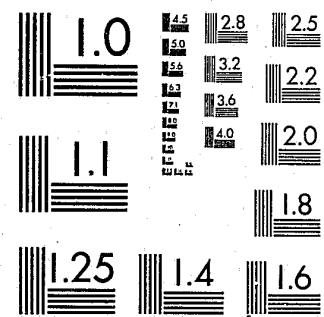


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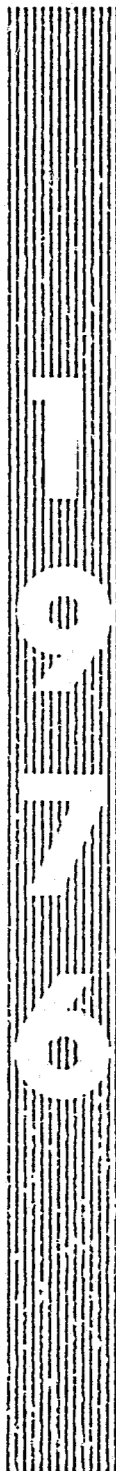
Annual Evaluation Report of Educational Programs



DEPARTMENT
OF
HEALTH
AND
REHABILITATIVE
SERVICES

Youth Services Program

PLANNING
COORDINATION
UNIT



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State of Florida
Department of Health and Rehabilitative Services
Youth Services Program Office

SUMMARY

1976

ANNUAL EVALUATION REPORT

OF

EDUCATIONAL PROGRAMS

Prepared by:
Planning Coordination Unit

NCJRS

SEP 9 1976

ACQUISITIONS

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SUMMARY

A. Reading is essential to success in the educational process. Curriculum emphasis is currently being placed on basic skills education. The definition of functional literacy has been variously set at the fourth or sixth grade reading levels. Major findings of the 1976 Evaluation of Educational Programs regarding the basic skills achievement of youths in Youth Services programs are: Training Schools

1. The average youth (16 years of age) entering a training school is achieving at the fifth grade level in reading (5.4) and math (5.3) and at the fourth grade level in language (4.7).
2. According to California Achievement Tests given by each institution, the average achievement rates for all schools are: reading, 1.6 months gained per month in the program; math, 1.8 months gained per month in the program; and language, 1.9 months gained per month in the program.

The reading and math achievement rates for each facility this year are higher than the rates for the 1975 evaluation period (FY 1973-74).

The language achievement rates were not reported in last year's evaluation. Shown below is a comparison by facility of the achievement rates in reading for the two different evaluation periods.

<u>Training School</u>	<u>Rate of Reading Achievement</u>	
	<u>FY 1973-74</u>	<u>Calendar Year</u>
Dozier	.3 month/month	1.1 months/month
Okeechobee	1.8 months/month	2.1 months/month
McPherson	1.0 month/month	1.6 months/month
Lancaster	1.1 months/month	1.3 months/month
All Schools	1.1 months/month	1.6 months/month

Though the rate increase for Dozier is substantial, it still is the institution with the lowest reading achievement rate. Okeechobee still is the institution with the highest rate. Though the differences between the two institutions this year is not statistically significant, the reason for the big differences in rates still needs to be resolved.

3. High reading achievement rates tend to be associated with successful adjustment to parole. Last year's evaluation found a statistically significant difference between the high rate of reading achievement for successes (youths honorably discharged from parole supervision) and the low rate for failures (youths recommitted or revoked, committed to adult courts, runaways). Though the difference in this year's evaluation is not statistically significant, the reading achievement rate for successes (3.2 months per month) is better, by one half month, than the rate for failures (2.6 months per month).

START Centers

1. The average youth (15 years of age) entering a Start Center is achieving at the sixth grade level in reading (6.5) and language (6.9) and the fifth grade level in math (5.9).
2. The average achievement rates for all facilities are: reading, 2.9 months gained per month in program; math, 3.2 months gained per month in program; and language, 3.3 months gained per month in program.

These rates are an improvement over those achieved in last year's evaluation. Even though there was better reporting of test data in this year's evaluation nearly half (44%) of the youths furloughed from START Centers were not completely tested (on the California Achievement Test).

B. More than half (58%) of the youth furloughed from training schools in 1975 received vocational training. This is a 16% increase over the percentage trained during the 1973-74 fiscal year. Each institution showed an increase in the percentage vocationally trained. The McPherson and Lancaster schools had the most substantial increases, 31% and 25% respectively. The Okeechobee School had the highest percentage (68%) of students receiving training.

C. There exists a number of studies that show a relationship between job availability and the level of criminal activity. The 1975 Evaluation of Educational Programs found that students furloughed from training schools (FY 1973-74) seem to adjust more successfully if they move out of school and get a job. This year's (1976) evaluation found the same to be true, but getting a job in 1975 was not as easy as it was in fiscal year '73-'74.

