Temple University

Department of Criminal Justice

EVALUATION OF MINORITY OVERREPRESENTATION PROGRAMS IN PENNSYLVANIA

Report #2

EVALUATABILITY ASSESSMENT AND PROCESS EVALUATION

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ACKNOWLEDGEMENTS

The research reported here was supported by Grant #93-J-01-4594 from the Pennsylvania Commission on Crime and Delinquency (PCCD). Opinions expressed here are those of the authors and not necessarily of PCCD.

We express gratitude for the support we received from members of the PCCD Juvenile Advisory Committee and the Minority Confinement Subcommittee, especially Mr. Dan Elby, and from PCCD staff, especially Ms. Mary Ann Rhoads and Ms. Ruth Williams.

The authors gratefully acknowledge the contributions of Graduate Assistants Jennifer Todaro, Eddie Becton, Jr., and Mary Ann Leidinger. The authors also extend their sincere thanks to Undergraduate Assistants Tamara Bream and Marisol Roche.

1. EXECUTIVE SUMMARY

To address the problem of minority overrepresentation in its juvenile justice system, Pennsylvania has targeted two jurisdictions (Harrisburg and Philadelphia) where a total of nine community-based intervention programs have been funded. Researchers from Temple University were awarded three one-year evaluation contracts extending from January, 1993 to December, 1995. A basic premise of our approach is that evaluators should seek to reduce their traditional distance from community groups providing services to youths. We emphasize an interactive approach which provides an active role for program staff in program assessment and development prior to the design of outcome evaluations.

The purpose of "formative" evaluations, designed and conducted in collaboration with community-based service providers, is to provide essential information to guide the design of useful and valid outcome evaluations. First, using qualitative and quantitative data, we assessed community needs and resources relevant to programmatic intervention (Report #1: Community Assessments of Harrisburg and Philadelphia's 25th Police District). Second, using archival, interview, and observational methods, we conducted evaluability assessments (i.e., clarification of program content, objectives, and intervention strategies) and process evaluations (i.e., monitoring successful implementation) of each program. Finally, we used information from these prior steps to design valid outcome measures.

While difficulties in implementation (e.g., program structure, information systems, client attendance, staff turnover) are common in the formative stage of new programs, it is crucial to develop consensus and commitment toward program goals and program development. Formative evaluation research provides essential information which informs and

strengthens program planning, implementation, monitoring, impact assessment, and ongoing program development and stabilization.

In the report that follows, we describe our evaluation strategy and methods, our recommendations for program planning and development, and the development of valid outcome measures to assess program objectives. In a companion volume bound separately, Appendix to Report #2: Individual Program Reports, we provide a detailed description of each program's activities and objectives (results of evaluability assessments), results of process evaluations (successes and difficulties in implementation), and recommendations for program planning and development.

2. INTRODUCTION

Background

To assess concerns of minority over-representation in the Pennsyvania juvenile justice system, and to respond to changes in federal guidelines for states participating in the Juvenile Justice and Delinquency Prevention (JJDP) Formula Grant Program, the Minority Confinement Subcommittee of the PCCD Juvenile Advisory Committee first conducted a study of secure juvenile holding programs to determine the extent to which minorities were overrepresented The study found that minority youths aged 10 through 17 constituted 75% of the youths confined, a proportion more than six times their representation of 12% in the juvenile population (Juvenile Advisory Committee, 1992). The subcommittee commissioned follow-up research to analyze minority youth processing in Pennsylvania from arrest to disposition, examine the causes of overrepresentation, and formulate potential intervention strategies. The follow-up study found that over-representation increased as youths moved through the stages of arrest, detention, prosecution, adjudication, transfer to adult court, disposition, and committment to secure facilities (Kempf, 1992). Prior to the release of the follow-up results, the committee concluded that some action could be taken to slow the entry or re-entry of minorities into the juvenile justice system. The subcommittee recommended the development and support of community-based prevention/intervention activities.

Five programs were funded in Dauphin county (Harrisburg) for 1991-92; those programs concluded their third and final year of funding early in 1994. An additional four programs in the 25th Police District of Philadelphia were targeted for funding beginning in the fall of 1992; those programs entered their third and final year of funding in the summer of 1994. It is expected that programs will have obtained their own funding

after two and a half years of initial funding from PCCD. The Temple evaluation team took over the evaluation from Shippensburg University following the first year of the Harrisburg evaluation.

We implemented an eight-stage research plan to analyze and facilitate program development and evaluation (See Figure 1). At the time of writing, we are concluding the second year of our evaluation. The first year of our project (January, 1993 - December, 1993) focused largely on the assessment of community needs, resources, and resource gaps, and the development of information systems. In our first year, we also began the comprehensive "evaluability assessments" and "process evaluations" described below.

In the second year of our project (January - December of 1994), we concentrated on strengthening program development, implementation, and information systems; continued evaluability assessments (clarifying program content and objectives) and process evaluations (assessing quality of implementation); collected school performance and juvenile justice data for clients; and developed valid outcome measures to assess the objectives of each program. We have adopted an interactive approach, working closely with programs to strengthen and stabilize service delivery prior to conducting a formal outcome evaluation. "Evaluable" programs, those ready to be evaluated, should have clear objectives, relevant and well-implemented services, and adequate information systems (e.g., intake, attendance, and client participation data).

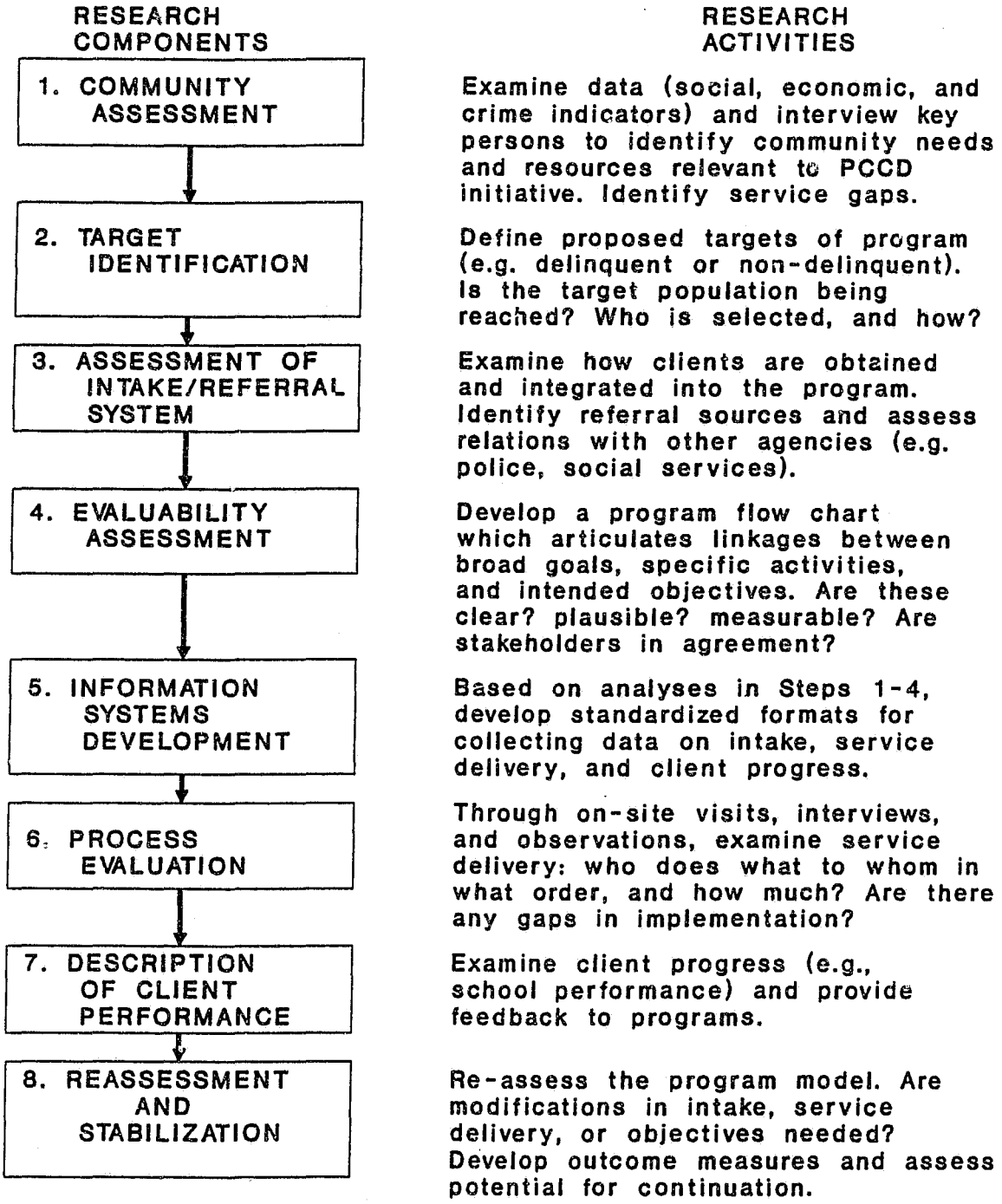

Figure 1. Framework for Evaluating Community-Based Programs

Summary of the Evaluation Model

Prior to implementing our formal outcome evaluation research design (i.e., collecting school and justice outcome data for program clients and comparison groups; collecting outcome data on measures developed to address other core program objectives), our goals were to develop programs with well-articulated, measurable goals and objectives; develop ongoing information systems (client intake and program monitoring data) to aid in future planning and policy review; and develop suitable measures to assess the impact of these early intervention efforts. In the current climate of fiscal restraint, policy initiatives by state and federal governments bear a burden to assess not only a program's success, but of the chain of critical elements which influence program design, implementation and outcome. Our progress in each of the eight areas is described below.

1. Community Assessment

In this first phase, we examined data (social, economic, and crime indicators) and interviewed key persons to identify community needs and available resources relevant to the PCCD initiative in the two target areas (Philadelphia's 25th Police District and Harrisburg). Our purpose was to examine the range of actual and perceived needs and problems in targeted areas; to clarify etiology and characteristics of the problem; to identify service gaps; and to systematically assess information needs and sources re: program intake, monitoring, and outcome data.

