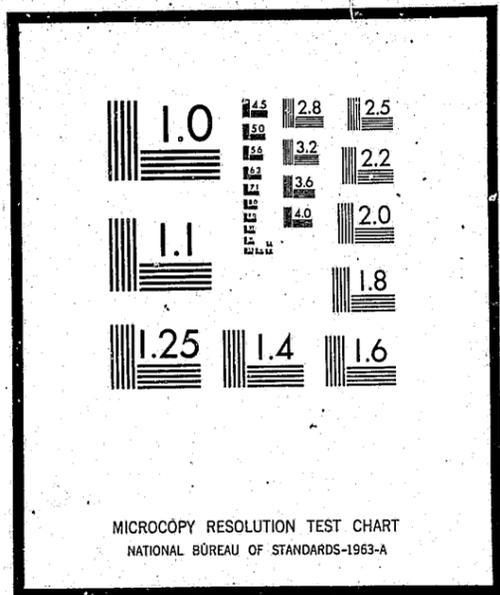


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PROJECT ARRIBA
Final Evaluation Report

by

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Evaluation

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INTRODUCTION

Many factors and theories have been set forth in the literature as explaining the occurrence of delinquent behavior.¹ And, as one might expect, the same literature indicates that no single solution will eliminate the problem.

The present author believes that a potentially useful way of preventing delinquency is to: (1) identify those "primary" correlates presumed to cause and/or enhance it; and (2) provide the supportive aid, that such correlates seem to suggest, to pre-delinquent youth. However, what may we then provide as a reasonable conceptual or theoretical framework for identifying the relevant variables? This author has provided such a framework elsewhere,² and it is believed that it reconciles the bulk of the empirical and theoretical literature. Very briefly, to summarize this perspective, it is pointed out that our conformity-demanding institutions, particularly, our schools, are responsible in large part for the delinquency of youth in that they negate a child's identity (communal, cultural and personal). Schafer and Palk, for example,³ show (1) how several theories on delinquency have negative school experiences as a common explanatory variable, and (2) that there is a considerable evidence that students who violate school standards (e.g., truancy, tardiness, classroom demeanor, respect for authority, etc.) are more likely to become delinquent than those who conform to the implied standards. Somewhat related to the latter point, they take the position via the literature that:

"... The school not only fails to offset initial handicaps of lower income and minority group children, but actively contributes to their educational failure and deterioration. While available data do not allow us to assess the precise amount of the school's nega-

tive effect, we take the position that it is probably considerable. If this is true, the school itself becomes an important active force in the generation of delinquency insofar as it is linked to failure."

With regard to the question of identity, Lopez-Lee (1972) states:

It has been shown that Mexican-American (M-A) and Black children have poorer conceptions of self than Anglo-American children.⁴ Moreover, there is a growing literature indicating that a poor self identity concept goes hand in hand with correlates of mental dysfunction.⁵ With regard to M-A's in particular, researchers⁶ not only unequivocally point to the negative self-concept and associated poor academic performance that the schools produce, but assert or imply that providing the conditions that enhance a Chicano's⁷ self-identity will tend to reduce socially unacceptable behavior. An emphasis on ethnic pride has been shown to rehabilitate criminals, alcoholics, drug addicts, and depressed society drop-outs, many of whom had been previously considered beyond help.⁸ Guttentag⁹ reports that "Studies in countries other than the United States have shown that when high ethnic homogeneity and cohesiveness can be consciously maintained by state planning, low delinquency rates result..."

It would, therefore, seem reasonable to predict that providing a culturally supportive atmosphere for pre-delinquent Chicano youth will attenuate the probability of their occurrence in the delinquent ranks.

ARRIBA--A Supportive Program for Chicanos

What follows is a summary research assessment and evaluation of the final year of ARRIBA, a three year project addressed to minimizing delinquency via an educational/tutorial and culturally supportive approach as suggested by the preceding. More specifically, in project ARRIBA, pre-delinquent youth are provided Mexican-American cultural history, tutoring, counseling, and recreation in bilingual/bicultural atmosphere. In other words, every effort conducive to developing a positive self identity is made.

The general thesis of project ARRIBA is: Pre-delinquent Chicano children provided with an educational/tutorial and culturally supportive program, administered by bilingual Chicanos, will have a lower likelihood to delinquent (or deviant) behavior than children not on such a program. Specific hypotheses tested and reported include:

- . Children under Project ARRIBA will have greater academic achievement gains than a control group of children not on such a program.
- . Children under Project ARRIBA will attain a greater positive self-identity than a control group of children not on such a program.
- . Children under Project ARRIBA will not be as involved in delinquent (or deviant) behavior as a control group of children not on such a program.