1. Not as many youths are obtaining employment when furloughed from training schools. During 1975, only 28% of the youths furloughed from training schools obtained employment (21% job only, 7% school and job). During the previous evaluation period (FY '73-'74) 48% of the youths furloughed obtained employment. This difference is statistically significant.
2. In 1975, 47% of those furloughed returned to school. During the previous evaluation period (FY '73-'74) 42% returned to school. Thus there is little difference, between the two periods, in the percentages of youths returning to school.
3. Thirty-two per cent (32%) were not placed in school or a job within the first two weeks of their furlough. In fiscal year 1973-1974 only 23% were unable to obtain an initial placement. Because nearly the same percentage

returned to school during the two evaluation periods, it seems that the increased percentage of youths not initially placed is due to their inability to obtain employment.

4. At the follow-up point, as compared to initial placements, the percentages of youngsters neither in school nor working decreases for successes (honorably discharged) and increased for failures (supervision discontinued for other than honorable reasons). The same was true in the previous evaluation.
5. Compared with initial placements, those honorably discharged are more involved in work and less involved in school. Fifty per cent of the honorable discharges were working while only 28% of initial placements were in jobs. Only 14% of those whose supervision was discontinued for other than honorable reasons were working when active supervision ceased.

The decrease in the percentage of students placed in jobs when furloughed is probably most influenced by the decline in the economy and the increase in unemployment, especially for those in the 16-19 year age group. The 1975 Evaluation of Educational Programs made several recommendations in this area that are still relevant.

1. That vocational counselors be employed to provide a career development program to include the following components: occupational information, career counseling, and educational and/or job placement upon leaving the schools. A pilot project (CETA funded) of this type was implemented at the Okeechobee School in September, 1975. Working with youth from the Miami area, this project has had a great impact in terms of preparing youth for and arranging job placements. There is a need

for services of this type to be expanded and provided for all youths in training schools.

2. That the Youth Services Program Office, Florida Department of Education and public school districts work closely in setting up procedures or guidelines for school districts to work with Youth Services in the transition of students from institution to the community. Particular attention needs to be given to vocational school placements and the services of the public schools' occupational specialists in helping students find a job.

INTRODUCTION

The Florida Legislature has stipulated, Subsection 959.25(5), Florida Statutes, that the Youth Services Program Office of the Department of Health and Rehabilitative Services "shall conduct continuous evaluation of its educational programs and shall report annually to the legislature and to the commissioner of education." The Program Office has prepared an annual evaluation report of its educational programs since 1969. In 1974 the Youth Services Planning Coordination Unit was given the responsibility of conducting the evaluation. This is the third annual evaluative report prepared by the Unit.

The ultimate purpose of evaluation is a contribution to program effectiveness. The basic value of an evaluation lies in the usable information conveyed by the data gathered.

This year's evaluative report is essentially quantitative in nature. Objectivity is provided by the collection of data on basic skills achievement, vocational training, placement and follow-up. Focus is upon the outcome or effect of the educational experience on the youth leaving training schools and START centers; those programs with in-house educational components operated by the Department. Evaluative information of a qualitative nature is presented on the contracted programs of the Eckerd camps and the Associated Marine Institutes.

Florida Statutes, 959.25(1), points out that students in Youth Services Program educational programs "by reason of their commitment to state custody, are as a group the most seriously socially maladjusted children in the state. It is recognized that a meaningful compensatory educational and work readiness program is an essential component of the treatment process for youthful offenders." The objectives of these programs concentrate on basic skills development and vocational education.

Basic skills development (reading and math), vocational and career education, placement and follow-up; were the areas addressed in last year's evaluation. This year's evaluation focused on the same components. Because of this, some comparison can be made of the performance of students furloughed in each of the two evaluative periods.

THE EVALUATION DESIGN STRATEGY

The design of this 1976 evaluation is basically the same as the design used in the achievement and follow-up study of last year's evaluation. The approach was to clarify relevant informational needs and to collect, analyze and report this information to satisfy those needs. Program objectives are a focus of evaluation activity, but the overriding consideration is the type of questions about which relevant individuals desire answers.

After consultation with the staff of the Education Coordination Unit and the training schools educational supervisors, the following evaluation questions were formulated. They address the information considered most relevant for program decision making.

Evaluation Questions

Educational Achievement

1. What are the grade levels of achievement in reading, math and language for students when entering each program?
2. What are the achievement rates (months gained per month in the program) in reading, math and language for students furloughed from training schools and START Centers?
3. How many students are achieving below the fourth and sixth grade levels in the basic skills areas of reading, math and language at entrance?
4. Are the rates of achievement in reading, math and language related to grade level at entrance?
5. Is there a relationship between rates of achievement and length of time in the program.

Vocational Training

6. How many students in training schools and START centers receive vocational training?

Placement

7. How many students furloughed from training schools and START centers are placed in school and/or a job when furloughed?
8. How many of the students receiving vocational training are placed in school and/or a job when furloughed?
9. For those placed in school, was placement in vocational education classes or some other type of job training educational experience?

Follow-up

10. Do students maintain their initial school and/or job placements?
11. Is there a relationship between achievement (reading, math, language) and success when furloughed?

