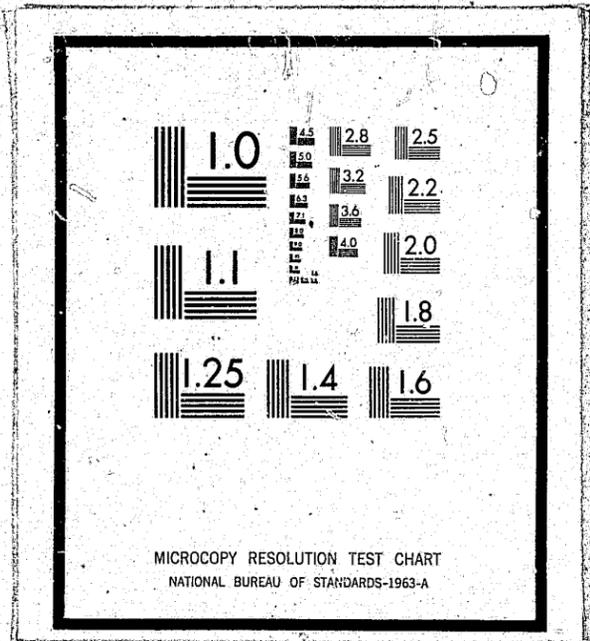


# NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE  
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE  
WASHINGTON, D.C. 20531

Date filmed

10/17/75

12

*Spencer  
Haw*

YOUTH EMPLOYMENT PROGRAM  
LAWRENCE, MASSACHUSETTS

AN EVALUATION REPORT - July 1972

*15637  
EVALUATION*

City Planning Department  
Lawrence, Massachusetts

TABLE OF CONTENTS

INTRODUCTION: HISTORY GENERAL GOAL.....1

OBJECTIVES: AN OUTLINE.....1

METHODOLOGY.....2

PROFILE OF ENROLLEES.....2

OBJECTIVE (a) COUNSELLING STRUCTURE.....4

OBJECTIVE (b) CHANGE ATTITUDES AND BEHAVIOR.....7

OBJECTIVE (c) REDUCE DELINQUENT ACTS.....11

OBJECTIVE (d) PROMOTE COMMUNITY AWARENESS.....11

CONCLUSIONS.....13

SUMMARY.....14

RECOMMENDATIONS.....15

LIST OF TABLES

A PROFILE OF ENROLLEE CHARACTERISTIC.....18

ENROLLEES REPLIES TO YOUTH EMPLOYMENT PROGRAM  
QUESTIONNAIRE.....20

ENROLLEE WEEKLY HOURS WORKED.....22

ENROLLEE WORK STATIONS.....23

SERVICES PROVIDED TO YOUTH EMPLOYMENT.....24

ENROLLEE SELF EVALUATION SHEET.....25

WORK STATION AND ENROLLEE EVALUATION REPORT.....28

PROBATION DEPARTMENT REPORT.....29

SCHOOL DEPARTMENT REPORT.....30

EVALUATION REPORT.....31

ENROLLEE QUESTIONNAIRE.....34

INTRODUCTIONHistory

The Lawrence Youth Employment Program was funded by the Governor's Committee on Law Enforcement for an initial six months (August 1971 through January 1972) in the amount of \$49,000. The total cost of the program being \$71,000.

The Program was continued by the Governor's Committee for an additional nine months at \$60,000 to October 31, 1972.

A condition of the continuation was that an evaluation be made of the Program's effectiveness. This report is a response to that condition. It has been prepared by the Lawrence Criminal Justice Unit since no extra funding for the evaluation was included.

Initially, the Program defined its major goals and objectives, and these have remained unchanged though some additions and changes in emphasis have been made. In particular, the work plan of the continuation budget stated a need to involve the enrollees more in decision-making related to the project. The goals and objectives are as follows:

GENERAL GOAL

To prevent youths who have committed delinquent acts from repeating them and to prevent those youths which have been displaying aberrant behavior in school, home, or out-of school activities from becoming delinquent.

OBJECTIVES

- a) TO PROVIDE YOUTH WITH A STRUCTURED COUNSELLING AND WORK SITUATION.
- b) TO COUNSEL YOUTH IN PERSONAL, FAMILY, AND PEER-GROUP RELATED PROBLEMS SO THAT THEY MAY LEARN TO UNDERSTAND THEIR EXISTING SITUATIONS AND SEEK TO COPE WITH OR ALTER THEM.
- c) TO REDUCE DELINQUENT ACTS.
- d) TO PROMOTE COMMUNITY AWARENESS OF PROBLEMS OF

JUVENILE DELINQUENCY (MEANING PARENTS, PEERS, SCHOOLS, SOCIAL AGENCIES, LAW ENFORCEMENT AGENCIES AND BUSINESS ORGANIZATIONS).

METHODOLOGY

The methodology adopted was somewhat constrained by the limited resources available. There was a concern to examine the less tangible, less easily measurable aspects of the Program--those which attempt to modify and change the behavior and attitudes of the youth enrolled in the Program. Information was gathered from all the sixty-six (66) enrollees who have participated in the program, including those currently enrolled and a detailed statistical profile was constructed. (See Page 18).

The profile consists of data on:

Age, sex, number of siblings in family, socio-economic status, ethnic background, marital status, adjudicated delinquent, attending school, recidivism, existing record, the nature of subsequent offenses, number of jobs held while on the Program, and the number of counsellor changes.

