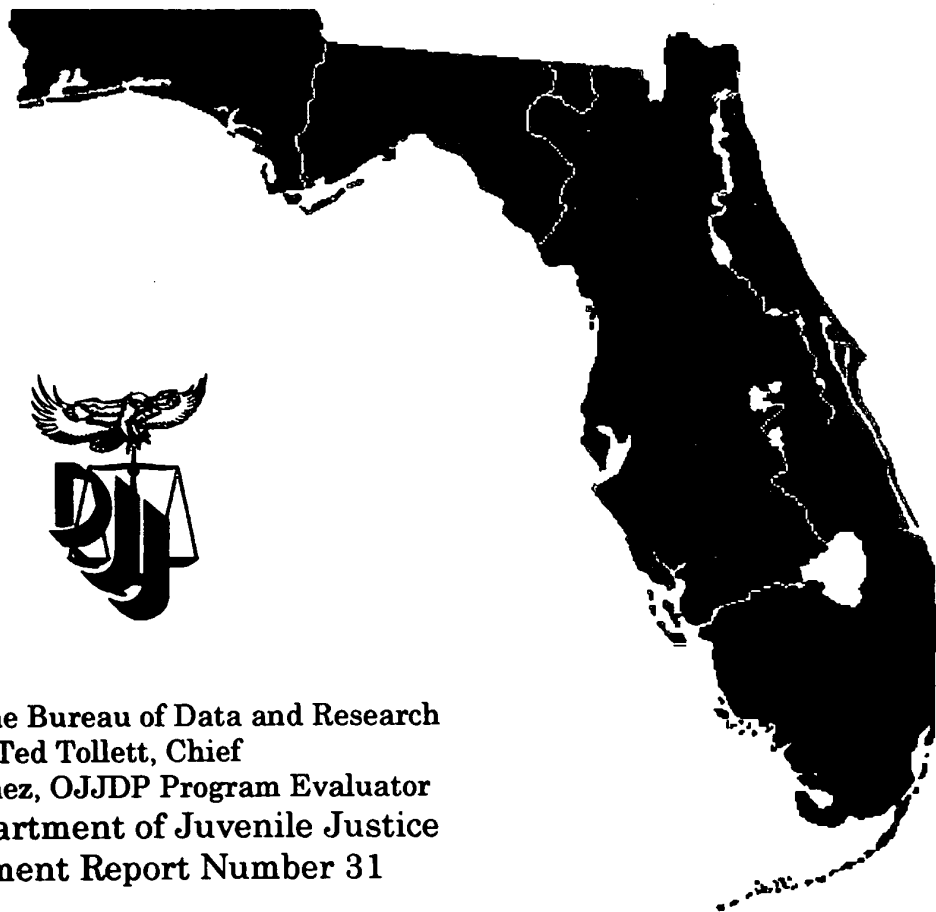


**PROGRAM EVALUATIONS
FOR PROJECTS FUNDED BY O.J.J.D.P.
TITLE II FORMULA GRANT FUNDS**

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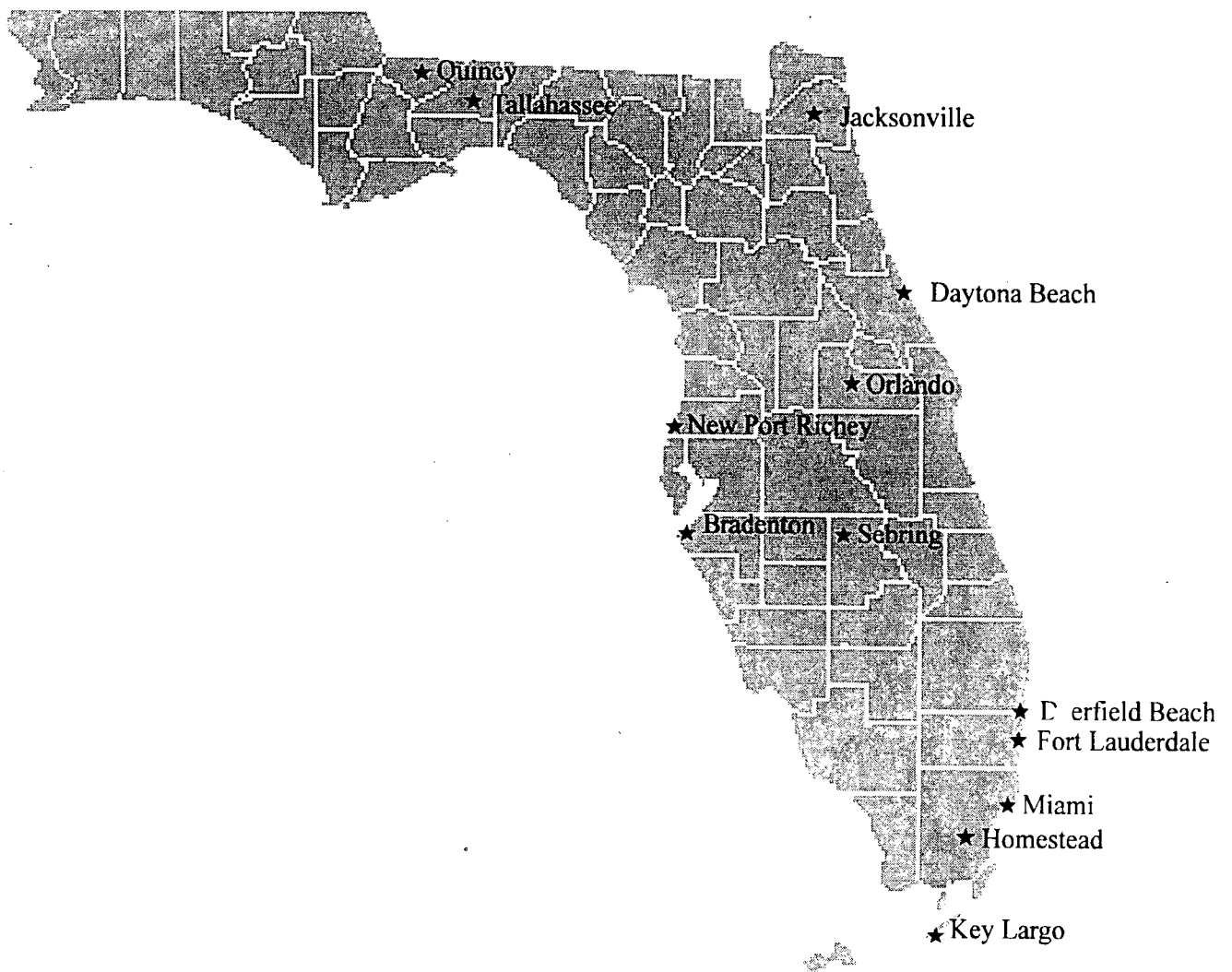


Prepared by the Bureau of Data and Research
Ted Tollett, Chief
Carlos Martinez, OJJDP Program Evaluator
Florida Department of Juvenile Justice
Management Report Number 31

June 1996

Lawton Chiles
Governor

Calvin Ross
Secretary



FLORIDA J.J.D.P. PROGRAM LOCATIONS



STATE OF FLORIDA

DEPARTMENT OF JUVENILE JUSTICE

Dear Colleagues:

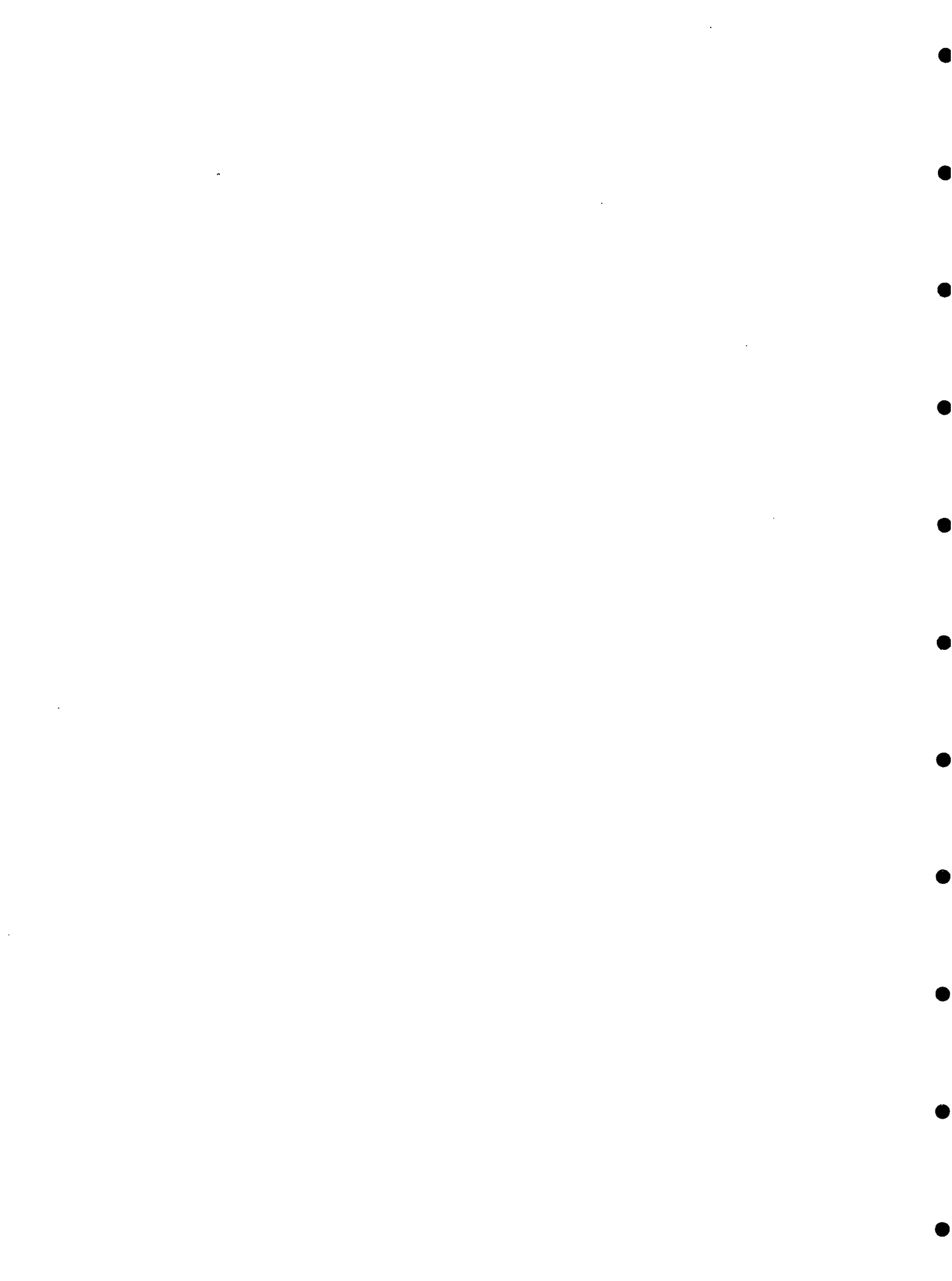
I am pleased to present Management Report #31, *Program Evaluations For Projects Funded By O.J.J.D.P. Title 11 Formula Grant Funds*. This report is an annual evaluation of experimental and innovative juvenile delinquency prevention programs funded by the Office of Juvenile Justice and Delinquency Prevention. These grants are administered by the Department of Juvenile Justice.

This report summarizes the results of prevention programs based on measurements of clients outcomes. Outcome measures include four school based indicators, client referral data, and the program's success in meeting their objectives. Programs were selected for funding by the Governor's Juvenile Justice Advisory Committee.

Questions about the contents of this report should be directed to Carlos A. Martinez at (904) 487-4997. For additional copies of this report or for information on other reports available from the Bureau, contact Jacquelyn Thomas at (904) 487-4097 or Suncom 277-4097.

Sincerely,

Calvin Ross
Secretary



Acknowledgments

This document was prepared with the help of many individuals. Dr. Elizabeth Cass analyzed the data on recidivism and helped to prepare the tables. Ms. Connee Bush edited and revised the text. Ms. Sharon Jenkins extracted data from the Client Information System. Each and every member of the Florida Department of Juvenile Justice, Bureau of Data and Research, contributed and for their help I am most grateful. Any errors are entirely my responsibility.

I also feel indebted to the many providers and young persons who, through their voluntary participation in these programs, made my work possible.

EXECUTIVE SUMMARY

This document is the annual evaluation of community-based delinquency prevention programs funded through a block grant to the State of Florida by the U.S. Department of Justice as authorized by the Juvenile Justice and Delinquency Prevention Act of 1974 (PL 93-415 as amended). The Governor's Juvenile Justice and Delinquency Prevention Advisory Committee is responsible for the selection of programs to be funded. The Department of Juvenile Justice is responsible for administration of the funds provided by the Act. The Act's initial concept and continuing focus emphasizes delinquency prevention.

The funds provided to the states are designed to assist in planning, establishing, operating, coordinating and evaluating projects to develop more effective programs in the area of delinquency. This approach allows communities throughout the state the opportunity to respond to delinquency in ways appropriate to their needs. This report is part of an ongoing effort to see what works so that exemplary programs can be replicated in other areas.

All 16 direct client service programs evaluated in this report were funded through contracts awarded by the Governor's Juvenile Justice and Delinquency Prevention Advisory Committee. All of the programs had major educational components and were evaluated on client educational performance.

Each program was evaluated on three major criteria:

- Did the program meet its proposed objectives?
- Were there statistically significant changes, or other improvements in selected performance indicators, as a result of the program?
- Were there reductions in the numbers and rates of arrests during and after the program?

This evaluation report describes programs and the progress they have made toward realizing their intended outcomes. For each project there are (a) a brief program description, (b) a demographic profile of the clients served, (c) measures of project progress, (d) a summary of clients' arrest histories before, during, and after the program, and finally, (e) a discussion of whether or not program objectives were met.

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Introduction

Background

Federal funding of these prevention programs was provided under the Juvenile Justice and Delinquency Prevention Act of 1974 (Public Law 93-415 as amended). Specifically, Title II of the Act provides for the Formula Grants Program, which funds community based delinquency prevention programs.

Formula grant funds are disbursed through the Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP). They are administered in Florida by the Department of Juvenile Justice. These monies are designated to assist in planning, establishing, operating, coordinating and evaluating projects for the development of more effective education, training, research, prevention, diversion, treatment, and rehabilitation programs in the area of juvenile delinquency. Typically, grants are awarded for one year, with potential for renewal for two more years. Grant recipients are selected through a competitive proposal process.

These grant funds were awarded by the Governor's Juvenile Justice and Delinquency Prevention Advisory Committee. This committee was composed of fifteen knowledgeable persons from throughout the state who by virtue of their experience and interest in the field of delinquency prevention have been appointed by the Governor to act in a decision making capacity. Committee members represent individuals from the fields of law enforcement, the judiciary, education, social work, psychology or other disciplines. There are also youth members.