The preceding hypotheses were already found to be generally supported in the second year evaluation report (the results of which are contained in Appendix I for ready reference). What follows is a reiteration of the ARRIBA experience/experiment, the evaluation of ARRIBA's third action year, and then a concluding section of the three year impact of ARRIBA.

METHOD

Subjects

Ninety-two elementary school children, ages eight to thirteen¹⁰ participated in the experimental group. Twelve of these children are from the initial ARRIBA group. The children in the experimental ARRIBA group were either referred by their school teacher, district agencies, their parents, recruited by the project's youth workers,¹¹ or they simply volunteered to be in the project.¹² There are 23 remaining children of the initial control group of 48 Spanish-surnamed volunteers from a school district similar to that of the initial experimental group. These two initial groups were matched on the basis of: (1) the proportion of ethnic school enrollment (this data is contained in the results section), and (2) economic status of the neighborhood (determined by home value assessment averages).¹³ While the control group served as a long term comparison group, there were more "transient" types of controls used, e.g., see use of South El Monte children not on ARRIBA in results section.

Procedures

The children in the experimental group meet at ARRIBA for two hours a day, twice a week. They have been divided into twenty groups of about five each with each college student assigned two groups. A youth worker attends to one group on Monday and Wednesday, and the other group on Tuesdays and Thursdays. Friday is a preparation and youth worker idea exchange day. The youth workers meet with their small group in learning centers, partitioned to minimize distraction.

The youth workers were selected on the basis of relative academic success, i.e., they graduated from high school and are presently attending college. Other qualifications met by the youth workers are: (a) ability to speak Spanish, (b) sincerity of interest in working with the youths, (c) residence in the area, and (d) ability and patience in communicating with the children. These qualifications are assessed by three staff, and at least two representatives of the community.

The two-hour-per-day program has been structured to include cultural education (e.g., history and art), tutoring, counseling, and recreation for the youths. The first hour of the program is devoted to cultural education. Topics covered are: Mexican-American (M-A) studies, remedial reading, arithmetic, and spelling. With regard to M-A studies, lesson plans have been developed which reflect the culture and history of the M-A in the Southwest, and are utilized as a teacher's manual¹⁴ to guide the youth workers in their discussion sessions. Other relevant guideline materials are continuously gathered and reproduced by the staff and the research consultant (the present author) for incorporation into the lesson plans. During the year, the youth workers are provided with in-service workshops which cover such topics as the education, history, and psychology of the M-A. The research consultant summarizes these workshop presentations for usage by the ARRIBA youth workers.

Some of the literature sources employed by the project staff for Mexican-American cultural enrichment, and basic academic development are included in the references section. Other literature from current periodicals and magazines are also reviewed and included as part of the educational

instruction (e.g., El Grito, Con Safos, Localized History series, Pensamientos, U.S. Commission on Civil Rights, etc.). Reading specialists from the Malabar School project (Los Angeles), Southwest Regional Laboratory, Miller-Unruh, and other reading projects in the school district in which the project is located, volunteer their training services for the youth workers in remedial reading techniques. The youth workers incorporate aspects of each, and tailor their knowledge of such according to the youth's individual needs.

The second hour of the program is devoted to primarily recreational activities. It is during their second hour that the children, taken one to three at a time, are counseled or tutored. Youths in the program are encouraged to bring in their homework from school and to complete as much as they can on their own before turning to the youth worker for assistance during this second hour. Supervised recreation in the center include such games as: arts and crafts, pool, table games, puzzles, and checkers.

Periodical field trips are scheduled: camping, movies, baseball games, beach trips, concerts, and amusement/recreational parks.

Self-awareness sessions are often including during the recreational hour, as well. These types of sessions help the youth become aware of his physical self in relation to his surroundings and towards other individuals. Awareness about similarities and differences are emphasized, particularly pointing to the youth's positive attributes. Thus, by presenting differences, and similarities between youth in a pleasant atmosphere, tolerance for other ethnics may be fostered.¹⁵ Each youth is called by his first name, and is asked to speak about his activities during the earlier part of the day, while the other youths are encouraged to listen attentively until it is their turn to speak. The session is made as pleasant as possible. Criticism is avoided, and the

child is allowed to express his feelings without anyone putting words into his mouth. The idea is to have the youth become aware of a positive feeling in himself through expression. It is believed that this positive self expression will allow the youth to develop self-confidence.

