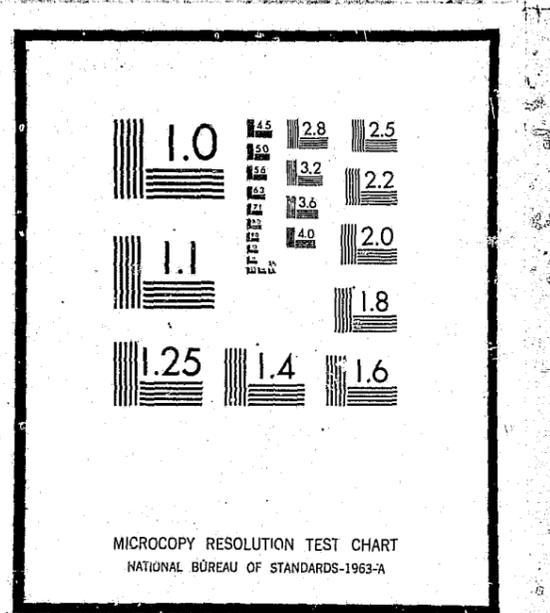


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U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed

12/2/75

X

Exemplary Project Recommendation

Associated Marine Institutes

Comprehensive Youth Development Program
for Delinquents and Pre-Delinquents

Submitted to:

Director
Technology Transfer Division
National Institute of Law Enforcement and
Criminal Justice
LEAA
United States Department of Justice
Washington, D. C. 20530

Through:

Florida Bureau of Criminal Justice
Planning and Assistance
307 East Seventh Avenue
Post Office Drawer 3786
Tallahassee, Florida 32303

17619

EXEMPLARY PROJECT RECOMMENDATION

I. Project Description

1. Name of the Program:

Associated Marine Institute, Inc. (AMI)

2. Type of Program:

Comprehensive Youth Development for Delinquents
and Pre-Delinquents

3. Areas served:

AMI presently serves five major counties of the State of Florida. Broward and Palm Beach Counties are served by Florida Ocean Sciences Institute, Inc.; Hillsborough County is served by Tampa Marine Institute, Inc.; Pinellas County is served by Pinellas Marine Institute, Inc.; and Duval County is served by Jacksonville Marine Institute, Inc.

Four additional Institutes are planned for Florida during the 1974-'75 fiscal year. They will be located in Panama City, Sarasota, Daytona Beach, and Miami.

In addition, the North Carolina Ocean Sciences Institute has recently been formed to provide AMI services to the greater Wilmington area of North Carolina.

4. Approximate population of areas served:

Broward County, Florida	620,100
Palm Beach County, Florida	348,753
Hillsborough County, Florida	490,265
Pinellas County, Florida	522,329
Duval County, Florida	528,865
Greater Wilmington area, North Carolina	100,000
Populations of areas to be served in fiscal '74-'75	
Bay County, Florida	75,283
Sarasota County, Florida	120,413
Volusia County, Florida	169,487
Dade County, Florida	1,267,792

5. Administering Agency:

Associated Marine Institute, Inc.
1605 S. E. Third Court
Deerfield Beach, Florida 33441

6. Project Director:

Mr. Robert A. Rosof, President
(305) 399-8445

7. Funding Agency:

Primary funding for all four existing programs in Florida is by contract with the State. Four separate contracts have been made between the State of Florida, Department of Health and Rehabilitative Services, Division of Youth Services and Florida Ocean Sciences Institute, Inc., Tampa Marine Institute, Inc., Pinellas Marine Institute, Inc. and Jacksonville Marine Institute, Inc.

Each Institute contracts with and pays Associated Marine Institute, Inc., for management and technical assistance.

Substantial supplementary funding is derived from private donations to the separate Institutes.

The representative of the Division of Youth Services charged with administering the contracts is:

Mr. Joseph Flannery, Business Manager
Bureau of Field Services
Division of Youth Services
1317 Winewood Boulevard
Tallahassee, Florida 32301
(904) 488-6481

8. Project Duration:

The Marine Institute Comprehensive Youth Development Program was begun by Florida Ocean Sciences Institute in 1969 and has operated continuously since that time. The Institutes in Tampa, St. Petersburg, and Jacksonville were organized in April, October, and December of 1972, respectively. Associated Marine Institutes, Inc., has just recently been formed to provide the central management previously provided by Florida Ocean Sciences Institute.

9. Project Operating Costs for Fiscal 1973-'74:

Breakdown of Total Operating Costs

Program costs for Fiscal '73-'74 are standardized for all programs.

A breakdown of costs for Pinellas Marine Institute is included as a typical example.

Federal: None

State: \$169,264 (DYS)

Local \$21,200 (School System)

Private: \$5,000 (Junior League) plus unpredictable income from boat donations.

Total: \$195,464

- (a) Start up expenses typically are in the vicinity of \$10-20,000.
- (b) Annual Operating Costs are reflected above, however will be reduced as management costs are distributed over new programs.

(A complete budget breakdown for Pinellas Marine Institute is attached.)

10. Evaluation Costs: N/A

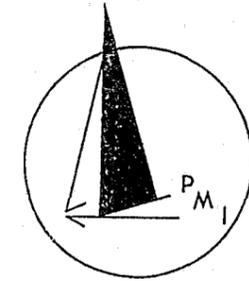
11. Continuation:

The four Marine Institute programs in Florida now appear as a line item in the State budget. The Division of Youth Services and the Governor have recommended the addition of four more Marine Institutes to next year's budget, and the State Legislature is expected to move favorably on this recommendation.

Through its favorable relationship with the State, the local communities, and Federal authorities, and through its success in establishing an effective fund-raising program within the private sector of the community, it is felt that the Associated Marine Institute programs will be continued and expanded during the coming years.

PINELLAS MARINE INSTITUTE, INC.

111 - 108TH AVENUE
TREASURE ISLAND, FLORIDA 33706
PHONE (813) 360-0843

BUDGET FORMAT (1973-74)

PINELLAS MARINE INSTITUTE, INC.

MTTP REVENUE \$169,264

<u>CATEGORIES</u>	<u>MTTP COSTS</u>	<u>OTHER REVENUE</u>	<u>MTTP REVENUE</u>
A. Salaries			
Program Director	\$ 13500	\$ 0	\$ 13500
Director of Training	10500	0	10500
Instructor	8500	0	8500
Instructor	8500	0	8500
Instructor	7200	0	7200
Work-Experience	10000	10000	10000
Instructor	9200	9200	9200
Secretary-Bookkeeper	7500	0	7500
Driver	3750	0	3750
Driver	3750	0	3750
Total	<u>82400</u>	<u>19200</u>	<u>63200</u>
B. Training Expenses			
Consumables	3500	1000	2500
Maintenance	1500	0	1500
Miscellaneous	1000	500	500
Total	<u>6000</u>	<u>1500</u>	<u>4500</u>
C. Training Equipment			
Diving	1000	0	1000
Tools	500	0	500
Lab Equipment	500	0	500
Marine Equipment	1000	0	1000
Oceanography Equipment	1000	0	1000
A-V Equipment	500	500	0
Total	<u>4500</u>	<u>500</u>	<u>4000</u>
D. Office & Classroom Supplies & Expenses	4500	1000	3500
E. Office Equipment			
Furniture	500	0	500
Office Furniture	500	0	500
Total	<u>1000</u>	<u>0</u>	<u>1000</u>
F. Trainee Trips			
No. Trips	16	0	
Cost Per Trip	250	0	
Total	<u>4000</u>	<u>1</u>	<u>4000</u>

G. Auto & Bus Expense			
Bus Rental	7200	0	7200
Gas	2500	0	2500
Repairs	250	0	250
Local Mileage	1000	0	1000
Other	100	0	100
Total	<u>11050</u>	<u>0</u>	<u>11050</u>
H. Boat Expense			
Dockage	300	0	300
Gas	2000	0	2000
Repairs & Maintenance	2000	0	2000
Other	250	0	250
Total	<u>4550</u>	<u>0</u>	<u>4550</u>
I. Rent & Utilities			
Rent	3000	0	3000
Power	2000	0	2000
Water	200	0	200
Total	<u>5200</u>	<u>0</u>	<u>5200</u>
J. Insurance			
Auto Liability	1000	0	1000
General Liability	4000	0	4000
Marine Insurance	5000	0	5000
Total	<u>10000</u>	<u>0</u>	<u>10000</u>
K. Staff Travel			
No. of Trips	18	0	
Cost Per Trip	150	0	
Total	<u>2700</u>	<u>0</u>	<u>2700</u>
L. Other Expenses	1500	1000	500
M. Employee Benefits			
Soc. Sec. Taxes	3500	0	3500
Compensation	2500	0	2500
Hospitalization	1500	0	1500
Other	200	0	200
Total	<u>7700</u>	<u>0</u>	<u>7700</u>
N. Telephone	3000	0	3000
O. Professional & Legal	1000	0	1000
P. Community Development	2000	0	2000
Q. AMI Management	<u>41364</u>	<u>0</u>	<u>41364</u>
TOTAL	<u>\$ 192464</u>	<u>\$23200</u>	<u>\$169264</u>

ATTACHMENT A

Program Review Memorandum

(1) Project Summary

Each of the Marine Institutes operates a year-round educational and behavior modification program for up to 50 youngsters at a time. All of these 15-18 year olds are school dropouts and most have been adjudicated delinquent. They are referred to the Institute by the State Division of Youth Services or by the local courts. Their normal length of participation is six to nine months. The programs are non-residential but have close working relationships with local group foster homes for youngsters needing residential placement.

The Institutes provide the judicial systems of their respective areas with both an alternative to training schools as well as after care service for youngsters returning from training schools.

Attendance at the Institutes has also proven beneficial to youths who are not "making it" in school due to behavioral difficulties.

The Institutes have developed an attractively mixed

curriculum of marine-related, activity oriented subjects including seamanship, diving, and ocean sciences, and the basic educational necessities of reading, writing, and math. High school credits are earned through the adult education programs of the respective counties and opportunities are readily available for many of the young people to complete high school while enrolled at the Institutes.

The students also develop useful vocational skills and necessary work habits which apply to both land and marine-based jobs.

By using the environment, a well-structured reward system, "Reality Therapy" counselling and involvement techniques, and individualized "success" criteria based on "goal attainment scaling", the Institutes attempt to meet the following general objectives:

- (a) to change the behavior patterns of the young people in such a positive way as to drastically reduce or eliminate recidivism among the program participants;
- (b) to help the youngsters develop employability skills and work habits which will assure them success in employment;
- (c) to teach the youngsters useful work skills which have broad application in land as well as marine-based jobs;

- (d) to provide educational opportunities in basic academic subjects and to motivate capable youngsters to continue their formal education;
- (e) to use the resources of the Institutes to participate in research and development projects of social and environmental value.

Associated Marine Institute, Inc. applies sound, professional management by objectives techniques throughout all programmatic and administrative aspects of all Institutes.

(2) Criteria Achievement

A. Goal Achievement

1. Three major aspects of the criminal justice system are addressed by the Marine Institute Programs. They are prevention, diversion, and recidivism.

Over 95% of the over 500 youngsters involved in the Marine Institute programs have had prior legal involvements. These involvements have ranged from such status offenses as runaway and truancy, all the way to armed robbery, aggravated assault and rape. A typical breakdown of prior offenses for an arbitrary group of 21 youngsters from the Tampa Marine Institute program is included below. The 233 offenses

listed represent an average of 8.32 offenses per child. At present, the recidivism rate for these youngsters is approximately 13%.

The 13% recidivism figure also applies to the overall rate for AMI over the past four and one half years. This represents a substantial reduction in recidivism rate over other programs dealing with this type of child. It demonstrates that a comprehensive program can be much more effective in "rehabilitating" youngsters than the traditional training school approach.

TABLE I

Legal History of Tampa Trainees

	<u>Number</u>	<u>Percent</u>
Violation of rules of probation	2	8
Assault: aggravated	5	2.1
Assault: all except aggravated	9	3.8
Burglary: breaking & entering	69	29.6
Auto theft: unauthorized use	1	.4
Auto theft: all except unauthorized use	18	7.7
Larceny: grand	23	9.9
Larceny: petty	30	12.9
Weapons: possessing firearms	2	.8
Violation of drug laws: narcotic	4	1.7
Violation of drug laws: except narcotic	1	.4
Aiding and abetting	2	.8
Accessory after the fact	1	.4
Disorderly conduct	3	1.3
Vandalism	3	1.3
Shoplifting	6	2.5
Traffic	2	.9
Trespassing	2	.8
Forgery	1	.4
Truancy	1	.4
Possession of alcohol	1	.4
Violation of curfew	7	3.0
Ungovernable behavior	6	2.5
Runaway	35	15.0

The State of Florida believes strongly in diverting youngsters from training schools into community based programs. To this end, a number of programs such as half-way houses, group homes, start centers and try centers have been set up by the State in local communities. The Division of Youth Services considers the AMI programs one such alternative.

From its inception, the Marine Institute program has been considered by the courts as an effective alternative to incarceration. Because of the existence of these programs in Florida many youngsters have been diverted from the other alternative.

Beginning in February of 1974, the Division will begin diverting additional youngsters from training schools into the Marine Institutes. This will be accomplished by screening "committed" youngsters for the program and requesting judges to suspend commitments for placement in the Institutes. The Division goal is to divert approximately 25% of all commitments into the Marine Institute programs over the next two years. Approximately 50% of the funding slots in the programs will be allocated to "committed" youngsters under suspended commitment.

The third area of successful goal achievement within AMI has been in the area of prevention. Approximately 25% of the participants have been "pre-delinquent". Less than 3% of these status offenders and consent probation cases have become delinquent.

Finally, the AMI programs have done more than merely modify behaviors. They have prepared the youngsters to immediately become productive citizens. The national recidivism rate has been stated as high as 75%. Almost 80% of the AMI's participants are presently employed and paying taxes, or back in full-time school and are contributing in a substantial way to their community.

2. Over the past four and one half years AMI has been notably more successful than other programs working with this type of youngster. The State Division of Youth Services in its monograph on AMI concludes, "It is fairly inexpensive in monetary terms and its extremely low recidivism rate (13%) is unequaled by almost any other program".

B. Replicability

3. The problems addressed by AMI programs are practically

universal. Most states are now frantically seeking new, more effective ways of preventing delinquency, diverting youngsters from training schools, and reducing recidivism rates. The Marine Institute concept and its counterpart, the Environmental Institute, offer many communities a viable alternative program.

4. AMI's organization and methodology are well documented. Because of significant differences in community and environmental funding resources, it is felt that a strong program must be "custom tailored" to a given area. The basic ingredients, however, will most likely be the same.

5. Special features of the AMI programs include its overall organization and its comprehensive treatment approach. The total package is extremely complex. We have proven that the concept will work in other areas by our successful expansion. We have trained specialized managers to operate the additional programs and to properly train their own staff. The unique factor is that we are practically guaranteeing successful replication by offering the services of AMI, Inc. to provide management and technical assistance to the new programs as they open.

6. Because of the job development component, the adult education component, and the type of community support required, the Marine or Environmental Institute concept requires proximity to a fairly large urban area. Communities of 75-100,000 population would probably be the minimum size to benefit from and support such a program.

In addition, the program must be located in close proximity to whatever environmental resource it is utilizing as the motivation vehicle. The Marine Institute, for example, must be located on or near some navigable and scientifically appropriate body of water.

C. Measurability

7. All AMI programs have several built-in evaluation components. The management structure allows the State (or other funding agency), AMI, Inc., and each individual Institute to continuously evaluate program effectiveness, staff effectiveness, management effectiveness, student progress while enrolled, progress or status of former students for a minimum of five years and finally cost effectiveness. Management tools which are used to accomplish this continuous

evaluation include management by objectives, goal attainment scaling, routine feedback from staff and students, and a complex follow-up program.

In addition, the programs are monitored and evaluated by the State and a third party evaluation is being conducted by the Psychology Department of Florida State University.

8. N/A (Formal evaluation procedures do exist, see above.)

9. Florida Ocean Sciences Institute has been operating a comprehensive youth development program continuously since 1969. All other AMI programs are offshoots of this one, and the program is constantly growing in both its effectiveness and its acceptance by the State.

D. Efficiency

10. Precise computation on cost effectiveness have not been completed, however the following factors must be considered:

- a. The cost to the State will be \$14.04 per child per day during fiscal '74-'75. The cost will decline the following year to \$13.70 per child per day. This reduction

is due to more distributed overhead expenses as new Institutes are opened. This cost compares favorably with the cost to the State for other group treatment programs (\$14.22) and State Training Schools (\$22.00).

(The AMI costs include administration and management.)

- b. Because of the success of the programs in preventing delinquency, diverting youngsters from training schools, and substantially reducing recidivism rates, the savings to the community and the State in police, court and youth services costs are highly significant factors.
- c. Because the programs provide job training and have built-in job development components, the taxes paid by former students who are now gainfully employed is also a highly significant factor. (It is estimated that taxes paid by former Florida Ocean Sciences Institute trainees now pay a substantial portion of the cost of that program.)

- d. Finally, former students who are gainfully employed pay substantial amounts into the community for goods and services thus contributing to the economy in a significant way.

11. N/A

E. Accessibility

12. Associated Marine Institutes is extremely anxious to have its youth development programs submitted to the ExP program for evaluation, publicity, and visitation.

13. Associated Marine Institutes and its affiliates have been organized for continued operation. The Institutes are constantly projecting themselves into the future two to three years, seeking new areas where they may provide fundable services in both the social and scientific fields. The Institutes have the flexibility and the versatility to respond to changing needs of the State and the community. They will be around for a long time to come.

Finally, it is certainly the desire of AMI to see the

successful formula which it has developed benefit other states and communities throughout the United States.

(3) Outstanding Features

The Comprehensive Youth Development Programs operated by the Marine Institutes have a number of outstanding features which contribute to their success.

First is the comprehensive nature of the program itself. Its various components, counselling (including parent groups), job development, vocational training, and academic education, provide ways of meeting many different needs of different youngsters. The curriculum is flexible and diverse and graduation requirements are individualized for each youngster. Measurable behavior changes are a part of these requirements.

A second outstanding feature is the way AMI programs have tapped the resources of other community programs. The education components work directly through the local school system and teachers are furnished and paid for by the school systems. Medical and diagnostic

services are provided many AMI youngsters by the Division of Vocational Rehabilitation. AMI programs are licensed by the State as non-residential drug programs and close cooperation exists with other drug programs. Finally, private sectors of the community provide many jobs and on-the-job training opportunities for trainees in the program as well as graduates.

Another outstanding feature is the comprehensive follow-up program. Through an elaborate follow-up system graduates and non-graduates are closely followed by AMI staff specialist who keep track of their status and progress for a minimum of five years. Of 450 youngsters who have left the programs, AMI has lost track of only 17. Quarterly reports are issued providing statistical information on all former trainees. (A typical report is attached.)

Still another outstanding feature of AMI is the make-up of the non-paid Board of Trustees. Each Board is composed of many of the most influential members of the community from many diverse occupations. (Copies of the list of Board of Trustees are attached.)

The Boards are active in the administration of the Institutes.

Finally, the feature which has put all of this together is the strong, highly talented management organization. AMI, Inc. has on its Board representatives from the Boards of all of the Institutes, so that all Institutes share a voice in the overall management, and an experienced staff to carry out the decisions of the Board. The central management concept offers many advantages to participant Institutes, not the least of which is a strong voice for funding acquisition. Many overhead expenses can be substantially reduced within each Institute as they are distributed across several programs.

(4) Weaknesses

Every program has its weaknesses, however, AMI has striven to reduce its problems to those encountered on a day to day basis. No major weaknesses exist that AMI is aware of. The alledged high cost of the programs can be shown to be extremely reasonable when results of programs are considered and when total costs of other programs are compared.

(5) Degree of Support

AMI and its affiliate Institutes have gained widespread support. Enclosed are numerous letters and documents which will substantiate this support.

Enclosures:

Associated Marine Institutes Brochure

Materials from Blue Book

Division of Youth Services Monograph

Florida Legislative Budget Proposal

Division of Youth Services - Florida Ocean Sciences

Institute, Inc. contract

Associated Marine Institutes and Florida Ocean Sciences

Institute Follow-up Reports

Board of Trustees Lists (AMI and all Institutes)

Annual Progress Reports from Tampa Marine Institute

and Jacksonville Marine Institute

WE USE THE OCEAN TO EXPLORE MAN

The Associated Marine Institutes are a group of public non-profit, tax-exempt educational and research organizations partially supported by and located throughout Florida. The institutes use the marine environment and research to modify behavior of young men who have had difficulty making social, legal, or academic adjustments.

The specific projects and activities at the institutes are directed toward four general goals:

- o to change the antisocial behavior of the students so that they develop more positive attitudes toward life and new habits that help make them socially productive citizens;
- o to assist each participant in developing employable skills and work habits enabling him to become an economically productive citizen;
- o to motivate capable youngsters to continue their formal education; and
- o to use the resources of the institutes to participate in research and development projects of social and environmental value.



The sea can be a visionary world of perfection, far removed from the perils of life, particularly for young men confused by many pressures and problems. Yet survival at sea requires foresight, competence, determination, discipline, confidence, and cooperation. The Associated Marine Institutes use the sea to help young men develop these qualities, so necessary both at sea and in a successful and socially adjusted life.

Young people often reflect the atmosphere around them. An air of hostility, conflict, or misunderstanding may have provoked a boy's rejection of his school environment or an adoption of antisocial behavior. The marine institutes are organized so (perhaps for the first time) the young men deal with their instructors as friends, not adversaries.

Students experience the professional side of these men in the classrooms, during training exercises, sea voyages, and expeditions. But the low student-to-instructor ratio enables staff members to spend many leisure moments developing warm, personal, and instructive friendships with each young man. Each adult demonstrates a positive attitude toward his work and life which his trainees, hopefully, will examine and emulate.

Sociological projects frequently fail because they are either inadequately organized, poorly managed, unsure of their goals, or unable to handle their resources properly.

The directors of the Associated Marine Institutes, however, apply sound, professional management techniques. Students are treated with a business-like dignity and respect, and are held accountable for their actions. Special assignments, praise, and rewards are earned, not indiscriminately given. Visitors are often surprised and impressed by the planned austerity and informality of the programs.

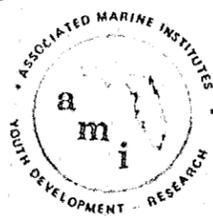
WHY USE THE OCEAN AS A SETTING FOR JUVENILE PROGRAMS?

BECAUSE IT'S THERE - Florida is rather unique when compared to the other continental states in that its coastal zone encompasses over 27% of the state's land area, and according to the 1970 census figures, 75% of the state's population lives in the coastal zone. The programs of the Associated Marine Institutes are designed to bring together in a mutually beneficial way two of Florida's most important resources -- its oceanic coastline and its young people.

BECAUSE IT MOTIVATES - The ocean has always been a source of motivation. It offers a distant horizon beyond which lies a new land and a new life. Down through the centuries men have thrilled to the sight of a sail against the sky, the sound of waves, the smell of an ocean breeze, and the taste of salt on the lips. This is no less so in our present day and age; for the young men entering any of the AMI programs the ocean is still a major motivating force. They may see themselves in a variety of roles: he-men and adventurers battling against the elements of the ocean world; or scientists and explorers probing the planet Earth's last frontier -- inner space -- forming an alliance between man and sea. Perhaps they, like men before them, see that far horizon and that new life.

BECAUSE IT TEACHES - The ocean, by its very nature, imposes the need for a certain amount of self-control and self-restraint upon those working in, on, or under it. It forces advance planning. For many of the trainees it may be the first time they have had to give sincere thought to their future, even if only the near future. They must learn how to navigate, how to get where they are going -- in a boat or in a lifetime. Planning is imperative. They must be able to cope with changes: in weather, wind and wave conditions, and in people. They must know how to determine the depth -- whether it be water or their own thoughts and feelings -- for the depth can help pinpoint their location. They must be able to use the tools that will give them the information they need, and then they must be able to interpret that information. They must learn to live together amicably with their fellowmen, and to work together as a mutually helpful unit, for the ocean demands no less.

