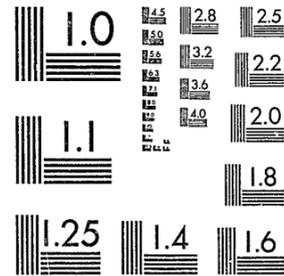


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June 1981

**THE PRE-VOCATIONAL
GUIDANCE PROGRAM AT
ST. MARK'S COMMUNITY
CENTER:
A FINAL EVALUATION**

Gilbert D. Litton, Jr., *Director of Evaluation*
Linda Marye, *Evaluator*

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MAYOR ERNEST N. MORIAL, Chairman
Michael Bagneris, Vice Chairman
Frank R. Serpas, Jr., Executive Director

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THE PRE-VOCATIONAL GUIDANCE PROGRAM AT ST. MARK'S COMMUNITY
CENTER: A FINAL EVALUATION

Prepared by

THE MAYOR'S CRIMINAL JUSTICE
COORDINATING COUNCIL

June, 1981

Gilbert D. Litton, Director of Evaluation
Linda Marye, Evaluator

St. Mark's Pre-Vocational Guidance Program
was funded by the

LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
through the LOUISIANA COMMISSION ON LAW
ENFORCEMENT AND ADMINISTRATION OF CRIMINAL
JUSTICE

THE MAYOR'S CRIMINAL JUSTICE
COORDINATING COUNCIL
Mayor Ernest N. Morial, Chairman
Frank R. Serpas, Jr., Executive Director

MAYOR'S CRIMINAL JUSTICE COORDINATING COUNCIL

FINAL IMPACT EVALUATION

PROJECT: St. Mark's Community Center-Pre-Vocational Guidance Program

PROJECT NUMBER: 80-J9-J.3-0079

FUNDING SOURCE: Law Enforcement Assistance Administration
Louisiana Commission on Law Enforcement
and Administration of Criminal Justice
Mayor's Criminal Justice Coordinating Council

SUBGRANTEE: City of New Orleans

OPERATING AGENCY: St. Mark's Community Center

PERIOD OF GRANT REPORT: January 1, 1978 - March 15, 1981

DATE OF REPORT: June, 1981

PREPARED BY: Linda Marye

EVALUATION ASSISTANCE: Gladys Anderson, Clerical and Graphic Assistance

CUMULATIVE GRANT AWARD:	SLEPA	\$131,504.50
	Subgrantee	<u>16,387.00</u>
	Total	\$147,891.50

PROJECT PERSONNEL: Olga Jackson, Project Director

AUTHORIZED OFFICIAL: James Seymour, Executive Director
St. Mark's Community Center

EXECUTIVE SUMMARY

St. Mark's Community Center received an LEAA grant in 1978 to fund a three-year pre-vocational guidance program (pre-voc). . The program was designed to teach 12 to 16 year old youth about the employment process. Instructors taught pre-vocational concepts and placement specialists found the children temporary or permanent jobs.

Over the 39 month evaluation period, 430 students participated in the program, 246 of whom had successfully completed it by March 1981. Over three-fourths of the participants were students of Treme Street Academy (TSA)*, the only alternative junior high school in New Orleans. More than half of these were referred by a criminal justice, school, or social work agency and 83% of the current participants' cumulative records documented performance or behavioral problems in other schools before enrollment at TSA.

A comparison group of 7th and 8th grade students was selected by St. Mark's from an area junior high school to contrast with the pre-voc participants. The pre-voc group was found to be approximately two years older than the comparison group at program entrance and one and a half years older at exit. Also, the pre-voc group had a longer history of police contacts than the comparison group.

*Treme Street Academy has been renamed St. Mark's Street Academy.

The grant specified two goals regarding vocational testing and placement. The program met the first goal, with 72% of the participants achieving over a 100% improvement in vocational information tests and only 5% showing less than a 10% improvement. Further, the project met its placement goal by finding jobs for 55% of those successful participants under 16 during program participation and 53% of those 16 and over within a year of program completion.

The major impact goal of reducing conviction recidivism was more difficult to measure. Six months after program completion average arrests per arrestee were slightly higher for the comparison group, but average convictions per arrestee were higher for the pre-voc group. Also, six months after program completion the pre-voc group's average frequency of arrests per month had increased by 72% from 12 months before program participation, while that of the comparison group had increased by 82%. Over the same period the average frequency of convictions increased by 400% for the comparison group, but by only 64% for the pre-voc group. However, overall average monthly frequencies of arrests and convictions were higher for the pre-voc group. A study of the recidivist patterns for the two groups found that the comparison group was more often arrested or convicted for the first time after program involvement, but that the pre-voc group, having been arrested or convicted more often before the program, was more likely to repeat these contacts

after program involvement. As a final determination of the recidivism goal, only successful pre-voc participants who had completed the program for at least a year were studied. That analysis revealed that a larger proportion of participants were arrested and convicted 12 months after program completion than before program participation and average monthly frequencies of both arrests and convictions had increased by approximately 60%. Finally, a multiple regression analysis was done to determine how programmatic factors affected arrests and convictions after program completion. Although most programmatic factors had a slightly positive effect, after program arrests and convictions were best predicted by earlier criminal histories.

In summary, participation in the pre-vocational guidance program cannot be said to have reduced delinquency in participants. Although comparison group findings suggest the possibility that juvenile justice contact would have been even higher without program intervention, the age differences in the two groups make any conclusions only tentative. While the program failed to reduce arrests or convictions despite its success with vocational instruction and placement, other studies, as well as the comparison group findings, indicate that the age of the participants may have contributed to this failure. In fact, pre-vocational guidance may be a more successful approach with older teenagers. Although youth employment has not been known to reduce delinquency,

school success has repeatedly been shown to do so.

Therefore, it is recommended that in view of budgetary constraints, St. Mark's Community Center emphasize the purely educational aspects of TSA. Finally, the data suggest that St. Mark's is dealing with a student population more delinquent than the average. Thus, if reduction of delinquency remains a primary goal of the center, that goal should be reduced to a more realistic level.

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PRE-VOCATIONAL GUIDANCE

St. Mark's Community Center is a project of the United Methodist Church and is funded in part by the United Way Agency. It was built in 1909 to provide services to the high poverty area surrounding the center, known as Tremé. The Center is situated on N. Rampart Street which forms one of the boundaries of the French Quarter and is located within the first police district in zone 1-H, an area associated with crime. In fact, in the 1978 Criminal Justice Plan developed by the Mayor's Criminal Justice Coordinating Council (M.C.J.C.C.), four of the 11 zones of the first district, 1-G, 1-I, 1-D, and 1-J, were ranked in the top ten zones for all major crimes. Zone 1-G, which borders 1-H, ranks first in major reported crime and property crime and second in violent crime. Zone 1-J which contains the Iberville Housing Project and which also joins 1-H at its northwest corner, is ranked eighth in major crimes, seventh in property crimes, and fifteenth in violent crimes. Using a Blight Index developed by the City of New Orleans Office of Analysis and Planning, the 1978 report found both zones fell into the "endangered" class indicating severe socio-economic conditions.

In January 1978, St. Mark's Community Center was awarded a three-year Law Enforcement Assistance Administration (LEAA) grant to implement a Pre-Vocational Guidance Program (Pre-Voc)

designed to introduce 12 to 16 year old youth to employment processes. Teachers developed courses in locating and maintaining employment and counselors or placement specialists made job placements. Through this introduction to the "world of work," the program intended to reduce delinquency among the youth. This final impact evaluation, covering all three years of operation from January 1, 1978 to March 15, 1981, attempts to determine how well the program met this primary goal.

To provide services to the Treme area, St. Mark's has developed several programs. Most prominent have been the Treme Street Academy (TSA), the Recreational Program, the Big Sisters Program, and the Child Care Resource Service.* Of these programs, the Treme Street Academy has been most associated with pre-vocational guidance. TSA is the only alternative junior high school in New Orleans for children who have dropped out or been suspended from regular schools, had juvenile justice contact, or are otherwise seeking an alternative learning environment.

Pre-vocational guidance has been introduced in three settings at St. Mark's.** First, most participants have been students at TSA. In this setting, pre-vocational guidance has been taught on a daily

*Treme Street Academy has been renamed St. Mark's Street Academy. The Child Care Resource Service includes a number of programs such as Day Care Training, a Day Care Center, Teachers Resource Service, Substitute Teacher Service, etc.

**Operated at St. Mark's Community Center during part of the Pre-Vocational grant was another LEAA funded program-Juvenile Restitution which placed youth in subsidized jobs. Some students enrolled at TSA were later placed in that program.

basis as a required subject, together with math, English, counseling and others. Placement counselors arranged job placements for those students. The second setting appeared in the summers of 1978 and 1980 as part of the Neighborhood Youth Corps (NYC) placement. NYC is an ongoing summer program in which youth whose family income is below a certain level are placed in agencies around the city. Daily training in pre-vocational guidance concepts was provided for these youth, as well as on-the-job training as either recreational, clerical, or maintenance aides at St. Mark's. For example, the participants of the summer 1980 program had job counseling for two hours a week, pre-vocational classes for three hours a week, and on-the-job placement for twenty hours a week. Employment was subsidized through the CETA program. The third pre-vocational guidance setting was a night program with youth working as aides at St. Mark's. This was attempted in the spring of 1978, and, unsuccessfully, in December of that same year.

Grant Goals

As stated in the third year grant, the goals of the project are:

- 1) The increase in the participants potential for employment by increasing their knowledge of employment seeking skills. An Employment Seeking Skills Test developed

by the Louisiana Department of Education in conjunction with Louisiana State University will be used.

PROJECT GOAL: Fifty percent of the current participants will show at least a 50% improvement in scores. Seventy percent of the current participants will show at least a 30% improvement in scores. Eighty percent of the current participants will show at least a 10% improvement in scores. No more than 20% of current participants will show less than a 10% or no improvement in scores.

- 2) The reduction in recidivism among program participants following their completion of the program.

PROJECT GOAL: 35% reduction in the conviction recidivist rate among program participants.

- 3) The placement of participants in job situations or educational or training situations after completion of the program.

PROJECT GOAL: 50% of the 100 youths 16 years old and above will be placed in a full or part-time job or a training situation within one year after completion of the program.

40% of the 100 youths 15 years old and below will be placed in temporary or part-time jobs while participating in the program.

As a grant goal, the percentage of participants to be placed in jobs for the different age categories has varied only slightly over the funded program period. On the other hand, due, in part, to the findings of the preliminary impact evaluation, the reduction of arrest recidivism goal stated in the 1978 and 1979 grants was rewritten in the 1980 grant to require a reduction in conviction recidivism.

Program Personnel

In general, program personnel included instructors in pre-vocational guidance and counselors or placement specialists supervising on the job placements. Five positions were funded under the 1978 grant: Project Director, Placement Specialist, Vocational Counselor, Head Teacher, and Clerk Typist. However, in the 1979 grant only three positions were funded: Project Director, Curriculum Resource Specialist, and the Placement Specialist. The other positions were funded from other sources. Only two positions were funded by the 1980 grant: The Project Coordinator and a Pre-Vocational Counselor. In July 1980, a grant adjustment changed the grant funded positions to that of two Pre-Vocational Instructors.

At that time, the Principal of TSA became the non-grant funded Project Director and the Assistant Director of St. Mark's (and later the Director) became the non-grant Head of Job Development and Placement. Also listed as non-grant positions were job counseling and

supervision, head teacher/resource coordinator, administrative secretary, four teachers, and three counselors. The additional teachers and counselors were listed as support positions because pre-vocational guidance concepts began to be incorporated into other classes at TSA. The program was further absorbed into the regular curriculum as a result of the Principal's and Assistant Director's assumption of the duties of placement and coordination.

Vacancies in the positions of Project Coordinator and Placement Specialist since July 1, 1980, and the above mentioned grant adjustment which paid only part of the pre-vocational instructors' salaries resulted in a surplus of funds so that the project could be extended from December 31, 1980 to June 30, 1981.

Pre-Vocational Guidance as a School Subject

Along with changes in grant funded personnel positions, the pre-vocational guidance curriculum at TSA has been modified during the years of the grant. When the program first began in the spring semester of 1978, the instruction was individualized. Students started at different levels in the curriculum according to their abilities and proceeded at varying rates. However, in the 1978-79 school year this individualized approach changed with the development of a five phased program: Introduction to the World of Work Preparedness, Career Awareness, Basics Practice, Professional

Development, and Counseling and Tutoring. Students worked together through the first four phases during the school year, while counseling and tutoring were on-going over the year as part of the regular counseling classes.

During the 1979-80 school year, the same five phases were used in the pre-vocational guidance classes. However, pre-vocational guidance also began to be taught in other classes. During the summer, an in-service workshop was held to introduce teachers of math, language arts, physical education, counseling, social studies, and special education to pre-vocational guidance concepts and to provide means of integrating these concepts into their subjects. The Program Director of the Pre-Vocational Guidance grant was appointed coordinator of pre-vocational education in all classes.