We examined several sources of statistical data (e.g., census, school, police, probation) to identify major trends and changes in community conditions, and to estimate the extent and distribution of specific community problems. In addition, persons interviewed included community leaders, social service agency personnel (probation, schools, human services), police, and city representatives in the two target areas. As

part of the interview, respondents were questioned about the seriousness of the following community problems: crimes against persons, street drug activity, gang activity, unemployment, family breakdown, child abuse, quality of schools, and inadequate housing. We also asked respondents to describe the availability of resources/services that addressed the problems they had identified as most serious.

These data provided an opportunity for the programs to increase their sensitivity to the social environment in which they are functioning. Information about community conditions and characteristics (e.g., juvenile crime, drug use, health, housing, family structure, school performance and behavior, income, and unemployment) has proven useful to reassess program goals and design, write funding proposals, and obtain funding.

2. Target Identification

Through analyses of program proposals, published descriptions of the programs, and interviews with program administrators, we developed precise definitions of the target populations of each program. This information was utilized to compare intended client populations with those actually served by the program, and to encourage program managers to reconsider and possibly revise their thinking about which youths are likely to benefit most from the program.

To assess the extent to which the client population of each program matched the intended target population, program proposals were analyzed and semi-structured interviews were conducted with all staff. The following questions were asked to determine the program's intended target population:

1. Briefly describe whom the program intends to serve.
2. What are the eligibility requirements? Are there any exceptions?
3. What factors will result in rejection of a client?
4. Have there been any problems with reaching the desired participants? If so, what attempts have been made to resolve

the problems?

5. How representative of the target population are the eventual participants?
6. What is the current enrollment? How many clients can your program accept?
7. What is the average number of clients entering and leaving the program each month?

To determine whether the program was actually serving the persons it was designed to serve, we implemented a standardized intake form (described below) which assesses client characteristics and background. Analyses examining client characteristics in detail will be reported in Report #3.

3. Assessment of Intake/Referral System

A model of each program's intake/referral procedures was developed by means of on-site visits, observations, interviews, and inspection of program documents (e.g., written policy and procedures). The purpose of this phase of the research was to document and model the means by which clients were actually obtained and integrated into the program. This information was used to examine the rate of referral of clients, potential gaps between target population and actual client population, and the appropriateness of current referral sources. We also attempted to identify information gaps at intake, assess level of coercion or persuasion used to gain participation, and describe the role that parents, other family members, or other agencies (e.g., school) were expected to play in the program.

A standardized intake form was developed in order to systematically collect data from each program. At monthly meetings, program staff were given the opportunity to examine the document for clarity, usefulness, and cultural sensitivity. In follow-ups with each program director, we asked for and received productive suggestions for revisions. As a result, program directors are more invested in this crucial data collection task than they would have been had we simply pushed our own form upon them. All programs

are currently using the new form during the intake process, and we have been collecting intake data on a regular basis. A copy of the form is presented in Attachment "A" (a Spanish version was also translated and made available to Latino clients).

To examine how clients were obtained and integrated into the program, program staff and directors were asked to describe their intake and referral procedures during semi-structured interviews. Specific questions included the following:

1. What are the recruiting and outreach procedures?
2. Describe the intake/admission process?
3. What are the referral sources?
4. Who are the contact persons of the various referral organizations?
5. What are the reasons for referral?
6. Do you make referrals to other agencies? How? Which agencies? Why? Documentation?

4. Evaluability Assessment

The evaluability assessment of each program was one of the major steps of our evaluation research. The purpose of this phase was to articulate an accurate model of exactly what the program does and what it attempts to achieve. Through our analyses and discussions with program staff, we produced a description of all the different aspects of service delivery, clarified program goals, and articulated the specific objectives (expected change) associated with each program component. Evaluability assessment produces a blueprint useful for refining and clarifying program activities and objectives, and for developing valid outcome measures for each program.

Using program documents (e.g., applications to PCCD for funding; published brochures; written program policies and procedures) we first developed a "Documents/Rhetorical Model" (full description) of program components, activities, and objectives. This initial model served as a basis for subsequent interviews with program staff and administrators to

obtain their perceptions of linkages between broad goals, specific activities, and intended objectives. Next, several rounds of semi-structured interviews were held with project directors and staff to gain information about program components, objectives, staff responsibilities, and expected performance for clients. This information was used to revise the original program model several times, eventually resulting in an "Evaluable Model" of the program containing only program activities that were clearly specified, and only objectives that were feasible and measurable. Information collected through evaluability assessments has been used to discuss program development needs with directors, and to develop valid outcome measures (described in Section 5 of this report).

5. Information Systems Development

Based on information collected in Stages 1 through 4, we developed standardized instruments for collecting intake data, monitoring data, and follow-up data. Information systems refer to procedures for collecting, recording, storing, retrieving, and summarizing client information, program management information, as well as operational (or policy-level) information. The purpose of developing and refining information systems was to support program development efforts and to strengthen data collection for monitoring and outcome evaluations.

When the evaluability assessment for each program was concluded, we assessed whether current practices of collecting and storing information fit the needs of each program. An examination of program files, records, and documents enabled us to make recommendations for collecting, storing, and retrieving information about clients, documenting delivery of services, and using this information to make informed program management decisions.

6. Process Evaluation

Through on-site visits, interviews, and observations, we collected data on what services were actually being delivered by each program. We sought answers to two general questions: 1) Who does what to whom in what order, and how much? 2) Are there gaps any between the "program on paper" and the "program in action"? This phase also identified current activities and efforts thought to be contributing to the program's defined goals and objectives. The goals of a "formative" or process evaluation were to examine potential gaps between program "blueprints" and implementation of specific activities, and to collect data to facilitate development of information systems to fine-tune the program design on an on-going basis.

In addition to interviews with program staff about service delivery and program structure (see evaluability assessment above), we observed the programs in action and interviewed youths individually or in groups of two or three. We have completed numerous site visits to each of the programs, and we continue to make regular follow-up visits. In our site visits, we continue to monitor service delivery and any changes in program structure. Our goals are to assess the degree to which programs deliver their stated services and make progress toward their objectives, but also how well they have adapted to unanticipated circumstances and strengthened service delivery over time.

7. Description of Client Performance

In order to facilitate program development and to lay the groundwork for formal evaluation, we have been collecting behavioral data on all clients (e.g., intake information, program attendance, juvenile justice involvement, and school behavior and performance) prior to and after entering each program. Other program-specific outcome measures have also been finalized (see Section 5).

The process of collecting school and juvenile justice data in Harrisburg and Philadelphia has been in progress since the beginning of 1994. In both sites, we have gained cooperation from the police, schools, and probation to access client records. Data collection and entry is progressing accordingly, concurrent with updating old client records and searching new client records. Following analysis of outcome data, we will provide each program with descriptions of client populations and outcomes. This information will enable programs to refine program goals and activities so as to maxmixe effective and efficient service delivery.

8. Reassessment and Stabilization.

Working closely with each program, we re-assessed the program models that we developed through the evaluability assessment process. We have asked each program whether modifications in intake, objectives, and service delivery have occurred (or are needed), and we've discussed revisions with each program director. We have also finalized the research design for outcome evaluation, and assessed each program's potential for continuation and independent growth.

Our goals at this stage of evaluation, conducted periodically, are to provide assessment of the program's progress toward its goals; to provide recommendations regarding modifications in program objectives, target selection, and/or service delivery; to assess the program's potential for continuation; and to assist in the implementation of standardized data collection instruments to assess ongoing progress and outcomes. The ideas, judgements, and perspectives of program staff and stakeholders are solicited openly and candidly. We have carefully reviewed program development needs and evaluation procedures with program staff, managers, and stakeholders.

Purpose of this Report

Note that two separate reports have been prepared so far. The first, Community Assessments of Harrisburg and Philadelphia's 25th Police District, was published and distributed in December of 1993. The present report (our second comprehensive report), which was published and distributed in January of 1995, describes the results of research stages "two" through "six" (see evaluation model presented in Figure 1). The primary focus of this report is to summarize the major results of our evaluability assessments and process evaluations of each program, including recommendations for program planning and development. The report also summarizes the development of valid outcome measures from results obtained through evaluability assessments. Methodologies, results, and recommendations are described in the rest of this report.

A third report, to be released later in 1995, is tentatively titled Evaluation of Delinquency Prevention Programs in Harrisburg and Philadelphia: Initial Description of Client Performance. That report will describe outcome results for clients entering prevention programs during the 1992-93 school year. We will examine clients' rates of arrest prior to program entry (pre-measure) and after program completion (post-measure). We will also examine clients' school behavior and academic performance over a three-year period: school years 1991-92 (pre-measure); 1992-93 (year of admission); and 1993-94 (post-measure).

3. METHODS

Evaluability Assessment

Evaluability assessment produces an essential blueprint for refining and clarifying program activities and objectives, and for developing valid outcome measures for each program. For new programs such as those funded by the PCCD initiative, it is an essential precursor to a formal outcome assessment.

The problems and pitfalls of inadequately designed evaluative research have been abundantly noted (e.g., Rossi and Freeman, 1989; Rutman, 1980). Among the more serious of these problems, particularly in the case of new, developing programs, are inadequate attention to poorly defined program content and objectives, vaguely articulated causal and intervention theories, and poor implementation of program components. The purpose of the evaluability assessment, as a precursor to the design of a formal outcome assessment, was to create an accurate model of exactly what each program does (content) and what it attempts to achieve (objectives). Through our analyses, discussions with program staff, and observations of program services, we described and clarified different aspects of service delivery, program goals, and specific objectives (expected change) associated with each program component.

Using program documents (e.g., applications to PCCD for funding; published brochures; written program policies and procedures) we initially developed a "Documents/Rhetorical Model" (full description) of program components, activities, and objectives. This initial model served as a basis for subsequent revisions. Through structured interviews, we obtained the perceptions of program staff and administrators regarding broad program goals and intended linkages between specific activities and outcomes. Next, two or three rounds of semi-structured interviews were held with project

directors and staff to gain information about program components, objectives, staff responsibilities, and expected performance of clients. This information was used to revise the original program model several times, eventually resulting in an "Evaluable Model" of the program containing only those program activities that were clearly specified and objectives that were feasible and measurable.