Through the years many words have been spoken regarding the ocean; perhaps these by Joseph Conrad, master mariner and master storyteller, best describe the ocean as a teacher, "The exacting life of the sea has this advantage....its claims are simple and cannot be evaded".



The approach used at the institutes has been proven eminently successful by several years experience. More than 70% of our students have gone back to school, entered the service or are employed full-time. These are considered "successes." Less than 13% have been in trouble again (the national recidivism rate is over 70%), even though more than 95% had legal records before enrollment.

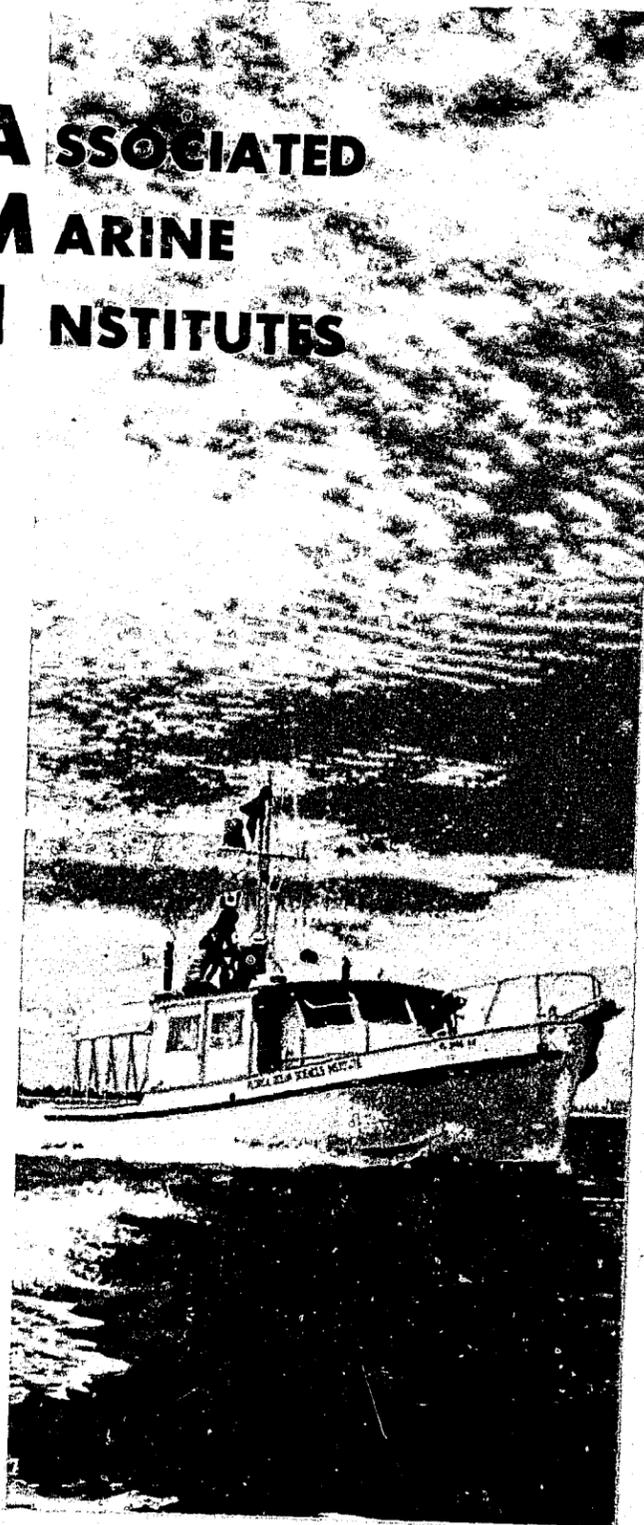


A PERSONAL WORD: WE NEED YOUR HELP

The institutes need money, boats, scientific and marine equipment for use in training and research projects. Such donations, which are tax-deductible, are encouraged by the federal government. Many individuals have found that these donations can be satisfying both personally and financially. Our students need jobs after they leave the institutes. Many employers have found that our graduates have developed useful skills and make excellent workers.

By contributing to one of the Associated Marine Institutes in any of these ways, you will be personally helping young men become responsible citizens . . . citizens who care about their community and environment.

ASSOCIATED MARINE INSTITUTES



THE WHITE HOUSE
WASHINGTON

February 2, 1970

Dear Mr. Rosof:

Your exceptional work in training and rehabilitating young men through the oceanographic programs of the Florida Ocean Sciences Institute has come to my attention. I understand that the Institute's research programs in waste disposal and pollution control have contributed to the improvement of our social as well as physical environment through on the job training of young people who come from deprived backgrounds and have dropped out of school. Your efforts to assist these youths to prepare themselves for a brighter future in marine technology deserve the congratulations of your fellow citizens and I want you to know how much I appreciate your accomplishments in helping others to help themselves.

With my best wishes,

Sincerely,

Mr. Robert A. Rosof
President
Florida Ocean Sciences Institute, Inc.
Deerfield Beach, Florida 33441

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PAUL G. ROGERS
FLORIDA
ROOM 2417, RAYBURN BUILDING

HOME ADDRESS
WEST PALM BEACH, FLORIDA

ADMINISTRATIVE ASSISTANTS:
JOHN A. DARLSON
ROBERT W. MAHER

Congress of the United States

House of Representatives

Washington, D.C. 20515

March 2, 1970

COMMITTEES:
INTERSTATE AND FOREIGN
COMMERCE
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COAST GUARD
FISH AND WILDLIFE

Mr. Robert Rosof, President
Florida Ocean Sciences Institute, Inc.
1605 S. E. 3rd Court
Deerfield Beach, Florida 33441

Dear Bob:

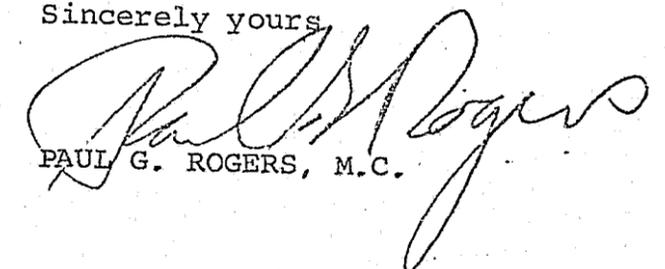
I wanted to take this opportunity to commend you and Florida Ocean Sciences Institute for the work you have done in the area of youth rehabilitation.

I am doubly enthused with your program because it deals with oceanography - an area which I feel is one of the most exciting and challenging left for man's exploration. Your efforts deserve the support of all of us and indeed, would benefit the nation if carried out on a wider basis.

While many only talk of what must be done for our youth, you are doing something about it. Keep up the good work.

Best personal regards.

Sincerely yours,


PAUL G. ROGERS, M.C.

PGR:bg

JUVENILE COURT OF BROWARD COUNTY

806 S. W. 25TH STREET
FORT LAUDERDALE, FLORIDA 33315
PHONE: 225-5781

FROM THE OFFICE OF
JUDGE FRANK A. ORLANDO

December 16, 1969

Mr. Robert Rosof, President
Florida Ocean Sciences Institute, Inc.
1605 S.E. 3rd Court
Deerfield Beach, Florida 33441

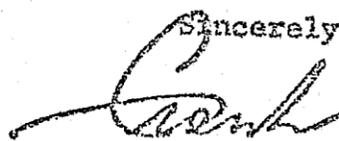
Dear Bob:

Thank you very much for your letter of December 12, 1969. Please be advised that I accept your offer to become a member of the Institute Youth Advisory Board.

We, here at the Court, are very well aware of the outstanding work the Institute is doing with adjudicated delinquents and want to assure you that we will continue our cooperation with you and, as a member of the Youth Advisory Board, I will do everything possible to promote the programs of the Institute throughout the country.

Thanking you very much and with best personal regards,
I am

Sincerely,



Frank A. Orlando, Judge
Juvenile Court of Broward County

FAO:rmb

REUBIN O'D. ASKEW
GOVERNOR

STATE OF



FLORIDA

JAMES A. HAY
SECRETARY

DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES

DIVISION OF YOUTH SERVICES

311 South Calhoun
TALLAHASSEE, 32304

OLIVER J. KELLER, JR.
DIRECTOR

(904) 224 0181

April 1, 1971

Mr. Robert A. Rosof
Florida Ocean Sciences Institute, Inc.
1605 S.W. 3rd Court
Deerfield Beach, Florida 33441

Dear Bob:

I wish to thank you for letting me see the program that Florida Ocean Sciences Institute has developed for delinquent boys.

I was greatly impressed last week with my brief tour of the main training center at Deerfield Beach. The boys were not only relaxed and cordial with visitors, but were obviously enthusiastic about what they were learning. The subject matter appeared to be geared especially for young people with problems, consisting of relatively brief classroom instruction, but considerable on-the-job activity.

I noted that the boys worked well without adult supervision. They were interested in what they were doing.

I am also impressed with your staff. They are intelligent young men, with apparent real ability in relating to adolescent boys. There was excellent rapport between the delinquent boys and your instructors. Your staff impressed me as highly intelligent, sensitive individuals, capable of dealing in a flexible fashion with the various problems delinquent youths do present.

On a future visit, I hope to go "into the field" with the boys in order to see what is going on in their oceanographic work. The color slides you showed me of the seamanship, surveying, underwater construction, and water sampling have certainly created a desire to know more about the work you are doing. Some of the excellent jobs your graduates have obtained indicate that the instruction is paying off, both in attitudinal change and in gainful employment.

Sincerely,



O. J. KELLER
Director

OJK:ma

THE READER'S DIGEST

Love, Marriage—And Crime

By
LESTER VELIE

THE BOYS porpoising about the boat were no ordinary boys. One had held up a bar at gunpoint. Another had been known as "the stocking bandit." A third had pushed heroin. In fact, the seven of them had accounted for more

than 30 arrests. Now they were washing away their sins in a rehabilitation program called the Florida Ocean Sciences Institute, which harnesses the glamour of the sea to teach delinquents a sea-centered trade—diving, underwater repair, boat and instrument handling.

Talks with the boys revealed them to be a diverse lot; two handsomely tanned 17-year-olds from well-to-do homes; several from blue-collar

In crucial areas, the family—our best "law-enforcement agency"—is breaking down. The result is a soaring crime rate that demands our attention, and action, now

homes; a black youth from a poverty home. Their schooling ranged from five grades of elementary school to a year at college.

Despite such diversity, there was a common thread in their tangled lives, something that

might help explain their criminal behavior? Back at the Institute I found a clue in a two-year-old memorandum. Of the 50 youths at the Institute at the time, 75 percent were from broken homes. A check of the current group showed a similar pattern. Some boys lived with a mother only, others with step-parents, still others with no parents at all.

Curious, I called Florida's Di-

79

THE NEW YORK TIMES, SUNDAY, MARCH 26, 1972

Life at Sea Fans Desire In Dropouts

By ANTHONY J. DESPAGNI

During the latter part of 1967, a Juvenile Court judge in Florida asked his sailing buddy, Robert A. Rosof, if he would mind taking two boys who were wards of his court on a sea voyage aboard an oceanographic research ship.

When Rosof agreed, it was the beginning of a remarkable record of rehabilitating delinquent boys through the facilities of the Florida Ocean Sciences Institute, Inc., a nonprofit education and research organization, of which Rosof is president.

"The two youngsters that Judge Frank Orlando sent us worked out just fine," Rosof said. "All of our staff took a great interest and helped them get back on the road to success.

"Pretty soon the judge sent us four boys, then six, and before we really knew what was happening," Rosof said, "we had a full-fledged training program in operation."

At this point, a decision had to be made as to what direction the institute would finally take. Staff meetings were held, Rosof said, and it was almost 100 per cent agreed that they would work in the social area and let the research play a secondary role.

"By its nature, the ocean is both exciting and demanding," Rosof exclaimed. "The institute uses the excitement of the sea to capture a boy's interest and imagination and thereby create a desire to learn."

To enter the program, a youngster must have a personal desire to work in, on and under the water, be of average intelligence and have at least a sixth-grade achievement in reading and math. The training covers water safety, first-aid, marine construction, marine biology, chemical oceanography, navigation, basic small-boat handling, diving techniques, photography, mathematics, communication skills and career planning.

"However, we formally designed a program to train these youngsters, not only in the vocational areas as so many of our predecessors had done," Rosof pointed out, "but, more important, in attitude development so that they could learn the requirements of work and society as a whole."

About 200 boys have been graduated from the program since it was instituted a little over three years ago. Prior to entry in the program, all of the boys had exhibited antisocial behavior.

"Less than 9 per cent of these boys have had further experience with the law or been reinstitutionalized," Rosof said.

"The State of Florida, specifically the Division of Youth Services, has asked us to join with them in opening 11 programs similar to ours," Rosof said. It's anticipated, he added, that these programs will train about 400 youngsters a year.

Rosof said the Institute could use boats of all kinds for training students and in carrying out research projects. He noted that the tax advantages of donating a boat to such a worthy cause could sometimes be more economical than selling it.

"Ours is a year-round program in which students enter a few at a time each month and remain for a period of nine months," Ed B. Henderson, the director of training, pointed out.

"Although motor mechanics is very popular," Henderson said, "some boys have taken to taxidermy, taught by one of the institute's instructors." "The skills required to make a prize catch look sleek and lifelike again are highly rewarded in south Florida by tourists who want to take home the proof of their prowess as fishermen."

It costs less than \$4,000 to send a boy through the nine-month course. Some are on scholarships provided by private industry but most are financed by rehabilitation agencies.

Students look forward to the cruises, which are an integral part of the training program. Rosof noted that "it is the only time we have the youngsters on a 24-hour-per-day basis."

The cruises vary from a few days to a week or more. The institute's 89-foot two-masted motor-sailer is pressed into service on the cruises, with momentum supplied by her sails or twin diesel engines.

Plans for this year's cruises announced by Rosof call for voyages to Bimini, Cay Sal, West End, Chub Cay, Andros and the Florida Keys.

These Boys Know All About Trouble

● Learning To Get It Together

By YVETTE CARDOZO

Staff Writer

It's the last night on the island and three guys are sitting on the dock. A full moon is up. The tide is sucking water back toward the mangrove roots.

A mile off, the lights of Key Largo twinkle. Closer in, flashlights blink below the waves as several boys launch an evening dive.

An unlikely spot for group therapy. But here it is in all its unstructured glory.

The target is Ned, a lean fellow of 15 with serious eyes and a shock of wavy blond hair across his forehead.

"Why DO you smoke," says one kid. It's a teasing question, one that's been repeated a dozen times. He already knows the answer and gives it before poor Ned gets a chance to open his mouth: "Cause his parents won't let him."

"Yeah," chimes in the third guy. "His dad says he's going to Junior Haven (a detention home) the next time he's caught smoking."

Sure enough, that's the truth. Ned's mother has the nose of a bloodhound. She can sniff out the stink of nicotine hours after a butt is dead.

"It's not a physical thing," Ned counters, his voice getting defensive. "I don't need cigarettes."

Both Ned's parents smoke. Ned mumbles that his pop says he shouldn't smoke because he's still growing.

Ned and his pals are trainees in the Florida Ocean Sciences Institute (FOSI) — a sort of watery halfway house program for wayward teens.

Forty-nine boys are learning marine science — boat handling, ocean currents, diving, lab work, navigation. Since FOSI began taking in trainees during the summer of 1969, 200 boys have entered the program.

They got here by virtue of their bad records. Troublemakers, the authorities branded them.

Ron hated school. So he stopped going and wound up



Al has unbelievable appetite



Photos By Yvette Cardozo

Joe Richter teaches on FOSI boat

Learning To Be Together

Fort Lauderdale News and Sun-Sentinel, Sunday, April 23, 1972

in Junior Haven. Kevin was up on car theft charges. Al had a thing with booze and parents. Ned was on probation. The record said marijuana and shoplifting.

The boys in FOSI were referred by juvenile court judges, by probation officers, by school principals. A few just walked in off the street and begged to stay.

Their problem, basically, is getting along with society. Everything they do at FOSI is geared to mesh them back with the rest of the world.

Which is one reason for these camping trips.

Five days on an island is a concentrated course in teamwork.

And this island, especially, is a test. It's a skinny sand bar — one mile long, a quarter mile wide. What's not covered by mangroves is smothered in bugs. The toilet is a shovel with a roll of paper on the handle. If you want a bath, you dive in the ocean.

THEY'RE EAGER

It's a strain, sure enough. Yet, the eight youths on this island mesh. It's more than just tolerance or surly coexistence. They are eager to help. It's no put on. And after five days, if it were just a show, the veneer would be long gone. But it is not. At the end — sticky, bug bitten and sun burned the kids still jump to help.

Even Ned, who has good enough reason to be sulky, shows no bitterness.

This is, after all, a SCUBA diving trip. And Ned is on SCUBA restriction. He hasn't had a tank on his back since December. Somehow, as soon as he gets off one blacklist, he does something to land on another.

"I do so many work details, they should pay me. But I do 'em cause I want to stay in FOSI," Ned says almost defiantly.

MORE

This jaunt is more than just a camping trip.

FOSI President Bob Rosof is along and so is a vertible convention of adults: an ex Olympic bobsled champion, a Delray doctor, a juvenile court judge, along with two FOSI counselors.

"This is to give the boys adult male companionship . . . to let them see grown-ups out of office," says Rosof.

Take the judge—Frank Orlando. He has seen several of these boys from the other side of the bench. Many times, it was he who gave them the choice of reform school or FOSI.

But now, they just see a burly guy in a sweatshirt lettered "coach," a guy who's not bad at paddle ball.

All this sometimes seems a bit strange for a firm which started out as a research corporation. Two and a half years ago, Judge Orlando called up his friend Rosof and asked a favor. He knew FOSI used teenagers during the summer to run boats.

"I have a few boys down here. If I don't find something to put them in, I'll have to send them to training school," he told Rosof.

So FOSI took two boys. Today, there are 49 and retraining is FOSI's main business.

"So far as numbers of staff, hours spent and money invested, it is the main activity of the whole company," said Joe Richter, director of research and assistant training director.

The boys come five days a week, 8 a.m. to 4 p.m., from points ranging south to Dade and North to Palm Beach. Kevin gets up at 4 a.m. each day to hop a bus from Miami to class in Deerfield.

The FOSI headquarters in Deerfield—an ex-Jackson's Minit Market—looks more like a dive shop than a school.

"We purposely avoid a

school atmosphere," said one FOSI teacher. "Most of these kids don't like school. They rebelled against it so we want to give the appearance they're going to work, not class."

HANG LOOSE

Much of FOSI's work is unstructured, to say the least. Everyone sort of hangs loose.

Take the group therapy. On the bulletin board, it's called "group rap."

Of this, Richter says, "We talk about what it is to be a human being. What it is to live with human beings and how in the heck do you get along with them."

"Many times, it does, in fact, turn out to be a mutual bitch session. We have something we feel has to be corrected on the part of a trainee. They have something they'd like to bring up about how we're running things."

All this takes place twice a week at the local Dobbs house. Group rap for Richter's flock comes up around coffee break time.

Not everyone agrees with this method.

"Dobbs House!" sniffs Ned. "That's no place for a rap."

And where would he hold them?

"On a boat or on the dock."

In addition to the rap sessions, for several hours a week the boys attend school—English, Math, marine science, under water physiology.

WATER BOYS

At least four hours a week, the boys are in the water.

"It's not just diving for recreational purposes," says Richter. "It's diving for a job—under water construction, photography, salvage."

Five Days On An Island is a concentrated course in teamwork

Fort Lauderdale News and Sun-Sentinel, Sunday, April 23, 1972

Some of the boys' work is tied up with government contracts. The Federal Water Pollution Control Administration hired FOSI to find out what ocean outfalls do to beach water. The Army Corps of Engineers want FOSI to observe beach buildup and erosion.

But the main concern, says Rosof, is not the government. It is the boys.

"You don't ask a kid why he did something. Then all you get are excuses," says Rosof. "You ask, 'What are you going to do in the future?' Then you get a verbal commitment."

NOBODY HELPED

"These kids," he adds, "have always been downed. Constantly. Nobody ever says what a good job they've done. Even if they do it right, their parents say, 'Well, that was what you were supposed to do.'"

So Rosof starts the boys out with easy projects—building aquariums, swimming, simple academics. Projects designed to boost their confidence. Then he slowly leads them to a point where by the time they graduate, they can get jobs as marine technicians. Two FOSI graduates went to West Africa in 1970 with an expedition sponsored by the University of Miami.

Of course, it's not all sweetness and light. Not everyone makes good. Not everyone stays in the program. Some just disappear. Others are kicked out.

Specifically, nine per cent of the FOSI boys have, over the years, gone back to court again. It's a figure Rosof is proud of, though, since the national rate, he says, is closer to 50 per cent.

Recently, two FOSI boys were kicked out of the program for dealing in drugs.

Three more boys are on probation. Partially because of this, everyone rides a bus to class. No private cars allowed anymore. The five youths were among 15 (now 13) students who attend regular classes at Deerfield Beach High for half a day and FOSI the other half day.

MIXED FEELINGS

Rosof has mixed feelings about the half-day program. He would rather have the boys under his supervision the entire day. But this keeps many fellows out of FOSI because they want to stay in school and graduate.

FOSI is not designed to be long term. The boys stay an average nine months. Nor does it issue high school diplomas. For that, the youths must go back to school or attend adult night courses when

they leave FOSI. They do, however, get credit for their courses at FOSI.

FOSI has scored some impressive wins. The secret is basic. Interest a guy in something, build his confidence and he's hooked.

One boy explained why he toes the line:

"Last time I smoked pot it was in school (at FOSI) and I got caught. Being on diving restriction is a drag, man. Like everybody's out in the water and you're washing cars."

A lot of the fellows are like Al and John.

Al, at 18, is one of the older youths on this island trip. He's the sort you'd describe as an allright guy.

He's got a scraggly tuft of chin whiskers and brillo kinky hair in a six inch brown glow around his head. He's also got

an unbelievable appetite. At any given time, he's liable to wolf down a half dozen eggs and four or five sandwiches, then go looking for more. Yet, he's far from fat, or even large.

BOOZE, DRUGS

Al's problem was booze and soft drugs. He wasn't doing too well with home life, either.

In FOSI, he displays sensitivity and leadership. On the last day of this trip, when the bugs settle in for a bon voyage snack and this whole island bit wears thin, it's Al who cuts through the group bickering and says, "Come on, get off your butts and help load the gear in the boat." The others follow suit.

Al is a semi-vegetarian. He doesn't mind fish. "That's from the sea," he explains with his own unfathomable logic. But animals. Well, cows



The coach at rest.

Juvenile Court Judge Frank Orlando

can make pets, he says, and who wants to eat a pet.

John is a lanky youth with sandy red hair. He doesn't smile much and speaks with carefully chosen words.

John was a chronic truant. It landed him in the Palm Beach version of Junior Haven. It's a spot he remembers in excruciating detail.

One night on the island, amidst the alcoholic sweet smell of Off bug repellent and by the light of the Coleman lanterns, John describes his tiff with the law in Palm Beach County.

He tells of a windowless room crammed with 12 youngsters, of the TV camera staring down relentlessly and of the one comb everyone shared.

"They say you're not supposed to stay more than two days for truancy. I was there three. They say you get out once a day for exercise. I never got out. They say you get meat at every meal. I never got any."

It's a place John would rather forget.

He's been in FOSI more than a month now.

"I haven't skipped a single day," he says.

For John, FOSI has worked. For others, it might not. It depends on the youth, his problems and interests.

Some boys need a total take-over — a brainwashing of the sort you find at Alcoholics Anonymous or at The Seed. Others need the strict regimentation of reform school. Still others won't straighten out, no matter what is done.

But for this group, the answer is in the ocean. And on a salt encrusted piece of marsh near Key Largo.