In addition, thirty case histories were randomly selected and examined in detail. Eighteen were selected from the counsellors files' in order to check the quality of record-keeping and detailed reports. This enabled an evaluation of the nature of the counselling process and some determination as to the changes in the behavior and attitudes of the enrollees. Six refusal files were examined and six files of those who have graduated from the Program.

The object of gathering the information was to analyze whether youths were included whose background was likely to lead to delinquency or recidivism.

The basic premise being that delinquency or recidivism is a developmental process of strain and stigma. Family problems plus school failure tend to lead to strains. When children react to this strain, there is a likelihood of a worsening of the basic institutional ties, peer-group involvement. There is then a "labelling" process or stigma which arises as a result of contact with law enforcement agencies and the court process.\*

\*Source: Delinquency Prevention Strategies - Department of Health, Education and Welfare. Lemar J. Empey, Steven G. Lubeck, 1970.

We found that in general the Program met these needs in serving youths whose backgrounds were conducive to increasing strain.

The majority of the youths in the Program were out of school or had school problems; were members of large families; had one parent living at home, and came from low-income families. The majority had been adjudicated, and the remainder had come to the attention of law enforcement personnel.

Court Record:

Forty (40) had been adjudicated.  
Twelve (12) had no official record.

Referrals:

Fifty (50) had been referred by probation officers.  
Ten (10) by truant officers.

Age:

Twenty-four (24) were 14 years old.  
Twenty-one (21) were 15 years old.

Marital Status:

Twenty-three (23) had parents living together.  
Eleven (11) had parents who were divorced.  
Twenty (20) had parents who were separated.  
Six (6) had one parent who was dead.  
Six (6) had step-parents.

Socio-Economic Status:

Over thirty (30) were welfare recipients, and another fourteen (14) were estimated to have low-income.

Siblings:

Fifty percent of the youths had four or more brothers or sisters.

School Attendance

Twenty-six were not attending school.  
Twenty-five were attending Lawrence High School.  
Eight (8) were attending Lawrence Junior High School.

Ethnic and Racial Background:

The range of ethnic group of offenders was as follows: twenty (20) were of French-Canadian background, twelve (12) were Irish, ten (10) were English, five (5) were Italian, four (4) were Spanish and two (2) were Black.

Recidivism:

Thirteen (13) had repeated offenses after being in the Program, mainly auto offenses.

Status of Enrollees:

Of the sixty-six;--

Twenty-three (23) were graduated from the Program  
Twenty-five (25) are currently in the Program  
Fifteen (15) have dropped out of the Program  
Three (3) were subsequently committed to  
Department of Youth Services.

For further details see Page 5 . These in-depth case-history studies and statistical facts were supplemented by meetings with counsellors and with youth from the Program. In addition, questionnaires were distributed to twenty-one (21) of the thirty-three (33) current enrollees. (See Page 20 ).

OBJECTIVE(a)

TO PROVIDE YOUTH WITH A STRUCTURED COUNSELLING AND WORK SITUATION.

Counselling Structure:

The program began with a part-time director experienced in youth employment programs, borrowed from the Neighborhood Youth Corps who implemented the basic structure and administrative procedures of the Program. There were in addition one full-time and two part-time counsellors.

Since the March continuation, the full-time counsellor has taken over as director, appointed another full-time counsellor, and two part-timers. Thus the counselling capacity has been increased. Due to insufficient funding, the number enrolled has declined somewhat. In January 1972,

there were forty-four enrollees; there are now thirty-three (33). The drop in the number of enrollees may be explained by:--A decrease in the allocated amount of funds; an increase in counsellor's expenses with the addition of a full-time director; and a policy of financing a minimum of twenty (20) hours at \$1.75 per hour (increased from \$1.60).

There is an element of dilemma here--the wish to serve more youth while recognizing the need for adequate intensive counselling.

An examination of case histories showed that there was a wide variety of areas with which counselling was involved directly and indirectly. Those most frequently mentioned were work and school. In some cases, the predominant emphasis was the family situation.

The predominant continuing contact was with the work stations, schools, and probation officers. These contacts provided an on-going gauge of the youths' progress. In a few cases (two), medical referrals for parents and youth were important. In two cases, case conferences were held among the several agency personnel working with a family. In one case, a counsellor opted out of in-depth counselling because of the multiplicity of social workers from other agencies, but he kept the option for the youth to visit him whenever he wished.

The counselling system is flexible. Some youths may be counselled several times a week, others weekly or less frequently. The frequency may also change in individual cases as circumstances alter. Counselling needs to be flexible to deal with alterations in circumstances, as the attitudes and performance of some youths fluctuate a great deal. The first work phase tends to be a catalyst around which various problems crystallize. A subsequent job related to a better definition of aptitude and skills was important in a number of cases.

Among the sixty-six cases examined:

Twenty-five (25) had had one job  
 Twenty-six (26) had had two jobs  
 Fifteen (15) had had three or more jobs

Most enrollees remained with the same counsellor though there is opportunity for changing.

Thirty-six (36) had one counsellor  
 Twenty-three had two counsellors  
 Seven (7) had three counsellors

Some fifty-eight (58) had spent seven to ten months on the Program. In addition, there had been two (2) staff changes.

Counsellors find jobs for all of the enrollees. In cases of an enrollee's special interest or skill, effort is made to engage an employer's cooperation to provide a job orientated to that particular interest or skill. Details of current jobs are on Page 43.

