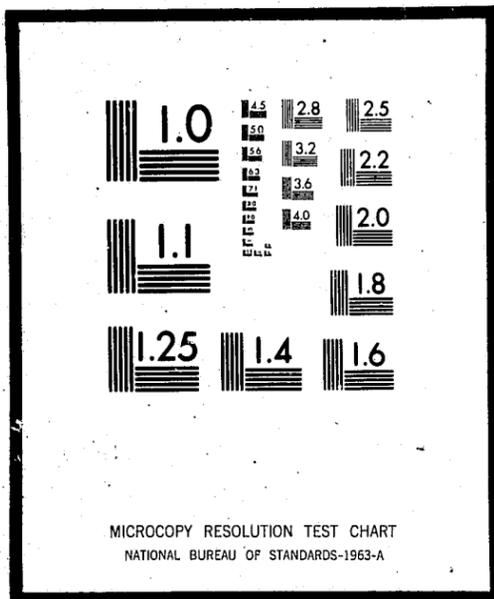


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STATE OF WASHINGTON
DEPT. OF SOCIAL AND HEALTH SERVICES
OFFICE OF JUVENILE REHABILITATION

Washington
SUMMARY EVALUATION
of
JUVENILE PAROLE LEARNING CENTERS
1971-1972

INTRODUCTION

Educators and correctional personnel have long been aware of the re-entry difficulties experienced by youth who return to public schools from juvenile institutions. By the end of the 1970-1971 school year, only 482 (30%) of the 1600 paroled youths in Washington were involved in school or vocational programs. For the most part, the remaining 1100 paroled juveniles were not involved in pursuits which would equip them for meaningful and productive lives.

Many of these paroled youths have a long history of delinquent behavior within the community which led to commitment in a juvenile institution. In addition, original commitment was often based, in part, on lack of school attendance or disruptive behavior within the school setting.

Upon re-entry, these juveniles are frequently identified by peers and school personnel as unwelcome troublemakers. As a consequence, the community acts to reinforce further alienation and isolation from the values, attitudes and behaviors necessary for a nondelinquent orientation.

In an attempt to meet the educational and social needs of these youths, five Learning Centers were established by Washington State Juvenile Parole Services under the directorship of Mr. Lloyd A. Bates, by grants administered through the Washington State Law and Justice Planning Office and by support monies generated by school attendance. All Learning Centers were operated with the cooperation and supervision provided by local school district personnel.

During the autumn of 1971, these experimental schools for delinquent youths were opened in Yakima, Spokane, Seattle, Tacoma and Everett. Local school district personnel hired and supervised the accredited teaching staff necessary to

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implement the philosophy of the Centers. The services of the teachers complemented those already offered by parole counselors, drug consultants, family therapists, group therapists, educational specialists, resource specialists and community volunteers.

All students who enrolled in a Learning Center did so voluntarily. Most applications were referred by the youth's parole counselor after all other educational opportunities within the community had been explored and exhausted. Applications were then reviewed in a three-way conference between the counselor, the student and a teacher. If the student was willing to commit himself/herself to identifiable goals, he and a staff member evaluated his academic status and social maturity to develop a program which would move him through a series of measurable steps to his goal.

A verbal or written contract was established between student and teacher which clearly stated the objectives to be reached in a specified period of time. If the student was unable to fulfill the contract, it was renegotiated and the terms of the new contract reaffirmed. This provided a precisely understood agreement of the expectations of both the student and the teacher.

The implementation of the Learning Centers constituted a unique educational experiment in the United States. This uniqueness provided the opportunity to attempt innovative methods on a student population of delinquent dropouts.

One of the primary methods was the development of an individualized program which each student could achieve. The student received constant feedback in regard to his own academic and social progress independent of the performance of age or grade mates. In this way, each program was a noncompetitive, realistic success-oriented set of expectations tailored to the individual.

The curricula of the Learning Centers consisted of the basic courses such as reading, mathematics, science, literature, geography, history and contemporary

world problems. In addition, specialized programs in hair styling, beauty aids, recreation, sewing, food preparation, budget planning, community development, speech, drama and business management were available for credit in many Centers.

The accumulation of school credits was an infrequent reward, however, which would not sustain consistent growth for many of these students. In response to the need for more frequent rewards, several Learning Centers reinforced appropriate social and academic performances with points which could be exchanged for small rewards and special privileges on a daily basis.

The opportunity to participate in field trips was also used to reward appropriate behavior. Students toured craft shops, industries, colleges, freighters, television and radio stations, farms and dairies. Participation in recreational activities such as hikes, picnics, swimming, skiing and movies was also made contingent upon performance. In this way, some of the rewards of learning were made immediately available and provided a strong incentive to maintain the students' personal objectives.

In addition to the acquisition of academic skills, the teaching staff of all Learning Centers strongly encouraged the development of creative abilities, such as crafts, acting, writing and music. These activities ranged from cooperative group expressions to individual creations.

Community volunteers also served as important socializing influences upon students. Volunteers were used on the basis of their presence and availability within the Centers and provided a consistent model of commitment in addition to their services as tutors, transporters and friends.

The objectives of the Learning Centers were specified in advance and consisted of the following:

1. An increase in individual learning levels to that point where the pupil can function and progress toward individual goal accomplishment consistent with reasonable expectations.

- 2. Improvement of social skills to that point where the pupil can function legally and comfortably within society and can progress toward the accomplishment of individual goal achievement.
- 3. Decrease in the frequency of delinquent behavior as defined by law such as armed robbery, possession and sale of narcotics, auto theft, arson, etc., often resulting in recommitment and/or incarceration.

Each objective was expanded and evaluated in detail. The summary statistical analysis of that evaluation was prepared which indicated the degree to which those objectives were accomplished.

STATISTICAL SUMMARY

I. Characteristics of Learning Center Students

Three hundred and twenty students were enrolled in the Learning Centers from September, 1971 through May, 1972. With the exception of Learning Center IV (Everett), the student population was primarily male. (See Table I).

Table I. Total Learning Center* Enrollments by Sex (1971-1972).

Sex	I	II	III	IV	V	Total
Male	41	59	30	17	60	207
Female	30	24	9	23	27	113
Total	71	83	39	40	87	320

* I, II, III, IV and V represented Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima, respectively.

The racial distribution of Learning Center students nearly matches the population distribution of race in the State of Washington (see Table II). The total enrollment consisted of 87 percent Caucasian, 11 percent Black, 2 percent Mexican-American, 2 percent American-Indian and 2 percent other.

Table II. Total Learning Center* Enrollments by Race (1971-1972).

Race	I	II	III	IV	V	Total
Caucasian	55	66	35	40	71	267
Black	14	10	1	0	9	34
Mex-American	0	3	0	0	4	7
Amer-Indian	1	1	2	0	3	7
Other	1	3	1	0	0	5
Total	71	83	39	40	87	320

* I, II, III, IV and V represented Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima respectively.

The age distribution of students ranged from 14 years-20 years at the time of enrollment. More than 60 percent, however, were either 16 or 17 at enrollment and clearly represented the legal status of juveniles (see Table III). The average age of students within Learning Centers deviated only slightly from the overall mean of 16.6 years. The mean age of students in Learning Centers I - V was 16.3 years, 16.7 years, 16.3 years, 16.1 years and 17.0 years, respectively.

Table III. Total Learning Center* Enrollments by age (1971-1972).

AGE	I	II	III	IV	V	Total
20	1	0	1	0	0	2
19	1	2	1	1	7	12
18	13	14	4	2	22	55
17	16	32	11	12	26	97
16	21	25	14	14	24	98
15	13	10	5	7	5	40
14	6	0	3	4	3	16
Total	71	83	39	40	87	320

*I,II,III,IV, and V represented Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima, respectively.

The distribution of grade levels represented by students ranged from grade three to grade twelve (see Table IV) with an overall mean of grade 10.5. The mean grade level of students within Learning Centers I-V was 10.8, 10.3, 10.0, 10.8, and 10.4, respectively. These grade levels were roughly equivalent to expected achievement level according to age.

Table IV. Total Learning Center* Enrollments by Grade Level (1971-1972).

Grade Level	I	II	III	IV	V	Total
3	1					1
4						
5						
6						
7	3	1		1		5
8	10		4	1	2	17
9	12	16	8	4	7	47
10	27	33	13	14	36	123
11	11	20	10	8	24	73
12	7	13	4	12	18	54
Total	71	83	39	40	87	320

*I,II,III,IV, and V represented Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima respectively.

More than 65 percent of all students were under Juvenile Parole supervision during the period of their enrollment. The juvenile institutions from which the students were paroled are presented in Table V.