Experimental Design and Measures

During the first fiscal year (1970-1971), the program of ARRIBA did not formally begin until April of 1971, because much of that time was employed in structuring our approach in a manner which smoothly related to the school district, relevant agencies, and community people, thereby insuring the stability of a long range program. It was initially proposed that we assess from school records and Los Angeles County Probation department records, the kind of child that would most benefit from ARRIBA. Had this approach been employed, we would have then started our narrowing down to experimental and control groups from an initial sample size of about 360. Instead, we were constrained to an initial sample size of about ninety.¹⁶ Since the number of potential delinquents is small for a sample size of 360, let alone 90, it was necessary to establish a control group (see subject selection section) outside the target area. Even with the addition of a control group of 100 children, we would still be looking at small numerical frequencies. This type of situation often results in no statistical significance between groups when, in fact, there might be real differences. Thus, the decision to include complementary measures which have been shown by the literature to be highly correlated with other types of socially unacceptable (but less serious) behavior, i.e., teacher behavioral performance assessments, self concept assessments (via self drawings), and tested academic performance assessments (via the Wide Range Achievement Test).

RESULTS AND DISCUSSION

For the sake of organizational clarity, the specific approaches used in measuring the utility of ARRIBA for the third program year are contained in the results and discussion section. The results of the second program year are contained in Appendix I for ready reference.

The results and discussion subsections consist of: (1) delinquency statistics; (2) teacher behavioral assessments; (3) Wide Range Achievement Test (WRAT) gains; (4) gains in self concept (pictorial); and (5) community participation.

Delinquency Statistics

Project ARRIBA in its first submitted proposal to CCCJ for funding beginning July 1, 1970, noted that there was a total of 107 referrals from the target area census tracts (Table 1). This data was taken from the WI 652 Juvenile Referrals Report issued by the Los Angeles County Probation Department. (There were only four census tracts in Los Angeles county that produced more than 50 probation referrals. One of the census tracts designated for ARRIBA services was among the four.)

CENSUS TRACT	NO. OF REFERRALS TO PROBATION DEPARTMENT
4334	53
4335	45
4337	9

Table 1

At the time of the present analysis there were 92 charges being handled by ARRIBA. There were 247 other charges previously associated with ARRIBA. Of the 92 charges, two have been wards of the court; both cases have been dismissed. Of those 247 charges previously associated with ARRIBA, eight have been negatively involved with juvenile court.¹⁷

Delinquency has decreased dramatically in the area serviced by ARRIBA as one may observe by contrasting Table 2 with Table 1. Even though the overall population and Spanish-surnamed percentage composition (of the schools) has been increasing (Tables 3 & 4), there was only a total of 61 referrals for the year 1973.

Table 2

CENSUS TRACT	NO. OF REFERRALS TO PROBATION DEPARTMENT
4334	20
4335	29
4337	12

Table 3

Spanish-surname Composition of Schools that are Serviced by ARRIBA

	1971	1972
Percent S-S	54.3%	63.5%
Number of S-S	2,964	3,191

Table 4

Overall Population Increases within the Census Tracts that comprise the Area Serviced by ARRIBA

Jan.* 1971	Jan.* 1972	Jan.* 1973
14,200	15,200	17,000

*Estimates based on city planning census information.

The author realizes that data from the control area (provided in the second year report) are missing in this section. This occurred as a result of disruptions in the research portion of the program during the end of the program year. Because of such disruptions time was not available in which to obtain such information.

It is realized that the preceding data is correlational in nature. Nevertheless, it is believed (in light of the other data) that ARRIBA is in some way responsible for the apparent decline of delinquency in the area.

Teacher Behavioral Assessments

To obtain an outside assessment of Project ARRIBA, teachers were asked to provide a citizenship and academic evaluation of ARRIBA children. It is assumed that this approach serves as a reasonably accurate assessment of positive and/or negative behaviors toward society in general. Similarly, this type of information should probably also be considered as being a fairly direct indication of Project ARRIBA's efficacy in minimizing future delinquent behavior. Indeed, it would appear that the type of data included in this section would be most useful in assessing other delinquency programs such as ARRIBA which: (1) have few youth in the program, e.g., less than 150 children, (2) consist primarily of relatively young pre-delinquent youth, e.g., less than 14 years of age, and (3) have conditions which preclude complete control over the systematic selection of charges.

~~Only those teachers whose children participated in ARRIBA took part.~~ To minimize the perception that the teachers might be assessing ARRIBA itself, the following two things were done:

- (1) A number of boys, equal to that number from ARRIBA within a class, were randomly selected (whether Anglo or Chicano).
- (2) The following instructions were provided:

Dear Teacher:

We are presently engaged in a small research project with a local university. This project involves the development of an evaluation instrument. We have selected a stratified random sample of students from your class.

Please indicate Benito Juarez's progress or regression since 19 in each of the following areas by placing a check in the spaces provided.

Thank you for your cooperation.

Tables 5a through 7b summarize the teacher assessments. Only 80 of the 92 charges were included; 6 (including three Anglo children) were excluded because their degrees of participation had been less than two months. The remaining five Anglo children who had been on the program more than two months were not included because for the comparisons involved their inclusion would have been relatively meaningless. The randomly selected controls included 54 Chicanos and 37 Anglos.