This report presents program evaluations conducted by the Florida Department of Juvenile Justice, Bureau of Data and Research, for prevention programs funded by OJJDP. The sixteen experimental programs described in this report were located in both urban and rural areas. Four programs, two located in Homestead and the Highlands and Gadsden County programs, served primarily rural populations. The remaining twelve served either small cities such as Tallahassee or large urban population centers such as Miami and Jacksonville.

The programs are characterized by their variability and innovation, although they all have the general theme of delinquency prevention. Numbers of youths served by these programs varied from eight to 147. Some programs served only females and some only males. Each program has specific treatment strategies as well as specific program objectives tailored to the population being served with a general goal of delinquency prevention. All of the programs seek to promote academic success and to reduce or eliminate disruptive and criminal behavior. Participation in JJDP programs is voluntary.

Evaluation Methodology

Given the differences in programs, it is important to have a core of uniform outcome measures. Other program specific measures, of course, are also relevant. All programs collected data by survey questionnaires provided by JJDP evaluation staff. These surveys included a variety of demographic variables as well as performance indicators. The responses were used for the analysis of client performance and for the evaluation of the program's implementation of contractual guidelines.

Measures reflecting the previous school year's performance (prior to program admission) were used as a baseline and compared to those for the contract year. These are respectively referred to as pre and post test scores throughout the text. Pre and post test variables measured included:

- Academic grade point average
- Total number of days absent from school
- Total number of out-of-school suspension days
- Total number of expulsions

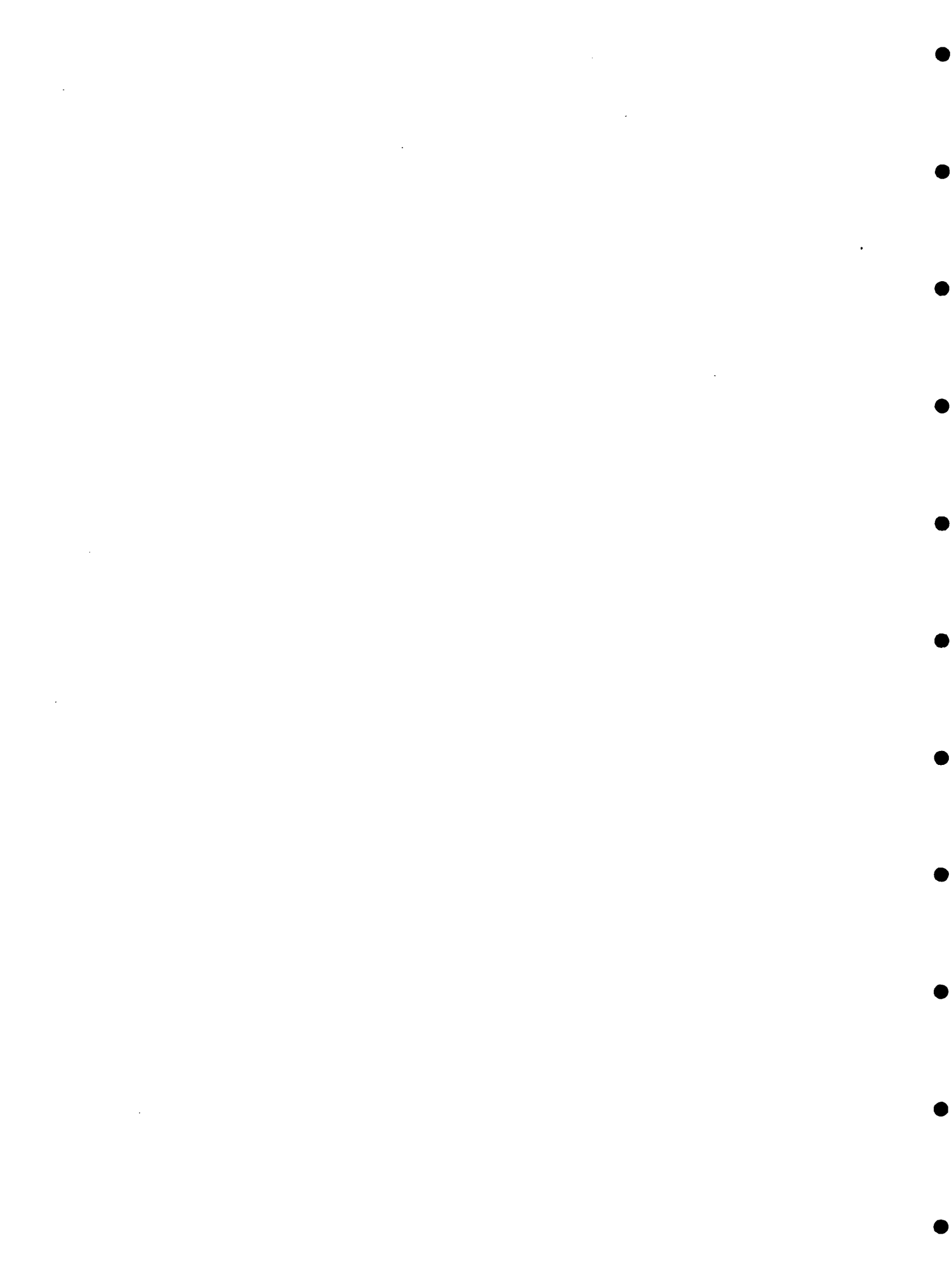
A simple statistical analysis called Student's *t* test was used to assess changes in these selected variables. This test is used to measure whether or not the changes found were statistically significant, that is, could the changes be attributed to the services provided or might the changes have occurred by chance?

Sometimes, because of an incomplete data set provided to the evaluator, a program may show slightly different counts of clients from table to table. For example, if complete data was available for school variables but there was incomplete data for the recidivism study, the two tables will have a different total number. The total numbers given in each table are the numbers that could be reliably verified for the variables being measured.

Records were examined for each program to determine the number of youths who had delinquency referrals during the time they were in the program and for one year after the program. The total number of youths who had referrals prior to the program is also included for comparative purposes. Delinquency referral data was obtained from mainframe computer files by the Florida Department of Juvenile Justice, Bureau of Research and Data. Data are presented in terms of raw numbers and percentages. They were not subject to any significance testing because of the small sample size in numbers of referrals.

Finally, each program's measurable objectives were examined to see if the stated goals had been met.

The results of these outcome measurements suggest program designs that create opportunities for juveniles to manage the important issues in their lives (such as the Practical And Cultural Education programs) can reduce the number of delinquency referrals. Also of note, programs that provide stipends, summer jobs, or desirable incentives such as trips out of state (Broward Vocational Apprenticeship Program, the Volusia, Lake, and Flagler Law Education Program, and the Homestead Crossover Explorers) realize immediate significant improvements in behavior and some long term benefits as well. All of the successful programs also appeared to provide frequent and accurate feedback to positive and negative behavior, usually by means of intensive daily interaction with program participants.



LEON COUNTY SCHOOLS: BELLE VUE ACADEMY

Contract Period: 1993-94

Project Description

Belle Vue Academy (BVA) is a school-based delinquency prevention program administered by Leon County Schools at the Belle Vue Middle School in Tallahassee, Florida. The program replicates the Classrooms of Choice model previously operated at Griffin Middle School also in Tallahassee. This model provides low teacher to student ratios (approximately 1 to 10), individualized learning, group learning and discovery, and tutorial assistance. There are also monthly home visits as well as after-school, and weekend activities. The focus is on disruptive, unsuccessful, disinterested or otherwise problematic students. BVA uses a mentoring system with weekly contacts to divert these students from school failure, suspension, court intervention and eventual dropout from school.

Belle Vue Academy's original proposal set forth the following objectives:

- Increase grade point average
- Reduce absences from school.
- Reduce suspensions from school.
- Reduce referrals to the juvenile justice system.
- Successfully mainstream or promote at least 75 percent of students.
- Verify that all eighth grade students achieve promotion to high school.

Clients Served

The mean age of program students at admission was 13.7 years, with ages ranging from 12 to 15 years. Thirty four students participated in the program and 36 students were tracked in the control group. Males made up 50 percent of the students and females 50 percent. Forty seven percent qualified for the free lunch program. The ethnic make-up of students was 50 percent White Non-Hispanic, 44 percent African American, and 6 percent Black Hispanic. Half of the students were in the seventh grade and half were in the eighth grade. The mean length of stay in the program was 9.1 months. The control group, numbering thirty-six randomly selected youths, is demographically similar to the program group.

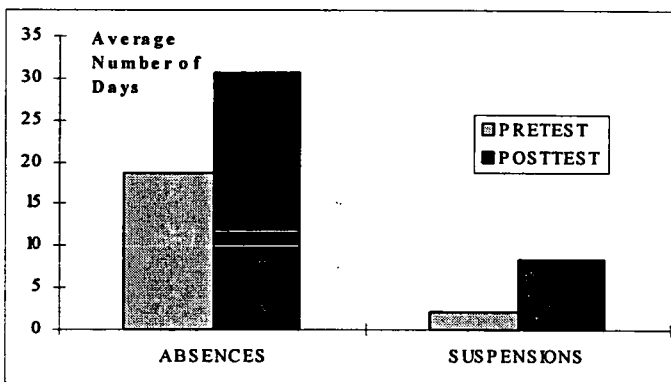
Project Progress

This evaluation is based on 70 participants for whom both pretest and posttest data on selected variables were collected. Students in the program (N=34) received program services, while students in the control group (N=36) did not receive program services. The same school and delinquency referral variables were gathered from both groups. Data from the 1992-93 school year were used as a baseline. **Pretest** data represent a profile of the students' school performance for the year before program services began and **posttest** data represent a profile of school performance at program completion.

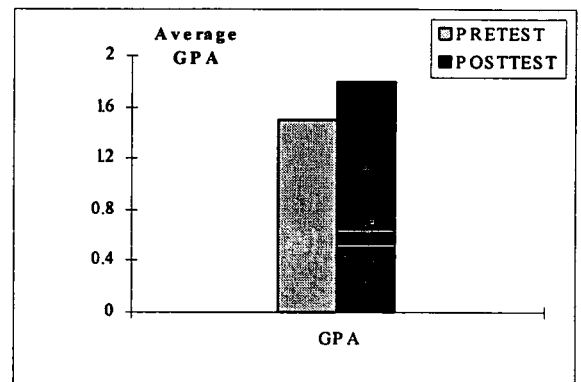
A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or might the changes have occurred by "chance"? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were from program effects rather than by chance.

Absenteeism increased from 18.7 to 30.5 and out-of-school suspension days increased from 2.1 to 8.3 for the program group. These changes were statistically significant. On the positive side, GPA increased from 1.5 to 1.8. This change was also statistically significant. Only 18 percent of program clients improved their absence record and 12 percent improved their suspension record. Seventy one percent improved their GPA. Charts 1 and 2 below present the changes in numbers and are derived from Table 1 which follows the two sets of charts.

**Chart 1: Belle Vue Program
Absenteeism and Out of School Suspensions**

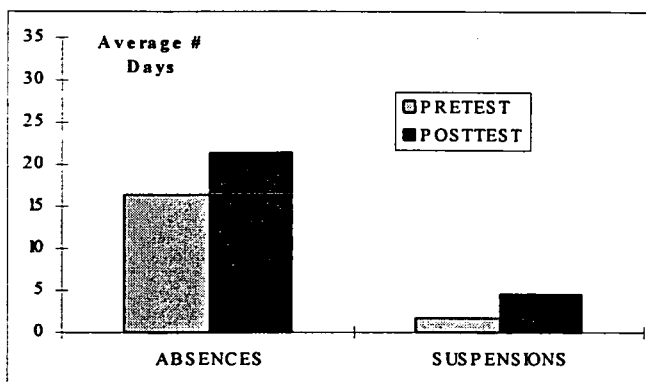


**Chart 2: Belle Vue Program
Grade Point Average**



Charts 3 and 4 below are the control group test results. Absence days increased from 16.3 to 21.3 days and out-of-school suspension days rose from 1.8 to 4.5 but neither of these changes was statistically significant. The control group's GPA also rose slightly from 1.8 to 1.9. This change was not statistically significant.

**Chart 3: Belle Vue Control:
Absenteeism and Out of School Suspensions**



**Chart 4: Belle Vue Control:
Grade Point Average**

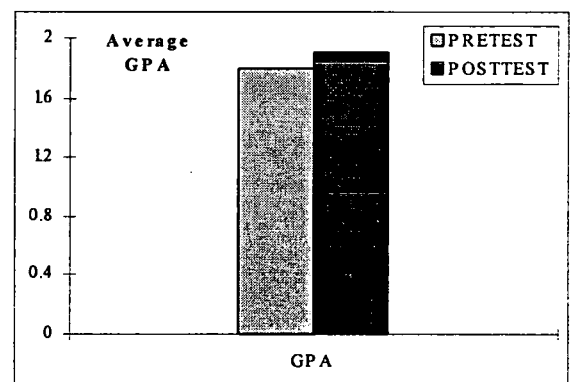


Table 1: GPA, Absenteeism, and Out of School Suspensions

DATA	BELLE VUE N=34	CONTROL N=36
GPA 1992-93	1.5	1.8
GPA 1993-94	1.8	1.9
Change in average	+0.3*	+0.1
% of students improved	71%	50%
Average number of 1992-93 absences	18.7	16.3
Average number of 1993-94 absences	30.5	21.3
Change in Average number of absences	+11.8*	+5
Percent of students improved	18%	45%
Average number of 1992-93 out of school suspension days	2.1	1.8
Average number of 1993-94 out of school suspension days	8.3	4.5
Change in average number of out of school suspension days	+6.2*	+2.7
% of students improved	12%	16%
Missing data	-	4 cases

* Statistically significant ($p < 0.05$).

Other school based measures shown in Table 2 below indicate an increase in promotions in the BVA students from 79 percent to 100 percent. Control promotions went down slightly from 100 percent to 97 percent in the program year. Expulsions appear to remain fairly constant for both groups.

Table 2: Other School Based Measures

DATA	Belle Vue (N=34)		Control (N=36)	
	1992-93	1993-94	1992-93	1993-94
Promoted	27 (79%)	33 (100%)	36 (100%)	33 (97%)
Retained	7 (21%)	-	-	1 (3%)
Missing data	-	1	-	2
Not expelled	32 (97%)	33 (97%)	36 (100%)	36 (100%)
Expelled	1 (3%)	1 (3%)	-	-
Missing data	1 (3%)	-	-	-

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists the percentages of clients with referrals before admission, during their stay in the program, and for a one year period after program completion. The number of referrals was fairly high for incoming program students however, and declined both during and after the program. Eleven BVA clients had referrals before admission. Eight BVA clients had referrals during the program and seven received referrals one year after the program.