A recent change in Program policy will be to get youth more involved in the job process. They may be asked to look for work themselves or, more likely, once settled at work, encouraged to widen job opportunities for other enrollees in the Program.

All enrollees receive aptitude tests and an attempt is made to match aptitude with an appropriate job. In many cases, though, the work is of a routine nature. Opportunities may exist for responsibility and variety of tasks since many businesses are small and family owned. Commitment by employers to the Program recently underwent a test when the funds lapsed for a period of six weeks, February through March 1972. Of forty-eight (48) enrollees, twenty-two (22) continued to work and twenty-six (26) did not. In seven (7) cases, the employer could not afford to pay the youths; in six (6) cases they were disinterested, and in seven (7) the youths were out of work at that point or were changing jobs. The remainder were prematurely "graduated" from the Program.

This appears to reflect some strength in community support for the Program with the majority interested in supporting the enrollees.

The counsellors expressed enthusiasm for the monthly training session they received from the Director of the Greater Lawrence Mental Health Center. They profited from the discussions and analysis.

The present allocation of the cost of the Program is as follows:

Sixty percent cost for enrollees salaries \$40,000.  
 Thirty percent cost for counsellor salaries 18,000.  
 Ten percent cost for travel and office expenses 3,000.

The Program costs are estimated at \$1,200 per enrollee including all counselling costs, wages, and overhead costs. The average period in the program for each enrollee is seven (7) months.

Counsellors maintain autonomy in their counselling role but they adhere to certain common commitments regarding record-keeping and supervisory roles. An investigation of caseloads revealed that there was a general consistency of approach between counsellors. Their administrative requirements are similar as are their contacts and caseloads. New cases are added on a random basis depending on the counsellor's existing caseload. Monthly records were kept very much up-to-date and provided a useful tool for an analysis of behavioral and attitudinal change. General case-history work station, school, and probation reports were kept very well up-to-date as were extra items resulting from psychological testing, medical reports, etc. (See Pages 25-31).

OBJECTIVE (b)

TO COUNSEL YOUTH IN PERSONAL, FAMILY, AND PEER-GROUP RELATED PROBLEMS SO THAT THEY MAY LEARN TO UNDERSTAND THEIR EXISTING SITUATIONS AND SEEK TO COPE WITH OR ALTER THEM.

A classification of change was attempted in order to clarify what changes were being made and to what measures of success were achieved. A more detailed breakdown of this objective with statements of the appropriate measures and sources of information is as follows:

1. Develop Vocational Skills

Measure: Job reliability, skills, relationships at work.

Source: Work station supervisor, youth, statistical reports, counsellors.

\*The first six records of each counsellor were examined in detail.

2. Develop Personal Self-image and Decision-making Ability.

Measure: Confidence, changes in behavior, attitude to self, asserting choice in jobs.

Source: Psychological testing, counsellors' files, questionnaire to youths.

3. Understand/Cope with/Resolve/Family Situations

Measure: The extent of existing conflict and change.

Source: Parents, Counsellors, Reports, and Meetings.

4. Develop Peer-Group Relations

Measure: Conflict, existing rapport.

Source: Counsellors, files, group meetings, school reports.

5. Resolve School Problems

Measure: Attendance, enrollment, performance, available alternatives.

Source: School records, guidance counsellors, tutors.

The classification is therefore:

- Code 1      Work
  - a) attendance
  - b) skills
- Code 2      School
  - a) attendance
  - b) performance
- Code 3      Home
  - a) presence
  - b) attitude
- Code 4      Peers
- Code 5      Appearance

- Code 6 Confidence
- Code 7 New Opportunities
- Code 8 "Openness"

From the case histories which were pulled at random, we discounted five (5) new cases with very short case histories and noticed the following positive changes for thirteen (13) enrollees.

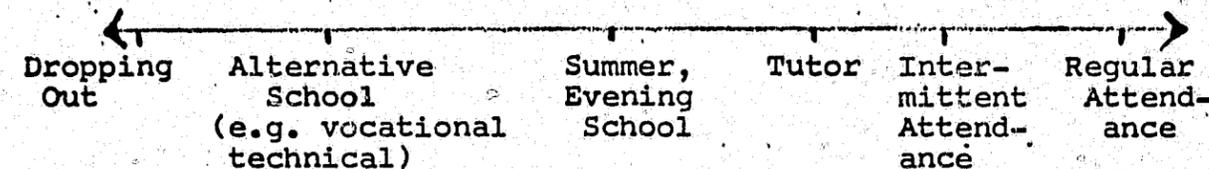
Work	1a	7 cases
	1b	5 cases
School	2a	4 cases
	2b	3 cases
Home	3a	2 cases
	3b	2 cases
Peers	4	1 case
Appearance	5	2 cases
Confidence	5	2 cases
New Opportunities	7	2 cases
"Openness"	8	4 cases

NOTE: This is not intended to be a conclusive evaluation of the Program's participants by any means. It was intended to measure changes often regarded as "intangible" with some degree of consistency. Some enrollees showed improvement in several areas.

School Attendance Continuum

The counsellors used a number of alternatives to deal with attendance, school problems.

In the majority of those cases which were examined, school attendance was a problem and a variety of means were adopted to facilitate various needs. (Twenty-seven of the sixty-six YEP participants were out of school, see Page 19).



Special arrangements were worked out with the schools for some enrollees for tutoring in specific subjects, and in requirements for class attendance. However, attendance at school, and interest in school presented difficulties for many enrollees.