In the 1980-81 school year, a new instructional technique known as the Workshop Way was introduced in all classes at TSA. This technique allows students to work at their own rate and at different ability levels while keeping the class together on the same general theme. (See appendix.) The original five phases and the pre-vocational concepts used in the other subject areas were continued as part of the specific pre-vocational guidance curriculum. Because some students were at TSA during the entire grant funded period, these changes, together with other more minor ones in course content, probably alleviated some of the boredom that might have resulted from repetition of the same subject material.

In addition to attempting to instruct students about the employment process, TSA also attempted to teach proper behavior and attitudes for employment. The Student Evaluation Procedure, which uses a Merit List to rank students according to academic performance, absenteeism, and classroom behavior, was initiated in 1979. That procedure is still used to give preference in job placements to the highest rated students. Finally, partly as a result of the preliminary impact evaluation, the counseling staff has increased crisis counseling efforts in addition to the regular counseling classes.

Previous Evaluation

In October 1979, a preliminary impact evaluation* of the Pre-Vocational Guidance Program was completed. That evaluation indicated that, although the program was exceeding its placement goals, the participants were more likely to be arrested during and after the program than before participation and that the offenses for which they were arrested were more serious. However, that evaluation concluded that the analysis of recidivism was inconclusive on two levels. First the selection of arrest recidivism as a measure was problematic for several reasons and second the absence of a control group made an estimate of delinquency without program intervention impossible. Arrest recidivism as the sole measure of delinquency can be influenced by such things as changes in the policy of the

*Vocational Education at St. Mark's Community Center. The Pre-Vocational Guidance Program. October 1979.

Juvenile Police Division towards certain offenses or towards certain neighborhoods. Additionally, by not taking into account the final case outcome, arrest recidivism does not distinguish prosecutable from non-prosecutable cases. Thus, possible "harrassment" arrests are placed on an equal footing with criminal investigations. Furthermore, arrest recidivism does not differentiate the actual guilt or innocence of the juvenile. Finally, the absence of a control group was also felt to weaken the findings of the previous evaluation. Because of the presumed age-based nature of much delinquent behavior, there was no way of assessing the extent to which the program may have lessened tendencies of the juveniles toward more police contact in spite of the increased arrest rate.

Two measures were undertaken to correct the inadequacies of the earlier evaluation. First, conviction recidivism rather than arrest recidivism was stated as the impact goal of the program. The arrest histories of juveniles were collected to provide descriptive information, but not to measure goal attainment. Second, a comparison group of juveniles from a near-by public junior high school in the seventh and eight grades, and identified by St. Mark's as closely approximating the TSA enrollment, was selected to suggest what arrest and conviction histories might have been without program intervention. Since TSA is the only alternative junior high school in New Orleans,

the comparison group cannot be considered equivalent as many of the students were placed at TSA after being suspended or having behavior problems in regular schools. Nevertheless, the comparison group provides information on the relative seriousness of the pre-vocational guidance participants' juvenile justice contacts before, during, and after program involvement compared to regular students, and establishes a more "normal" delinquent profile.

METHODOLOGY

Most of the data for this evaluation were derived from program and TSA records. Initially, Placement Specialists and, later, the Assistant Director of St. Mark's maintained information on job and training placements, as well as follow-up. The student rosters of TSA contained referral sources, age, dates of entry and exit, reasons for termination, and pre-post test scores. Further, the Principal of TSA researched the current students' cumulative files to determine what problems they had in other schools before enrollment at TSA. Quarterly progress and fiscal reports, monitoring reports, and interviews with program staff provided additional data. Finally, the juvenile divisions of the New Orleans Police Department and the District Attorney furnished information on the participants' arrest and conviction histories.

All data were analyzed by the section of pre-vocational guidance the student attended, either TSA or the St. Mark's evening or summer programs. Those students who terminated unsuccessfully from the program were analyzed separately. However, some data qualifications were necessary. For example, because some students returned to TSA after the first year and because the pre-vocational guidance curriculum was completed in one school year, those students who successfully completed the one year program but terminated early from a second or third year were considered successful completions. Second, students entering TSA more

than two months after the beginning of the school year were considered incomplete and, therefore, analyzed with those terminated. Third, any student still enrolled at TSA as of March 15, 1981, (the data collection cut-off date) was considered a current participant and excluded from final placement or recidivism calculations. Thus, only those who successfully completed the program were used to measure goal attainment. Placement for the two age groups and juvenile justice system contacts were broken out by section; however, because of the small number of participants in some groups, the combined percentages were used to test goal attainment. Because information was most complete for the TSA students, pre-post test information on the California Test of Basic Skills (CTBS) achievement tests and vocational information tests was compared for only the TSA sections.

Recidivism, a term used to describe an individual's repeated contact with the criminal justice system, has many interpretations based on the extent to which the system is penetrated. For example, arrest recidivism, the number of times an individual is arrested without regard to ultimate guilt or innocence, can be measured. On the other hand, conviction recidivism does take into account the question of ultimate findings. Incarceration recidivism is also used to denote repeated imprisonment. For this evaluation, both arrest and conviction recidivism were used, although conviction recidivism alone will determine goal attainment.

For both arrest and conviction recidivism, two measurements were taken: the frequency of juvenile justice contact, and the seriousness of the offense. To standardize for different period lengths, frequency of contact was determined by dividing the number of contacts in a given period by the number of months in one of six possible periods:

- 1) The before period covering twelve months before program involvement for all participants;
- 2) The during program period covering the time enrolled in TSA or another pre-vocational program, or in the case of the control group, the period in the 7th and 8th grades;
- 3) The period within six months after program completion or termination;
- 4) The period within seven to 12 months after program completion or termination;
- 5) The period within 13 to 24 months after program completion or termination;
- 6) The period within 25 to 36 months* after program completion or termination.

Obviously all participants could not be measured in all six time

*So few people were found to have been arrested or convicted in this period that it is excluded from most analyses.

periods because all have not been terminated from the program the same length of time. The following chart describes the various periods for successful participants.

Offenses counted were restricted in several ways:

- (1) Only incidents actually referred to court between relevant dates were included.
- (2) If the participant was arrested or convicted of more than one offense on a given date, only the most serious offense was counted and the incident treated as one contact.
- (3) In the recidivism analysis, only participants with at least one such contact in any period were included.
- (4) Because some of the early participants had become adults, their juvenile conviction records, although not arrest records, were unavailable. Thus, as many as nine participants who had been arrested have missing conviction records for some periods.

Offense seriousness was divided into 23 categories based on the nature of the most common juvenile offenses. The first nine items in Chart 2 are index offenses. The items in the table were ranked roughly by the maximum sentence which could be given to adults for these offenses. Thus, the first three are capital offenses; the next four are usually given over 10 years imprisonment; the

CHART 1

TIME PERIODS FOR EACH SECTION

Section	Before	During	After 1-6 Mos.	After 7-12 Mos.	After 13-24 Mos.	After 25-36 Mos.
1 TSA	1-77 to 1-78	1-78 to 6-78	6-78 to 12-78	12-78 to 6-79	6-79 to 6-80	6-80 to 3-81*
2 TSA	1-77 to 1-78	1-78 to 6-79	6-79 to 12-79	12-79 to 6-80	6-80 to 3-81*	
3 TSA	1-77 to 1-78	1-78 to 6-80	6-80 to 12-80	12-80 to 3-81*		
4 TSA	9-77 to 9-78	9-78 to 6-79	6-79 to 12-79	12-79 to 6-80	6-80 to 3-81*	
5 TSA	9-77 to 9-78	9-78 to 6-80	6-80 to 12-80	12-80 to 3-81*		
6 TSA	9-78 to 9-79	9-79 to 6-80	6-80 to 12-80	12-80 to 3-81*		
7 TSA	9-78 to 9-79	9-79 to 3-81				
8 TSA	9-79 to 9-80	9-80 to 3-81				
9 PM	3-77 to 3-78	3-78 to 9-78	9-78 to 3-79	3-79 to 9-79	9-79 to 9-80	9-80 to 3-81*
10 NYC	6-77 to 6-78	6-78 to 9-78	9-78 to 3-79	3-79 to 9-79	9-79 to 9-80	9-80 to 3-81*
11 PM	11-77 to 11-78	11-78 to 12-78	12-78 to 6-79	6-79 to 12-79	12-79 to 12-80	12-80 to 3-81*
12 NYC	6-79 to 6-80	6-80 to 9-80	9-80 to 3-81			
<hr/>						
Control						
7th	9-78 to 9-79	9-79 to 6-80	6-80 to 12-80	12-80 to 3-81*		
8th	9-77 to 9-78	9-78 to 6-80	6-80 to 12-80	12-80 to 3-81*		

*Data was collected for these periods, but not shown in most of the analyses because the periods did not extend the entire 6 or 12 months.

CHART 2
OFFENSE SERIOUSNESS

Offense	La Revised Statutes
1. Homicide	14: 029 - 032
2. Rape	14: 041 - 043
3. Armed Robbery	14: 064
4. Aggravated Burglary	14: 060
5. Arson	14: 051 - 054
6. Simple Burglary	14: 062
7. Aggravated Assault and Battery	14: 034, 037
8. Simple Robbery	14: 065
9. Theft	14: 067
10. Criminal Property Damage	14: 055 - 056
11. Receiving Stolen Property	14: 069
12. Sexual Offenses	14: 076 - 089, 106
13. Against Law Enforcement Officers	14: 108 - 112
14. Weapons Offenses	14: 094 - 095
15. Simple Assault and Battery	14: 035, 036, 038
16. Criminal Mischief	14: 059
17. Criminal Trespass	14: 063
18. Disturbing the Peace	14: 103
19. Other Criminal Charges	
20. Possession of Drugs	
21. Municipal Offenses	
22. Status Offenses	
23. Juvenile in Victim	

next five, between one and 10 years; and the rest, less than one year. As a rough indicator of seriousness, the percentage of total offenses that are index offenses was taken.

The placement goals of the grant were approached similarly. Juveniles were divided into successful completions, unsuccessful terminations, and current participants. Indirect placements, those jobs the juveniles found without placement assistance, were distinguished from direct placements. The time periods for placements were divided into during the program, within one year after completion, and more than one-year after completion. Likewise, since Goal 3 distinguished those under 16 from those 16 and over, two age groups were identified. A participant is considered 16 and over if he reached his 16th birthday before termination from the program.

FINDINGS

Findings will be presented in three sections. First presented will be general descriptive characteristics of participants. Second, selected measures not related to grant goals will be analyzed. Third, analysis related to goal attainment will follow.

A. Descriptive Characteristics

Participant Enrollment by Section

Regardless of exit status, Table 1 denotes how many participants were enrolled in each pre-vocational guidance section. The majority of pre-vocational participants (76%) were students of TSA and the majority of comparison group participants (58%) were eighth graders. Pre-vocational and comparison group participants are almost evenly represented.

Exit Status

Overall, 246 of the 430 (57%) pre-voc participants successfully completed the program; 26 (6%) successfully completed one section, but terminated from a later one; 75 (17%) unsuccessfully completed the program; and, 19 (4%) were enrolled too late to complete the program. Table 2 shows the exit status of participants by section of pre-voc attended. Most of the unsuccessfully terminated cases, 22 in 78/79, 19 in 79/80, and 20 in 80/81, occurred in the 9-month TSA sections. The reasons for termination by section are shown in Table 3. As indicated, excessive absenteeism was the most

TABLE 1
PRE-VOCATIONAL GUIDANCE SECTIONS

Section	N	
Jan 78 - May 78 TSA	54	76%
Jan 78 - May 79 TSA	22	
Jan 78 - May 80 TSA	9	
Sept 78 - May 79 TSA	55	
Sept 78 - May 80 TSA	29	
Sept 79 - May 80 TSA	59	
Sept 79 - May 81 TSA	34	
Sept 80 - May 81 TSA	65	
Mar 78 - Aug 78 PM	35	24%
June 78 - Aug 78 NYC	28	
Dec 78 PM	14	
June 80 - Aug 80 NYC	18	
Restitution & Pre-Voc	8	
Total Pre-Voc	430	
7th grade comparison	186	(42%)
8th grade comparison	256	(58%)
Total Comparison	442	
Total	872	

TABLE 2

EXIT STATUS BY SECTION

	Successful	Current	Successful Terminations	Unsuccessful Terminations	Incomplete	Total
Jan 78 - May 78 TSA	48	0	0	6	0	54
Jan 78 - May 79 TSA	15	0	7	0	0	22
Jan 78 - May 80 TSA	7	1*	1	0	0	9
Sept 78 - May 79	32	0	0	22	1	55
Sept 78 - May 80 TSA	24	0	5	0	0	29
Sept 79 - May 80 TSA	37	0	0	19	3	59
Sept 79 - May 81 TSA	0	18	13	3	0	34
Sept 80 - May 81 TSA	0	45	0	20	0	65
Mar 78 - Aug 78 PM	35	0	0	0	0	35
June 78 - Aug 78 NYC	28	0	0	0	0	28
Dec 78 PM	0	0	0	1	13	14
June 80 - Aug 80 NYC	18	0	0	0	0	18
Restitution & Pre-Voc.	2	0	0	4	2	8
Total	246	64	26	75	19	430

*One pupil continued into the following school year.

