the success or failure of the project with all of the attendant confounding. Therefore, only the most basic kind of evaluation can be made with a number of assumptions required. A cost/benefit approach will be used on the major programmatic criteria.

The data will be presented in the following way. First, a summary of the program rationale and procedures will be presented, followed by a statistical analysis of the demographic characteristics of the population served. Then the operational measures will be discussed in terms of goals and objectives. Fourth, the effectiveness of the program will be ascertained and finally the cost will be determined for each effectiveness goal.

RATIONALE AND PROCEDURES

La Puente ("the bridge" in Spanish) was founded to provide an alternative educational opportunity to those children of Northwest Denver with either advanced criminal records or, to a lesser degree, pre-adjudicated juveniles. The client is more extensively evaluated than is normal public school

procedure, with specific emphasis on academic and social skills. This evaluation is utilized to design specific individualized goals and objectives for each youth's educational and treatment needs. The school provides a low (7 to 1) pupil to teacher ratio, another luxury not possible in Denver Public Schools. To quote the grant,

"The ultimate goal of La Puente School Program is to provide a "Wholistic Approach" to the delivery of educational services to educable and socially alienated youth. Given a "wholistic approach" consumers of La Puente School Program have the opportunity for self enrichment through daily growth and developmental experiences, experiences that positively lend themselves to effective prevention, control, and treatment of preadjudicated and delinquent youth. Without La Puente School Program no alternative for the junior high students would exist in the Northwest area."

The criteria for accepting youths into the program include: that he be of junior high school age, have multiple offenses with the Juvenile Court (these clients must make up 64% of the enrollment), have previous school attendance below 50%, be two or more years behind grade level in reading and math, or have problems relating to adult authority and/or peers.

Services provided to students include individualized teaching in math, reading, and science, social studies, and social problems; behavior modification predicated upon an attitude and behavior reward system; home visits and periodic staffing; individual counseling; the opportunity to participate in sports; and a work study program. The following summarizes each of these program areas:

1. Intake is begun by the presentation of the case to a committee made up of the school director, a representative from the Office

of Special Education, Denver Public Schools, the referral person representing the prospective student, two staff members of the school, and a representative from Denver Juvenile Court. Data on the client include his application for admission, health information, psychological evaluation and social history, previous school records, and a case summary from Denver Juvenile Court.

2. After intake, the student is administered the Detroit Test of Learning Aptitude; Stanford Achievement Test; Wide Range Achievement Test; Peabody Picture Vocabulary Test; Goldman-Fristoe-Woodcock Test of Auditory Discrimination; and the Berry Test of Visual Motor Integration. The results of these tests are then used to make administrative and operational decisions about the type and expected rate of individualized instruction the youngster is to receive.

3. The basic curriculum includes:

- a. Math
 - Numberation
 - Basic Operations
 - Problem Solving
 - Geometric Figures
 - Measurement
 - Whole number addition, subtraction, multiplication and division
 - Special form problems
 - Decimals and percentages
 - Modern basic math
 - Algebra
- b. Reading
 - Restate materials
 - Sequence and summarize
 - Draw inferences
 - Application of new situations

Logical relationships
Increase vocabulary
Sentence structure
Comprehension
Usage of newspaper
Subjects of interest

c. Social studies

Civics
Chicano History
Afro-American History
American history
Present and past social problems
Importance of the individual
Basic social theories
Open discussion
Individual projects
Family living

d. Science (without laboratories)

Earth science
Biology, ecology
Basic chemistry
Basic astronomy
Importance of science
Basic geographical barriers
Animal care
Importance of human and self respect

e. Art

Individualized projects
Chicano art
Black art
Color schemes
Simple crafts
Macrame
Drawing

f. Physical Education

Gym work ups
Basketball
Baseball
Soccer
Volleyball
Tetherball
Dodge ball
Football
Wrestling
Boxing
Quiet games

4. The objectives of the behavior modification program are:
- a. To change a student's negative attitude of himself and his world.
 - b. To stop a student from becoming further involved with the judicial system.
 - c. To get the students into a classroom.
 - d. To change a student's negative behavior in the classroom.
 - e. To help students become interested in achieving academic success.
 - f. To give structure to classroom activity in a positive manner.
 - g. To change negative behavior into positive behavior by:
 1. Rewarding positive behavior, and
 2. Discouraging negative behavior.

To this end, the student is able to earn points for both his attitudes and his classroom behavior. Five points are awarded if the student comes to school and one point is given in each class for showing each of the following during the day:

- a. Getting to each class on time.
- b. Doing work, entering the room and starting to work, and remaining productive the entire period.
- c. Trying hard, working at his own level, attempting to reach a higher level by learning something new, by reviewing, and perhaps by being able to retain something previously learned.
- d. Does not bug students or teachers, is able to function in the classroom without conflicts; refrains from non-productive talking and from agitating other students and the teacher, and is not overly dependent but uses the teacher as a resource for information and guidance.

- e. Showing responsibility for himself by handling and using materials, collecting and putting away materials, and leaving his area ready for the next class period.

Three types of rewards are offered; immediate, and short term

Immediate rewards are the posting of the points earned per day individually along with the positive reinforcement on the part of the teachers and staff. Short-term rewards are the weekly field trips, small monetary rewards on Fridays, and various other donated materials. When a youth earns seventy points by Thursday, he becomes eligible to participate in a field trip made available to the students. These are varied and can be recreational, educational, or social learning experiences.

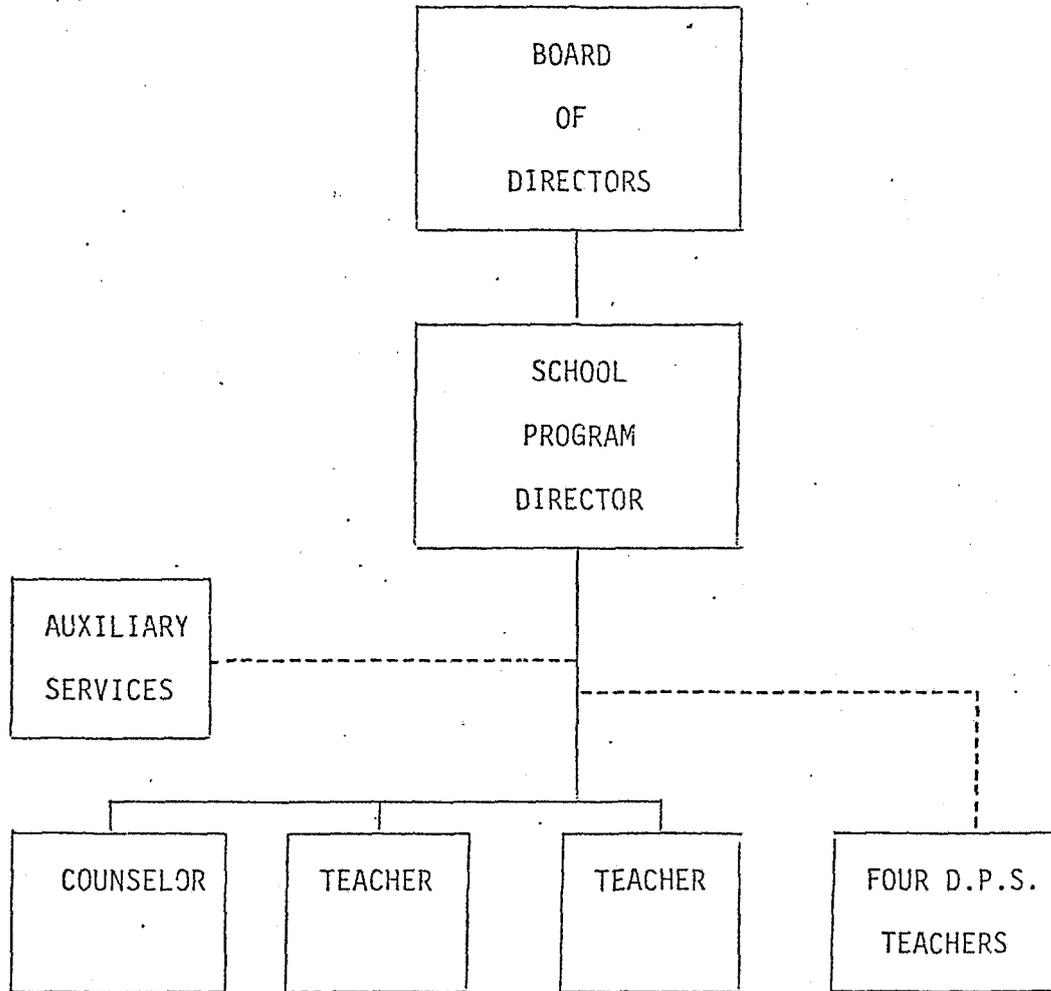
Figure 1 represents the staffing pattern in effect at La Puente school. The specific goals and objectives will be discussed as the data pertinent to their evaluation is presented.