It is recognized that for the obtained data there is a lack of a common reference point. This may be said to be true, by definition, of all experimental programs such as ARRIBA wherein the experimental group, by design, has not been randomly selected. Simply translated, this means that while ARRIBA Chicanos may have shown more personal performance improvements than the Chicano controls, ARRIBA Chicanos may actually be "worse" in their "real world" behavior. This is a reasonable contention. It does not follow, however, that inferences based on data from such a common "quasi-experimental" design may not be made concerning the efficacy of programs such as ARRIBA. The key concept here is the dynamic of teacher perceived "performance improvement." From the research literature, one would have expected ARRIBA Chicanos (presumably consisting of youth more disposed toward delinquency) to show a perceived performance decline (certainly no perceived improvement) in contrast to the control Chicanos, if ARRIBA were not effective, no matter the "real world" correspondence of the perceived behavior. ("Real world" performance correspondence assessments may be inferred from the other reported data. Indeed, this is, in part, a reason for the existence of the other data.) As the tables indicate, all of the tables were in the predicted direction of more improvement being shown for ARRIBA Chicanos in contrast to control Chicanos with several being statistically in favor of ARRIBA. And in some in-

Table 5a. Obedience

		Worse	Same	Better	Chi-square Values	
*Chi-square Values 4.78 p ~ .03	ARRIBA	6 7.5%	36 45.0%	38 47.5%	4.14, p < .05	
	CONTROLS	Chicano	9 16.7%	27 50.0%		18 33.3%
		Anglo	0 0%	23 62.1%		17 37.9%

Table 5b. Dependability

		Worse	Same	Better	Chi-square Values	
1.83 p > .20	ARRIBA	7 8.8%	37 46.2%	36 45.0%	3.58, p < .10	
	CONTROLS	Chicano	8 14.9%	30 55.5%		16 29.6%
		Anglo	2 5.5%	22 59.4%		13 35.1%

Table 5c. Courtesy

		Worse	Same	Better	Chi-square Values	
0.95 p > .20	ARRIBA	7 8.8%	40 50.0%	33 41.2%	4.87, p < .05	
	CONTROLS	Chicano	12 22.3%	24 44.4%		18 33.3%
		Anglo	3 8.2%	22 59.4%		12 32.9%

Table 5d. Work Habits

		Worse	Same	Better	Chi-square Values	
0.48 p > .20	ARRIBA	11 13.7%	38 47.5%	31 38.8%	1.70, p > .20	
	CONTROLS	Chicano	12 22.3%	22 40.7%		20 37.0%
		Anglo	4 10.9%	20 54.0%		13 35.1%

* Two-tailed

± One-tailed

TEACHER ASSESSMENT SUMMARIES OF
SCHOLASTIC PERFORMANCE AND ATTENDANCE

Table 6. Overall Scholastic Performance

		Worse	Same	Better		
*Chi-square Values 0.03, p>.20	ARRIBA	Chicano	5 6.2%	36 45.0%	39 48.8%	†Chi-square Values 1.45, p>.20 1.15, p>.20
	CONTROLS	Chicano	6 11.2%	26 48.1%	22 40.7%	
		Anglo	2 5.5%	17 45.9%	18 48.6%	

Table 7a. Absences

		More	Same	Fewer		
10.61 p<.01	ARRIBA	Chicano	7 8.8%	48 60.0%	25 31.2%	0.62, p>.20 11.49, p<.01
	CONTROLS	Chicano	7 12.9%	31 57.4%	16 29.6%	
		Anglo	0 0%	33 89.1%	4 10.9%	

Table 7b. Tardiness

		More	Same	Fewer		
15.17 p<.01	ARRIBA	Chicano	11 13.7%	45 56.3%	24 30.0%	0.73, p>.20 17.81, p<.01
	CONTROLS	Chicano	10 18.5%	27 50.0%	17 31.5%	
		Anglo	2 5.5%	34 91.8%	1 2.7%	

* Two-tailed

† One-tailed

stances ARRIBA Chicanos fared better than the Anglo group. Since ARRIBA is presumed to have more than a lion's share of potential delinquents in terms of referrals, these results are strongly indicative of ARRIBA's apparent success.

WRAT Gains

The WRAT was selected for use by ARRIBA because: (1) it is relatively brief, (2) it appears to be less culturally biased than other performance tests and, (3) two of its sub-tests (reading and spelling) are of obvious interest to programs such as ARRIBA which serve predominantly Spanish-surnamed children.