The control group had fewer referrals prior to the program year than did the BVA clients. The control group, however, increased their referral rate both during the program year and for the year following. Belle Vue program clients reduced their referral rate both during and one year after the program.

DATA	N=70	Belle Vue	Control
referrals before admission		11 (32.4%)	5 (13.9%)
referrals during the program		8 (23.5%)	7 (19.4%)
referrals one year after the program		7 (20.6%)	7 (19.4%)

Discussion

This program met four of its six objectives. All eighth graders were promoted, more than 75 percent of all other students were mainstreamed or promoted, the average GPA did increase, and there was a reduction in the number of referrals to the juvenile justice system. On the negative side, absenteeism and school suspensions also increased.

The control group had a high rate of promotion, and a slight increase in GPA. The control group, however, had increased rates of referral to the juvenile justice system. The program was able to achieve a decrease in the referral rate both during and for one year after release.

Expenditures: \$78,157

BROWARD VOCATIONAL APPRENTICESHIP PROGRAM

Contract Period: 1993-94

Project Description

This program targets at-risk junior high school students from Deerfield Beach Middle School who are classified as Specific Learning Disabled. These students are at-risk of school failure, dropout, and criminal behavior. The program is designed to bring school staff and community business partners together to offer intervention services to these students. Specifically, the businesses and school give employability skills training, counseling, work experience, and employer mentoring. The majority of the students are from low-income minority households from high-crime areas along the Dixie Highway in north Broward County and are over-age for their grade levels.

The Broward Vocational Apprenticeship Program (VAP) has four phases of activity that run concurrently. Phase One provides employment training through paid apprenticeships which vary from 12 to 24 hours per month, depending on performance both on the job and at school. Juvenile Justice and Delinquency Prevention (JJDP) funds were used for three years to provide the salaries of the students. Phase Two provides ongoing individual and group counseling and home visits by VAP staff. Phase Three provides work experience and work site support by employer/mentors and VAP staff. Phase Four includes a second year work program for at least 10 of these same students at the local high school, Deerfield Beach High. The program is in its third and final year of JJDP funding.

The following objectives were specified in the contract:

- At least 50 percent of students served will be minority.
- At least 75 percent of the students served will be low income.
- At least 90 percent of 8th grade students will be promoted.
- At least 80 percent of students will have no delinquency referrals during the year.
- At least 90 percent of students will request to continue the program a second year and will be accepted by area businesses as apprentices.
- At least 90 percent of students will improve academic performance as demonstrated by higher GPA or test scores.
- There will be a 25 percent reduction in absences.
- At least 90 percent will have no out-of-school suspensions or expulsions.
- At least 90 percent of students will successfully remain in apprenticeships.

Clients Served

The mean age of students at admission was 13.5 years, with ages ranging from 13 to 14 years. Twenty students completed the program in this school year. Males composed 30 percent of the study group and females 70 percent. Eighty percent qualified for the free lunch program. The ethnic make-up of students was 15 percent White Non-Hispanic, 70 percent African American, and 15 percent White Hispanic. All of the students were in the eighth grade. The mean length of stay in the program was 9.5 months.

Project Progress

This evaluation is based on 20 participants for whom both pretest and posttest data on selected variables were collected. Data from the 1992-93 school year were used as a baseline. **Pretest** data represent a profile of the students' school performance for the year before program services began and **posttest** data represent a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or might the changes have occurred by chance? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to program effects rather than by chance.

Changes in both out-of-school suspensions (down from 3.1 days to less than .5 days) and students' GPA (up from 2.0 to 2.3) were found to be statistically significant. Absenteeism was reduced but this change was not statistically significant. Charts 5 and 6 below present the changes in numbers and are derived from Table 4 that follows.

Chart 5:
Absenteeism and Out of School Suspensions

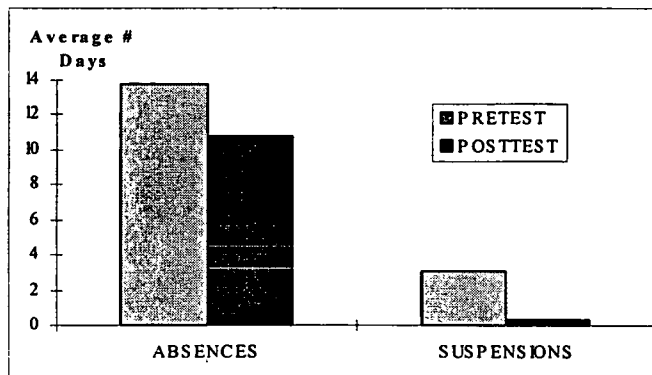
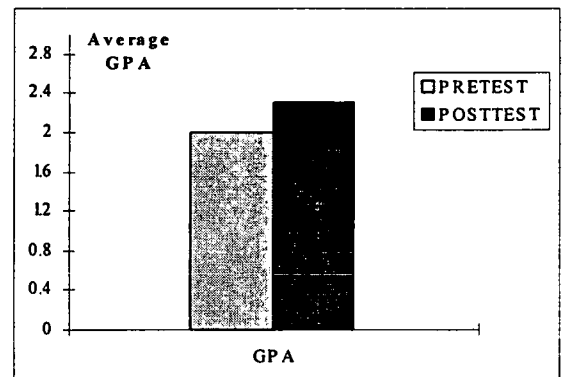


Chart 6:
Grade Point Average



Seventy percent of the students improved their GPA and absenteeism records and 60 percent improved their suspension record. The students worked an average of 53.3 total hours in their respective out-of-school apprenticeship positions during the school year.

Table 4:
GPA, Absenteeism and Suspensions

Data	N=20	TOTAL
GPA 1992-93		2
GPA 1993-94		2.3
Change in GPA average		0.3*
% of students improved		0.7
Avg. # of 1992-93 absences		13.8
Avg. # of 1993-94 absences		10.8
Change in avg. # of absences		-3
% of students improved		0.7
Avg. # of 1992-93 out of school suspension days		3.1
Avg. # of 1993-94 out of school suspension days		0.4
Change in avg. # of out of school suspension days		-2.7*
% of students improved		0.6
Avg. # of apprenticeship hours worked		53.25

*statistically significant ($P < .05$)

Other school-based measures show generally positive outcomes for program participants. No students were expelled and 90 percent were promoted to the next grade. Eighty-five percent of the students successfully completed their apprenticeship training. (See Table 5).

Table 5:
Other School Based Measures

DATA	N=20	1992-93	1993-94
Not expelled		20 (100%)	20 (100%)
Expelled		0	0
Promoted		20 (100%)	18 (90%)
Retained		0	2 (10%)
Successful Apprenticeship Completion		0	17 (85%)

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. Numbers of referrals were fairly constant and relatively low for students in this program. The same number of clients (2) had referrals prior, during, and one year after the program.

Table 6: Delinquency Referrals

Data	N=20	Broward Vocational
referrals prior to admission		2 (10%)
referrals during the program		2 (10%)
referrals one year after the program		2 (10%)

Discussion

All of the objectives proposed were met this program year. The majority of program participants (70 percent) achieved significant improvements in GPA and in reducing the number of suspension days from school. Some improvements in attendance were also observed. Ninety percent were promoted. The number of delinquency referrals stayed constant for the period prior to, during and after the program.

Because of the small sample size conclusions are tentative, but this program appears to show statistically significant improvements in two of the selected variables (GPA and suspension days) and lesser improvements in a third (attendance). Ninety percent of the students were promoted and 85 percent successfully completed their apprenticeship.

Expenditures: \$43,290

GADSDEN COUNTY BOARD OF COUNTY COMMISSIONERS

Contract Period: 1993-94

Project Description

The Intensive Prevention Program for Gadsden County Youth is administered by the Gadsden County Board of County Commissioners and supervised by the Gadsden County Drug Abuse Task Force (DATF). It was integrated with the services provided by the Florida Health and Rehabilitative Services (HRS) Children Youth and Families Program Office. The program served youths who have been referred for dysfunctional behavior, but who have not been officially committed to the juvenile justice system.

Program services consisted of intensive supervision and support for youths and their families provided by an Intensive Prevention Specialist from the county and the state Children Youth and Families Program Office. Individual prevention plans are developed for each youth served. Services include academic support, after-school care, individual and group counseling for youths and their families, substance abuse treatment and prevention, and the development of positive attitudes and goal setting.

The following outcome measures were specified in the contract:

- At least 95 percent of the youth will be from minority populations.
- At least 95 percent of the youth will be from low income families.
- There will be a 75 percent reduction in delinquency referrals by the end of the 12 month period in which the program operates.
- There will be a 75 percent reduction in out-of-school suspensions by the end of the 12 month period in which the program operates.
- At least 75 percent of youth will be promoted to the next academic grade level.
- At least 50 percent of youth will demonstrate an improvement in academic grades by the end of the 12 month period in which the program operates.
- At least 50 percent of youth will demonstrate an increase in their school attendance rate by the end of the 12 month period in which the program operates.

Clients Served

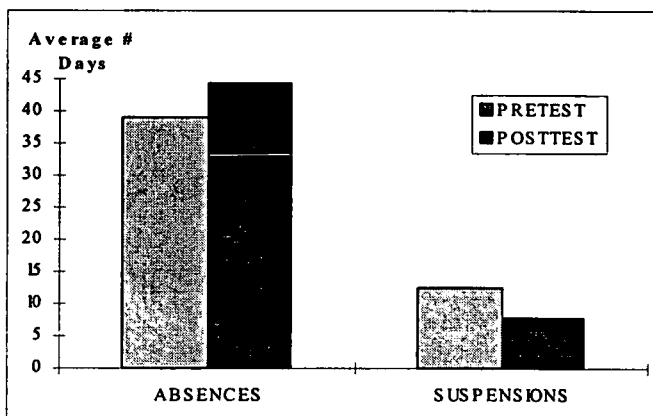
The average age of students at admission was 16 years, with ages ranging from 14 to 17 years. A total of eight clients were served in the program year. Males composed 100 percent of the study group. All qualified for the free lunch program. The ethnic make-up of students was 100 percent African-American. One student was in the seventh grade, three in the ninth grade, one in the eleventh grade, one in the twelfth grade, and data were absent on the remaining two. The mean length of stay in the program was 2.9 months.

Project Progress

This evaluation is based on participants for whom both pretest and posttest data on selected variables were collected. The 1992-93 school year was used as a baseline. **Pretest** data represent a profile of the students' school performance before program services and **posttest** data represent a profile of school performance after services were received. Tests of statistical significance could not be completed because the number of clients was too small.

The outcome measure results for this program were mixed. Charts 7 and 8 below represent the actual changes in numbers and are derived from Table 7. Absences increased and out-of-school suspensions went down. About half of the students improved their GPA, absenteeism, and out-of-school suspension record. The GPA aggregate increased by .5, a 50 percent increase from the year before. On the negative side the absence rate increased by 5 days from the already high previous year rate of 39 absence days per student per year. Suspensions improved, going down from an average of 13 suspension days to 8 suspension days, a 40 percent reduction.

**Chart 7:
Absenteeism and Out of School Suspensions**



**Chart 8:
Grade Point Average**

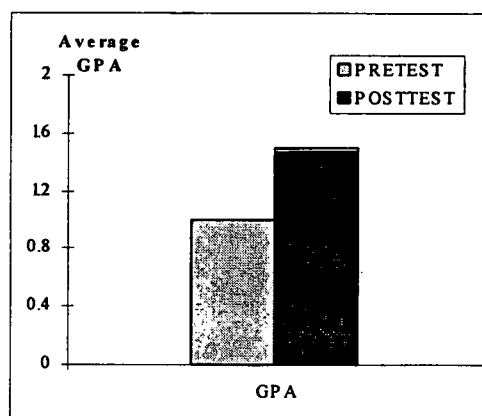


Table 7: GPA Absenteeism, and Out-of-School Suspensions

DATA	N=8	Total
1992-93 GPA average		1.0
1993-94 GPA average		1.5
Change in GPA average		+0.5
% of students improved		50%
Avg. # of 1992-93 absences		39.0
Avg. # of 1993-94 absences		44.0
Change in avg. # of absences		+5.0
% of students improved		50%
Avg. # of 1992-93 out of school suspension days		13.0
Avg. # of 1993-94 out of school suspension days		8
Change in avg. # of out of school suspension days		-5
% of students improved		50%

Table 8 below also shows mixed outcomes. There were no clients expelled during the program year, but four of the eight were retained. In the previous year only one of the eight was retained. Seven out of eight clients stayed in school for the program year.

Table 8: Other School Based Measures

DATA	N=8	1992-93	1993-94
Promoted to the next year		7(87%)	4(50%)
Retained		1(13%)	4(50%)
Expelled while in the program		no data	0

Referrals to the Juvenile Justice System

The following table details delinquency referrals to the Department of Juvenile Justice. The percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion is reported. Six clients (75 percent) had referrals prior to entering the program. One client (13 percent) received a referral while in the program and two clients (25 percent) had referrals during the year following discharge.

Table 9: Delinquency Referrals

DATA	N=8	Number and %
referrals prior to admission		6 (85.7%)
referrals during the program		1 (14.3%)
referrals one year after the program		2 (28.6%)

Discussion

This program met four of its proposed objectives. More than 95 percent of the students were from low income families, more than 95 percent were minority group members, and 50 percent of the students improved their GPA. Moreover, delinquency referrals were reduced by more than 75 percent. On the negative side school suspensions were not reduced by 75 percent, nor were promotions improved by 75 percent. Four of the eight clients were retained. Attendance went down by 13 percent instead of the proposed improvement of 75 percent.

Expenditures: \$36,710

HIGHLANDS COUNTY SCHOOLS: Youth Development Program

Contract Period: 1993-94

Project Description

This program has four major components that are designed to prevent minority youths in the Washington Heights neighborhood from entering the juvenile justice system. Students who live in this neighborhood are principally minority group members who attend Sebring Middle School. The high rates of crime and drug trafficking have prompted the city of Sebring to allocate additional police officers to eliminate these problems. This program is one of the steps taken toward meeting this goal. The four program components directed, monitored, and evaluated by a Neighborhood Youth Development Board are: 1) Life Skills; 2) Computer Assisted Tutoring; 3) Mediation; and; 4) Employment Opportunities.

The following outcome measures were specified in the contract:

- At least 80 percent of students will be promoted to the next grade.
- Students will reduce their absenteeism by 25 percent compared to the previous year.
- At least 80 percent will increase their GPA compared to the previous year.
- At least 80 percent will not be suspended out-of-school after having participated in the program for at least a month.
- At least 90 percent will not have juvenile justice referrals while they participate in the program.

Clients Served

Thirty one students completed the program and their mean age was 12.3 years, with ages ranging from 11 to 14 years. Males composed 58 percent of the population and females 42 percent. Eighty-four percent qualified for the free lunch program. The ethnic make-up of students was 100 percent African-American. Students were relatively evenly distributed between the sixth, seventh, and eighth grades. The mean length of stay in the program was 13.4 months.