DEMOGRAPHIC ANALYSIS OF STUDENTS

During the period September 1974 through June 1975, 50 boys were admitted to the school. The goal intake for this time period was 75, therefore, the program reached 66.7% of the enrollment goal. Administratively, since all students who entered La Puente prior to LEAA funding were still enrolled at that time, the program was allowed to count these seventeen students in determining intake success. While the school was still under its projected objective, the achievement of 89.3% of that objective is considered close.

Figure I

LA PUENTE SCHOOL PROGRAM ORGANIZATIONAL CHART

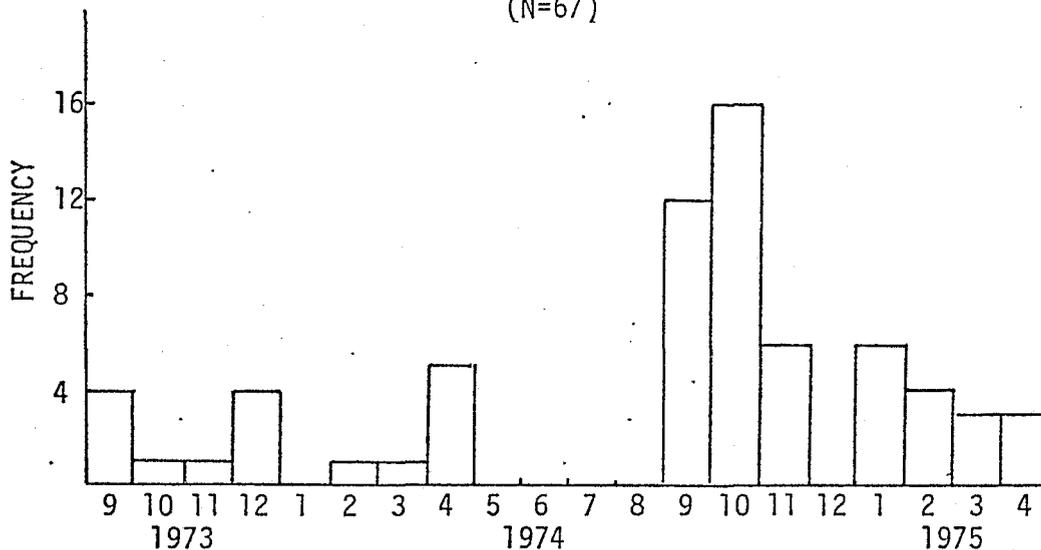


Unfortunately for analysis purposes, the entire student enrollment was acquired over almost a two-year period. The earliest students began the La Puente program before it became LEAA funded. The following figure (Figure 2) presents the entrance data by month.

Figure 2

Number of Students Entering La Puente School by Month

(N=67)



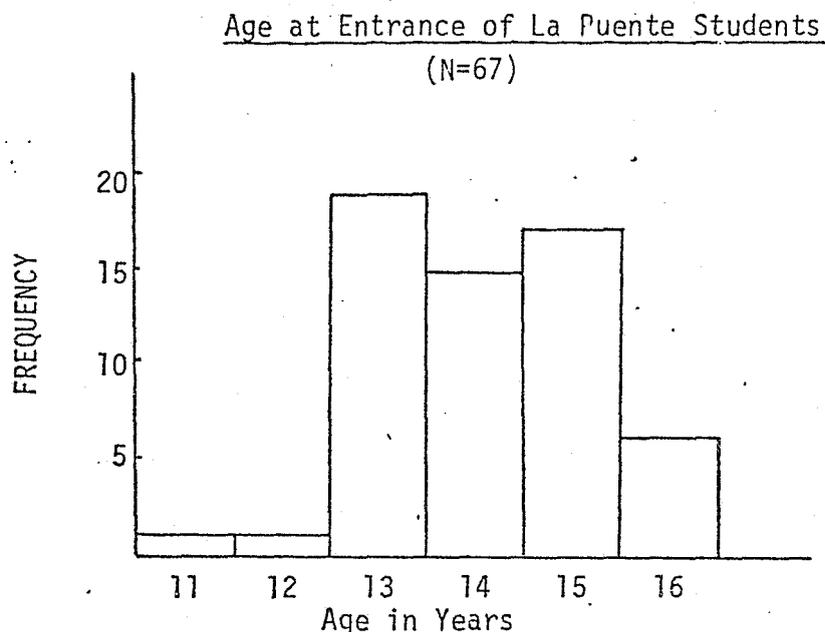
As can be seen from figure 2, 17 students were in the program prior to LEAA funding. Again, Figure 2 defines the major problem in evaluating a program of this nature; only some of the students have been in the program an entire school year. It can be argued those children admitted prior to LEAA funding should not be included in this evaluation, yet assurance has been received that the program has remained more or less the same over this time period. Further, it is desired to measure the effectiveness of this type of diversion, as a concept, and not just the effectiveness of the LEAA funded portion.

A major consideration in the evaluation of any program is the nature of the population which it is to serve. It is possible that students were screened in such a way to allow only those with high chances for success to enter the program. The entrance pattern shown in Figure 2 does not specifically answer this question. No students were accepted during the summer months and the high frequency enrollment periods are centered around normal school opening dates. This pattern suggests that the flow of students into La Puente is not random but related to their behavior in the public schools. To check on this hypothesis a review of the admittance procedures was instigated. No student who was referred to La Puente and who met the entrance criteria was denied admittance.

Another question concerns which students to include in the analysis. They vary in exposure time to the program from 20 months to one month. A good case can be made for including only those students in the analysis who have been in the program over a school year. But this ignores the data collected on the "failures" and "successes" of students who left the program to return to detention or their home school. Therefore, all data on every student regardless of when he enrolled or terminated, will be included where possible.

A frequency histogram of the age of students is presented in Figure 3. The data is missing for eight of the entrants. These students obviously meet the age criteria for acceptance into the program. Their average age is 14.08 years.

Figure 3



As could be expected from the ethnic makeup of the surrounding area, 82% of the students are Chicano, 6% are Black, 7.5% are Anglo, and 4.5% are classified as other. The ethnic distribution of serious offenders in Denver as reported in the "Juvenile Recidivism Study" (DACC, 1974), was Black 29.6%, Chicano 35.3%, Anglo 34%, and 1% other. The La Puente school is not drawing from the juvenile criminal population at large but rather is trying to provide services to those kids in trouble in the neighboring area. Contradicting this finding is the analysis of which home school the clients are coming from. Only three students came from elementary schools, while 53 came from 13 other junior high schools and 10 came from 6 high schools. The data was missing for one case. The point is that the home schools of these children are scattered all over the city of Denver, implying that La Puente is primarily concerned with providing an alternate educational opportunity to Chicano juveniles regardless of where they reside. Further support of this finding comes

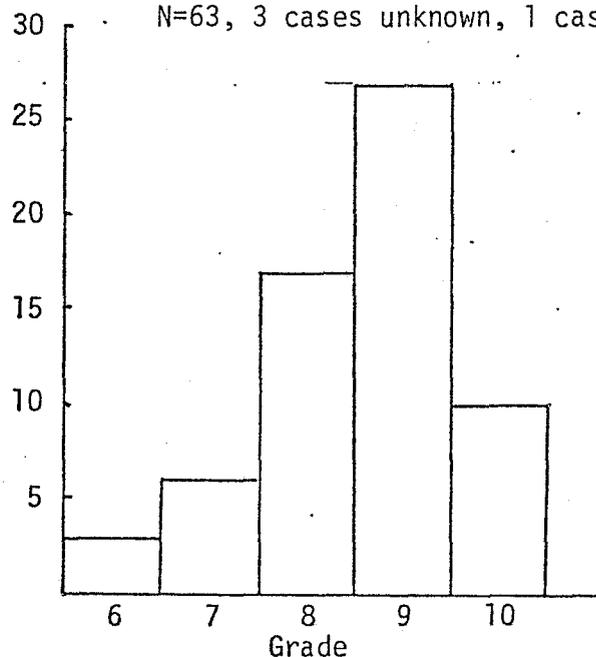
from the answer to the question "Does the student reside in Northwest Denver?" Of the 67 boys in the study, 28 (41.8%) answered no, while 38 (56.7%) answered yes, and one student's data was missing.