Through interviews with program directors and staff on four different occasions throughout the year, we refined and modified statements of program activities and objectives. The remaining objectives are ones that program staff agreed were plausible and realistic. With the approval of program staff, evaluators removed any objectives that were redundant, unclear, unmeasurable, or unrealistic. These program models, then, represent the content and objectives for which each program is to be held accountable. Questions asked during interviews with program directors and staff included the following:

Program

1. What are the general goals of the program?
2. What are the specific activities of the program?
3. What are the specific objectives of each program activity?
4. What are the specific services provided by each program activity?
5. Identify the staff and volunteers of each program activity.
6. What types of information is kept in client files?
7. Do you find it adequate for your needs?
8. How do you define overall program success? Failure?
9. What do you perceive as the most serious obstacle(s) to program success?
10. What significant changes/modifications have been made in the program since the program began? (i.e. staff, goals/objectives) Why?
11. What process must you go through to initiate change?
12. Are you considering additional program or staff changes? Please explain.

Staff

1. What are the required training/qualifications of the staff?
2. Describe the duties of the staff.
3. Is there an evaluation procedure for staff? If so, please describe.
4. Are there any required qualifications for volunteers?
5. Describe the duties of volunteers.
6. Is there any information kept in the files on staff?

Clients

1. What is the expected time of stay for each client?
2. Have any clients left the program early? Why?
3. What are the client discharge procedures?
4. Are there follow-up procedures?
5. What factors external to the program might influence client progress in the program?
6. What kinds of records are kept on each client?
7. How is client progress monitored?
8. How is client progress evaluated?
9. How are client evaluations used?
10. Do clients or parents have access to evaluation results?

Evaluability assessment results also allow us to determine whether current practices of collecting and storing information fit the needs of each program. An examination of program files, records, and documents will enable us to make recommendations for collecting, storing, and retrieving information about clients, documenting delivery of services, and using this information to make informed program management decisions. We are currently collecting program attendance information from each program and assessing program procedures for monitoring attendance and client behavior.

Process Evaluation

The goals of a process evaluation are to examine potential gaps between program "blueprints" and implementation of specific activities, and to collect data to facilitate development of information systems to fine-tune the program design on an on-going basis.

Process evaluation seeks to identify elements of the delivery system: what are the specific activities and services provided through each

program? Components of the delivery system must be clearly spelled out if any link between efforts and outcomes is to be demonstrated. To what degree are specified activities actually being carried out? Who does what to whom in what sequence? What is the nature, frequency, and duration of services provided? Are there gaps between activities specified in the program plan and services that are actually delivered? Is there any evidence that program activities are moving toward intended goals?

Through on-site visits, interviews, and observations, we collected data on what services were actually being delivered by each program. We sought answers to two general questions: 1) What program services are actually being delivered, and how? 2) Are there any gaps between the "program on paper" and the "program in action"? This phase also identified current activities and efforts thought to be contributing to the program's defined goals and objectives.

In addition to reviews of program documents and interviews with program staff about service delivery and program structure (see evaluability assessment above), we observed the programs in action and interviewed youths individually or in groups of two or three.

Program Records: We examined how program information was being collected on referrals, requests for service, services provided, clients served, frequency and duration of services provided, and client responses to services. We determined the degree to which specific program elements were identified in terms of time, costs, procedures, or products (e.g., three life skills classes per week of one hour duration each). We attempted to determine whether information being collected by programs was adequate to assess whether services were appropriately delivered, and whether new instruments were needed to collect valid data on delivery of services.

Direct Observation: Researchers visited each program on-site to observe delivery of services. Program heads and staff were contacted in advance, and the reasons for the visits were explained to attempt to reduce resistance and reaction to the presence of observers. Our goal was to build collaborative relationships with program personnel to aid program development. The need for accountability was stressed, as well as confidentiality of client and staff responses. Structured observations of program efforts in the two targeted areas were conducted to obtain information about the frequency, duration, and nature of services delivered. The main technique utilized is known as a "data guide" (Rossi and Freeman, 1990): observers are given a list of specific questions which they are required to answer from their observations. Observations were conducted by the three principal investigators and the two graduate research assistants. During site visits (usually two researchers to each site), each observer followed a "guided observation" protocol which included the following questions:

1. Is the physical setting/facility adequate?
2. Do youths/staff appear enthusiastic? Interested?
3. How do staff handle discipline problems?
4. How well do staff interact/communicate with youths?
5. Do different staff members have different styles of interaction with youths?
6. Are actual program activities relevant to stated program activities and goals?
7. Describe attendance.

Participant Data. A valuable perspective of actual services provided can be obtained by clients themselves. The advantage of such an approach is that clients have detailed, first hand knowledge of the program. The disadvantage of this approach is that the information they provide is limited by subjectivity and their lack of familiarity with the observers. As a result, their responses may be somewhat guarded or biased, depending on their personal experience and personalities. They may wish, for example,

to make the program "look good" by exaggerating its positive benefits, or they may wish to make it "look bad" by exaggerating its negative feature. Their views provide a valuable source of information, however, to cross check against information obtained by other methods (observations, inspection of program documents, and staff interviews). Interview questions posed to youths included the following:

1. How did you hear about the program?
2. What do you like best about the program? Why?
3. What do you dislike about the program? Why?
4. How long have you been coming? How often do you come?
5. How has the program helped you?
6. What do you think of the staff?
7. Would you recommend this program to someone you know? Why or why not?
8. What would you change about the program?
9. What do your parents think about the program?

Summary

The evaluable program models developed through the methods described in the previous section serve several purposes. First, they articulate the exact program activities and objectives as perceived by program directors and staff. Second, they provide a framework for ongoing program planning and development. Each program should periodically and carefully review its program model before proceeding with contemplated changes in program activities and/or objectives. Third, the program models provide evaluators the basic material needed to design a valid outcome study. From these models, evaluators assume that they have obtained a valid description of program activities and objectives. Reliable and valid outcome measures can then be designed to properly assess program objectives.

In the Appendix to Report #2, we provide a detailed description of each program's activities and objectives (results of evaluability assessments), results of process evaluations (successes and difficulties in implementation), program models, and recommendations for program planning

and development. Based on those results, we discuss in Section 4 ten important issues for program planning and development. Then, in section 5, we discuss the development of reliable and valid outcome measures based upon results from evaluability assessments.

4. ISSUES FOR PROGRAM PLANNING AND DEVELOPMENT

Each program faces two major categories of obstacles: external and internal. External obstacles include conditions in the community that limit growth opportunities and expose youth to danger (violence, economic stagnation, poverty, drug abuse and sales, etc.). External obstacles also include local political and funding environments that may be hostile or apathetic toward the programs' mission. Successful programs identify and address the challenges posed by their local environments.

A second set of obstacles are internal to the program: factors which threaten the integrity of the intervention model. These include poor attendance, low intensity of intervention, staff turnover, inadequate flow of referrals, implementation problems, and difficulty in optimizing the use of limited resources. To be successful, programs must address both external and internal factors which limit their ability to meet the needs of minority youth. We have identified ten high-priority issues for program planning and development.

1. Target Selection Procedures.

In order to successfully match juveniles with specific program approaches, it is essential that characteristics of intended clients be clearly defined and that programs locate and reach out to those clients in need. Programs that have done well in this area defined their intended clients in terms of geographic location, age, problems in school, justice system involvement, and other specific "risk" factors. In some cases, however, client targeting was accomplished by improvisation, with the result that some programs attempted to serve an extremely diverse client population with differential needs only partially assessed and incompletely addressed by the program.

Common inclusion criteria included the presence of any of a wide variety of "high-risk" behaviors (e.g., truancy, police contact, failing classes, suspensions, family problems, behavioral problems). Common exclusion criteria included: the youth has no real problems, and the youth is "too hard to handle." Through analyses of client characteristics and follow-up interviews with program personnel, we have encouraged programs to reconsider what kinds of clients their programs are best suited for.

2. Client Attendance and Attrition.

Substantial research on adult and juvenile intervention and prevention programs has demonstrated that those who attend most regularly and those who complete the entire program evidence better outcomes than those who attend irregularly and/or drop out early. One of the limitations many community-based programs face is that attendance is voluntary (only in rare cases are clients court-ordered to attend).

Each program attempts to provide incentives for youths to attend, for example, by making participation in games and recreation contingent upon completing homework, and making participation on field trips (trips to museums, ball games, etc.) contingent upon good program attendance. In spite of these efforts, attendance below 50% has not been uncommon, and programs are developing more effective incentives to increase attendance.

Client turnover has also presented difficulties. Programs must often keep their "caseloads" up to certain levels to maintain sufficient funding. Programs, particularly in the early stages, pay far too much attention to keeping their caseloads up, and far too little to maintaining the clients they already have. For example, one program maintained a relatively stable caseload of 40 or so clients at any one time over a one-year period (a typical funding cycle), but records indicate that they actually interviewed and accepted twice that number into the program. Their "attrition" rate,

therefore, would be 50% (40 clients dropped out before the end of the year). Programs that have done well in this area have encouraged high rates of client attendance and low rates of client turnover by providing a challenging and interesting array of activities and strong staff resources.

3. Staffing Levels and Staff Turnover.

Programs that have done well in this area have recruited staff who are well-qualified to carry out the specific services that the program provides, and they have hired adequate numbers of staff to implement their program plan. They provide consistent training for staff, clear expectations for staff performance, feedback, support, and professional development opportunities (e.g., workshops on working with high risk children). In certain programs, though, we have already seen instances of staff burnout and staff turnover. One reason for difficulties, commonly perceived by program directors, is inadequate program resources. A less acknowledged issue concerns inadequate staff training and development.

Programs often need more staff than their scarce resources permit, and they tend to overwork their primary staff. For example, during the first year of operations, one program coordinator was responsible for providing all service delivery, planning all daily activities, supervising activities, program record-keeping, and administrative duties. Within two years, this program has had four coordinators. Another program has effectively used many volunteers, but the director has not yet delegated enough responsibility to substantially lighten his own workload.

Staff training and development is crucial. Working with high risk youth requires not only experience and sufficient training, but ongoing development activities and staff support. Unfortunately, given scarce resources, efforts to date have been limited. Part of the difficulty

concerns expectations which exceed the program's resources. For example, programs may find that funding sources want sophisticated, human-services interventions (e.g., individual, group and family counseling) and then write such services into their proposals without adequate consideration of the staff resources needed to supply those services. It is essential for programs to realistically consider what staff qualifications are needed to implement the program plan. Either staff and personnel resources must rise to the level required by the program plan, or the program plan (activities and objectives) must be realistically downscaled. Otherwise, programs will be held accountable for objectives which they cannot possibly achieve.