Playing by lamplight

*Bob Rosof
cooks breakfast
and everyone
helps with work*

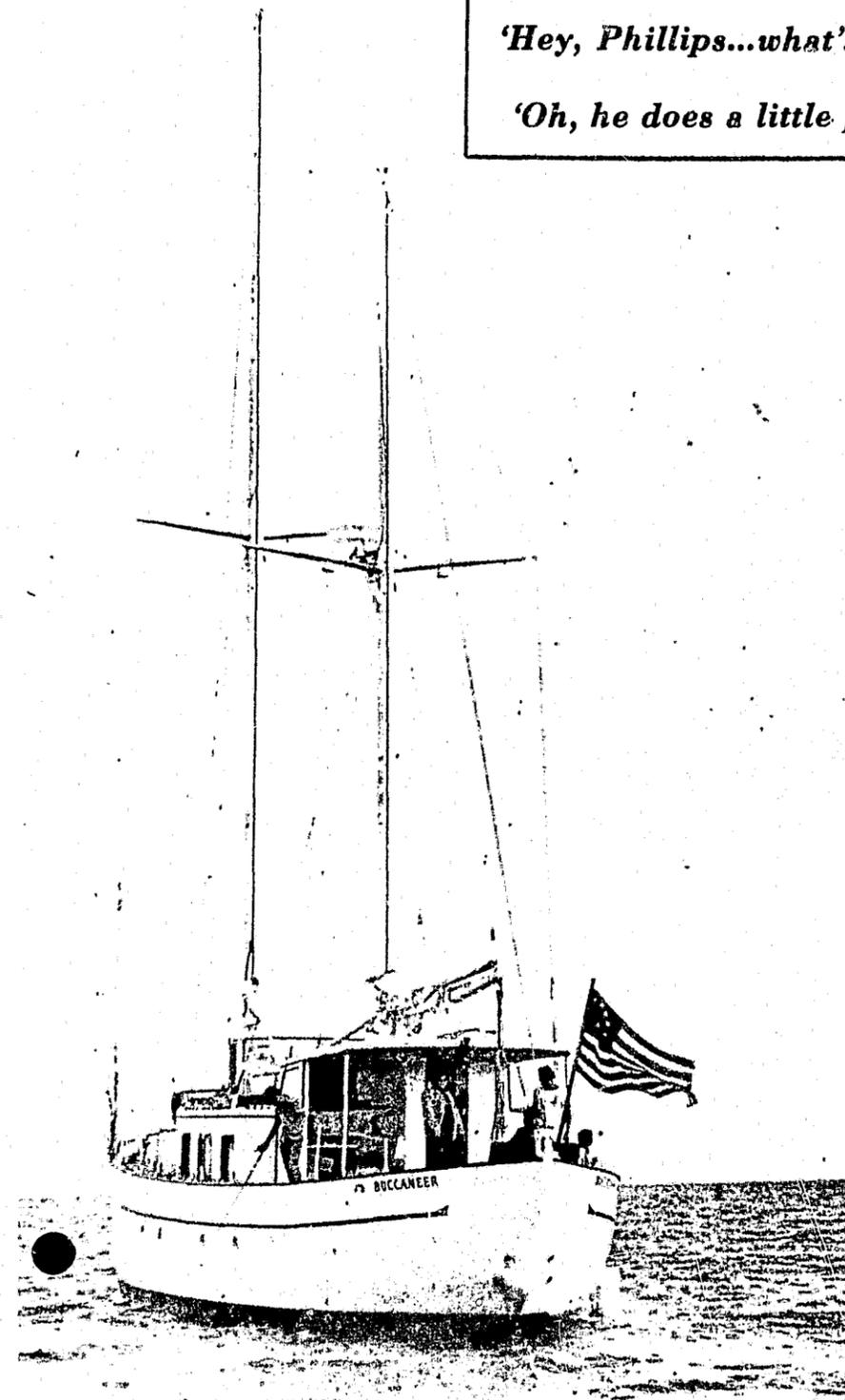


The least uptight ship afloat...

By DAVIS MERRITT
Editor, The News

'Hey, Phillips...what's your old man do?'

'Oh, he does a little pot and a little mescaline...'



Buccaneer riding at anchor

The darkened figures on the foredeck of the Buccaneer added rocking laughter to the gentle rocking of the sea swell.

There was no nervousness in the laughter, no pain at the clearly irreverent non sequitur quoted above.

Robert Rosof, president of Florida Ocean Sciences Institute (FOSI) had put the question to one of 17 young men aboard the 90-foot motor sailer anchored off some rocks in the middle of nowhere - Cay Sal Banks, 60 miles due north of Cuba.

Rosof had been seeking another answer, but he knew when he asked the question that he might get that sort of response, or a bitter "Go to hell", or perhaps no answer at all.

The young man at whom the question was directed — call him Phillips; it's as good as anything — has had, like, like many teenagers today, an unsatisfactory relationship with his parents, who shout a lot.

Unlike most teenagers — though typical of the trainee crew aboard the Buccaneer — he had run into deeper trouble, with the law.

His record, psychological testing and a less-than — satisfactory school performance could have led him to the confinement of a detention home. But instead, he was sitting on a deck in the broad Caribbean, smoking the cool evening away and talking honestly about his feelings.

He had a few days off from school to make the trip, but his normal day includes some hours in regular classes, some at FOSI's headquarters in the Cove Shopping Center, just south of the Boca Raton-Deerfield Beach Line.

His shipmates on this six-day diving and training cruise included 16 similarly-situated youths, some convicted of breaking and entering, some on drug charges, some on other offenses. Their hair was long almost to

Conversation is the point

Continued from 1B.

FOSI is financed by vocational rehabilitation funds, other state funds, federal funds and donations — both in money and in material such as the two-masted Buccaneer, which was originally built for the Vanderbilt family and eventually given to FOSI.

Its objectives are manifold; and taking 17 young men to sea for a week in an idyllic setting is a big part of it — the dessert.

The main course is thoroughgoing training in many fields related to the ocean — boat mechanics, surveying, navigation, marine biology, oceanography, diving, water safety boat operation — including wheel watches aboard the Buccaneer while she's underway.

But mainly it's giving your men tottering on the fence a good side to jump off on — something more to the 16-19 years than school routine and parental misunderstanding.

"Man, if it wasn't for FOSI, it wouldn't be anything," one said while standing wheel watch as the Buccaneer sliced across the Gulf Stream, headed for Cay Sal.

He doesn't say it quite the way he wants to — English isn't a strong point with most of the students, but it comes out:

"You at least get away from the crap at school. The teachers bug you with stuff that doesn't matter and a lot of rules that don't mean anything."

Rosof admits that his "school" isn't the disciplined, squared away system that the boys are accustomed to, and he doesn't want it that way — no "rules that don't mean anything."

"Most schools are much too

structured," he said. "We let the ocean structure our activities, and it works."

Wind, weather, the needs of the moment determine the lesson to be learned, rather than a lesson plan or a textbook.

"Say, mate," calls out Australian-born Capt. Ray Eaton, "a couple of you go back and check the chafing line on the Hydra-Dyne please."

Two sun-burned backs amble away, to return a minute later.

"Captain, what's the chafing line? We found the Hydra-Dyne (it isn't hard to find, it's a small boat that has been towed along behind the Buccaneer the entire trip) but we don't know what to do. It looks o.k."

The captain explains the purpose of the chafing line on the tow line, they nod, return to the stern to check on it and a lesson's learned.

Not much of a lesson? Perhaps not, but a hundred of them in a six-day trip plus learning to live together without "ripping off" cigarettes and small change, and conversation with adults who will listen and not preach all make life a good deal less threatening.

At sea there are nightly rap sessions, usually with one of a couple of guests-at-large. Sometimes there are movies (like "Destroyer" with Edward G. Robinson, a flick from the 50s.)

But the most important thing that happens aboard the Buccaneer is conversation. It's rarely planned, and, like everything else, it's structured by the sea. In an idle and quiet hour at anchor, after the ship is secure and dinner is over, little rap sessions spring up.

Rosof doesn't pull his punches, and he expects that his visitors won't. "Talk about how it really is," he urges, "and don't worry about it. These guys have got to face it."

They're starting to face life with one hand tied behind them—a record—and the other busy fending off the assaults that a narrow-minded world keeps making upon them.

But in most cases, once they're involved in FOSI, its motivation works to raise their regular school performance. And if it doesn't they can lose their FOSI standing.

It's direct and sometimes brutal sort of motivation, but like most of the approaches FOSI takes, it is real.

Discipline appears outwardly lax, but that's because the staff is careful to stay loose and discipline only when it really matters.

The Buccaneer is the least uptight ship afloat and minor breeches of conduct are either overlooked or handled casually.

But when the captain speaks, it's jump. And when there's diving going on, the buddy rule is strictly enforced. The punishment—restriction from diving which, at crystal-watered

Cay Sal, is worse than 40 lashes or writing your name a hundred times.

And there's always the ultimate punishment—dismissal from the FOSI program.

That's not used, however, as a threat. There are no serious threats from the staff—only decision.

An instructor in the water with SCUBA divers, for instance, never warns, "Stay with you buddy or you'll go back to the boat." He simply keeps his eyes open, and when he sees a diver more than ten feet from his buddy, it's out. Then. No argument.

FOSI has had to purge itself of a few students, including one who stayed on narcotics and was "busted" by FOSI itself. But better than 90 percent of the students who go into it complete the course and many of them are starting to get jobs in oceanography, with branches of government or in surveying.

The ambitions of the April crew aboard the Buccaneer ranged from medicine to commercial dinging to military service.

All of them—not nearly all—will make it where they want to go. But for most of them, they at least have now a direction.



Capt. Eaton of the Buccaneer shows how to secure at line, while in the background, a trainee learns the intricacies of a deck mop.

Life Begins For Dropouts Who Drop IN

By MARTHA WOHLFORD

News Staff Writer

About two years ago, Florida Ocean Science Institute (FOSI), began to shift program emphasis from scientific research to sociological research.

The involvement was strictly accidental.

"When we started our technical training program, Judge Frank Orlando asked if we would take on a couple of troubled youngsters as helpers," said Robert A. Rosof, president.

"These kids needed leadership. There was no structure in their homes, and too much structure in the schools. The kids were losers, with home, school and the law."

Because the ocean is adventurous, demanding physical and mental prowess, the teens learn that environment can teach structure in a way that can carry over to everyday living.

"When the boys are out in boats there are no gas stations or drug-stores," Rosof said. "The demands of the environment automatically put structure into their lives. This is why our staff got into the rehabilitation of these teens. We began designing the program to meet the needs of the youngsters."

In the beginning, all teens in the program were high school dropouts. A number of groups got together to help with the program — the division of vocational rehabilitation, yacht brokers, state and county divisions of youth services, and interested people.

In focusing the program on helping the boys, the staff looked for jobs to teach the youths to make them employable.

"We began preparing a labor pool," said Charles Soderquist, director of rehabilitation and job placement.

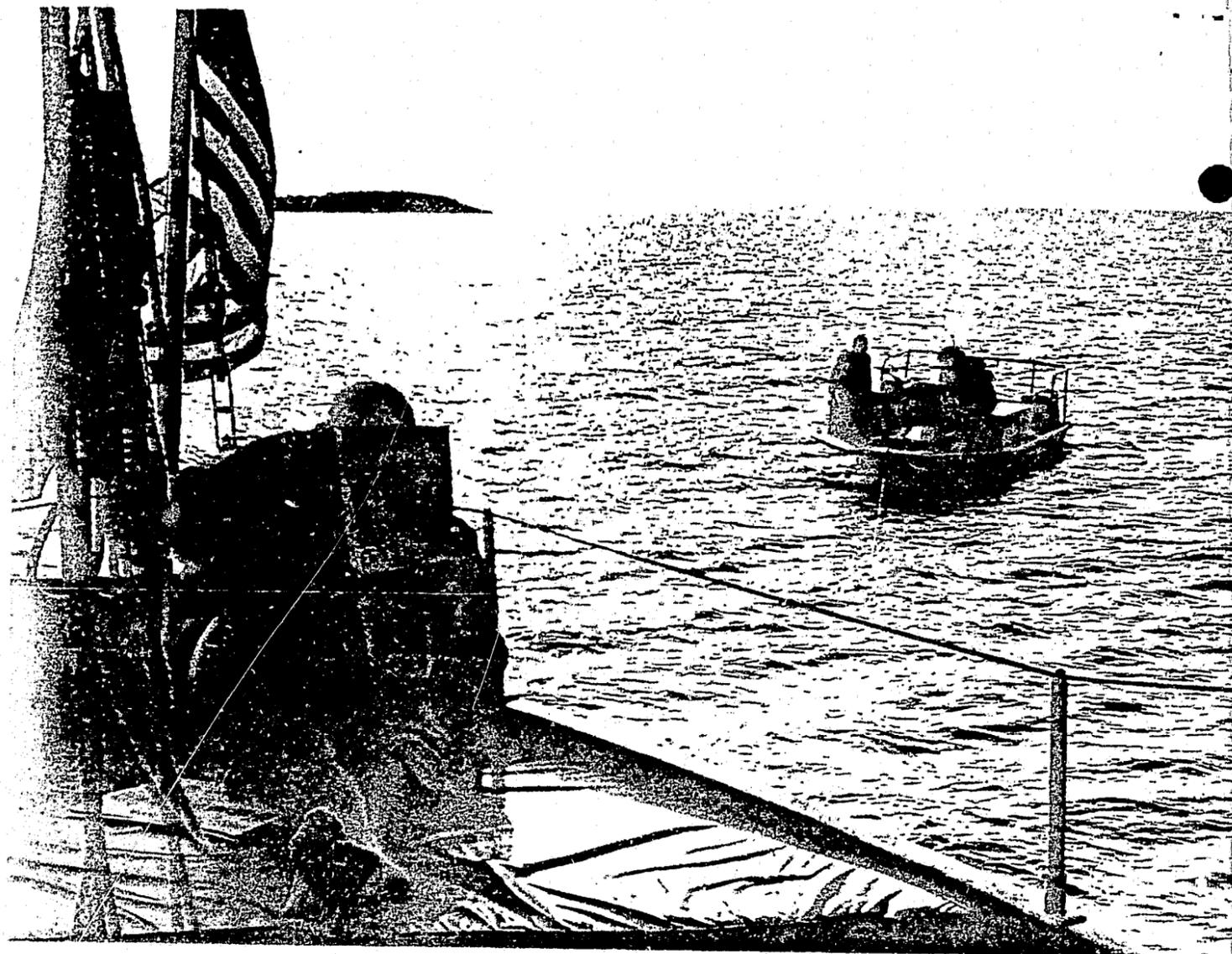
"For years the schools have been oriented for those academically inclined. If a boy went into vocational training he was considered a dunce. In college a person is encouraged to get a broad liberal arts background so he's exposed to many things. A 15-year-old boy sitting in front of his high school counselor is given tests and told he should take machine shop. But what about other areas — plumbing, air conditioning, wood working? If a boy concentrates in just one area, statistically he'll drop out after a few weeks."

The FOSI program requires the boys become knowledgeable in a number of trades.

"We offer a liberal arts program in vocational training," Rosof said. "A boy is exposed to a number of vocational possibilities under the job cluster concept. All trades are related to the ocean, but many can be applied elsewhere."

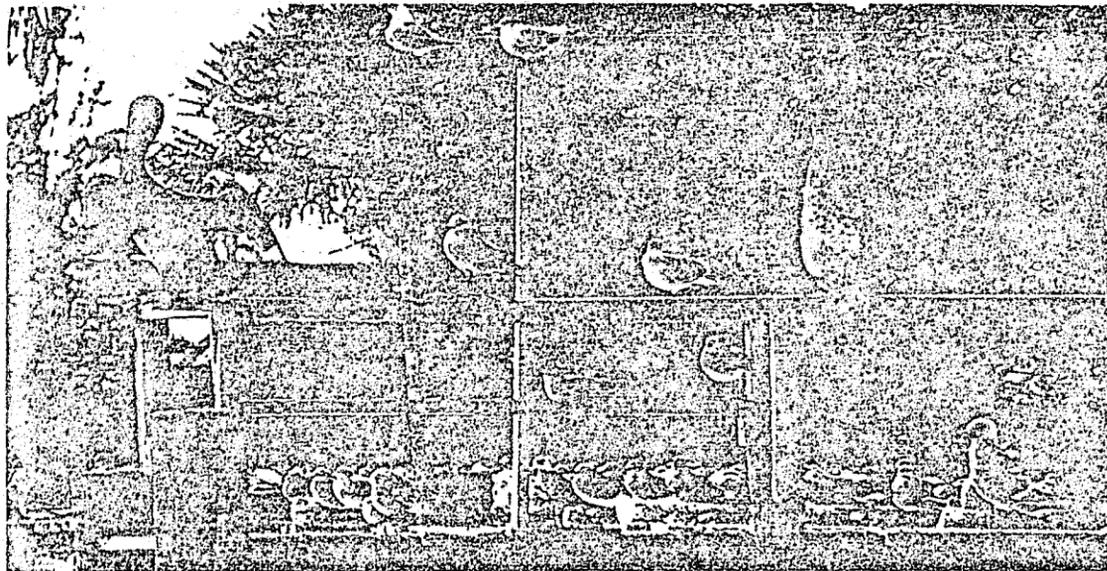
The boys work on the boat engines, get involved in carpentry, learn drafting. Eventually they find a field they're really interested in and begin to excel.

"We had to come up with something innovative," said Soderquist. "We offer something that has adventure, a little element of danger. A school program takes care of a boy's



Conversation is the staple
on FOSI cruise

Rosof trainee rap after a day's divi



BOYS WENT EXPLORING, ARTIFACT HUNTING, SWIMMING AND FISHING
 . . . pictures were also taken and various wildlife identified

intellectual needs, but not his emotional needs, and these far outweigh the intellectual."

As the boys get exposure they begin to see why math is needed in certain skills. The program requires they work toward a high school diploma either through adult education or Deerfield Beach High School.

"While we call this a marine technological training program, we're not really concerned if a boy goes into this when he leaves. Most of our kids are multiple offenders. The state says that statistically, 74 per cent of this type will be back in a corrective institution. Our rate after two years is eight per cent. The real thing we're doing is modifying the behavior of the youngsters so they know the limitations society imposes on everyone, that everything isn't black or white," Soderquist said.

"We call it reality training," added Rosof. "We teach them to make a decision. We don't care if their mother is an alcoholic or if they were potty-trained late. We pick up and work on the alternatives."

He said all youngsters have exhibited anti-social behavior at one time or another, and as a result, society has put them into the "boondocks," away from everyone.

"They should be put back into society to learn how to conform, that there's a time and place for everything if you give a little," Rosof said.

In the program's two year operation, there have only been two minor incidents with the boys. Presently, there are 40 in the program, bringing the total served to 112. Some of the boys live at home, some in detention homes.

New phase in program

A new phase of the program this year concentrates on the would-be dropout.

"We talked to Deerfield Beach High School to find a group of kids inclined to trouble who might drop out of school. We have them as half-time students, with regular school this year, and the program has become an elite type operation because the boys learn diving and get to go to the islands on research trips," said Soderquist. Not one boy got lower than a "C" in any subject at school this year.

The aim is to bring the classroom back to reality.

"Our staff acts, rather than reacts to situations," said Rosof.

At first, a boy is given quite a few chances at quick success to encourage him. His first project is to build his own aquarium.

"He has to figure out how much water he'll need to stock the fish he catches, develop a filter system, fill with sand, and make sure it doesn't leak. Then he keeps everything alive," said Rosof.

The boys have built their own dark room, and have extensive classes in diving.

"What they are learning is often at college level," he said. "The kids have to pass rugged written exams in applied seamanship to operate the boats, and all get senior life saving instruction. Tests aren't just multiple choice, either, but involved questions."

Through the program, the boys have been able to become involved with research.

"Twenty boys even went to South America to help pick up 10 shrimp boats," said Rosof.

Recently the boys took FOSI's two boats and explored 500 miles of Florida by water. Camping along the way, one objective was to compile pollution research. Color, clarity, acid level, temperature, ammonia nitrogen content, dissolved oxygen content and salinity level of the water were all tested, as well as bottom samples taken. Over 50 stations were tested in all. A formal report was drawn up at the end by the trainees, including pictures, charts, graphs, tables and detailed text.

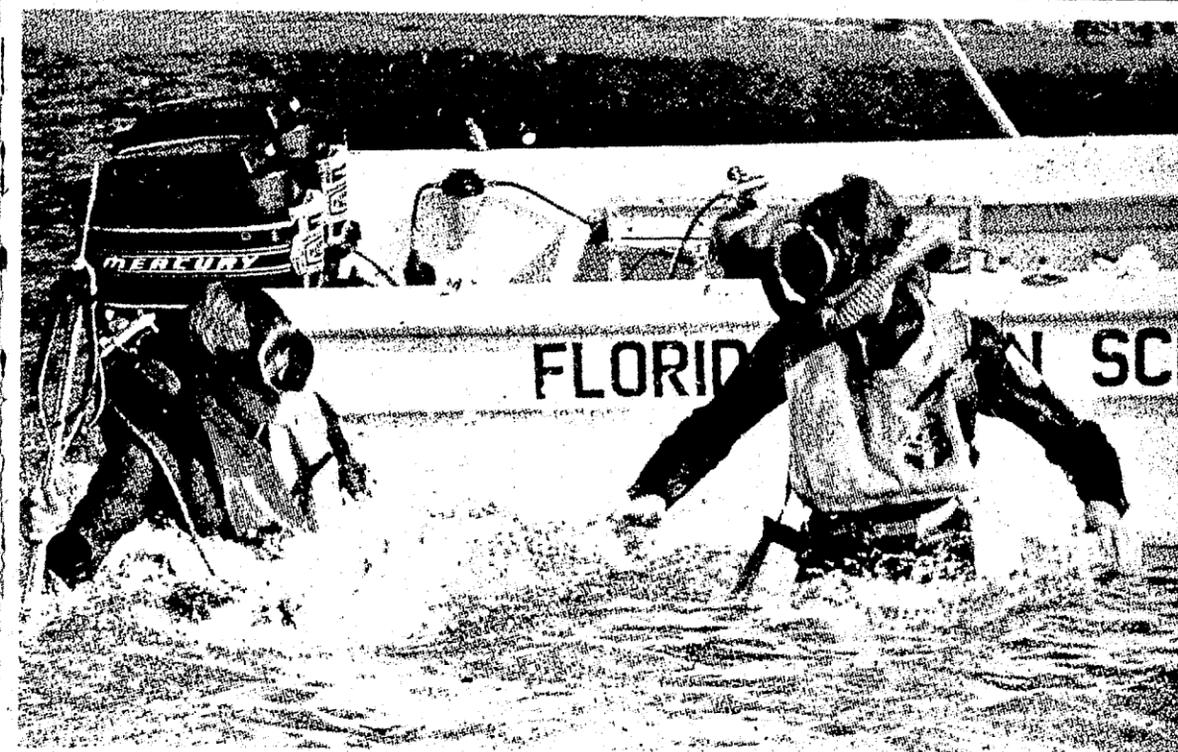
Last group explored Keys

"The boys did a lot of exploring, artifact hunting, swimming and fishing," Rosof said. "Pictures were also taken, and various wildlife identified."

The first group began at Stuart, through Lake Okeechobee, to Fort Myers, where the second crew met the boats. They cruised the Ten Thousand Islands to Big Pine Key, where they were met by the third crew. The last group explored the Keys and returned to FOSI headquarters in Deerfield Beach.

"The project had many benefits," said Rosof. "One of the major ones is the process of education has to be coordinated with a goal. Ours is to make these boys part of society. They have to succeed at something because in the past they've always failed. They were able to pit themselves against nature, do pollution studies, and learn to live with the environment. They also had to plan head for meals and camp sites."

The greater part of the FOSI program is financed through donations. Mercury Outboard Motors supplies engines and all maintenance.