Although the proposal states that one criterion for entrance into the school is junior high school age, Figure 3 shows that some boys may be a little too old to be so considered. Figure 4 presents the level of grade achieved prior to entering La Puente.

Figure 4

Highest School Grade Attained Prior to Entry into La Puente

N=63, 3 cases unknown, 1 case drop out



Here it can be seen that at least 10 boys have been accepted into La Puente that were already in high school. These ten boys had the distribution of entry reading and math scores presented in Table 1. It is obvious from these scores that the school administration felt that

although these students were in the tenth grade their functioning was markedly below that which is normal.

Table 1

Grade Level for the 10 Highschool-Level Students in La Puente

SUBJECT	GRADE LEVEL								MEAN
	2	3	4	5	6	7	8	9	
Reading	1	3	2	1	0	1	0	2	5.0
Math	0	2	1	3	3	1	0	0	4.9

In 3 cases, only the male parent is present in the home; in 29 cases only the female is present; and in 21 cases both parents are in the home. Six children live with a guardian, and for eight cases information on this item is missing. Obviously, 57% of the kids are the product of a "broken home" while 43.3% are living in a home lacking a male role model. Family support is supplied by the father in 22.4% of the cases, while the mother works in 13.4% and both parents work in an additional 13.4%. The guardian provides support to 3% of the boys with welfare and other social services agencies picking up the remaining 40.3%. One boy's source of income was unknown.

These boys come from homes with larger than average number of siblings. Brothers, sisters, and total siblings are presented in Table 2. These basic demographic characteristics readily fit the traditional theoretical structures that are felt to be significant antecedents to juvenile delinquency.

Table 2

Sibling Frequencies for the La Puente School Population

NUMBER	FREQUENCY (PERCENT)		
	SIBLINGS	SISTERS	BROTHERS
0	2 (3.0%)	5 (7.5%)	4 (6.0%)
1	1 (1.5%)	23 (34.3%)	14 (20.9%)
2	5 (7.5%)	14 (20.9%)	15 (22.4%)
3	12 (17.9%)	12 (17.9%)	10 (14.9%)
4	12 (17.9%)	6 (9.0%)	7 (10.0%)
5	9 (13.4%)	4 (6.0%)	8 (11.9%)
6	10 (14.9%)	0 (0.0%)	3 (4.5%)
7	5 (7.5%)	0 (0.0%)	1 (1.5%)
8	5 (7.5%)	0 (0.0%)	1 (1.5%)
10	2 (3.0%)	0 (0.0%)	0 (0.0%)
12	1 (1.5%)	0 (0.0%)	0 (0.0%)
unknown	3 (4.5%)	3 (4.5%)	3 (4.5%)

CRIMINAL CHARACTERISTICS

Referral to La Puente school generally came from juvenile court after a youth has been arrested a number of times. Only seven boys did not have a referral offense. Only 1 boy had no arrests prior to the arrest that brought him to La Puente. Clients were referred to the school on the basis of other than formal criminal behavior. This does not imply that they did not have prior arrests.

Of the 67 students in La Puente, 56 of them were referred directly to the program, eight were first referred to Mi Casita the allied group home, one to Partners, one to Social Services/Family Services, and one to the Neighborhood Youth Corps.

Referral offenses are summarized in Table 3. The most frequently occurring crime that resulted in referral to the school program was burglary. Yet only 38.8% of the crimes committed would be defined as serious. Number of prior arrests and lack of adjustment are more likely reasons that the child is diverted from the normal school system. Prior arrest data is presented in Figure 5.

It can be seen that 51.7% of the school's students had more than 7 prior arrests. These children seem to be hard core juvenile recidivists. The findings of the DACC study on juvenile recidivism for the entire juvenile population in Denver during the period July 1, 1970 to June 30, 1971 are distributed quite differently, as shown in Table 4.

boys are committing much more serious crimes than the population of juveniles at large. These differences between the baseline and the La Puente student in both seriousness and frequency of criminal acts suggest that La Puente is serving as an alternative to incarceration.

Figure 5

The Most Serious Crime for Which Each Student was Arrested

Type of Crime	Frequency	Adjusted %	Cumulative %
Robbery or Assault & Robbery	5	8.5	8.5
Assault or Rape	13	22.0	30.5
Burglary	31	52.5	83.1
Auto Theft	1	1.7	84.7
Larceny	2	3.4	88.1
Drugs	1	1.7	89.8
Status Offenses	2	3.4	93.2
All Other	4	6.8	100.0
Unknown	8		
Total	67	100.0	100.0

These juveniles are young when they have their first brush with the criminal justice system. The data graphed in Figure 6 show the age of the student when he was first arrested. The average age of the youngsters is 11.86 years. This is contrasted with the average age of 14.08 years when the student began La Puente school. On the average then, the length of time each juvenile's career in crime existed before entering La Puente is 1.22 years. During this time, the average student

is arrested for 7.67 crimes for an average of 6.29 crimes per year. The development of the criminal career is shown by a comparison of the distribution of first crime committed with the offense (Table 3) the brought the youngster into the La Puente program. This data is presented in Table 6.

Table 6

First Arrest and Arrest that Brought Student into Sample

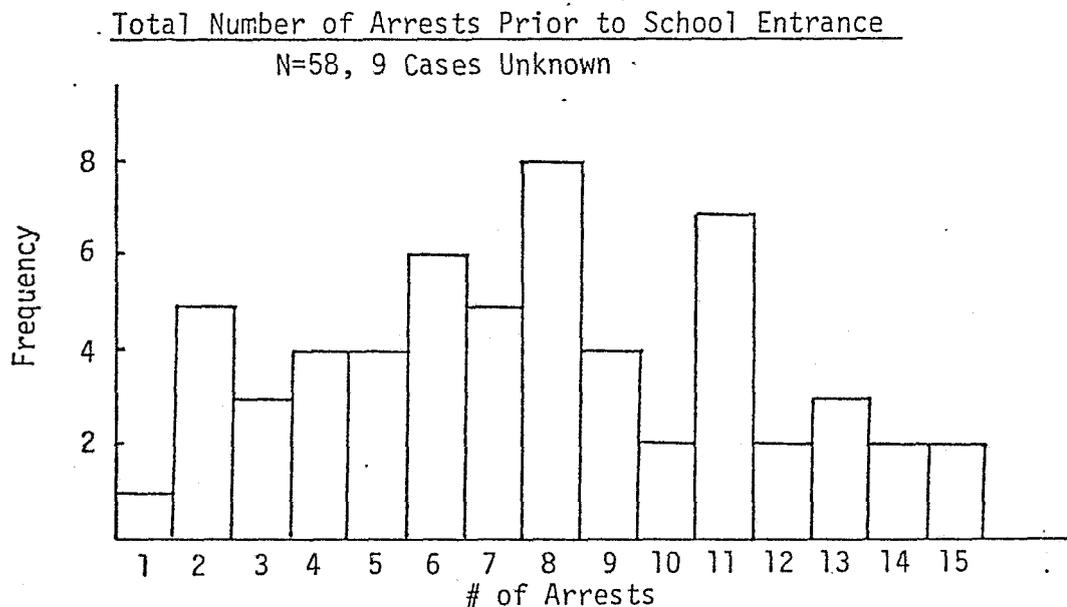
	FIRST ARREST		REFERRAL ARREST	
	Freq.	Adj. %	Freq.	Adj. %
None	0	0	7	12.1
Robbery or Assault and Robbery	0	0	3	5.2
Assault or Rape	8	14.8	3	5.2
Burglary	7	13.0	15	25.9
Auto Theft	4	7.4	4	6.9
Larceny	3	5.6	1	1.7
Drugs	1	1.9	2	3.4
Status Offense	13	24.1	10	17.2
All Other Types	18	33.3	13	22.4
Unknown	13	-	9	-
Total	67	100.0	67	100.0

As the youngster's career progresses, he shifts from being arrested for status offenses and other less serious crimes to being arrested for more serious crimes such as burglary or robbery and robbery with assault.