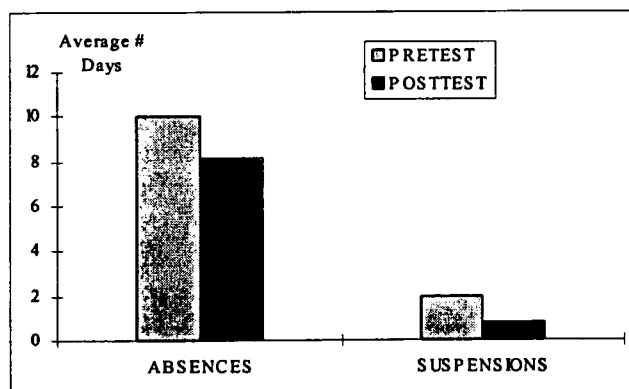
Project Progress

This evaluation is based on participants for whom both pretest and posttest data on selected variables were collected. Data from the 1992-93 school year were used as a baseline. **Pretest** data represent a profile of the students' school performance for the year before program services began and **posttest** data represent a profile of school performance at program completion.

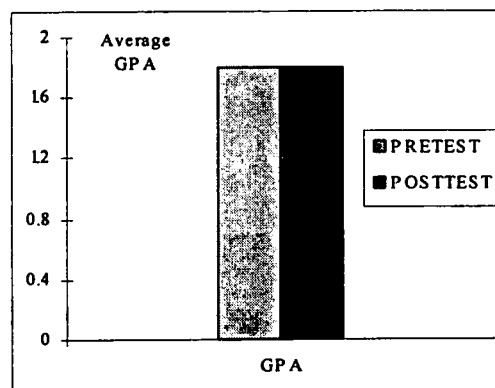
A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or would the changes have occurred by chance? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to program effects rather than by chance.

Changes in GPA (constant at 1.8) and absences (from 10.1 to 8.1 days per school year) were not found to be statistically significant. Out-of-school suspensions however, declined from an average 2.0 to 0.8 days per school year and this change was statistically significant. Charts 9 and 10 below represent the actual changes in numbers and are derived from Table 10 which follows.

**Chart 9:
Absenteeism and Out of School Suspensions**



**Chart 10:
Grade Point Average**



**Table 10
GPA, Absenteeism, and Out-of-School Suspensions**

DATA	N=34	TOTAL
1992-93 GPA average		1.8
1993-94 GPA average		1.8
% of students improved		42%
Avg. # of 1992-93 absences		10.1
Avg. # of 1993-94 absences		8.1
Change in average # of absences		-2
% of students improved		35%
Avg. # of 1992-93 out of school suspension days		2
Avg. # of 1993-94 out of school suspension days		0.8
Change in avg. # of out of school suspension days		-1.2
% of students improved		26%

Other school-based measures are relatively unchanged. All of the students passed this year as well as in the previous year. One of this year's students was expelled and no students were expelled during the previous year. No students dropped out during this year's program.

Table 11: Other School Based Measures

DATA	N=31	1992-93	1993-94
Not Expelled		31 (100%)	30 (97%)
Expelled		0	1 (3%)
Promoted		31 (100%)	31(100%)
Stayed in school all year		missing data	31 (100%)

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists percentages of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. The same number of clients (2) had referrals before the program and in the year following. There was a small increase (from 2 to 3) during the program.

**Table 12:
Delinquency Referrals**

DATA	N=30	Number and %
referrals prior to admission		2 (6.7%)
referrals during the program		3 (10%)
referrals one year after the program		2 (6.7%)

Discussion

This program met three of its proposed five objectives. More than 80 percent of the students were promoted and 80 percent were not suspended out-of-school after participating in the program for at least one month. Also on the positive side, 90 percent did not have referrals while in the program. On the negative side less than 80 percent improved their GPA (42 percent improved), the rate of absenteeism did not decline by 25 percent (it did however decline by 20 percent).

Expenditures: \$46,613

HOMESTEAD POLICE DEPARTMENT: CROSSOVER EXPLORER PROGRAM

Contract Period: 1993-94

Project Description

The Crossover Explorer Program has two main objectives. The first is to reduce the rate of drop-outs and truancy by helping students to increase their self-esteem in order to be academically successful. The second aim is to reduce juvenile delinquency by assisting students to develop other interests through community-based services. After being selected as a program participant either by parent referral, school referral, or court referral students sign a behavioral and academic contract and complete a self-esteem inventory. They are then placed in an intervention or prevention group.

The initial intensive phase lasts six weeks and takes place in school, as well as after school. Students progress through the program on a point system. During this period Crossover Explorers are mentored by older clients who have successfully completed the program. These older youth are members of the Police Explorer Academy. Crossover clients attend regular school classes, but they have group sessions with their mentors at various times in the day. At this stage clients are encouraged to improve their attendance, attitude, and effort. There are incentive trips for successful weekly performance in the program as well as an incentive annual trip. The last annual incentive was a trip to the Grand Canyon.

The following outcome measures were specified in the contract:

- Increase GPA compared to previous year.
- Increase the number of students promoted to the next grade by 25 percent.
- Decrease the number of disciplinary referrals by 25 percent.
- Decrease the number of suspensions by 25 percent.
- Decrease absences by 25 percent.
- Reduce the number of delinquency referrals by 25 percent.

Clients Served

The mean age of students at admission was 13.4 years, with ages ranging from 11 to 18 years. Ninety clients completed the program. Males composed 61 percent of the group and females 39 percent. Ninety-one percent qualified for the free lunch program. The ethnic make-up of students was 21 percent White Non-Hispanic, 29 percent African American, 49 percent White Hispanic and 1 percent Black Hispanic. The students are in sixth through twelfth grades and approximately 85 percent are in the sixth, seventh, and eighth grades. The portion of the program funded with JJDP monies had a length of stay of 1.7 months, but the larger program of which the Crossovers are a part is a year round endeavor. Ninety clients completed the program in this contract year.

Project Progress

This evaluation is based on participants for whom both pretest and posttest data on selected variables were collected. Data from the 1992-93 school year were used as a baseline. **Pretest** data is a profile of the students' school performance for the year before program services began and **posttest** data is a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or would the changes have occurred by chance. The data were tested at a .05 level. Findings of statistical significance at this level means that there is a 95 percent probability that the results were due to program effects rather than by chance.

All five of the variables measured improved. All five changes tested to be statistically significant. Grade point average rose from 1.6 to 2.2; absences declined from 24.1 to 11.4 absence days per year; out-of-school suspensions fell from 4.3 to 2.2 days per year; in-school suspension fell from 4.9 to 3 days per year; and disciplinary referrals dropped from 11.6 to 5.5 referrals per school year. Charts 12 and 13 below present the changes in numbers and are derived from Table 13 that follows.

Chart 11: Absenteeism, Suspensions, and In-School Suspensions

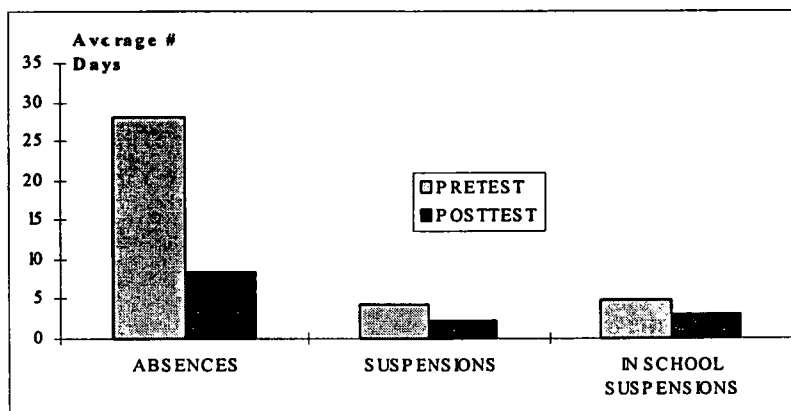


Chart 12: Grade Point Average

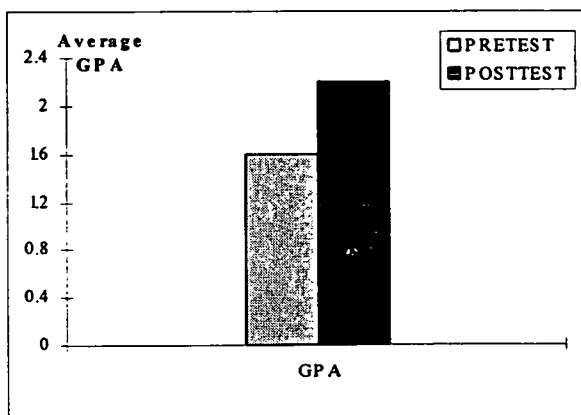


Chart 13: School Disciplinary Referrals

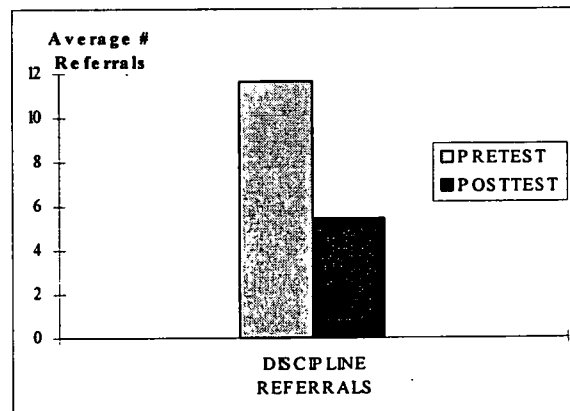


Table 13: GPA, Absenteeism, Suspensions, In-School Suspensions, and Disciplinary Referrals

DATA	N=90	TOTAL
GPA 1992-93		1.6
GPA 1993-94		2.2
Change in GPA average		+0.7*
% of students improved		82%
Avg. # of 1992-93 absences		24.1
Avg. # of 1993-94 absences		11.4
Change in avg. # of absences		-12.7*
% of students improved		78%
Avg. # of 1992-93 out of school suspension days		4.3
Avg. # of 1993-94 out of school suspension days		2.2
Change in avg. # of out of school suspension days		-2.1*
% of students improved		50%
Avg. # of 1992-93 in school suspension days		4.9
Avg. # of 1993-94 in school suspension days		3
Change in avg. # of in school suspension days		-1.9*
% of students improved		60%
Avg. # of 1992-93 disciplinary referrals		11.6
Avg. # of 1993-94 disciplinary referrals		5.5
Change in avg. # of disciplinary referrals		-6.1*
% of students improved		69%

*Statistically significant ($p < .05$)

Table 14 below supports the positive findings shown in Table 13. Promotions increased from 76.7 percent to 92.2 percent and expulsions went down from 18 percent to 4 percent at the end of the program year.

Table 14: Other School Based Measures

DATA	N=90	1992-93	1993-94
Not Expelled		72 (80%)	86 (95.6%)
Expelled		18 (18%)	4 (4.4%)
Promoted		69 (76.7%)	83 (92.2%)
Retained		21 (23.3%)	7 (7.8%)

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. Numbers of referrals were relatively high in the pre program stage, quite low during the program, and back to their former level one year after the program. The same number of clients (2) had referrals prior and one year after the program.

Table 15: Delinquency Referrals

DATA	N=90	Number and %
referrals prior to admission		17 (18.9%)
referrals during the program		2 (2.2%)
referrals one year after the progra		17 (18.9%)

Discussion

This program met all six of its proposed outcomes. Grade point average, out-of-school suspension, in-school suspension, absenteeism, and disciplinary referrals all had favorable and statistically significant outcomes. Delinquency referrals declined during the program, but rose to their former level one year later.

Expenditures: 48,750

HOMESTEAD POLICE DEPARTMENT: START OUT SMART (S.O.S.)

Contract Period: 1993-94

Project Description

Project Start Out Smart (S.O.S). focuses on the complex factors that create dysfunctional families. The program seeks to identify such families and provide needed services to them with a focus on the juvenile members. Start Out Smart fosters and coordinates collaboration between all local youth services and family service providers. The program also strives to create an alternative to traditional judicial processing, and to reduce over-representation of minority youth in the juvenile justice system. Project S.O.S. targets at-risk minority youth from the ages of 8 to 18 and first-time felony and misdemeanor juvenile offenders. In addition to early intervention strategies, Project S.O.S. contains a delinquency prevention component and a family focused component. This latter project attempts to improve the family environment and provide assessment, referral, tracking and evaluation of juveniles.

The following outcome measures were specified in the contract:

- Provide services to 80 families during the contract period.
- Decrease school absenteeism by 20 percent.
- Decrease school disciplinary referrals by 20 percent.
- Decrease delinquency referrals by 20 percent compared to the previous year.

Clients Served

The mean age of students at admission was 14.4 years, with ages ranging from 9 to 18 years. Males composed 53 percent of the students and females 47 percent. Sixty-six percent qualified for the free lunch program. The ethnic make-up of students was 29 percent White Non-Hispanic, 39 percent African American, and 22 percent White Hispanic, 1 percent Asian, and 9 percent Other. Students ranged from the third to the twelfth grade. The mean length of stay in the program was 5.3 months.

Project Progress

This evaluation is based on 70 participants for whom both pretest and posttest data on selected variables were collected. Data from the 1992-93 school year were used as a baseline. **Pretest** data is a profile of the students' school performance for the year before program services began and **posttest** data is a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or might the changes have occurred by chance. The data were tested at a .05 level. Findings of statistical significance at this level means that there is a 95 percent probability that the results were due to program effects rather than by chance.

Of the five variables tested, three were found to have statistically significant changes. These were: GPA that went down from 1.5 to 1.0; absenteeism that went up from 21.2 to 35.7 days; and out-of-school suspensions that went up from 2.4 to 5.4 days per year. In school suspensions went up slightly from 2.6 to 3.2 days per year and disciplinary referrals also had a slight increase from 5.4 to 6.6 per year. Neither of these latter two changes was statistically significant. Charts 14, 15, and 16 below represent the actual changes in number.