4. Information and Record Keeping Systems.

An adequate information system is essential for effective client assessment and intervention, as well as effective program planning, development, accountability, and evaluation. We have found that this is a major area where community-based programs need technical assistance.

Information needs include: (a) client information (assessing client needs and strengths so as to design effective treatment or intervention plans), (b) monitoring information (keeping regular records of client attendance and participation in program activities, recording client progress and setbacks, and providing documentation of services delivered), and (c) outcome information (keeping records of client success in school, tracking achievement toward progress of individual goals, and/or administering standardized measures of client attitudes and behavior).

Programs that have done well in this area carefully considered their information needs prior to implementation. In some cases, information systems were developed, implemented, and revised over time in collaboration with evaluators. In either case, we have found a need for continuous communication and monitoring. For example, some programs stopped keeping

regular attendance data after a few months, and had to be reminded that doing so was essential. Others periodically failed to complete intake forms for new clients. Programs which utilized field services such as home visits, school visits, and mentoring only rarely kept systematic records of their contacts, or the reason for and result of such contacts. Reasons for inadequate information systems generally involved inadequate staff resources and/or inadequate planning. Staff often complained of too much paperwork and not enough time to concentrate on programming.

Again, program resources must be adequate to match the program's information needs. Programs need to carefully consider their needs for information collection and recording, and develop adequate staff resources to maintain such systems. Without effective methods for collecting and maintaining information to document client needs, delivery of services, and outcomes, neither accountability nor success can be demonstrated, and obtaining (or retaining) funding will be difficult.

5. Family Component

As community assessments demonstrated, successful intervention with high risk youths requires family support and involvement. Most programs stated the importance of family involvement and commitment, but many have had difficulty in recruiting and maintaining active parental involvement.

Programs that did well in this regard offered tangible incentives and opportunities for family involvement. Several formed parent "support groups" which get together to discuss their children's needs and progress, as well as their own difficulties. In one program, parents and children are invited for a day of family recreation. In the morning, children have recreation while the adults and program staff meet as a group to discuss childrens' needs and progress. In the afternoon, the children and program

staff meet for a similar discussion while the adults have recreation. Later in the afternoon, parents, youths, and staff all come together for a concluding discussion.

6. Educational Component

In general, improving childrens' behavior, attendance, and achievment in school is a major program goal. Programs that have done well in this area provide tutoring and/or learning opportunities on a daily basis. Those making the most progress effectively utilized volunteers including students and teachers from local high schools and colleges. Some programs have had difficulties (e.g., children don't bring homework and don't want to do homework). There are at least three keys to change: (1) firmly and consistently requiring completion of homework or other learning tasks; (2) providing interesting ways of encouraging learning (e.g., computer-assisted instruction, educational games); and (3) providing positive feedback for good participation and disincentives for non-participation (e.g., exclusion from recreation or field trips).

7. Use of Volunteers/Mentors

New programs have consistently found that they lack sufficient staff to carry out all the programmatic, administrative, and outreach activities required. One solution is to recruit and utilize volunteers for specific tasks. This takes a good deal more planning and energy than many realize. Programs that have done well recruit, screen, train, monitor, and support volunteers very carefully. In particular, it is necessary to provide thorough training by qualified professionals who are experienced in working with high risk youths. Volunteers should be well-trained for the specific tasks they will execute (e.g., community outreach, interviewing clients, mentoring, supervision during program activities, etc.).

8. Program Structure

Effective programs provide a consistent, interesting schedule of activities. Programs that have done well in this area have designed engaging, goal-oriented activities that are implemented in a consistent manner at a regular time. For example, youths in several programs are given a weekly activity schedule that lists activities, trips, and guest speakers. Program staff clearly communicated the purpose of each scheduled activity. Programs with difficulty in this area have not been able to maintain a consistent program structure, resulting in a lot of "dead" time where neither youths nor staff seem to know what to do. Program staff need to be able to plan, implement, and manage a well-balanced schedule of activities for programs to function effectively.

9. Adequacy of Physical Facilities

The program's physical environment sends very important messages. A pleasant, clean, and well-maintained physical space sends messages that the owners and users care about themselves and their group. Programs that have done well offer facilities that are clean and bright, if not necessarily palatial. Facilities also need to match the program's goals and activities. For example, a large gymnasium may be excellent for playing basketball, but maddeningly noisy for a group discussion. Programs that do very well have separate rooms for different activities (e.g., games, recreation, vocational training, education, counseling, and group discussions). In one program, participants were asked for input into physical improvement plans, and undertook specific activities as group projects.

10. Monitoring by Program Director/Executive Director

Those who make crucial decisions about the program (e.g., securing funding, hiring personnel, acquiring facilities, recruiting volunteers, monitoring staff, etc.) need to be in touch with the daily activities of

the program. Programs that have done well have "hands-on" directors who visit the program regularly, know many of the clients and all the staff, and actively seek and communicate feedback about the program's successes and difficulties. Most of all, hands-on directors engage in a continuous process of growth and self-evaluation, and encourage it in their staff as well as their clients. Such leaders welcome critical as well as positive feedback about the program, and constantly ask how services can be strengthened. Those who have difficulties delegate all program responsibilities to others, discourage reflective criticism, and advocate a "don't rock the boat" mentality among program staff. They often do not find out about problems until they reach crisis proportions, because staff were too intimidated to seek them out.

5. DEVELOPMENT OF OUTCOME MEASURES

(a) Program Content

Programs varied a good deal in the type of activities/components they provided, the clarity and structure of those components, and the amount and mechanisms of service delivery (Table 1). In spite of this variety, there were several common features that ran across programs.

In general, all programs stress the value of supervised activities to keep youths out of trouble. These include recreation, sports, games, special projects, and other diverse activities. In fact, our site visits to programs revealed that supervised recreation is the major component that programs provided most reliably and consistently. Unfortunately, we were too often left with the impression that supervised recreation superseded or replaced other scheduled activities such as homework assistance (i.e., "the program on paper").

Most programs provided some form of homework or tutoring assistance. In after-school programs, tutoring was usually the first activity scheduled for youth after arrival at the program. However, site visits revealed that many programs did not enforce requirements to do homework, lacked adequate staff resources to help youth with homework, or experienced considerable difficulty in persuading youths to bring or complete homework. Homework and tutoring assistance has been provided on an inconsistent basis across programs.

Most programs provided structured recreation and field trips. Field trips were often for fun (e.g., sporting events), but also provided educational and cultural exposure (e.g., trips to museums, businesses, government offices, different neighborhoods and parts of the city).

Table 1
Program Content: Philadelphia and Harrisburg Programs

1. Camp Curtain YMCA
2. Boys Club of Harrisburg
3. Project Connect
4. Hispanic Center
5. Girls Inc. of Harrisburg
6. Impact Checkmate Program
7. Project Youthlead
8. CUNAD
9. Youth Self-Empowerment Project

	1	2	3	4	5	6	7	8	9
Program Content									
Supervision - Program	X	X	X	X	X	X	X	X	X
Homework/Tutoring Assistance	X	X	X	X	X	X		X	X
Computer-Assisted Learning				X	X	X			X
Truancy Reduction						X			
Monitor Academic Progress			X			X			
Drug and Alcohol Counseling	X	X			X				O
Drug Resistance Skills	X	X	X	X	X			X	X
Human Sexuality Education	X	X	X	X	X			X	X
Psychological Counseling									X
Intensive Group Counseling			X				X		
Group Discussions	X	X				X	X	X	X
Individual Counseling	X		X	O		O	X	O	X
Family Counseling	X								X
Family Involvement/Activities	X		X			X	X	X	X
Writing Activities									X
Recreation and Team Sports	X	X	X	X		X		X	X
Field Trips	X	X	X	X	X	X		X	X
Life Skills Training	X	X	X	X	X	X	O	X	X
Employment Assistance								O	
Vocational Training		X		X	X				X
Business Skills Training					X				
Career Development		X		X	X		O	X	X
Mentoring						O	X		O
Conflict Resolution Training	X	X	X	X	X	X		X	X
Cultural Awareness Training		X	X	X	X		X	X	X
Cultural Diversity Training				X					
Challenge Course							X		
Retreat/Camp						X	X	X	
Community Service Projects					X		X	X	X
GED Preparation	X								
Leadership Development Training	X				X				
CPR Training	X								
Lifeguarding Certification	X								
Exercise Classes	X			X	X	X			
Awards Ceremony			X		X		X		
Beauty Pageant			X						

Legend: X = Activity/component provided on a regular and structured basis
O = Activity/component provided on an occasional or "as-needed" basis

Three programs provided some kind of initial retreat or camp experience to encourage self-reflection and build teamwork. Activities at retreats were designed to "open kids up" to personal reflection and development, to create trusting relationships, and lay the groundwork for future program participation.

Most programs included some kind of community service component in their program activities. Projects have included cleaning up parks and the community, building a senior citizens park, and volunteering at local hospitals and community agencies.

Programs often provided some form of career development (e.g., guest speakers from different businesses and agencies; exercises designed to encourage thinking about career goals and planning). One program, the Business Entrepeneur Project of Girls, Inc. explicitly provided training and guidance to girls interested in working on actual business plans and projects. The Boys and Girls Club provides on-hands training in machine shop and carpentry. Some programs have provided referrals for youths to local agencies for summer jobs.

Many programs offer some form of training in life skills, alcohol and drug resistance, and conflict resolution/anti-violence. These activities vary a great deal in their intensity and structure, however, ranging from (1) informal and irregular comments by staff, to (2) occasional guest speakers, to (3) weekly classes and exercises designed by program staff, to (4) highly structured curricula provided on a regular basis. In Harrisburg, programs have recently purchased and implemented packages of highly standardized and structured curricula on drug and alcohol training, conflict resolution, and human sexuality. These packaged curricula include videos, workbooks, exercises, and instructor manuals.