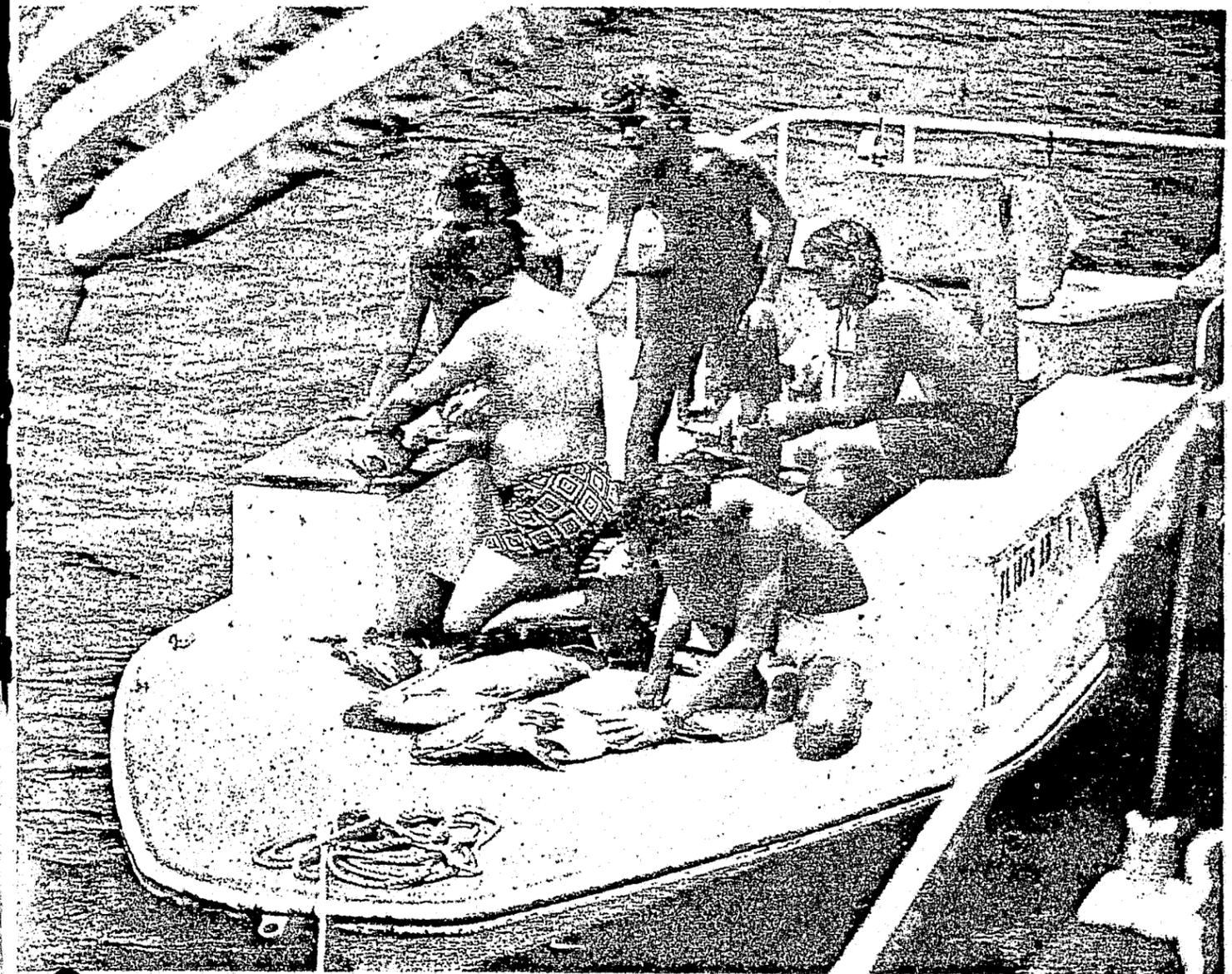


TEENS in the FOSI program explored 500 miles of Florida by water, camping along the way and compiling a pollution report including pictures, charts, graphs, tables and detailed text.

(Color Photos by Ralph Weinlaub)

The Palm Beach Post-Times

WEST PALM BEACH, FLORIDA, SUNDAY, MAY 30, 1971



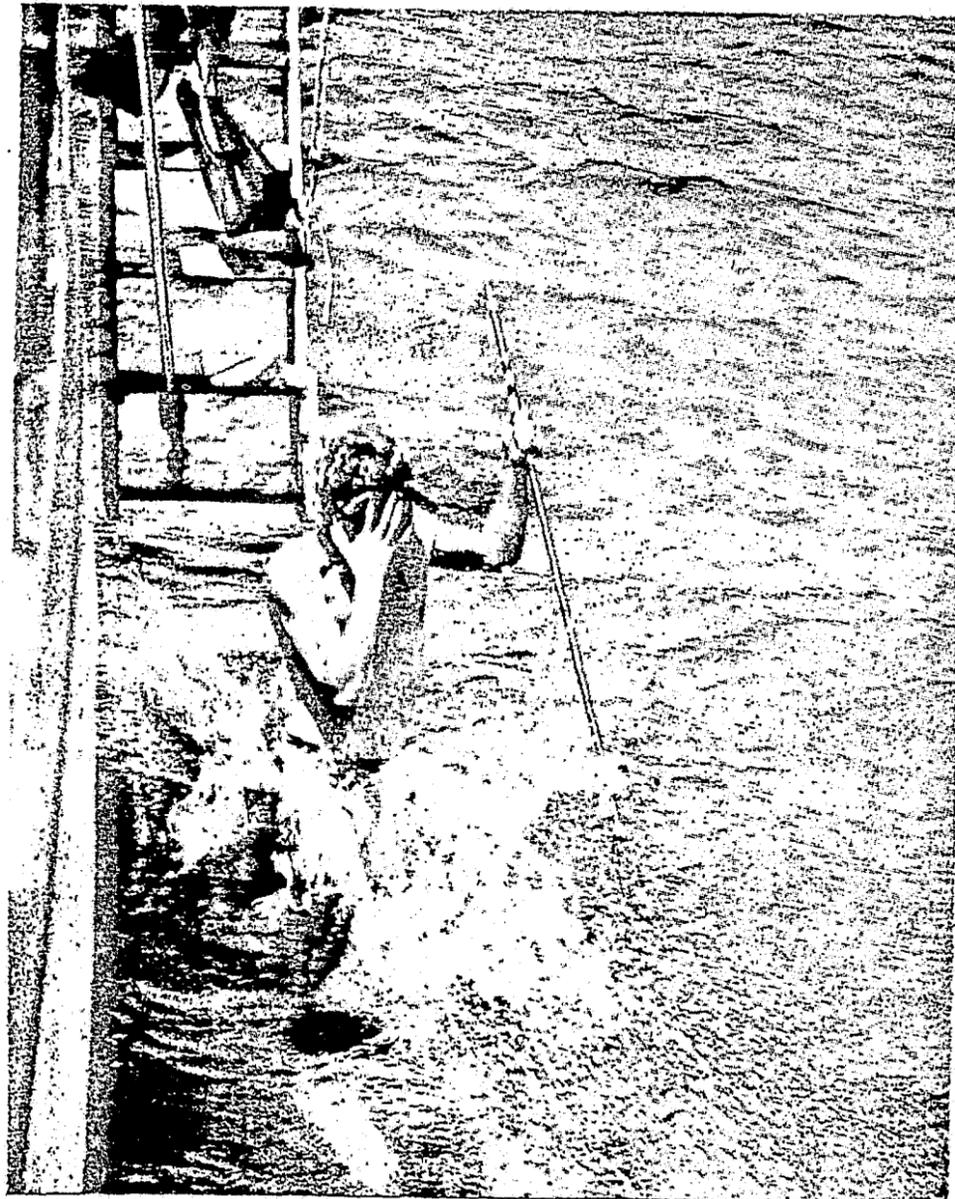
Staff Photo by Dick Donovan

THE MESSY PART — A successful day on the water closes with the cleanup chores. Taking part in the day's outing were (from left background) John Humphrey, Danny Daigle, Bill

Buttermore and Lenny Gradwell. Working on the fish is Florida Ocean Science Institute counselor Dean Snider.

The people at Florida Ocean Science Institute refer to the trip as a "training cruise," but there is no real effort to hide the fact that it is basically a fun trip when . . .

Boys Take To the Sea



"Where Else Could I Learn How To Scuba Dive?"

It's Basically Fun When the Boys Take to the Sea

Chuck's nine-month term ended when Buccaneer docked in Fort Lauderdale. But he hasn't left the group. He's stayed on at FOSI to work in the center's photographic lab.

With the northbound Gulf Stream bucking a headon wind, the 10-hour overnight voyage was not to be a pleasant one.

"You better tie yourself down judge, or you're gonna land in the ocean."

The warning came from Mike McCleary, one of the dozen FOSI students huddled in their sleeping bags on the boat's aft deck. He was chiding Judge Radis. Although he had a stateroom below, Radis — as he did throughout the cruise — preferred to sleep on deck with the boys.

"That's okay, Mike. I'm not worried. If I go in I know you'll come in after me, right?"

"We better tie you down, judge," came another voice from the mound of bodies. "We don't want to lose no judge. Who'd ever believe it was an accident?"

And so it went through the night as Buccaneer — guided by its determined student crew — zig-zaged her way to Elbow Cay on the Cay Sal Bank, some 75 miles south of the Florida Keys.

Besides the judge, and a Post reporter, the guest list included Boynton Beach physician Dr. Robert Smith and Jimmie Vandergriff and John White, both staff counselors for the Florida Division of Vocational Rehabilitation, a state agency which provides much of the money for FOSI's operation.

The cruise ship is a barn-like vessel with accommodations for the captain and a crew of five in the forward section and three large staterooms under the after deck. The two sections are divided by a lounge just a bit smaller than a ballroom. She was built about 20 years ago for multimillionaire Cornelius Vanderbilt.

According to FOSI staffers, the boat had only one other owner before it was donated to the institute in January.

Of the 24 passengers making the Gulf Stream crossing that first night, only four escaped the misery of sea sickness. For those wretched souls draped over the leeward rail, it was a long night and no way to start a pleasure cruise.

But morning brought clear, blue skies and calm, crystal-clear waters. The discomfort of the previous night was forgotten in the rush to ready for the first dive of the trip.

Because of the uncertain condition of the sea-battered crew, the meals were light for the first day. Dry cereal and fruit for breakfast, coldcuts for lunch and barbecue sandwiches for dinner. It was the least inspiring menu of the trip.

Between meals, all the passengers — with the exception of Capt. Ray Eaton, Judge Radis and Bernhard, a FOSI student who holds a part-time job as mate on a charter fishing boat — were out on the Cay Sal bank diving for lobster and fish.

The judge, no diving fan, packed along his fishing tackle and was determined to get his catch by more traditional means. In spite of help from Ken — and later encouragement from the other boys — the judge was having little success.

Radis, because of his experience and involvement with boys in trouble with the law, became a cruise favorite and was later voted the most popular guest.

Perhaps one thing that endeared Radis to the boys was that if ever there was a man who looked less like a judge — juvenile or otherwise — it was this bouncy, twinkly little man with the black handlebar mustache and the flower tattoo on his inner thigh.

"Hey, man! You really a juvenile judge?" one doubting 15-year-old prodded when he spied the tattoo.

"That I am," Radis assured. "Why? You don't like judges?"

"Naw! It's not that . . . It's just that I never saw a judge smile as much as you do."

Rap sessions between the guests and the boys were planned for each evening after dinner. But they were dropped in favor of spontaneous sessions throughout the day.

"We try to pick guests that the boys can relate to," says Jerry Soderquist, a 30-year-old counselor who joined FOSI earlier this year. "We like them to be with men who have achieved some degree of success in their particular fields — to let the boys meet them on other than a business basis. They see these men are regular guys and it shows them what they can do if they try."

FOSI is headquartered in the Cove Shopping Center in Deerfield Beach. It's headed by Bob Rosol, a good-natured, soft-spoken man who really does give a damn about the boys and what they do and learn at FOSI and he'll spend the day touting the merits of his program and lauding the determination of the boys.

It cost \$3,100 to send a boy through the nine-month program. A few of the present 42 students are on FOSI scholarships. But the majority of the boys are backed by various rehabilitation agencies.

According to Soderquist, about 100 boys have graduated from the center since the program was launched about 20 months ago.

"Only one boy has dropped out," he says. "And that was so he could go back to high school."

Because the cruise was, in truth, a fun trip.

the chores necessary in keeping Buccaneer shipshape and fit to live on were kept to the bare minimum. The morning deck and cabin cleaning was done as quickly as possible — though with its share of good natured grumbling and to get everyone, guests, staff and students, in the water.

These daily work assignments were made by cruise director Ed Harper who, in spite of his job as ramrod, is one of the best-liked by the boys.

"They gripe a little like everyone else. But they do what you ask them to do," the tall, handsome staffer says. "But they came here to have fun, not work. Out here, how can you blame them. I don't want to work either."

Thursday, everything was better. It started with sausage and eggs for breakfast. Then the water became calmer, the lobster and snapper-grouper take soared and a group of students decided if the judge didn't get his fish by Friday afternoon they would catch a live grouper and sneak it on his hook. The boys' plan — though it proved unnecessary — had Soderquist elated.

Before the boys could carry out their scheme, Radis latched on to a dolphin and, later, a few barracuda and the judge was all smiles.

"This is what we have been trying to do," Soderquist explained later. "Give the boys a new and better set of values — some feeling for other people. This thing they wanted to do for the judge, sure, it's small — but it's them reaching out and giving of themselves. It shows they are sensitive to other people. They like the judge. They know how much a big fish meant to him on this trip. They wanted to make sure he wasn't disappointed. We're really reaching these kids. It's beautiful. Really beautiful."

That night, Capt. Eaton moved the boat to the western point of the island, which is little more than a long slab of gray rock poking up from the banks.

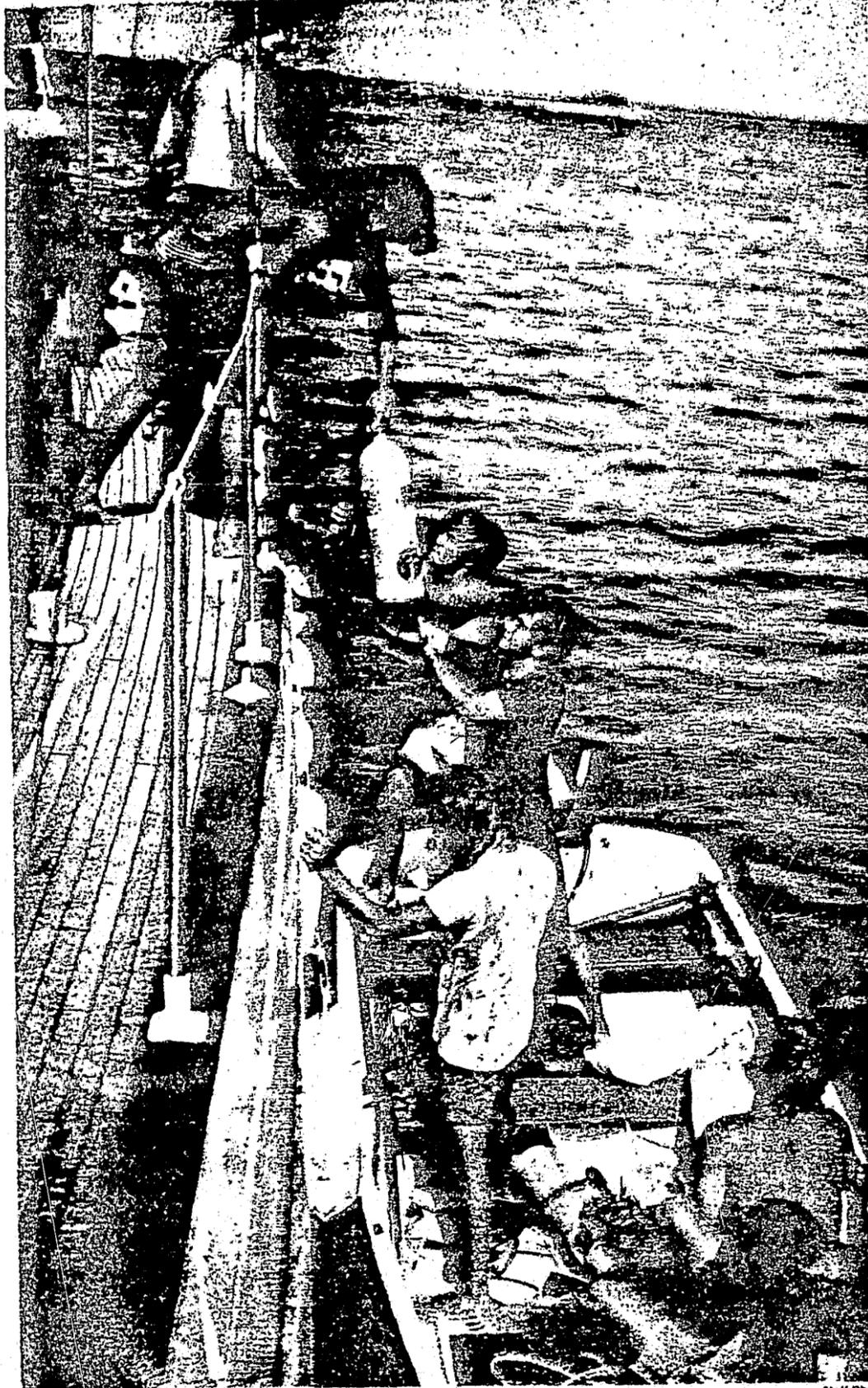
But it has an abandoned lighthouse and a few crumbling stone houses left over from World War II days when the island was a lookout station. The lighthouse and the ruins long have been the nesting place of the island's only permanent inhabitants — the sea gulls.

But someone hinted there was a grave there and, combined with the lighthouse and the ruins — plus the possibility that a blowhole would uncover an underwater pass to the heart of the rock slab — that was all that was needed to spark the boys' feeling for adventure.

By noon the next day, a group of the boys returned with this report:

The lower section of stairs was missing from the lighthouse, but the top could be reached in a

By DICK DONOVAN
Post Staff Writer



The two-masted motor-sailer "Buccaneer" — her sails furled and her twin diesels humming steadily — tried to climb above the wave angling in on her starboard bow.

But as the white-maned sea moved in, the boat faltered, the wheel off to port as the Gulf Stream current won its battle with the wind.

In the wheelhouse, a student sailor; his eyes straining to penetrate the darkness of the night, struggled to bring the sleek, 90-footer back on course.

Seated in the shadows beyond the glow of the compass light, a skilled instructor watched the boy's progress. Soon, the youth would swap places with another boy standing watch on the pitching deck outside. After a 30-minute stint at the wheel, they would be replaced by two other students.

These were the first few hours of a five-day training cruise for 14 members of the Florida Ocean Science Institute (FOSI), headquartered in Deerfield Beach. The boys, their five counselors and five guests began the voyage in Marathon. It was Tuesday, May 18. The cruise would end the following Sunday in Fort Lauderdale, Buccaneer's permanent port.

The cruise is what the people at FOSI like to refer to as a "training cruise," but there is no real effort to hide the fact that it is basically a fun trip for the boys, most of whom entered the program after a brush or two with juvenile authorities.

Their crimes ran from petty larceny and shoplifting to armed robbery and auto theft. Almost all have been involved with drugs. Almost all come from broken homes.

To 19-year-old Chuck Clayton, FOSI may have been the one thing that kept him out of jail after serving time in Michigan for a stickup, he and a 26-year-old companion staged in a food store.

"It's taught me things I never knew before," the soft-spoken boy said in one of the impromptu rap sessions during the cruise. "Where the hell else could I learn how to scuba dive and do the things I can do now? It's a great place. It's helped me. I won't be doing anything with a gun in my hand, I know that."

"What do you plan to do when you leave FOSI?" asked Broward County Juvenile Court Judge Richard Radis, one of the guests.

"I'm going back to Detroit for a while," Chuck said. Then, although reading the judge's thoughts, "Not to get into trouble. Just for a vacation. Then I'll try to get into some kind of underwater salvage work. I think I'd like to do that."

hand-over-hand climb up a rope some earlier visitor had left. There was evidence of underwater caves beneath the island, swarming with nesting gulls unhappy with the foot traffic around the little speckled eggs resting in every nook and cranny.

And if anyone was ever to be buried on that slab of stone the job wouldn't be done with pick and shovel. It would take a nuclear blast to open it in that surface.

But the boys did scale the rope — most of them, anyway. The blowholes were linked to the ocean in reachable passages and Elbow Cay proved to be a very popular area to explore.

Nightlife on Buccaneer was more orderly than one had a right to expect with 14 teenagers scurrying about. Long hours swimming in the warm waters no doubt had the boys ready for the 11 p.m. lights out. But in the few minutes after dinner, as the sun was just settling behind the horizon, the boys would sit along the port rail and await nightfall.

"This is my favorite time of the day. Wow! It's really beautiful. The sun looks like a ball of butter melting on the water."

Bill Buttermore, a 19-year-old from Hollywood, made the observation to no one in particular. It was just something he wanted to say.

Buttermore was arrested on a drug charge last year. He was given a choice of rehabilitative

counseling or jail and began a series of group rap sessions with other drug abusers.

"I didn't get much out of the rap sessions. They helped with my personal problems as far as it went. Then I got three years probation and came here in February. It gives me something to do in the daytime when I've got a lot of time. I could get a job, but then I'd have money in my pocket and that might not be too good for me."

He admits he was still using drugs while attending the rap sessions. "But I've been clean since I came here."

Now, three months after coming to FOSI, Buttermore could sit on the deck of a boat miles from civilization and look at the sunset and enjoy it.

"I never knew the evening could be so cool."

The diving trips produced so much fish and lobster, the menus got a quick revision and seafood was the main dish for the remaining evening meals.

Harper had landed a fair-size sea turtle the first day out. It was butchered with the idea of providing a turtle-steak dinner. But Bahamian law says you must eat all the lobster you take — none can be taken home at this time of the year. With the lockers bulging with lobster, the turtle was frozen and forgotten.

Dr. Smith, who packed in enough medical supplies to stock a small hospital, was kept busy treating minor sunburn problems and coral scrapes and cuts. But there were no serious injuries or ailments to mar the voyage. He was pret-

ty much free to do the underwater filming he came to do.

Saturday's diving activities were confined to the morning and early afternoon, leaving the remaining time before dark to bring the two smaller boats on board and secure the third boat and other gear for the overnight "crossing" to Fort Lauderdale.

No one seemed unhappy with the approaching end of the cruise.

"Hey, man. I'm ready to go home. This is nice — really great. But I only got four cigarettes left."

In spite of his concern, 17-year-old Lenny Gradwell made it back to civilization.

The return voyage — thanks to Dr. Smith's pre-sailing bottle of pills and calmer seas — was a far more enjoyable passage. Although everyone on board, guests included, stood a one hour tour on watch that night, it was a good night for sleeping.

The next morning, Buccaneer was already dodging the outbound fishing boats in the Port Everglades channel and the Fort Lauderdale skyline was shimmering in the morning sun.

Another hour found Buccaneer tied to her berth. Then it took three hours to put the boat back in order.

"This is what we have been trying to do. Give the boys a new and better set of values — some feeling for other people."



The Return of the Dropouts

By Bruce Robinson

"THESE KIDS first came to me to see if they could be of help with our work here at the Institute. They didn't want pay. They just wanted to be around the sea."

Bob Rosof, president of Florida Ocean Science Institute (FOSI) in Deerfield Beach, was referring to a group of kids, between 15 and 18, who had shown up at his office one June day a year ago. School was out for the Summer.

There are always plenty of chores connected with the Institute's business; willing helpful hands were welcome. Soon the teenagers were involved with beach erosion problems, water sampling, and pollution surveys—all of which required boat handling, swimming, diving, and other ocean-oriented skills.

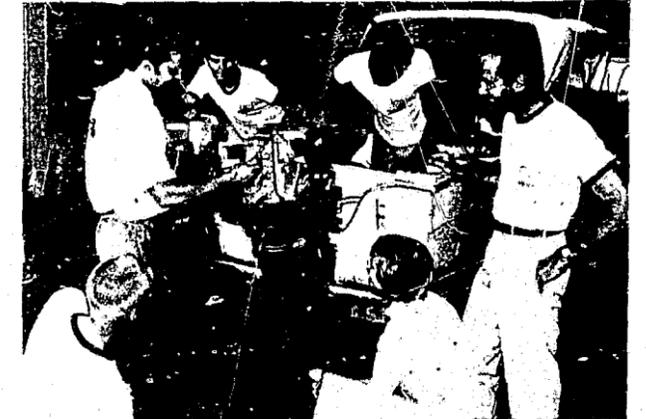
Shortly after the boys had joined FOSI, an old sailing buddy, Frank Orlando, visited Bob. He was fascinated by the genuine enthusiasm the kids showed for oceanography and the eager way they were sopping up valuable knowledge. Orlando, a judge in the Juvenile Court for Broward County, thought Bob's program might provide an opportunity to help rehabilitate some of the troubled high school age boys who were brought before him.