Table V. Total Learning Center* Enrollment by Paroling Institution.

Paroling Institution	I	II	III	IV	V	Total
Cascadia	6	16	5	0	2	29
Fort Worden	9	7	3	3	4	26
Maple Lane	5	15	0	5	6	31
Green Hill	9	5	4	3	0	21
Echo Glen	21	7	6	7	0	41
Cedar Creek	4	4	2	0	0	10
Mission Creek	2	3	0	0	1	6
Spruce Canyon	3	5	10	0	0	18
Indian Ridge	0	0	0	1	0	1
Naselle	4	11	2	1	6	24
Other State	3	1	0	2	1	7
TOTAL	66	74	32	22	20	209

*I,II,III,IV, and V represented Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima respectively.

At the time of enrollment, students selected educational goals consistent with their abilities. The particular programs selected are broadly categorized in Table VI.

Table VI. Total Learning Center* Enrollment by Program.

PROGRAM	I	II	III	IV	V	Total
Improve Reading	1	0	0	0	0	1
Improve Math	2	1	0	0	0	3
Improve Reading & Math	5	13	3	1	0	22
Earn Credit	26	27	9	11	83	156
Re-enter Public School	12	17	15	10	0	54
G.E.D. Preparation	19	24	10	16	2	71
Vocational Training	2	1	0	1	0	4
Social Skills	1	0	1	1	0	3
Other	3	0	1	0	2	6
TOTAL	71	83	39	40	87	320

*I,II,III,IV, and V represented Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima, respectively.

The average length of enrollment for Learning Center students was 3.8 months. This average was somewhat depressed due to the late starting dates of Learning Centers in Tacoma and Everett as well as the necessity to terminate the evaluation period at the end of May, 1972. The average length of enrollment was 4.1 months, 3.0 months, 3.8 months, 5.2 months and 4.9 months in Learning Centers I-V, respectively.

During the nine months of operation, students attended 12,880 of the 17,952 days programmed. This represented a 72 percent attendance rate across Centers (see Table VII). The percentage of attendance within Centers I-V was 77 percent, 75 percent, 70 percent, 82 percent and 67 percent, respectively.

Table VII. Actual Student Attendance by Programmed Attendance for Learning Centers I-V* (1971-1972).

	I	II	III	IV	V	Total
S	273/341	0	146/230	0	570/949	989/1520
O	387/496	81/114	212/271	68/80	562/873	1310/1834
N	164/222	163/243	181/264	64/87	503/725	1075/1541
D	280/353	364/478	251/329	87/103	568/883	1550/2146
J	311/408	434/574	171/232	152/184	625/797	1693/2195
F	260/338	294/394	258/373	150/176	645/909	1607/2190
M	254/332	411/553	190/276	175/206	640/982	1670/2349
A	230/297	381/474	160/250	85/122	460/685	1316/1828
M	254/332	411/553	190/276	175/206	640/982	1670/2349
	2413/3119	2539/3383	1759/2501	956/1164	5213/7785	12880/17952

*I,II,III,IV, and V represented Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima respectively.

II. Educational Objectives

Considerable evidence indicates that institutionalized juveniles frequently demonstrate a long history of underachievement in school. The California Youth Authority Annual Report (1970) estimated that youths committed to juvenile institutions in California performed 2-3 years below grade level. Severe educational deficits of this magnitude make public school re-entry almost impossible.

In anticipation of similar achievement deficits among Learning Center students, the primary educational objective was to increase individual learning levels to that point where the pupil could function and progress toward the accomplishment of personal goals consistent with reasonable expectations. Personal educational goals were defined as:

1. Re-entry into school and completion of the term in which enrolled.
2. Passing the General Education Diploma test.
3. Enrollment in community college and completion of the term in which enrolled.
4. Completion of specific learning packages.
5. Where salient deficiencies existed, an increase in basic skills (reading, math, communication) to a minimum level of functioning.

Several conventional, standardized tests which measure achievement in basic skills were examined and rejected. Some were "pencil and paper" tests which were administered in groups and allowed no interaction between tester and student. Others were hours long and seemed more appropriate for administration among highly motivated students.

The Peabody Individual Achievement Test (1970) appeared to circumvent the major problems of the more traditional achievement tests. First, this test was new to the students, many of whom had been exposed to other achievement tests in detention and institutional facilities. Second, the test

required a verbal response to questions which were recorded by the examiner. Third, the test allowed personal interaction between the student and the examiner during the 30-45 minutes of administration. Finally, there was no possibility of retest contamination, i.e., the students were not informed whether their responses were correct or incorrect.

The Peabody Individual Achievement Test (PIAT) was standardized in 1969 from population samples which attended regular classrooms of the public day schools operated by local school systems. Thus, the sample represented the "mainstream of education" from which most Learning Center students had emerged and were encouraged to return. The ease with which return could^{be} accomplished was, in large part, a function of the students' ability to achieve at grade level in numerous basic skills.

The PIAT provided achievement scores in five basic skills, i.e., mathematics, reading recognition, reading comprehension, spelling and general information. The degree to which expected achievement deviated from actual achievement provided a foundation from which to develop individualized educational programs.

In addition to achievement by grade equivalents, the PIAT also provided normalized standard scores for each basic skill. The standard score described how far an individual scored from the mean score for the standardized sample within his grade level. The PIAT standard scores were converted to a mean of 100 and a standard deviation of 15. (This is the same scale used for the deviation IQ's of most intelligence tests). The primary value of the standard scores was their statistical usefulness. The scores were assumed to represent equal units and, therefore, useful in interval measurements.

Summaries of the original PIAT test results are presented below. Note that a Center by Center analysis of (1) mean grade equivalents and (2) mean standard scores indicated severe achievement deficits.

Learning Center I (Seattle)

Fifty Seattle students were administered an initial PIAT. Only 11 students (22 percent) performed at or above grade level. The remaining 39 students (78 percent) performed well below grade level.

Learning Center II (Tacoma)

Forty-eight Tacoma students were administered an initial PIAT. A total of 9 students (19 percent) performed at or above grade level. The remaining 39 students (81 percent) performed well below grade level.

Learning Center III (Spokane)

Thirty-one Spokane students were administered an initial PIAT. Six students (19 per cent) performed at or above grade level. The remaining 25 students (81 percent) performed below grade level.

Learning Center IV (Everett)

Thirty-five Everett students were administered an initial PIAT. Nine students (26 percent) performed at or above grade level. The remaining 26 students (74 percent) performed below grade level.

Learning Center V (Yakima)

Fifty-seven Yakima students were administered an initial PIAT. Twenty-three students (40 percent) performed at or above grade level. The remaining 34 students (60 percent) performed well below grade level.

Combined Learning Centers I-V

A total of 221 of the 320 enrolled students were administered an initial PIAT. Only 58 students (22 percent) performed at or above grade level. The remaining 163 students performed below grade level.

Some instances, the total test scores were as much as 10 years below grade level. Three students were so deficient that they were unable to score a total test equivalent of first grade performance.

The deficiencies were not evenly distributed across all subtests (see Table VIII). If the average, or mean, PIAT grade equivalents were subtracted from the mean grade level of students in each Center, a rather consistent pattern emerged. In general, the greatest deficits were observed on the spelling mathematics and reading recognition subtests. Somewhat less severe deficits were noted for the reading comprehension and general information subtests.

Table VIII. DIFFERENCES BETWEEN MEAN GRADE EQUIVALENTS FOR PIAT SUBTESTS AND MEAN GRADE LEVEL FOR STUDENTS IN EACH LEARNING CENTER* (N=221).

SUBTESTS	I	II	III	IV	V
Mathematics	-2.7 gr.	-2.6 gr.	-2.1 gr.	-2.5 gr.	-1.1 gr.
Reading Recognition	-2.5 "	-2.8 "	-1.5 "	-2.8 "	- .7 "
Reading Comprehen.	-1.7 "	-2.0 "	-1.4 "	-2.5 "	- .7 "
Spelling	-3.0 "	-2.9 "	-2.1 "	-2.4 "	-1.9 "
Gen.Information	-1.9 "	-1.1 "	- .9 "	-2.4 "	- .3 "
Total Test	-2.4 "	-2.4 "	-1.6 "	-2.5 "	- .8 "

* I, II, III, IV and V referred to Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima, respectively.

The total test subtest was indicative of the combined performance on all subtests. The students in Seattle, Tacoma and Everett demonstrated a mean deficit in excess of two full grades. Less severe deficits were noted for Spokane students (1.6 grades), while students in Yakima performed within one year of their grade level.