TABLE 3

REASON FOR TERMINATION BY SECTION*

Section	Disruptive / Behavior Problem	Absenteeism	Incarceration** LTI/YSC	Maternity School	Moved from city	Transferred to other school	Dropped Out	Institutionalized	No Show	Total
Jan 78 - May 78 TSA	0	0	3	3	0	0	0	0	0	6
Jan 78 - May 79 TSA	0	0	1	0	2	1	1	1	0	6
Jan 78 - May 80 TSA	0	0	0	0	0	1	0	0	0	1
Sept 78 - May 79 TSA	2	0	1	1	1	2	13	2	0	22
Sept 78 - May 80 TSA	1	0	0	0	1	0	0	0	0	2
Sept 79 - May 80 TSA	6	7	0	0	0	3	0	1	2	19
Sept 79 - May 81 TSA	1	9	0	0	0	5	0	0	0	15
Sept 80 - May 81 TSA	2	9	0	0	0	9	0	0	0	20
Mar 78 - Aug 78 PM	0	0	0	0	0	0	0	0	0	0
June 78 - Aug 78 NYC	0	0	0	0	0	0	0	0	0	0
Dec 78 PM	0	0	0	0	0	0	0	0	0	0
June 80 - Aug 80 NYC	0	0	0	0	0	0	1	0	0	1
Restitution & Pre-Voc.	1	1	1	0	0	0	0	0	0	3
Total	13	26	6	4	4	21	15	4	2	95
%	14%	27%	6%	4%	4%	22%	16%	4%	2%	100%

*Combines all terminations-successful/terminations & unsuccessful terminations. 6 missing cases.

**LTI refers to La. Training Institute, and YSC, to the Youth Study Center.

common reason for terminations and occurs most frequently in the TSA classes. In fact, absenteeism combined with "dropped out" accounts for 43% of all terminations.

Arrest Characteristics

Of all 872 individuals making up both the pre-voc and the comparison groups, 187 (21%) had an eligible juvenile justice contact. Table 4 shows that of these, 51 (9%) of the comparison group had an eligible contact, while 136 (32%) of the pre-voc participants had one. Further, 41 other pre-voc participants had some form of police record, but were not counted as offenders either because the police record indicated victimization in a neglect or abuse case (7%), because of referral to agencies other than Juvenile Court (37%), because the only criminal offense occurred more than a year prior to program participation (54%), or some combination of these (2%). For the comparison group, the total number with police contacts ineligible included 41% for being victimized, 23% for outside referrals, and 36% for too early contacts. Of the eligible records, 43% of the pre-voc participants were arrested before the "before" period compared to only 17% of the comparison group. Thus, the pre-voc participants seem to be more likely than the comparison group to have had prior juvenile justice contact and to have had that contact earlier.

TABLE 4

REASONS FOR ELIMINATIONS OF ARREST RECORDS

	Total Record Eliminated		Partial Record Eliminated	
	Pre-Voc	Comparison	Pre-Voc	Comparison
Neglect/Abuse	3 (7%)	9 (41%)	2 (1%)	1 (2%)
Referred to Other Agencies	15 (37%)	5 (23%)	12 (9%)	8 (15%)
Criminal Offense More Than 12 Mos. before Entry	22 (54%)	8 (36%)	58 (43%)	9 (17%)
Combination of Criminal & Neglect/Abuse	1 (2%)	0 (0%)	4 (3%)	0 (0%)
Total	41 (100%)	22 (100%)	76 (56%)	18 (35%)
Total Records Counted			136 (100%)	51 (100%)

Age and Sex

The age and sex of the participants in each section of pre-voc and the comparison group also varied. Table 5 shows these variances. Overall, the pre-voc or experimental group, is almost two years older than the comparison group at entrance, approximately one and a half years older at exit, and is currently two years older. In both groups, male enrollment slightly exceeded female enrollment 54% to 46%. As might be expected in an alternative school such as Treme Street Academy, pre-voc participants were more likely to be overage for their grade level. This age factor may partly explain the earlier criminal involvement of those participants.

Source of Referral

The sources of referral of the pre-voc participants emphasize the alternative nature of TSA and St. Mark's. Table 6 reports the source of referral by section attended and indicates that 58% of the participants were referred by the criminal justice system, school, counseling, or other social service agency.

The Principal of TSA researched the cumulative records of 96 of the 99 students enrolled for some part of the 1980-1981 school year. Table 7 displays problems identified before enrollment at TSA by the referral source. A large proportion of participants referred from all sources, 83%, had a documented school problem in the cumulative record before coming to TSA.

TABLE 5
COMPARISON OF PRE-VOCATIONAL GUIDANCE AND
COMPARISON GROUP AGE & SEX

Section	Mean Age at Entry	Mean Age at Termination	Mean Current Age	% Male	% Female	N
Jan 78 - May 78 TSA	15.21	15.59	18.41	63%	37%	54
Jan 78 - May 79 TSA	14.08	15.34	17.27	73%	27%	22
Jan 78 - May 80 TSA	13.10	15.41	16.19	44%	56%	9
Sept 78 - May 79 TSA	14.83	15.39	17.35	49%	51%	55
Sept 78 - May 80 TSA	13.34	15.15	15.94	62%	38%	29
Sept 79 - May 80 TSA	14.44	15.06	15.93	45%	55%	58
Sept. 79 - May 81 TSA	13.26	14.93	14.72	65%	35%	34
Sept 80 - May 81 TSA	14.21	14.66	14.68	45%	55%	65
Mar 78 - Aug 78 PM	14.05	14.51	17.05	54%	46%	35
June 78 - Aug 78 NYC	15.64	15.81	18.38	64%	36%	28
Dec 78 PM	13.94	14.05	16.27	36%	64%	14
June 80 - Aug 80 NYC	16.28	16.45	17.05	35%	65%	17
Restitution & Pre-Voc.	15.20	15.85	16.69	75%	25%	8
Total Pre-Voc.	14.46	15.24	16.54	54%	46%	428*
7th Comparison	11.80	12.55	13.34	52%	48%	167
8th Comparison	12.94	14.58	15.38	55%	45%	234
Total Comparison	12.41	13.73	14.53	54%	46%	401*

*2 persons from Pre-Vocational Guidance have missing birthdates, 41 persons from comparison group have missing birthdates.

TABLE 6
SOURCE OF REFERRAL BY SECTION

Section	Youth Study Center	Probation Department	School Board	Neighborhood Youth Corps	Counseling Community Agency	St. Mark's TSA	Family Friends	Word of Mouth	Walk In	Media	Total
Jan 78 - May 78 TSA	0	0	0	0	0	52*	1	1	0	0	54
Jan 78 - May 79 TSA	0	2	0	0	2	6	2	3	7	0	22
Jan 78 - May 80 TSA	0	0	1	0	1	3	4	0	0	0	9
Sept 78 - May 79 TSA	4	5	4	0	8	2	7	11	10	3	54
Sept 78 - May 80 TSA	2	2	1	0	2	4	3	12	3	0	29
Sept 79 - May 80 TSA	0	1	4	0	5	4	6	36	1	0	57
Sept 79 - May 81 TSA	0	4	9	0	1	0	13	7	0	0	34
Sept 80 - May 81 TSA	0	9	7	0	4	0	39	0	0	6	65
Mar 78 - Aug 78 PM	0	0	0	4	5	26	0	0	0	0	35
June 78 - Aug 78 NYC	0	0	1	25	0	0	0	0	1	0	27
Dec 78 PM	0	0	0	0	13	0	1	0	0	0	14
June 80 - Aug 80 NYC	0	0	0	18	0	0	0	0	0	0	18
Restitution & Pre-Voc.	0	4	0	0	1	1	1	0	1	0	8
Total	6	27	27	47	42	98	77	71	22	9	426
Percentage	247 or 58%					179 or 42%					

*Current students at TSA when program began.
**4 missing cases.

TABLE 7

PROBLEMS NOTED IN CUMULATIVE RECORD BY
SOURCE OF REFERRAL

	Probation	School Board	Counseling Community Agency	Family/ Friend	Media	Total	
Expelled	0	1	1	3	0	5	83%
Disruptive Behavior/ Fights	5	1	0	4	1	11	
Non Attendance	4	0	2	16	1	23	
Class Cutting	2	0	0	6	0	8	
Low Skills	1	2	1	14	5	23	
Combination of Problems*	2	1	1	5	1	10	
No Problems	0	0	2	14	0	16	
Total	14	5	7	62	8	96	

*9 of these 10 participants' combination of problems included disruptive behavior/fighting.

B. Non-goal Measures

Academic Testing

The participants of TSA were given the California Test of Basic Skills and a vocational information test at the beginning and end of each school year; however, the tests were not given on a regular basis to the NYC and night participants. In fact, only 32 of the 95 participants in the night and NYC programs were given a pre-test and only one was given a post-test. CTBS scores in reading and math were reported in grade levels and the comparison was made only between scores in the first year of TSA attended. Students missing from the table include current students, those terminated before the post-test was given, and those enrolled after the pre-test was given.

In both reading and math, participants improved by slightly over one grade level in the first year at TSA. However, improvement in reading scores (55%) exceeded math scores (33%). The largest percentage changes in reading occurred during the 1979-1980 school year, while the largest percentage changes in math were recorded during the 1978-1979 school year.

Follow-up

In the spring of 1980, St. Mark's personnel conducted a survey of former students to determine current activities. Excluded from that survey were all current students and those who were to enroll the following year. (The appendix includes the report written by the

TABLE 8

TESTING INFORMATION

<u>Reading</u>	Total N	N	Mean Pre-test	N	Mean Post-Test	N	% Change
Jan 78 - May 78	54	51	4.53	43	5.31	41	+33%
Jan 78 - May 79	22	21	4.00	19	4.15	18	+16%
Jan 78 - May 80	9	8	3.70	8	4.13	7	+35%
Sept 78 - May 79	55	48	4.15	31	4.83	29	+33%
Sept 78 - May 80	29	27	3.55	27	4.40	25	+43%
Sept 79 - May 80	59	48	5.28	31	9.14	30	+107%
Sept 79 - May 81	34	33	3.11	24	4.90	24	+89%
Sept 80 - May 81	65	35	4.35	--	--	--	--
Restitution & Pre-Voc.	8	7	3.47	5	6.40	5	+131%
Total	335	278*	4.24	188*	5.55	179*	+55%
		(57 missing)		(147 missing)		(156 missing)	
<u>Math</u>	Total N	N	Mean Pre-test	N	Mean Post-Test	N	% Change
Jan 78 - May 78	54	53	4.89	43	5.81	42	+21%
Jan 78 - May 79	22	22	4.28	19	4.75	19	+21%
Jan 78 - May 80	9	9	4.28	8	4.78	8	+17%
Sept 78 - May 79	55	48	3.81	31	5.17	29	+52%
Sept 78 - May 80	29	28	3.64	27	4.80	26	+46%
Sept 79 - May 80	59	48	4.80	31	6.30	31	+36%
Sept 79 - May 81	34	32	3.65	22	4.54	22	+33%
Sept 80 - May 81	65	35	4.27	--	--	--	--
Restitution & Pre-Voc.	8	7	3.94	4	5.03	4	+20%
Total	335	282*	4.27	185	5.34	181	+33%
		(53 missing)		(150 missing)		(154 missing)	

St. Mark's staff.) Table 9 tabulates the activities of participants at last contact by section of pre-voc attended. Of all former participants, 83% were contacted, including over 90% of all TSA participants. Of those contacted, 76% were in school, working, combining the two, or in the Job Corps. Only 24% were involved in activities that had no direct bearing on improving future employability.

C. Goal Attainment

Goals 1 and 3 are discussed before Goal 2 because more time is devoted to the second goal as the primary impact measure.

GOAL 1 - Pre-Vocational Testing

The third year grant required improvement in vocational information test scores, with 50% of the participants showing a 50% improvement in scores, 70% showing a 30% improvement, 80% showing a 10% improvement, and no more than 20% showing less than a 10% improvement.

Table 10 reports the mean improvement in scores for all periods.