For those 58 youths who's history is complete, Figure 7 shows the total

number of arrests that they had prior to program entrance. Since this grant has been funded by LEAA Impact funds, it is important to discover if these youths are Impact offenders. Reference to Table 6 shows that the student's first arrest was an Impact crime (robbery, assault, burglary, or rape) 27.8% of the time. Of those arrests made on these students, the most serious crime each committed is an Impact crime 83% of the time. Finally, where the data are complete (N=57), a total of 124 Impact arrests were made with an average of 2.18 Impact arrests per student. Nine students had not been arrested for an Impact offense.

Figure 7



The goal of 64% of the students having multiple offenses with juvenile court has been more than met. Reference to Figure 7 shows that only one student did not have multiple arrests (with nine unknowns). Taking a "worst case" approach to the measurement of this goal shows that 10

of 67 students could possibly fall into a "no" or "single" category of number of arrests. Minimally, this is still a 85% rate of acceptance of students with multiple arrests.

OPERATIONAL EFFICIENCY

The effect of the program has had on the students and their growth in terms of education and social skills constitutes a way to measure the day to day value of La Puente.

All students are given a reading and math test upon entrance to the program to establish a baseline measure of their skills. Upon completion of the student's program, the end of the semester or prior to their leaving, the student is given a post-test in reading and math. The reading data are presented below in Table 8 and the math data in Table 9. In both cases, data are missing because some students drop out of the program without the administration of post tests.

Data are also missing on pre-test scores because some students were admitted but dropped out of the program prior to testing. The average change in reading grade level is from 4.83 to 6.47, an increase of 1.64. The math grade level changes in the same manner, from 4.52 to 7.25 resulting in a gain of 2.73. The operational objective relating to reading and math achievement states that 50% of the program participants will realize an increase of two grade levels in both math and reading as measured by a pre and post test. Therefore, 50% of the 67 participants

Table 8

Pre and Post Tests of Reading Level Expressed In Grades
For the Students of La Puente School
 N=43, 24 Cases Unknown

Pre-Test Scores	Reading Post-Test Grade Level Scores											
	2	3	4	5	6	7	8	9	10	11	12	15
1	1											
2		5										
3		3										
4			6	2								
5			1	2	1	3	1					
6				2		1	1	1				
7							2	2	1			
8									1			
9										1	1	
10												1
11												1
12												1

Table 9

Pre and Post Tests of Math Level Expressed in Grades
for the Students of La Puente School
 N=44, 23 Cases Unknown

Pre-Test Scores	Math Post Test Grade Level Scores											
	1	4	5	6	7	8	9	10	11	12	13	15
1	1											
3		4	1		1							
4		1	5	5	3	2	1					1
5			5	1	2				1			
6					1				2	3		1
7									1		1	
9								1				

is equal to 33 students who will have to have made this two level increase. On the basis of the means of the difference scores, it appears that the program did not have success on the reading objective (mean difference equal to 1.64) but did meet the objective for math level (mean difference

equal to 2.73). Another way to test this objective is to rank the changes in level from high to low and see if 33 students (50%) have the desired two grade level change for both skills. The mean difference can be misleading as the measure is sensitive to extreme scores both pre and post. This ranking is presented in Table 10 for both reading and math.

Table 10

Differences Between Pre and Post Tests for Both
Reading and Math for La Puente Students

Actual Difference	Frequency Reading	Frequency Math
11		1
10		0
9		1
8		0
7		0
6		5
5	1	3
4	3	4
3	10	3
2	6	8
1	17	12
0	6	7
Missing Data	24	23
Total	67	67

It is obvious from inspection of Table 10 that 20 students gained two or more grade levels in reading. This result, 30% is significantly lower than the program's operational objective. Likewise, the data show that only 25 students progressed two or more levels in math.

It may be assumed that those students with missing data dropped out of the program prematurely and probably did not have marked success in the classroom. Therefore, their lack of data could be interpreted as a

positive event but rather as a negative one. This means that only 37% of the students met the achievement goal for math and 30% for reading whereas the program had contracted for 50% of the students to do so. This difference between aggregate and individual data illustrates one problem in objective definition. It is more likely in this case that the objective was written to relate to individual behavior and as such, the contrast between the average change of 2.73 grade levels vs. the accomplishment of only 37% of the students improving two grade levels or more has to be interpreted as a negative achievement of the objective. In actuality, the "average" figure benefits from a lack of accounting for those individuals whose data are missing. Here the 23 post test math scores were not available for calculation of the mean and therefore this figure may be artificially high. The average reading change of 1.64 does not contradict the finding of the individualized approach to this objective.

Accurate assessment of the efficiency objective relating changes in reading and math performances is confounded by the large proportion of cases for which there were missing data. If we were to eliminate all the cases in which missing data were found, a somewhat different perspective of the projects' "success" is obtained. Looking at the remaining cases, that is those for which pre and post tests were available, it is seen that increases in performance scores for reading (46%) and math (56%) are close to the projected increase in the objective, and in fact the math increase shows a proportion higher than 50%. The reasons the missing data were present in approximately 35% of the cases is unknown. Care should be taken, therefore,

in interpreting the data showing changes in academic performances. Efforts will have to take place in the future to reduce the number of cases for which data are missing.

Another major operational objective concerns student attendance at La Puente school. The program is contracted to increase the attendance rate for the students by 30% over their previous rate in DPS. Again, two possible approaches to the evaluation of this objective are possible; a net statement measuring all students together and an individualized one where the increase is calculated for each student. Both will be reported here. Following is a histogram (Figure 8) of the attendance rates of the students at their prior schools. The mean of the prior attendance is 37.65%. The attendance rate for the students while at La Puente is reported in Figure 9.

Figure 8

Block Histogram of Attendance Rate at Student's School
Prior to La Puente Admittance