A standard score comparison demonstrated a slightly different view of the same deficiencies. The normalization of the standard scores provided a sample mean of 100 and a standard deviation of 15 (similar to most I.Q. scores) from which to compare the mean performance of Learning Center students. The results of this analysis are presented in Table IX.

In contrast to the distribution of mean grade equivalents, students in the Tacoma Learning Center emerged with the lowest mean standard score for total test and averaged in the twentieth percentile.

Table IX. MEAN STANDARD SCORE OF LEARNING CENTER STUDENTS BASED ON A PIAT SAMPLE. MEAN=100 AND STANDARD DEVIATION=15 (N=221)

SUBTEST	I	II	III	IV	V
Mathematics	92.1	89.8	92.1	95.0	95.1
Reading Recognition	90.1	86.2	93.4	93.9	95.9
Reading Comprehen.	95.8	90.6	95.6	95.1	97.8
Spelling	88.3	86.2	91.3	95.6	91.5
Gen. Information	93.7	93.3	95.1	95.6	98.1
Total Test	90.9	87.2	93.2	91.3	94.6

* I, II, III, IV and V refer to Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima respectively.

Average total test standard scores for students in Seattle and Everett were only slightly better and represented scores in the twenty-eight and twenty-seventh percentile, respectively. The best standard scores were noted for students in Spokane and Yakima. These students represented scores in the thirty-first and thirty-sixth percentile.

The primary educational objective of all Learning Centers was to increase individual learning levels. In an attempt to measure such increases as a function of Learning Center experience, the PIAT was

readministered to as many students as possible. In many instances, however, a PIAT retest was not possible. A number of students were dropped by the Centers, transferred or dropped the Center without notice. As a consequence, only 125 of the 221 students who received the initial PIAT were retested.

On the basis of PIAT test-retest profiles, it was possible to determine the effect of the Learning Centers upon the achievement of basic skills. Statistical tests were performed to determine if significant increases were obtained (1) for grade equivalents and (2) for standard scores.

It was important that the average student not only increase his level of achievement, but increase it at an accelerated rate to close the gap between achievement level and actual grade level. Thus, the data were analyzed in terms of significant increases in absolute achievement (grade equivalents) and achievement relative to others at the same grade level (standard scores).

The statistic of choice was the significance of the difference between two means for correlated samples or the "difference" test. Given a set of N observations, the difference between each pair was obtained. The initial PIAT score was always denoted as X₁, and the retest score as X₂. The difference between any pair was X₁-X₂=D and the mean difference over all pairs was the sum of all differences (ΣD)/N=D̄. Summing over N pairs yielded ΣX₁-ΣX₂=ΣD. Dividing by N yielded X̄₁-X̄₂ = D̄. Since the mean difference was the difference between the two means, the significance of the differences between means was obtained by testing whether or not D̄ was significantly different from zero. In effect, D's were treated as a variable and the test was the difference between the mean of this variable and zero.

The most convenient formula for this expression was:

$$t = \frac{\sum D}{\sqrt{(N \sum D^2 - (\sum D)^2) / (N-1)}} \text{ with } N-1 \text{ degrees of freedom.}$$

All tests were directional with p ≤ .05 the criterion of significance.

Learning Center I (Seattle)

Although Seattle students improved in all subjects, only the grade equivalent increases in mathematics, general information and total test demonstrated a significant improvement (see Table X).

Table X. MEAN DIFFERENCE BETWEEN PAIRED PIAT GRADE EQUIVALENTS FOR SEATTLE STUDENTS (N=23).

PAIRED GRADE EQUIVALENTS	Σ D	Σ D ²
Mathematics	+19.1	64.19 **1
Reading Recognition	+ 6.9	48.93 *2
Reading Comprehension	+ 6.0	62.08 *3
Spelling	+ 6.6	99.88 *4
General Information	+18.9	43.56 **5
Total Test	+12.6	35.18 **6

- **1 t=2.21, 22 d.f., p < .05
- *2 t= .99, 22 d.f., p > .05
- *3 t= .75, 22 d.f., p > .05
- *4 t= .65, 22 d.f., p > .05
- **5 t=3.31, 22 d.f., p < .05
- **6 t=5.44, 22 d.f., p < .05

The mean differences in PIAT standard scores for Seattle students are presented in Table XI. The same general increases were noted in all subtests, although they were only significant for mathematics and general information.

Table XI. MEAN DIFFERENCE BETWEEN PAIRED PIAT STANDARD SCORES FOR SEATTLE STUDENTS (N=23)

PAIRED STANDARD SCORES	ΣD	ΣD^2
Mathematics	+57	739 **1
Reading Recognition	+16	1298 *2
Reading Comprehension	+20	1268 *3
Spelling	+21	3899 *4
General Information	+66	892 **5
Total Test	+48	1064 *6

**1_t = 2.19, 22 d.f., p < .05
 *2_t = .38, 22 d.f., p > .05
 *3_t = .58, 22 d.f., p > .05
 *4_t = .33, 22 d.f., p > .05
 **5_t = 2.44, 22 d.f., p < .05
 *6_t = 1.51, 22 d.f., p < .05

Learning Center II (Tacoma)

Tacoma students demonstrated an increase in achievement in all subtests. The increases were statistically significant for mathematics, reading recognition, reading comprehension, spelling and total test. The increase in general information was not significant.

Table XII. MEAN DIFFERENCE BETWEEN PAIRED PIAT GRADE EQUIVALENTS FOR TACOMA STUDENTS (N=20).

PAIRED GRADE EQUIVALENTS	ΣD	ΣD^2
Mathematics	+21.2	68.28 **1
Reading Recognition	+19.0	38.48 **2
Reading Comprehension	+23.3	91.85 **3
Spelling	+15.6	80.89 **4
General Information	+ 5.4	45.46 *5
Total Test	+19.5	34.75 **6

**1_t = 3.06, 19 d.f., p < .05
 **2_t = 4.10, 19 d.f., p < .05
 **3_t = 2.82, 19 d.f., p < .05
 **4_t = 1.82, 19 d.f., p < .05
 *5_t = .79, 19 d.f., p > .05
 **6_t = 4.48, 19 d.f., p < .05

The mean differences in PIAT standard scores for Tacoma students are presented in Table XIII. Again, increases were noted in all subtests. Increases in standard scores were significant for mathematics, reading recognition, reading comprehension and total test.

Table XIII. MEAN DIFFERENCE BETWEEN PAIRED PIAT STANDARD SCORES FOR TACOMA STUDENTS (N=20)

PAIRED STANDARD SCORES	ΣD	ΣD^2
Mathematics	+95	2213 **1
Reading Recognition	+56	580 **2
Reading Comprehension	+104	1317 **3
Spelling	+33	2179 *4
General Information	+39	1181 *5
Total Test	+85	705 **6

**1_t = 2.20, 19 d.f., p < .05
 **2_t = 2.65, 19 d.f., p < .05
 **3_t = 6.08, 19 d.f., p < .05
 *4_t = .69, 19 d.f., p > .05
 *5_t = 1.14, 19 d.f., p > .05
 **6_t = 4.47, 19 d.f., p < .05

Learning Center III (Spokane)

Spokane students demonstrated an increase in grade equivalents in all subtests. The increases were significant for mathematics, reading recognition, reading comprehension and total test (see Table XIV).

Table XIV. MEAN DIFFERENCE BETWEEN PAIRED PIAT GRADE EQUIVALENTS FOR SPOKANE STUDENTS (N=12).

PAIRED GRADE EQUIVALENTS	ΣD	ΣD^2
Mathematics	+14.7	77.19 **1
Reading Recognition	+13.1	28.80 **2
Reading Comprehension	+19.7	57.25 **3
Spelling	+1.6	10.48 *4
General Information	+6.5	12.05 *5
Total Test	+10.7	14.39 **6

**1_t=1.86, 11 d.f., p < .05
 **2_t=3.28, 11 d.f., p < .05
 **3_t=5.21, 11 d.f., p < .05
 *4_t= .50, 11 d.f., p > .05
 *5_t= .65, 11 d.f., p > .05
 **6_t=3.82, 11 d.f., p < .05

The mean differences in PIAT standard scores are presented in Table XV. The only significant increases in standard scores were the reading comprehension and total test subtests. A small but insignificant decline was noted in the spelling subtest.

Table XV. MEAN DIFFERENCE BETWEEN PAIRED PIAT STANDARD SCORES FOR SPOKANE STUDENTS (N=12).