The populations evaluated are those students furloughed from training schools and START centers during the 1975 calendar year (January 1, 1975 to December 31, 1975). A by-product of last year's evaluation was the establishment of a data collection procedure whereby achievement and IQ data is reported monthly by each facility on educational data card. The cards are then keypunched and the data computerized. Because of this, educational data were available on each student furloughed from START centers and training schools during the 1975 calendar year. There were 2395 students furloughed from training schools in 1975 and 158 furloughed from START centers.

Placement and follow-up data were compiled and reported for the same populations by the field counselors of the district field offices in each student's home community. A revised version of last year's follow-up stat card was used to report this data. The data include information on vocational training received in the treatment facility, initial and subsequent placements. The data were compiled in February, 1976.

A randomly selected sample of 479 students (20% of those furloughed) was chosen to represent the training school populations in the placement and follow-up study. The sample size for each institution is as follows:

Arthur G. Dozier School for Boys	- 183
Florida School for Boys at Okeechobee	- 197
Alyce D. McPherson School for Girls	- 63
Lancaster Youth Development Center	- 36

Follow-up data was collected on all students furloughed from START centers in 1975. The numbers furloughed from each facility are:

Ft. Clinch	- 34
Putnam	- 36
Brevard	- 39
Hillsborough	- 17
DeSoto	- 4
Leon	- 28

The Hillsborough and DeSoto START centers are new programs that were not open during the period studied in last year's evaluation. No data were provided on the four (4) students furloughed from the DeSoto facility in 1975. Therefore no reference is made to that program in this report.

An additional component of this year's evaluation are the reports prepared on the educational programs of Youth Services contracted programs, the four Eckerd Camps and the seven Associated Marine Institutes. Staff of the Youth Services Education Coordination Unit visited each of these facilities and prepared subjective reports describing the educational programs and providing observational comments and relevant recommendations.

THE STUDY POPULATIONS

Training Schools

Every youth placed in a training school operated by the Department of Health and Rehabilitative Services is enrolled in the institution's exceptional child education program. Vocational education classes are also offered. Enrichment courses are available for those not involved in vocational training.

There were 2395 students furloughed from the four training schools in 1975. Shown below are the number furloughed from each institution.

Florida School for Boys at Okeechobee	-	984
Arthur G. Dozier School for Boys	-	929
Alyce D. McPherson School for Girls	-	306
Lancaster Youth Development Center	-	176
All Schools (TOTAL)	-	2395

The Okeechobee and Dozier facilities are all male institutions. The McPherson and Lancaster facilities are coeducational. During the period studied, 66% and 32% of the youths at McPherson and Lancaster (LYDC) respectively, were female. About half (46%) of the youth in training schools are black.

The average (mean) age for students furloughed from each institution in 1975 was: Dozier - 16.6 years; Okeechobee 16.7 years; McPherson 16.4 years and Lancaster - 16.9 years. The average length of stay for each program was: Dozier - 6.9 months; Okeechobee - 5.1 months; McPherson - 5.0 months and Lancaster - 10.9 months. Students at Dozier averaged almost two months longer in that program than did the students at Okeechobee and McPherson. The Lancaster program is one in which students are expected to spend a much longer period of time.

During 1975 the training schools experienced an increasingly difficult problem of over population. During the year, the budgeted capacity for training schools was increased from 993 to 1377. Nevertheless, the average daily population for training schools during the period July 1975 to December 1975 was 1550 students. With no increase in educational resources, it is likely that the quality of the educational programs provided students was diminished.

The California Achievement Test (CAT) is used to assess a student's achievement (mean grade level) in the basic skills areas of reading, math and language upon entering the training school, Table 1 shows the achievement grade levels in reading, math and language for students entering each facility.

Table 1. Mean Grade Level Scores for Students at Entrance

<u>Facility</u>	<u>Reading</u>	<u>Math</u>	<u>Language</u>	<u>Total Battery</u>
Dozier	5.5	5.6	4.7	5.1
FSBO	5.3	5.2	4.6	4.9
McPherson	5.8	5.5	5.3	5.5
LYDC	4.8	4.4	4.2	4.3
Entire Population	5.4	5.3	4.7	5.0

START Centers

There are six Youth Services START centers located throughout the State and operated for the community based treatment of youthful offenders. Each program has its own in-house educational program which is basically remedial in nature. All the youth participate in the program of education.

Two of the facilities (Brevard and Leon) are for females and house twenty girls each. The four male programs are designed for 25 youths each. Forty-four percent (44%) of the youths furloughed from START Centers are black. One-hundred and fifty-eight (158) were furloughed from START Centers in 1975. Given below are the numbers of students furloughed from each program during the 1975 calendar year.

Ft. Clinch START Center - 34
 Putnam START Center - 36
 Brevard START Center - 39
 Hillsborough START Center - 17
 DeSoto START Center - 4
 Leon START Center - 28

The DeSoto START Center is a new facility that was opened in July 1975. There were only four youths furloughed from this program in 1975 and educational data was not reported for them. Therefore, the DeSoto Start Center is not included in this year's evaluating report.*

Table 2 provides the achievement grade levels in reading, math, and language (California Achievement Test) for those students tested at entrance.