In addition, questionnaires were distributed to all enrollees to gain more insight into Program results. There were twenty-one (21) who responded. (See Page 20).

School:

Seventeen in school  
Four not in school at all

Work:

Eleven had worked prior to the program  
Ten had not worked prior to the program

Replies to what do you like about your work now?  
The major responses were:

Earning Money:

Eleven, very important  
Nine, important  
None--unimportant

"Helps me keep out of trouble."

Eleven, very important  
Eight, important  
None--unimportant

"Gives me something to do." "Learning about things".

Generally these were rated important.

"Helps me in school." "Helps me get on at school".

These received the most negative replies.

All but two liked their counsellors and sixteen (16) found their counsellor very helpful.

The subjects which were felt helpful to talk about with counsellors:

Work--rated most helpful

Keeping out of trouble and the future -- were highly rated as helpful

Talking about friends, personal problems, and general matters were rated as helpful

There were few negative responses discussing friends and home.

When asked what they liked best, the job and counselling were mentioned most frequently. There were three enthusiastic responses of being involved, making decisions, and being "treated like people".

#### OBJECTIVE (c)

TO REDUCE DELINQUENT ACTS.

It is barely meaningful to discuss recidivism within such a short-time span. Of the sixty-six (66) cases in the entire Program, thirteen (13) have been in court for repeated offenses; i.e., 20 percent (but not necessarily adjudicated). Average recidivism rates for Lawrence District Court--50 percent. For those subsequently "continued without finding" for six months or more, or "adjudicated". If repeated court appearances alone are considered, this is more likely to be 60-70 percent, similar to the national average. On this scanty information, the program does appear to be having some success in the area of preventing recidivism.

#### OBJECTIVE (d)

PROMOTE COMMUNITY AWARENESS OF THE PROBLEMS OF JUVENILE DELINQUENCY.

A number of social agencies have contacts with the Program. (A list is attached, Page 24). This is not inclusive and other social agencies and resources are involved in an exchange of services. There have also been meetings with representatives of these agencies to discuss problems of juvenile delinquency where Youth Employment Programs (YEP) was represented. As a result, an intake and screening group was formed which has as its main function

the diversion of youth from the court system. A YEP counsellor is a member of this group. Additional contacts are made continuously with employers, and these are more far-reaching contacts. Many employers are impressed with an enrollee's progress and have been prepared to supplement the program in its transitional period and at present. There were twenty-two (22) employers who paid enrollees from their own pockets during February and March, and ten now contribute more hours.

Contacts which could be more widespread are those utilizing the public media. To this effect, a program is presently under discussion with WCCM to have several youths discuss the program and inform the general public of its existence and progress.

Contact with parents is on an individual case basis. A parents' group has been considered, but at present, there are efforts being made to help the Youth Committee to be a viable force and an integral part of the Program. Efforts are being concentrated here. As this progresses, then more effort will be used in getting parents together and possibly parents and youths.

There are some of the more interesting and relevant aspects which the Program may apply itself now that basic procedure and administration is established. Discussions with counsellors ensure that there is much interest in innovative approaches--e.g., the unattached youth worker approach; a street person who recruits, counsels and advises.

At present, though the main emphasis is to encourage youth participation, more involvement in finding work for individuals, finding work for other members, group discussions, policy-making.

The Youth Committee, consisting of seven voluntary members--three girls and four boys, is currently putting together a list of needs and changes for the counsellors and will be used to distribute information on a city-wide basis advocating the Employment Program and requesting employers and the public to "get involved".

Hopefully, the development of the Youth Committee will be an important asset for the proposed Mayor's Committee on Youth.

CONCLUSIONS

In conclusion, it may be pertinent to discuss why there should or should not be a Youth Employment Program in Lawrence. There are other employment programs. The Neighborhood Youth Corps has an average load of twenty-five with a special summer enrollment of 825. Over fifteen hundred are deemed eligible in Lawrence alone, based on family income criteria. In addition, there is a work-study program at Lawrence High School and a VEPS Program, U. S. Department of Labor funding with forty (40) enrollees.

Thus, there are opportunities for finding work for youth even in an area of general high unemployment and widespread economic problems. In March 1972, the area's unemployment rate was recorded at 11.2 percent.

The Youth Employment Program offers a degree of close, supportive, intensive counselling. It is unique in that it uses the work situation as an initial focus for contact. It enables a counsellor to identify at an early stage any problems and to work closely with a youth and his family in his efforts to deal with them.

The Youth Employment Program has fulfilled objectives a) and b) satisfactorily. The counselling/work structure is functioning well and well documented by the appropriate records. Counsellors receive outside consulting help which assists them in maintaining an objective approach to their enrollees as well as improving their effectiveness in counselling. Preventing recidivism, objective c), there appears to be a degree of success with a comparatively low rate of recidivism among youth involved in the Program, as compared to being placed on regular probation. However, the Program is too new to assess this objective with any real degree of credibility.

In the area of promoting community awareness, more is required than the efforts at improving knowledge of the Program and its needs. Attention needs to be directed, for example, to the school administration for increased involvement in problems concerning youth.

It is important to note that advances are being made in other areas and by other programs, e.g., Volunteer

probation, the Greater Lawrence Drug Council, Inc. and a group called TEAM which is promoting an understanding of youth and drug programs in the Lawrence schools.