Unfortunately, pre-vocational test scores cannot be compared from year to year because different tests were used. In fact, in the first TSA section of pre-voc, the test used measured vocational interest more than vocational information. Nevertheless, the "improvement" in scores can be roughly compared from section to section.

Table 11 shows the breakdown by section of pre-voc attended by over 100% improvement, 50% improvement, 30% improvement, 10% improvement,

TABLE 9

FOLLOW-UP ACTIVITIES

	TSA Jan 78-May 78	TSA Jan 78-May 79	TSA Sept 78-May 79	PM Mar 78-Aug 78	NYC June 78-Aug 78	PM Dec 78	Total
In School/ Not Working	24	14	30	14	16	7	105
Working/Not in School	7	1	5	0	0	1	14
In School and Working	5	0	3	0	2	0	10
Job Corps	2	0	0	0	0	0	2
Not in School or Working	10	3	8	1	1	0	23
Incarcerated LTI/YSC	2	0	3	0	0	0	5
Mandeville/ Institutionalized	0	0	1	0	0	0	1
Pregnant/Family	2	0	1	1	0	0	4
Community Program	0	0	1	0	0	0	1
Runaway	0	0	1	0	0	0	1
Moved	0	2	2	1	0	0	5
Died	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total Contacted	53	20	55	17	19	8	172
Total N	54	22	55	35	28	14	208
% Contacted	98%	91%	100%	49%	68%	57%	83%

76%

TABLE 10

VOCATIONAL TESTING

	Total N	N	Pre-test Means	N	Post-test Means	N	Mean % Change
Jan 78 - May 78	54	50	0.47	30	0.80	28	+86%
Jan 78 - May 79	22	21	16.53	17	68.21	16	+344%
Jan 78 - May 80	9	8	13.13	6	42.45	6	+227%
Sept 78 - May 79	55	47	23.06	32	68.92	32	+218%
Sept 78 - May 80	29	26	18.65	26	63.92	25	+274%
Sept 79 - May 80	59	49	25.49	30	82.80	30	+284%
Sept 79 - May 81	34	31	25.13	25	93.76	24	+221%
Sept 80 - May 81	65	37	19.70	--	--	--	--
Restitution & Pre-Voc.	8	8	19.63	5	68.00	5	+1068%
Total	335	277		172		166	+255%

TABLE 11

VOCATIONAL TESTING PERCENTAGE IMPROVEMENT

	Total	N	Over 100%	At least 50%	At least 30%	At least 10%	Less Than 10%
Jan 78 - May 78	54	28	7 (25%)	19 (68%)	23 (82%)	26 (93%)	2 (7%)
Jan 78 - May 79	22	16	14 (88%)	16 (100%)	16 (100%)	16 (100%)	0 (0%)
Jan 78 - May 80	9	6	5 (83%)	5 (83%)	5 (83%)	6 (100%)	0 (0%)
Sept 78 - May 79	55	32	26 (81%)	30 (94%)	31 (97%)	31 (97%)	1 (3%)
Sept 78 - May 80	29	25	21 (84%)	24 (96%)	24 (96%)	24 (96%)	1 (4%)
Sept 79 - May 80	59	30	28 (93%)	28 (93%)	29 (97%)	29 (97%)	1 (3%)
Sept 79 - May 81	34	24	16 (67%)	19 (79%)	20 (83%)	21 (88%)	3 (12%)
Restitution & Pre-Voc.	8	5	3 (60%)	5 (100%)	5 (100%)	5 (100%)	0 (0%)
	<u>270</u>	<u>166</u>	<u>120 (72%)</u>	<u>146 (88%)</u>	<u>153 (92%)</u>	<u>158 (95%)</u>	<u>8 (5%)</u>

and less than 10% improvement. Every section of pre-voc, including those in 1980 for which the goal was written, exceeded this goal. Overall, 72% of the participants improved by over 100%, while between 88% and 95% improved from at least 50% to 10% and only 5% improved by less than 10%.

GOAL 3 - Placement

Goal 3 stated that 50% of the youths 16 years old and older would be placed in full or part-time jobs within one year of program completion and that 40% of those under 16 would be placed in temporary or part-time jobs during program participation.

Table 12 shows placements for those successfully completing the program under 16 years of age by the section of pre-voc attended and indicates that most sections achieved the placement goal. However, two recent sections, the 79/80 school year and the 79/80 and 80/81 school year participants failed to meet the stated goal. An additional analysis shown in Table 13 reveals that of those under 16 years, 21 were placed in either a temporary or permanent job within one year after program completion and 6 were placed in jobs more than a year after completion. Of the remainder, 20 had secured jobs on their own a year later and 13 had done so within two years.

For participants over 16 years of age the requirements were slightly different. Temporary placements were excluded and the time period was extended to one year after program completion. As

TABLE 12

DURING PROGRAM DIRECT PLACEMENTS FOR
SUCCESSFUL COMPLETIONS UNDER 16 YEARS OF AGE

	Full-time	Part-time	Temporary	No Placement	Total	% Placed
Jan 78 - May 78	0	0	22	13	35	63%
Jan 78 - May 79	1	3	17	3	20	80%
Jan 78 - May 80	0	1	2	3	6	50%
Sept 78 - May 79	0	8	12	8	25	68%
Sept 78 - May 80	2	6	9	9	23	57%
Sept 79 - May 80	6	0	1	26	33	21%
Sept 79 - May 81	2	1	1	8	12	33%
Mar 78 - Aug 78	0	2	7	22	30	27%
June 78 - Aug 78	11	3	2	4	18	78%
June 80 - Aug 80	10	0	0	0	10	100%
Restitution & Pre-Voc.	0	1	0	0	1	100%
Total	<u>32</u>	<u>25</u>	<u>73</u>	<u>96</u>	<u>213</u>	<u>54.9%</u>

TABLE 13
COMPARATIVE PERMANENT PLACEMENTS THROUGH FOLLOW-UP*

	Successful Completions Under 16	Successful Completions 16 & Over	Unsuccessful Terminations	Current
Total N	213 (100%)	59 (100%)	94 (100%)	63 (100%)
<u>Direct Placements</u>				
During Program Placed	57 (27%)	28 (47%)	10 (11%)	12 (19%)
One Year Later Placed	21 (10%)	6 (10%)	1 (1%)	-
Over One Year Later Placed	6 (3%)	1 (2%)	0 (0%)	-
<u>Indirect Placements</u>				
During Program Placed	0 (0%)	0 (0%)	2 (2%)	0 (0%)
One Year Later Placed	20 (9%)	16 (27%)	5 (5%)	-
Over One Year Later Placed	13 (6%)	6 (10%)	6 (6%)	-

*These are total figures not controlling for date of exit from program; therefore, equivalent proportions of participants may not be represented in each time period.

Table 14 indicates, although the percentage of permanent placements varied among sections, 52.5% of the participants in all over 16 years of age were placed within the first year following program completion. Further analysis (Table 13) reveals that 16 participants located jobs on their own within the first year of completion and 6 others found a job within the second year following completion.

Table 15 summarizes placements for current participants. Because the school year was not yet completed at the data cut-off date, these students were not included in earlier statistics. However, based on previous placement percentages, unless more jobs are found in the last 2½ months of school, the program will have difficulty meeting the goal requirement.

Unsuccessful terminations were also not included in earlier statistics. However, additional analysis indicates that only 20% of those were placed during program participation and only one participant placed one year of program completion and 6 secured employment within the second year. While it is difficult to determine causal relationships between program participation and the ability to locate jobs, this analysis suggests that successful participants are, on the whole, more likely to be employed after the program than non-successful participants.

TABLE 14

DURING PROGRAM AND AFTER ONE YEAR DIRECT PLACEMENT
FOR SUCCESSFUL COMPLETIONS 16 AND OVER

	<u>During</u>			<u>After</u>							
	Full-time	Part-time	Temporary	No Permanent Placements	% Total Placed	Full-time	Part-time	Temporary	No Permanent Placements	% Total Placed	
Jan 78-May 78	0	0	6	13	13	0%	1	2	0	13	23%
Jan 78-May 79	0	1	2	1	2	50%	0	0	2	2	0%
Jan 78-May 80	0	0	1	2	2	0%	0	0	2	2	0%
Sept 78-May 79	0	1	1	6	7	14%	0	0	7	7	0%
Sept 78-May 80	2	1	3	3	6	50%	0	0	6	6	0%
Sept 79-May 80	1	0	0	3	4	25%	0	0	4	4	0%
Sept 79-May 81	0	0	0	1	1	0%	0	0	1	1	0%
Mar 78-Aug 78	1	2	2	2	5	60%	1	0	4	5	20%
June 78-Aug 78	9	1	2	0	10	100%	1	1	8	10	20%
June 80-Aug 80	8	0	0	0	8	100%	0	0	8	8	0%
Restitution & Pre-Voc.	0	1	1	0	1	100%	0	0	1	1	0%
Total	21	7	18	31	59	47.5%	3	3	53	59	10.2%
Combined Total During & After		31		28	59	52.5%					

TABLE 15

DURING PROGRAM PLACEMENTS
CURRENT PARTICIPANTS

	Full-time	Part-time	Temporary	No Placement	Total	% Placed
Sept 79 - May 81	1	2	3	14	18	22%
Sept 80 - May 81	0	9	3	34	45	24%
Total	1	11	6	48	63	24%

GOAL 2 - Recidivism

As a juvenile delinquency prevention project, the major impact goal proposed to reduce conviction recidivism by 35%. Reduction of conviction recidivism was operationally defined in this evaluation as a reduction in the frequency of times offenders were found guilty of crimes following program completion. In addition, because of much missing data and in an effort to better understand the juvenile system process, arrest recidivism was also analyzed. Included in this analysis were all individuals arrested at least once in the before, during, or after program periods.

1. Offenses

Table 16 presents the numbers of participants arrested at each analyzed point and the type of crime with which they were charged. Only the most serious offense attributed to a juvenile during each period was included.

The most frequent offense for which juveniles were arrested was theft (usually shoplifting), followed by simple burglary. In almost all cases--for the comparison group as well as the pre-voc group--the majority of offenses were index offenses. Yet, for the pre-voc group the actual number of participants arrested declined through the follow-up period. On the other hand, for the comparison group the number arrested increased in the during period and decreased

TABLE 16

	PRE-VOC					COMPARISON		
	Before	During	After 6 Mos.	After 7-12 Mos.	After 13-24 Mos.	Before	During	After 6 Mos.
Homicide	1	1	1	0	1	0	0	0
Rape	1	0	0	0	0	0	0	0
Armed Robbery	1	2	0	3	0	0	0	0
Aggravated Burglary	1	1	0	0	0	0	1	1
Arson	0	0	0	0	0	0	0	0
Simple Burglary	18	12	10	4	3	0	0	0
Aggravated Assault & Battery	4	5	3	7	2	0	2	4
Simple Robbery	4	5	2	2	2	0	2	0
Theft	29	16	16	14	7	1	0	0
Criminal Property						11	18	7
Damage	0	0	1	0	1	0	0	1
Receiving Stolen								
Property	1	4	1	0	0	0	0	0
Sexual Offenses	2	0	0	1	0	0	0	0
Against Law						0	0	0
Enforcement Officers	1	0	0	0	0	0	0	0
Weapons Offenses	0	0	0	1	1	0	0	0
Simple Assault						0	1	0
and Battery	0	3	4	0	1	1	0	0
Criminal Mischief	0	2	0	0	0	0	0	0
Criminal Trespass	1	0	2	1	0	0	0	0
Disturbing						1	1	0
the Peace	0	1	0	2	0	1	1	0
Other Criminal								
Charges	1	1	2	0	0	0	0	0
Possession								
of Drugs	1	0	2	0	1	0	1	0
Municipal Offenses	0	0	1	1	0	0	1	0
Status Offenses						0	1	0
Total	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
% Index	87	54	47	36	19	15	30	14
% Index Property	72%	54%	68%	83%	79%	80%	80%	86%
% Index Violent	16%	24%	13%	33%	26%	7%	10%	7%

in the after period. Similarly, the seriousness of the offenses* for which arrested decreased for the pre-voc group during the first 6 months after program completion, but increased for the comparison group.

Table 17 provides a similar analysis for those offenses which resulted in convictions. These offenses show a decline in seriousness in the during period followed by an increase in seriousness in the after 6 months period for both the pre-voc and comparison group. However, there is so much missing that a conclusive analysis is impossible.

2. Offenses Per Offender

In order to compare the number of offenses per offender using before, during, and after program participation periods for each group, analyses were performed in three separate groupings. First, to contrast with the comparison group who has been "out" for 6 months, all pre-voc offenders who have been released for at least 6 months were included as contrast. Second, the comparison group was shown for the same periods. And third, the pre-voc participants who have been out of the program at least 12 months were presented with equal before and after periods of 12 months each. While this analysis could not standardize for during program participation lengths, overall comparisons can be made and are presented in

*Defined as the percentage of Index Offenses.