PAIRED STANDARD SCORES	Σ D	Σ D ²
Mathematics	+37	849 *1
Reading Recognition	+25	326 *2
Reading Comprehension	-54	500 **3
Spelling	- 2	370 *4
General Information	+ 6	312 *5
Total Test	+29	183 **6

*1_t=1.31, 11 d.f., p > .05 *4_t=-.10, 11 d.f., p > .05
 *2_t=1.44, 11 d.f., p > .05 *5_t= .33, 11 d.f., p > .05
 **3_t=3.23, 11 d.f., p < .05 **6_t=2.61, 11 d.f., p < .05

Learning Center IV (Everett)

Everett students demonstrated an increase in grade equivalents on all subtests. The increases were significant in mathematics, reading recognition, reading comprehension, general information and total test. (see Table XVI).

TABLE XVI. MEAN DIFFERENCE BETWEEN PAIRED PIAT GRADE EQUIVALENTS FOR EVERETT STUDENTS (N=20).

PAIRED GRADE EQUIVALENTS	Σ D	Σ D ²
Mathematics	+28.5	65.89 **1
Reading Recognition	+20.0	38.36 **2
Reading Comprehension	+23.3	57.49 **3
Spelling	+ 2.9	31.79 *4
General Information	+22.7	38.01 **5
Total Test	+19.0	26.26 **6

**1_t=5.53, 19 d.f., p < .05
 **2_t=4.56, 19 d.f., p < .05
 **3_t=4.02, 19 d.f., p < .05
 *4_t= .51, 19 d.f., p > .05
 **5_t=6.32, 19 d.f., p < .05
 **6_t=6.46, 19 d.f., p < .05

The main differences in PIAT standard scores for Everett students are presented in Table XVII. Significant increases were demonstrated in the standard scores of all subtests except spelling. Again, a small but insignificant decline in the spelling subtest was observed.

Table XVII. MEAN DIFFERENCE BETWEEN PAIRED PIAT STANDARD SCORES FOR EVERETT STUDENTS (N=20).

PAIRED STANDARD SCORES	Σ D	Σ D ²
Mathematics	+114	2160 **1
Reading Recognition	+ 92	870 **2
Reading Comprehension	+ 81	1194 **3
Spelling	- 30	1352 *4
General Information	+ 90	962 **5
Total Test	+ 81	745 **6

**1_t=2.86, 19 d.f., p < .05
 **2_t=4.24, 19 d.f., p < .05
 **3_t=2.76, 19 d.f., p < .05
 *4_t=-.81, 19 d.f., p > .05
 **5_t=3.72, 19 d.f., p < .05
 **6_t=4.11, 19 d.f., p < .05

Learning Center V (Yakima)

Yakima students demonstrated a significant increase in PIAT grade equivalents on all subtests (see Table XVIII).

Table XVIII. MEAN DIFFERENCE BETWEEN PAIRED PIAT GRADE EQUIVALENTS FOR YAKIMA STUDENTS (N=30).

PAIRED GRADE EQUIVALENTS	ΣD	ΣD^2
Mathematics	+38.5	140.33 **1
Reading Recognition	+25.7	57.39 **2
Reading Comprehension	+29.1	85.17 **3
Spelling	+25.7	96.07 **4
General Information	+28.1	102.93 **5
Total Test	+26.8	47.41 **6

**1 $t=3.98$, 29 d.f., $p < .05$
 **2 $t=6.05$, 29 d.f., $p < .05$
 **3 $t=3.91$, 29 d.f., $p < .05$
 **4 $t=3.08$, 29 d.f., $p < .05$
 **5 $t=3.15$, 29 d.f., $p < .05$
 **6 $t=5.44$, 29 d.f., $p < .05$

The mean differences in PIAT standard scores for Everett students are presented in Table XIX. Significant increases were observed in mathematics, reading recognition, reading comprehension, general information and total test. The standard score on the spelling subtest also increased, but not significantly.

Table XIX. MEAN DIFFERENCE IN PAIRED PIAT STANDARD SCORES FOR YAKIMA STUDENTS (N=30).

PAIRED STANDARD SCORES	ΣD	ΣD^2
Mathematics	+84	1965 **1
Reading Recognition	+59	711 **2
Reading Comprehension	+144	1920 **3
Spelling	+33	1887 *4
General Information	+140	2746 **5
Total Test	+119	2079 **6

**1 $t=2.52$, 29 d.f., $p < .05$
 **2 $t=3.07$, 29 d.f., $p < .05$
 **3 $t=3.27$, 29 d.f., $p < .05$
 *4 $t= .61$, 29 d.f., $p > .05$
 **5 $t=3.01$, 29 d.f., $p < .05$
 **6 $t=2.91$, 29 d.f., $p < .05$

Combined Learning Centers I-V.

The PIAT achievement profile of students from all Learning Centers provided the most comprehensive analysis of the extent to which the performance of basic skills was improved. The test-retest of the PIAT permitted a comparison of absolute increases in grade equivalent scores and relative increases in the standard scores.

It was not enough to determine that students learned basic educational skills and thereby elevated their performance on the PIAT, it was also necessary to determine the degree to which those students with skill deficiencies "caught up" with grade level expectations. For example, a first quarter tenth grade student might be retested four months later as a second quarter tenth grade student. Potentially, the retest grade equivalent scores could increase by one quarter of a school year without removing deficiencies relative to new grade level expectations. Thus, if he were initially two grade levels below other first quarter tenth graders, he would remain two grade levels below on retest, since the new reference group would consist of second quarter tenth graders. The test-retest analysis of standard scores, however, provided a measure of the degree to which Learning Center students demonstrated increased achievement relative to their appropriate grade level.

The different tests of grade equivalents for students from all Learning Centers are presented in Table XX. The test-retest achievement increases were significant for all subtests. The increases were so

significant, in fact, that except for the spelling subtest, the improved scores would happen by chance in less than one in ten million occurrences. The increase in spelling performance could be expected by chance in five of every one thousand occurrences. Thus, the increases in achievement were large and real.

Table XX. MEAN DIFFERENCE IN PAIRED GRADE EQUIVALENTS FOR STUDENTS FROM ALL LEARNING CENTERS (N-125)

PAIRED GRADE EQUIVALENTS	ΣD	ΣD^2
Mathematics	+122.2	415.88 **1
Reading Recognition	+ 84.7	211.96 **2
Reading Comprehension	+ 80.4	353.84 **3
Spelling	+ 52.4	319.11 **4
General Information	+ 81.6	242.01 **5
Total Test	+ 88.6	157.99 **6

**1 $t=7.07$, 124 d.f., $p < .05$
 **2 $t=6.74$, 124 d.f., $p < .05$
 **3 $t=4.58$, 124 d.f., $p < .05$
 **4 $t=3.05$, 124 d.f., $p < .05$
 **6 $t=9.04$, 124 d.f., $p < .05$

Did significantly increased grade equivalents actually decrease achievement deficits relative to PIAT reference groups, or merely maintain them? To answer this question, it was necessary to compare the differences between the initial and retest standard scores.

It is obvious from Table XXI that students improved significantly in relation to their grade level reference group on all subtests except spelling. In other words, achievement improvements over-matched those of the reference group and significantly reduced the gap between them.

Table XXI. MEAN DIFFERENCE BETWEEN PAIRED STANDARD SCORES FOR STUDENTS FROM ALL LEARNING CENTERS (N-125)

PAIRED STANDARD SCORES	ΣD	ΣD^2
Mathematics	+387	7926 **1
Reading Recognition	+248	3785 **2
Reading Comprehension	+403	6199 **3
Spelling	+ 55	9683 *4
General Information	+341	6093 **5
Total Test	+362	4776 **6

**1 $t=4.69$, 124 d.f., $p < .05$
 **2 $t=4.30$, 124 d.f., $p < .05$
 **3 $t=5.59$, 124 d.f., $p < .05$
 *4 $t= .56$, 124 d.f., $p > .05$
 **5 $t=4.78$, 124 d.f., $p < .05$
 **6 $t=5.91$, 124 d.f., $p < .05$

The degree to which the gap between the achievement of the reference group and the Learning Center students was reduced is illustrated most reliably in the PIAT total test subtest. The average Learning Center student increased total test performance by an equivalent of .9 grades in 3.6 months while earning .42 of a grade of credit. Thus, achievement was accelerated nearly three times the expected rate and more than twice the rate of credit accumulation.

III. Socialization Objectives

One of the basic objectives of the Learning Center Programs was the "improvement of social skills to that point where the pupil (could) function legally and comfortably within society and (could) progress toward individual goal accomplishments." The development of those social skills depended upon the acquisition of acceptable and mature behaviors which were compatible with nondelinquently oriented expectations, perceptions and responses. The Learning Center's provided one vehicle whereby social skills might be improved, i.e., inappropriate behaviors might be weakened and more appropriate behaviors might be strengthened. In an attempt to focus on the social behavior of Learning Center pupils, a slightly modified version of the Jesness Behavior Check List was selected to provide a systematic index and progress report of the behaviors of each student within the framework of recognized discriminating items.