The means by which these and the other resources mentioned can be coordinated and developed are expressed in the recently drafted "Strategy for the Prevention of Juvenile Delinquency, Lawrence, Massachusetts, May 1972", the Criminal Justice Unit, Lawrence. Basically this would be the hiring of a full-time youth coordinator who would act as liaison with schools, courts, police and social agencies for the purpose of forming a strategy for youth services and programs.

Specific areas where the Youth Employment Program could be more involved would be with the following:

- (1) Providing vocational training for those not attending school, or whose attendance is sporadic because of school difficulties and disinterest.
- (2) Group meetings with youth to encourage open discussion of problems, views, and opinions.
- (3) Tutoring programs--youth helping youth. The Title VII Bilingual Program in Lawrence has demonstrated the success of "cooperative learning".

At present, the cooperation of youth in the Youth Employment Program is essentially on a non-coercive voluntary basis. This means that attendance at counselling sessions for some is sporadic. If youths were permitted to drop out of school with an opportunity to attend relevant vocational or remedial courses elsewhere or if there were a revised school curriculum, then it would make sense for regular attendance to be a condition for benefitting from the Program.

SUMMARY

1. The counselling and the job-finding functions appear to be satisfactorily fulfilled. Attendance at counselling sessions is by some enrollees, sporadic, but there is a definite non-coercive atmosphere in attendance which is important for a Program of this nature.

2. There appears to be some evidence of reduction in repeating delinquents' acts compared to youths on regular probation. A structured follow-up is necessary.

3. Referrals to the Program come from several sources but are primarily court referrals. Other sources of referrals are increasing from the juvenile police officer, volunteer probation officers, and school supervisors of attendance.

4. The costs of keeping a youth out of trouble compare favorably to estimates of harboring youth in institutional group homes or foster care; \$1,200 for seven months which is the average stay compared to \$7 to \$10,000 a year for institutional care - or \$3,300 for six months in a group home.\*

5. The extent of contacts with community resources is good as far as social agencies and youth programs are concerned, but there is room for more outgoing activity involving businessmen, school officials, parents, and members of the general public-enlisting cooperation and support.

6. The one-to-one relationship of an enrollee to his counsellor is generally good. There should be more contact between enrollees and opportunities for cooperation and sharing of experiences so that they benefit from learning in social situations.

7. Related to the above point, there is room for more decision-making for the enrollees, more effort to make the Program fit their needs.

8. The jobs are mostly of a routine nature and there is very little opportunity for learning new skills. Some work long hours (See Page 22), the average week being twenty-six hours. This goes some way to solving the immediate needs of providing youths with money.

However, with a longer time span as reference, changes are needed which will teach youth more relevant skills and which will, therefore, enhance their chances of long-term employability.

#### RECOMMENDATIONS:

1. It is important that the enrollees have regular contact with their counsellors. For those whose attendance is sporadic and who find it difficult to express themselves,

\*Based upon a twenty-four youth group home, whose first year budget is \$80,000.

there could be an option for a weekly or bi-weekly group meeting for counsellors/enrollees on an informal basis which could ease communication and increase peer-group interaction.

2. Reduction in recidivism needs to be observed over a longer period than the average stay of an enrollee in the Program. Strong emphasis should be placed on follow-up.

3. Sources of referral to the Program should be noted to see if the Program is coming to the attention of more agencies and services and to see that these are maintained.

4. Costs could be reduced for employment by subsidizing each enrollee with an average of ten hours, rather than twenty hours. This requires businessmen to be involved in the youth and to be motivated to assist them. This could free funds for other innovative purposes. Social occasions could be arranged to increase involvement.

5. It would be most advisable to incorporate training in particular relevant skills for enrollees and to ensure their achievement of basic school skills. There are valuable resources in Lawrence which could be tapped. This might be available on a volunteer basis or possibly funds could be forced (by paying the employers less) to cover part or all of costs incurred.

6. Counsellors should actively participate with and encourage the Youth Committee - assisting youth in decision-making, explaining the realities of such programs, and helping them to express themselves effectively.

7. Tutoring Programs--"Youth helping youth", and using volunteers, to enable young people to finish High School or take the equivalency tests.

8. Training sessions for counsellors should be continued at the Mental Health Center.

9. It could be possible to expand the number of youth benefitting by decreasing the amount of the stipends, introducing training opportunities and a flexible counselling procedure. It is possible that counsellors could be available to help youth, on a "drop in" basis, and this could be extended beyond meeting the needs of current enrollees.

10. The Youth Employment Advisory Board should meet to discuss the report and its conclusions and develop revised policy for the Program.

A PROFILE OF THE CHARACTERISTICS OF ENROLLEES--June 1972  
Youth Employment Program, Lawrence, Massachusetts

Total Enrollees = 66

<u>Sex</u>	<u>Age</u>
Male: 53	13 years = 2
Female: 13	14 years = 24
	15 years = 21
	16 years = 13
	17 years = 6

<u>Referred By</u>	<u>Adjudicated Delinquent</u>
Probation Officer-50	Yes - 40
Truant Officer-11	No - 26
Guidance Counsellor-2	
Volunteer Probation Officer-2	
Other-1	

<u>Family Marital Status</u>	<u>Socio-Economic Status</u>
Married - 23	Receiving Welfare - 31
Divorced - 11	Low income - 14
Separated - 20	Middle income - 2
1 Parent Deceased - 6	Not known - 19
Step-parent - 6	