TABLE 17

	CONVICTION OFFENSES PRE-VOC					COMPARISON		
	Before	During	After 6 Mos.	After 7-12 Mos.	After 13-24 Mos.	Before	During	After 6 Mos.
Homicide	0	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0	0
Armed Robbery	2	0	0	0	0	0	0	0
Aggravated Burglary	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0
Simple Burglary	8	3	0	0	0	0	0	0
Aggravated Assault & Battery	0	0	3	0	0	0	1	2
Simple Robbery	2	3	0	3	0	0	0	0
Theft	11	3	2	0	0	0	1	0
Criminal Property Damage	0	5	4	5	2	1	4	1
Receiving Stolen Property	0	0	0	0	0	0	0	0
Sexual Offenses Against Law	2	5	1	0	2	0	1	0
Enforcement Officers Weapons Offenses	0	0	0	0	0	0	0	0
Simple Assault and Battery	0	0	0	0	0	0	0	0
Criminal Mischief	1	0	1	0	0	0	0	0
Criminal Trespass	0	0	0	0	0	0	0	0
Disturbing the Peace	1	0	0	0	0	0	0	0
Other Criminal Charges	0	0	0	0	0	0	0	0
Possession of Drugs	0	0	0	0	0	0	0	0
Municipal Offenses	1	0	1	0	0	0	0	0
Status Offenses	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0
% Index	28	16	12	8	4	1	7	3
% Index Property	82%	69%	75%	100%	50%	100%	86%	100%
% Index Violent	68%	50%	58%	62%	50%	100%	71%	100%
	14%	19%	17%	38%	0%	0%	14%	0%

Table 18.

- (1) The number of arrests per arrestee were greater for the comparison group in the 6 months following program completion than for pre-voc group; yet, the convictions of the pre-voc group were slightly higher for that period;
- (2) For all groups, the during program period proved to be the highest in ratio of arrests to arrestees, though not necessarily in convictions; and,
- (3) A comparison of the 12 months following program completion to the 12 months before program entry for the pre-vocational group showed an increase in both the number of arrests and arrestees, but only a slight variation in the number of convictions and of those convicted. Over the three periods, both arrest and conviction ratios were remarkably stable. All ratios, however, seem highest for this group.

3. Arrest and Conviction Frequency By Section

The frequency of arrests and convictions per month were analyzed controlling for the completion status of participants. Table 19 divided the frequencies by section of pre-voc attended, or for the comparison group by grade level. Much variability in frequency is evident among sections, partly because of the small number of arrestees in some sections. However, if those sections are examined in which ten or more arrestees were represented, several patterns emerge.

TABLE 18

NUMBER OF OFFENSES

<u>Pre-Voc Exit 6 Mos.</u>	<u>Before</u>		<u>During</u>		<u>After 6 Mos.</u>	
	Arrests	Convictions	Arrest	Convictions	Arrests	Convictions
Number of Offenses	86	26	78	17	53	12
Number of Offenders	53	21	44	15	44	11
Offense per Offender	1.6	1.2	1.8	1.1	1.2	1.1
Total N	114	105	114	107	114	105
<u>Comparison Exit 6 Mos.</u>						
Number of Offenses	16	1	46	9	19	3
Number of Offenders	15	1	30	7	14	3
Offense per Offender	1.1	1.0	1.5	1.3	1.4	1.0
Total N	51	51	51	51	51	51
<u>Pre-Voc Exit 12 Mos</u>						
	<u>Before</u>		<u>During</u>		<u>After 12 Mos.</u>	
	Arrests	Convictions	Arrests	Convictions	Arrests	Convictions
Number of Offenses	63	18	48	12	77	19
Number of Offenders	38	13	25	10	44	13
Offense per Offender	1.7	1.4	1.9	1.2	1.8	1.5
Total N	74	65	74	67	74	61

TABLE 19
MEAN ARREST AND CONVICTION FREQUENCIES BY SECTION

	N	Arrest					Conviction					Ages & Program Length			
		Before	During	After	After	After	Before	During	After	After	After	Entry Age	Current Age	Mos. in Program	Mos. out of Program
				6 Mos.	7-12 Mos.	13-24 Mos.			6 Mos.	7-12 Mos.	13-24 Mos.				
Successful Pre-Voc															
Jan 78-May 78	(22)	.076	.136	.129	.114	.023	.020	.050	.049	.029	.004	14.9	18.1	4.8	34
Jan 78-May 79	(12)	.049	.087	.056	.014	--	0	.012	.030	0	--	14.2	17.4	15.1	23
Jan 78-May 80	(5)	0	.065	.033	--	--	0	0	0	--	--	13.5	16.6	27.4	10
Sept 78-May 79	(9)	.037	.049	.031	.093	--	.037	.025	0	0	--	14.8	17.3	8.8	21
Sept 78-May 80	(13)	.045	.057	.077	--	--	.013	.020	.013	--	--	13.4	15.9	20.2	9
Sept 79-May 80	(13)	.026	.041	.064	--	--	0	0	.013	--	--	14.5	16.0	9.1	9
Sept 79-May 81	(11)	.032	.072	--	--	--	.008	0	--	--	--	13.4	14.8	--	--
Sept 80-May 81	(4)	.083	.083	--	--	--	.063	.042	--	--	--	14.4	14.9	--	--
Mar 78-Aug 78	(6)	.056	.056	.083	.028	.056	.028	.028	.028	.014		13.9	16.8	4.9	31
June 78-Aug 78	(5)	.017	0	.067	.200	.067	0	0	.033	.042	0	15.0	17.8	2.2	31
June 80-Aug 80	(1)	0	0	.167	--	--	0	0	0	--	--	15.6	16.4	2.0	7
Restitution & Pre-Voc.	(2)	.167	.056	.083	--	--	.083	0	0	--	--	15.3	16.9	9.0	9
Missing							5	4	7	6	7				
<u>Comparison</u>															
7th grade	(13)	.077	.034	.051	--	--	0	.009	0	--	--	12.5	14.0	9.0	10
8th grade	(38)	.020	.053	.066	--	--	.002	.010	.013	--	--	13.3	15.8	21.0	10
<u>Terminated Pre-Voc</u>															
Jan 78-May 78	(2)	.250	.600	0	0	0	--	--	0	0	0	15.4	18.7	4.4	34
Sept 78-May 79	(9)	.074	.022	.093	.037	.019	.048	0	0	0	0	15.3	17.8	3.4	27
Sept 79-May 80	(11)	.106	.049	.091	.155	.106	.030	0	.015	.079	.061	14.5	15.9	4.7	13
Sept 79-May 81	(1)	.093	0	--	--	--	.083	0	--	--	--	13.4	14.6	9.8	4
Sept 80-May 81	(5)	.067	.140	--	--	--	.017	0	--	--	--	14.2	14.7	3.9	2
Restitution & Pre-Voc.	(5)	.133	.120	0	.100	0	.083	.036	0	.050	0	15.2	16.6	7.3	10
Missing							4	3	2	0	1				

- (1) Both for the Jan. 78-May 78 and the Jan. 78-May 79 pre-voc participants, arrests increased sharply in the during period and decreased in the after period before ending at a lower level than that of 12 month before program entry. Although length of time in program varied for those two sections, ages at entry and at present were similar;
- (2) The Sept. 78-May 80 and Sept. 79-May 80 groups were at TSA at the same time the comparison group was in regular school. Both the 8th grade comparison group and the Sept. 78-May 80 pre-voc group showed the steady increase in frequency of arrests until 6 months after program completion, even though the comparison group frequency was lower at each point. They also had similar ages at entry and at present;
- (3) The Sept. 79-May 80 pre-voc group also showed the same increase at each level, while the 7th grade comparison group differed. For that group, arrest frequency decreased in the during period and increased again 6 months after program completion, but not to a level as high as in the before period. This group was almost two years younger than its TSA counterpart; and,

(4) Conviction recidivism seemed more erratic due perhaps to the large amount of missing data among pre-voc participants. Nevertheless, the first two sections of pre-voc do seem to have been convicted more frequently than other groups.

4. Overall Arrest and Conviction Frequency

Table 20 combines the sections of pre-voc and the comparison group controlling for exit status. In both the successful pre-voc group and the comparison group, the percentage of participants arrested increased in the during period and began to decline in the after period. However, the mean frequency of arrests increased until at least 24 months after program completion. Thus, although fewer offenders were being arrested, they were doing so more often. For example, 10% of the successful pre-voc participants were arrested more than once a year in the before period; in the after 6 months period that percentage had increased to 40%. The unsuccessful pre-voc participants are the only group that showed a clear decline in arrests. However, the number of participants involved became very small for some of the later periods. Interestingly, from before program participation to 6 months after program completion, mean frequency of arrest for the pre-voc group increased by 72%, while the mean frequency of the comparison group increased by 10% more, or 82%.

TABLE 20

ARREST FREQUENCIES*

	Before	During	After 6 Mos.	After 7 to 12 Mos.	After 13 to 24 Mos.
<u>Successful Pre-Voc Participants</u>					
No arrests (0)	58 (62%)	52 (56%)	53 (60%)	35 (64%)	27 (73%)
Arrested Once a Year or Less (.001 to .083)	26 (28%)	13 (14%)	0	0	7 (19%)
Arrested Between One & Three Times a Year (.084 to .250)	8 (9%)	21 (23%)	29 (33%)	12 (22%)	3 (8%)
Arrested Between Three & Six Times a Year (.251 to .500)	1 (1%)	4 (4%)	6 (7%)	7 (13%)	0
Arrested Between Six & Twelve Times a Year (.501 to 1.00)	0	3 (3%)	0	1 (2%)	0
Total N	93 (100%)	93 (100%)	88 (100%)	55 (100%)	37 (100%)
Median	0	0	0	0	0
Mean	.046	.077	.079	.091	.034
Standard Deviation	.075	.142	.110	.143	.066
Mean Change from Before		+67%	+72%	+98%	-26%
<u>Unsuccessful Pre-Voc Participants</u>					
No Arrests (0)	10 (30%)	23 (70%)	17 (65%)	14 (74%)	8 (80%)
Arrested Once a Year or Less (.001 to .083)	11 (33%)	0	0	0	2 (20%)
Arrested Between One & Three Times a Year (.084 to .250)	10 (30%)	7 (21%)	7 (27%)	2 (11%)	0
Arrested Between Three & Six Times a Year (.251 to .500)	2 (6%)	2 (6%)	2 (8%)	3 (16%)	0
Arrested Between Six & Twelve Times a Year (.501 to 1.00)	0	1 (3%)	0	0	0
Total N	33 (100%)	33 (100%)	26 (100%)	19 (100%)	10 (100%)
Median	.083	0	0	0	0
Mean	.104	.098	.071	.088	.017
Standard Deviation	.096	.204	.107	.170	.035
Mean Change from Before		-6%	-32%	-15%	-84%
<u>Comparison Group</u>					
No Arrests (0)	36 (71%)	21 (41%)	37 (73%)	--	--
Arrested Once a Year or Less (.001 to .083)	13 (26%)	19 (37%)	0	--	--
Arrested Between One & Three Times a Year (.084 to .250)	1 (2%)	9 (18%)	11 (22%)	--	--
Arrested Between Three & Six Times a Year (.251 to .500)	1 (2%)	2 (4%)	2 (4%)	--	--
Arrested Between Six & Twelve Times a Year (.501 to 1.00)	0	0	1 (2%)	--	--
Total N	51 (100%)	51 (100%)	51 (100%)	--	--
Median	0	.048	0	--	--
Mean	.034	.048	.062	--	--
Standard Deviation	.078	.065	.125	--	--
Mean Change from Before		+41%	+82%	--	--

*For easier visualization, these figures are described in terms of a year, although originally calculated on a monthly basis.

CONTINUED

1 OF 2

As Table 21 indicates, average conviction frequency increased for both the comparison (400%) and successful pre-voc groups (64%) from before program participation to 6 months after program completion. However, as with arrest frequency, the standard deviations often exceeded the means, making an interpretation difficult. The percentage of arrestees who were convicted increased in the during period and decreased afterwards for both successful pre-voc and comparison group participants. The unsuccessful pre-voc participants also replicate their pattern of arrests in the decrease in percentage convicted and in frequency of convictions. As expected, the numbers of these participants convicted are smaller than of those arrested.