N=66, 1 Case Unknown

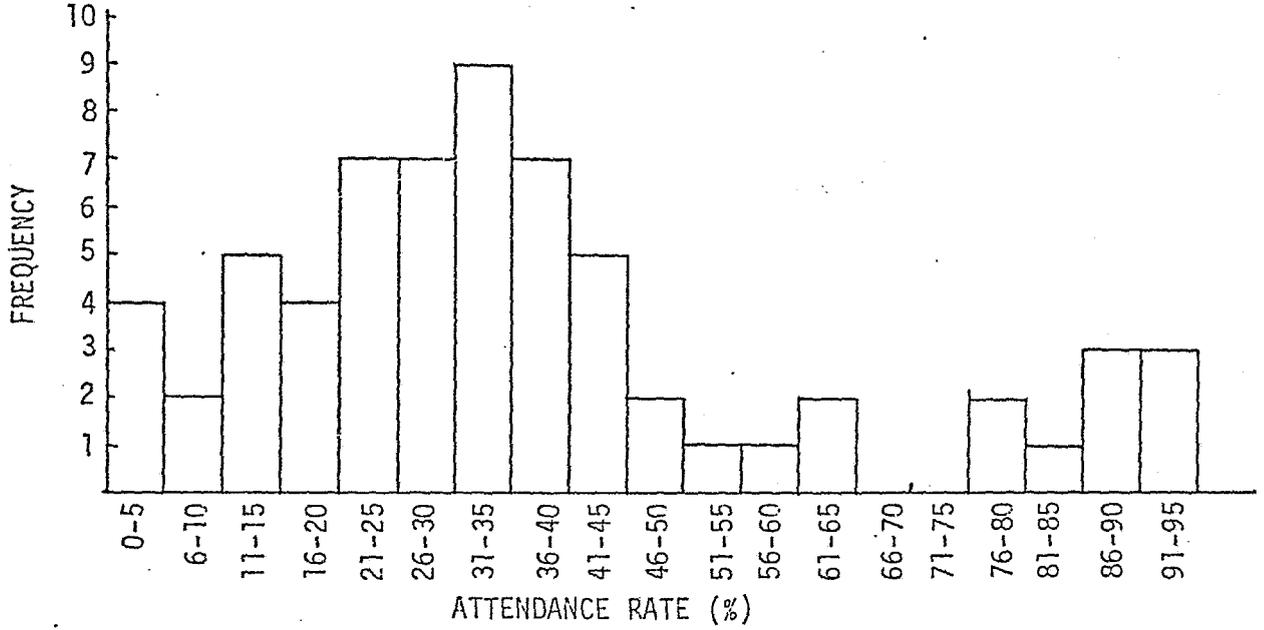
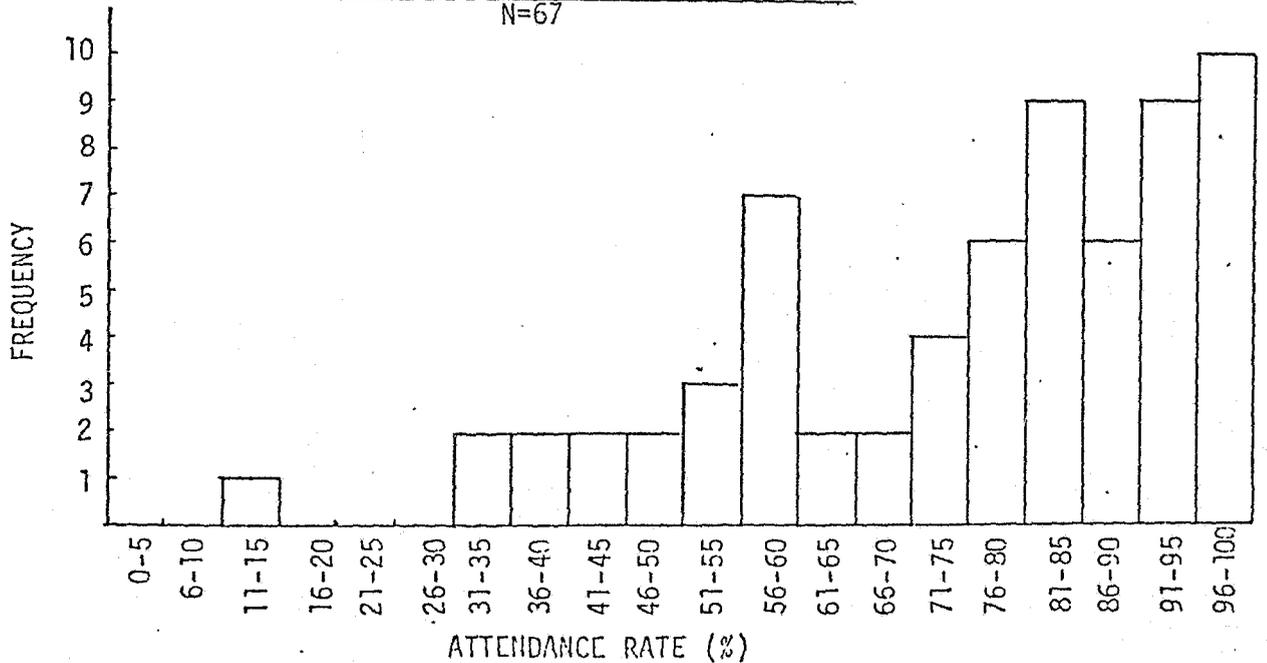


Figure 9

Block Histogram of Attendance Rate for Students
While Attending La Puente School

N=67



The overall attendance rate for these students at La Puente school is 74.8%. This rate compares favorably with the pre-average of 37.65% and results in a change of 37.24 percentage points. This change is well above that specified in the objective (30%). However, comparison of individual rates of attendance shows that 45 students had more than a 30% increase in attendance rate while 22 students did not achieve this objective. In seven cases the program was unable to maintain the previous attendance level and performance decreased below that generated while in DPS.

The conclusion to be drawn about this effectiveness objective has to be that specifically, the program met the objective in 67% of the cases. Attendance figures did increase overall but 33% of the students were not motivated enough to come to school at an attendance level that would meet this criterion.

There is a problem with any objective specified in this manner. This is the floor and ceiling effect. For example, if a student was attending DPS at any rate higher than 71%, he could not possibly reach this goal of a 30% increase. The floor effect works just the opposite. Lowering crime rates below current levels can only be accomplished if the criterion is specified in relative rather than absolute terms.

A review of the 22 students who failed to make the criteria showed that eight students' previous attendance was so high that it precluded meeting this objective. In fact, these previous attendance figures (79, 82, 90, 90, 90, 95, 95) accounted for five of the seven decreases in attendance rate.

Hypothesized in the approach of this program is that behavior modification principles applied to the students will increase the output of desired behaviors.

Two measures of this hypothesis exist. These are the attitude and behavior points awarded to each student each day. If the system is working, the average number of points awarded each month should increase as a result of each child's increased production of the desired behaviors. The data are plotted in Figure 10 where the solid line is the percentage of earned behavior points (out of a possible 100%) and the dotted line is the percentage of earned attitude points. The possible points each student can earn each day are calculated only on the basis of his attendance. That is, if the student is absent, he has no possibility of earning points that day and therefore his baseline is not increased by the inclusion of points for that day. The fraction (earned points/possible points) denominator is calculated only on the days when the student can earn points. There are a number of legitimate reasons for the student not being in class for a day besides absences and there is no way at this time to separate legitimate from unexcused absences to allow modification of the possible points criterion.

As can be seen by inspection of Figure 10, the hypothesis is supported. There is an increase over time of points earned out of the total earnable points. This ratio varies from day to day as a function of the number of students in school, those attending each day, excused absences and field trips and other positively reinforcing activities.

Figure 10

Plot of the Earned Attitude and Behavior Points Expressed as Percentage of the Total Possible for the La Puente Students