Table 2. Mean Grade Levels for Students at Entrance

Facility	Reading	Math	Language	Total Battery
Ft. Clinch	7.1	6.7	7.4	6.9
Putnam	5.7	5.5	6.8	5.3
Brevard	7.2	5.9	6.0	6.2
Hillsborough	3.2	4.2	6.2	3.5
Leon	6.8	6.3	8.4	6.5
Entire Population	6.5	5.9	6.9	6.0

* Even though the testing of youths in START Centers has improved during 1975, the Brevard and Leon centers are the only programs where achievement testing is consistently administered. Less than half of the students at Ft. Clinch and Putnam were pre-tested on the CAT. The Brevard facility is the only program that reflected a consistent approach to intelligence testing.

TRAINING SCHOOLS
 RESULTS OF DATA ANALYSIS

Academic Achievement

Training schools' educational programs use the California Achievement Tests as a diagnostic tool for individual instructional planning. It is also used to evaluate change in group performance on a schoolwide and statewide basis.

The California Achievement Tests give a measure of achievement in terms of grade equivalency on three subtests and the total battery. The reading and math subtests were the focus of the 1975 evaluation. This evaluation also provides data on the language and total battery scores.

The grade level of achievement upon entrance is established by the administration of the CAT. The level of achievement upon exit is established by administration of a second form of the CAT. The difference between the grade level scores on the two test forms indicates the grade levels lost or gained between pre-testing and post-testing. A rate of gain or loss is established by dividing the number of months of achievement gain or loss by the number of months between pre-testing and post-testing. The average public school student is expected to achieve at the rate of one month gained per one month of instruction.

Table 3 gives the average (mean) rate of achievement (months gained per month in the program) in the basic skills areas of reading, math and language for students furloughed from training schools during the 1975 calendar year.*

* All the youth furloughed from training schools during 1975 were not both pre and post-tested on each sub-test of the CAT. The following percentages for each institution were not both pre and post-tested on all of the three subtests: Dozier - 32%; FSBO - 17%; McPherson - 36%; LYDC - 5%. At Dozier and McPherson, large percentages of students were not pre and post-tested on all tests.

Table 3. Average Achievement Rates (months gained per month in program)

Facility	Reading	Math	Language	Total Battery
Dozier	1.1 m/m	1.2 m/m	1.7 m/m	1.5 m/m
FSBO	2.1 m/m	2.3 m/m	1.9 m/m	2.3 m/m
McPherson	1.6 m/m	2.1 m/m	3.1 m/m	2.2 m/m
LYDC	1.3 m/m	1.1 m/m	1.3 m/m	1.3 m/m
All Schools	1.6 m/m	1.8 m/m	1.9 m/m	1.9 m/m

Among all schools, the Florida School for Boys at Okeechobee (FSBO) had the highest achievement rates in reading (2.1 m/m) and math (2.3 m/m). The McPherson School had the highest rate (3.1 m/m) in the language area. The reading achievement rate for Dozier is much higher than in the previous evaluation period. Nevertheless, it still is the lowest of the four training schools. Statistical tests for the significance of the differences in means found no significant differences between the schools' achievement rates for either of the three areas tested.

A person should be able to read on at least a fourth grade level in order to function minimally in society. Many experts on literacy have said that a sixth grade reading level is the minimum necessary for literacy and adequate functioning in society. Data for the 1975 calendar year show that 39% of the youths furloughed from training schools were achieving below the fourth grade level in reading at entrance. More than half (61%) were achieving below the sixth grade level. The average rate of reading achievement for those performing below fourth grade level at entrance is 1.8 months gain per month in the program.

Not only did last year's evaluation find a positive relationship between reading achievement and success upon leaving the training schools, there have been other studies which have found a correlation between reading achievement and success for offenders leaving a treatment program. During the period studied (FY '73-'74) the reading achievement rate for successes was three times better than the achievement rate for failures. The current evaluation also found that the reading achievement rate for successes (3.2 months per month in the program) to be higher than the rate for failures (2.6 months per month)*. Though the difference is not statistically significant, the reading achievement rate is better by one half month than the rate for failures.

Is there a relationship between rate of achievement in reading and the length of time in the program? Students are pre-tested on the CAT at entrance and post-tested prior to furlough. Table 4 gives the reading achievement rates for three different ranges of time between testing. The data shows that the shorter the length of time in the training schools, the higher the reading achievement rate.

Table 4. Reading Achievement Rates by Time Between Testing

Time between Testings	Reading Achievement Rate	N
less than 3 months	2.8 months/month	117
3-6 months	1.7 months/month	943
more than 6 months	1.2 months/month	704

* Both of these rates may seem rather high when compared to the average achievement rate in reading for all the youths furloughed in the evaluation period (1.6 months per month). It should be mentioned that the rate for the total population was based on 1787 cases, while the rates for successes and failures were based on samples of 31 and 47 cases respectively.