5. Goal Attainment Arrest and Conviction Recidivism

In measuring goal attainment for the pre-voc group, only successful participants who have completed the program for at least 12 months were considered. In Table 22, arrest and conviction frequency were compared twelve months before the program and twelve months after the program. In this analysis, a clearer trend emerged when the same individuals were studied for all periods. Both in percentage arrested and convicted and in mean frequency of arrest and convictions, juvenile justice contact actually increased into the after period. However, the earlier analysis with the comparison group (see Tables 16 & 17) introduced the possibility

TABLE 21
CONVICTION FREQUENCIES

	Before	During	After 6 Mos.	After 7 to 12 Mos.	After 13 to 24 Mos.
<u>Successful Pre-Voc Participants</u>					
No Convictions (0)					
Convicted Once a Year or Less (.001 to .083)	77 (88%)	75 (84%)	71 (88%)	45 (82%)	33 (94%)
Convicted Between One & Three Times a Year (.084 to .250)	8 (9%)	7 (8%)	0	0	2 (6%)
Convicted Between Three & Six Times a Year (.251 to .500)	3 (3%)	6 (7%)	8 (11%)	3 (6%)	0
Convicted Between Six & Twelve Times a Year (.501 to 1.00)	0	1 (1%)	1 (1%)	1 (2%)	0
Total N	88 (100%)	89 (100%)	81 (100%)	49 (100%)	35 (100%)
Median	0	0	0	0	0
Mean	.014	.020	.023	.017	.005
Standard Deviation	0	0	0	0	0
Mean Change From Before	.040	.060	.063	.061	.020
		+43%	+64%	+21%	-64%
<u>Unsuccessful Pre-Voc Participants</u>					
No Convictions (0)					
Convicted Once a Year or Less (.001 to .083)	16 (55%)	29 (97%)	23 (96%)	17 (80%)	9 (100%)
Convicted Between One & Three Times a Year (.084 to .250)	11 (38%)	0	0	0	0
Convicted Between Three & Six Times a Year (.251 to .500)	2 (7%)	1 (3%)	1 (4%)	1 (5%)	0
Convicted Between Six & Twelve Times a Year (.501 to 1.00)	0	0	0	0	0
Total N	29 (100%)	30 (100%)	24 (100%)	19 (100%)	9 (100%)
Median	0	0	0	0	0
Mean	.043	.006	.007	.035	0
Standard Deviation	.053	.033	.034	.119	0
Mean Change From Before		-86%	-84%	-18%	-100%
<u>Comparison Group</u>					
No Convictions (0)					
Convicted Once a Year or Less (.001 to .083)	50 (98%)	44 (86%)	48 (94%)	--	--
Convicted Between One & Three Times a Year (.084 to .250)	1 (2%)	5 (10%)	0	--	--
Convicted Between Three & Six Times a Year (.251 to .500)	0	2 (4%)	3 (6%)	--	--
Convicted Between Six & Twelve Times a Year (.501 to 1.00)	0	0	0	--	--
Total N	51 (100%)	51 (100%)	51 (100%)	--	--
Median	0	0	0	--	--
Mean	.002	.010	.010	--	--
Standard Deviation	0	0	0	--	--
Mean Change from Before	.012	.028	.040	--	--
		+400%	+400%	--	--

*N's decrease with time because fewer participants have been released in the later periods.

TABLE 22

GOAL ATTAINMENT

ARREST AND CONVICTION FREQUENCY
SUCCESSFUL PRE-VOC PARTICIPANTS WITH AT LEAST 12 MOS.
REMOVED FROM PROGRAM

<u>Arrests</u>	Before	During	After
Mean Frequency	0.055	0.088	0.089
Standard Deviation	0.081	0.177	0.099
Relevant N	55	55	55
% of arrestees arrested	45%	33%	62%
Mean frequency change from before	--	+60%	+62%
<u>Convictions</u>			
Mean Frequency	0.017	0.030	0.027
Standard Deviation	0.049	0.077	0.056
Relevant N	50	51	44
% of arrestees convicted	14%	18%	23%
Mean Frequency change from before	--	+76%	+59%
Missing	5	4	11

that that the increase might have been even greater without program involvement.

6. Recidivist Patterns

The final recidivism analysis examined the pattern of arrest-re-arrest and conviction-re-conviction for successful pre-voc and comparison group students before, during, and six months after program completion. Data on successful pre-vocational participants were also provided at 12 months before, during, and 12 months after program completion. Table 23 presents this data.

- (1) The first three patterns of arrests and convictions, although not recidivists, are individuals who were arrested or convicted for the first time after program involvement. This group is proportionally larger for the comparison group for arrests and, especially so, for convictions.
- (2) The second group are the non-recidivists, those who did not repeat their arrests or convictions in the during or after periods. For arrests, this proportion is larger for both periods of pre-voc participants than for the comparison group. However, for convictions only the 6 month follow-up group of pre-voc participants is proportionally larger than the comparison group.

TABLE 23

SUCCESSFUL PRE-VOC & COMPARISON GROUP
PATTERN OF ARREST & CONVICTION RECIDIVISM

<u>Arrest</u>	Pre-Voc after 12 mos.		Pre-Voc after 6 mos.		Comparison after 6 mos.	
Only arrest during	3	] 51%	16	] 52%	18	] 66%
Only arrest after	16		15		6	
Arrests during and after	7		7		5	
Only arrest before	10	20%	17	23%	6	14%
Arrests before and during	4	] 29%	5	] 25%	6	] 20%
Arrests before and after	7		5		2	
Arrests all periods	4		8		1	
Total*	51	100%	73	100%	44	100%
<u>Conviction</u>						
Only conviction during	4	] 61%	8	] 58%	7	] 91%
Only conviction after	7		7		3	
Convictions during and after	0		0		0	
Only conviction before	1	6%	4	15%	1	9%
Convictions before & during	3	] 33%	4	] 27%	0	] 0%
Convictions before & after	1		1		0	
Convictions all periods	2		2		0	
Total*	18	100%	26	100%	11	100%

*26 persons were not arrested in 11 periods, 109 persons were not convicted in these periods.

At 12 months after program completion, the pre-voc group has the smallest proportion of non-recidivists.

- (3) The third group consists of the true recidivists, those who repeated before period arrests during and/or after program involvement. For both periods of arrest and conviction, the pre-voc group is proportionally larger.

In summary, the data indicated that the comparison group was more likely to be arrested or convicted for the first time after program involvement, but, having been arrested or convicted more frequently before the program, the pre-voc group was more likely to be arrested or convicted for the second time after program involvement. As pointed out in the general arrest characteristics, findings such as these indicating earlier criminal involvement by pre-voc participants may reflect the fact that the pre-voc group is approximately 1½ years older than the comparison group at termination.

D. Regression Analysis

A multiple regression analysis was done using both the pre-voc and comparison group to identify those factors most associated with the criminal justice contacts. First, both groups in combination were analyzed to ascertain if any factors, such as age at entry, age at exit, sex, length of time in the program, previous arrests or convictions predicted frequency of arrest or conviction at the

before, during or after 6 months period. The only period having a multiple correlation coefficient (R^2) greater than 15% occurred in the arrests after 6 months period. (The multiple correlation coefficient can be defined as the proportion of variance accounted for by the combined linear influence of the independent variables.) The multiple regression analysis was done stepwise with the independent variable explaining most of the variance entered first, the variable explaining the next highest variance combined with the first entered second, and so on. Table 24 illustrates this ranking of the independent variables most useful in explaining arrest frequency after 6 months, but ranked in terms of importance and showing the cumulative proportion of variance explained by each additional variable entered.

Table 24

Total Population Pre-Voc and Comparison Group Arrest Frequency After 6 Months

	R ²	B
V1 Arrest frequency during	.246	.43
V2 Arrest frequency before	.282	.26
V3 Sex (1 if male, 0 if female)	.284	.59 ⁻²
V 4 Age at termination in years	.285	.77 ⁻³
Constant		-.90 ⁻²

Thus, 28.5% of the variance could be accounted for by the four variables of arrest frequency during, arrest frequency before, sex, and age at termination. However, 24.6% was explained by the frequency of arrests during the program alone.

The constant and B (unstandardized regression coefficient) can be used to set up a prediction equation for the frequency of arrests after 6 months. That equation would be:

$$\text{Arrest frequency after 6 months} = -.90^{-2} + (.43(V1) + .26(V2) + .59^{-2}(V3) + .77^{-3}(V4))$$

As can be seen by the small sizes of the sex and age coefficients, arrest frequency after the program was best explained by the individuals previous arrest history.

A similar analysis (not shown) was computed keeping the pre-voc group and the comparison group separate. Results were similar for the pre-voc group--only the variance of arrests after six months was explained at over 15% ($R^2=.40$) by the explanatory variables but no analysis of any period resulted in a multiple correlation of over 15% for the comparison group.

A final analysis was run on the pre-vocational participants alone. Programmatic variables such as the number of placements and pre-post test scores were added and the analysis was extended to include 6 months and 12 months after program completion. Only

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The constant and B (unstandardized regression coefficient) can be used to set up a prediction equation for the frequency of arrests after 6 months. That equation would be:

$$\begin{aligned} \text{Arrest frequency after 6 months} &= -.90^{-2} + (.43(V1) \\ &+ .26(V2) + .59^{-2}(V3) + .77^{-3}(V4) \end{aligned}$$

As can be seen by the small sizes of the sex and age coefficients, arrest frequency after the program was best explained by the individuals previous arrest history.

A similar analysis (not shown) was computed keeping the pre-voc group and the comparison group separate. Results were similar for the pre-voc group--only the variance of arrests after six months was explained at over 15% ($R^2=.40$) by the explanatory variables but no analysis of any period resulted in a multiple correlation of over 15% for the comparison group.

A final analysis was run on the pre-vocational participants alone. Programmatic variables such as the number of placements and pre-post test scores were added and the analysis was extended to include 6 months and 12 months after program completion. Only

the variance of three periods was explained at over 15%, the arrests frequencies after 6 months, and arrest and conviction frequencies after 12 months.

Tables 25 through 27 show that previous histories account for more of the variance in after program arrests and convictions than any other measured factor (16% to 40%). However, from 0.7% to 4.5% of the variance was accounted for by some programmatic variables.

TABLE 25

Pre-Voc Group-Arrest Frequencies After 6 Months

	R ²	B
V1 Arrest Frequency During	.316	.35
V2 Arrest Frequency Before	.407	.41
V3 Sex	.422	.21 ⁻¹
V4 Indirect Placements 1 Year After	.427	-.94 ⁻²
V5 Direct Placements During Program	.427	-.29 ⁻²
V6 Months in Program	.429	.33 ⁻³
V7 Post-test Math Score	.429	-.82 ⁻³
V8 Post-test Reading Score	.429	.49 ⁻³
V9 Age at Termination in Years	.429	-.15 ⁻²
V10 Direct Placements 1 Year Later	.429	-.25 ⁻²
Constant		.194 ⁻¹

TABLE 26

PRE-VOC GROUP-ARREST FREQUENCY AFTER 12 MONTHS

	R ²	B
V1 Arrest frequency before	.150	.48
V2 Arrest frequency during	.260	.26
V3 Months in program	.275	.15 ⁻²
V4 Sex	.277	.84 ⁻²
V5 Post-test math scores	.279	.28 ⁻²
V6 Direct placements during program	.280	.24 ⁻²
V7 Direct placements 1 year later	.281	-.74 ⁻²
V8 Age at termination in years	.282	.22 ⁻²
V9 Post-test reading scores	.282	-.51 ⁻³
Constant		-.554

TABLE 27

PRE-VOC GROUP CONVICTION FREQUENCY AFTER 12 MONTHS

	R ²	B
V1 Conviction Frequency Before	.162	.42
V2 Months in Program	.174	-.66 ⁻³
V3 Indirect Placements 1 Year Later	.181	-.67 ⁻²
V4 Post-test Reading Scores	.189	-.17 ⁻²
V5 Post-test Math Scores	.198	.24 ⁻²
V6 Direct Placements 1 Year Later	.202	-.79 ⁻²
V7 Conviction Frequency During	.206	-.51 ⁻¹
V8 Sex	.209	.33 ⁻²
V9 Direct Placements During Program	.210	.15 ⁻²
V10 Age at Termination in Years	.210	-.55 ⁻³
Constant		.173 ⁻¹

SUMMARY OF FINDINGS

The findings of the Pre-Vocational Guidance Program final evaluation can be briefly stated. Over the 39 month evaluation period, 430 students participated in the program, 246 of whom had successfully completed the course by March 1981. Excessive absenteeism and dropping out dominated other reasons for termination. Over three-fourths of the participants were students of Treme Street Academy and over half were referred from a criminal justice, school, or social work agency. Further, fully 83% of the current participants were found to have had a school problem, either in performance or behavior, documented in their cumulative school record before coming to TSA.

A comparison group, made of 7th and 8th grade students from an area junior high which was a major source of TSA referrals, was chosen to contrast with the pre-voc participants. The pre-voc group was found to be approximately 2 years older than the comparison group at program entrance and 1½ years older at the time of exit. Also, the pre-voc group had a longer history of police contacts than the comparison group, and more frequent arrests throughout analyzed periods as well.