"Right then things began to click in earnest," Bob said. "Within a few months I had over two dozen boys who had, in one way or another, come up against the law. Judge Lewis Kapner up in Palm Beach County sent me nine in one batch."

FOSI hired some technical people and professional oceanography instructors. A 9-month curriculum for Marine Technician Training was begun with Ed Henderson as Director. One major marine engine manufacturer, Kiekhaefer Mercury, got interested in these kids and promptly offered not only to provide outboard engines for the FOSI boats but

the other crises, we solved it with the building of self-respect; what head shrinkers call self-esteem."

The unique reasons why this learning process was working at first was hidden from everybody. No one seemed aware of the tremendous power of the sea. These boys had dropped out of high school—an easy 9 to 3 schedule. How



Engine class gets pointers from expert at Kiekhaefer Mercury.

come they would now get up at 6 a.m. and work a tough 12-hour day—for no pay? Somehow, for them, learning had become a burning desire instead of a drag.

"We had no guide to use. We tried credit cards. I don't mean like American Express or Diners' Club. We give a boy a stiff course in, say, life saving; then an exam. Those passing the exam are issued a card in Life Saving with their name on it. This is a short-term goal. The boys can keep their enthusiasm at a high rate for the short term to achieve this card. The long-term drag for most achievement is one way our educational system is failing. When students finally reach a goal, if they do, it doesn't really mean a thing to them. These boys are already school dropouts. They could drop out of here too, but they don't. Why? Because we keep them so busy they have no time to fool around. Come with me."

Bob walked me down the street to the main school building. Here I saw fifty-odd people, students and teachers, milling around. It was lunchtime, the one time in the day when all personnel are in one place at the same time. Bob showed me around. He proudly pointed out the work being undertaken; slyly nudged me and pointed at a blackboard full of algebraic equations. In the next lab were rows of glass tanks containing hundreds of marine species. Tapping the side of one of the larger tanks, Bob said it's one of the first things a boy learns to make here: a glass fish tank. He pointed out the slabs of thick plate glass.

Occasionally, as we passed from one lab to another, Bob would grab a young fellow by the hand and say: "My name's Bob Rosof. You're new here. What's your name? Tom? Well, I hope you like it here, Tom, and if there is anything you don't understand, just ask, okay?" and we would go on to another workshop.

The long blond curls on some, the "far out" dress and bare feet were reminiscent of earlier seafaring young men. Jim Hawkins, famed cabin boy in Stevenson's "Treasure Island," had a strikingly similar appearance. Yet, what did



Obvious concentration, belies boys' past histories as dropouts.

also to give marine engine service training at the firm's Ft. Lauderdale technical shop for two days each month for all FOSI students.

"Our courses develop some basic personal qualities," Bob explained. "Take pride, for example. These boys had no pride at all when they came here. They didn't care how they looked, what they wore, or how they spoke. Profanity was quite a problem. We have six or eight young lady secretaries working here and we just couldn't have these boys' foul-mouthing around—and yet, their vocabulary was natural to them. Gradually we've changed this and, like many of



Two Divers Search The Ocean Floors For Hiding Lobster

Staff photos by Dick Donagan

Motivation, pride, and the healing touch of the sea are rehabilitating "lost" high school boys in Florida

Hawkins know about the carburetor of a 75 hp engine? Could he take a bearing with an RDF? The intelligent use of technological miracles by these FOSI students is an incredible phenomenon when we recall the FOSI kids refer to high school as "a bad trip."

While Bob and an instructor were occupied with a particular problem at one end of the equipment shed, I wandered around alone and asked the boys some questions. What did FOSI need more than anything else? Have you any friends who would like to join FOSI? What are you going to do when you graduate from FOSI? In the main, the boys were friendly (I haven't been to a barber shop in two years!) and their answers fairly uniform. FOSI, to them, is the greatest thing in their lives. It needs money to grow on. It needs a building big enough to hold as many boys as want to come. Yes, everybody wants to come to FOSI. Most want jobs in oceanography.

In another ten minutes the place was empty except for one lone lone technician making salinity tests of some water samples in the lab. All had climbed into buses, trucks, cars, or dune buggies and with their "gear" had "gone to class." I looked around. One whole wall was a blackboard with names of all students, their assignments, and that important heading "Credit Cards" which now meant something to me. I noted the smudged out check-mark after two of the boys' names and saw a corresponding pair, isolated, under "Penalty."

There were charts of various groups and their progress. Some were making studies of currents off a seabed "tower" near Pompano Inlet; another group was building a new underwater tower 100 feet tall. Others gathered pollution data at various levels and distances from shore. Diving credit cards were required for all these courses.



Demonstration of the filling of air bottles to be used in diving.

Motor mechanics is a large class and the most popular, Bob said. The boys know they can easily get jobs in this line on the outside and they are eager to learn all they can. Some boys have taken to taxidermy, taught by one of FOSI's black instructors. The skills required to make a prize catch look sleek and lifelike again are highly rewarded in south Florida by tourists who want to take home the proof of their prowess as fishermen.

The navigation course includes a lot of history, geography, mathematics, and some algebra. FOSI instructors also make sure the boys learn the rules on marine electronics; Ohm's Law is as vigorously applied here as are the practical laws of underwater work. Computing the amount of air a man needs at a certain depth brings into use Boyle's Law, Charles' Law, Henry's Law, and the Archimedes Principle. Within a month of arrival at FOSI, the new student has usually taken and passed a souped-up version of the U.S. Power Squadron examination, Bob declared.

Broward County Public School Board has made a special arrangement which allows the boys to take high school



Students study navigation and the use of course protractor.

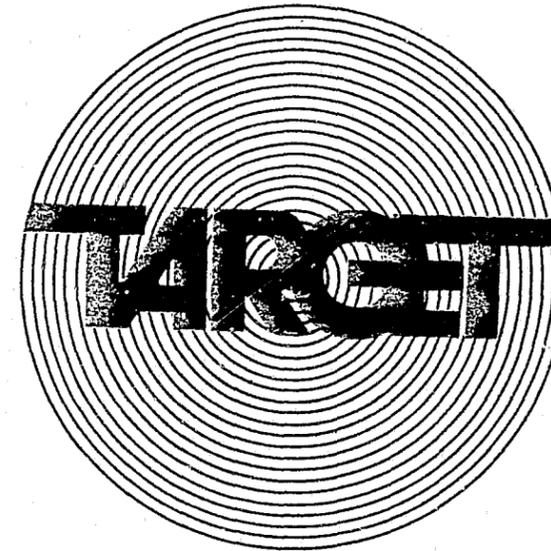
equivalency tests and thereby receive credit toward a high school diploma for their FOSI courses. This arrangement is to be implemented for the 1970-71 school year.

FOSI is a non-profit organization that depends on a mixture of government and private industry funding, but, as Bob Rosof puts it, "without the generous donations from individuals, we couldn't make it. People give us money because they can see we don't waste a penny in frills of any kind. For example, we have only one airconditioned classroom—and that's used for exams only." People donate their boats to FOSI. This can be a double benefit—it not only helps the institute but the donor often discovers that he has realized a greater profit from tax savings than he would have in outright sale.

When asked about the future, Bob was quiet for several minutes. Looking at the framed letter of commendation from President Nixon that shares the wall space with mounted marine specimens and pictures of Bob's own five grinning children, he said: "Well, a little over a year ago, the FOSI staff consisted of just five people. Today it's up to 22 and we have 46 students. I really can't say that we have any more organized plans for the future now than we did have a year ago—the Good Lord just keeps on showing us the way. Who knows, maybe He wants us to have our own school building—on a special location by the seashore—instead of renting stores in a shopping center. Or maybe He'll send us a benefactor who'll donate a bunk house and kitchen so we can keep these kids overnight. Think what a benefit if the boys didn't have to return each night to the whacked-up environment which sent them into Juvenile Court in the first place. †



International
City
Management
Association



Bulletin of
"Successful" Projects
Funded by the Law
Enforcement Assistance
Administration

March/April, 1973
Volume 2, Issue 2

Setting Sail for Rehabilitation

For many juvenile delinquents, life is an arrest record, a bad environment, failure in school and a negative attitude toward himself and society. For those involved with the Florida Ocean Sciences Institute (FOSI), however, life is

learning to build boats, sail, navigate through the Caribbean, repair ship motors, skin dive, and stuff and mount fish. The result is a continuing growth in self-confidence born of daily achievements.

FOSI was founded in 1969 to turn around the lives of young people caught in a failure cycle, through involvement in ocean-related activities. Starting with one program site in Deerfield Beach, Florida, the program now includes four sites with 130 to 150 young men in the program at any one time.

To enter the program, an offender is referred by the Florida State Division of Youth Services, the State Division of Vocational Rehabilitation, school authorities, or parents. The youth undergoes screening and psychological testing administered by the University of South Florida. If accepted, he enters for a 30-day evaluation period. At the end of one month, each youth meets with FOSI staff to discuss his outlook and progress. As a result of this discussion, the evaluation period may be extended, the youth may be dropped, or he may be accepted as a full member of the nine month program.

FOSI has three paramount objectives:

1. To reduce or eliminate the recidivism of the participants and reverse their anti-social behavior.
2. To encourage further academic and vocational training with the hope that each member will re-enter the public school system or enter another area of advanced training upon completion of the program.
3. To assist each participant in developing a wide range of employable skills.

This Issue

Florida: Setting Sail for Rehabilitation
California: The Police Function Without Policemen
Illinois: Successful Approach to Ex-Offender Employment
ABA: New Publications: Criminal Labels that Stick
Police Foundation: Opening Criminal Justice Jobs to Women
Missouri: Reality House Helps Offenders Face Society
Illinois: The Case for Cosmetics
Maryland: Take-Home Police Cars Proven Cost-Effective
Wisconsin: Inmates Do It Themselves
LEAA: New Publications: Police Personnel Guidelines

Each student participates in a rigorous academic/work program that stresses the relationship of learning to the real world. The curriculum exposes students to a wide variety of subjects relating to both problems of working at sea and non-ocean occupations.

The academic and vocational work includes sailing, diving, boat maintenance and repair, navigation, oceanography, communications, mathematics, and lifesaving. The motor mechanics course is perhaps the most popular, because the young men know they can easily get jobs with this skill after leaving FOSI. The navigation course incorporates an examination of history, geography and algebra. FOSI instructors make sure their students are well aware of the rules of marine electronics; for example, Ohm's Law is as rigorously applied here as the practical laws of underwater work. Computing the amount of air a man needs to survive at specified depths brings into use Boyle's Law, Charles' Law, Henry's Law, and the Archimedes Principle. Still others concentrate on taxidermy, developing the skills required to make a prize catch look sleek and lifelike for the successful fisherman visiting the Florida waters.

The classroom activity is based on a point system. Points are earned on the basis of academic improvement and achievement. The number of points earned determines eligibility for recreational activities and field trips, which are the most eagerly sought after and savored experience of the entire program.

The cruises vary from a few days to a week or more. They occur periodically throughout the year and take the students to exotic ports in the Florida Keys and the Caribbean. It is on these voyages that the students implement knowledge gained in the classroom. One highlight of these trips occurs when the young men don their diving gear and explore the mysteries of the sea. During the trip, intensive small group discussions take place between the students and the staff, examining the causes of their problems and means of overcoming them.

Starting and operating a program of this magnitude required extraordinary effort from Robert Rosof, President of FOSI. His involvement began when a judge in Fort Lauderdale, who was a personal friend, asked Rosof to take two youngsters who were wards of the court aboard his

Target is published bi-monthly by the International City Management Association (ICMA), 1140 Connecticut Avenue, N.W., Washington, D.C. 20036. Its primary function is to disseminate information on successful criminal justice projects. ICMA publishes Target, conducts Leadership Seminars on Law Enforcement, and provides technical assistance on criminal justice problems to localities under a grant from the Law Enforcement Assistance Administration. ICMA is a grantee together with the National League of Cities/U.S. Conference of Mayors, and the National Association of Counties.

Editor: Laura Crites
Contributors: Raymond Lee
Claire Rubin
Project Secretary: Diana Brown

boat. FOSI now has classrooms and sea-going vessels in Deerfield Beach, Pinellas County (St. Petersburg), Tampa, and Jacksonville. Through Rosof's determination and ingenuity; wealthy individuals, local governments, and corporations have donated ships and other facilities making the FOSI program possible. Cost of this program including all administrative, maintenance, and training costs, is about 4,000 per person. Funds needed to underwrite the expenses come from federal, state, local and private sources.

The success ratio of this program is remarkable. The dropout rate for those who pass from provisional to full membership in the program is only 2 to 3 percent. At the end of the nine months, a graduation ceremony is held; and almost without exception, the young men either obtain jobs or go back to school. Recidivism for the approximately 300 juveniles who completed the program is less than 10%. As Rosof said, "The project has many benefits. One of the major ones is the process of education . . . coordinated with a goal. Ours is to make these boys part of society. They have to succeed at something because in the past they've always failed. They . . . pit themselves against nature and learn to live with the environment."

For further information, contact: Robert A. Rosof, President, Florida Ocean Sciences Institute, 1605 S.E. 3rd Court, Deerfield Beach, Florida 33441. Telephone: (305) 399-8445.

The Police Function Without Policemen

Simi Valley, California, a fast growing, recently incorporated California city of 65,000 persons, has adopted a creative new approach to law enforcement. The city discarded the traditional para-military uniform, the highly visible police car, and the regimented, pyramidal structure of traditional police departments. Instead, the law enforcement officers wear blazers; the cars bear only a police light and the inscription "Community Safety;" and the titles of chief, captain, and lieutenant were replaced by civilian labels such as Community Safety Administrator, Supervisors, and Community Safety Officers. The community response has been very favorable, and the relationship between police tradition and military philosophy is on its way to being undone.

Simi Valley is a middle-income, bedroom community, within commuting distance of Los Angeles. The population is unusually young, with 74% of the population below the age of thirty-five. The city has all of the crimes one would expect in such a setting: burglary, robbery, drug abuse, family fights, neighborhood disputes, and barroom brawls. For many years the law enforcement function was contracted out to the Ventura County Sheriff's Office. However, the community population expanded 80% in the

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A Non-Profit Education and Research Organization

1605 S. E. 3RD COURT
DEERFIELD BEACH, FLA. 33441
PHONE 399-8445 AREA CODE 305



CASE EXAMPLE

This is the story of John, an 18 year old Caucasian male, a former resident of Miami and a former severe delinquent. This is an example of what can be done by a thoroughly dedicated, deeply interested staff. It is a true story, not atypical of the type of boy attending Florida Ocean Sciences Institute. It is also atypical of the success seen in most rehabilitative programs. Here is the story.

John is a tall, muscular, handsome, young man who from the start was able to relate in a friendly, polite, if not superficial fashion. He had attended 9 grades of formal school. John's family life was quite unstable with marital difficulties prominent for many years. John's mother is an extremely nervous and hysterical person. Marital problems finally culminated in a divorce and by the marriage by the mother to a man who was totally unable to relate to John's increasing adolescent problems.

John had a five year history of anti-social activities involving runaways, truancies, breaking and enterings, auto thefts, and larcenies. After attempts to rehabilitate John in a local children's home failed, he was incarcerated in the Marianna Boy's School where he spent time in solitary for non-adherence to rules.

John was a chronic underachiever in school despite an intelligence quotient of 112.

A psychological evaluation described John as a poorly controlled youngster with a low anxiety and frustration tolerance level. When faced with anxiety and frustration he became stubborn, negativistic, oppositional and pre-occupied with egocentric need fulfillment and appeared to have little capacity to work toward long term goals. He had intense feelings of inferiority and ineffectuality. It was not felt in late 1969 that John was amenable to any therapy.

John entered the FOSI program in May of 1970. John's adjustment was as expected, poor during the initial first few weeks and by the end of July John had received three unsatisfactory reports and was in jeopardy of being dropped

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from the program. It was felt, however, by John's staff advisor that there was a spark of hope based on a blossoming inter-personal relationship. It was known that home problems were causing much of the trouble and the involvement of drugs was complicating matters. In a joint meeting with other professionals and John, it was decided to try to find a more tenable living situation away from Miami. This was accomplished and John moved in with a middle-aged widow with sons of her own. Intense counseling was utilized based on an ever-increasing trust between John and his advisor. John was invited on weekend diving trips and also invited to participate in other normal family events. Slowly John's attitude started to change. He was placed in temporary charge of a scientific project and did an admirable job. His attributes were emphasized constantly and he was obviously encouraged by success. His use of drugs slowed down and finally ceased. He became in his final weeks at FOSI a model student involved and trusting of the staff's efforts to modify his behavior. During his final month at FOSI, the staff counselor took John for an interview with the personnel manager of a large company conducting research in the Bahama Islands. John not only accepted the job but the limitations imposed. He cut his hair to acceptable style and his mode of dress became acceptable to his employer.

John has been employed for 4 months now and progress reports from his employer indicate he is a fine worker, well trained, and one creating no problems. He writes regularly to his mother, his "foster mother," and his staff advisor. We consider him rehabilitated.

There are many other such examples. There are also a few failures, but the successes far outweigh the failures, and that is what Florida Ocean Sciences Institute is all about.

CASE EXAMPLE

Larry is an engaging, friendly 18 year old who attended Florida Ocean Sciences Institute from February of 1970 to November of 1970. He was a referral from the Division of Vocational Rehabilitation, based on his inability to adjust to any scholastic setting despite average intelligence. He tried and failed a number of vocational training programs. Larry dropped out of school after finishing the 10th grade and was academically retarded in reading and mathematical skills.

Larry came from a family of 5 siblings ranging in age from 14 to 28. The parents were divorced 12 years ago and Larry resided with his mother. Larry ran away from home and school on a variety of occasions and eventually the Juvenile Court was involved. Larry viewed his mother with respect and admiration but viewed his father as a rather hostile, cold individual. Records indicated he was a rather heavy drinker who sometimes became angry and abusive.

Psychological evaluation showed Larry to be a relatively normal adolescent and one who could benefit from a vocational program which interested him. He did have many problems regarding his small physical stature and actually appeared to be much younger than his stated age.

During Larry's 9 months at FOSI there was much progress noted. While during his first few weeks he appeared quiet, lonely, and withdrawn, through counselling efforts of all concerned and acceptance by his peers Larry began to develop emotionally and physically. His progress reports showed significant improvement in both skill level and attitude. At the completion of his formal training he was placed in an OJT situation working with the FOSI boat program. For a brief period of time prior to his 18th birthday, Larry worked nights as a cook in a local restaurant. Shortly after his birthday he was placed by the FOSI staff in an interview situation with a large company doing research in undersea weaponry and accepted a job as a seaman. He is currently employed by this company, earning a good living in a job with a future. Hopefully he will complete his high school program in the future.

We consider Larry rehabilitated.

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1605 S. E. 3RD COURT
DEERFIELD BEACH, FLA. 33441
PHONE 305-2445 AREA CODE 305



CASE EXAMPLE

Don is a 17 year old Negro youth, athletically built and engagingly polite. He was born in Miami Beach, and between the ages of 4 and 15 was shuttled between his father in Boston and his mother and stepfather in Miami. Home and school life were chaotic and Don describes his relationships with his stepfather as "pitiful". Despite the fact that Don was reared in a middle-class home, the frustrations and anxieties of his traumatic living experiences resulted in a history of delinquent behavior at age 13. Between the ages of 13 and 17 Don's life was a series of anti-social acts resulting in incarceration and court appearances.

It was during one of his last appearances that he was referred to the Dadefield Try Center, a special project of the Florida Division of Youth Services, which was the starting point for a drastic change in this young man's life. As Don states, "Dadefield put my messed up head back in place. I always thought society was bent but Dadefield showed me it was me that was the bent one."

From Dadefield Don came to Florida Ocean Sciences where he has become a top student. The change in Don's attitude is evidenced by the motivation of getting up and catching a bus at 4:30 in the morning in order to arrive at FOSI by 8:00. Don leaves FOSI at 4:00 and heads for Dadefield for evening group sessions. Don has goals; he would like to work in the area of research or in training other people to learn what he is learning -- a vocation with a future and a way to put his head together.

4778 N. W. 5th Court
Plantation, Fla. 33313
November 11, 1971

Florida Ocean Sciences Institute
1605 S. E. Third Court
Deerfield Beach, Fla.

Dear Sirs:

Thank you so much for sending a copy of your NEWS FLASH - it was interesting to me to see what the boys are doing, and I have forwarded it to my son, Dodge, so that he will have a chance to keep up with who is where and what is going on.

Incidentally, he has completed his basic training, and is now well into the second phase - Advanced Individual Training. We are hoping he can get home for Christmas, but as yet, nothing definite on that.

For any of those who would like to contact him, his address is as follows:

Dodge Haley
Company C 7th Battalion AIT Brigade
U.S. Army Armor Center
Ft. Knox, Kentucky 40121

Please keep me on your mailing list - I am most interested in the wonderful work you are doing with these boys; FOSI was a turning point for us, for the better.

Sincerely,

A handwritten signature in cursive script that reads "Nannette L. Haley". The signature is written in dark ink and is positioned above the typed name.

Nannette L Haley

Florida Ocean Sciences Institute
1705 S E 3rd Court
Deerfield Beach, Fla. 33441

Gentlemen:

We wish to thank F.O.S.I. and their instructors for giving our son, William Buttermore, the opportunity to attend their classes.

We visited F.O.S.I. on several occasions during Bill's schooling and always found the instructors and personnel more than willing to sit down and discuss our sons progress.

Our sons learning of Skin Diving, Scuba Diving, First Aid, Life Saving, and Boat Handling at F.O.S.I. has done him a world of good and has even changed his way of thinking in general.

Again let us thank you and your instructors for giving our son the opportunity to attend your institute. We can recommend it very highly to anyone who might be in the same circumstances as we.

Thanks again
Mr. & Mrs. B.R. Buttermore
250 N. 69th Way
Hollywood, Fla. 33024

NATIONAL



FEDERATION OF INDEPENDENT BUSINESS

150 West Twentieth Ave., San Mateo, California 94402, TELEPHONE: (415) 341-7441
HOME OFFICE: SAN MATEO, CALIFORNIA; LEGISLATIVE OFFICE: WASHINGTON, D. C.

WILSON S. JOHNSON, President

HARRY H. BURGE
Division Manager
2554 S.W. 30th Terrace
Fort Lauderdale, Florida 33312

February 26, 1972

Mr. Gerald A. Soderquist
Director of Rehabilitation
Florida Ocean Sciences Institute, Inc.
Deerfield Beach, Florida

Dear Sir:

This will add to the opinion expressed in the brief note attached to your questionnaire.

Just how deeply we appreciate the many kindnesses and much consideration you and your associates extended to my son, young Harry is almost impossible to express in mere words but for what it may be worth I'll try.

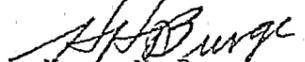
There cannot possibly be anything ^{else} in the way of human endeavour that could have interested him enough for him to have followed through on. What you taught him, under most trying circumstances, was enough to snap him out of his lethargy and give him some interest in becoming a man. While there is no panacea for the kind of troubled mind he, and others like him, had and have...Mrs. Burge and I feel that for him your courses and aims were the answer. We surely hope that it can turn out as handsomely for many, many others. It is at least ONE ray of hope for at least some of our troubled young men of today.

Your patience and thorough understanding of these troubled kids cannot be over estimated or adequately compensated. I'm as sure as I'm sitting here that without what your people offer, Harry would today be still wandering and wondering---physically and mentally. Now he seems to have some purpose and some aims of an honorable stature...he has been working steadily and gives all promise of continuing to do so...and becoming a responsible and responsive person.

He even talks of getting more schooling and then going on to college and seeking a degree that can apply to his future....in all likelihood in oceanography, I certainly hope so.

Again you and your associates are to be heartily commended and certainly congratulated. With this note there comes my best wished for a long and continued effort in these same lines. Let me again offer what ever help you might feel that we can give to you and to your F.O.S.I. associates.