<u>Number of Siblings</u>	<u>Ethnic Background</u>
0 - 3	French Canadian - 20
1 - 5	Irish -
2 - 9	English - 10
3 - 16	Italian - 5
4 - 10	Spanish - 4
4+ - 23	Black - 2
	Other - 13

<u>Time on Program</u>	<u>No. of Jobs on Program</u>
Less than 3 months - 4	1 - 25
4 - 6 months - 4	2 - 26
7-10 months - 58	3+ - 15

No. of Counsellors

1 - 36  
2 - 23  
3 - 7

Initial Offense

Auto Theft - 9  
Stubborn, Disobedient - 7  
Truancy, School Offense - 7  
Breaking & Entering - 7  
Drunkenness - 6  
Drugs - 3  
Larceny - 3  
Violation Probation - 2  
Disturbing peace, etc. - 3  
Other - 7  
No record - 12

Repeated Offense

Auto theft - 7  
Total - 13

School Attendance

Lawrence High School - 25  
Lawrence Junior High - 8  
Other - 5  
Tutor - 1  
Out of School - 26

Program Status

Committed DYS - 3  
Semi-graduated - 2  
Forced termination - 15  
Graduation - 23  
Current - 23

ENROLLEES' REPLIES TO YOUTH EMPLOYMENT PROGRAM QUESTIONNAIRE--July 1972

1.

Age

14 years - 6  
15 years - 7  
16 years - 5  
17 years - 3

2.

Length on Program

Under 1 month - 9  
1-3 months - 2  
3-5 months - 2  
6-9 months - 3  
9+ months - 4

3.

School Attendance

At school - 17  
Out of school - 4

4.

Worked Previously

Yes - 11  
No - 10

6.

Work:

Earning Money  
Keeps me out of trouble  
Gives me something to do  
Learning different things  
Helps me in school  
Helps me meet people  
Helps me get on at home

Very Important

11  
11  
6  
9  
3  
3  
3

Important

9  
8  
10  
5  
3  
8  
4

Unimportant

0  
0  
0  
2  
6  
2  
6

8.

Gets on with counsellor - very good - 19  
Gets on with counsellor - OK - 2

9.

Counsellor

Very helpful - 16  
Helpful - 5  
Not helpful - 0

10.

Counselling:

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Not So Helpful</u>
Work	13	7	1
Home	3	6	4
School	6	7	2
Friends	5	10	4
Personal Problems	6	10	1
The Future	10	4	2
Keeping Out of Trouble	10	5	2
General Things	4	10	3

11.

Changes Liked

None - 7  
More hours work - 2

12.

Liked Best

Job - 9  
Money - 3  
Counselling - 4  
Keeps out of trouble - 1  
People at work - 1  
Treated like people, help ourselves - 3

ENROLLEES WEEKLY HOURS WORKED

Youth Employment Program, Lawrence, Massachusetts

Enrolles Weekly  
Hours Worked

Work Station

Fisher Auto Parts	17
Binette's Catering	25
Everybody's Market	30
Kenney & Company	30
City Carpet	40
Plain's Community Center	30
ITT Semiconductors	30
Lawrence General Hospital	30
Towne House Restaurant	15
Inter Service Associates	28
Robert's Market	30
Lawrence General Hospital	26½
Breen's Bar-B-Que	29
Plain's Community Center	30
DuBarry's Dress & Bridal Shoppe	27½
Lawrence Boys' Club	30
Navy Recruiting Station	30
Lawrence General Hospital	10
Lawrence Boys' Club	32½
Kelly's Tulsa Station	33
Saundra Jeannine	10
Branco's Market	18½
YWCA	12
North Shore Restaurant	30
Pappalardo Construction	30
Bob White's Restaurant	30
Jack Spires Paint & Wallpaper	27
Consolidated TV	30
Day Care Center	30
Lawrence General Hospital	25
Tulsa Gas Station	30
Ames Beauty Salon	22
LeMay Arco Service Station	30
WCCM	15
DeFrancisco's Market	17½
Catalano's Market	30
Plain's Community Center	20
Lawrence Motor Parts	30
Average Hours Worked	26
Range of Hours Worked	10-40

ENROLLEE WORK STATIONS--1972

Youth Employment Program, Lawrence, Massachusetts

Work Station

Fischer Auto Parts  
Lefty's Drive-In  
Everybody's Market  
Kenney & Company  
City worker

Zayre's Department Store  
ITT Semiconductor  
Navy Recruiting Station  
Lawrence General Hospital  
Lawrence Boys' Club  
Kelly's Tulsa Station  
Saundra Jeannine  
Branco's Market  
Lawrence YWCA  
North Shore Restaurant

Lawrence YWCA  
Lemay's Arco Station  
WCCM  
DeFrancisco's Market  
Catalano's Market  
Plain's Community Center  
Lawrence Motor Parts  
Lawrence General Hospital  
Towne House Restaurant  
Inter Service Associates  
Robert's Supermarket  
Lawrence General Hospital  
Breen's Bar-B-Que  
Plain's Community Center  
DuBarry's Dress & Bridal Shoppe  
Consolidated TV  
Pappalardo Construction  
Bob White's Restaurant  
Essex Hardware Store  
Day Care Center  
Lawrence General Hospital  
Kelly's Tulsa Station  
Ames Beauty Salon  
Plain's Community Center  
Donovan Springs & Equipment  
Lawrence General Hospital  
Hillside Junior Meat Market  
Plycraft Incorporated  
Donovan Springs  
Oliver Junior High School  
Messina's Market  
Lawrence Boys' Club  
Jack Spires Paint & Wallpaper  
Lawrence Plate & Glass