An academic follow-up of participants indicated that after completion of one year of the TSA curriculum most students had reached the fifth grade level in both reading and math. These levels were measured by achievement test scores and represented an improvement of one grade level over entry. In the spring of 1980, a follow-up survey

of former pre-voc participants found that 76% were engaged in school or work-related activities.

The grant specified two goals related to vocational testing and placement. The program met the first goal, with 72% of the participants achieving over a 100% improvement in the vocational information tests and only 5% showing less than a 10% improvement. Furthermore, the project met its placement goal by finding jobs for 55% of those successful participants under 16 during the program and 53% of those 16 and over within a year of program completion.

The major impact goal of reducing conviction recidivism was more difficult to assess. Six months after program completion the average arrests per arrestee were slightly higher for the comparison group, but the number of convictions per arrestee were higher for the pre-voc group. Also, six months after program completion the pre-voc group's mean frequency of arrests per month had increased by 72%, which the comparison groups had increased by 82%. In the same period, the mean frequency of convictions increased by 400% for the comparison group, but only by 64% for the pre-voc group. Overall, however, average monthly frequencies in both arrests and convictions are larger for the pre-voc group.

A study of the recidivist patterns for the two groups showed that the comparison group was more often arrested or convicted for the first time after "program involvement," but that the pre-voc group, having

had more arrests and convictions before the program, was more likely to repeat these contacts after program involvement. As a final determination of the recidivism goal, only successful pre-voc participants who had completed the program for at least a year were studied. This analysis revealed that a larger proportion were arrested and convicted 12 months after program participation than before and that the mean monthly frequency of both arrests and convictions had increased by approximately 60%.

Finally, a multiple regression analysis was done to determine how programmatic variables such as pre-post test scores and job placements affected after-program arrests and convictions. Although most programmatic factors had a slightly positive effect, by far the best predictors of after-program arrest and conviction frequencies were earlier criminal histories.

In summary, participation in the program cannot be said to have reduced delinquency in participants. However, comparison group findings indicate the possibility that juvenile justice contacts would have been even higher without program intervention, although, age differences between the two groups make any conclusions tentative at best.

OTHER STUDIES

Several studies have pointed out the developmental or age-based nature of most delinquency. In 1980, the Office of Juvenile Justice and Delinquency Prevention published A National Assessment of Serious Juvenile Crime and the Juvenile Justice System: The Need for a Rational Response. In Volume II (p. 148-157) of that document, UCR data are used to correlate age of offenders and type of offense. Index crimes were found to increase sharply between the ages of 11 and 15, to peak at 16, and to then begin a downward trend. This trend was especially true for index property crimes. On the other hand, non-index and violent crimes continued rising through 17 years of age.

Another study, "Argot, Symbolic Deviance and Subcultural Delinquency," by Paul Lerman came to similar conclusions through an analysis of the use of specialized criminal vocabularies, or argot. He found argot related to both self-reported and official delinquency and concluded, "From a developmental perspective, the learning of argot appears to begin slowly at 10 or 11 years of age, increases in the years immediately preceding adolescence, and shows the greatest growth spurt during middle adolescence (14-15), the years of full participation." Based on these findings, the increase in delinquency of both pre-voc and comparison group at ages 12 through 15 is to be expected.

Correspondingly, a similar program given to older adolescents might show more success. In fact, of the 5 vocational programs reviewed by Dixon and Wright (p. 17-19) using adolescents beginning at age 15 or 16 and using official police or court records of delinquency as outcome measures, two showed positive outcomes. Of the 4 done with younger adolescents, only one showed a reduction in court records filed, and that study is not really comparable because it used 14-16 year old dropouts.

The links between school, employment, and delinquency have not been clearly specified. In 1964, Palmore and Hammond found that success in school blunted forces such as family or neighborhood deviance that might lead to delinquency in the children of welfare families: "Thus, school success seems to play a compensating role, protecting persons from the impact of a surrounding force than other wise encourages delinquency Similarly, school failure can be conceived of as another barrier to legitimate opportunity." (p. 850, 852) Later, Knox discovered that delinquents are more likely to see the educational and occupational avenue to success as closed to them than are non-delinquents. Both studies, based on opportunity theory, view schools as "gatekeepers" to larger adult success.

Another view of the relationship between schools and delinquency can be based on psychoanalytic theory. Martin Gold describes, "The theory proposes that delinquent behavior is a manifestation of a psychological defense against threats to self-esteem and a substantial part of those threats originate in school experience." (p. 290)

Both opportunity and psychoanalytic theories assume that school failure leads to delinquency. However, focusing on an outcome also found in this report, that delinquency often declines after leaving school, Elliott and Voss specified a different causal link. They observed, "delinquency increases the probability of dropout, which in turn decreases the probability of delinquency." (p. 128) Thus, in this formulation, it is delinquency that leads to school failure and not the other way around. In the long run, however, most researchers agree that dropping out contributes to adult criminality because of the frustration of career plans. (Higgins, p. 217)

No studies have yet clearly shown a relationship between unemployment and recidivism for adolescents (Standards and Goals, p. 136), although post-release earnings and employment have been negatively related to recidivism for adults on parole. (Glaser, p. 21). Yet, a study done in England and Wales (Glaser, p. 16) found juvenile arrests more related to mean income than to unemployment rates.

Although the precise connections between delinquency, school, and work have not been agreed upon, enough evidence exists to state that school success is particularly related to decreased delinquency in youth. The connection between delinquency and employment is more tenuous, but no evidence suggests that working actually contributes to delinquency. If nothing else, working increases total family income and expands the adolescent's network of adult role models.

CONCLUSIONS AND RECOMMENDATIONS

While the program failed to reduce conviction or arrest recidivism in spite of the success of the vocational instruction and placement components, other studies, as well as the use of the comparison group, suggest that the age of the participants may have contributed to this failure. Unfortunately, enough time has not elapsed to track most participants into young adulthood to determine the long-term effectiveness of pre-vocational guidance on reduced criminality.

However, school success has repeatedly been shown to be negatively related to delinquency. It is recommended, therefore, especially in view of budget restrictions, that St. Mark's Community Center emphasize the purely educational aspects of the TSA over other components. Although probably doing no harm to this age group, vocational guidance may be a more effective technique with older teenagers. The learning of basic skills, however, cannot be delayed. Research has suggested that increased employability and decreased criminality will more likely follow from adequate educational performance.

Because the program underwent a number of changes in both vocational testing and numbers placed, and because many participants attended more than one section of pre-voc, no conclusions about "best" sections for reducing delinquency can be made. Math and reading achievement tests were given more consistently, but outside the purview of the pre-vocational program.

The comparison group has clarified to some extent the nature of the St. Mark's student body. Thirty-two percent of the pre-voc participants, as compared to 12% of the regular students, had a counted arrest record. Further, a higher proportion of the St. Mark's group had an arrest that was not counted in analyzing recidivism because it occurred more than a year before program entry. While some of these differences may be due to the younger age of the comparison group, it is possible that St. Mark's is dealing with a student population proportionally more delinquent than the average. If reduction of delinquency remains a goal of St. Mark's, it should be reduced to a more realistic level.

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APPENDIX A

COST

The included table represents the costs of the Pre-Vocational Guidance Program over three years of operation at St. Mark's. Dividing the total expenditures of \$143,333 by the total population of 430 participants equals \$333.33 per participant. Assuming that all 64 students enrolled on March 15, 1981, would have completed the program by June 1, 1981, and adding that number to the already 246 successful participants sums to 310 successful completions. Dividing the total expenditures by that number costs out at \$462.36 per successful completion over three years of operation.

CRIMINAL JUSTICE COORDINATING COUNCIL
 1215 PRYTANIA STREET, SUITE 418
 NEW ORLEANS, LOUISIANA 70130

Grant Title: St. Mark's Community Center Pre-Vocational Guidance Program

Grant Number: 78-J9-9.1-0087, 79-J9-J.3-0118 and 80-J9- J.3-0079
 Period Covered:

Date Report: 7/31/81
 Prepared:

Item	TOTAL GRANT FUNDS			LEAA CASH ONLY		
	Amount Budgeted	Total Expenditures	Balance	Amount Budgeted	Total Expenditures	Balance
Personnel	111,849.00	111,090.00	759.00	102,866.00	102,652.00	214.00
Fringe	11,002.00	10,835.00	167.00	9,902.00	9,902.00	0
Travel	1,630.00	1,509.00	121.00	1,467.00	1,467.00	0
Equipment	-0-	-0-	-0-	-0-	-0-	0
Supplies	7,072.00	7,905.00	833.00	6,365.00	6,365.00	0
Contractual	6,921.00	6,921.00	-0-	6,339.00	6,339.00	0
Construction	-0-	-0-	-0-	-0-	-0-	0
Other Direct	5,973.00	5,073.00	-0-	4,566.00	4,566.00	0
Indirect	-0-	-0-	-0-	-0-	-0-	0
TOTAL	143,547.00	143,333.00	214.00	131,505.00	131,291.00	214.00

Note: Total grant funds includes both LEAA cash and match funds provided by St. Mark's Community Center. Amounts based on unaudited final fiscal reports prepared by St. Mark's Community Center.

APPENDIX B

WORKSHOP WAY

"WORKSHOP WAY"

Philosophy and Psychology

"The ultimate aim of the "Workshop Way" is to consolidate the personality, so each individual can move towards the fullness of humanity, which will enable him to live a rich life himself, and also to be able to do his part in making society a better one for all mankind."

The "Workshop Way" stresses that man experiences happiness best when intellect and will function well. It is in man's striving to satisfy his desire for knowledge that he gains power of human growth and development. But in order for the striving to be sustained, man must know that he knows. He must believe in himself as a learner.

Since children have individual differences, the ability to learn will come to each child at different times along the way. Each element of the system has its particular role to play in bringing about the learning conditions which make a sound setting for effective instructional activities.

The "Workshop Way" schedule is a series of independent tasks which take the children to every part of the classroom during the course of the day. The pupils know the organization of the physical elements in the classroom to the extent that if the teacher failed to show up, they could follow the schedule for the day without her. The classroom is totally pupil-oriented. The pupils perform according to their present individual "conditions" for learning.

Such workshop schedules set up for self-directed study on any level could prevent students from becoming victims of poor teaching. Much teaching-learning happens through pupil-pupil and through the independent performance of tasks.

St. Marks Treme Street Academy offers a tremendous outpouring of hope for the future to students that come to its doorsteps.

The administration and faculty realistically accept the present behavior of the students and project to them and outsiders their firm belief that human beings have dignity, value, and tremendous potential.

The administration and faculty speak well of their students, so success will be inevitable. Students are learning that they are intellectually safe in this school, so their willingness to cooperate will continue to grow and be witnessed by their attendance and their personal and academic growth.

Workshop Way is a system of education whose primary goal is to bring about human development. It is a system where things are not left to chance. The system is comprised of six elements. St. Marks Treme Street Academy, through in-service and staff work during the summer of 1980, taught its staff members how to implement these elements.

Physical Organization of the Classroom

The workshop schedule of tasks is a tool of management for the daily handling of life situations. It is organized by the teacher and given to the students for their own management and creativity. Classrooms contain this schedule of tasks, and teacher preparation of materials are most evident. Rooms reflect outer order, materials are labeled and available for students' immediate use. Students, for the most part, work independently of the teacher. They are able to manage and control their work load with ease and security. Students take an active part in maintaining the order of the room-- they take care of their classrooms. The students show confidence in being able to begin and continue at their own pace in the doing of the schedule.

The growth on the part of the teacher to create an environment of management is evidenced by the way students work at finishing their work. For the most part, teachers are able to teach small groups or individuals while the rest of the class work on their tasks. There is a definite atmosphere of "I have work to do;" "I can manage and handle my area;" "I can do it!"

Social Organization of the Classroom

This element provides an environment of intellectual safety. Students begin to believe that they are capable human beings who are intellectually safe with the teacher and with other students.

The Workshop Way system creates an environment in which five freedoms operate:

Freedom from fear--students grow in the knowledge that their teacher trusts them and will try to treat them with dignity. The other freedoms of movement, choice, position and conversation are needed for the doing and management of the Workshop Way schedule.

Self-Concept Vocabulary Project

This element provides a daily opportunity for students to handle their life and to deepen the human skills of initiative, responsibility, choice and interpersonal relationships. This procedure takes place during the first half hour of school. Every classroom starts with the above element. Students are actively and responsibly involved with the homework project. Teacher handling is very good. The teacher creates and maintains a non-threatening situation. Students are treated with care and dignity.

Time Schedule

In Workshop Way, the dialy time schedule organizes a day and provides teacher and students with a plan of action that creates security and a feeling of order.

The time schedule in operation at St. Marks Treme Street Academy reflects the use of this element in Workshop Way. Teachers and students know what comes next and this enhances the feeling of "I can handle myself because I can manage myself in this secure situation." Security builds confidence.