Very sincerely yours,


Harry H. Burge

Mrs Connie Powers McNeess
1213 N.W. 18th Ct.
Ft. Lauderdale, Fla. 33312

February 21, 1971

President Richard Nixon
The White House
Washington, D.C.

Dear Mr. President Sir:

Permit me to express my sincere gratitude for the Florida Ocean Science Institute organization my son Buster Powers is so privileged to be a part of. Buster is a prime example of the gratifying results of this valuable program.

Every mother's greatest desire is some measure of success for her children. My dissolution over the repeated failures in my attempts to channel this boy toward any form of progress seemed insurmountable. His regression was gaining what appeared to be hopeless proportions.

The degree of pride and enthusiasm I feel at this point is equal to my previous disappointment. Buster's revived interest in so many areas of endeavor, his eagerness to participate and achieve. His new set of values, and goals for the future, are the direct result of his participation in this program.

All the credit is due to the patient understanding, & sympathetic effort so generously offered by the counselors & instructors at

F.O.S.I.

My sincere gratitude is beyond expression

Mrs. C. Powers McNeess

Mr. Robert J. Beauf
Florida Ocean Science Institute, Inc.
1625 N. E. 1st Ct.
Dunedin Beach, Florida

Dear Mr. Beauf:

I am writing to you to tell you of the progress of my son, Buster, since he left your school.

As you may recall, Buster was sent to F.O.S.I. in June of 1970. He had been through the Florida Vocational Rehabilitation Program, having graduated from high school in June, 1970, but, like so many other boys, he had no skills and managed to get in trouble with the law.

Buster liked F.O.S.I. right away. He had been a small child, which was not large for his age. However, at the time he was in the program, he was in his mind and he proved that the staff of the program was right. Buster had never been a strong student and he had been diagnosed with a life-long learning disability. He was particularly good at math. He was advised by F.O.S.I. to go to the University of Florida in Gainesville in the fall of 1970.

When Buster was so interested in the study of Oceanography, one of the F.O.S.I. instructors encouraged him to go to the University of Florida in Gainesville to study Oceanography. He was very interested in the study of Oceanography and he was very interested in the study of Oceanography. He was very interested in the study of Oceanography and he was very interested in the study of Oceanography.

Buster was very interested in the study of Oceanography and he was very interested in the study of Oceanography. He was very interested in the study of Oceanography and he was very interested in the study of Oceanography. He was very interested in the study of Oceanography and he was very interested in the study of Oceanography.

Thank you very much for the help and support that you have given to me and to my son, Buster. I am very grateful to you and to the staff of F.O.S.I. for the help and support that you have given to me and to my son, Buster. I am very grateful to you and to the staff of F.O.S.I. for the help and support that you have given to me and to my son, Buster.

Robert J. Beauf

LAW OFFICES

MORSE, BEYER, MORINER & TRAYER

6000 NORTH UNIVERSITY DRIVE

FORT LAUDERDALE, FLORIDA 33313

WILLIAM ALLEN MORSE
GERALD BEYER
ROBERT H. MORINER
E. C. TRAYER

TELEPHONE 972 8920
AREA CODE 305

February 28, 1972

Robert Rosof
Florida Ocean Science Institute
1605 S. E. 3rd Court
Deerfield Beach, Florida

Re: Blair Morse

Dear Sir:

I am writing to let you know of the progress of my son, Blair, since his graduation from FOSI.

On Monday of last week, Blair started working for the University of Florida, assisting in a survey involving the ocean. Blair was thrilled at the prospect of working in his chosen field. Needless to say, without his 9 months of schooling at FOSI, he would never have had the opportunity.

In addition to acquiring at FOSI work skills connected with the ocean, Blair gained from FOSI even greater attributes, the feelings of worthiness and accomplishment. When Blair started at FOSI he was without desire, without aim, without purpose and without that absolutely necessary ingredient of life, self-esteem. During his tenure at FOSI, Blair gradually developed a sense of worthiness. As he progressed in his schooling and achieved success after success, he gained self-esteem. At the time of graduation and now, Blair possesses confidence in himself and in his ability to perform effectively in his work. For this, I thank FOSI.

I have every belief and confidence that Blair will go much further in his acquisition of knowledge about the ocean and what it means to mankind. I believe that without the friendly attention given to Blair by the FOSI faculty, he would not have the desire to do so.

Prior to and at the time of his entry into FOSI, Blair was quite a heavy user of drugs. As he progressed at FOSI, I sensed that his use of drugs diminished and I have the feeling that his present participation is minimal, if it exists at all.

February 28, 1972

Robert Rosof
Deerfield

My son Blair is a helluva guy and I attribute
some part of his being so to FOSI.

Thank you for what you have done for us.

Sincerely,



William A. Morse

WAM:cb

WALTER L. HURT, M. D.
25 NORTHWEST FOURTH AVENUE
DELRAY BEACH, FLORIDA
CRESTWOOD 6-4881

106 NE 7th Ave.

December 27, 1972

Robert Rosof, Director
Florida Ocean Science Institute
1605 S. E. 3rd Court
Deerfield Beach, Florida 33441

Dear Mr. Rosof,

Just an expression of appreciation from Nancy and I for
opening a door of vision for our son, Jeff.

Since his graduation from FOSI, Jeff has assumed a new
posture and attitude towards living; a compassion for
others which is truly a credit to your institute.

It is indeed a pity that similar stories could not be
proliferated through audio visual medium, i. e., television,
movies, which would dramatize what we feel is a truly
dedicated effort to bring youthful misdirection back in-
to the mainstream of life.

Thank you.

Sincerely,

Dr. & Mrs. Walter L. Hurt
Dr. & Mrs. Walter L. Hurt

P. S. An interim report indicates that Jeff is doing
well in his job as assistant SCUBA instructor with Norine
Kouse, Inc., in Riviera Beach.

THE ASSOCIATED MARINE INSTITUTES

MONOGRAPH

Prepared by: Bureau of Research,
Statistics, and Planning
Florida Division of Youth Services

The Florida Ocean Sciences Institute (FOSI), a non-profit, tax-exempt educational and research organization, has developed an exciting and innovative program for assisting delinquents to change their attitudes about themselves and society and for teaching them skills with which to live and work successfully in our society. Between 40 and 50 boys are enrolled at a time in the Marine Technical Training Program. The program revolves around the ocean; the ocean is a tool to capture the boys' interest and inagination and to stimulate their desire to learn. Training includes courses in water safety, first aid, marine construction, marine biology, chemical oceanography, navigation, diving techniques, photography, mathematics, and career planning. One or two-day trips are a part of the training as well. At regular intervals, one-week cruises are scheduled which enable youngsters to test out their newly-learned skills.

FOSI began its program of helping "failures" in September 1969. Using a "learn by doing" approach, with sympathetic staff, clear behavioral limits, and "reality therapy", the program has been eminently successful. Of 202 boys who have completed the program since it was initiated, 69% may be considered complete successes, in that they are now working full-time, are in the service or are back in school. Four are presently in college. From the first program site in Deerfield Beach, FOSI has grown to four sites and is now part of a federation called Associated Marine Institutes which has an average daily enrollment of between 130 and 140 boys.

Youngsters may be referred to the Marine Technical Training Programs by the Division of Youth Services, the Department of Vocational Rehabilitation, school authorities, or parents. Each youngster must have a personal desire to work in, on, and under the water, be between the ages of 15 and 18 and of average intelligence, and possess at least a 6th grade reading and math ability. An appointment is made for the youngster to come, preferably with his parents, to see the school and be tested for both academic achievement and psychological development. Afterwards a youth must contact the Institute himself if he is interested in attending. If he is accepted, he is enrolled for a thirty-day evaluation period. At the end of the evaluation period, a conference is held with the staff and the youth to discuss his progress and to determine if he and the program are suited to each other. From this discussion, a youth may be dropped from the program, he may be accepted as a regular trainee, or, if necessary, the evaluation period may be extended. If the youth is accepted, a contract is drawn up between the trainee and the Institute.

The contract is structured to include training objectives: expected achievement in diving, seamanship, lifesaving, ocean science, first aid, and electives, and personal goals in the areas of family relationships, behavior in the Institute, drug use, and legal involvement. Each trainee takes part in setting his own goals and agrees to work to meet them. On its part, the Institute agrees to provide the trainee with program opportunities, counseling as needed, and assistance in developing realistic academic

and/or vocational plans upon completion of the program. Goals for each trainee are reviewed on a regular basis and may change as the trainee develops in the program.

Each Institute has three primary aims:

- 1) To reduce or eliminate recidivism among participants in the program and to develop in them personal habits which are more socially acceptable.
- 2) To encourage further academic or vocational training, so that youngsters will enroll in the public school system or other training for advancement upon completion of the program.
- 3) To assist each participant in developing a wide range of employable skills.

To achieve these aims, the selection process includes a complete medical and psychological evaluation. This does not mean that only "easy" participants are selected. Youngsters in the program have been involved in a wide variety of crimes which include drug use, breaking and entering, and armed robbery. (See Table I below for a sample of background offenses of trainees at Tampa Marine Institute.) Individual goals are set for each trainee. The results have been that only nine of the graduates and ten of those who were accepted into the program but did not graduate have had any further legal problems. This represents a recidivism rate of only 13%.

TABLE I

Legal History of Tampa Trainees

	<u>Number</u>	<u>Percent</u>
Violation of rules of probation	2	8
Assault: aggravated	5	2.1
Assault: all except aggravated	9	3.8
Burglary: breaking & entering	69	29.6
Auto theft: unauthorized use	1	.4
Auto theft: all except unauthorized use	18	7.7
Larceny: grand	23	9.9
Larceny: petty	30	12.9
Weapons: possessing firearms	2	.8
Violation of drug laws: narcotic	4	1.7
Violation of drug laws: except narcotic	1	.4
Aiding and abetting	2	.8
Accessory after the fact	1	.4
Disorderly conduct	3	1.3
Vandalism	3	1.3
Shoplifting	6	2.5
Traffic	2	.9
Trespassing	2	.8
Forgery	1	.4
Truancy	1	.4
Possession of alcohol	1	.4
Violation of curfew	7	3.0
Ungovernable behavior	6	2.5
Runaway	35	15.0

Available records on 28 boys in March 1973 from the Division of Youth Services and Hillsborough County Juvenile Court indicate a total of 233 offenses, or 8.32 offenses per child.

The Program

Classes at the Institutes are structured to improve the student's confidence, his self-image, and his ability to accept responsibility. Every class is a counseling situation where the instructor may turn the conversation from Boyle's Law to someone's family problems.

From his first day in the program, the student's interests and abilities are channeled into activities which will be success situations. Every effort is made to assist him to develop realistic goals for personal, social, academic, and vocational areas. A 1-7 instructor to trainee ratio ensures that each boy will receive a high degree of personal attention.

The curriculum includes a wide variety of topics with approximately a 50-50 ratio of classroom to field activities. It may be viewed as a liberal arts program in vocation training. Basic courses include Red Cross First Aid, Skin and SCUBA Diving, Water Safety, Marine Science, and Seamanship. Remedial courses in mathematics, reading, and GED (high school equivalency test) preparation are offered, as well as electives in salvage techniques, photography, and marine maintenance. After completing the basic program of courses, a student may elect an area of

concentration. These "specialty areas" include: Marine Technician skills, Marine Maintenance, Seamanship--which includes advanced training in preparation for the Coast Guard Captain's License, and Diving--advanced NAUI certification in preparation for commercial diving. After completion of the AMI programs, which generally require nine months, the youngster is qualified for marine-related employment; or, because of the broadness of the training, employment in some of the more traditional fields as well.

After being enrolled in the FOSI program for thirty days, trainees may register to attend the Broward County Adult Education Center for courses leading to a high school diploma. A youngster in this program attends classes from 9:00 a.m. to 11:30 a.m. Monday through Thursday and returns to FOSI in the afternoon for vocational classes. Up to six credits towards the high school diploma may be earned for taking FOSI classes if trainees are concurrently enrolled at the Adult Education Center. Similar possibilities also exist in each of the other AMI programs.

There are at present four Associated Marine Institutes, funded in part by the Division of Youth Services. Florida Ocean Sciences Institute is located in Deerfield Beach and serves both Broward and Palm Beach Counties. Tampa Marine Institute is located in Tampa, Pinellas Marine Institute is in St. Petersburg, and Jacksonville Marine Institute in Jacksonville. The marine training programs within each institute are set up to provide a variety

of services to youngsters under the supervision of the Division of Youth Services using marine educational and research programs as the vehicle for providing them such services. These studies have included ecological studies in relation to pollution, salvage operations, hydrographic surveys, beach surveys--including erosion research. All four programs, while independent non-profit corporations, with separate Boards of Trustees, are supervised via contract by a management team from FOSI.

TABLE II

Number of DYS Clients Served By
AMI Programs During Fiscal 72 - 73
Through June 6, 1973

Florida Ocean Sciences Institute	95 (12 months)
Tampa Marine Institute	58 (12 months)
Pinellas Marine Institute	43 (9 months)
Jacksonville Marine Institute	<u>32</u> (6 Months)
TOTAL	228

During Fiscal Year 72-73, 228 youngsters in these four communities were served by these programs. Trainees enter the program as vacancies occur, and leave when their goals in the areas of training, attitude and behavior have been accomplished. Usually, this requires from six to nine months of participation in the program. Primarily these are day programs, with the exception of overnight trips with counselors and instructors, and week-long training cruises aboard the large training and research

vessels of the Institute. These trips are invaluable in stimulating staff/student involvements. Quite often guests accompany the youngsters in these trips and then there is the opportunity to talk with judges, attorneys, and other professionals in an informal, easy setting.

Most of the trainees live at home with parents, foster parents, or other relatives. A few of the students are, for short periods of time, living in County or State halfway houses or institutions. Several of the Institutes have been given the use of group home facilities which can accommodate six students and a supervisor. These group homes are used by students in the programs who would otherwise have to live in adverse home situations.

Cost-Effectiveness

In cost terms, the Marine Institutes appear to be very cost-effective. The major capital investment--the boats--have been donated. Many boat owners have found it can be more economical to donate their boat to a tax-exempt Institute than to sell it outright. More boats could be utilized and the Institutes are quite willing to take donations. As to the motors: a private firm, Mercury Outboard Motors, has been supplying engines and all maintenance as a donation. Since the Institutes are essentially a day program, there are no expenses for beds, linens, food, or for resident supervisors. Youngsters bring their own lunch or lunch money.

There are some operating expenses, such as special buses which pick up the youngsters in the morning and take them home at the end of the day. There are also the usual costs of staff salaries, office and teaching supplies, etc. The money to run the Institutes comes from a variety of sources which include the State of Florida, the County in which each Institute is located, the Federal Government, and private contributions. It has been estimated that the cost to the State is about \$13.00 per student per day. This compares favorably with the rate in Group Treatment facilities (\$14.22 per student per day in FY 1971-72) which are also community-based.

The FOSI program has been in existence for four years. The other Institutes are comparatively new, and little follow-up data is available on their trainees. Therefore, the follow-up data will consider only the program in Deerfield Beach.

From September 1969 to April 1973, 301 boys ranging in age from 14 to 22 years have been enrolled at FOSI in the Marine Technician Training Program. Of these, 45 are presently enrolled in the program. 54 who were enrolled did not achieve training status, due primarily to lack of attendance or total lack of interest. Their average attendance was less than one week. Of the 202 trainees who completed evaluation, 140 (69%) are considered successes; that is, they are currently enrolled in school, in the service, or are working full-time. This is a very high rate of success for youngsters who were, previous to their

training, considered dropouts and failures.

The success rate is even higher when we consider only the 109 trainees who were able to remain in the program until graduation. Of these, 86 (79%) are in school, in the service, or working full-time. Only 9 youngsters have had any legal problems since graduation, although 93% had legal records prior to being enrolled in the Institute.

The following table based on data supplied by FOSI compares the current status of those who completed the program and graduated by January 1973, with the current status of those who dropped out before graduation. Aside from the reason of lack of interest, the reasons most often given for leaving the program before graduation were financial problems and returning to school. The success of FOSI's program is illustrated in the table below. Considering those who are now working full-time, we see that 39% of those who dropped out are employed, while 55% of those who graduated are employed, a difference of 16 percentage points in favor of graduates. Similarly, those who graduated are more likely than dropouts to be in school and are less likely to be incarcerated.

Without question, the Marine Technician Training Program offered by the Associated Marine Institutes is a viable alternative to the Training Schools approach. It is community-based; it permits a youngster to remain within the family setting with all of the emotional supports this can entail. It offers youngsters the

chance to grow emotionally and at the same time trains them in skills with which to make a living. It is fairly inexpensive in monetary terms and its extremely low recidivism rate (13%) is unequaled by almost any other program!

TABLE III

Current Status of Trainees January 1973

<u>Status</u>	<u>Did Not Complete Program</u>		<u>Graduated From Program</u>	
	<u>No. of Trainees</u>	<u>Percentage</u>	<u>No. of Trainees</u>	<u>Percentage</u>
Working full-time	28	39%	56	55%
High School full-time	4	6%	7	7%
In armed forces	13	18%	17	16%
In college	2	3%	2	2%
In other training program	3	4%		
Incarcerated	9	13%	4	4%
Legal action pending			1	1%
*Moved from area	6	8%	3	3%
Job hunting	2	3%	7	7%
Other			1	1%
*No information available	<u>4</u>	<u>6%</u>	<u>4</u>	<u>4%</u>
Re-entered FOSI				
TOTAL	71	100%	102	100%
Legal record prior to FOSI	68	96%	94	92%
Cumulative recidivisms	14	20%	9	8.8%
Combined known recidivisms	23	13%		

*Not included in recidivism computations

AGENCY PROPOSED PLAN FOR 1974-80

STATE OF FLORIDA
DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
DIVISION OF YOUTH SERVICES
BUREAU OF FIELD SERVICES

Program Component Numerical Designation and Short Title

02.03.03.04 NON-RESIDENTIAL TREATMENT SERVICES

EXHIBIT F - PART III
INDIVIDUAL PROGRAM COMPONENT PROPOSAL
PLAN 1974-80

Summary Explanation of Agency Request 1974-80:

In fiscal year 1973-74 we are operating four marine institutes. These institutes are capable of training 132 boys. The locations and training slots are as follows. Florida Ocean Sciences Institute - Deerfield Beach - 42, Tampa Marine Institute - 30, Pinellas Marine Institute - St. Petersburg - 30, Jacksonville Marine Institute - 30.

In fiscal year 1974-75 we plan to open four additional marine institutes throughout the state to provide more openings for boys in this excellent alternative rehabilitation program. Each institute will be able to train 30 boys at a given time.

In fiscal year 1975-76 we plan to open the final three marine institutes, each of which can train 30 boys at a given time. This will provide us with one marine institute in each of our eleven DYS regions.

The Bureau anticipates no expansion of the marine program in 1976-1980. The cost of the program will decrease to a base cost of 13.70 per child per day in 1975-76 and will remain at that level through 1980.

LEGISLATIVE BUDGET FOR 1974-75

EXHIBIT D - PART IV-A
DETAIL OF EXPENDITURES

STATE OF FLORIDA
DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
DIVISION OF YOUTH SERVICES
BUREAU OF FIELD SERVICES

Program Component Numerical Designation and Short Title

02.03.03.04 NON-RESIDENTIAL TREATMENT SERVICES

TYPE OF CHANGE

FOR IMPROVED PROGRAMS

X

FOR NEW PROGRAMS

The 1973-74 Budget provides for a full year operation of four marine institutes providing placement for 132 boys. We are requesting four more marine institutes, each having 30 training slots, for 1974-75. Suggested locations are Panama City, Daytona Beach, Miami, and Sarasota. These institutes will be phased-in during the year. The cost per child/slot per month is estimated at \$470.17.

Marine institute #1 - July 1 -	\$169,260
Marine institute #2 - Sept. 1 -	141,050
Marine institute #3 - Nov. 1 -	112,840
Marine institute #4 - Jan. 1 -	84,630
	<u>\$507,780</u>

The cost per child/slot per month will be reduced after the complete phase-in has been accomplished due to lowered overhead cost and because start-up costs are required in the first year of operation. The programs are operated under individual program and management contracts with the Associated Marine Institutes.

STATE OF FLORIDA DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES DIVISION OF YOUTH SERVICES BUREAU OF FIELD SERVICES	LEGISLATIVE BUDGET FOR 1974-75 Program Component Numerical Designation and Short Title 02.03.03.04 NON-RESIDENTIAL TREATMENT SERVICES	EXHIBIT I - PART I PROGRAM CHANGES TYPE OF CHANGE FOR IMPROVE PROGRAM <input checked="" type="checkbox"/> FOR NEW PROGRAMS <input type="checkbox"/>
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NARRATIVE JUSTIFICATION STATEMENT:

In 1972-73 we contracted for four marine institutes providing placement for a total of 132 boys. Three facilities have thirty boys each and the other facility has 42 boys. The success of the program is shown by the low recidivism ratio of 13.0%. In 1973-74 we anticipate approximately 325 boys will be served by the Marine Institutes.

Our request for 1974-75 is for 4 additional institutes, bringing our total to 8. The cost of the program is decreasing also. This is due to better management procedures and the stability of fixed costs in relation to the increasing number of boys. The cost savings this year will be \$2.17 per child per day reducing our cost per day to \$14.04. This increase in number of institutes will allow us to work with 480 boys in a program which provides us with alternative placement for delinquent boys. The success of the Associated Marine Institutes (AMI) under the direction of Mr. Bob Rosof is nationally recognized. The program is motivating for young boys and provides them with educational credits as well as vocational training. The boys are highly employable upon graduation and the achievement motivational factor which many of them experience spurs many to pursue higher educational goals of high school, jr. college, and universities.

EXPENDITURE SUMMARY	AGENCY REQUEST	GOVERNOR'S RECOMMENDATIONS
SALARIES AND BENEFITS:		
OTHER PERSONAL SERVICES:		
EXPENSES:	\$507,780	
OPERATING CAPITAL OUTLAY:		
TOTAL: ALL APPROPRIATIONS	\$507,780	
SOURCE OF FUNDS:		
GENERAL REVENUE	\$507,780	
TRUST		

STATE OF FLORIDA
 DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
 DIVISION OF YOUTH SERVICES
 BUREAU OF FIELD SERVICES

LEGISLATIVE BUDGET FOR 1974-75

EXHIBIT D-PART III

Program Component Numerical Designation and Short Title
 02.03.03.04 NON-RESIDENTIAL TREATMENT SERVICES

SUMMARY EXPLANATION OF EXPENDITURES

TO CONTINUE CURRENT PROGRAMS	Agency Request		Governor's Recommendations	
	Detail	Totals	Details	Totals
EXPENSES:				
Estimated 1973-74 Expenditures	<u>744,744</u>	<u>744,744</u>		
TOTAL TO CONTINUE CURRENT PROGRAMS		744,744		

LEGISLATIVE BUDGET FOR 1974-75

EXHIBIT D - PART II

STATE OF FLORIDA
DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
DIVISION OF YOUTH SERVICES
BUREAU OF FIELD SERVICES

Program Component Numerical Designation and Short Title
02.03.03.04 NON-RESIDENTIAL TREATMENT SERVICES

PROGRAM COMPONENT MEASURES

(1) Measure	Actual		Requested 1974-1975				Recommended 1974-1975				
	(2) 1971-72	(3) 1972-73	To Continue Current Programs		(6) For Improved Programs	(7) For New Programs	(8) Total	(9) To Continue Current Programs	(10) For Improved Programs	(11) For New Programs	(12) Total
			(4) Estimated 1973-74	(5) Increase (Decrease)							
NEED:	To provide one marine program for each of the eleven DYS regions for diversified and alternative placement of delinquent youths										
	-	4	4	-	4		8				
EFFECTIVENESS:	1) Total number of boys who enter program.										
	-	321	325	-	325		650				
	2) Percent of boys who successfully complete program.										
	-	51.7%	55.2%		55.2%		55.2%				
	3) Percent of boys who violate probation and/or who commit new offenses.										
	-	13.0%	13.0%	-	13.0%		13.0%				
	4) Percent of boys who either return to school or get jobs after leaving program.										
	-	69.9%	73.5%	-	73.5%		73.5%				
EFFICIENCY:	Cost per child per day.										
		18.30	15.67	(2.17)			14.04				

CONTINUED

1 OF 2

STATE OF FLORIDA
DEPARTMENT OF HEALTH & REHABILITATIVE
DIVISION OF YOUTH SERVICES
BUREAU OF FIELD SERVICES

LEGISLATIVE BUDGET FOR 1974-75
Program Component Numerical Designation and Short Title
SERVICES

EXHIBIT D - PART I
PROGRAM COMPONENT IDENTIFICATION
AND EXPENDITURES

02.03.03.04 NON-RESIDENTIAL TREATMENT

DESCRIPTION: A special non-residential program for adjudicated youths to develop personal traits which would allow them to enter an occupation in a normal and productive manner. Specifically, the purpose is to develop a wide range of occupation skills which would be useful in many areas of marine science. Programs are established and carried out at waterfront locations and on board ship.