The highest achievement rate was achieved by those students with the shortest time between testing dates (less than 3 months). Those who stayed the longest had the lowest rate of achievement in reading. This relationship also exists for math and language - the shorter the length of time in the programs, the higher the achievement rates. Tests for the significance of differences (analysis of variance) of mean rates for the three time periods proved significant for reading and math. The differences were not significant for language.

A possible explanation, for the relationship between length of stay and achievement, is that the students staying the shorter length of time have higher achievement motivation than those who stay longer. This, along with the reinforcement (promotions in rank for example) they receive for their greater effort to achieve, results in higher rates of achievement.

Vocational Training

The information on the number of students receiving vocational training while in the training schools was provided by the district offices on the follow-up data card. This information is included on the YS educational transcript which goes to the field counselor when the student returns to the community. Table 5 gives the percentage and number of students sampled who received vocational training at each training school. Based on sample results, fifty-eight percent (253) of the students furloughed from training schools in 1975 received vocational training. This is a 26% increase over the number trained in FY 1973-74. The Okeechobee School had the largest percentage receiving training while McPherson school had the smallest (47%). However, the percentage (68%) trained at McPherson increased from 16% in FY '73 - '74 to 47% in 1975. The percentage trained at Lancaster increased from 33% to 58%. There was an increase in the percentage trained at all institutions.

An increase in the percentage of students vocationally trained does not indicate

an improvement in the quality of training provided. In fact, the opposite is probably true, because of an increase in the problem of overpopulation, some vocational classes are overloaded with twice as many students as they are designed to handle. Under present conditions, proper supervision is a more immediate problem than proper training.

Table 5 Percentage of Students Receiving Vocational Training at Each Training School

School	% Receiving Training	Number of Cases	% increased over % trained in '73-'74
Dozier	53%	91	9%
Okeechobee	63%	117	12%
McPherson	47%	27	31%
Lancaster	58%	18	25%
All Schools	58%	253	16%

Placement

A youth in a training school who has progressed to the point of readiness for release is furloughed to parole supervision by a field services counselor in his home community. The placement and follow-up data for this part of the study were provided by the field counselors of those students in the sample population furloughed during the 1975 calendar year.* The data were collected in February 1976. The students sampled had been in the community for a period ranging from approximately two to fourteen months.

Youthful offenders ages 16-19 fall into the age group with the highest unemployment rate (20%). This rate is almost doubled (35%) for black youth in this age group. Because of the lack of educational achievement and his delinquent background, a youthful offender in this age group encounters even greater difficulty in obtaining employment. The previous evaluation of educational programs found that 48% of those furloughed in FY 1973-1974 obtained full or part time employment. This year's evaluation found that only 28% of the

* 479 students in the 1975 furlough population for training schools were sampled. The size of the population between analyses will vary because of inaccuracies

youths leaving training schools in 1975 obtained employment. This statistically significant decrease is probably most influenced by the decline of the economy and the increase in unemployment for all age groups. Table 6 gives the percentage for each facility placed in school and/or a job when initially furloughed (within two weeks of furlough date).

Table 6 Initial Placement by Facility (percentages)

Placement	Dozier	FSBO	McPherson	LYDC	All Schools
School only	40%	37%	46%	35%	40%
Job only	18%	30%	13%	13%	21%
School and job	7%	8%	3%	7%	7%
Neither	35%	25%	38%	45%	32%

N=434

Forty-seven per cent (47%) of the youths furloughed in 1975 returned to school (40% school only, 7% school and job). In FY '73-'74, 48% of those furloughed returned to school. Thus, there is little or no difference between the two periods. Considering the decrease in 1975 in the percentage obtaining employment and the increased percentage of students not placed, it seems that the increase in the percentage not placed is due to the inability to obtain employment.

The Okeechobee School had the largest percentage (38%) obtaining employment when furloughed. Okeechobee also had the largest percentage (75%) placed (school and/or a job) upon furlough. Nearly half (45%) of the students furloughed from the Lancaster Youth Development Center (LYDC) were not placed when initially furloughed. The 1975 evaluation of Educational Programs pointed out the need for job counseling and placement services. In September 1975, a pilot project of job preparation and placement services for Miami youth was implemented at Okeechobee.

According to the field counselors, 31% of the students who returned to school were placed in vocational classes or some other type of job training educational experience.

How successful were the students who received vocational training in obtaining employment? Thirty-four per cent (34%) of the youth receiving vocational training while in the training schools obtained employment when furloughed. Table 7 shows the school and/or job placement for this group when furloughed from each training school.

Table 7 Initial Placement (percentages) for those with Vocational Training

Placement	Dozier	FSBO	McPherson	LYDC	All Schools
school only	29%	35%	48%	33%	34%
job only	22%	35%	11%	22%	26%
school and job	7%	8%	8%	6%	8%
neither	42%	22%	33%	39%	32%

Those vocationally trained at FSBO (43%) had the greatest success in obtaining employment when furloughed. Only 19% of those trained at McPherson obtained employment. The small percentage for McPherson may be due to the fact that the majority (66%) of the students in that program are female and more likely to enter school rather than obtain employment.