Programs often claimed to provide some form of "counseling," but only

one has ever employed licenced therapists. Counseling, in practice, has usually meant program staff or program volunteers talking to youth about their individual problems and progress on an occasional, "as-needed" basis. Program staff vary a great deal in their personal backgrounds and training for this task. Some have extensive experience and even certification in different forms of counseling; others have little or no training at all. Informal conversations with youth may be valuable, but should not be confused with the need for or provison of mental health services by licenced therapists, clinical social workers, or other certified mental health care providers.

Several programs stated that they provided family activities and/or opportunities for family members to get involved with the program. In practice, programs have experienced enormous difficulty in getting parents involved. Those that have regular parent meetings, for example, have suffered from extremely low levels of parent interest and participation. Several programs claim to provide visits to youth and parents at their homes, but we have been unable to document the frequency, content, or success of those visits. Programs typically keep little or no records of these visits. Several programs are presently attempting to build a stronger parent component (i.e., scheduling monthly parent meetings).

Beyond some of these common activities, each program had one or more unique features. For example, only one program, Project Youthlead, focuses heavily on the role of adult mentors who provide one-to-one support and counseling for the youth. In this arrangement, activities depend upon the specific match between youth and mentors on needs, interests, skills, and the youth's specific goals. One program (Checkmate) focused heavily on truancy monitoring, follow-up and reduction, but shortage of staff

resources has necessitated cutbacks in the intensity of those activities.

Some of the unique features of each program are summarized below.

Unique Features of Each Program	
Impact Checkmate Program	*Intensive Truancy Reduction and Follow-Up *Access to Computer Learning Center *Large Gymnasium on-site *Intensive, Structured Life Skills Classes
Youth Self-Empowerment Project	*Trained Family and Individual Counselors on-site *Provides transportation to and from program *Receives high number of referrals from juvenile court
Project Youth-Lead	*Intensive mentoring program *Highly structured group meetings *Intensive 4-day Challenge Course at beginning *After school meetings twice a month at local high school
CUNAD	*Provides services to a large but underserved Latino community *Structured drug resistance training *High visibility in community and anti-drug activities
YMCA	*Large, modern facilities with gym, pool, classrooms *Administrative support from larger organization
Boys and Girls Club	*Large, modern facilities with gym, woodshop, machine shop, games, library, classrooms, etc. *Administrative support from larger organization
Girls Inc.	*Addresses specific needs of school-age girls *Highly structured business training and career development
Hispanic Center	*Advanced computer center soon to open *Provides services to a large but underserved Latino community *High visibility in community activities
Project Connect	*Office is located in the middle school *Drop-in center for youth *Three levels (low, medium, high) of contact with youth and families (monitoring of academic performance and attendance; home visits)

Several issues deserve closer attention. One concerns the issue of program process versus content. Some programs have clearly defined activities in their written policies and procedures, but do not seem to have actually implemented their "program on paper" in a very structured manner. There is a strong need to more carefully consider what type and what intensity of different intervention activities is necessary to bring about the desired objectives of each program. There is also a strong need for programs (e.g., executive directors) to better monitor and document the actual activities and services that each program provides.

Tied to this need for clarification of service delivery is a need to articulate the causal theories that implicitly guide each intervention approach. For example, on what theoretical basis does a program decide that poor problem-solving skills lead to drug use, delinquency, aggression, or poor school performance, and how does a program decide what kind of intervention is needed to address these presumed causes? We feel that each program is in a better position to constructively re-evaluate its own growth and performance when it can realistically assess the assumptions that it has implicitly formed about what causes certain problem behaviors and what activities and services are effective to prevent them.

(b) Objectives

All programs, as requirements of their funding from PCCD, have at least two common objectives: 1) to reduce youths' future involvement with the juvenile justice system, and 2) to improve youths' school behavior and performance. Beyond this, programs showed considerable overlap but also some diversity in their additional objectives (Table 2).

Table 2

List of Program Objectives: Philadelphia and Harrisburg Programs

1. Camp Curtain YMCA
2. Boys Club of Harrisburg
3. Project Connect
4. Hispanic Center
5. Girls Inc. of Harrisburg
6. Impact Checkmate Program
7. Project Youthlead
8. CUNAD
9. Youth Self-Empowerment Project

	1	2	3	4	5	6	7	8	9
Program									
*Encourage Attendance	X	X	X	X	X	X	X	X	X
*Create Commitment to Program	X	X	X	X	X	X	X	X	X
*Create Trusting Relationships	X	X	X	X	X	X	X	X	X
*Screen for Level of Need			X			X			X
Education									
*Improve School Attendance						X	X		
*Increase Committment to School		X		X		X		X	
*Improve Study Habits				X		X			
*Improve Basic Skills	X		X			X		X	X
*Improve Behavior at School				X		X	X	X	X
*Improve Academic Performance	X	X	X	X		X	X	X	X
*Increase High School Completion							X		
*Increase College Attendance	X				X		X		
*Reduce No. of At-Risk Students			X						
*Increase Involvement in Activities			X						
*Develop Positive Relationships			X						
Employment									
*Develop Job Skills		X			X	X			
*Develop Career Goals		X			X		X	X	
*Provide Role Models							X	X	X
*Increase Employment							X		
*Learn to Enjoy/Value Work		X			X				
*Learn to Respond to Authority		X							
*Develop Business Skills					X				
Delinquency									
*Reduce Recidivism	X	X	X	X	X	X	X	X	X
*Reduce Drug Use	X					X		X	X
Family									
*Build Commitment to Program			X				X		
*Improve Parenting Skills						X			
*Encourage Parental Involvement			X			X	X		X
*Provide Support for Parents						X	X		X
*Strengthen Family Relationships	X								

Table 2 (cont.)

	1	2	3	4	5	6	7	8	9
Individual Development									
*Increase Self-awareness			X		X	X	X	X	X
*Improved Self-esteem	X		X	X	X	X		X	X
*Learn Problem-Solving Skills	X	X		X		X			
*Increased Self Control			X					X	
*Establish Individual Goals					X		X	X	
*Positive Use of Free Time	X							X	
*Develop Responsibility		X			X		X		X
*Provide Mutual Support		X			X		X		X
*Develop Possibility/Vision				X	X		X		
*Reinforce Achievment		X					X		
*Define Values, Moral Principles	X	X							
*Develop Creative Expression				X					
Physical Development									
*Improved Motor Skills						X			
*Improved Physical Fitness	X					X			X
*Improved Health Awareness	X								
Interpersonal Skills									
*Improved Communication Skills		X				X		X	X
*Develop Leadership Skills		X			X	X		X	
*Develop Teamwork		X		X	X	X			
*Increased Respect for Others		X				X			
*Resolve Disputes Peacefully						X		X	X
*Less Aggression Toward Others				X		X		X	X
*Dealing with Peer Pressure								X	
*Make Friends		X							
Other									
*Increased Cultural Awareness		X		X		X		X	X
*Increased Awareness of Diversity				X		X			X
*Monitor Youth Activities						X			
*Develop Pride in Community			X		X		X	X	X
*Awareness of Environmental Issues								X	
*Awareness of Community Resources								X	
*Increase Resources: Youth/Family			X						

Most programs stressed the value of program attendance, but rarely compelled attendance. As a result, attendance rates below 50% have been common. Programs prefer to use incentives for attendance (e.g., attendance is a requirment to go on field trips such as movies, sporting events, trips to the aquarium, etc.). Most programs encouraged youths to think about career objectives and planning. Most, but not all, stated the importance of family involvement and commitment. Most have had difficulty, however, in recruiting active parental involvement on any scale. A variety of personal skills and mental health objectives were stated: most commonly, improvement of self-esteem, improved problem-solving skills, increased self-control, and greater self-awareness of one's needs and strengths. All programs stressed the value of developing better interpersonal skills. Other common objectives included increased awareness of one's own and other cultures, and building community involvement and pride. One program, Project Youthlead, centers its objectives on a highly individual basis that forms the crux of intervention and support. Each youth states three goals at the beginning of the program, and throughout the program (via working with mentors and attending monthly group meetings) works toward their goals (e.g., better relationships with family members, feeling better about oneself, etc.).

The issue of generalized versus individualized treatment is one that community-based programs must seriously consider in conjunction with their target selection procedures. If programs offer a generalized package of services to all youths, an assumption is made that all can and will benefit from those services. However, it is paramount that such services are relevant to the needs of each youth. On the other hand, a program that articulates highly specific objectives for each client faces difficulties

in addressing specific and multiple needs. It is paramount that such programs can muster the physical and social resources necessary to fulfill their commitment to individual youths. Through the analysis and feedback of intake and monitoring data from each program, we encourage each program to reassess their objectives so as to provide a limited range of the most needed services as opposed to a wide range of partially relevant services. Such reassessment, naturally, requires reconsideration of the program's content and its causal assumptions about which kinds of activities are likely to produce what kinds of change. Results reported from our previous community assessment report should also inform ongoing program planning.

(c) Outcome Measures: Dimensions for Measurement

Based on the results of our evaluability assessments for the nine programs, we were able to identify common objectives across programs, and then review and select appropriate outcome measures. First, we identified common objectives described by program staff and directors as most crucial to program success. These objectives are listed and described below. Process objectives refer to tasks and processes that need to be completed in order to make progress toward program goals; outcome objectives refer to the specific changes desired in youths' attitudes and behavior.

PROCESS OBJECTIVES

*Regular program attendance
*Assessment of individual needs and strengths
*Reduce disruptive behavior

OUTCOME OBJECTIVES

Employment

*Increased motivation to succeed, positive attitude toward success

Individual Development

*Improved problem-solving skills
*Improved self-esteem
*Increased self-control
*Improved interpersonal skills

Education

*Improved attendance at school
*Improved school performance
*Improved attitudes toward school

Family

*Increased family attachment

Delinquency

*Reduced involvement in juvenile justice system (i.e., reduced arrests)

Other

*Increased cultural awareness; awareness of diversity, pride in community

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After defining common objectives to be assessed, we then extensively reviewed existing studies and available measurement instruments. We identified the most relevant and appropriate measures for each objective (see Table 3), selecting the best measure we could find for each objective. We used the following criteria to review and select appropriate outcome measures:

*has to be useable by lay people (not trained clinicians)
*has to be reasonably brief (minimize administration time)
*has to valid for use with high-risk kids (ages 11-17; under 11)
*has to be free of cultural bias
*has to have good (known) reliability and validity

Each measure is briefly described below (for those interested in the development and use of these instruments, see References at end of report).