The WRAT was to be used only on the ARRIBA population as a relatively quick diagnostic tool in the areas of reading and spelling. However, one may make some inferences concerning the effectiveness of ARRIBA in contrast to two "quasi-controls:" the randomly selected sample on which that WRAT's norms are based, and a rough composite sample of what the generally observed performance is for Spanish-surnamed (S-S) samples. The WRAT group norms indicate 0.8 of a school year gain for 8 months of a school year, and 0.6 to 0.7 of a school year gain is a conservative specification of what the typically observed gain is for S-S groups.¹⁹

To be useful, the WRAT is typically administered when the child first enters the program at any time of the year. However, for the second program year ARRIBA was able to pre-test 28 of these children in September of 1971 and post-test 19 of these in June of 1972. Of these 19, 12 were pre- and post-tested for the third program year. The performance gains of these children are listed in Table 8. The pre-to post-test gains were all statistically significant. The gain in reading (over 19 months) is much greater (almost thrice as much) than that one would expect for groups similar to the two "quasi-controls" mentioned above.²⁰ The gain in spelling was only slightly better than expected, while the gain in mathematics was less than in the preceding year.

TABLE VIII

WIDE RANGE ACHIEVEMENT TEST PERFORMANCE MEANS (PRE-AND
POST-TEST) FOR ONE YEAR OF A SAMPLE OF ARRIDA CHILDREN (TWO-YR. GROUP)

Subjects	Reading Test			Spelling Test			Mathematics Test		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
A	4.4	6.8*	1.9	3.7	5.3*	1.6	4.2	4.2	0.0
B	5.0*	8.8*	3.3	3.9	5.5	1.6	5.0*	6.7*	1.7
C	4.1*	4.8	0.7	3.9	5.0*	1.1	3.6	4.7	1.1
D	4.4	7.8	2.9	4.3	5.0	0.7	5.3	4.8	-0.6
E	8.1*	10.9*	2.8	4.2	5.3	1.1	4.5	6.3*	1.8
F	3.9	4.2	0.3	2.9	3.4	0.5	3.2	3.2	0.0
G	1.9	2.1	0.2	1.7	1.7	0.0	2.8	2.6	-0.2
H	5.3*	7.8*	2.5	5.0*	6.0*	1.0	3.0	3.0	0.0
I	2.3	4.8	2.5	2.3	3.3	1.0	4.2	4.9	0.7
J	8.4*	11.7*	3.3	4.5*	5.5*	1.0	3.0	3.2	0.2
K	8.1*	10.1*	2.0	6.0*	6.0*	0.0	4.5	4.2	-0.3
L	6.1*	7.1*	1.0	3.7	4.5	0.8	5.5*	5.7	0.2
Means	5.17	7.12	1.95	3.84	4.71	0.87	4.07	4.45	0.38
	t=5.96, df=11, p < .01			t=5.84, df=11, p < .01			t=1.69, df=11, p < .10		

*Children performing at or above grade level.

Of the newly acquired children in ARRIBA's third program year, 21 were similarly pre- and post-tested. The reported gains were only slightly above the expected (Table 9). This may be related to the fact that during the first half of the school year, ARRIBA was inoperative for almost three months due to internal problems. Of eight children who were on ARRIBA for its last 5 months of operation, the proportionate gains (Table 10) were almost identical to those reported in the second year report (twice the expected in reading and spelling, and approximately the expected in mathematics). This contrast strongly suggests that when in operation, ARRIBA is helpful to the children in academic areas.

TABLE IX

WIDE RANGE ACHIEVEMENT TEST PERFORMANCE MEANS (PRE-AND
POST-TEST) FOR ONE YEAR OF A SAMPLE OF ARRIBA CHILDREN (ONE-YR.GROUP)

Subjects	Reading Test			Spelling Test			Mathematics Test		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	3.6*	4.2*	0.6	2.6	4.7*	2.1	2.8	3.0	0.2
2	2.9	3.6	0.7	3.0*	2.5	-0.5	3.0*	3.6	0.6
3	1.9	3.2	1.3	2.2	3.0	0.8	3.0	3.9	0.9
4	1.4	1.7	0.3	1.3	3.0	1.7	1.2	2.3	1.1
5	6.5	7.5	1.0	4.7	5.5	0.8	4.5	6.1	1.6
6	5.0	5.9	0.9	4.7	5.3	0.6	4.2	4.7	0.5
7	1.3	2.8	1.5	1.5	3.2	1.7	2.6	2.6	0.0
8	2.7	3.6	0.9	2.0	3.2	1.2	3.0	4.2	1.2
9	1.6	1.6	0.0	1.4	1.5	0.1	2.4	2.6	0.2
10	1.5	1.5	0.0	2.2	2.2	0.0	1.5	3.4	1.9
11	2.1	2.5	0.4	1.2	1.8	0.6	2.6	2.2	-0.4
12	2.3	2.3	0.0	2.3	3.6	1.3	2.8	2.6	-0.2
13	2.6	3.6	1.0	2.6	3.0	0.4	2.6	3.0	0.6
14	1.1	1.9	0.8	1.2	2.3	1.1	2.2	3.2	1.0
15	1.6	2.3	0.7	1.7	2.3	0.6	1.8	3.0	1.2
16	2.0	2.3	0.3	1.7	2.2	0.5	1.8	1.4	-0.4
17	1.4	3.9	1.5	2.2	3.0	0.8	3.0	2.9	-0.1
18	2.5	4.8*	2.3	2.7	2.9	0.2	2.4	3.9*	1.5
19	3.9	4.2	0.3	1.5	3.0	1.5	2.6	2.4	-0.2
20	1.1	1.9	0.8	4.2	4.0	-0.2	4.2	5.3	1.1
21	4.4	5.0	0.6	2.7	3.9	1.2	3.0	4.2	1.2
Means	2.59	3.35	0.76	2.36	3.15	0.76	2.72	3.36	0.64
	t=6.129, df=20, p < .01			t=5.19, df=20, p < .01			t=4.20, df=20, p < .01		