Follow-Up

When follow-up data were reported by field counselors near the end of February 1976 students furloughed during the 1975 calendar year had been in the community for a period ranging from two to fourteen months. Sixty-nine

percent (69%) were still under active parole supervision. Others' supervision had been discontinued for honorable (honorably discharged) as well as other than honorable (recommitted or revoked, probation or commitment by adult court, absconded from supervision, other) reasons.

Table 8 gives the percentages of students still supervised when followed up in their initial placement.

Table 8 For those Still Supervised, Percentage Still in Initial Placement

Initial Placement	Percentage	Number of Cases
school only	72%	83
job only	70%	42
school and job	37%	7
neither	60%	56

The greatest change was for the small group of those initially placed in both school and a job. Only 37% (7 cases) were still working and attending school when followed up. Thirty two per cent (6 cases) of this group changed to job only, while 32% were neither working not in school.

Only forty percent (40%) of those not placed initially were able to obtain a placement; most (30% job only, 3% school and job) were placed in a job.

At the time of the follow-up, the parole supervision of some youths had been discontinued for "honorable" (honorably discharged) and "less than honorable" (recommitted or revoked, committed to adult court, runaway) reasons. Comparison was made of placements for these two categories. Those students honorably discharged from supervision were supervised for an average of six months. Those whose supervision was discontinued for less than honorable reasons were supervised an average of five months.

Table 9 shows a comparison of initial placements maintained (placement when supervision discontinued) for those in the "honorable" and "less than honorable" categories. The number of cases are in parenthesis.

Table 9 Percentage in Initial Placement when Supervision Discontinued

Initial Placement	Honorable	Less than Honorable	
school only	69%(11)	71%(17)	* none of sample initially placed in school and job
job only	76%(13)	57% (4)	
school and job	75% (6)	- *	
neither	63% (7)	88%(15)	
	N=52	N=49	

Those honorably discharged from supervision showed consistency in maintaining their initial placement in each area. In fact, of those not initially placed, only 37% were subsequently placed (25% school only, 13% job only).

Those whose supervision was discontinued for less than honorable reasons stayed in school if initially placed there. None of the "less than honorable" discharges in the sample were initially placed in both school and a job. Forty-three percent (43%) of those initially placed in a job moved out of the job into the "neither" category. A small percentage (12%) of those not initially placed were placed when supervision was discontinued. Eighty-eight percent (88%) were still in the "neither" category.

Just as in last year's evaluation, those students who succeed (honorable discharge) on parole seem to adjust more successfully by moving out of school and into a job. Table 10 compares the percentages of students in each placement category at initial placement and at the time placement is discontinued (honorable and less than honorable).

START CENTERS
RESULTS OF DATA ANALYSIS

Table 10 Percentages of Students in each Placement Category Initially and when Supervision Discontinued (all schools)

Placement Category	Initial Placement	Supervision Discontinued	
		Honorable	Less than Honorable
School only	40%	25%	37%
Job only	21%	35%	14%
School and job	7%	15%	0
Neither	32%	25%	49%
	N=434	N=53	N=49

Twenty-eight percent (28%) of initial placements were in a job (21% job only, 7% school and job) but 50% of the honorable discharges were working when discharged (35 job only, 15% school and job). Only 14% of the "less than honorable" discharges were working when supervision was discontinued. Those whose supervision is discontinued honorably are more likely (statistically significant) to be working when discharged than those whose supervision is discontinued for less than honorable reasons.

The California Achievement Test (CAT) is also the instrument used to measure the achievement of students furloughed to parole supervision from START Centers. During 1975, however, the Brevard START Center was the only facility consistently pre and post testing students on the CAT. Shown below is a comparison of the number of students furloughed and the number of students both pre and post tested on the reading subtest by each facility.

	# Furloughed	# Tested	Percentage tested
Ft. Clinch	34	12	35%
Putnam	36	20	56%
Brevard	39	32	82%
Hillsborough	17	4	24%
Leon	28	14	50%
All Centers	154	86	56%

The Brevard facility pre and post-tested 82% of the students it furloughed. The other facilities pre and post-tested a much smaller percentage of students. Only about half (56%) of the students furloughed from START Centers in 1975 were both pre and post-tested on the CAT.

Approximately the same numbers were tested on the math and language subtests. Because of the small number of scores with which to work, the analysis of achievement data for START Centers is not as complete as it is for training schools.

Table 11 shows the reading, math, language and total battery achievement rates for those who were both pre and post tested on the CAT. It is not known how these achievement rates would have been affected if all students had been properly pre and post-tested.