Chart 14:
Absenteeism, Out-of-School Suspensions, and In-School-Suspensions

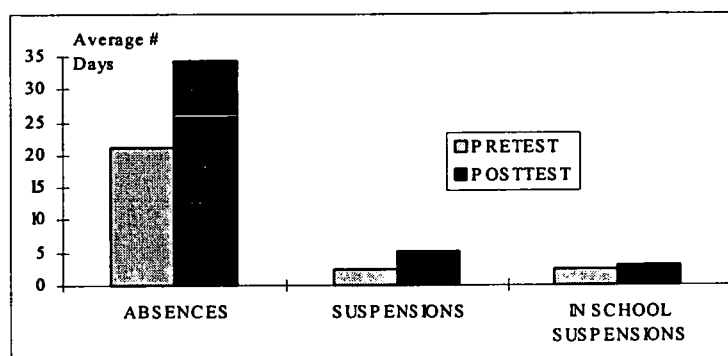


Chart 15:
Grade Point Average

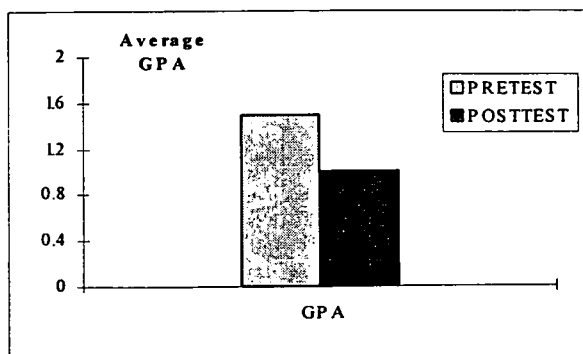


Chart 16:
School Disciplinary Referrals

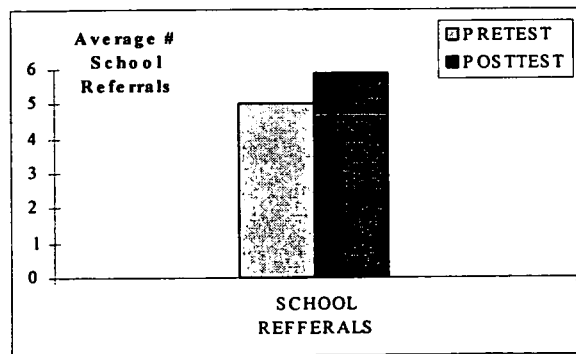


Table 16: GPA, Out-of-School Suspensions, School Referrals, and In-School-Suspensions

DATA	N=70	TOTAL
1992-93 GPA average		1.5
1993-94 GPA average		1
Change in GPA average		-0.5*
% of students improved		29%
Avg. # of 1992-93 absences		21.2
Avg. # of 1993-94 absences		35.7
Change in avg. # of absences		+14.5*
% of students improved		30%
Avg. # of 1992-93 out of school suspension days		2.4
Avg. # of 1993-94 out of school suspension days		5.4
Change in avg. # of out of school suspension days		+3*
% of students improved		17%
Avg. # of 1992-93 in school suspension days		2.6
Avg. # of 1993-94 in school suspension days		3.2
Change in avg. # of in school suspension days		+1.2
% of students improved		34%
Avg. # of 1992-93 disciplinary referrals		5.4
Avg. # of 1993-94 disciplinary referrals		6.6
Change in avg. # of disciplinary referrals		+1.2
% of students improved		26%

* Statistically significant ($p < .05$)

Other school-based measures show a decline in promotions from 93 percent to 76 percent and an expulsion rate of 1.5 percent. See Table 17 below.

Table 17: Other School Based Measures

DATA	N=70	1992-93	1993-94
Not Expelled		no data	67 (98.5%)
Expelled		no data	1 (1.5%)
Missing data		no data	2
Promoted		55 (93%)	47 (76%)
Retained		4 (7%)	15 (24%)
Missing data		11	8

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. Numbers of referrals were relatively high prior to the program, somewhat lower during the program, and rose again after the program.

Table 18: Delinquency Referrals

DATA	N=70	Number and %
referrals prior to admission		18 (25.7%)
referrals during the program		13 (18.6)
referrals one year after the program		19 (27.1)

Discussion:

None of the proposed program objectives were met. Fewer than 80 families were served and disciplinary referrals, delinquency referrals, and absences increased.

Ependitures: \$43,535

FLORIDA KEYS CHILDREN'S SHELTER: COMMUNITY CONNECTION

Contract Period: 1993-94

Project Description

Community Connection is an alternative education program that serves presumably at-risk seventh, eighth and ninth grade students at the Key Largo Middle School. Students that complete the program are given support and limited follow-up services when they graduate to the local senior high school. The program is designed to combine self-awareness with academic curriculum. It applies this newly gained knowledge to the many aspects of community businesses and social service agencies. The Community Connection is a self-contained program whose principal components are, 1) Community Linkages; 2) Tutoring; 3) Parental Involvement; and, 4) Evaluation.

The following outcome measures were specified in the contract:

- Decrease absenteeism.
- Seventh and eighth graders will show 20 percent improvement in pre and post test scores for math and reading.
- Reduce delinquency referrals by 20 percent compared to the previous year.
- Promote 80 percent of the students to the next grade level.
- Provide 100 counseling hours to total groups participating.
- Schedule two parent skill seminars for the purpose of developing family communication.

Clients Served

The mean age of students at admission was 13.1 years, with ages ranging from 11 to 14 years. Thirty students participated in the program. Males composed 47 percent of the students and females 53 percent. Thirty percent qualified for the free lunch program. The ethnic make-up of students was 57 percent White Non-Hispanic, 30 percent White Hispanic, 7 percent African American, 3 percent Asian, and 3 percent American Indian. Half of the students were in the seventh grade and half were in the eighth grade. The mean length of stay in the program was 8.5 months.

Project Progress

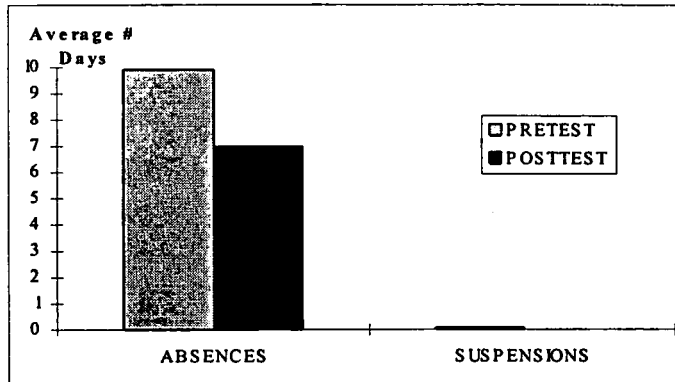
This evaluation is based on participants for whom both pretest and posttest data on selected variables were collected. Data from the 1992-93 school year were used as a baseline. **Pretest** data represent a profile of the students' school performance for the year before program services began and **posttest** data represent a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or would the changes have occurred by chance? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to program effects rather than by chance.

Changes in both out-of-school suspensions (down from .1 days to 0 days) and changes in absences

(which declined from 9.9 to 7.0 absence days) were found not to be statistically significant. The GPA of students increased from 2.5 to 3.0 was statistically significant. Charts 17 and 18 below present the changes in numbers and are derived from Table 19 which follows.

**Chart 17:
Absences and Out of School Suspensions**



**Chart 18:
Grade Point Average**

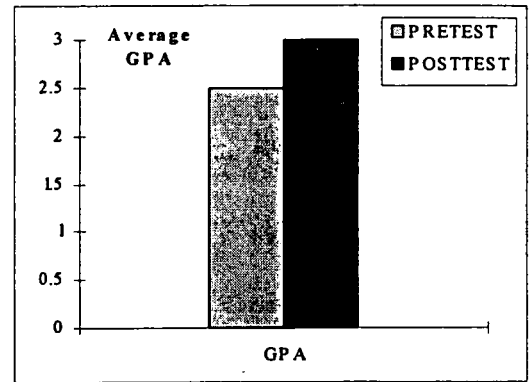


Table 19: GPA, Absenteeism, Out-of-School Suspension, and Reading and Math Scores

DATA	N=30	Total
1992-93 GPA		2.5
1993-94 GPA		3
Change in GPA		+0.5*
% of students improved		48%
Avg. # of 1992-93 absences		9.9
Avg. # of 1993-94 absences		7
Change in absences		-2.9
% of students improved		58%
Avg. # of 1992-93 out of school suspension days		0.1
Avg. # of 1993-94 out of school suspension days		0
Change in suspension days		-.1
% of students improved		7%
Reading Scores 1992-93		29.9
Reading Scores 1993-94		28.2
Change in Reading Scores		-5.7%
Math Scores 1992-93		55.1
Math Scores 1993-94		43.4
Change in Math Scores		-21.2%

**statistically significant ($p < .05$)*

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. No delinquency referrals could be found in the records of the Florida Department of Juvenile Justice for any of the students.

Table 20: Delinquency Referrals

DATA	N=30	Number and %
referrals prior to admission		0
referrals during the program		0
referrals one year after the program		0

Discussion

This program met four of six proposed objectives. Absenteeism was decreased and more than 80 percent were promoted to the next grade. In addition, there were more than 100 counseling hours provided to the total groups participating and there were two parent skill seminars conducted. On the negative side, reading and math scores for seventh and eighth graders did not improve by 20 percent. Client selection may be inappropriate in this program as the incoming clients had relatively high GPA's (2.5) and no referral histories.

Expenditures: \$76,283

MIAMI BRIDGE INC: BRIDGE KIDS

Contract Period: 1993-94

Project Description

Bridge Kids Clubs provides multi-year comprehensive prevention services for 40 to 60 youths and their families. At-risk students from Mays Middle School are recruited in the sixth grade to "join" the club. Four Bridge Clubs were created with 10 to 15 students in each club. Services provided by the program include employability skills training; individual, group, and family counseling; life skills and education training; work experience through community service; parenting classes; parent support groups; case management services; recreational opportunities; and educational tutoring. The project will continue to work with the same group of students (and their families) in the seventh and eighth grade.

The following outcome measures were specified in the contract:

- At least 60 percent of the participants will be minority group members.
- At least 60 percent of clients will be eligible for free or reduced price school lunches.
- Increase grade point average of clients by at least .25 compared to the previous year.
- Increase the number of students promoted to the next higher grade by 25 percent compared to the previous year.
- Decrease the number of disciplinary referrals by 25 percent as compared to the previous year.
- Decrease the number of in-school and out-of school suspensions by 25 percent compared to the previous year.
- Decrease absences by 25 percent compared to the previous year.
- Reduce the numbers of delinquency referrals by 25 percent compared to the previous year.

Clients Served

The mean age of students at admission was 13.1 years, with ages ranging from 11 to 14 years. Twenty one clients completed the program. Males made up 33 percent of the students and females 77 percent. Ninety-five percent qualified for the free lunch program. The ethnic make-up of students was 76 percent African American, and 19 percent White Hispanic and 5 percent Other. Seventh graders made up 76 percent, eighth graders 19 percent and ninth graders 5 percent of these clients. The mean length of stay in the program was 20.0 months.

Project Progress

This evaluation is based on 21 participants for whom both pretest and posttest data on selected variables were collected. Data from the 1992-93 school year were used as a baseline. **Pretest** data represent a profile of the students' school performance for the year before program services began and **posttest** data represent a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or might the changes have occurred by chance? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to program effects rather than by chance.

Changes in both out-of-school suspensions (up from 1.2 days to 2.5 days) and students' GPA (constant at 1.7) were found not to be statistically significant. Changes in absences were statistically significant and they increased from 8.4 to 11.6 absence days per school year. Charts 19 and 20 below present the changes in numbers and are derived from Table 21.

Chart 19:
Absenteeism and Out of School Suspensions

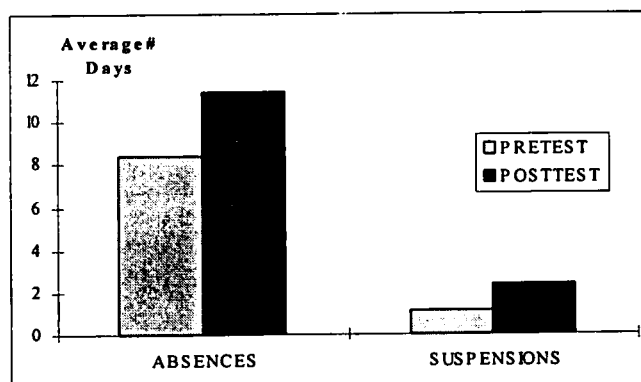


Chart 20:
Grade Point Average

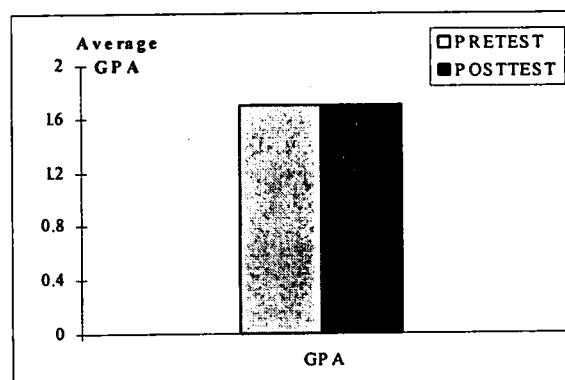


Table 21: GPA, Absenteeism and Out of School Suspension: Miami Bridge

DATA	N=21	Total
GPA 1992-93		1.7
GPA 1993-94		1.7
Change in GPA average		0
% of students improved		50%
Avg. # of 1992-93 absences		8.4
Avg. # of 1993-94 absences		11.6
Change in avg. # of absences		+3.2*
% of students improved		5%
Avg. # of 1992-93 out of school suspension days		1.2
Avg. # of 1993-94 out of school suspension days		2.5
Change in avg. # of out of school suspension days		+1.3
% of students improved		0%

*statistically significant ($p < .05$)

Other school based measures (Table 22 below) show that the expulsion rate during the program went down, from 15 percent to 0, and that the promotion rate also declined from 100 percent to 86 percent.

Table 22: Other School Based Variables

DATA	N=21	1992-93	1993-94
Not Expelled		17 (85%)	20 (100%)
Expelled		3 (15%)	0
Missing data		1 case	-
Promoted		21 (100%)	18 (86%)
Retained		0%	3 (14%)

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists the percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. Numbers of referrals were fairly low for students in this program. Two clients had prior referrals, and only one client had referrals during the program and one client had referrals one year after the program.

Table 23: Delinquency Referrals

DATA	N=21	Number and %
referrals prior to admission		2 (9.5%)
referrals during the program		1 (4.8%)
referrals one year after the program		1 (4.8%)

Discussion:

This program met or exceeded three of its eight proposed objectives. More than 60 percent of clients were minority group members; more than 60 percent were eligible for the school lunch program; and delinquency referrals went down by more than 25 percent (comparing prior to admission with one year post program). On the negative side, GPA remained constant at 1.7; absences rose 38 percent; suspensions increased by 108 percent (a statistically significant amount); and the promotion rate declined from 100 percent to 86 percent. Expulsions decreased by 15 percent, but this was not one of the proposed objectives.

Expenditures: \$78,570

TALLAHASSEE HOUSING FOUNDATION: YOUTHBUILD TALLAHASSEE

Contract Period: 1993-94

Project Description

YouthBuild Tallahassee is a drop-out retrieval program for low-income young people who have a desire to continue their education and learn the construction trade. These youths alternate between: a classroom where they work toward their high school diploma, receive counseling, and learn basic life skills; and a construction site, where they learn the construction trade by rehabilitating and constructing houses for homeless and very low-income people. This program is modeled after two highly successful programs in the state of New York. It is one of five national sites selected to be a demonstration site for implementation of a YouthBuild program. YouthBuild Tallahassee is working with researchers from Harvard University, Massachusetts Institute of Technology and Public/Private Ventures, Inc., in an independent two-year evaluation process.