*Children performing at or above grade level.

TABLE X

WIDE RANGE ACHIEVEMENT TEST PERFORMANCE MEANS (PRE-AND
POST-TEST) FOR ONE YEAR OF A SAMPLE OF ARRIBA CHILDREN (FIVE MONTH GRP.)

Subjects	Reading Test			Spelling Test			Mathematics Test		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	2.9	5.3	2.4	2.6	3.7	1.1	3.9	4.2	0.3
2	5.5*	7.2*	1.7	3.9	5.0	1.1	2.6	2.4	-0.2
3	3.0	3.8	0.8	2.2	2.7	0.5	2.4	3.2	0.8
4	3.6	3.5	-0.1	2.3	2.5	0.2	2.8	3.6	0.8
5	9.3*	10.1*	0.8	4.4	5.0*	0.6	3.2	3.6	0.4
6	1.8	2.2	0.4	1.5	2.3	0.8	2.6	2.2	-0.4
7	2.0	2.3	0.3	1.1	1.2	0.1	2.7	3.2	0.5
8	12.2*	14.9*	2.7	8.5*	9.7*	1.2	3.0	3.0	0.0
Means	5.04	6.16	1.12	3.31	4.01	0.70	2.90	3.18	0.28
	t=3.09, df=7, p < .01			t=4.70, df=7, p < .01			t=1.79, df=7, p ~ .06		

*Children performing at or above grade level.

TABLE 11
 Summary of Unweighted-Means Analysis of Variance Performed on
 the Pre- and Post-test (T₁-T₂) Self-drawings for
 ARRIBA Experimental and Control Group (E-nE) Chicanos

Source of Variance	Sums of Squares	df	Mean Sq.	F	P
<u>Between Subjects</u>		<u>34</u>			
E-nE	1.2364	1	1.2364	1.70	.20
Subj. w. grps.	23.9842	33	.7268		
<u>Within Subjects</u>		<u>35</u>			
T ₁ -T ₂	0.3532	1	.3532	-	-
E-nE x T ₁ -T ₂	0.0226	1	.0226	-	-
T ₁ -T ₂ x error within	36.3646	33	1.1020		

TABLE 12
 Summary of Self-image Judgements.