OBJECTIVE: To provide treatment and training for disadvantaged youth in an atmosphere conducive to develop the greatest potential for success.

(1)	Actual		Requested 1974-1975				Recommended 1974-1975				
	(2)	(3)	To Continue Current Programs		(6)	(7)	(8)	(9)	(10)	(11)	(12)
	1971-72	1972-73	(4) Estimated 1973-74	(5) Increase (Decrease)	For Improved Programs	For New Programs	Total	To Continue Current Programs	For Improved Programs	For New Programs	Total
EXPENDITURES											
Salaries and Benefits											
Other Personal Services											
Expenses		688,788	744,744		507,780		1,252,524				
Post Processing Services											
Operating Capital Outlay											
Special Categories											
Grants and Aids											
Fuel Products											
Dent Service											
Total, All Appropriations		688,788	744,744		507,780		1,252,524				
Positions											

Source of Funds											
General Revenue			691,005	53,739	507,780		1,252,524				
Federal Aid:											
Title IV-A 13-703 Aid to Families with Dependent Children		688,788	21,871	(21,871)			-				
L.E.A.A. Grant #16-502			31,868	(31,868)			-				
Total, All Sources		688,788	744,744	-0-	507,780		1,252,524				

CONTRACT
BETWEEN THE
FLORIDA OCEAN SCIENCES INSTITUTE, INC.
AND THE
STATE OF FLORIDA
DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES
DIVISION OF YOUTH SERVICES

CONTRACT

BETWEEN FLORIDA OCEAN SCIENCES INSTITUTE, INC. AND THE STATE OF FLORIDA DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES - DIVISION OF YOUTH SERVICES. This contract is entered into on the last day of July, 1973, between the State of Florida, Department of Health and Rehabilitative Services, Division of Youth Services, hereinafter referred to as the Division, and Florida Ocean Sciences Institute, Inc. hereinafter referred to as the Provider.

WITNESSETH:

Whereas, the State of Florida, Department of Health and Rehabilitative Services, Division of Youth Services, by authority granted in Chapter 959, Florida Statutes, administers service programs for children with behavioral disabilities and:

Whereas, the Division wishes to purchase certain of such services from Provider as it is authorized to do under the Administrative Agreement Between the Division of Family Services and the Division of Youth Services,

It is in consideration of the mutual undertakings and agreements hereinafter set forth, agreed between the Division and Provider as follows:

I. The Provider agrees:

A. Community to be Served.

To provide in the counties of Broward and Palm Beach the services hereinafter to be described, for a maximum of 42 Division clients at any one time.

B. Services to be Provided.

To provide the services described in the narrative description of the Florida Ocean Sciences Institute, Inc. which is attached hereto and

2. That Provider shall comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000c) in regard to employer or applicants for employment.

3. That Provider shall comply with Title VII of the Civil Rights Act of 1964 (42 USC 2000e) in regard to employer or applicants for employment.

4. It is expressly understood that upon receipt of evidence of such discrimination, the Division shall have the right to terminate said contract.

5. That Provider shall include these Civil Rights Act requirement in all approved subcontracts.

G. Indemnification.

That Provider shall act as an independent contractor and not as an employee of the Division in operating the aforementioned services. Provider shall be liable, and agrees to be liable for, and shall indemnify, defend, and hold the Division harmless, for all claims, suits, judgments or damages arising from the operation of the aforementioned services during the course of this agreement.

H. Advisory Services.

That Provider shall establish mechanisms to utilize advisory services of clients, their families or representatives.

I. Insurance.

That the Provider shall comply with the provisions of the Motor Vehicle Financial Responsibility Act, Chapter 324, Florida Statutes, 1969, and that such coverage will include public liability, property damage and uninsured motorist coverage as defined in said act. Provider shall also comply with the Florida Automobile Reparations Reform Act of 1971.

1. Hull Coverage on water craft and motors (outboards) shall be all risk coverage on an actual cash value basis.

2. Inboard Coverage (i.e., all boats other than outboards) shall obtain an all risk coverage upon an agreed value subject to an agreed deductible.

3. Protection and Indemnity insurance for captain and crew shall be purchased. The limit of said liability shall be \$100,000 and \$300,000. Medical Insurance Payments shall be provided in an amount not less than \$1,000. per person per occurrence.

II. The Division agrees:

A. Consultation.

To furnish consultation and technical assistance to the Provider.

B. Method of Reimbursement.

That subject to the availability of state and federal funds, the Division will reimburse Provider \$470.17 per child/slot per month. Payment will be made on the basis of monthly invoices submitted in quintuplicate or other method agreed upon by the parties.

III. The Division and Provider mutually agree:

A. Effective Date.

1. The effective date upon which purchase of services under this contract shall begin shall be on the 1st day of July, 1973.

2. This contract shall cover a period of one (1) year from the effective date of the contract.

B. Termination.

This contract may be terminated by either party by thirty (30) days prior notice in writing to the other party. Said notice shall be mailed by certified mail.

C. Availability of Funds.

This contract is subject to the availability of state and federal funds to finance the same and to the successful operation of the aforementioned program being offered in accordance with its terms.

D. Grievance and Fair Hearing Procedures.

Provider will establish a system through which recipients may present grievances about the operation of the service program. Provider will advise recipients of this right and will advise applicants and recipients of their right to appeal denial or exclusion from the program or failure to take account of recipients's choice of a service and of their right to a fair hearing in these respects. Whenever an applicant or recipient requests a fair hearing, the Division will make arrangements to provide such a hearing through its regular fair hearing procedures.

E. Assignments of Agreement.

Provider shall not assign this agreement without prior written approval of the Division, which shall be attached to the original agreement and subject to such conditions and provisions as the Division may deem necessary. No such approval by the Division of any assignment shall be deemed in any event or in any manner to provide for the incurrence of any obligation of the Division in addition to the total agreed upon price.

F. Renegotiation or Modification.

Any alterations, variations, modifications or waivers of provisions of this agreement shall only be valid when they have been reduced to writing, duly signed and attached to the original of this agreement.

G. Option to Renew.

1. This agreement may be renewed for an additional one (1)

year term commencing at the end of the term provided in Part III, A, 1 of this contract, including such additional terms as the parties may agree.

2. Notice of renewal shall be given in writing to the Division not less than sixty (60) days before the date above written or this agreement shall thereafter wholly cease and terminate.

3. Said renewal is subject to the availability of state and federal funds to finance the same, and to the satisfactory performance of the services under the current contract.

H. Name of Payee.

The name of the official payee to whom the Division shall issue checks shall be Florida Ocean Sciences Institute, Inc.

I. Management and Technical Agreement.

The Provider agrees to purchase technical assistance, program and administrative management from Florida Ocean Sciences Institute, Inc. as part of this contract in order that the Division of Youth Services can assure itself of the complete continuity of the development of services throughout all eleven proposed marine sciences programs.

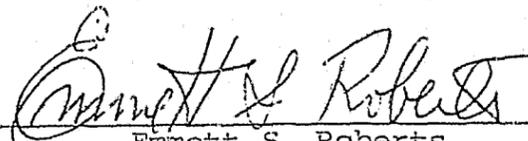
J. All Terms and Conditions Included in Contract.

This agreement contains all the terms and conditions agreed upon by the parties. All items incorporated by reference are physically attached. No other agreements, oral or otherwise, regarding the subject matter of this agreement, shall be deemed to exist or to bind any of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by their officials thereunto duly authorized.

STATE OF FLORIDA, DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES, DIVISION OF YOUTH SERVICES

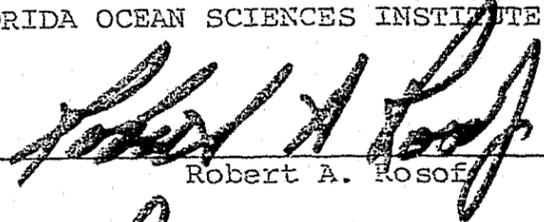
Date: June 25, 1973

By: 
Emmett S. Roberts

Secretary
Title

FLORIDA OCEAN SCIENCES INSTITUTE, INC.

Date: May 24, 73


Robert A. Rosoff


President
Title

ATTACHMENT A

PROGRAM DESCRIPTION

2. To develop in each participant a wide range of vocational skills which will advance the overall career development of each child and enable him to apply this wide range of knowledge and skills in a variety of occupations.

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

PROGRAM DESCRIPTION

Youths will be selected for participation in the Florida Ocean Sciences Institute Program by the Division of Youth Services and will be evaluated for ability and motivation by the Florida Ocean Sciences Institute. Selection will be determined by the service needs of the individual and his desire to participate in the program. Participants must be between the ages of 15½ and 18. They must be functioning at a minimum recorded I.Q. of 90. However, each youngster will be considered individually on the basis of specific criteria. Each participant should have at least a 6th grade reading ability or will be expected to be involved in remedial reading classes as part of his overall program. A participant must be adaptable to working on and under the water. He should demonstrate an initial interest in the marine environment.

Each trainee candidate will be evaluated for a 30-day period to assess his ability to meet these requirements. A staff review will be held at the conclusion of this period and if a positive decision is made by both the staff and the candidate, a written agreement will be signed jointly by the trainee and Florida Ocean Sciences Institute. Upon entry into the program, each participant will receive a complete medical and psychological evaluation through the Division of Vocational Rehabilitation. Individuals with severe assaultive or aggressive behavior patterns will not be considered.

Intensive counseling will be provided by both the Division of Youth Services and Florida Ocean Sciences Institute staff. Florida Ocean Sciences Institute will provide intensive counseling and guided group interaction in close cooperation with the Division of Youth Services. The specific type and degree of counseling for each participant will be prescribed in a case plan which will be developed through a comprehensive assessment of his individual needs. Maximum utilization will be made of all Division of Youth Services' facilities in the Broward and Palm Beach County areas as well as the service of the Division of Vocational Rehabilitation when appropriate. Where appropriate a close working relationship between Florida Ocean Sciences Institute, the Division of Youth Services and the Division of Vocational Rehabilitation will be encouraged.

The Institute's vocational program will provide each participant with the opportunity to develop a wide variety of marine industry related occupational skills. The vocational program will include both classroom and on-the-job training. Specific areas of vocational instruction may include but are not limited to boat handling, seamanship, scuba diving, practical oceanography, elementary practical ocean engineering, drafting, chart reading and interpretation, marine surveying, marine maintenance, and introduction to basic coastal engineering and beach erosion problems. Remedial subject will also be provided as needed to enable trainees to move successfully through the vocational program.

Cruises extending to one week duration will be conducted at intervals of from four to six weeks throughout the program for selected youths. These will enable the participants to reinforce skills learned in the shop and classroom by applying them through

practical experience.

The program is designed to provide a substantial amount of individualized counseling and instruction for each participant. There will be a ratio of one counselor-instructor for each seven trainees. In addition, the training director and administrative personnel of the facility will have a substantial amount of therapeutic contact with the trainees.

The Institute will develop and maintain an active job placement program to assist participants in finding jobs in marine and related industry upon completion of the program. The Institute will work with the Florida State Employment Service, private employment services, government agencies and industry in developing job opportunities for its graduates. The case history of each individual completing the program will be followed for a minimum of one year or longer as part of the evaluation of the program.

HOURS OF OPERATION

Florida Ocean Sciences Institute will operate on a year round basis with trainees entering the program as slots become available and remaining for an average period of nine months. The Institute will operate five days per week, Monday through Friday, from 8:00 a.m. to 5:00 p.m., except as follows:

1. Training cruises will be operated on a 24 hour per day basis and may on occasion be scheduled over week-ends.
2. Holidays will be observed as follows:
 - a. New Year's Day
 - b. Good Friday
 - c. Memorial Day
 - d. Independence Day
 - e. Labor Day

- f. Veteran's Day
- g. Thanksgiving Day
- h. Christmas Day

3. One day each month will be set aside as a staff planning and work day. Trainees will not attend on these days. This policy is consistent with standard school system practices and is necessary because there is not adequate planning time available during the normal training day.

PARENTAL INVOLVEMENT

Parents will be involved in the Florida Ocean Sciences Marine Program through a combination of periodic contacts. The first of these contacts will take place during an initial interview session so that both trainee and parent have a clear understanding of program objectives and philosophies. The parent will secondly be invited to participate in group family situations if conditions warrant and if relationships within the family constellation do not improve. Periodic verbal progress reports will be offered to the parents. Open house sessions will be held for families of trainees at which time objectives and program progress will be discussed. This method has been quite successful in the Florida Ocean Sciences program and there has been a high rate of participation. At all times parents will have benefit of the open-door policy to discuss their sons' progress.

Florida Ocean Sciences Institute shall establish a procedure which will provide clients or their parents an opportunity to present grievances regarding the social services provided. Clients shall be advised of this procedure. If the grievance cannot be resolved through the grievance procedure, the client shall be provided the opportunity of further recourse through the Division of Youth Services' fair hearing process.

The initial staff of the Institute will include a training Director, five instructor-counselors, two assistant instructors, a secretary, and a bookkeeper. Instructors will be kept at an approximate one-to-seven staff ratio to children with the exception of the assistant instructors who will be graduate trainees. Instructors will be chosen according to the following criteria:

1. Ability to relate to and counsel with problem youths as determined by intensive interviewing and screening by the Florida Ocean Sciences Institute Training Director.
2. Ability to teach vocational or academic subjects as required by their speciality position within the training program.
3. Diversification of skills and abilities.
4. Past experience in working with youths.
5. Work experience in their vocational or academic speciality area.
6. Formal teaching experience.
7. Formal counseling experience.
8. Educational qualifications.

Counselor-Instructors will be ranked as follows:

1. Counselor-Instructor I: Individuals who have limited work experience, limited counseling experience, and no formal degree but who in the opinion of the Training Director have the ability to become effective instructor-counselors.
2. Counselor-Instructor Grade II: Individuals who have substantial work experience or a formal degree in their

academic or vocational speciality area and who have no work experience in a program of this nature.

3. Counselor-Instructor Grade II-A: Individuals qualified as above but with a minimum of one year's experience in this or a similar program
4. Counselor-Instructor Grade III: Individuals having three or more years of experience in this or a similar program or individuals with Masters Degrees in a counseling or academic area.

EVALUATION

It shall be the specific goal of the Florida Ocean Sciences Institute to utilize accepted evaluative measures to determine whether or not the specific objectives of this program are being met. This evaluation process should be conducted not only by Florida Ocean Sciences Institute personnel but by an independent research firm solely for the purpose of verifying data and conducting an independent follow-up evaluation program. The program will be evaluated in three basic areas:

1. Adjustment to the Community - Participant recidivism rate will be compared with recidivism rates of other Division of Youth Services' programs and correlated with severity of participant offense. Positive movement of attitude from pre-admission to program completion will also be compared. Recidivism shall be defined as commitment and/or recommitment to State facilities, arrest records, and reappearances in juvenile or adult courts. Follow-up will continue for a minimum of one year, and, if personnel are available for at least five years.

2. Adjustment to Work - Occupational success of participants will be measured by rates of employment in general and specifically in the marine area. Occupational success should be related to success of other training programs of institutional or non-institutional facilities. Factors such as attitude, skill level, stability, promotional ability, and personal appearance will be measured for a minimum of one year, or longer if availability of personnel and funds permits.

3. Adjustment to Continued Academic Training - The objective of encouraging participants to continue their education will be measured in terms of the number who re-enter the public education system or who obtain other advanced training (i.e. vocational, college, on-the-job) and the academic achievement of participants as compared to achievement prior to program admission.



ASSOCIATED MARINE INSTITUTES

1605 S.E. 3rd COURT
DEERFIELD BEACH, FLORIDA 33441
PHONE (305) 399-7937

FLORIDA OCEAN SCIENCES INSTITUTE

Deerfield Beach

TAMPA MARINE INSTITUTE

Tampa

PINELLAS MARINE INSTITUTE

St. Petersburg

JACKSONVILLE MARINE INSTITUTE

Jacksonville

FUTURE FLORIDA LOCATIONS:

Panama City

Pensacola

Daytona Beach

Miami

Sarasota

Tallahassee

Orlando

West Palm Beach

SUMMARY OF FOLLOW-UP INFORMATION

APRIL, 1973

439 boys ranging in age from 14 to 22 have been enrolled in the Marine Technician Training Programs of the Associated Marine Institutes since September of 1969.

137 of these are presently enrolled in the programs.

80 were enrolled in the program but did not achieve training status due primarily to lack of attendance or a total lack of interest. A few were afraid of the water. Average attendance was less than one week.

The remaining 222 trainees successfully completed evaluation and have since graduated or left the program. 70% of these (156) are in a current status which we consider successful, that is working full-time, in the service, or back in school. Four are presently in college.

52% (116) of those completing evaluation remained in the program for an average period of nine months, and graduated having met all program requirements for graduation. Of this group 80% (93) are now working full-time, or back in school, and are what we consider fully successful. 95% of this group had prior legal records and only nine have had any further legal problems. Only four are presently incarcerated.

Of the 106 who left the program prior to graduation, 63 (59%) are now working full-time, or back in school, and we consider these qualified successes. 16% of these actually felt the program in order to return to full-time school, and 22% were forced to drop-out because of family or financial problems which required them to work full-time. 103 of these had prior legal records and only 20 have had any further known problems. Only eleven of these are presently incarcerated. The average length of program participation for these non-graduates was three to four months.

Of the combined groups, over the three and a half year period, 10% have either moved out of state or no current information is available on their status.

The combined known recidivism rate for the program over the three and a half years since its inception is 13%.

FLORIDA OCEAN SCIENCES INSTITUTE, INC.

A Non-Profit Education and Research Organization
 1605 S. E. 3RD COURT
 DEERFIELD BEACH, FLA. 33441
 PHONE 399-8445 AREA CODE 305



SUMMARY OF FOLLOW-UP INFORMATION

APRIL, 1973

301 boys ranging in age from 14 to 22 have been enrolled at FOSI since the inception of the Marine Technician Training Program in September of 1969.

45 of these are presently enrolled in the program. 54 were enrolled in the program but did not achieve training status due primarily to lack of attendance or a total lack of interest. A few were afraid of the water. Average attendance was less than one week.

The remaining 202 trainees successfully completed evaluation and have since graduated or left the program. 69% of these (140) are in a current status which we consider successful, that is working full-time, in the service, or back in school. Four are presently in college.

54% (109) of those completing evaluation remained in the program for an average period of nine months, and graduated having met all program requirements for graduation. Of this group 79% (86) are now working full-time, or back in school, and are what we consider fully successful. 93% of this group had prior legal records and only nine have had any further legal problems. Only four are presently incarcerated.

Of the 93 who left the program prior to graduation, 54 (58%) are now working full-time, or back in school, and we consider these qualified successes. 16% of these actually left the program in order to return to full-time school, and 21% were forced to drop-out because of family or financial problems which required them to work full-time. 90 of these had prior legal records and only 19 have had any further known problems. Only ten of these are presently incarcerated. The average length of program participation for these non-graduates was three to four months.

Of the combined groups, over the three and a half year period, 10% have either moved out of state or no current information is available on their status.

The combined known recidivism rate for the program over the three and a half years since its inception is 13%.

FLORIDA OCEAN SCIENCES INSTITUTE, INC. CUMULATIVE FOLLOW-UP STATISTICS

APRIL, 1973
 (date)

CURRENT ENROLLMENT: In Evaluation 17 In Training 28 Total 45
 Average Age 15

Living Status
 Living with parents 42
 Living with relatives
 Living in foster home 1
 Living independently
 Living in institution 2
 Total----- 45

TOTAL PROGRAM PARTICIPANTS SINCE INCEPTION 301

Length of Participation	Left Prior to Completion	Completed Program
Evaluation Only *	54	0
1-2 Months	21	0
3-4 Months	37	3
5-6 Months	22	9
7-8 Months	8	31
9-10 Months	2	54
Over 10 Months	3	12
Totals (less evaluation only)	93	109

Percentage of Enrollees Completing Evaluation 76%
 Percentage of Trainees Completing Program 54%

*No statistics kept on this group

AGE OF ENROLLEES SINCE INCEPTION

Age	Left Prior to Completion	Completed Program
14	4	0
15	40	28
16	68	37
17	25	28
18	6	6
19	2	7
20-21	2	3
Totals	147	109
Average Age		

CURRENT STATUS OF TRAINEES HAVING COMPLETED PROGRAM

Status	No. of Trainees	Percentage
Working full-time	57	52%
High School full-time	9	8%
In armed forces	16	15%
In college	4	4%
In other training program	1	1%
Incarcerated	4	4%
Legal action pending		
*Moved from area	5	5%
Job hunting	10	9%
Other		
*No information available	3	2%
Totals	109	100%
Legal record prior to FOSI	101	93%
Cumulative recidivisms	9	8%

* Not included in recidivism computations

** Marine related work

CURRENT STATUS OF TRAINEES HAVING LEFT PRIOR TO COMPLETING PROGRAM

Status	No. of Trainees	Percentage
Working full-time	32	35%
High School full-time	7	8%
In armed forces	14	15%
In college	1	1%
In other training program	4	4%
Incarcerated	10	11%
Legal action pending	2	2%
*Moved from area	7	7%
Job hunting	5	5%
Other		
*No information available	11	12%
Re-entered FOSI		
Totals	93	100%
Legal Record Prior to FOSI	90	97%
Cumulative Recidivisms	18	19%
Combined Known Recidivisms	27	13%

*Not included in recidivism computations

**Marine related work

REASONS FOR LEAVING FOSI PRIOR TO COMPLETION

Reasons for leaving	No. of Trainees	Percentage
Lack of Attendance	14	15%
Assaultive Behavior	4	4%
Incarceration	4	4%
Drug Pushing	11	12%
Moved from Area	5	6%
Marriage	2	2%
Financial Problems	17	18%
Full-Time School	15	16%
Family Pressure	3	3%
No Interest	18	20%
Total		

BREAKDOWN OF INCARCERATIONS SINCE PROGRAM INCEPTION

City or county jail-----	15
Detention homes-----	2
State Schools-----	6
Adult Correctional Facility-----	4
Total-----	27

REASONS FOR INCARCERATIONS

Misdemeanor-----	5
Parole or Probation Violation-----	2
Drug related Offense-----	9
Felony-----	11
Total-----	27

CURRENT LIVING STATUS

Married, living independently-----	11
Married, living with parents (relatives, guardian)-----	2
Single, living independently-----	50
Single, living with parents (relatives, guardian)-----	107
Living in institution-----	18
Living situation unknown-----	14
Total-----	202

ASSOCIATED MARINE INSTITUTES, INC.

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PAST, PRESENT, AND FUTURE

JACKSONVILLE MARINE INSTITUTE

Jacksonville Marine Institute, funded by the State of Florida, implemented its Marine Technician Training Program on January 1, 1973. Incorporated as a private, non-profit educational facility, JMI is designed to work with behaviorally disordered youngsters who are in need of rehabilitative services as a positive alternative to incarceration. Its fundamental philosophies and policies were developed through the technical assistance of the Florida Ocean Sciences Institute in Deerfield Beach, Florida. JMI's basic purpose is to serve a client population of male delinquent youths between 15 1/2 and 18 years of age who have had difficulties in making adequate social, legal or academic adjustments. The objectives of the program are:

1. To prepare the trainee for his responsibility to his employer, his community, and his country.
2. To develop in the trainee a wide variety of vocational skills which will allow him to move horizontally across the occupational scale.
3. To provide the trainee with a functional education that would enable him to move vertically up the occupational ladder.