Table 3

Summary of Objectives to be Evaluated and Outcome Measures

PROCESS OBJECTIVES	MEASURE
1. Program Attendance	*Program Attendance Records (hours attended per month)
2. Assessment of Needs and Strengths	*Current Intake Form
3. Reduce disruptive behavior	*Jesness Behavioral Checklist ("Obtrusiveness" subscale)
OUTCOME OBJECTIVES	**OUTCOME MEASURE**
Employment	
4. Increased motivation to succeed, positive attitude toward success	*"Perceived Opportunity" subscale from Cernkovich and Giordano study (2 items)
Individual Development	
5. Improved problem-solving skills	*"Conceptual Level" test: Paragraph completion task (6 items)
	*"Insight v. Unawareness" subscale from Jensess Behavior Checklist (6 items)
6. Increased self-esteem	*Rosenberg Self-Esteem scale (10 items)
	*"Calmness v. Anxiousness" subscale from Jensess Behavior Checklist (6 items)
7. Improved self-control	*subscale from Jesness Behavioral Checklist ("Social Control v. Attention-seeking) (4 items)
8. Improved Interpersonal Skills	*Jesness Behavioral Checklist (several subscales; staff ratings and self-ratings).
Education	
9. Improved School Attendance	*School Attendance Records
10. Improved Academic Performance	*School Academic Records
11. Improved Attitudes toward School	*School Bonding measure from Cernkovich and Giordano study (7 subscales, 26 items)

Family

12. Increased Family Attachment	*Family Attachment measure from Cernkovich and Giordano study (7 subscales, 26 items)

Delinquency

13. Decreased juvenile arrests, charges, and dispositions	*Police, Probation, and Court records

Other

14. Increased cultural awareness, awareness of diversity, and pride in community	*No appropriate measures found. Develop several items (4-5) in cooperation with programs.

1. Program attendance. Across numerous studies and numerous measures of outcome, attendance has consistently proven one of the most critical variables affecting program outcome. Those who attend more regularly and those who complete the entire program tend to show significantly better outcomes (e.g., lower rates of recidivism; other changes in attitudes and behavior). We have asked each program to provide us with regular records of attendance, as well as the amount of time each youth spent on different activities each week. We then are able to calculate hours attended per month for each client.

2. Assessment of individual needs and strengths. In order to meet client needs and develop appropriate intervention plans, it is essential to assess the diverse needs and strengths that clients bring to the program upon intake. With the cooperation of program staff and directors, we developed a standardized intake form for each program which assesses client background in terms of demographic factors, family and school behavior, self-reported delinquency, medical and health problems, etc.

3. Reduce disruptive behavior. In order to achieve program goals, it is necessary to achieve a reasonable level of client participation and a minimal level of disruptiveness. It is not sufficient to simply attend; in order to make progress toward individual and program goals, clients must be able to listen and participate in a constructive manner. To assess this basic dimension of in-program behavior, we will ask staff to rate clients on an 8-item subscale from the Jesness Behavior Checklist, called "Unobtrusiveness v. Obtrusiveness." Unobtrusiveness describes behavior which is aggreeable, inconspicuous, and non-meddlesome. Obtrusiveness describes behavior of individuals who agitate, quarrel, and thrust their opinions on others. Scale reliabilities and validity evidence are reported

in the Manual for the Jesness Behavior Checklist (Jesness, 1984).

4. Increased motivation to succeed, positive attitude toward success. We have chosen three self-report items to measure this dimension. One item called "Educational Expectation" comes from the Effective School Battery (Gottfredson, 1991). This item asks the youth "As things stand now, how far in school do you think you will get?" Five possible responses range from "less than high school graduation" to "finish a four- or five-year college degree or more." Two items from the "Perceived Opportunity" subscale (alpha = .67) developed by Cernkovich and Giordano (1987) ask the youth to respond to these questions: "I'll never have as much opportunity to succeed as kids from other neighborhoods" and "My chances of getting ahead and being successful are not very good."

5. Problem-Solving Skills. A simple but highly reliable and useful instrument for measuring problem-solving skills is provided by the Paragraph completion task (Hunt, Butler, Noy, and Rosser, 1978), a semi-projective method which measures a youth's "Conceptual Level." Completion of six sentences yields responses which are assumed to be thought samples of how a person thinks (process), not just what he/she thinks (content). Youths are asked to complete six sentence beginnings: (1) "What I think about rules..."; (2) When I am criticized..."; (3) What I think about parents..."; (4) "When someone does not agree with me..."; (5) "When I am not sure..."; and (6) "When I am told what to do..." Scoring requires some expertise and training, and evaluators will provide this service to programs. Hunt et al. (1978) report a median inter-rater reliability of .86 for this instrument, as well as evidence of its relation to IQ, ability, achievment, and delinquency. The instrument has an impressive research base to support its reiability and validity. It can also be quite useful for assessment, discussion, and formulating individual intervention strategies.

For younger clients (under age 11), self-report measures such as the Conceptual Level Test are inappropriate. Instead, we will use a 6-item subscale form the Jesness Behavior Checklist (Observer Form), entitled "Insight v. Unawareness and Indecisiveness." Insight refers to accurate self-understanding and active engagement in efforts to cope with and solve personal problems. A low score is indicative of indecisiveness, little effort toward resolving problems, and inaccurate self-knowledge.

6. Self-esteem. Rosenberg's (1965) Self-Esteem scale is well-researched and validated with juvenile and delinquent populations. Its effectiveness and usefulness is bolstered by considerable research supporting its reliability and validity, as well as its brevity (10 items). Robinson and Shaver report reliability (e.g., Guttman coefficient = .92, test-retest r = .85) and validity evidence for the scale.

For younger clients (under age 11), self-report measures such as the Rosenberg Self-Esteem Test are inappropriate. Instead, we will use a 6-item subscale from the Jesness Behavior Checklist (Observer Form), entitled "Calmness v. Anxiousness." Calmness refers to the presence of self-confidence, composure, personal security, and high self-esteem. Anxiousness describes persons who lack confidence and appear anxious or nervous. Scale reliabilities and validity evidence are reported in the Manual for the Jesness Behavior Checklist (Jesness, 1984).

7. Self-Control. One subscale from the Jesness Behavioral Checklist ("Social Control v. Attention-seeking) is effective and brief (4 items) at measuring this dimension of behavior. Social control refers to the absence of loud, attention-demanding behavior. Scale reliabilities and validity evidence are reported in the Manual for the Jesness Behavior Checklist (Jesness, 1984).

8. Interpersonal Skills. Several of the dimensions described by program staff and directors are easily and effectively measured by six other subscales of the Jesness Behavioral Checklist (forms for both staff ratings and self-ratings are available). Relevant subscales include:

*Friendliness vs. Hostility (5 items)

Friendliness refers to behavior which is noncritical and accepting of others. Hostility refers to behavior which is faultfinding, disdainful, and antagonistic, especially towards persons in authority.

*Considerateness vs. Inconsiderateness (7 items)

Considerateness refers to behavior which is polite, tactful, and shows kindness towards others. Its opposite describes behavior which is callous and tactless.

*Rapport vs. Alienation (5 items)

Rapport is characterized by behavior which shows easy interaction and harmonious relations with persons in auithority. Its opposite is characterized by distrust and avoidance of authority figures.

*Sociability vs. Poor Peer Relations (4 items)

Sociability describes ability to get along with others in groups. Poor peer relations describes behavior which is uncooperative and elicits dislike by one's peers.

*Effective Communication vs. Inarticulateness (5 items)

Effective communication describes the ability to clearly express oneself and ability to listen attentively to others; its opposite describes behavioral difficulties in doing so.

*Anger Control vs. Hypersensitivity (4 items)

Anger control describes ability to remain calm when frustrated; hypersensitivity describes tendencies to react to frustration or criticism with anger and aggression.

This well-known instrument has been extensively developed and researched since its creation in 1960. All ratings, based on observable events and behavior, can easily be made by counselors, teachers, etc. Items have been selected to discriminate between delinquents and non-delinquents, and predict future delinquent behavior well. Scale reliabilities and validity evidence are reported in the Manual for the Jesness Behavior

Checklist (Jesness, 1984).

9. School Attendance. We have received cooperation from the Harrisburg and Philadelphia School Districts in obtaining youths' annual attendance records for school years 1991-92, 1992-93 and 1993-94.

10. Academic performance. We have received cooperation from the Harrisburg and Philadelphia School Districts in obtaining youth's academic records (overall GPA and grades for each subject) for school years 1991-92, 1992-93 and 1993-94. We plan to continue monitoring academic progress for as long as possible.

11. Improved Attitudes toward School. Several important dimensions of attitudes toward school are provided by the "School Bonding" measure developed by Cernkovich and Giordano (1992). Subscales of this measure have good reliability, and have proven highly predictive of delinquent behavior. The instrument contains 7 subscales with a total of 26 items.

*School attachment (degree to which students care about school and have a positive feeling for it). This subscale (2 items) has an alpha reliability of .74.

*Attachment to Teachers (feelings of admiration and respect for one's teachers). This subscale (2 items) has an alpha reliability of .70.

*School Commitment (degree to which student has a "stake in conformity" which insulates him/her from delinquent involvement). This subscale (8 items) has an alpha reliability of .75.

*Perceived Risk of Arrest (taps the degree to which youths believe that formal arrest would affect their educational and occupational opportunities). This subscale (2 items) has an alpha reliability of .67.

*School Involvement (refers to amount of behavioral participation in various school activities). This subscale (6 items) has an alpha reliability of .55.

*Parental Communication (measures level of parental interest in and support for school-related activities). This subscale (4 items) has an alpha reliability of .62.

*Perceived Opportunity (respondent's perception of opportunities for future success). This subscale (2 items) has an alpha reliability of 67.

12. Increased Family Attachment. In addition to its importance as perceived by staff and program directors, considerable research on control theory (Hirschi, 1969; Gottfredson and Hirschi, 1990) has firmly established relationships between family attachment and delinquent behavior. Seven important dimensions of youths' relationships with their families were measured by Cernkovich and Giordano's (1987) Family Attachment measure. This instrument has 7 subscales with a total of 26 items.