	T _{pre}	T _{post}	Gains
ARRIBA	4.33	4.63	0.30
CONTROL	4.76	4.76	0

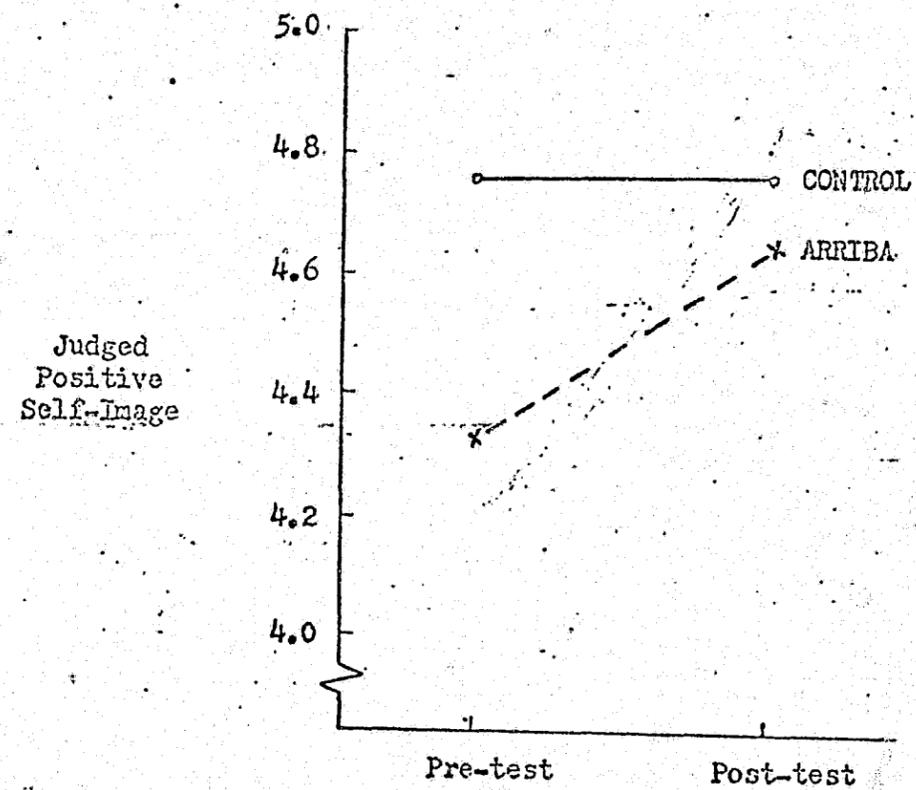


Figure 1. Illustration of Positive Self-Identity Gain for ARRIBA in Contrast to no Gain for Control Group.

WRAT subsequent to this disruption is supportive of this.

Consistent with the preceding, and unlike the second year report, there were only slight increases in the number of children using the color brown for skin coloration in all the groups of children (Table 13).

Table 13

Summary Table of Youth Using the Color Brown for Skin Coloration from Pre-test to Post-test.

	Drawing	Pre-Test	Post-Test
CONTROL (2-yr. group) n = 23	Self	(10) 43.5%	(14) 60.9%
	Male	(7) 30.4%	(12) 52.2%
	Female	(9) 39.1%	(12) 52.2%
ARRIBA (2-yr. group) n = 12	Self	(2) 16.7%	(6) 50.0%
	Male	(3) 25.0%	(3) 25.0%
	Female	(2) 16.7%	(4) 33.3%
ARRIBA (1-yr. group) n = 22	Self	(8) 36.4%	(12) 54.5%
	Male	(11) 50.0%	(9) 40.9%
	Female	(11) 50.0%	(10) 45.5%

Community Participation

An area difficult to measure, but nevertheless existent, is the extent to which ARRIBA involved community adults in community activities. One may take a very conservative posture and say that ARRIBA involved people only in the events to be indicated-- and no more. Or, one may make the more reasonable contention that many of these involved adults enjoyed their involvement and will probably participate in many future activities that they may not have, were it not for the stimulus of ARRIBA. With regard to this involvement, very briefly, ARRIBA had four major events in their third year with the accompanying number of adults participating:

	<u>Volunteers</u>
Mexican Independence (16th of Sept.)	200 (esti.)
Christmas	500 (esti.)
Rummage Sale	94
Cinco de Mayo	201

With regard to volunteers who help ARRIBA on an on-going basis, the total quarter-to-quarter number is broken down as follows for the third year:

<u>1972-1973</u>	<u>Volunteers</u>	<u>New Volunteers</u>
July-Sept.	20	6
Oct.-Dec.	60	30
Jan.-March	26	13
April-June	44	28

The preceding data suggests that ARRIBA has perhaps resulted in the development of Community people who may now participate to greater extent in Community affairs than they had previously.

CONCLUDING REMARKS

The results of this three year study taken together tend to support all three hypotheses. It is not clear to this author how a setting such as ARRIBA could not help but improve the self concepts of Chicano children and subsequently some of the other reported behaviors. It may still be contended by some, however, that because the various types of obtained data occurred subsequent to ARRIBA, it is not clear whether we are merely looking at correlations of the same outcome, i.e., the improved self concept is not clearly responsible for the other apparently improved behaviors. Such a contention notwithstanding, it may nevertheless be argued that the program of ARRIBA, which is in almost every conceivable way designed to be the counseling, recreational, tutorial, or educational aspect of the program, is responsible for the resulting positive behavioral gains. It cannot be overemphasized that it is unrealistic, indeed probably immoral, to initiate real world action programs such as ARRIBA which do not involve as many ways as we may have at our disposal in aiding pre-delinquent youth.

It goes without saying that the schools must move in a direction of supporting a culturally pluralistic framework, rather than just supporting only that of the Anglo-Saxon. For example, in the teacher behavioral assessment section of the second year report (Appendix I), the Anglo children were perceived by their teachers as having made more positive gains in 7 of 7 tables than the experimental or control Chicanos. For the third year, ARRIBA had a larger percentage of Chicanos in the "better" or "same" category for all 7 tables (3 were statistically significant) in contrast to the Anglo children. Nevertheless, ARRIBA still had more Chicano children in the "worse" category than there were Anglos. And consistent with the

second year report the non-ARRIBA Chicano children were generally assessed as being "worse" than the Anglo children. Clearly, it makes more sense to make minor modifications in the educational philosophy of our school system than to support additional programs that have to correct the wrongs visited on the children.