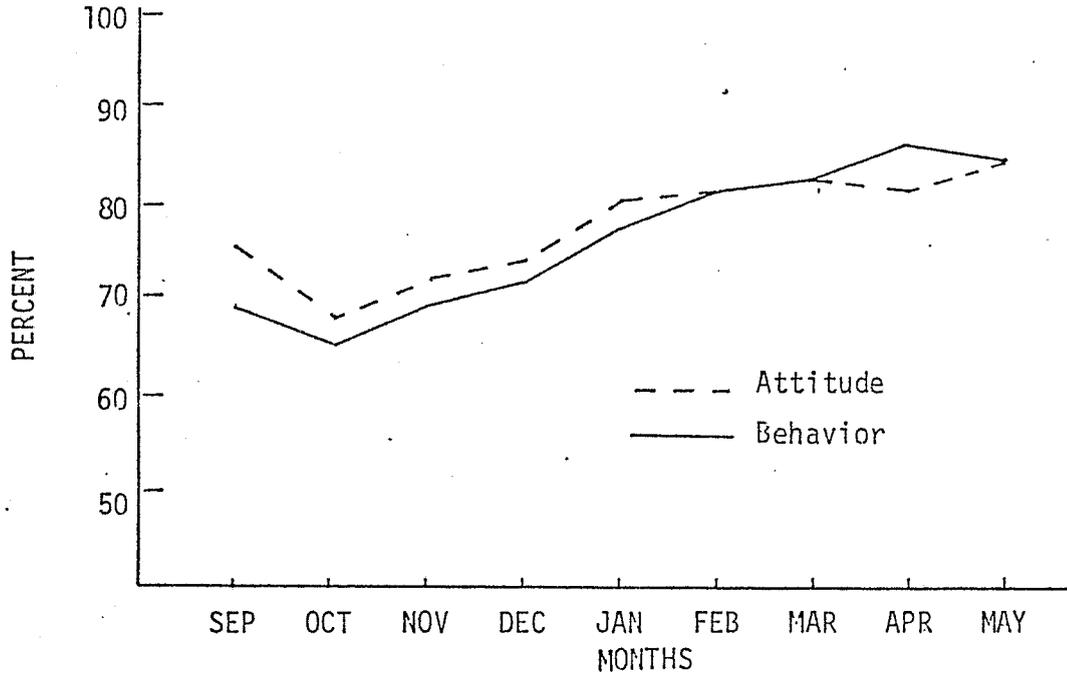
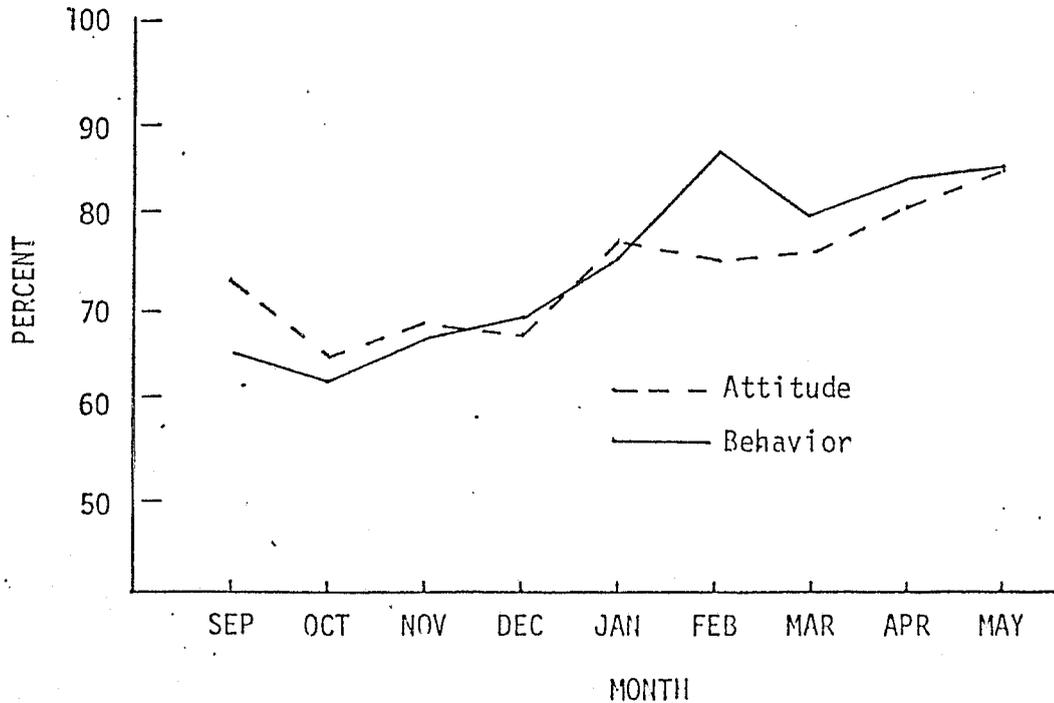


Figure 11

Plot of the Earned Behavior and Attitude Points Expressed as Percentage of Total Possible for the 18 Students in La Puente for the Entire School Year



The reader should be cautioned, however, as this same kind of aggregate statistic can be influenced by a number of factors. If the program loses those students who do not work for reinforcement, their dropout phenomenon will, over time, cause the curves to rise even though the rest of the students maintain their behavior at a steady state. When the "negative" students perform at a low enough level, and their dropping out is distributed regularly over time, the increase can mask an actual decrease in point production by the "positive" students and still show this increase trend reflected in Figure 10. To test this possible interpretation, the data were run again on only those students who participated for the entire nine month school period. Unfortunately, this kind of selection of data must also be viewed with critical awareness. These students are different from the total population of La Puente students, and their behavior may or may not be typical. They have lasted throughout a school year. The plots of these data are presented in Figure 11.

The trend for the restricted sample is still upward, suggesting that the moderating effect hypothesized did not account for the increase in desirable behaviors. One final caution has to do with the reliability of measuring and reinforcing behavior over time. If the staff's perceptions of acceptable behavior, norms, or familiarity with the student affect the identification of deviant behaviors, change may contribute to the findings reported here. There is, however, no way to measure the anchoring of the behavioral phenomenon or the judges' reliability in this case. The staff does attempt to maintain a behavioral posture

towards the awarding of points and they are constantly reminded of the criteria for doing so.

EFFECTIVENESS MEASURES

This section of the evaluation deals with the most important aspect of the program; did it succeed in reducing the number of rearrests for its clientele? Here the rates for the population studied by DACC will be used to develop expected rates as a function of demographics. Then the actual rates found in the La Puente students will be compared with the expected rates.

The Juvenile Recidivism study reported by DACC reported that a number of factors can affect the expected rate of rearrest for the juvenile. Variables that have been cited as significant include: sex, number of prior arrests, and ethnic origin. After analysis of the data, it was decided not to distinguish between levels of number of prior arrests since only one student had one prior and the rest had two or more. Therefore, baseline comparison data places rearrests for two or more crimes into the same cell of the probability tables. The same simplification can be made for ethnic origin. After a juvenile has been arrested several times his rearrest probability is more dependent upon previous arrests than on his ethnic origin. Additionally with the small numbers encountered here, this collapsing gives more measures per cell.

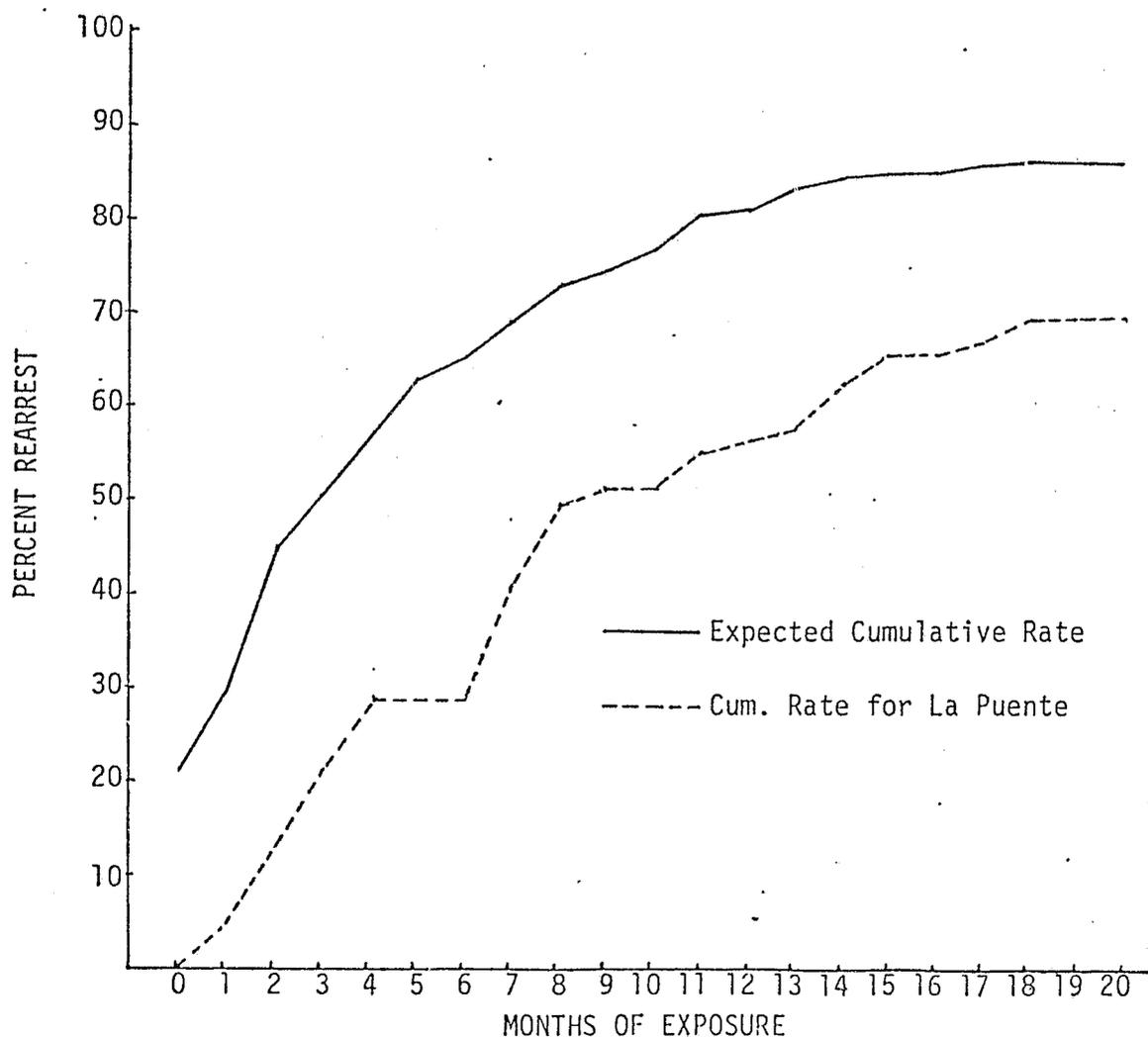
The age difference at entry was ignored because the DACC Juvenile

Recidivism multiple regression study showed age contributed nothing to the prediction of rearrest. Here then is a comparison of the expected rearrest rates calculated for a like group of juveniles from the DACC study and the actual rates found for the La Puente students (Figure 12).