The Behavior Check List (BCL) is one method for classification of delinquent youth into one of nine Interpersonal Maturity Level (I-Level) subtypes. The basic theory from which I-Level classification originated was set forth by Sullivan, Grant and Grant in 1957. In summary, this is a socialization theory which stressed that human development proceeds in successive stages from neonatal dependence to adult maturity, role-taking ability, and interpersonal maturity. At each stage, a basic core structure of personality is proposed which is made up of a relatively consistent set of expectations about the world. This set of expectations influences an individual's perceptions of, and responses to, that world.

According to Sullivan, et. al., not all persons proceed through the entire socialization process. Some individuals become fixated at one level or another. I-Level theory differentiates between seven levels of integration. It is necessary to make psychological integrations at one level before movement to the next level can be accomplished.

Although interpersonal maturity is a general theory of personality development, it has been advanced as one explanation of delinquency. Of the seven levels of integration described by Sullivan, et. al., research has indicated (Jesness, C.F., 1969) that large members of delinquent youth are concentrated on Levels II, III, and IV. Subtypes within each maturity level have been further distinguished on the basis of characteristic behavioral and perceptual patterns. Thus, nine delinquent subtypes made up of two I₂ subtypes, three I₃ subtypes and four I₄ subtypes have been identified.

Although recent criticism has been leveled at the validity of I-Level theory as an explanation of delinquency or a model for differential treatment (Gibbons, D.C., 1969), the application of the theory is pragmatically useful. The tools which were developed to diagnose I-Level and subtype provide a systematic index of the level and changes in perceptions of self and others. In this sense, the tools themselves assume a value beyond the interpretation of I-Level theory.

The Jesness Behavior Check List is one such tool. It is a standardized scoring method designed to classify behavior into I-Level and subtype. Only those behaviors which statistically discriminate between previously identified delinquent subtypes are included. A test-re-test analysis of the BCL allows the measurement of progress toward the development of appropriate and more mature behaviors.

The application of the modified version of the Behavior Check List to the Learning Centers required that two teachers complete a BCL for each student approximately one month after enrollment and upon termination. Scoring of all descriptive items was based on a 4-point rating scale which ranged from strong agreement to strong disagreement. Behavior profiles based on the combined ratings of the two observers were then developed. To reduce bias, every effort was made to maintain consistent observers from one rating period to the next.

In general, particular behavior patterns tended to occur together, e.g., a student who appeared argumentative or quarrelsome was also likely to be viewed as slow and sluggish, inarticulate, disliked by peers, awkward and sensitive to criticism. On the basis of known clusters of behavior, students were classified and behavior maturity and progress were evaluated. Based upon the findings reported by Jesness (1969), the outstanding behaviors of each I-Level subtype were broken down into eleven categories; (1) conformity, (2) social immaturity, (3) alienation, (4) sex problems, (5) speech problems, (6) obtrusiveness, (7) responsibility, (8) perturbability, (9) aggressiveness, (10) depression and (11) halo. The "halo" factor measured the raters' assessment of the student's likeableness, sincerity and intentions.

A summary of the behavior clusters according to I-Level and subtype is presented below.

I₂ Aa, Unsocialized Aggressive

1. Argumentative, unpleasant, impolite, grouchy.
2. Disliked by peers, easily agitated.
3. Uncommunicative, unresponsive to praise.
4. Immodest, frequently introduces sex as a topic.
5. Incoherent, often stutters and stammers.
6. Loud, Bossy.
7. Requires considerable supervision, poor care of equipment, difficulty understanding and carrying out instructions.
8. Highly sensitive to criticism.
9. Fights, bullies and disregards rules.
10. Indifferent, bored, lacks sense of humor.
11. Typically unlikeable, rarely attempts to improve.

I₂ Ap, Unsocialized Passive

1. Awkward, childish, difficulty making friends, avoids group activities.
2. "Weak," easily frightened or upset.
3. Rarely speak of problems, responsive to praise.
4. Frequent sexual problems.
5. Incoherent, frequent tics and speech problems.
6. Inappropriate laughter.
7. Require frequent supervision, forgetful, careless, difficulty understanding instructions.
8. Sensitive to criticism, dependent.
9. Argumentative, "fink" on others.
10. Slow, bored, indifferent.
11. Difficult to get along with, disliked.

I₃ Cfm, Immature Conformist

1. Childish, enjoys groups, wishes to be well-liked.
2. Reluctant to brag or boast, unlikely to force opinion on others.
3. Trustworthy, careful with equipment, pride in work.

I₃ Cfc, Cultural Conformist

1. Poised, well-coordinated, popular, enjoys groups, not easily led or dominated, maintains self control, very concerned with personal appearance.
2. Avoid staff, uncommunicative, indifferent to praise, emotionally flat.
3. Quiet, fairly responsible, but unmotivated.
4. Unmindful of criticism, self-reliant.
5. Likeable, but distant.

I₄ Na, Neurotic Acting-Out

1. Often impolite, but seldom complains when corrected.
2. Lack ability to make friends or work in groups, prefer mature activities.
3. Cooperative, seek approval.
4. Quiet, superior.
5. Show little pride in work, careless.
- c. Sincere and easy to get along with.

I₄ Nx, Neurotic Anxious

1. Mature, enjoys groups.
2. Interact and communicate with staff, seek approval, open about feelings.
3. Complete assigned tasks, tolerate difficult work remember instructions.
4. Sincere, easy to get along with.

I₄ Ci, Cultural Identifier

1. Healthy behavior profile.

I₄ Se, Situational Emotional

1. Healthy behavior profile.

On the basis of these behavior clusters, it was possible to develop behavior profiles for each student according to I-Level and subtype. Table XXII presents the distribution of the initial profiles of students in all Learning Centers.

TABLE XXII. INITIAL BEHAVIOR CHECK LIST RATINGS FOR STUDENTS IN ALL LEARNING CENTERS * (N=207)

I-Level	Subtype	I	II	III	IV	V	Total
I ₂	Aa	3	1	6	3	8	21
	Ap	1	2	1	0	1	5
I ₃	Cfm	4	5	4	0	1	14
	Cfc	1	6	2	1	17	27
	Mp	10	6	8	7	5	36
I ₄	Na	5	4	1	1	5	16
	Nx	13	6	4	9	12	44
	Ci-Se**	11	11	3	6	13	44
Total		48	41	29	27	62	207

*I, II, III, IV and V refer to Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima, respectively.
 **Ci and Se are combined, since each subtype is considered a "healthy" behavior profile.

A summary analysis of the initial profiles indicated that 13% of the students received ratings consistent with I₂ behaviors. This was the lowest I-Level rating possible and indicated seriously immature and inappropriate behavior patterns. An even larger number of students (37 percent) received I₃ ratings. In general, the majority of these students behaved toward others in a manipulative and exploitive fashion. The remaining 50 percent of the student ratings were I₄, i.e., exhibited behaviors more appropriate to successful social interaction. Approximately 40 percent of I₄ ratings, or 20 percent of the total population of students received "healthy" profiles.

Not all students who were rated initially were rated again at termination. In this case, 147 students received an initial and final BCL. A profile comparison indicated that (1) no changes were observed in the number of students rated I₂, (2) fewer students were rated I₃ at termination, and (3) the I₃ losses were absorbed in the I₄ gains at termination (see Table XXIII).

TABLE XXIII. NUMBER AND PERCENTAGE OF STUDENTS WHO RECEIVED I₂, I₃ AND I₄ PROFILES ON THE BASIS OF INITIAL AND TERMINATION BEHAVIOR CHECK LIST RATINGS (N=147).

	Initial Ratings		Termination Ratings		Net Change	
	No.	%	No.	%	No.	%
I ₂	19	13%	19	13%	0	0
I ₃	59	40%	53	36%	-6	4%
I ₄	69	47%	75	51%	+6	4%

It was determined that I-Level ratings were useful as descriptive summaries but were very insensitive to small gains or losses and did not provide a basis from which to make statistical comparisons. As a consequence, the analysis of the ratings was modified to accommodate statistical evaluations.

To accomplish this evaluation, it was determined that 66/70 items clearly differentiated between I₄ scores and all others. Since one of the goals of the staffs of the five Learning Centers was to encourage I₄-like behaviors, it seemed appropriate to compare the number of I₄ scores on each initial and termination profiles. Students acted as their own controls and provided the opportunity to conduct a t-test of the difference between the number of I₄ behaviors.