The Institute serves on a direct contract basis with the Florida Division of Youth Services. In addition to funding, the Division of Youth Services also provides referral, liaison, and supplemental counselling assistance to JMI by assigning one of its

youth counselor fulltime to the Institute. As a condition of its State contract, JMI also contracts with Florida Ocean Sciences Institute for management and technical assistance, thus insuring a continuation of the successful principals of operation employed by Florida Ocean Sciences Institute over the past four years.

The months of January and February of 1973 were spent primarily in acquiring a temporary facility and in hiring and training staff. After much searching a temporary location was found at 725 South Main Street and leased from Gulf Life Insurance. Since this building was only to be available until the end of July remodeling was limited to that which would allow the Institute to function effectively. During the ensuing months top priority has been give to the job of finding a more suitable, permanent location. That search is still continuing. Other facilities required by the Institute have been a swimming pool (use of the Hendrick Avenue pool was donated by the City of Jacksonville) and dockage, donated until last month by the Jacksonville Shipyards. JMI is now docking its boats at the City Marina while preparations are being made to provide permanent dockage at the north Jacksonville Shipyards.

The first trainees arrived at the Institute in early February and the Institute reached its peak enrollment level of 30 students during early May. This, thanks to the efforts and cooperation of numerous counselors and supervisors from the Division of Youth Services, and thanks to the tremendous support of the DYS Regional Director, Mr. Jack Porter.

The staff of the Institute includes an Institute Director, Mr. Alan Learch, formerly employed by Florida Ocean Sciences Institute; a Director of Training, Mr. Cedric Payne, also formerly employed by Florida Ocean Sciences Institute; and a total of seven other staff members (instructors, drivers, and secretary) from the Jacksonville area. All instructional staff have received pre-service training at Florida Ocean Sciences Institute, and in-service training is routinely conducted at JMI by the Directors and by DYS personnel.

The Duval County School Board, through the Division of Adult Education, has cooperated with Jacksonville Marine Institute by providing teacher certification for its instructors and by providing additional teachers on a part-time basis to teach remedial reading and math classes. Adult Education has also agreed to provide high school credits for courses taken by students at Jacksonville Marine Institute. All basic courses of the Marine Technician Curriculum have been implemented and plans are being made to begin advance level courses as soon as the students are ready for them. Jacksonville Marine Institute has acquired three boats from Florida Ocean Sciences Institute at minimum cost, and these boats are being used extensively. A 38' Egg Harbor Cruiser is expected to be donated by a Jacksonville resident later this year.

Trainees have thus far participated in trips to Marineland, Disney World, Titusville, the Florida Keys, the Cay Sal Banks in the Bahamas, and to Connecticut to pick up the 40' trowler

received from Florida Ocean Sciences Institute. Enthusiasm for activities of this type continues to run high for both staff and trainees.

In the area of public relations many contacts have been made with members of the greater Jacksonville area to discuss the needs of the Institute, and its trainees, as well as ways in which Jacksonville Marine Institute can further serve the City of Jacksonville. The Institute has received publicity in articles in the Florida Times Union newspaper, and through Channel 12 television. Additional articles are up-coming in Skin Diver magazine, Jacksonville Magazine, and the Sunday magazine section of the newspaper. Channel 12 television is planning a 30 minute documentary, which was filmed during the Cay Sal training cruise.

Much emphasis has been placed on creating awareness and support among yacht brokers and other individuals in the community who are in a strong position to help us solicit donations. This will continue to be a high priority during the coming year.

It is the desire of Jacksonville Marine Institute to begin to expand its services to the City of Jacksonville not only in the social rehabilitation field but also in the areas of marine research and environmental control. Efforts will be made during the coming year to begin projects in these fields which will not only serve the community but will provide additional training opportunities for the youngsters in our training program.

The coming year will bring a need for rapid development of a student job placement program. For this we will seek the cooperation not only of members of the industrial and business community but also the Division of Vocational Rehabilitation and the Florida State Employment Service. In conclusion, I believe that Jacksonville Marine Institute is off to an excellent start. The methods of training which have proven effective in other areas of the state are working well here. The staff has developed very rapidly under the leadership of Alan Learch, and the only thing which seems to be holding us back at the moment is the lack of an adequate facility. Given such a facility JMI should continue to grow in its effectiveness and in the range of services it can provide the community.

Robert A. Rosof
Executive Vice President

TAMPA MARINE INSTITUTE, INC.

1310 SHORELINE DRIVE, HOOKERS POINT
TAMPA, FLORIDA 33605
TELEPHONE (813) 248-5091



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R. Rosof
6/1/73

Cooperation has also been obtained with other agencies including the Hillsborough County School System (Adult Education Certification), the Division of Family Services, and the County Detention Facilities.

TO: Robert A. Rosof, Executive Vice President
FROM: Gerald A. Soderquist, Director, TMI
RE: Program Development Summary, Fiscal Year 72-73
DATE: 6/1/73

Introduction

Tampa Marine Institute, funded by The State of Florida, implemented its Marine Technology Training Program on April 1, 1972. Incorporated as a private non-profit, educational facility, TMI is designed to work with behaviorally disordered youngsters who are in need of rehabilitative services as a positive alternative to incarceration. Its fundamental philosophies and policies were developed through the technical assistance of Florida Ocean Sciences Institute in Deerfield Beach, Florida. TMI's basic purpose for existence is to serve a client population of male delinquent youths between 15½ and 18 years of age who have had difficulties in making adequate social, legal or academic adjustments. The objectives of the program are to: 1) prepare the trainee for his responsibility to his employer, his community, and his country; 2) to develop in the trainee a wide variety of vocational skills which would allow him to move horizontally across the occupational scale; and 3) to provide the trainee with a functional education that would enable him to move vertically up the occupational scale.

TMI is governed by a Board of Trustees (see attachment) consisting of community leaders from the fields of law, education, journalism, and business who actively participate in the Institute's attempts at reducing the involvement of young boys in delinquent or anti-social activity. The Institute serves on a direct contract basis with the Florida Division of Youth Services who provide the services of referral, liaison, supplemental counseling, and financing. A counselor from the Division is permanently housed at TMI to provide the wide spectrum of services available to the Division. The working relationship has been accomplished in an excellent atmosphere of joint co-operation.

The Florida Division of Vocational Rehabilitation has assigned a counselor to the Institute and he serves the trainee population with a multitude of services from that agency. In addition, funding is provided by VR for personnel from the University of South Florida who conduct group sessions in the behavior modification philosophy.

Facility

The Tampa Marine Institute facility, donated for use by Ocean Products, Inc. has seen remarkable development since April of 1972. In considerable disrepair on opening day, it was necessary to completely renovate the structure to transform its space into a workable area. During the past year this has been accomplished in a joint effort by trainees and staff members. Initial renovation included removing accumulated trash and construction of partitions, complete electrical re-wiring, plumbing repair, concrete work, and complete inside-outside painting. During the past year we have seen the construction of three classroom areas, a completely equipped laboratory, a darkroom, a seamanship training area, diving and boat lockers, a recreation area, aquarium display area, and office space. Much of the material was obtained on either a donated or wholesale basis.

In all cases we complied with fire codes and OSHA safety suggestions making corrections where necessary.

Adult Education

After meeting with the Hillsborough County Adult Education office, an extraordinary amount of cooperation was received in completing the plan to accomplish three major goals: 1) Adult Education Teacher certification was granted to four members of the TMI staff with concurrent reimbursement of salaries to two of those individuals. 2) The completion of an agreement whereby all TMI trainees are formally enrolled as Adult Ed students thereby receiving up to six high school credits for work successfully accomplished. 3) All qualifying students are enrolled in remedial reading courses presented at Buffalo Adult Ed Center utilizing the EDL laboratories. At the present time eighteen students, with reading levels below ninth grade are attempting to upgrade their academic reading level.

TMI has assisted the school system by a series of presentations to area high schools regarding the field of marine technology. The possibility of presenting a night school program to Adult Ed students is also being discussed at this time.

Curriculum

Due to the outstanding calibre of staff personnel, an outstanding curriculum which is both motivationally and academically stimulating has been developed. Utilizing a unique scheduling plan, students are involved during their tenure in 18 areas of study. Each area utilizes a combination classroom practical approach which is intended to maintain the interest level of the trainee. Special interest subject areas such as underwater photography, darkroom procedure and aquarium technology are designed as rewards for successful completion of other necessary, but less interesting classes.

Course material has been specifically designed by staff persons to individualize material to take into account the highly variable personalities and academic levels of individual trainees. Courses currently included in the TMI curriculum includes the following:

1. Diving
2. Lifesaving
3. General Science
4. Basic Marine Science
5. Advanced Marine Science
6. Independent Science Project
7. Basic Seamanship
8. Advanced Seamanship
9. Math 1 (General Math)
10. Math 2 (Basic Math)
11. Math 3 (Pre Algebra)
12. Underwater Photography
13. Group Rap
14. Remedial Reading
15. First Aid
16. Pre Vocational
17. Aquarium Technology
18. Recreation

Group Rap

Through the cooperation of the Florida Division of Vocational Rehabilitation, TMI was able to utilize the services of personnel from the University of South Florida who concurrently developed a group therapy program for all trainees and provided on-the-job training for TMI staff. At the present time TMI has four functioning groups utilizing joint personnel from TMI, DVR, DYS, and the University. In addition, TMI also serves as a resource for providing training to interns from the University Rehabilitation Counselling Program.

Research

At the present time three possible research projects are pending.

Contacts have been made and a proposal written and presented to the United States Geological Survey to involve TMI trainees and staff in a research project involving a study of Tampa Bay. This proposal is pending in Washington.

The Department of Natural Resources has also expressed an interest in involving all Institutes in some of their projects.

In addition, TMI students have expressed an interest in designing their own project involving a pollution study of the Seddon Island area of Old Tampa Bay with expressed hopes that they can contribute to its eventual restoration.

In the area of Research, it is also considered important to attest to our own program validity, therefore, TMI has involved itself with the National Assessment of Juvenile Corrections research study and an independent study through Florida State University. We have also had contact with Far West Laboratories who are viewing rehabilitation programs throughout the country.

Community Development

The community as a whole is considered to be of primary importance if a project like TMI is to be successful. Establishing TMI as an important contribution to the community is considered of highest priority. Developing the interest of the various community services has been accomplished over the past year in numerous ways.

Many professional and community groups have been addressed over the past years, highlighted by a presentation to the Florida Health and Welfare Convention. In addition, meetings with prominent citizens have assured us of continuing community cooperation and possible supplemental funding for the future.

We have stressed parent involvement through individualized and group contact. It is our hope that parents can develop some insight into both their own and their child's behavior so that positive changes can be made.

Contacts with county youth authorities have resulted in a promise of a residential facility for a small group of TMI trainees in the next six months. This will greatly alleviate a major problem, that of housing the unwanted or displaced child.

Statistical Information
Fiscal Year 72-73 (To 6/1/73)

Since inception 73 youngsters have been formally placed on the rolls of TMI. Of this group 55 completed evaluation and entered the full time training program.

Current Enrollment (6/1/73) - 30
of which

No. in Training Status	-	23
No. in Evaluation	-	6
No. in Extended Eval.	-	1
		<u>30</u>

<u>Ages</u>	<u>Racial</u>
14 - 1	Cauc. - 21
15 - 7	Neg. - 9
16 - 10	<u>30</u>
17 - 11	
18 - 1	
<u>30</u>	

Length of Time in Program

Less than 1 month	-	7
1-2	-	2
3-4	-	10
5-6	-	4
7-8	-	3
9 or more	-	4
		<u>30</u>

Legal History

The current enrollment (figures available on 27 trainees) have committed a total of 219 offenses which were handled through the Juvenile Court.

Breakdown of Offenses

Breaking and Entering	-	48
Petty Larceny	-	33
Grand Larceny	-	17
Auto Theft	-	25
UU of MV	-	1
Aggravated Assault	-	2
Assault & Battery	-	12
Shoplifting	-	6
Hit & Run	-	2
Poss. St. Property	-	1
Acc/After the Fact	-	1
Forgery	-	1
Motorcycle Theft	-	1
Narcotic Violation	-	4

Destruction of Property	-	2
Aid & Abett	-	2
Possession, Machine Gun	-	2
Buying Stolen Property	-	1
Bomb Threat	-	1
Fondling	-	1
Concealed Weapon	-	1
Indecent Exposure	-	1
Armed Robbery	-	2
Burglary	-	1
Cattle Theft	-	1
Runaway	-	21
Beyond Control	-	4
Probation Violation	-	2
Trespassing	-	2
Curfew Violation	-	6
Possession of Marijuana	-	4
Truancy	-	3
Traffic	-	4
Profanity	-	1
Obscene Pictures	-	1
Dependent Child	-	2
		<u>219</u>

Educational Level

Below 7	-	1
7-8	-	13
9-10	-	16
11-12	-	0
		<u>30</u>

Current Living Situation

Both Parents	-	10
Mother Only	-	11
Father Only	-	3
Mother-Stepfa-	-	3
Father-Stepmo-	-	0
Other Relative-	-	1
Foster Parent	-	0
On Own	-	2
Detention	-	0
		<u>30</u>

Yearly Summary (To 6/1/73)

No. dropped from evaluation - 21

Reasons Dropped

Attendance	-	9
Runaway	-	2
Financial	-	3
Moved	-	1
Extreme Behavior	-	1

New Offense	-	1
Drug Pushing	-	2
Lack of Interest	-	2

Total 21

Disposition of Drops

Working - 9
Incarcerated - 3
School - 1
Seeking Empl. - 6
Moved-Unable to locate - 2
21

Recidivism Rate - 23.8
Incarceration Rate - 14.2

No. Dropped During Training - 11

Reasons Dropped

Attendance - 3
Runaway - 1
Extreme Behav. - 1
New Offense - 5
Moved - 1
11

Average Length of Stay of Above - 3.7 Months

Current Status

Working - 4
Incarcerated - 4
Seeking Empl. - 2
Halfway Drug House - 1
11

No. Completed - 11

Current Status

Working - 8
Armed Forces - 1
Dependent Child In Custody - 1
Disable By Accident - 1
11

Recidivism Rate Of Above - 0%

Average Length of Stay of Above - 6.81 Months

Incarceration - Recidivism Summary

Rate of Trainees Dropped 23.8
from Evaluation (Less than
30 days) (21 students)

Rate of Trainees in Program 11.5%
Over 30 Days (52 Students)

Overall Recidivism Rate - 15.06%
(Includes Evaluatees & Trainees)
(75 Students)

Current Incarceration Rate Of

- Trainees dropped from eval. - 14.2%
- Completions - 0.0%
- Trainees in Program over 30 days (52 students) - 7.6%
- Overall Current Incarceration Rate - 9.58%

Note: Current Unknown Status - 4.1%
Percent (3 Students)

Projections

During fiscal year 1972-73 heavy emphasis was placed in the categories of program, facility, staff and curriculum development. It was generally felt that it was of highest priority to develop a functioning program which concurrently attracted and maintained the interest of the student population. Specifically, it is felt the TMI program has achieved its initial year goals and that programatically, the Marine Technology Training Program is operating smoothly.

During our second year we hope to refine and polish what has already been achieved, with the ultimate goal of improving and maintaining enrollment and attendance. Staff certainly has developed a degree of job professionalism and the gains made in our first year should be a great attribute in our second.

Much emphasis will be placed in year "Two" on developing a community relations and donation program to supplement State funding. Initial contacts have already been made with private foundations to sound out their degree of interest. Community groups such as Junior League have also expressed their interest to assist financially during 73-74. Emphasis will also be concentrated in the boat donation field to satisfy our need for additional program training vessels. There are specific pieces of capital outlay equipment which would enhance the program (i.e. compressor, oceanographic research instruments) if they could be obtained through donated sources. We hope to acquire additional equipment this year.

During '73 we hope to finalize plans to involve ourselves in at least one marine research project to provide practical experience in research methodology. If outside contracts cannot be obtained, we will more than likely design a project of our own.

Initial work has been accomplished in the area of developing a job placement program through the efforts of a University intern assigned to TMI. It is hoped that this program will include job placement, job development, on-the-job training, work evaluation and part time job experiences for those in financial need.

There are specific goals which are itemized below:

- 1) Air condition lower level
- 2) Obtain outboard motor for Perdue-Diem
- 3) Portable Induction Salinometer
- 4) Air compressor
- 5) Develop suitable workshop with proper power tools
- 6) Develop additional recreation area for trainees
- 7) Develop boatyard area for construction and maintenance
- 8) Improve building security
- 9) Develop additional aquarium and oceanographic areas
- 10) Remodel bathroom areas
- 11) Additional electrical lines
- 12) Repair malfunctioning plumbing areas
- 13) Complete trainee shower area

UNITED STATES GOVERNMENT

Memorandum

DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

TO : Mary Ann Beck
Office of Technology Transfer

FROM : Bonnie Lawin
Office of Technology Transfer

SUBJECT: Associated Marine Institutes

DATE: March 15, 1974

Summary

The Associated Marine Institutes (AMI) are a group of four non-profit, tax-exempt autonomous education and research organizations conducting training programs for youth, age 15 to 18, who have been in trouble with the law, dropped out of school, or exhibited other antisocial behavior. AMI presently serves five counties in Florida through its institutes located in Deerfield, Tampa, St. Petersburg and Jacksonville. The first program was implemented in 1969 at Deerfield by the Florida Ocean Sciences Institute. The other three were organized in 1972.

Each of the marine institutes operates a year round non-residential Marine Technical Training program, to approximately 50 youth at any one time. The training program consists of marine-related activity oriented subjects including seamanship, water safety, first aid, marine construction, marine biology, chemical oceanography, navigation, photography, mathematics, and career planning. Remedial courses in mathematics, reading and GEP preparation are offered. After completing the basic program of courses, a student may elect an area of concentration. Trainees may register to attend adult Education Centers in the respective counties for courses leading to a high school diploma. These youth thus attend the training programs half day. The normal length of participation at the Institute is six to nine months.

The youth are referred to the Institutes by the Florida State Division of Youth Services, the State Division of Vocational Rehabilitation, school authorities or parents. The youth then undergoes screening and psychological testing administered by the University of Southern Florida. Each youngster must demonstrate a personal desire to work in, on and under the water, and possess at least a 6th grade reading and math ability. If the youth is accepted to the program, he enters a thirty day evaluation period. At the end of the evaluation period, a conference is held with the staff and youth to discuss his progress and to determine if he and the program are suited to each other. From this discussion, a youth may be dropped from the program, he may be accepted as a regular trainee, or if necessary the evaluation period may be extended. If the youth is accepted,

a contract is drawn up between the trainee and the Institute. The contract is structured to include expected achievement in areas of the training program, and personal goals in the area of family relationships, behavior in the Institute, drug use and legal involvement. Each trainee takes part in setting his own goals and agrees to work to meet them. On its part, the Institute agrees to provide the trainee with program opportunities, counseling as needed, and assistance in developing realistic academic and/or vocational plans upon completion of the program. Goals for each trainee are reviewed on a regular basis and may change as the trainee develops in the program. In addition to the specification of goal attainment, the Program uses a reward system and reality therapy, all of which attempt to meet the objectives of the Institute which include: 1) to change the behavior patterns of the youth in such a positive way as to drastically reduce or eliminate recidivism among program participants; 2) to help the youth develop employment skills and work habits which will ensure them success in employment; 3) to teach the youngsters useful work skills which have broad application in land as well as marine-based jobs; 4) to provide educational opportunities in basic academic subjects and to motivate youth to continue their formal education; and 5) to use the resources of the Institutes to participate in research and development projects of social and environmental value.

Exemplary Project Criteria Recommendation

The project has demonstrated its success. However, since the majority of those who drop out also appear to be doing well, statistical analysis for significant differences between the two groups should be undertaken. Although not replicable throughout the country, it could be extended throughout the Southeast and Southwest. I think the project concept, that of using the environment resource as a motivator is good, as long as the youth can employ the newly learned skills. I have heard of similar approaches, i.e. teaching photography and horsebackriding, however these seem somewhat more limited. Although the project sounds like a lot of fun, its limitation in replicability lessens its desirability as an Exemplary Project.

Goal Achievement

The program presents statistics reflecting all four institutes. However, since three of the institutes are relatively new, implemented in 1972, a look at the Institute at Deerfield Beach, the Florida Ocean Sciences Institute (FOSI), implemented in 1969, provides a more accurate picture of program goal achievement.

From September 1969 to April 1973, 301 boys have been enrolled. 45 were enrolled as of April 1973. 54 or 24% were enrolled in the program but did not achieve training status due primarily to lack of attendance or lack of interest. The remaining 202 trainees successfully completed the evaluation period and have either graduated or left the program. 69% or 140 are considered "successes" by the program, in that they are either working full time, in the service, or back in school. Four were in college at the time of the study.

109 or 54% of those completing the evaluation graduated from the program. Of this group, 79% (86) were working full time or back in school, or were program successes. 93% of this group had prior legal records and 9 or 8.2% have had further legal problems. At the time of this study, only 4 or 3.6% were incarcerated.

Of the 93 or 46% who left the program prior to graduation, 54 (58%) were working full time or back in school. The project considers these youth successes. 16% of these youth actually left the program in order to return to school, and 21% were forced to drop out because of family or financial problems which required them to work full time. 90 of these youth (96.7%) had prior legal records and 19 or 20% have had further legal problems. Ten of these youth (9.3%) were incarcerated at time of the study. The average length of program participation for these non-graduates was three to four months.

Of the combined groups (graduates and dropouts), over the three and a half year period, 10% have either moved out of the state or no current information was available on their status.

The combined known recidivism for the program over the three and a half year period is 13%. Data on the other three institutes also indicates a 13% recidivism rate.

The program does appear to be successful with the youth who stay in the program until graduation. However, I question the program defining as "successes" those youth who participated but dropped out, even though they are employed or in school after dropping out. This definition weakens the program's position that youth must stay in the program from six to nine months. If the near as many of dropouts (58%) are doing as well as those who stayed in, then perhaps the training time could be shortened. Statistical analysis should be conducted to determine if the differences between the two groups are significant.

Replicability

The major limitation of replicating this program is that it depends upon proximity to water since it utilizes this environmental resource as the motivation vehicle. To quote from the project submission "it must be located on or near some navigable and scientifically appropriate body of water." Additionally, this type of program can only be carried out in an area where the weather variation is slight since it operates year round and where a job market exists for the type of skills learned by the youth. The project is very well suited to the Southeast and Southwest coastal regions of the U.S., weather permitting. In fact, additional institutes at Panama City, Sarasota, Daytona Beach and Miami are planned for the fiscal year 1974-1975, and services will be provided for the greater Wilmington area of North Carolina.

The program's use of a reward system has not been well documented. The only reference to it is in an article about the program in TARGET, which states that classroom activity is based on a point system. Points are earned on the basis of academic improvement and achievement. The number of points earned determines eligibility for recreational activities and field trips. The project has not described the staffs qualifications or training needed and on what basis are youth referred initially to the program.

Measurability

Measures of program achievement have been presented. However, the program has not presented a breakdown of the types of jobs secured, job maintenance and job performance. The program states that it is currently being evaluated by the Psychology Department of Florida State University.

Efficiency

The total annual costs for all four institutes for FY 1974 is \$744,444 or \$186,111 individually. Funds for the program come from the Federal government, the State of Florida, the county in which each Institute is located and private contributions. The major capital investment - the boats - have been donated. This is one factor which would have to be considered when replicating the program. The per trainee cost of the program is estimated at \$14.04 per day. The project states that this cost will reduce to \$13.70 per child per day as new institutes are opened since overhead expenses will be more distributed. The project states that these costs compare favorably to the costs of other group treatment programs of \$14.22 per day and the State Training Schools of \$22.00 per day. Although the project does not appear to produce significant savings in comparison to other non residential programs, it does appear to be much more enjoyable and does demonstrate its success.

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