It can be seen that the student group starts out lower (11%), increases the difference, and then maintains about a 20% lower rate throughout length of exposure. The difference between the expected and actual figures suggest that something happens to these students immediately upon acceptance to the program. The expected rate of rearrest for Chicano males with two or more priors for any offense is 86.2% over a 20 month exposure period. The La Puente students have been rearrested for all crimes at a 69.93% rate over the same time period. This difference of 16.27% is significant at or beyond the $\alpha=.05$ level using the Z test of significance for proportions with a one tailed test. The difference found between the predicted and actual data accounts for an absolute reduction in the number of students committing a new crime of 27.3%. The predicted data expected that 57.75 students would be rearrested (86.2% of 67) while the actual rate of 69.93% means that only 42 were rearrested. The difference of 57.75 and 42 is 15.75 which, when divided by the predicted 57.75, gives an absolute reduction of 27.3%. When this significant reduction is interpreted in light of the long exposure time over which it was found, it gains added importance. The difference in Figure 12 is consistent over time and strengthens the belief that the effect of the La Puente program

Figure 12

Expected Rates of Rearrest for All Crimes for Chicano Males with Two or More Prior Arrests as Compared to La Puente Rearrest Rates



on its students while enrolled is strong and lasting.

The parallel data for Impact rearrests is presented in Figure 13. Again, using the Z statistic, the difference between the expected rate of rearrest (59.6%) and the found rate (30.8%) was significant at or beyond $\alpha = .05$ using a one tailed test. Calculating the absolute reduction in Impact crimes gives a 47.4% reduction. The data in Figure 13 suggest that the difference between expected and actual rates increases with exposure time. The program is reducing the number of Impact arrests while the student is in the program and it becomes more efficient in doing so as the child's length of time in the program increases.

COST EFFECTIVENESS MEASURES

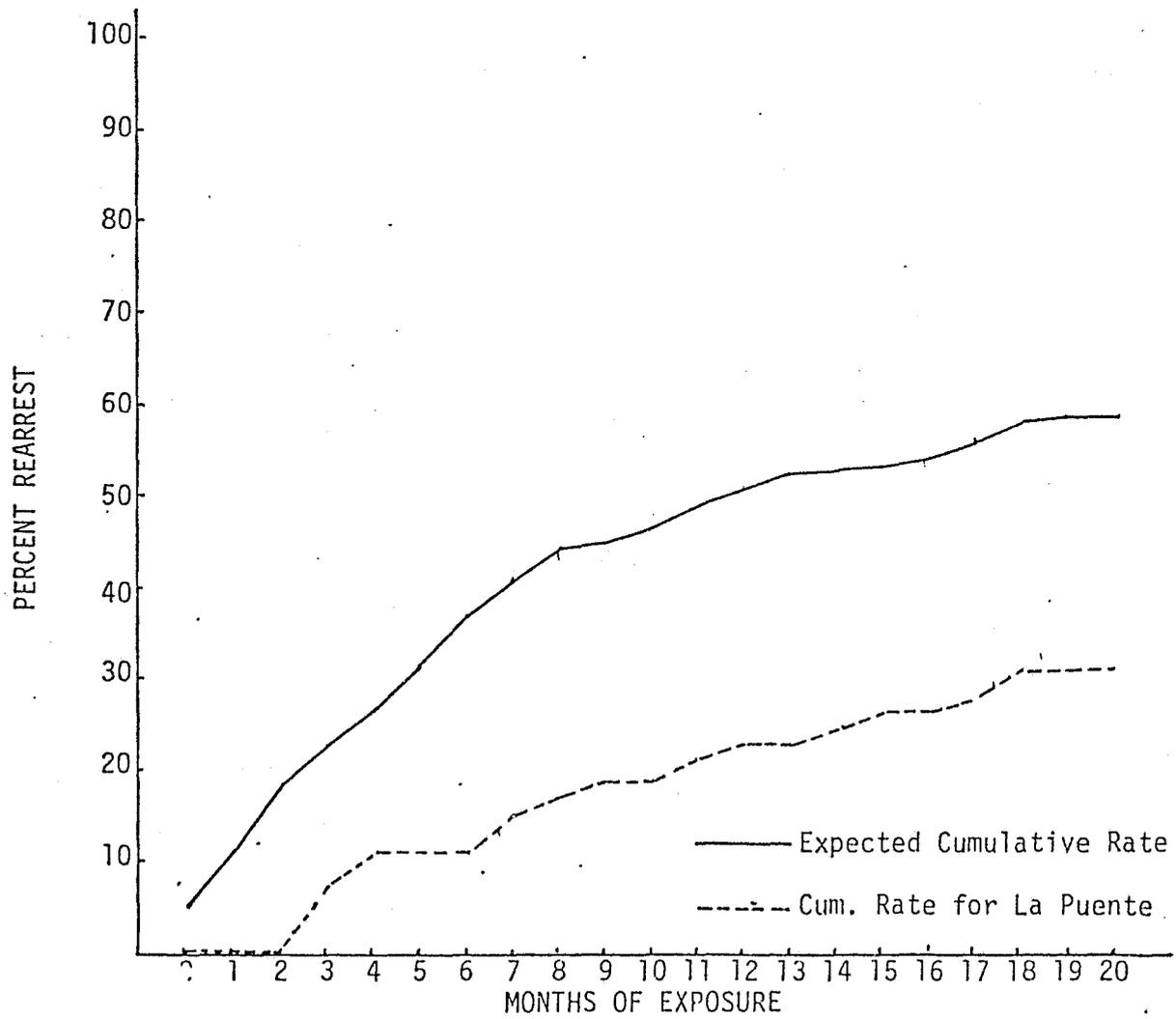
The La Puente program has entertained a marked success in terms of its effectiveness criteria, but at what cost? This question is not easily answered, but certain approximate answers can be arrived at given a number of assumptions. If all students were treated the same (i.e., had exactly the same teacher who spent the same amount of time with him, same counselor, etc.) then the cost of the individual is the total number of students divided by the total cost of the program. Likewise, cost per grade increase, cost per percent reduction in all crimes and Impact crimes can be calculated. Unfortunately, this assumption cannot be supported with the present data.

Secondly, this program has a large number of sources of income.

Services of 4 teachers are supplied by DPS, rent for the space for the

Figure 13

Expected Rates of Rearrest for Impact Crimes for Chicano Males with Two or More Prior Arrests as Compared to La Puente Rearrest Rates



school is provided at a lower rate by the Catholic church. Monies are also donated to the program which are used to provide monetary and other positive reinforcers. A summary of all cost data is presented in Table 11.

During the 9 month school year, the students of La Puente could have attended a total of 7,162 days, counting the time from the student's start date to his termination date, or the end of the school year. Students were absent a total of 1,720 days during the same period for a resulting 5,442 student days of attendance. The total expenditures during this time were \$82,451 for a cost of \$15.15 per student per day attended. This compares favorably with the cost of \$29.74 per day for incarceration of a juvenile in a state institution.