A summary of the t-tests of the differences between correlated means for I₄ behaviors is presented in Table XXIV. A significant increase in I₄ behaviors was noted only in Learning Center I (Seattle). Behavior changes in Centers III and IV (Spokane and Everett) were positive, but insignificant. The number of I₄ behaviors in Centers II and V (Tacoma and Yakima) actually declined, but not significantly so. Finally, the differences in the number

TABLE XXIV. DIFFERENCE TEST BETWEEN PAIRED I₄ SCORES FOR STUDENTS IN ALL LEARNING CENTERS.

LEARNING CENTER	ΣD	ΣD^2
I (Seattle)	+122	3525**1
II (Tacoma)	-8	6012*2
III (Spokane)	+49	937*3
IV (Everett)	+21	3511*4
V (Yakima)	-105	5745*5
I-V (Combined)	+79	19730*6

**1 t=2.16, 33df, p<.05.
 *2 t=-.10, 24df, p>.05.
 *3 t=1.68, 18df, p>.05.
 *4 t= .35, 20df, p>.05.
 *5 t=-1.39, 46df, p>.05.
 *6 t= .56, 146df, p>.05.

of initial and terminal I₄ behaviors for all students (combined Learning Centers) was positive, but not significant.

In conclusion, only minor improvements in social behavior were observed. One-half of all students received initial ratings that suggested minor-gross immaturity and inappropriate responses. Terminal ratings indicated no improvement for those rated as grossly immature (I₂). Some improvements were noted for those students initially rated as I₃ who were subsequently rated as I₄, but the numbers were small. The expected socializing influence of the Learning Centers was not nearly so potent or dramatic as the educational influence.

IV. Rehabilitation Goals.

The most important goal of all Learning Centers was the rehabilitation of students with a history of delinquent behavior. Academic achievement and improved socialization were important attainments only if the students continued to function within legal norms. Thus, in concert with other services provided by Juvenile Parole, the Learning Centers attempted to decrease the frequency of delinquent behaviors which might result in incarceration, recommitment or revocation of parole. Rehabilitation, however, was not solely defined as the absence of delinquent behavior. Rehabilitation was also the attainment of more appropriate alternatives and the development of a life-style which was satisfying and productive to the student and to the community. This section shall address itself to this two-leveled analysis of the extent to which rehabilitation was accomplished.

A. Students Who Completed Programs. One-hundred and four students completed Learning Center programs or terminated for essentially "positive" reasons. A breakdown by programs completed appears in the following tables. The designations of I, II, III, IV, and V referred to Learning Centers in Seattle, Tacoma, Spokane, Everett and Yakima, respectively.

XXV. NUMBER OF MALE AND FEMALE STUDENTS WHO COMPLETED GRADUATE EDUCATION DIPLOMA PROGRAMS.

SEX	I	II	III	IV	V	TOTAL
Male	4	10	5	4	0	23
Female	1	1	0	4	2	8
Total	5	11	5	8	2	31

XXVI. NUMBER OF MALE AND FEMALE STUDENTS WHO RE-ENTERED PUBLIC SCHOOLS.

SEX	I	II	III	IV	V	TOTAL
Male	0	5	6	0	2	13
Female	3	0	1	1	0	5
Total	3	5	7	1	2	18

XXVII. NUMBER OF MALE AND FEMALE STUDENTS WHO WERE GRADUATED.

SEX	I	II	III	IV	V	TOTAL
Male	0	0	0	0	2	2
Female	2	2	1	0	5	10
Total	2	2	1	0	7	12

XXVIII. NUMBER OF STUDENTS WHO ENTERED OTHER PROGRAMS OR ENDEAVORS PRIMARILY THROUGH THE EFFORTS OF THE LEARNING CENTER.

PROGRAM	I	II	III	IV	V	TOTAL
Entered College	1	2	1	0	4	8
Entered Voc. School	1	2	1	0	0	4
Secured Employment	5	2	5	2	14	28
Dept. Voc Rehab.	0	0	0	1	0	1
Armed Services	0	0	1	0	1	2
Total	7	6	8	3	19	43

Thirty-one students completed preparation and passed GED tests. If the 12 students who were graduated were added to the 31 GED students, a total of 43 students terminated high school education in the Centers.

A relatively small number of students re-entered public schools. The 18 students who re-entered did so before the end of the 1971-1972 and probably represented a conservative accounting of the number of students who left the Centers in June and planned to re-enter at the beginning of the 1971-1972 school year.

More than 40 students entered vocations or other programs primarily because of the efforts of the Learning Center staffs. Twenty-eight students secured employment, 8 entered college and 4 enrolled and completed at least one term in a vocational or technical school.

The Learning Centers also prepared 3 students to pass driver's license examinations and successfully tutored 7 students in the Army General Classification Test (AGCT). A large, but undetermined, number of students were aided in the proper method to conduct employment interviews, fill-out job applications, and secure social security cards.

Students Who Failed Programs: Ninety-one students terminated programs for "negative" reasons. The majority of these negative terminations consisted of students who voluntarily withdrew their enrollments. Thus, these students represented the drop-out drop-outs and simply repeated a previously demonstrated rejection of educational programs (see Table XXIX by Learning Centers I, II, III, IV, and V).

TABLE XXIX. NUMBER OF MALE AND FEMALE STUDENTS WHO VOLUNTARILY WITHDREW ENROLLMENT (DROPPED-OUT).

SEX	I	II	III	IV	V	TOTAL
Male	11	4	2	5	17	39
Female	7	5	1	7	3	23
Total	18	9	3	12	20	62

Approximately 85 percent of the 35 drop-outs who were administered an initial PIAT achieved 1-10 years below grade level. Severe underachievement and/or low behavior ratings were consistent characteristics among 90 percent of all drop-outs.

In 7 cases, students were removed or suspended from the Centers. In 6 of the 7 instances, students with poor attendance or limited motivation were replaced with other pupils. Only one student was suspended for disruptive behavior.

Four terminated students committed delinquencies for which the Juvenile Courts declined jurisdiction. These juveniles were handled as adults and were sentenced to short periods in jail.

The most significant failures were those students who returned to juvenile institutions through revocation of their parole. The parole status of 14 students was revoked during the 1971-1972 school year. This represented 7 percent of the total number of students under parole supervision (see Table XXX).

TABLE XXX. NUMBER OF MALE AND FEMALE STUDENTS WHOSE PAROLE WAS REVOKED.

SEX	I	II	III	IV	V	TOTAL
Male	2	6	0	0	2	10
Female	2	1	1	0	0	4
Total	4	7	1	0	2	14

All 12 of the 14 parole failures who received an initial PIAT scored below grade level, i.e., 100 percent underachievement. These students performed at an average of 4.72 years below grade level. The behavior profiles of 11 of the 14 failures indicated severe immaturity and social misconduct. In this instance, the combination of underachievement and inadequate social skills provided powerful predictors of parole failure.

A rather tenuous comparison was made of the parole revocation rate of Learning Center students and all other juvenile under parole supervision. A comparison was questionable, since students admitted to the Learning Centers were not representative of the entire population of paroled youth. A logical argument could be made that these students were "high risks" in the sense that they were qualified for enrollment by reason of previous academic and/or social-legal problems. Thus, these students probably represented a sample heavily biased in the direction of parole failure.

Despite this bias, however, qualified comparisons were made. The overall parole failure rate was 16 percent for the twelve months of 1971. Since no students attended Learning Centers for a twelve month period, it was necessary to compute years on the basis of the number of months enrolled by each paroled student divided by 12 months. This provided an index of the number of many years of enrollment in relation to 14 failures.

The number of man years represented in Centers I-V, 25.4, 20.4, 12.4, 8.4, and 16.8 years, respectively. The total of 83.4 parolee man-years of enrollment into 14 failures represented a 16 percent parole revocation rate. Thus, this dubious comparison of a sample strongly biased in the direction of yielding the same parole revocation rate as the entire population of juveniles under parole supervision, i.e., 17 percent.

The revocation rate based on many-years of attendance varied greatly from Center to Center. The revocation rates in Seattle, Spokane, Everett and Yakima were 12 percent, 9 percent, 0 percent and 12 percent, respectively. These rates were well below the average of 16 percent revocation/year reported for Juvenile Parole Services in 1971. The number of parole revocations in the Tacoma Learning Center, however, accounted for one-half of the total revocations from all Centers. Thus, the paroles of students in Tacoma were revoked at a rate of 34 percent. If the disproportionate number of parole failures were subtracted from the total, the average revocation rate based upon the remaining Centers would equal 11 percent/ year.