Table 11. Average Achievement Rates (months gained per month in program)

Facility	Reading	Math	Language	Total Battery
Ft Clinch	3.8 m/m	4.3 m/m	3.2 m/m	3.7 m/m
Putnam	3.0 m/m	2.6 m/m	2.9 m/m	3.5 m/m
Brevard	3.5 m/m	3.9 m/m	1.0 m/m	2.9 m/m
Hillsborough	2.3 m/m	3.3 m/m	3.7 m/m	3.0 m/m
Leon	1.4 m/m	2.2 m/m	3.4 m/m	3.1 m/m
All START	2.9 m/m	3.3 m/m	2.4 m/m	3.2 m/m

Twenty one percent (21%) of the youths furloughed from START Centers in 1975 were achieving below the fourth grade level in reading at the time they entered the facility. Fifty-eight per cent (58%) were achieving below the sixth grade level in reading. More than half of the youths entering START Centers needed remedial assistance in reading. The average rate of reading achievement for those performing below the fourth grade level at entrance is 3.5 months gain per month in the programs.

Placement

Sixty-three per cent (63%) of the students furloughed from START centers return to school. The majority of these (52%) attend school only, however, 11% attend school and work. Table 12 gives the frequency breakdown for each category of initial placement.

Table 12. Initial Placement (frequencies)

Placement	Percentage	Number of Cases
School only	52%	62
Job only	10%	12
School and job	11%	13
neither	27%	32
		N = 119

Twenty-one percent (21%) of the youths furloughed from START Centers obtain employment when furloughed (10% job only, 11% school and job). Twenty-seven percent (27%) of those furloughed are not placed in school or a job within two weeks of their release from the facility.

Follow-up

When follow-up data were reported by field counselors, 67% of the population studied were still under active parole supervision. Those students initially placed in a "job only" have the best record for maintaining their placement. Most of those not placed initially obtain employment. Table 13 gives the percentages of students still supervised that were in their initial placement when followed up in February.* The number of cases are given in parentheses.

Table 13 For Those Still Supervised, Percentage Still in Initial Placement

Initial Placement	Percentage
School only	69% (29)
Job only	79% (7)
School and job	57% (4)
neither	40% (8)

The greatest change occurred with those not initially placed, "neither", and those initially placed in both school and a job. Sixty per cent (60%) of those not initially placed subsequently found a placement. Most of these went to work (35% job only, 5% school and job). Only fifty-seven per cent (57%) of those initially placed in both school and a job maintained that type of placement. The category with the highest percentage (79%) for maintaining initial placement is the youths placed in "job only". Twenty-four

* Number of cases too small to look at the percentages of students still in initial placement for those no longer supervised

per cent of those initially placed in "school only" eventually obtained employment (10% job only, 14% school and job). Those whose initial placement changes usually move into a job.

Table 14 compares the percentages of students in each placement category at initial placement and at the time supervision is discontinued (honorable and less than honorable).

Table 14. Comparison of Initial Placement and Placement when Supervision Discontinued

Placement Category	Initial Placement	Supervision Discontinued	
		Honorable	Less than Honorable
School only	52%	40%	33%
Job only	10%	24%	17%
School and job	11%	20%	17%
Neither	27%	16%	33%
	N=119	N=25	N=6

As found with training schools, those students who succeed (honorable discharge) on parole seem to adjust more successfully by moving out of school and into a job (compared to initial placements, a larger percentage of those whose supervision is discontinued for honorable reasons are working and a smaller percentage are attending school). Twenty-one percent (21%) of initial placements are in jobs (10% job only, 11% school and job), but 44% of honorable discharges are working (24% job only, 20% school and job) when discharged. While 52% of all initial placements returned to school, only 40% of those honorably discharged were only attending school when discharged.

ASSOCIATED MARINE INSTITUTES
SITE VISITATIONS

Jack Morgan, Youth Services Education Director

Marty Stephens, Youth Services Curriculum Specialist

At the present time, there are six Marine Institutes. The institutes conduct a variety of activities; education, research management and social services. Foremost at this time are the Oceanographic Education Programs. The programs are designed to provide community based training, guidance and vocational competence to teenage youth in trouble because of behavioral problems. The Marine oriented programs take advantage of the nearby ocean to develop a program to capture the student's interest and imagination, stimulating them to learn.

The curriculum can be classified into the marine oriented subjects and the subjects required for high school graduation. These latter subjects include Mathematics, Remedial Reading, if necessary, History, Government, English and preparation for G.E.D. These subjects are taught by qualified staff at each facility, or by teachers assigned by the area school system.

The education program of the Marine Institutes is basically the same. The objectives related to the education are stated in the Contract between the Associated Marine Institutes and the Florida Department of Health and Rehabilitative Services, Youth Services, as follows:

- 1) to substantially reduce or eliminate the recidivism of participants in the commission on anti-social behavior.
- 2) to develop in each participant a wide range of vocational skills which will advance the overall career development of each child and enable him to apply

this wide range of knowledge and skills in a variety of occupations.

3) to encourage further training of both an academic and vocational nature. This encouragement should result in each child's increased academic achievement while in the program, and re-entry into the public school system or other areas of advanced training upon completion of the program.

The five (5) program components are listed and briefly explained below:

1. VOCATIONAL TRAINING EXPERIENCE

Students are provided practical and academic training in the areas of Seamanship, Scuba Diving, First Aide, Sailing, Marine Maintenance, Dive Shop, Water Safety, Underwater Salvage and Photography in a success oriented and highly motivational atmosphere.