During program participation, clients receive a stipend for on-site and off-site participation. At the conclusion of the eleven-month program the trainees are placed in jobs, or appropriate educational programs to pursue their chosen goals.

The following outcome measures were specified in the contract:

- At least 86 percent of the clients will be from minority households.
- At least 25 percent of the clients will be female.
- All clients will be from low income households as measured by HUD guidelines.
- There will be a 50 percent reduction in delinquency referrals by the end of the program year.
- At least 75 percent of the clients will graduate from the program by the end of the program year.
- Clients will demonstrate an increase in academic standing by .5 GPA by the end of the program year.
- At least 50 percent of the graduates will be placed in full-time, non-subsidized employment by the end of the program year.

Clients Served

The mean age of students at admission was 17.8 years, with ages ranging from 16 to 18 years. Twenty two young persons participated in the program. Males made up 77 percent of the students and females 23 percent. Thirty-six percent qualified for the free lunch program. The ethnic make-up of students was 5 percent White Non-Hispanic, 90 percent African American, and 5 percent Hispanic. One client was in the eleventh grade and the remainder were in adult or alternative education. The mean length of stay in the program was 7.2 months.

Project Progress

This evaluation is based on 22 participants for whom both pretest and posttest data on selected variables were available. The 1992-93 school year was used as a baseline. **Pretest** data represent a profile of the students' school performance before program services and **posttest** data represent a profile of school performance after services were completed.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or did the changes occur by chance? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to program effects rather than by chance.

Absences and school suspensions went down and GPA went up, all by statistically significant amounts. GPA increased by 1.1 points from 1.3 to 2.4. Absences went from an average of 43.9 days per year to 15.5 days per year. Suspensions went from an average of 28.6 days per year to less than .1 days per year. About half of the students improved their absenteeism, and school suspension record. Almost 70 percent improved their GPA. Charts 21 and 22 below presents the changes in numbers and are derived from Table 24.

Chart 21
Absenteeism and Out of School Suspensions

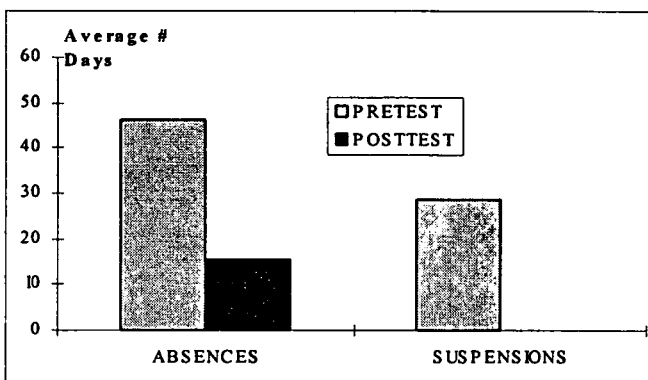


Chart 22:
Grade Point Average

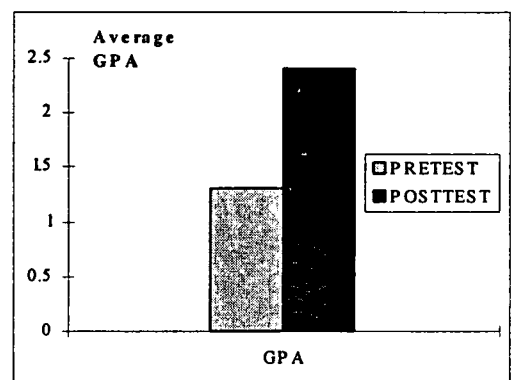


Table 24: GPA, Absenteeism, Out-of-School Suspension

DATA	N=22	TOTAL
GPA 1992-93		1.3
GPA 1993-94		2.4
Change in GPA average		+1.1*
% of students improved		68%
Avg. # of 1992-93 absences		43.9
Avg. # of 1993-94 absences		15.5
Change in avg. # of absences		-28.4*
% of students improved		50%
Avg. # of 1992-93 out of school suspension days		28.6
Avg. # of 1993-94 out of school suspension days		0.1
Change in avg. # of out of school suspension days		-28.5*
% of students improved		50%

**statistically significant ($p < .05$)*

Table 25 lists the results of other school based measures that provide additional evaluation data. The measures from these data are not nearly as positive as the school based measures examined above and the reason for this disparity is not clear. For example, the numbers of clients dropped out and expelled from school while in the program are high (36 percent and 32 percent respectively). Moreover, only 9 percent (2 clients) were able to successfully complete the program and only one client (5 percent) was promoted.

Table 25: Other School Based Variables

DATA	NUMBER=22	1992-93	1993-94
Promoted		25%	5%
Retained		75%	27%
Expelled from the program		-	32%
Dropped out while in the program		-	36%
Expelled		42%	32%
Not expelled		58%	68%
Successfully completed the program		-	9%
Did not successfully complete the program		-	91%

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice. The percentages of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion are reported. In general, referral rates were high before the program. During the program and in the year following the program, only 10 percent of the students received delinquency referrals.

Table 26: Delinquency Referrals

DATA	N=21	Number and %
referrals prior to admission		13 (62%)
referrals during the program		2 (10%)
referrals one year after the program		2 (10%)

Discussion

This program met three of the seven proposed objectives. The objective to have all of the clients come from low income households as measured by HUD guidelines could not be verified. By State of Florida indicators 36 percent of the clients qualified for the free lunch program. More than 86 percent of the students were from minority households; there was an increase of over 50 percent in GPA; and referrals were reduced by over 50 percent, however most clients were over 17 years of age and no referrals into the adult system were tracked for this report. The objective to serve 25 percent females was not met nor did 75 percent of the clients graduate from the program. Only one client was employed at the end of the program year.

The data indicate that although a large percentage of clients drop out or are expelled, those that stay are able to achieve substantial improvements in GPA, suspensions, and a reduction in delinquency referrals. Very few clients achieved successful employment. The age of clients (17 years plus) and their extensive prior referral history seems too high for a delinquency prevention program.

Expenditures: \$70,000

BIG BROTHERS/BIG SISTERS OF GREATER MIAMI: PROJECT T.A.G.S.

Contract Period: 1993-94

Project Description

Project T.A.G.S. (Taking A Giant Step) is a community initiative to prevent juvenile delinquency. The theoretical orientation is that the most effective way to prevent crime and delinquency is to build self esteem by helping young persons succeed academically and socially. The program's strategy is to pair at-risk students at Horace Mann Middle School and Little River Elementary School with a volunteer adult Tutor/Mentor from the community at large. Once matched congenial pairs have been established, more matches with older Big Brothers/Big Sisters peer mentors are also made. These mentors, along with Big Brothers/Big Sisters of Greater Miami Inc., staff, provide school based intervention and academic assistance. Students are tracked and careful records are kept of their school and disciplinary histories. A large control group from similar economic backgrounds was also tracked for comparative purposes.

The following objectives were specified in the contract:

- Provide services to 75 at risk students.
- At least 60 (80 percent) students will successfully complete the program.
- At least 75 control group members will be identified and tracked.
- Referral rates for successful participants will be 33 percent lower than the control group's referral rates.
- Re-referral rate will be monitored for 18 months following the start of services for both the program and control students.
- Successful participants will have a 66 percent lower unexcused absence rate and 66 percent higher passing grades and conduct grades than the control group during the grading period and the 18 month period thereafter.
- Successful participants will have no disciplinary suspensions during the same period.

Clients Served

The mean age of program students at admission was 12.7 years, with ages ranging from 10 to 14 years. Sixty seven students completed the mentoring program and an additional 61 students were tracked for comparative purposes. Males made up 55 percent of the students and females 45 percent. Eighty-seven percent qualified for the free lunch program. The ethnic make-up of students was 3 percent White Non-Hispanic, 94 percent African American, and 3 percent White Hispanic. All of the students were in the sixth, seventh, and eighth grade. The mean length of stay in the program was 13.9 months.

Project Progress

This evaluation is based on participants for whom both pretest and posttest data on selected variables were available. Data from the 1992-93 school year were used as a baseline. **Pretest** data represent a profile of the students' school performance for the year before program services began and **posttest** data represent a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or might the changes have occurred by "chance"? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to program effects rather than by chance.

For the program students, changes in both in-school and out-of-school suspensions, and GPA (constant at 1.7) were found not to be statistically significant. An increase in absence days from 5.9 to 15.3 days was statistically significant. Charts 23 and 24 below represent the actual changes in numbers and are derived from Table 27 which follows. Numbers for out-of-school suspensions for the program were too low to chart.

Chart 23
Absenteeism and In-School Suspensions Program

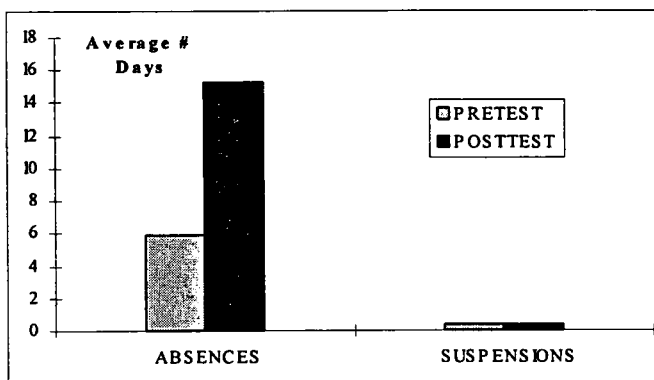
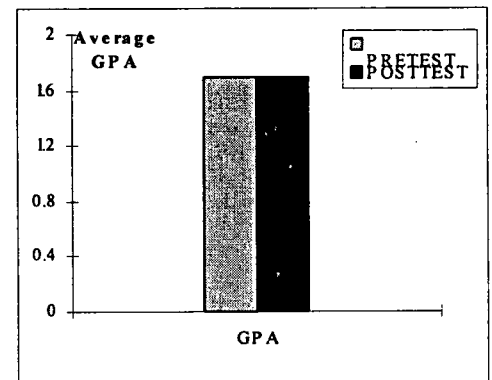


Chart 24
Grade Point Average Program



The control group shown on Charts 25 and 26 below appears to have fared better than the program youths on three of the variables measured: absence days, out-of-school suspensions, and in-school suspensions. These changes were found to be statistically significant. The control group's GPA went down .1 whereas the program youths remained constant at 1.7. Neither of these changes were statistically significant.

Chart 25
Absenteeism, Out-of-School Suspension Control

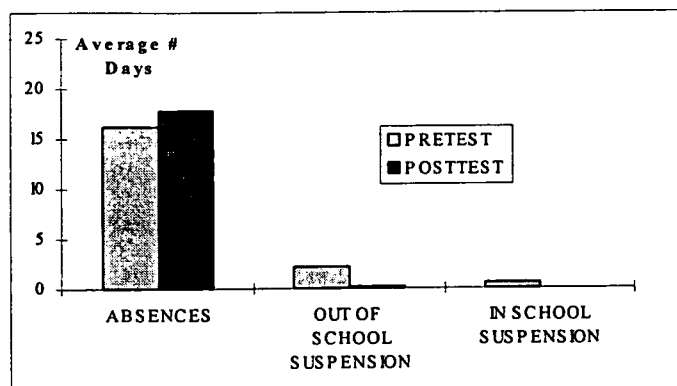


Chart 26:
Grade Point Average Control

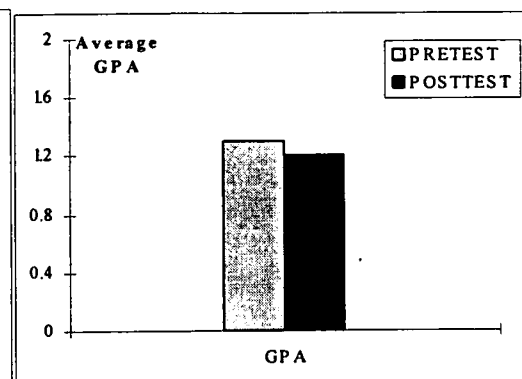


Table 27: GPA, Absences, Suspensions, In-School Suspensions

DATA	TAGS 67	CONTROL 61
GPA 1992-93	1.7	1.3
GPA 1993-94	1.7	1.2
Change in GPA	0	0.1
% of students improved	35%	30%
Avg. # of 1992-93 absences	5.9	16.2
Avg. # of 1993-94 absences	15.3	18.1
Change in avg. # of absences	9.4*	1.9*
% of students improved	10%	2%
Avg. # of 1992-93 out of school suspension days	0.1	0.6
Avg. # of 1993-94 out of school suspension days	0.1	0.1
Change in avg. # of out of school suspension days	0	-.5*
% of students improved	9%	12%
Avg. # of 1992-93 in school suspension days	0.4	2.2
Avg. # of 1993-94 in school suspension days	0.3	0.2
Change in avg. # of in school suspension days	.1	-2.0*
% of students improved	9%	36%

statistically significant ($p < .05$)

Table 28 below shows percentage of students promoted and expelled. In both the program and control group there were decreases in promotions over time and also slight increases in expulsions over time except for the control group's expulsion rate that fell slightly (1 percent) in 1993-94.

Table 28: Other School Based Measures

DATA	TAGS (n=67)		CONTROL (n=61)	
Year	1992-93	1993-94	1992-93	1993-94
Promoted	100%	84%	98%	79%
Retained	0	16%	2%	21%
Missing data	5 cases	5 cases	0	0
Not Expelled	100%	90%	97%	98%
Expelled in 1992-93	0	10%	3%	2%
Missing data	0	0	3 cases	0

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice and lists the percentages of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. Numbers of referrals were fairly constant and relatively low for students in this program. The control group's rates of referral are slightly lower than the program group's rates in both number and percentage. Both control and program groups showed a similar pattern of slight increases in referral rates one year after program release, or in the case of the control group, one year after the calendar year used for comparative purposes.

Table 29: Delinquency Referrals

DATA	(N=58)T.A.G.S.	(N=62)Control
referrals prior to admission	7 (12.1%)	6 (9.7%)
referrals during the program	5 (8.6%)	5 (8.1%)
referrals one year after the program	8 (13.8%)	7 (11.3%)

Discussion:

This program met only one of the proposed seven objectives; more than 80 percent of the students successfully completed the program. On the negative side (1) less than 75 at risk youth were served; (2) less than 75 control group members were identified and tracked; (3) referral rates for program participants were not 33 percent lower than the control group's rates; (4) successful participants did not achieve the lower absence rate or the higher school grades set forth as objectives; and (5) there were disciplinary suspensions during the program period. The seventh objective cannot be evaluated until 18 months after the program. Referrals increased slightly for both groups one year from program date.