C. Learning Center - Institution Relationship

One aspect of the rehabilitation potential of the Centers was the degree to which institutional staff utilized them as viable community

resources. The frequency with which a juvenile's access to a Learning Center influenced the length of the institutional stay, detention time, or the decision for diagnostic parole provided a within-system "confidence quotient."

The number of students whose detention time decreased as a function of access to a Learning Center was difficult to determine. In most instances, the parole counselor was required to interpret the actions and recommendations of the judge of the juvenile court, i.e., whether it appeared that the decision was based upon access to a Learning Center. If so, this information was recorded as a decrease in detention time.

Instances of detention time decreases were confined to Learning Centers in Tacoma (6 students) and Yakima (1 student). A decrease in detention time for a total of 7 students was not large, but a later analysis of students detained will indicate that only a handful of pupils were ever placed in a detention facility.

A decrease in the institutional stay of .4 students was directly attributable to access to a Center. Students were paroled early from Spruce Canyon Youth Camp to attend Centers in Spokane and Seattle, from Green Hill School to enter the Tacoma Center, and from Mission Creek to attend the Seattle Center.

The most significant use of the Learning Centers as a community correctional resource was made by Cascadia Diagnostic Center. A total of 7 students were given diagnostic paroles primarily on the basis of a juvenile's access to a Center. Six of these students attended the Tacoma Learning Center; the seventh student attended the Center in Spokane.

In summary, the Learning Centers did influence the length of institutional and detention treatment and provided an opportunity for more frequent use of diagnostic paroles. Although the impact was not overwhelming, the Learning Centers became an increasingly visible and powerful community resource.

V. Recidivism Index

No accurate method has been developed to determine the rate of recidivism. Many delinquent acts are not reported to police; once reported, many juveniles are not apprehended; and once apprehended, many juveniles are not detained.

The best factual evidence of the potential extent of delinquent activity is the police record of juvenile contacts. This was the first choice in the evaluation of recidivism among Learning Center students. Use of the juvenile contact records, however, was hampered by two considerations. First, a record of juvenile contacts was just that-- a contact. In some instances, many juveniles were contacted in regard to particular delinquencies and cleared at the time of contact. Thus, the record of contacts alone could bias the evaluation since the juveniles were not actually involved in the acts. The second consideration was access to the information. The police departments in two Learning Center locations refused to make this information available. Rather than rely on police contact information of the three Centers from which it was available, a second method was developed.

Rather than monitoring police contacts, all Centers reported the number of students and the delinquency for which they were detained. This information was reported on a monthly basis and was verified through the daily detention registers distributed by the juvenile courts. This provided the best available method to determine the

number of students and the kinds of offenses for which judicial action was requested.

Relatively small numbers of students from any Learning Center were detained. In addition, many of the students were detained for dependent or incorrigible reasons, and not delinquent acts. To differentiate between the reasons for detention, a three-part analysis was made. Part I offenses (serious, usually felonies of committed by adults), Part II offenses (relatively minor, usually misdemeanor if committed by adults) and noncriminal detentions (dependency or acts which were not criminal if committed by adults) were evaluated separately.

On the basis of this analysis, it was apparent that only a very small number of students (14) were detained for Part I offenses (see Table XXXI). Only one offense was against persons (forcible rape). The remaining 13 offenses were property crimes.

A somewhat larger number of students (16) were detained for relatively "less serious" Part II offenses, particularly in Learning Center II in Tacoma. Seventy-five percent of these Part II offenses were drug related; i.e., illegal sale or possession of narcotics, illegal use of narcotics or glue sniffing.

The largest number of students (18) were detained for reasons of dependency or incorrigibility. Incorrigible behaviors included such acts as inability to adjust in the home, runaway, truancy, and refusal or inability to attend school. Considered Part II delinquent offenses by some police departments, the juvenile courts defined these behaviors as nondelinquent in the sense that they were not criminal acts if committed by adults. Thus, 18 of the 48 total detentions constituted "noncriminal" detentions, the majority of which were for runaway (9) and inability to adjust in the home (2).

TABLE XXXI NUMBER AND SEX OF STUDENTS DETAINED BY CATEGORY OF OFFENSE (STUDENTS UNDER PAROLE SUPERVISION IN LEARNING CENTERS I, II, III, IV, AND V).

	PART I			PART II			NON-CRIMINAL	NON-CRIMINAL				
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL		
I	Stealing Art/Autos	1	0	1			Runaway	0	4	4		
	Purse Snatch	1	0	1			Shelter	1	1	2		
	Other Robbery	1	0	1								
	Burglary	1	0	1								
	Auto Theft	1	0	1								
	5	0	5	0	0	0		1	5	6		
II				Illeg. Sale Poss. Narc.	6	2	8					
				Use Narc.	1	0	1					
				Prostitution	0	1	1					
				Dist. Peace	1	0	1					
				Weapons Viol	1	0	1					
	0	0	0	9	3	12		0	0	0		
III	Steal Art./Auto	1	0	1	Illeg. Sale Poss. Narc.	1	0	1	Runaway	2	2	4
	Larceny \$50 (-)	1	0	1	Mal. Mischief	0	1	1	Unable Adjust	0	1	1
	Larceny \$50 (+)	0	1	1					Par. Viol. (Other)	2	0	2
Burglary	1	0	1									
	3	1	4		1	1	2		4	3	7	
IV	Auto Theft	1	0	1	Glue Sniff	1	0	1	Runaway	0	1	1
	Shoplift	0	1	1					Custody	1	1	2
	Forc. Rape	1	0	1					Misbehavior	0	1	1
	2	1	3		1	0	1		1	3	4	
V	Larceny \$50 (+)	1	0	1	Illeg. Use Drugs	1	0	1	Unable Adjust	1	0	1
	Shoplift	1	0	1								
	2	0	2		1	0	1		1	0	1	
				Grand Total								
	12	2	14		12	4	16		7	11	18	

In summary, very few Learning Center students under parole supervision were detained for delinquent activity. A total of 14 percent of the total number of paroled students were detained for either Part I offenses (7 percent) or Part II offenses (7 percent). The number of students detained matched exactly the number of students whose parole was revoked, i.e., 14 revocations and 14 delinquent detentions. Thus, the recidivism rate, as measured by the frequency of detention for delinquent activity, was 16 percent/year or the same as the rate of parole revocations.

Neither the quantity nor the quality of these delinquents represented an intolerable level of criminal activity. A large number of the offenses represented relatively minor threats to the person or property of others. In some instances, such as those Part II offenses as possession or use of narcotics and prostitution, the primary victim was the offender himself.

VI. Conclusion

The Learning Centers provided an opportunity for alternative educational experiences for more than 300 delinquent or "problem" youths in five of the largest cities in the State of Washington. Most of these 300 juveniles represented drop-outs who found the more traditional public school programs too competitive, too unstimulating or too uncomfortable.

The Learning Centers were not the total educational solution for all students, however. A little less than one-fifth of the 300 students repeated the drop-out pattern and simply withdrew from the Centers. Two-thirds of the students, however, either successfully completed educational programs or were still enrolled at the end of the school year.

The gains in academic achievement were greater than anticipated. The average student performed more than two years below grade level at enrollment. During the period of enrollment, achievement accelerated at three times the reference rate diminished by one-half the achievement deficiencies between the Learning Center students and the standard performance of grade mates. Thus, the probability of successful re-entry into more traditional forms of public education was enhanced as well as the secondary benefits which became available as the result of more sophisticated skills.

Minimal gains in social ability were noted for most students. In part, this was a function of the behavior of the students, the subjective ratings of teachers, and the method of evaluation. Despite the methodological difficulties, it was fair to conclude at this point that small gains were observed, but the gains were not overwhelming.

The extent of recidivism and revocation among the students under parole supervision was small. Less than 6 percent of the students were involved either in a delinquent detention or a parole revocation. Computed on the

basis of man-years, this represented 16 percent recidivism and 16 percent revocation. This represented a relatively low "failure" rate if the "high risk" characteristics of these students was considered.

Finally, the combination of amazing increases in academic achievement and the relatively low rates of recidivism and revocation points to a high degree of success within an educational program which maximizes the use of community resources. The usefulness of this program as one alternative to institutionalization or an appropriate community program for already institutionalized juveniles is obvious.

STATE OF WASHINGTON

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OFFICE OF JUVENILE REHABILITATION

JUVENILE PAROLE SERVICES

LEARNING CENTER PROGRAM

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The Learning Center serves the child who has experienced past and present difficulties within the usual public school system. These children have shown hostile acting-out behaviors, poor or inadequate socialization skills, emotional and self-concept problems, academic retardation and basic skill deficiencies and pseudo-intellectual limitations.