*Caring and trust (degree of imtimacy of relationships between youth anmd parents). This subscale (6 items) has an alpha reliability of 76.

*Identity Support (refers to the degree to which a youth believes that parents respect, accept, and support the youth for who he/she is). This subscale (4 items) has an alpha reliability of .69.

*Control and Supervision (refers to the extent to which parents monitor the behavior of their children). This subscale (3 items) has an alpha reliability of .69.

*Conflict (extent to which parents and children have arguments and diagreement with one another). This subscale (2 items) has an alpha reliability of .62.

*Intimate Communication (refers to the sharing of private thoughts and feelings between parents and child). This subscale (3 items) has an alpha reliability of .67.

*Instrumental Communication (refers to degree to which youth talks with parents about specific problems and future plans). This subscale (4 items) has an alpha reliability of .65.

*Parental Disapproval of peers (refers to degree to which parents approve/disapprove of youth's friends). This subscale (2 items) has an alpha reliability of .48.

13. Delinquency. The objective of preventing future delinquency and involvement with the juvenile justice system is paramount. We have obtained cooperation from local justice agencies in Harrisburg and Philadelphia (police, probation, juvenile court) in obtaining juvenile justice records of arrests, charges, and dispositions, both before and after entering any of the nine community-based programs. We currently have collected justice system information up to the end of 1993; we plan to update records at

least (funding permitting) as far ahead as year-end 1994 and 1995.

14. Increased cultural awareness; awareness of diversity, pride in community. We have not yet located a suitable measure for this construct. If we are unable to locate a standardized, developed measure, we will construct several items and examine their reliability and validity for use with high risk youth.

The actual outcome measures described in this report are presented in Attachment B. Note that we have attached only those instruments that we will be asking program staff to use; evaluators will continue to collect data on academic attendance and performance, as well as juvenile justice records. Note also that we have tailored the presentation for clarity, and the actual instruments to be used differ slightly (e.g., we have labeled each subscale in our presentation).

6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Multiple client needs, as indicated by previous community assessments, called for for multiple program services and diverse methods of service delivery. Evaluability assessments addressed the need for the clarification of program content, causal assumptions, and objectives prior to the design of a formal outcome assesment. Through process evaluations, we identified and described crucial implementation difficulties which could impede successful service delivery and weaken the validity of outcome evaluations.

An overriding purpose of our project is to maximize the potentials of the nine prevention programs in order to reduce the likelihood of delinquent behavior and, thus, reduce involvement or further involvement in the juvenile justice system. Although engaged in evaluation research, we regard our work as action research. That is, we intend that the products of our work be used to improve program planning, development, and performance.

Many of our efforts take the form of asking questions of program directors and staff regarding services, objectives, assumptions, theories, and the implications of findings from formative research. These questions are useful to program personnel in that the questions ask staff to sharpen their conceptualizations of what they are doing, identify program gaps, challenge the status quo and thus foster greater creativity, and enhance the enjoyment of taking on a challenging and sometimes rewarding endeavor. Our questions, whether in the form of an evaluability assessment, a process evaluation, or clarifications of observations, add to the quality of program development as well as outcome assessment. The more evaluators and program staff understand about a program and what it is attempting to accomplish, the better we, as a collaborative team, are able to assess the quality of program implementation and program logic and interpret evaluation findings.

We are also interested in the extent to which a program is becoming institutionalized. It is unfortunate that many new programs fail to survive for more than a year or two. The types of programs we are evaluating are desperately needed by the communities they serve. As funding and case flow recede as dominant concerns, we want to be certain that modifications to the original program design (either intended or unintended departures) are made visible and are consciously adopted or revised. Moreover, we will be able to build significant program changes into the evaluation data, so that their impacts can be incorporated into analyses.

To fairly and validly evaluate newly-emerging community-based programs for juveniles, therefore, we must be sensitive to a wide range of community and programmatic issues. Formal outcome evaluations should be preceded by the type of formative and collaborative research we have described here. This interactive approach offers an active and ongoing role to program staff and clients which encourages both useful program development and cooperation with evaluators in designing and implementing the outcome evaluation design. Evaluators need to address program development and program implementation issues before, not after, outcome assessments are done. They need to provide constructive and useful feedback to programs before the "results" are in. Doing so allows us to design outcome evaluations based on plausible and clear goals, well-specified and well-implemented program content, explicitly acknowledged assumptions about causes of problems, relevant intervention approaches, and relevant information. To do so is to fairly and validly evaluate the potential of community-based programs intended to reduce minority overrepresentation in the juvenile justice system. To do otherwise is to risk repeating the failures and uncertainties of the past rather than learning from them.

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ATTACHMENT A:

RELEASE OF

INFORMATION FORM

CENTER FOR PUBLIC POLICY
TEMPLE UNIVERSITY

Philadelphia Minority Juvenile Delinquency Prevention Evaluation Study

RELEASE OF INFORMATION FORM

PURPOSE OF STUDY: The Pennsylvania Commission on Crime and Delinquency is funding ___ - _____. Our hope is that participation in this program will increase prosocial behavior among young people and reduce the number of young people who become involved in delinquent behavior. The evaluation study is intended to find out if these goals are being achieved. By looking at information about young people before and after participation in this program, we can determine if desired changes are taking place. In addition, this information will help the program to improve its services to your child and other young people in the community. We ask that you help us in this effort by permitting us to have access to your (your child's) confidential records.

CONFIDENTIALITY: Our evaluation reports will not reveal any information, including names, on any individual participant. Confidentiality of information on individual students will be strictly protected by the evaluator and program staff.

TYPES OF INFORMATION NEEDED: From the school, we will be requesting information on attendance, grade in school, grades, test scores, problem behavior and disciplinary actions the school may have taken. From the police, we will be requesting information on arrests, if any. From probation, we will be requesting information on youths who have court records, including informal case adjustments, court involvement, adjudications and dispositions, type of placement or probation commitment, and social history. Finally, from the program, we will request information on attendance, length of involvement in program, type of activities in which the youth participated, behavior in the program, and changes that staff observed.

If you have no objection to our obtaining this information, please provide the information requested below and sign this form. You may withdraw this permission at any time.

Participant ___ _____ Date of Birth: ____ ____ - ___
MO DAY YR

Address _____
Street

_____ Phone _____
City

Mother's Name _____ Father's Name _____

Guardian's Name _____ Relationship _____

School _____

I hereby give permission to the following agencies:

School District of Philadelphia
Philadelphia Juvenile Probation Department
Philadelphia Police Department

_____
Program Name

to release the information described above regarding (participant's name) _____ to The Center for Public Policy, Temple University, for use as part of an overall evaluation of the effectiveness of the delinquency prevention.

_____ _____
Participant Date Parent or Legal Guardian Date

ATTACHMENT B:

OUTCOME MEASURES

I. STAFF RATING FORM

JESNESS BEHAVIOR CHECKLIST (OBSERVER FORM)
Subscales and item comprising subscales

INSTRUCTIONS: The purpose of this checklist is to provide a way of recording behavior. In making your ratings, think of the person as he or she has been during the past few months. Read each statement and decide whether the subject behaves in the stated manner very often, fairly often, sometimes, not often or almost never. Mark the response which *most nearly represents* your evaluation, on this paper. Please be sure to respond to all items.

AN=Almost Never
NO=Not Often
S=Sometimes
FO=Fairly Often
VO=Very Often

- Unobtrusiveness vs. Obtrusiveness (8 items)

1. Interrupts or distracts others.	AN	NO	S	FO	VO
2. Tries to get others into trouble. Instigates arguments and fights, or calls attention to behavior of others.	AN	NO	S	FO	VO
3. Poor sport. Cheats to win, shows anger or sulks when losing.	AN	NO	S	FO	VO
4. Agitates, teases, laughs at, or ridicules others.	AN	NO	S	FO	VO
5. Picks on, pushes around, threatens, or bullies those around him.	AN	NO	S	FO	VO
6. Brags about or delights in describing antisocial, unlawful, delinquent or criminal exploits.	AN	NO	S	FO	VO
7. Upset if he can't have or do something right now.	AN	NO	S	FO	VO
8. Is involved in quarreling, squabbling or bickering.	AN	NO	S	FO	VO

- Social Control vs. Attention-seeking (4 items)

9. Is involved in clowning, horseplay, inappropriate behavior.	AN	NO	S	FO	VO
10. Is well-groomed, clean and neat in appearance.	AN	NO	S	FO	VO
11. Fails to become quiet or calm down when requested to do so.	AN	NO	S	FO	VO
12. Is excessively loud and noisy at inappropriate times or places.	AN	NO	S	FO	VO

AN=Almost Never
NO=Not Often
S=Sometimes
FO=Fairly Often
VO=Very Often

- Friendliness vs. Hostility (5 items)

13. When corrected, shifts blame, makes excuses or complains that it is unfair, etc.	AN	NO	S	FO	VO
14. Shows disdain for group or individual counseling sessions.	AN	NO	S	FO	VO
15. Rewards or encourages (with attention, approving gestures, remarks, etc.) delinquent or antisocial behavior of others.	AN	NO	S	FO	VO
16. Complains about or expresses low opinion of counselors, police, or other authority figures.	AN	NO	S	FO	VO
17. Actively resists authority: argues with decisions and complains when told what to do.	AN	NO	S	FO	VO

- Considerateness vs. Inconsiderateness (7 items)

18. Has been seen to compliment or encourage others.	AN	NO	S	FO	VO
19. Seeks advice or help from others at times when he should.	AN	NO	S	FO	VO
20. Goes out of his way to say hello or speak to others, even those less popular.	AN	NO	S	FO	VO
21. Apologizes when appropriate.	AN	NO	S	FO	VO
22. Makes appropriate responses to others; speaks when spoken to, smiles when others smile at him, etc.	AN	NO	S	FO	VO
23. Can express difference of opinion, criticism, or complaint without antagonizing others.	AN	NO	S	FO	VO
24. Helps others, even without apparent personal gain.	AN	NO	S	FO	VO

- Rapport vs. Alienation (5 items)