Expenditures \$99,600

YOUTH AND FAMILY ALTERNATIVES INC. INTENSIVE LEARNING ALTERNATIVES PROGRAM

Contract Period: 1993-94

Project Description

This project is based on a contractual agreement between the Hernando County District School Board and Youth and Family Alternatives, Inc. (YFA), a provider of children's services. The School Board furnishes two teachers, classroom space and resources. YFA, via JJDP grant moneys provides two counselors, after school activities, and in-home counseling. The program is modeled after the Intensive Learning Alternatives Program, a highly successful prevention program in Hillsborough County. The target population is at-risk seventh and eighth grade students from Delores Parrott Middle School in Brooksville, Hernando County, Florida. In general, the primary goal of the program is to prevent youth from entering the juvenile justice system. Specific objectives in the contract are listed below.

- At least 20 percent of the students served will be minority group members.
- At least 30 percent of the students served will be below poverty level.
- There will be a 50 percent reduction in absences compared to the prior year.
- There will be a 50 percent increase in GPA scores compared to the prior year.
- In the year following program completion at least 70 percent of the clients will have no referrals to the Juvenile Justice System
- At least 60 percent of the students in the program will have no out-of-school suspensions for one year.
- At least 60 percent of the students' parents will participate in parent education, in-home counseling and school activities.

Clients Served

The mean age of students at admission was 13.4 years, with ages ranging from 11 to 15 years. Males made up 63 percent of the students and females 37 percent. Thirty percent qualified for the free lunch program. The ethnic make-up of students was 79 percent White Non-Hispanic, 14 percent African American, 5 percent American Indian and 2 percent Hispanic. Approximately one third of the students were in the sixth grade, one third in the seventh grade, and one third in eighth grade. The mean length of stay in the program was 6.7 months.

Project Progress

This evaluation is based on 67 participants for whom both pretest and posttest data on selected variables were available. The 1992-93 school year was used as a baseline. **Pretest** data represent a profile of the students' school performance before program services and **posttest** data represent a profile of school performance after services were received

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were statistically significant. That is, can the changes be attributed to the services provided or did the changes occur by chance? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to program effects rather than by chance. None of the changes in the variables measured were found to be statistically significant.

Charts 27 and 28 below represent the actual changes in numbers and is derived from Table 30. Absences and in-school suspensions went down slightly while out-of-school suspensions went up slightly. Although the average GPA declined, 55 percent of the students still improved their GPA, absenteeism, and in-school suspension record. About 25 percent improved their out-of-school suspension record from the previous year.

Chart 27:
Absences and In and Out of School Suspensions

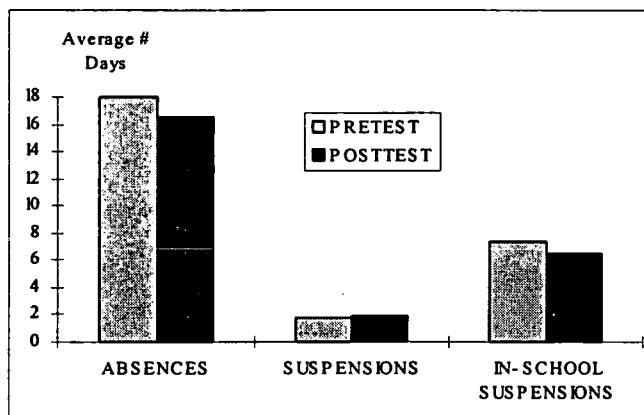


Chart 28:
Grade Point Average

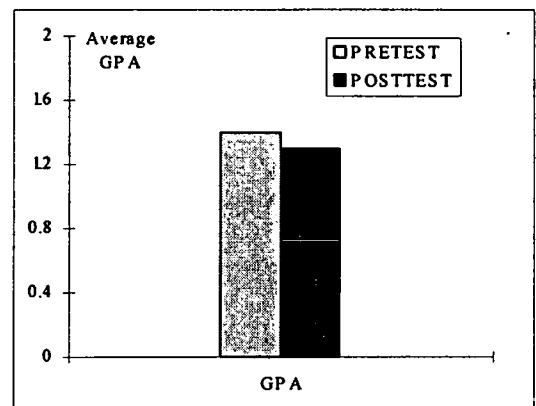


Table 30: GPA, Absenteeism, Out-of-School Suspension, In-School Suspensions

DATA	TOTAL
1992-93 GPA	1.4
1993-94 GPA	1.3
Change in GPA	0.1
% of students improved	0.55
Avg. # of 1992-93 absences	17.9
Avg. # of 1993-94 absences	16.5
Change in avg. # of absences	-1.4
% of students improved	45%
Avg. # of 1992-93 out of school suspension days	1.8
Avg. # of 1993-94 out of school suspension days	1.9
Change in avg. # of out of school suspension days	+1
% of students improved	27%
Avg. # of 1992-93 in school suspension days	7.4
Avg. # of 1993-94 in school suspension days	6.4
% change in avg. # of in school suspension days	-1.0
% of students improved	40%

Data from Table 31 indicate that the expulsion rate for this group was fairly low and constant, and that there was an improvement in the percentage of promotions from the previous year (59 percent to 73 percent).

Table 31: Other School Based Variables

DATA	N=67	1992-93	1993-94
Not Expelled		66(98%)	66(98%)
Expelled		1(2%)	1(2%)
Missing cases		2	2
Promoted		38 (59%)	47 (18%)
Retained		27 (47%)	18 (27%)
Missing cases		2	2

Referrals to the Juvenile Justice System

The following table details delinquency referrals to the Department of Juvenile Justice. The percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion are reported. In general, referral rates were relatively low before the program. During the program, 9 percent of the students received delinquency referrals and in the year following 12 percent received delinquency referrals.

Table 32: Delinquency Referrals

DATA	N=67
Clients with referrals prior to admission	11 (16%)
Clients with referrals during the program	6 (9%)
Clients with referrals one year after the program	8 (12%)

Discussion

This program met five of the seven proposed objectives. At least 20 percent of those served were minority group members; at least 30 percent served were below poverty level; at least 70 percent served had no referrals to the juvenile justice system (although more clients had referrals after program admission than before); at least 60 percent served had no out-of-school suspensions; and at least 60 percent of the students' parents participated in selected activities. The proposed increase in GPA and the proposed decrease in absences were not met. In terms of the variables measured, the program did not achieve statistically significant improvements in any areas. However, referral rates remain relatively low one year after the program and promotions increased from 59 percent to 73 percent. Although the results of the program based on these data show little change, it should be noted that individual students may have benefited from the program; a possibility that would not be reflected in an evaluation of aggregate results such as those presented in this report. An assessment of all available data is important and should be considered in any decision making process.

Expenditures: \$60,000

VOLUSIA, LAKE AND FLAGLER PRIVATE INDUSTRY COUNCIL LAW-RELATED EDUCATION PROGRAM

Contract Period: 1993-94

Project Description

The Volusia, Lake and Flagler Private Industry Council, Inc. (VLF-PIC) operates a Law-Related Education program for middle school youth at-risk of entering the juvenile justice system or dropping out of school. The program is intended to improve the academic performance, attendance and behavior of participants. Program components include classroom training, academic tutoring, incentives and summer internship opportunities. During the contract year the program was implemented in two phases. Phase 1 took place at a local middle school during the regular school year and consisted of classroom training that fostered awareness of the legal and democratic processes as they are practiced in our society. Phase 2 was operated as part of the VLF-PIC, Inc., Summer Youth Employment Program, and involved a summer internship in law-related employment. This hands-on component enabled the clients to see the practical applications of their knowledge and gain valuable work experience.

The following objectives were proposed by the provider in the proposal:

- At least 50 percent of clients will be minority group members.
- All of the clients will be economically disadvantaged.
- At least 75 percent of clients will improve their academic performance.
- The average GPA of all clients will increase by .5 on a 4.0 scale.

Clients Served

The mean age of students at admission was 14.4 years. Males composed 35 percent of the students and females 65 percent. Ninety-one percent qualified for the free lunch program. The ethnic make-up of students was 92 percent African American, 4 percent Asian and 4 percent Other. All of the students were in the eighth grade. The mean length of stay in the program was 7 months.

Project Progress

This evaluation is based on 23 participants for whom both pretest and posttest data on selected variables were available. Data from the 1992-93 school year were used as a baseline. **Pretest** data represent a profile of the students' school performance for the year before program services began and **posttest** data represent a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were "statistically" significant. That is, can the changes be attributed to the services provided or would the changes have occurred by "chance"? The data were tested at a .05 significance level. Findings of statistical significance at this level mean that there is a 95 percent probability that the results were due to services provided rather than by chance.

This program showed statistically significant improvement in two of three areas, absenteeism and GPA. Suspension days, already quite low for the sample population, declined slightly. Table 33 also indicates substantial improvements, in that, 95 percent of students improved their GPA and 87 percent improved their absenteeism for the year. The percentage of clients improving their suspension days was only 13 percent, but this is due to the fact that most clients had few or no suspension days to begin with and therefore could not achieve improvement in this area.

Chart 29:
Absences and Out of School Suspensions

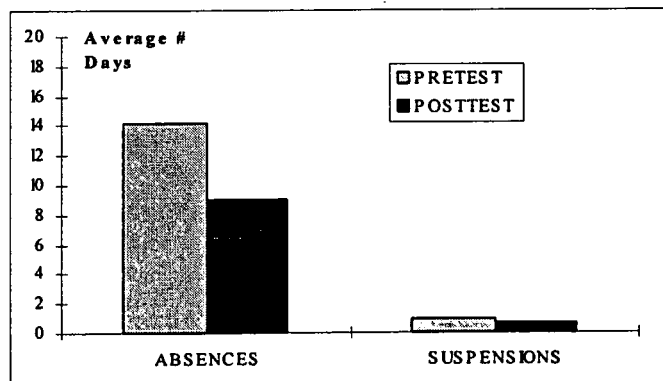


Chart 30:
Grade Point Average

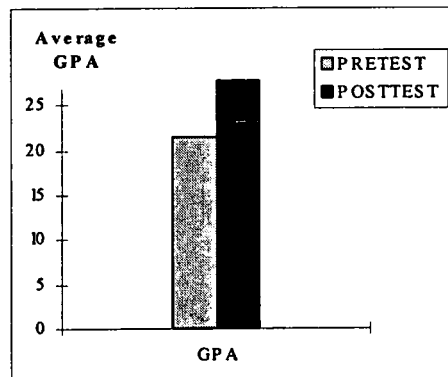


Table 33: GPA, Absenteeism, and Suspensions

Data	N=23	TOTAL
GPA 1992-93		2.2
GPA 1993-94		2.8
Change in GPA		+0.6*
% of students improved		95%
Avg. # of 1992-93 absences		14.2
Avg. # of 1993-94 absences		9
Change in avg. # of absences		-5.2*
% of students improved		87%
Avg. # of 1992-93 out of school suspension days		1
Avg. # of 1993-94 out of school suspension days		0.7
% change in avg. # of out of school suspension days		-0.3
% of students improved		13%

* Statistically significant (p<.05)

Table 34 shows the results of other school based performance measures.

Table 34: Other School Based Measures Outcome Measures

DATA	N=23	1992-93	1993-94
Not Expelled		23 (100%)	21 (91%)
Expelled		0	2 (9%)
Promoted		23 (100%)	23 (100%)
Retained		0	0
Successful Program Completion		22	95%
Unsuccessful completion		1	5%
Successfully placed in law related summer internship		22	95%
Not placed in internship		1	5%

These measures are also generally positive. No clients dropped out of school in the program year and all clients were promoted to the next grade. There were two expulsions but all the clients were promoted. Ninety-five percent of the students successfully completed the program and 95 percent were successfully placed in law related summer internships.

Delinquency Referrals

The following table details delinquency referrals to the Department of Juvenile Justice. It shows the percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. Table 35 shows generally low rates of referral before (13 percent) and during the program (13 percent), and only 9 percent for the year after.

Table 35: Delinquency Referrals

DATA	Number and %
Referrals prior to admission	3 (13%)
Referrals during the program	3 (13%)
Referrals one year after the program	2 (9%)

Discussion

This program met or exceeded three out of four of its proposed outcome objectives. More than 50 percent were minority group members and more than 75 percent improved their academic performance. Aggregate GPA went up by .6, more than the proposed objective of .5. It could not be demonstrated that all of the clients were economically disadvantaged and therefore this outcome measure was not met. The majority, however, (90 percent) of these students were on the free lunch program. Referrals were found to be low one year after program conclusion.

Expenditures: \$34,272

PACE CENTERS FOR GIRLS: BROWARD/DUVAL/MANATEE/ORANGE

Contract Period: 1993-94

Project Description

PACE (Practical And Cultural Education) Centers for Girls are non-profit, non-residential community based programs that serve high risk adolescent females ages 14-18 and their families. The focus is on disruptive, unsuccessful, disinterested or otherwise problematic students who are at risk of entering the juvenile justice system or dropping out of school. The programs work cooperatively with the community and the local school systems of their respective counties to ensure the success of each individual. This contract year JJDP grant funds allowed for programs in Broward, Duval, Manatee, and Orange counties.

The intent of the program is the prevention of juvenile delinquency, status offenses, school dropout, foster-care referrals and teen pregnancies. PACE also helps provide the participants with the necessary skills to become independent, self-reliant and productive citizens of the community. Individual, group and family counseling is provided. Education is one of the top priorities. The PACE accredited high school program includes remedial and high school credits, GED, and college preparation classes. Life Management, Career Development, and Health and Physical Education classes are also offered as part of the curriculum.

Although PACE places great importance on education there is also a strong community partner and community service focus. Each PACE student is required to participate in a minimum of two community service projects while enrolled. A community service book is maintained in the program office with a detailed report on each project completed. PACE also actively participates in many inter-agency community coalitions such as Pregnant and Parenting Teen committees and Multi-Agency Community Councils.

Aftercare services and follow-up tracking are provided for each client for a minimum of three years. Contacts are made on a 30, 60, 90, and 180 day intervals. The PACE follow-up coordinator is responsible for assisting clients with financial aid for higher education, finding employment, vocational programs, GED exams, and the referral of crises cases to an appropriate intervention agency. The aftercare counselor also assists in tutoring, transportation, day care assistance, housing needs, and other issues and problems affecting young women.

The following outcome measures were specified in the contracts:

- Provide services to at least 50 at-risk adolescent females.
- At least 30 percent will be minority clients.
- At least 70 percent will be low income.
- Maintain a daily attendance rate of 90 percent and teacher/client ratio of 1:10.
- Reduce the number of juvenile justice referrals by 10 percent.
- Reduce the number of absences by 10 percent.
- Reduce the number of out of school suspensions by 10 percent.
- Reduce the number of dropouts by 10 percent.
- Graduate, mainstream or promote at least 60 percent of the students.