The Learning Centers are designed to fill three basic educational needs.

First, youth released from institutions during the regular school year are sometimes unable to successfully reintegrate into regular school classes which are not at the same academic pace as those to which they have been accustomed. These youngsters can be programmed into the Learning Centers to complete classwork begun in institutional schools and to readjust to the community without the added pressures of the public school setting. They then may be able to enter regular school classes at normal semester breaks rather than attempting to re-enter during the school term.

Second, those youngsters who, for a variety of reasons -- academic, social or emotional -- are unable to handle a regular school program can be programmed in Learning Center classes. These classes are so structured as to allow them to make maximum academic progress based on their own capabilities. The ultimate goal is to help these youngsters resolve the problems which led to their commitment and hopefully will enable them to return to a public school program.

Third, those youth who have already dropped out, or due to social, emotional or intellectual limitations will be unable to complete high school, can be provided the basic education and "independent living skills" designed to make it possible for them to function as productive, law-abiding citizens.

ACADEMIC SCHOOL PROGRAM

School District Affiliation

Each of the five Learning Center programs is affiliated with and operated

under the direction of the local school district which hires the accredited teaching staff.

Grades Offered

Junior and senior high.

Size of Staff

The five Centers have a combined teaching staff of eight full-time teachers, eight full-time teacher aides and one half-time teacher aide. The services of the teachers and teacher aides complement those already offered by Juvenile Parole Counselors, drug consultants, Family and Group Therapists, Educational and Resource Specialists and community volunteers. Psychiatric and psychological consultative services are also available to Learning Center students.

In addition to providing instruction in courses offered at the Centers, teachers counsel in both crisis situations and on a preventative basis. They are also part of a resource team responsible for the development of curriculum suitable for both group classes and individualized study.

Part of the teachers' time is spent in administrative duties because they are responsible for the development of a changing program.

Educational Program Description

The curriculum at the Centers consists of basic courses such as reading, mathematics, science, literature, geography, history and contemporary world problems.

Size of Classes

There is no class size per se as students in the main are given individualized instruction. There are a few students, however, who seem more comfortable and learn more quickly in a small class situation. The number of students attending classes during any given program period ranges from 11 to 16. Activities in most of the Learning Centers are programmed between 8:00 a.m. and 9:00 p.m.

Combined enrollment at the five Centers is near 200 students, but more than twice that number have requested entrance. Attendance is high. Most students attend more than they are required and are frequently pushed out the door at closing time.

Enrollment at the Centers is not limited to parolees but is also available to youngsters who are unable to handle school programs due to academic, social or emotional problems; to youth who have already dropped out of school or those who will be unable to complete high school due to social or intellectual limitations. Students can also be referred to the Centers by the Juvenile Court or Community Child Guidance Centers.

Emphasis or Approach in the Educational Program

The Learning Center provides many diversified programs.

First is the remedial aspect which helps the student develop necessary academic skills, such as reading and mathematics, through the use of Craig Reading Machines, programmed materials and individual tutoring techniques.

Second is the diagnostic function which involves diagnostic and skill level

testing, setting of academic and social goals and determination of an individualized student program.

Third is the academic area where high school credits can be earned, through the study of basic texts in approved high school courses, taught by teachers, tutors and individualized program materials.

Fourth is the High School Equivalency Tests, the G.E.D., where individualized tutoring is provided in preparation for the examination.

Fifth is socialization skills achieved through group discussions, dinners, outings, living skills classes, sex education courses, YMCA and YWCA facilities and volunteer programs.

Physical Facilities

With one exception, the Learning Centers are located within the physical structure of the Juvenile Parole Services Regional Offices. The exception is the Seattle Learning Center which is located across the street in a tenement house. Each Center contains two or more classrooms, study rooms and teachers' offices, two or more Arts and Crafts rooms, student lounge, a conference room and a recreation area.

Special Programs and Unique Features

There are many unique features of the Learning Center program, one of which is the referral sources. Referrals are received from Juvenile Parole staff, Juvenile Rehabilitation institutions, Group Homes, Juvenile Courts (Probation Subsidy Program), Public Assistance, Child Guidance Centers, Mental Health Clinics and other community social agencies dealing with pre-delinquent and delinquent youth. Critical to the efficiency of the Learning Center program is the intensive use of caseworkers from each of the referring agencies, since they help much with the final treatment outcomes, because they actively supervise the student within his home community.

The return to the community, after the Learning Center experience, is equally unique. The students are most often returned to the public school, where they continue their education to completion. Other students remain to complete their education at the Learning Center, with graduation privileges extended through a selected junior or senior high school. Many students move on to various community colleges in the area. Some students continue their education at various vocational school programs. Several students have entered all branches of the military services. Other students have taken full-time employment or homemaking responsibilities within the community.

Another feature is that each student enrolls in the program on a volunteer basis and must be willing to commit himself to identifiable goals. A verbal or written contract is established between the student and teacher which clearly states the objectives to be reached in a specified time. Because these objectives are individualized, the programs prepared for the students are individualized. Learning Center staff reinforce appropriate social and academic performances with points to purchase candy bars, hamburgers and special privileges on a daily basis. The opportunity to participate in field trips is also used to reward achievement and behavior. The behavior modifications program is controlled by the students themselves.

The student receives constant information in regard to his own academic and social progress, independent of the performance of age or grade mates. The

teachers have been freed from the traditional classroom structure and function as tutors on a one-to-one basis with the students.

The underlying concept of this type of instruction is the strong interpersonal bond which develops and serves as a positive reinforcement for the student when he or she is either personally, socially or academically successful. The same procedure allows discipline demands to be more effective, since the student is not only behaving for his own well being, but also for the specific staff member who is involved.

Use of Community Schools

Each of the Centers has a cooperative affiliation with junior high and high schools of the school districts in which the Centers are located, through which credits are evaluated and official transcripts provided. A Learning Center student can graduate from a local high school when he has completed all the necessary credits. Other local high schools and community colleges allow Learning Center students to attend special classes within their schools, aimed towards increasing the students' academic and social growth, through close contact and competition with a more normal school peer group, even though the student might still be within the Learning Center program.

NON-ACADEMIC PROGRAMS

Arts and Crafts

In addition to the acquisition of academic skills, the teaching staff at all the Centers strongly encourage the development of the creative arts such as crafts, acting, writing and music. All Centers have teachers and volunteers who assist in crafts instruction such as candle making, ceramics, painting, leather and wood work, rock cutting, macrame, tie and dye articles, batik, models and photography. As reported by all Learning Center personnel, the students gain a great deal of satisfaction from their own creations.

Pre-vocational Training

While there is no formal pre-vocational training program established in each of the Centers, pre-vocational training is provided in one or more of the Centers in electronics, cosmetology, photography, pre-nursing, wood working, drama and "independent living skills."

Vocational Training

Following the completion of specified courses in pre-vocational training, students are enrolled in vocational training programs offered by local high schools and community colleges as well as private vocational, secretarial schools and barber colleges. Students who qualify are enrolled in vocational training programs under the auspices of the Division of Vocational Rehabilitation.

Work Experience Program

Through a "work experience" program worked out between Learning Center staff and a variety of private and public employers, students spend part of their school day in "on the job experience" for which they receive school credit.

Recreational Program

All Learning Centers have a recreational program which includes activities such as baseball, basketball, football, skiing, swimming, hiking, camping, boating, etc.

STUDENT EVALUATION

How successful are the Learning Centers? Although the Centers have been in operation only seven months (some even less) some information is available. All Centers are operating at near capacity. Twice the number of students currently enrolled have requested entrance. If interest is a pre-requisite to success, the Centers have passed the first test.

Attendance at the Centers has been remarkably high. Most students attend more sections than required and are frequently "pushed out" at closing time. For those juveniles with a long history of truancy and disinterest in school, attendance on this scale is a major achievement.

Academic and social gains are also measured during the period of time that each student attends a Learning Center. Increases in academic achievement are based on a test - retest application of the Peabody Achievement Tests. Social behavior is rated and movement recorded on the basis of the Jesness Behavior Check List.

The real success of the Learning Centers, however, does not depend on popularity or test scores. The Centers are successful when they aid in equipping students with adequate academic and social skills to function appropriately and meaningfully within the community. How well these goals are accomplished cannot be measured directly and may never be known. In the meantime, however, 15% of the students have already re-entered public schools and colleges or gained employment primarily on the basis of Learning Center activities.

A first year evaluation of the Learning Center program will be available in October, 1972.

LAB:gme
May, 1972

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