SERVICES PROVIDED TO YOUTH EMPLOYMENT PROGRAM

AGENCY	SERVICES RENDERED
1. Division of Employment Security	Testing, assessment, referral and placement.
2. Mass. Rehabilitation Commission	Financial Assistance for medical treatment; educational placement in specialized settings based on individual needs.
3. Lawrence General Hospital	Skill-training in certain work areas which meet local industrial demands.
4. Lawrence School Department	Referrals from attendance and guidance personnel of children who cannot adjust to the school environment
5. Greater Lawrence Regional Vocational High School.	Specialized courses in vocational education; counselling in vocational planning
6. Adult Basic Education	Elementary mathematics, English, etc.
7. Greater Lawrence Mental Health Center	Psychiatric counselling
8. Massachusetts Society for Prevention of Cruelty to Children	Investigation of home environment detrimental to children, casework services.
9. Evening High School	Special Educational programs.
10. Bureau of apprenticeship, training and state apprentice program	Enrollment in apprenticeship programs.
11. Manpower Development and training Program.	Specialized work-training.
12. District and Superior Court Probation Offices.	Referrals.

GREATER LAWRENCE COMMUNITY ACTION COUNCIL, INC.  
YOUTH EMPLOYMENT PROGRAM (YEP)  
149 Haverhill Street  
Lawrence, Massachusetts 01840

TAKING A LOOK AT YOURSELF

Date: \_\_\_\_\_ Work Station: \_\_\_\_\_

NAME: \_\_\_\_\_

Please give your opinion on your job taking into account such things as

1. Your dependability, attendance and courtesy.
2. What you have learned and how well?
3. What you wanted or expected to learn.
4. What your supervisor and other people think of you.
5. How you can improve your performance.
6. What are your feelings about your supervisor and work station.
7. Do you now think you made the right decision in terms of your choice of job training, if no, why?

If no, do you have another choice?

Add anything else you want to that might help us know about your feelings on your work training.

GREATER LAWRENCE COMMUNITY ACTION COUNCIL, INC.  
YOUTH EMPLOYMENT PROGRAM  
149 Haverhill Street  
Lawrence, Massachusetts 01840

Name of Enrollee: \_\_\_\_\_  
Work Station: \_\_\_\_\_

Date: \_\_\_\_\_

1. ATTENDANCE: Has enrollee's record of punctuality and regularity been satisfactory? YES \_\_\_ NO \_\_\_ If no, explain.
2. JOB COMPETENCE: How well does this enrollee meet your usual standards of performance? Very well \_\_\_ Average \_\_\_ Below Average \_\_\_ If below average, why?
3. PROGRESS ON THE JOB: Is this enrollee showing evidence of satisfactory growth? Yes \_\_\_ No \_\_\_
4. RELATIONS WITH OTHER PEOPLE:
  - A. How well does this enrollee respond to supervision?  
Very well \_\_\_ Average \_\_\_ Below Average \_\_\_
  - B. How well does this enrollee get along with fellow workers?  
Very well \_\_\_ Average \_\_\_ Below Average \_\_\_
5. DEPENDABILITY: How well does he/she accept responsibility?  
Very well \_\_\_ Average \_\_\_ Below Average \_\_\_
6. INITIATIVE: Does he/she contribute to your work station? Yes \_\_\_ No \_\_\_  
Explain.
7. APPEARANCE: Does this enrollee meet your standards of grooming for this job?  
Yes \_\_\_ No \_\_\_ If no, why?
8. GENERAL COMMENTS:
  - A. Enrollee could profit from suggestions for improvement in these areas:

YOUTH EMPLOYMENT PROGRAM (YEP)  
149 Haverhill Street  
Lawrence, Massachusetts 01840

Work Station and Enrollee Evaluation Report

Counselor:

Counselee:

Work Station:

Report Period:

Work station evaluation of enrollee:

Enrollee evaluation of himself:

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

B. Enrollee appears to show strength in these areas.

C. Can you recommend ways in which the YEP counselor can help this enrollee to become a better employee?

D. Do you think this enrollee is ready to go on his own?

\_\_\_\_\_  
Supervisor

GREATER LAWRENCE COMMUNITY ACTION COUNCIL, INC.  
YOUTH EMPLOYMENT PROGRAM (YEP)  
149 Haverhill Street  
Lawrence, Massachusetts 01840

PROBATION DEPARTMENT REPORTS

OF

Enrollee's Name \_\_\_\_\_

Report Period \_\_\_\_\_

\_\_\_\_\_  
Probation Officer

1. Has the probationer been in juvenile session for any additional charges during the report period specified? If yes, please explain.

2. To your knowledge, has the probationer been in trouble for charges not warranting juvenile session during the report period specified? If yes, please explain.

3. Probation Officers Comments:

\_\_\_\_\_  
Probation Officer's Signature

\_\_\_\_\_  
Counselor's Signature

GREATER LAWRENCE COMMUNITY ACTION COUNCIL, INC.