25. Talks freely to persons such as counselors or teachers about himself (his plans, his problems, etc.).	AN	NO	S	FO	VO
26.. Tends to avoid persons such as teachers, therapists, and counselors or any activities in which they take part.	AN	NO	S	FO	VO
27. Seeks out friendly conversations with adults.	AN	NO	S	FO	VO
28. States or demonstrates that he distrusts persons in authority such as teachers, counselors, therapists, etc.	AN	NO	S	FO	VO

AN=Almost Never
NO=Not Often
S=Sometimes
FO=Fairly Often
VO=Very Often

- Sociability vs. Poor peer Relations (4 items)

29. Is well-liked; sought out by others of his own age group.	AN	NO	S	FO	VO
30. Gets along with others in group recreation.	AN	NO	S	FO	VO
31. Works cooperatively with others on work or task groups.	AN	NO	S	FO	VO
32. Is the recipient of ridicule, agitation, etc.	AN	NO	S	FO	VO

- Effective Communication vs. Inarticulateness (5 items)

33. Is difficult to understand (speech is mumbled or incoherent).	AN	NO	S	FO	VO
34. Takes an active, contributing part in group discussions and/or meetings.	AN	NO	S	FO	VO
35. Listens carefully to instructions or explanations.	AN	NO	S	FO	VO
36. Requests or questions are direct and straightforward.	AN	NO	S	FO	VO
37. Looks at the person he is talking to.	AN	NO	S	FO	VO

- Anger Control vs. Hypersensitivity (4 items)

38. Is short tempered and quick to show anger.	AN	NO	S	FO	VO
39. Becomes aggravated or abusive when frustrated or his will is opposed.	AN	NO	S	FO	VO
40. Gets into physical fights.	AN	NO	S	FO	VO
41. Accepts criticism or teasing without flaring up or become angry.	AN	NO	S	FO	VO

- Calmness v. Anxiousness (6 items)

42. Becomes anxious, upset, and/or freezes when frustrated, under pressure or faced with a difficult task.	AN	NO	S	FO	VO
43. Appears nervous, anxious, jittery or tense.	AN	NO	S	FO	VO
44. Becomes hurt or anxious if criticized.	AN	NO	S	FO	VO

AN=Almost Never
NO=Not Often
S=Sometimes
FO=Fairly Often
VO=Very Often

45. Can take kidding or teasing without becoming upset or anxious.	AN	NO	S	FO	VO
46. Tells others about being nervous, unable to sleep, etc.	AN	NO	S	FO	VO
47. Makes positive statements about himself (demonstrates positive self-concept).	AN	NO	S	FO	VO

- Insight v. Unawareness and Indecisiveness (6 items)

48. Actively engages in problem-solving behavior related to personal family, or social problems.	AN	NO	S	FO	VO
49. Appraises his own abilities and accomplishments realistically.	AN	NO	S	FO	VO
50. Plans realistically for his vocational or academic future.	AN	NO	S	FO	VO
51. Understand (can verbalize) how to avoid trouble with school officials, police, or other authorities.	AN	NO	S	FO	VO
52. Verbalizes realistic understanding of ways and means of coping with parents and/or home situations.	AN	NO	S	FO	VO
53. Actively engages in problem-solving behavior related to deciding upon and achieving future objectives.	AN	NO	S	FO	VO

II. SELF-REPORT MEASURES

SCHOOL BONDING
Cernkowich & Giordano
Subscales and item comprising subscales.

INSTRUCTIONS: PLEASE CIRCLE THE APPROPRIATE ANSWER FOR EACH QUESTION.

SA=Strongly Agree
A=Agree
N=Neither
D=Disagree
SD=Strongly Disagree

- School Attachment (2 items)

1. I feel as if I really don't belong in school.	SA	A	N	D	SD
2. I wish I could drop out of school.	SA	A	N	D	SD

- Attachment to Teachers (2 items)

3. Most of my teachers treat me fairly.	SA	A	N	D	SD
4. I like my teachers.	SA	A	N	D	SD

- School Commitment (9 items)

5. Getting good grades is not important to me at all.	SA	A	N	D	SD
6. I try hard in school.	SA	A	N	D	SD
7. School work is very important.	SA	A	N	D	SD
8. Homework is a waste of time.	SA	A	N	D	SD

- Perceived Opportunity (2 items)

9. I'll never have as much opportunity to succeed as kids from other neighborhoods.	SA	A	N	D	SD
10. My chances of getting ahead and being successful are not very good.	SA	A	N	D	SD

INSTRUCTIONS: PLEASE WRITE THE APPROPRIATE NUMBER FOR EACH QUESTION IN THE BOX.

11. How many hours a week do you usually spend doing homework?

☐

0 = None
1 = Less than one hour
2 = One to five hours
3 = Six to ten hours
4 = More than ten hours

12. How far would you like to go in school?

☐

1 = Drop out before graduation
2 = Graduate from high school
3 = Go to a business, technical school or junior college
4 = Graduate from college
5 = Go to graduate or professional school

13. What grades do you usually get in school?

☐

1 = Mostly A's
2 = Mixed A's and B's
3 = Mostly B's
4 = Mixed B's and C's
5 = Mostly C's
6 = Mixed C's and D's
7 = Mostly D's
8 = Mixed D's and F's
9 = Mostly F's
10=Other (specify): _____

14. How far do you think you will go in school?

☐

1 = Drop out before graduation
2 = Graduate from high school
3 = Go to a business, technical school or junior college
4 = Graduate from college
5 = Go to graduate or professional school

INSTRUCTIONS: PLEASE CIRCLE THE APPROPRIATE ANSWER FOR EACH QUESTION

VL=Very Likely
L=Likely
S-S=So-So
U=Unlikely
VU=Very Unlikely

- Perceived Impact of Arrest (2 items)

16. If your were to get arrested for breaking the law, how likely is that it would hurt your chances of going as far as you like in school?	VL	L	S-S	U	VU
17. If your were to get arrested for breaking the law, how likely is that it would hurt your chances of getting the kind of job you want?	VL	L	S-S	U	VU

- School Involvement (4 items)

How many days a week (outside of class time) do you spend:

	NUMBER OF DAYS SPENT PER WEEK							
18. On school athletic teams?	0	1	2	3	4	5	6	7
19. Attending athletic events plays or school dances?	0	1	2	3	4	5	6	7
20. On organized athletic/sports teams, not school related?	0	1	2	3	4	5	6	7
21. Attending local community centers?	0	1	2	3	4	5	6	7

FAMILY ATTACHMENT
(Cernkowich and Giordano)
Subscales and items comprising subscales

INSTRUCTIONS: PLEASE CIRCLE THE APPROPRIATE ANSWER FOR EACH QUESTION.

SA=Strongly Agree
A=Agree
N=Neither
D=Disagree
SD=Strongly Disagree

- Caring and Trust (6 items)

1. My parents/caregivers often talk about what I am doing in school.	SA	A	N	D	SD
2. My parents/caregivers often give me the right amount of affection.	SA	A	N	D	SD
3. One of the worst things that could happen to me would be finding out that I let my parents/caregivers down.	SA	A	N	D	SD
4. My parents/caregivers are usually proud of me when I'm finished something I've worked hard at.	SA	A	N	D	SD
5. My parents/caregivers trust me	SA	A	N	D	SD
6. I'm closer to my parents/caregivers than a lot of kids my age are.	SA	A	N	D	SD

- Identity Support (4 items)

7. My parents/caregivers sometimes put me down in front of other people.	SA	A	N	D	SD
8. Sometimes my parents/caregivers won't listen to me or my opinions.	SA	A	N	D	SD
9. My parents/caregivers sometimes give me the feeling that I'm not living up to their expectations.	SA	A	N	D	SD
10. My parents/caregivers seem to wish I were a different type of person.	SA	A	N	D	SD

- Control and Supervision (3 items)

11. My parents/caregivers want to know who I am going out with and when I go out with other boys/girls.	SA	A	N	D	SD
12. In my free time away form home, my parents/caregivers know who I'm with and where I am.	SA	A	N	D	SD
13. My parents/caregivers want me to tell them where I am if I don't come home right after school.	SA	A	N	D	SD

VO=Very Often
O=Often
S=Sometimes
HE=Hardly Ever
N=Never

- Intimate Communication (3 items)

14. How often do you talk to your parents/caregivers about the boy/girl whom you like very much? VO O S HE N

15. How often do you talk to you parents/caregivers about questions, or problems about sex? VO O S HE N

16. How often do you talk to your parents/caregivers about things you have done about which you feel guilty? VO O S HE N

- Instrumental Communication (4 items)

17. How often do you talk with your parents/caregivers about problems you have at school? VO O S HE N

18. How often do you talk with your parents/caregivers about your job plans for the future? VO O S HE N

19. How often do you talk with your parents/caregivers about problems with your friends? VO O S HE N

20. How often do you talk with your parents/caregivers about how well you get along with your teachers? VO O S HE N

ROSENBERG
SELF-ESTEEM SCALE
Subscales and items comprising subscales

INSTRUCTIONS: PLEASE CIRCLE THE APPROPRIATE ANSWER FOR EACH QUESTION.

SA=Strongly Agree
A=Agree
D=Disagree
SD=Strongly Disagree

1. I feel that I'm a person of worth, at least on an equal with others	SA	A	D	SD
2. I feel that I have a number of good qualities	SA	A	D	SD
3. All in all, I am inclined to feel that I am a failure	SA	A	D	SD
4. I am able to do things as well as most other people	SA	A	D	SD
5. I feel I do not have much to be proud of	SA	A	D	SD
6. I take a positive attitude toward myself	SA	A	D	SD
7. On the whole, I am satisfied with myself	SA	A	D	SD
8. I wish I could have more respect for myself	SA	A	D	SD
9. I certainly feel useless at times	SA	A	D	SD
10. At times I think I am no good at all	SA	A	D	SD

THE PARAGRAPH COMPLETION METHOD

INSTRUCTIONS: On the following pages you will be asked to give your ideas about several topics. Try to write at least three sentences on each topic.

There are no right or wrong answers, so give your own ideas and opinions about each topic. Indicate the way you <u>really</u> feel about each topic, not the way others feel or the way you think you should feel.

1. What I think about rules . . .

2. When I am criticized . . .

3. What I think about parents . . .

4. When someone does not agree with me . . .

5. When I am not sure . . .

6. When I am told what to do . . .