2. INDIVIDUAL AND MANPOWER TRAINING SYSTEM

This program is designed to develop an individual program for each trainee from grade level 3.0 - 10.0 in the areas of basic reading, mathematics and English.

3. GENERAL EDUCATIONAL DEVELOPMENT EXAMINATION

This program affords the academically "motivated" student the opportunity of daily guidance in pursuit of the General Education Development Diploma. This preparation is two-fold, including academic preparation in the subject areas covered on the GED Exam, as well as providing guidance in meeting the minimum criteria, under Florida Law, for qualification to take the GED Exam. Grade level entrance requirements into the program is grade 10 as determined by the score on the TABE (Test of Adult Basic Education).

4. ACADEMIC LEARNING LAB

The Learning Laboratory is designed to provide students the opportunity to continue their education at their appropriate grade level through the study of credit and noncredit course work in the area of english, math science and social studies. Individualized and group instruction is given to aid the student in his academic and social development.

5. MARINE SCIENCE

A basic program taught through scientific method to provide practical marine science in the classroom local environment in accordance with the needs and interests of the students.

The Marine Institutes have been observed at least twice during the months of January, February and March. During each facility visit education program components were observed and conferences were held with personnel responsible for those components.

It was not the intent of the monitoring visits to make specific recommendations but to become familiar with the overall education and to familiarize the administrative staff with Youth Services Program, Educational Philosophy, Goals and Objectives.

Observations:

Observations indicated the required minimum of 25 hours per week for a 180 day school is provided. Provision is made for learning opportunities in all the subjects generally provided in public school for children of corresponding age. Each facility is basically adhering to the educational objectives as listed in the contract between the Associated Marine Institutes and the Florida Department of Health and Rehabilitative Services.

Each facility is basically adhering to the five (5) Educational Components as listed above with the exception of Panama City Marine Institute.

The Youth Services Education Office was involved in a meeting with staff of Panama City Marine Institute, directors of Exceptional Child Education Programs and Adult Education Programs of Bay County School District. Because of limited school district funds for this fiscal year, no commitment was made for assisting the facility in the education program immediately. Negotiations are continuing for providing and expanding base and general education through the Bay County School District for the Fiscal Year 1977.

Recommendations

1. Consider placing more emphasis on employability skills as they relate to a wide variety of employment clusters.
2. Consider more integration of academic and vocational laboratories in order to provide a more realistic approach to relevant education.

ECKERD CAMPS SITE VISITATIONS

Jack Morgan, Youth Services Educational Director
Marty Stephens, Youth Services Curriculum Specialist

Eckerd Wilderness Camping Program is a Therapeutic Program for the Emotionally Problem Child. It is an activation of reality principle and subordination of the pleasure principle through the necessity of living together in a natural setting where survival is contingent upon the recognition of reality. There is continuous group therapy through a process of self and peer examination and understanding of feelings rather than acting on them. The program is geared to the needs and interests of youth and is a partnership between Child, Family, Family Worker, and Camp Staff. The partnership is the basis of transforming basic mistrust into basic trust. The child learns acceptance and tolerance of their families without the need for punishment or retaliation. The child undergoes an identification process of internalization and identification with adults who are secure in their own identities who are secure in their own identities. The program is conducted in an outdoor setting which combines problem-solving, adventure, EDUCATION (utilizing the experience curriculum), self discovery, and peer group controls. The program goal is to develop in the child feelings of pride, self-esteem, self-worth and self-discipline, and to graduate children with with an adjustment adequate for life.

Two monitoring visits have been made to the E-MA-CHAMEE Boys' Camp at Blackwater. On both visits, one in December and one in March, the education program components were observed and conferences were held with personnel responsible for those components.

It was not the intent of the monitoring visits to make specific recommendations and evaluations, but to become familiar with the overall program as it relates to education and to familiarize the administrative staff with Youth Services Program, Education Philosophy, Goals and Objectives.

Observations:

Observations indicated the required minimum of 25 hours per week for a 180-day school is provided. The interest factor provided to assist the socially maladjusted student in motivation is superior! There is much planning with the students to give them opportunities to use in practical application; the academic and vocational knowledge and skills they are learning. Provision is made for learning opportunities in all of the subjects generally provided in public school for children of corresponding age. Special attention is given to the basic skills of computation and communication through practical application.

Recommendations:

1. Expansion of library materials to include Multi-Audio and Visual material relevant to the individual child and programs.
2. Development of a learning laboratory where each student will spend a fraction of his day being assisted to formulate and apply individual goals and objectives.
3. Cooperative involvement with the county school districts should be expanded to include special basic education programs, vocational education and adult general education.

Although there are four different camps in which Youth Services has children placed, the educational philosophy is the same at each location. E-MA-CHAMEE Boys'

Camp is the only location that has a transitional classroom at the present time, however, plans are made to open a transitional classroom at the other locations in the near future.

END