YOUTH EMPLOYMENT PROGRAM (YEP)  
149 Haverhill Street  
Lawrence, Massachusetts 01840

SCHOOL DEPARTMENT REPORT

of

Enrollee's Name \_\_\_\_\_

Report Period \_\_\_\_\_

\_\_\_\_\_  
School Guidance Counselor (or school official)

1. Please explain why the enrollee is either progressing or not progressing, in school.

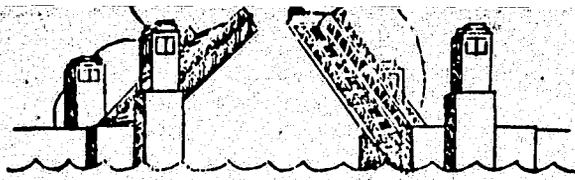
2. Guidance counselor comments (in conjunction with teachers).

3. What is the total number of times the enrollee has been absent during this report period?

4. What is the total number of times the enrollee has been truant during this report period?

\_\_\_\_\_  
School Guidance Counselor's Signature

\_\_\_\_\_  
YEP Counselor's Signature



**BRIDGING THE GAP**

**PROJECT DIRECTOR  
PHILIP F. LAVERRIERE, SR.**

**SENIOR COUNSELOR  
JOSEPH L. D'AGATA**

**SECRETARY  
KAREN ROCKER**

*Greater Lawrence Community Action Council, Inc.*

**COUNSELORS  
KENNETH J. RUSSO  
MARGARET PARENT  
JOHN A. MELE**

**YOUTH EMPLOYMENT PROGRAM**

**REVIEW BOARD MEMBERS  
ARTHUR J. GARCEAU  
DR. FRITZ LINDQUIST  
JOHN J. MONTEIRO  
JOSEPH MORRESKY  
ATTY. JOSEPH B. STILLMAN  
GEORGE GELINEAU  
MAURICE BOVA**

*149 Haverhill Street  
Lawrence, Massachusetts 01840*

**TELEPHONE: 682-5721**

**EVALUATION REPORT**

YOUTH EMPLOYMENT PROGRAM EVALUATION REPORT

Good   Fair   Poor

Office Procedure:

1. Time and Attendance Form \_\_\_\_\_
2. Time Sheets filed on weekly basis \_\_\_\_\_
3. Are Time Sheets filled out properly? \_\_\_\_\_
4. Records showing total time worked on weekly basis \_\_\_\_\_
5. Individual enrollee file \_\_\_\_\_
6. Enrollee Counseling Schedule \_\_\_\_\_
7. Enrollee Referrals \_\_\_\_\_
8. Bank Change Forms filed \_\_\_\_\_
9. Are In-Kind forms understood and signed? \_\_\_\_\_
10. Are Non-Working Eligible Youths Referred to other agencies for placement? \_\_\_\_\_
11. Are Community Resources Being Utilized? \_\_\_\_\_
12. Are home visits made? \_\_\_\_\_

Work Stations:

1. Communication between counselor and work station \_\_\_\_\_
2. Do work stations understand their roles? \_\_\_\_\_
3. Are work stations meaningful? \_\_\_\_\_
4. Are work stations visited? \_\_\_\_\_

Enrollee Counseling:

Good Fair Poor

1. Is individual Counseling provided? \_\_\_\_\_
2. Is group counseling provided? \_\_\_\_\_
3. Is on-job counseling provided? \_\_\_\_\_
4. Are counseling records up to date? \_\_\_\_\_
5. Is flexibility available in Counseling procedure? \_\_\_\_\_
6. Is there a Pre-enrollment conference with enrollee, Parent (s) and Probation Officer? \_\_\_\_\_

-33-

Evaluator's Subjective Overview:

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Y.E.P. Counselor Signature

ENROLLEE QUESTIONNAIRE  
YOUTH EMPLOYMENT PROGRAM  
 Lawrence, Mass.

WE WANT THE PROGRAM TO WORK - AND THIS MEANS TO MAKE IT WORK FOR YOU. WE WANT TO HELP YOU GET JOBS AND TO HAVE THE KIND OF COUNSELLING WHICH HELPS YOU MOST.

TO HELP US IMPROVE THE PROGRAM, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Your age: \_\_\_\_\_
2. How long have you been on the Program? \_\_\_\_\_
3. Are you in school?
 

full-time	Yes _____	No _____
part-time	Yes _____	No _____
nights	Yes _____	No _____
summer	Yes _____	No _____
4. If you are not at school, how long have you been out of school?  
 \_\_\_\_\_
5. Did you work before joining YEP? \_\_\_\_\_
6. What do you like about your work now?
 

	Very important/	Important/	Not Important
a. Earning money			
b. Keeps me out of trouble			
c. Gives me something to do			
d. Learning some different things			
e. Helps me in school			
f. Helps me meet people			
g. Helps me get on at home			
7. Who is your counsellor? \_\_\_\_\_
8. How do you get along with him? Very well \_\_\_\_\_,  
 OK \_\_\_\_\_, Not so well \_\_\_\_\_
9. Do you find him helpful? Very helpful \_\_\_\_\_,  
 Helpful \_\_\_\_\_, Not helpful \_\_\_\_\_

10. What do you find helpful to talk about with your counsellor?

	<u>Very helpful</u>	<u>Helpful</u>	<u>Not so helpful</u>
a. Work			
b. Home situation			
c. School			
d. Friends			
e. Personal problems			
f. The future			
g. Keeping out of trouble			
h. General things			

11. What things would you like to be changed in the Program?  
 \_\_\_\_\_  
 \_\_\_\_\_

12. What do you like best about the Program? \_\_\_\_\_  
 \_\_\_\_\_

**END**