This difference of \$14.59 represents a large savings for society. Of course, not included in the La Puente program costs are two meals and housing for the students plus supervision for those time periods not in school, on a daily basis. The question then becomes, what does society get from the La Puente program that it doesn't get from incarceration, and vice versa? Supposedly, the La Puente program is more humane than incarceration, provides a positive learning experience (see Tables 8, 9, 10, and Figures 8 and 9) teaches positive work habits, and keeps the student in his home environment. The institution prevents the juvenile from committing any more crimes against society while he is incarcerated and some institutions may provide some of the positive aspects of the La Puente program. The trade-off, then, is a more humane

Table 11

La Puente Operating Costs
September 1974 to June 1975

SOURCE	DOLLAR AMOUNT	USED FOR:
LEAA	\$3,462	Equipment & Operating Expenses
LEAA	\$19,724	Personnel
Cash Match	\$7,965	Personnel
DPS	\$36,450	Four Teachers
DPS	\$9,000	Lunches
DPS	\$1,400	Bus Tickets
DPS	\$1,500	Educational Equipment
DMA	\$4,500	Work Study
Donations	\$500	Short Field Trips*
Donations	\$2,200	Two Large Field Trips*
Donations	\$1,000	Point System Rewards
Donations	\$400	Christmas Party
Donations	\$50	Tanksgiving Dinner
Donations	\$300	Basketball
TOTAL	\$82,451	

* Used as rewards for superior behavior or attitude performance

treatment with a better chance to move out of the criminal justice system vs. no chance of further rearrests.

The cost of \$15.15 per day compares favorably with that incurred by Denver Public Schools for operating the average secondary school (\$9.90):¹ This figure of \$9.90 was obtained by dividing the total cost of the secondary school system by the total number of students for the entire 180 school days. Those days the students are absent are not accounted for whereas they were included in the La Puente figure. Therefore, the \$9.90 figure is an underestimate of the real cost per student per day. The average DPS student increases slightly less than one grade level per year while the students in La Puente moved an average of 1.64 in reading level and 2.73 in math. This difference is made more meaningful when placed in the perspective of what these students had accomplished in DPS before entering La Puente (see Tables 8 and 9).

Another approach to the cost/effectiveness question is to measure the cost of reducing the expected level of criminal involvement. The expected rate data project that 57.75 of the 67 students would be rearrested for any crime. In fact, only 42 were rearrested giving a difference of 15.75. This reduction of 15.75 students who did not get rearrested works out to a cost of $\$82,451/15.75$, \$5,235 per student not rearrested. The most prevalent crime committed by these students prior to program entrance is burglary, and the average cost of a burglary in 1974 was \$400. If it can be assumed that those

1. Private communication with Public Information Officer, DPS.

students who avoid being rearrested while in this program will continue to do so after returning to regular school, then the break even point on just the stolen goods approach to the question is 13 burglaries not committed. This figure of course makes no mention of the processing costs of investigation of burglaries, arrest, detention, trial, and related costs of the criminal justice system. These elements quickly escalate the cost of each burglary and make the prevented rearrest figure of La Puente more significant.

CONCLUSIONS

The efficiency of the La Puente school program was measured on the following criteria: 1. adherence to intake guidelines, 2. adherence to stated efficiency goals, and 3. Efficiency measures and cost effectiveness.

La Puente met the criteria for most of its intake guidelines: All students had some exposure to the criminal justice system. Although all students were not of junior high school age, they were all functioning at or below junior high school grade levels. These two factors indicate academic and social skill dysfunction. La Puente did not meet

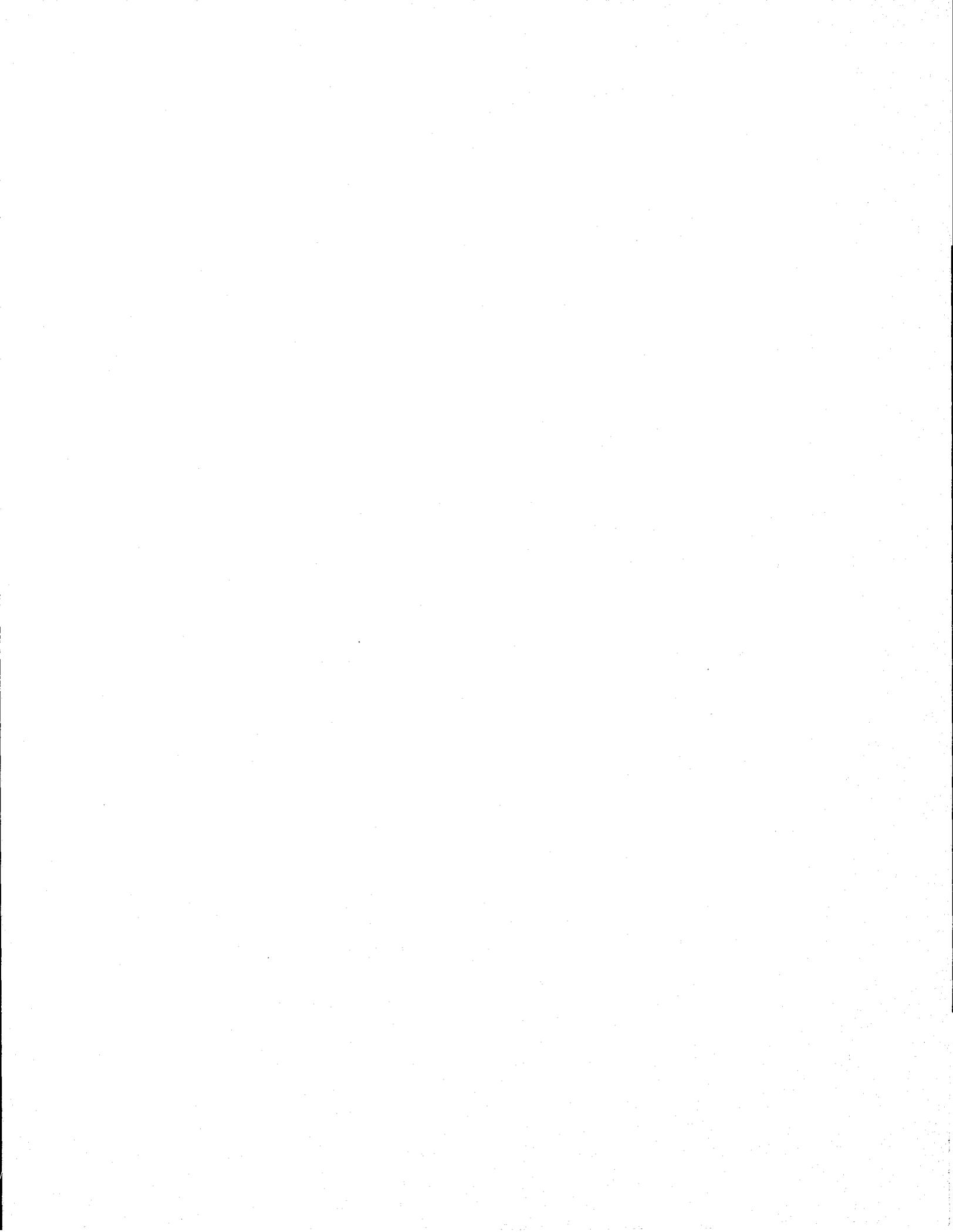
their projected enrollment rate. Yet in no case did the project refuse any eligible participant.

The La Puente proposal projected the efficiency goals of increasing school attendance, increasing grade level functioning in math and reading, and in modifying the student's behavior in attitude towards school. The overall school attendance increased by 37.24% although individual student attendance does not meet the 30% goal.

Overall math level increased by 2.73 grades, whereas the overall reading level increased by 1.64 grades. This is less than the stated goal of a two grade level increase, but shows improvement over DPS figures. Behavior and attitude changes, as measured by the behavior mod. rating scales, showed a steady increase over time. These efficiency goals are arbitrarily constructed by the program. The success of the effectiveness measures far outweighs the program's inability to meet all efficiency goals.

Most important in discussing effectiveness measures is the significant difference between projected rearrest rates for the population of students at La Puente and the actual rearrest rates that were found. For all crimes over a 20 month exposure time period, the expected rate of rearrest is 86.2%. The La Puente students' actual rearrest rate was 69.93%. For high Impact crimes similar results were obtained: 59.6% and 30.8%. These reductions are statistically significant and an important measure of the success of the program.

Finally, cost effectiveness of this program was evaluated. The total cost of maintaining the La Puente student ranked between the cost incurred by DPS and the cost of incarceration with the Department of Institutions. More research must be done to ascertain the actual impact of cost effectiveness of this program.



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