Personality Activities

This particular element provides daily opportunities for student growth in the knowledge that he/she can handle and learn new material. The steps of a lesson provide daily opportunities for experiencing the joy of learning.

The teachers are using the five-step organization and are growing in an understanding of its power to move human growth.

The faculty and administrators at St. Marks Street Academy are persons who are willing to learn--persons who sought out and accepted suggestions--teachers who are willing to learn and grow will only create an environment wherein their students will follow their example.

APPENDIX C

FOLLOW-UP SURVEY

ST. MARK'S COMMUNITY CENTER

RESEARCH PROJECT REPORT NARRATIVE

SEPTEMBER 30, 1980

Research Project Report Narrative

I. Introduction

The St. Mark's Educational Research Project employees did a follow-up study on former students of the St. Mark's Street Academy from February 1980 to September 30, 1980. The project was designed to track former graduates (from 1974 to 1979) of the Street Academy, to determine their current educational and/or vocational status, and to follow their progress since leaving school.

The overall purpose of the project was two-fold: It was to render a service to the Center; and it was to train Public Service Employees. The two-fold purpose is as follows:

- A. The Project will render a valuable service to St. Mark's Community Center by providing information on former students which will help Street Academy staff and St. Mark's administrative staff:
 1. To evaluate the effectiveness of the school's educational and pre-vocational program.
 2. To make necessary curriculum and counseling innovations and revision.
- B. The Project will provide skills training for Public Service Employees in the following areas:

1. Basic research techniques such as surveying, interviewing, designing questionnaires, and evaluating.
2. Basic administrative and office management skills which include typing, filing, record keeping, telephone communications and reporting.
3. Basic public relations skills as communication and meeting and dealing with the public.

II. Methodology

- A. The Staff of the Special Project read eight (8) proposals and/or grants, dated from 1974 to 1979. The purpose of reviewing these proposals was to familiarize the staff with the program. The goals and objectives of the Street Academy as stated in the material read as follows.

The Street Academy's goal is to provide an alternative educational atmosphere for students who have not performed well in the traditional school setting. The purpose of the Street Academy is to create an atmosphere which will allow students who have experienced continued failures in school to succeed. The curriculum is designed to catch the imagination of the individual student, which emphasizing strongly the basic skills of reading, math, writing and spelling. It focuses on life in urban world with the problems of that life being confronted and discussed openly. Social Studies, English, Civics and Geography all emphasize the role of minority cultures in the world.

The objectives are to:

1. reduce juvenile crime-rate among youth by cutting recidivism by 50%.
2. develop academic potential of participants through highly individualized instruction and innovative curriculum methods.
3. redirect through personalized counseling techniques negative behavior patterns of youth in the program.
4. establish positive and realistic goals in regard to future jobs or careers for youth in the program.
5. minimize outside pressures on participants through the work of a community advocate or "ombudsman."
6. provide physical outlets for all participants through recreation, organized sports and the arts.
7. see that each participant continues their education upon dismissal from the program.
8. create at least one career goal, training program or job option for each participant.

The Street Academy is aimed primarily, but not exclusively, at black youth (12 - 15 years old) who have dropped out, been suspended or whose school life has been marked by chronic absenteeism and failure.

B. A series of meetings were held with key administrative and Street Academy personnel: David Billings, Executive - Director; James Seymour, Assistant Director; Olga Jackson, Director of Street Academy.

The purpose of these meetings were to get an idea of what the Center staff wanted to find out about the former students. From these meetings it was ascertained that the major emphasis should be on: if students furthered their education after leaving Street Academy; if they had been or were presently employed; if they benefited from the program; and in general, what course their lives took after leaving Street Academy.

C. The staff then combined efforts to produce the questionnaire which would glean pertinent information from the former students.

D. After developing the questionnaire the task was then to locate the former students. Several methods were used for getting addresses and phone numbers: Street Academy files; the phone book, the City directory, and by word of mouth from teachers and friends. A variety of methods was used, because many students had moved and/or changed phone numbers.

E. Having located students, the staff set out to administer the questionnaire. Interviews were carried out by telephone or by home visits.

So, with telephone interviews, office interviews, Chamber of Commerce assistance, old files, teachers, memories and home visits we made contact!

The following statistical analysis is the result of this project. Out of 301 students over the past five (5) years:

1. 272 (90%) Single
2. 9 (.03%) Married
3. 1 (.003%) Separated
4. 39 (13%) of the former students have dependents
5. 218 (72%) furthered their education after they left Street Academy
6. 14 (.05%) students went to work after they left Street Academy
7. 35 (12%) students dropped out of school when they left Street Academy
8. 242 (80%) benefited from the program
9. 19 (.06%) did not benefit from the program
10. 82 (27%) students had members of their families attend Street Academy
11. 73 (24%) were employed at the time the survey was taken
12. 14 (.05%) students have graduated from high school
13. 3 (.010%) students have graduated from college
14. 5 (.017%) students are presently in the Armed Forces

- 15. 5 (.017%) students were in the Job Corps
- 16. 1 (.003%) student moved out of the state
- 17. 1 (.003%) student was placed in a foster home
- 18. 2 (.007%) students were placed in mental institutions
- 19. 22 (.073%) students were incarcerated
- 20. 2 (.007%) students are deceased
- 21. 10 (.033%) students were unable to be contacted
- 22. 5 (.017%) students registered to enter Street Academy, but never attended.

Personal Information

Student's name _____ DOB _____ M _____ F _____
 Parent's name _____
 Address _____ Telephone number _____
 Current Address _____ Current Telephone number _____
 Martial Status: Single _____ Married _____ Separated _____ Divorced _____

Number of children _____

What did you do after you left TSA?

Did you benefit from the program?

What person or course helped you?

Did any member of your family attended TSA?

Education

School now attending? _____

Employment

Employment? _____ If yes, were you referred by TSA? _____

Where are you employed? _____

Job Description: _____ How long: _____

Salary: _____

Military Status: _____

Incarcerated: _____

Attendance

1974-1975 1975-1976 1976-1977 1977-1978 1978-1979

Date graduated _____ Date dropped out _____

Date terminated _____

APPENDIX D

LEARNING OBJECTIVES OF PRE-VOCATIONAL GUIDANCE

IV. Objectives

The five phases of the Pre Vocational Guidance Program have been more specifically defined in terms of precise objectives and methodologies which describe the content of the total Program. Some aspect of these 21 objectives and their methodologies will be dealt with from the perspective of each of five subjects: Language Arts, Mathematics, Social Studies, Physical Education, Group Counseling and Employment Seeking Skills.

All of the original five Phases of the Program will continue to operate but all will be on ongoing basis throughout the school. Curriculums have been designed for each subject which include selected objectives and methodologies from the total number of objectives and methodologies in the Program. All aspects of the Program will be covered somewhere in the School's curriculums. Some aspects will be covered in more than one of the subjects in the overall curriculum. This approach enables us to provide the kind of reinforcement that most of our students need in order to grasp the principles, concepts and skills training included in the Pre Voc Program.

Program Content:

Phase I--Introduction to World of Work Preparedness

A. The Necessity of Preparedness

#1 Objective - The students will be able to identify reasons why they must prepare for the world of work.

Methodology-This section defines Pre Vocational Guidance as "Advice before you work on how to get a job," and deals with the specific education and training required to render oneself "marketable" in today's highly specialized job world.

B. What Preparedness Involves

#2 Objective - The students will be able to identify what they must do to prepare for the world of work.

Methodology-This section surveys the kind of information and readiness training needed to achieve skill in the area of employment seeking.

C. Money Awareness

#3 Objective - The students will be able to identify elements of the role that wages play in determining style of living.

Methodology-The study of the current costs for basic goods and services; the effects of inflation on income and the role that saving and budgeting plays in developing the life style one chooses.

Phase 2--Career Awareness

A. Exposure

#4 Objective - The students will be able to associate jobs in the 15 different categories of occupations defined by the Dictionary of Occupational Titles.

Methodology-General exposure to many different jobs through the use of a standardized categorization of careers.

#5 Objective - The students will be able to identify highly marketable careers in the 15 categories of occupations.

Methodology-The study of careers which are in highest demand in our current society.

#6 Objective - The students will be able to identify basic information about their individual job choices.

Methodology-The study of specific career choices: employment projections; training, skill, education and experience requirements; and salary and fringe benefits.

#7 Objective - The students will be able to identify major industries and economic factors about their own city.

Methodology-The study of local labor market information.

#8 Objective - The students will be able to identify job opening made available by events taking place in the city.

Methodology-The study of current building projects, business and entertainment events and seasonal activities which provide certain kinds of job openings at various times in their city.

B. Self Awareness

#9 Objective - The students will be able to relate interests and aptitudes to job choices.

Methodology-The study of personal temperament hobbies and aptitudes and their suitability to specific career choices.

C. Locations Study

#10 Objective - The students will be able to identify specific places in their city where they can seek employment and employment information.

Methodology-The survey of local public service agencies such as the unemployment office, civil service offices, manpower centers and the kind of information and services these places offer.

#11 Objective - The students will be able to plot a route to these places using public and private means of transportation.

Methodology-The study of bus and direct routes from strategic points in the city and to strategic places from their neighborhoods.

Phase 3--Skills Practice

#12 Objective - The students will be able to accurately fill out job applications.

#13 Objective - The students will be able to identify different kinds of job ad requests and appropriate responses to them.

#14 Objective - The students will be able to identify necessary preparation and appropriate behavior for job interviews.

Methodology-Simulated practices doing job interviews.

#15 Objective - The students will be able to define the role that pre employment tests play in securing employment.

Methodology-The study and practice of taking pre employment tests.

Phase 4--Professional Development

A. Work Practices and Precedents

#16 Objective - The students will be able to identify the responsibilities of employers and employees in the working relationship.

Methodology-The study of the job contract.

#17 Objective - The students will be able to identify appropriate work attitudes and habits recognized as essential to working world success.

Methodology-The study of work ethics and common work attitudes.

B. Simulated Experience

#18 Objective - The students will be able to demonstrate a skill or solve a problem specifically associated with a job choice.

Methodology-Problem solving exercises and simulated job tasks.

#19 Objective - The students will plan a course of action for recognizing specific career choices.

Methodology-Directed students research to prepare a step-by-step guide to achieving a specific career choice.

Phase 5--Personal Growth and Basic Skills Reinforcement

A. Counselling

#20 Objective - The students will demonstrate personal growth in the following areas: self control, self confidence, response to authority, acceptance of responsibility, communication skills, working toward goals, acceptance of criticism, consistence in personal achievement, responsible for actions, trustworthiness, appearance, self-respect, respect for others, environmental awareness and willingness to help others.

Methodology-Scholastic Achievement, extra curricular activity participation and job placement will be used as motivators for students to accept positive growth values and habits.

B. Tutoring

#21 Objective - The students will show improvement in basic reading and math skills.

Methodology-Individualized instruction will be given based upon specifically diagnosed weaknesses of students in Language Arts and Math classes.

APPENDIX E

PROJECT RESPONSE



"Sharing in United Way"

A Project Related To The
Board of Global Ministries
of the United Methodist Church.

SAINT MARK'S COMMUNITY CENTER



1130 North Rampart Street • New Orleans, Louisiana 70116 • Telephone 529-1681

James M. Seymour
Executive Director

Mr. Frank Serpas, Jr., Director
Criminal Justice Coordinating Council
1215 Prytania Street
Suite 418
New Orleans, Louisiana 70130



August 7, 1981

Dear Mr. Serpas:

We want to thank your office and Ms. Linda Marye for a very thorough and perceptive evaluation of St. Mark's Community Center's Pre-vocational Guidance Program. The program's immediate success was demonstrated by the results in terms of placement and testing goals. However, as the report states, the results of the control group comparison and the reduction of recidivism were more difficult to measure, and not as useful as we might have hoped.

The evaluation does acknowledge that several factors may have mitigated the program's potential for a successful record in the areas of recidivism and comparison. We do believe, however, that the program's actual effects on the lives of the children involved cannot be adequately reflected by these short-term results. The report acknowledges the extreme difficulty, for example, of obtaining job placements for children under 14 years of age. However, as we discussed in the evaluation conference, the effects of the program on these very young children may show up more positively as they reach an age where their chances for actual employment are more realistic. Reduction in recidivist rates may also be more significant after a greater lapse in time. Our children come to us with criminal patterns and destructive patterns already established, and these patterns cannot be immediately reversed.

The results of the control group comparison were less useful than we had hoped because the children in the control group differed significantly from the children in the program by virtue of their ages and the number of previous arrests.

The evaluation report showed a sensitivity to all of these areas, and will be particularly valuable as a tool for designing future efforts to meet the needs of these children.

Sincerely,


James Seymour, Executive Director


Olga Jackson, Program Manager

END