The following evaluations of four PACE programs are based on students for whom both pretest and posttest data on selected variables were available. Other clients with less complete data sets or clients that received limited or other types of services are not included. Data from the 1992-93 school year were used as a baseline. **Pretest** data is a profile of the students' school performance for the year before program services began and **posttest** data is a profile of school performance at program completion.

A simple statistical analysis called Student's *t* test was used to assess changes in the selected variables. This test is used to measure whether or not the changes found were "statistically" significant. That is, can the changes be attributed to the services provided or would the changes have occurred by "chance". The data were tested at a .05 significance level. Finding statistical significance at this level means that there is a 95 percent probability that the results were due to services provided rather than by chance.

Broward

Clients Served: The mean age of students at admission was 16.2 years, with ages ranging from 13 to 18 years. Eighty percent qualified for financial assistance. The ethnic make-up of students was 38 percent White Non-Hispanic, 21 percent African American, and 24 percent White Hispanic and 18 percent Other. All of the students were in the eighth through twelfth grade. The mean length of stay in the program was 4.7 months.

Project Progress Broward

Absenteeism was reduced and so were suspension days, but neither of these changes were statistically significant. GPA increased, but this change was also not statistically significant. Although all the measured variables shows improvements, these trends are not statistically significant, very likely because of the small sample size (Only 24 data sets for these variables were complete) Charts 31 and 32 below represent the actual changes in numbers and are derived from Table 36 that follows.

Chart 31:
Absenteeism and Out of School Suspensions

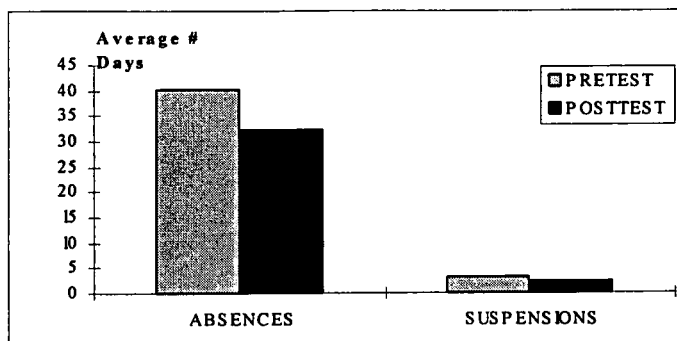


Chart 32:
Grade Point Average

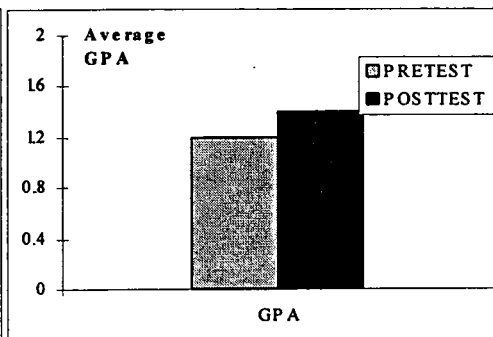


Table 36: GPA, Absenteeism and Suspension, PACE Broward

DATA	N=24	TOTAL
1992-93 GPA average		0.9
1993-94 GPA average		1.4
Change in GPA average		0.5
% of students improved		41%
Avg. # of 1992-93 absences		40.3
Avg. # of 1993-94 absences		33
% change in avg. # of absences		-18%
% of students improved		39%
Avg. # of 1992-93 out of school suspension days		3
Avg. # of 1993-94 out of school suspension days		2.5
% change in avg. # of out of school suspension days		-17%
% of students improved		18%

Duval

Clients Served

The mean age of students at admission was 15.9 years, with ages ranging from 14 to 17 years. Sixty percent qualified for financial assistance. The ethnic make-up of students was 50 percent White Non-Hispanic, 44 percent African American, 4 percent White Hispanic, 1 percent Black Hispanic, 1 percent Asian, and 1 percent Other. Students were in the fifth through eleventh grades. The mean length of stay in the program was 4 months.

Project Progress Duval

Changes in both absenteeism (down from 43.1 days to less than 5.9 days) and student's GPA (up from 1.0 to 1.3) were found to be statistically significant. Suspension was reduced and this change was also statistically significant, but it may well be because this particular PACE program does not use suspension. No suspension days at all were reported for the PACE Duval program. Other PACE programs with much smaller sample size of clients do have suspension days. Charts 33 and 34 below represent the actual changes in numbers and are derived from Table 38 that follows.

Chart 33: Absenteeism

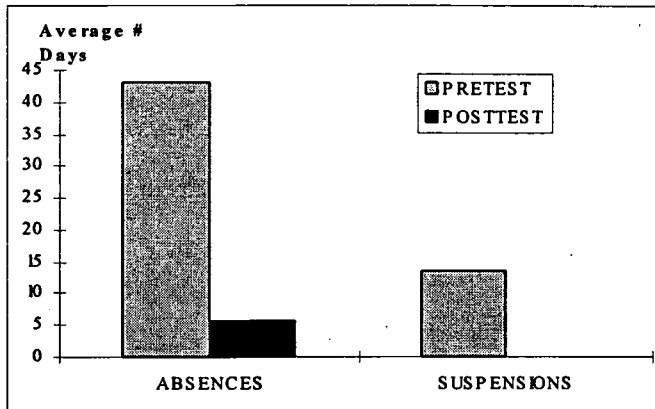


Chart 34: Grade Point Average

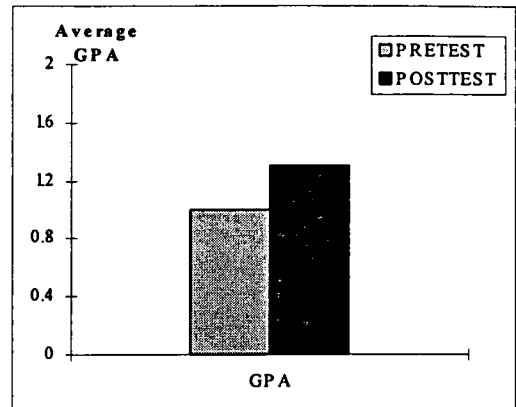


Table 37: GPA, Absenteeism, and Suspension

DATA	N=147	TOTAL
GPA 1992-93		1
GPA 1993-94		1.3
Change in GPA average		0.3*
% of students improved		42%
Avg. # of 1992-93 absences		43.1
Avg. # of 1993-94 absences		5.9
Change in avg. # of absences		-37.2*
% of students improved		89%
Avg. # of 1992-93 out of school suspension days		13.5
Avg. # of 1993-94 out of school suspension days		0
Change in avg. # of out of school suspension days		-13.5*
% of students improved		100%

*statistically significant ($p < .05$)

Manatee

Clients Served The mean age of students at admission was 15.1 years, with ages ranging from 12 to 18 years. Sixty two percent qualified for financial assistance. The ethnic make-up of students was 70 percent White Non-Hispanic, 13 percent African American, 12 percent White Hispanic 1 percent American Indian and 4 percent Other. All of the students were in the fourth through twelfth grade. The mean length of stay in the program was 5.0 months.

Project Progress Manatee

All measured variables improved and these changes were statistically significant. Grade point average went up from 1.0 to 1.9; absenteeism declined from 27.5 to 10.6 days per year; and suspensions decreased from 5 to .1 days per year both out-of-school suspensions. Charts 35 and 36 below represent the actual changes in numbers and are derived from Table 39 that follows.

Chart 35: Absenteeism and Suspension

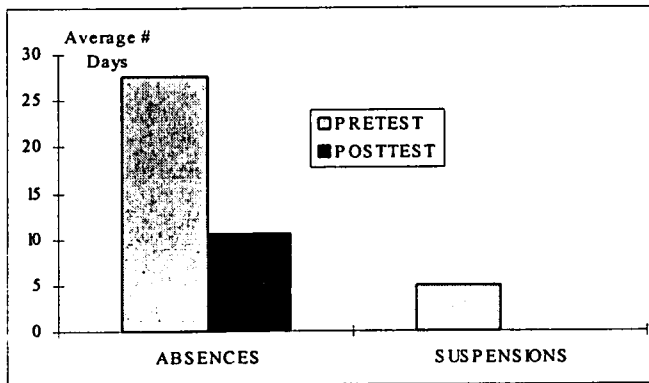


Chart 36: Grade Point Average

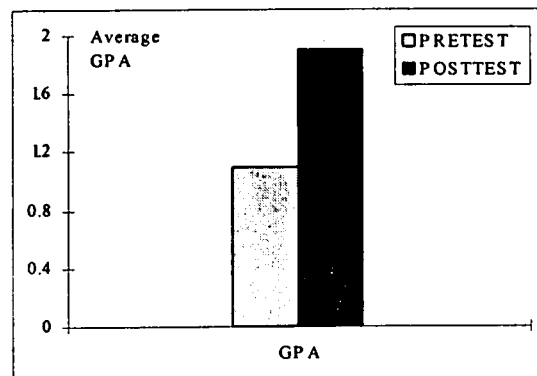


Table 38: GPA, Absenteeism, and Suspension

DATA	N=83	TOTAL
GPA 1992-93 GPA		1
GPA 1993-94		1.9
Change in GPA		.9*
% of students improved		71%
Avg. # of 1992-93 absences		27.5
Avg. # of 1993-94 absences		10.6
Change in avg. # of absences		-16.9*
% of students improved		72%
Avg. # of 1992-93 out of school suspension days		5
Avg. # of 1993-94 out of school suspension days		0.1
Change in avg. # of out of school suspension days		-4.9*
% of students improved		55%

*Statistically significant ($p < .05$)

Orange

Clients Served Orange

The mean age of students at admission was 15.2 years, with ages ranging from 12 to 18 years. Thirty-two percent qualified for financial assistance. The ethnic make-up of students was 57 percent White Non-Hispanic, 18 percent African American, 22 percent White Hispanic 2 percent Black Hispanic. All of the students were in the seventh through twelfth grade. The mean length of stay in the program was 5.8 months.

Project Progress

Changes in both out-of-school suspensions (down from 3.1 days to less than .5 days) and student's GPA (up from 2.0 to 2.3) were found to be statistically significant. Absenteeism was reduced, but this change was not statistically significant. Charts 37 and 38 below represent the actual changes in numbers and are derived from Table 40 that follows.

Absenteeism decreased in the Orange County program from 22.5 to 14.5 days per year, a statistically significant amount. Grade point average increased from .6 to 1.2 it also was a statistically significant change. Out of school suspensions increased from 3.3 to 7.0 days per year, but this change was not statistically significant.

Chart 37: Absenteeism and Suspensions

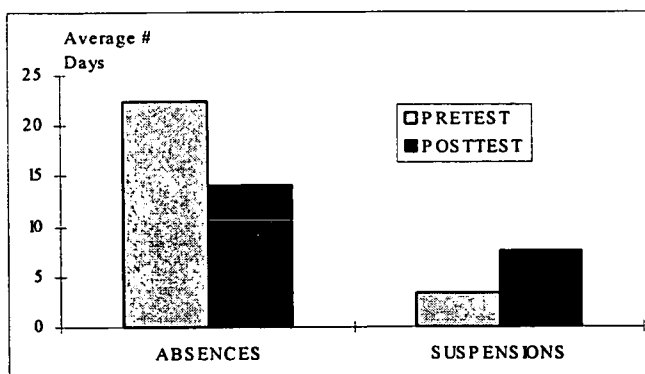


Chart 38: Grade Point Average

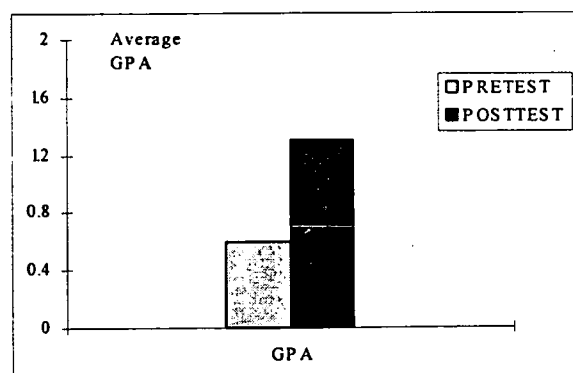


Table 39: GPA, Absenteeism, and Suspensions

DATA	N=63	TOTAL
GPA1992-93		0.6
GPA1993-94		1.2
Change in GPA		0.6*
% of students improved		51%
Missing data		2
Avg. # of 1992-93 absences		22.5
Avg. # of 1993-94 absences		14.5
Change in avg. # of absences		-8*
% of students improved		64%
Avg. # of 1992-93 out of school suspension days		3.3
Avg. # of 1993-94 out of school suspension days		7
Change in avg. # of out of school suspension days		4.3
% of students improved		21%

* Statistically significant ($p < .05$)

Delinquency Referrals For All of the Pace Programs

The following table details delinquency referrals to the Department of Juvenile Justice and lists percentage of clients with referrals prior to admission, during their stay in the program, and for a one year period after program completion. In the Broward and Duval programs referrals went down sharply during the program, and stayed low for the year after the program. In the Manatee program the decline in referrals during was not as great as in the former two programs. In the Orange program, referrals dropped about one-third during the program and remained at this level for the year after.

**Table 40
Delinquency Referrals**

Program Location	Broward n=3	Duval n=147	Manatee n=83	Orange n=62
Data	# and %	# and %	# and %	# and %
referrals prior to admission	10 (30.5%)	44 (29.9%)	26 (31.3%)	19 (30.2%)
referrals during the program	2 (6.1%)	4 (2.7%)	7 (8.4%)	12 (19.0%)
referrals one year after the progra	3 (9.1%)	14 (9.5%)	17 (20.5%)	12 (19%)

Discussion:

All four PACE programs evaluated here met or exceeded seven of their eight objectives outlined in the original work proposal. One of the measures, "maintain a daily attendance rate of 90 percent and a teacher/client ration of 1:10, could not be evaluated from the data submitted for this report

The one objective not met concerned out of school suspension. The Orange and the Broward programs had significant numbers of suspension days. The Orange program in fact has almost double the number of program suspensions as in the year prior. The Duval program, on the other hand, with a sample of 147 clients had none at all. The Manatee program also had a very low rate of suspension, suggesting that perhaps suspension was not used at all programs in the same manner. In the public schools, both in-school and out-of school suspension are regularly used. If PACE does not practice suspension this is a defensible alternative, but it would not be appropriate to compare this variable if it is not practiced at both institutions that were under study i.e., the public schools (pretest data) and the PACE programs (posttest data).

Successful outcome measures were numerous. Services were provided to a minimum of 50 at risk females in all the programs and at least 30 percent were minority clients. The number of absences was reduced by more than 10 percent and the number of dropouts was also reduced by more than 10 percent. At least 60 percent of the clients in all programs were mainstreamed, graduated, or promoted. There was more than a 10 percent reduction in referrals for all programs.

Expenditures: \$232,960