ACKNOWLEDGMENT

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FOOTNOTES

- ¹For excellent reviews of the literature and extensive references see: The President's Commission on Law Enforcement and Administration of Justice's Task Force Report: Juvenile Delinquency and Youth Crime. U.S. Government Printing Office, Washington, 1967; Cohen, A.K. Delinquent Boys. New York: The Free Press, 1965; Conger, J.J., & Miller, W.C. Personality, Social Class, and Delinquency. New York: John Wiley & Sons, 1966; Robison, S.M. Juvenile Delinquency: Its Nature and Control. New York: Henry Holt and Co., 1960.
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- ⁵Ramirez III, M. Identification with Mexican-American values and psychological adjustment in Mexican-American adolescents. International Journal of Social Psychiatry, 1969, 15 (2), 151-156; Sommers, V.S. The impact of dual-cultural membership on identity. Psychiatry, 1964, 27, 332-344; Fabrega, Jr., H. & Wallace, C.A. Value identification and psychiatric disability: an analysis involving Americans of Mexican descent. Behavioral Science, 1968, 13, 362-371; Parker, S. & Kleiner, R.J. Mental Illness in the Urban Negro Community. New York: Free Press, 1965; Blum, R.H. Case identification in psychiatric epidemiology: Methods and problems. Milbank Memorial Fund Quarterly, 1962, 40, 253-288; Hallowell, A.I. Values, acculturation and mental health. American Journal of Orthopsychiatry, 1950, 20, 732-743.

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- ⁷Throughout this paper "Chicano" and "Mexican-American" are used interchangeably.
- ⁸Eissien-Udom, E.U. Black Nationalism, A Search for an Identity in America. New York: Dell, 1964.
- ⁹Guttentag, M. Group cohesiveness, ethnic organization, and poverty. Journal of Social Issues, 1970, 26, 105-132.
- ¹⁰This age group was selected as the target population, inasmuch as the research literature suggests that a precipitous rise in delinquency occurs after about 13 years of age. It may be argued that this rise is not corrected for bulges in the indicated age group because of high fertility rates shortly after World War II. Nevertheless, as Wolfgang points out "very few offenses are ever recorded for ages below 10" (see: Wolfgang, M.E. The culture of youth. In Task Force Report: Juvenile Delinquency and Youth Crime, op. cit.).
- ¹¹Recruitment by the youth workers is primarily from peer group acquaintances of present ARRIBA youth.

¹² This array of selection procedures was already in process when the present author became Director of Research for ARRIBA, and no clear records are available as to the proportion of youth selected by each process. However, the project Director estimates that in excess of 70% of the charges were referred or recruited because of "unmanageable behavioral tendencies." The basis for this wide range of selection processes should become apparent in a later part of this paper. It should be noted that the selection procedures tend to work against the predicted direction of our research hypotheses.

¹³ On the basis of Federally required ethnic surveys for 1970, only five school districts with Spanish surname percentages similar to ARRIBA were considered adequate for comparison with regard to listed selling prices of homes. The aid of three realtors was enlisted from each district (ARRIBA included) in obtaining the listed selling prices. The area selected as the best match for ARRIBA had a median listing price of \$16,000, with some homes listed as high as \$22,000. In the area serviced by ARRIBA the median listing price was \$17,000, with some homes listed as high as \$30,000 because of their R-3 classification.

¹⁴ This handbook entitled "A Chicano Studies Handbook", 1972, ARRIBA, was prepared by Roberto Casas.

¹⁵ Clarification of this conceptual approach may be found in: Lee, D. Lopez. A pluralistic philosophy for Chicanos. Con Safos, 1972, 8, 18-20.

¹⁶ Addresses of potential youth members could not be released to ARRIBA by the schools because this was felt to be confidential information. We therefore had to have the school send a general notice home with each child noting the opening of ARRIBA. From the population of children that arrived on that basis, we then had to send a parental approval slip home with the child. This latter procedure reduces the number of children to ninety that ended up attending ARRIBA.

¹⁷ The present Judge of the Juvenile Court of El Monte prohibits the Director of the Los Angeles County Probation Department (San Gabriel Valley District Office) from specifying which children have been involved with the courts--thus, the inability to elaborate upon the four law-involved youth.

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APPENDIX I
Results and Discussion of
Project ARRIBA's Second Year
Report (1971-1972)

RESULTS AND DISCUSSION

The results and discussion subsections consist of: (1) delinquency statistics (from probation department); (2) teacher behavioral assessments; (3) Wide Range Achievement Test (WRAT) gains; (4) gains in self concept (pictorial); and (5) grafitti as an "unobtrusive" indicator.

Delinquency Statistics

At the time the present research analysis was performed, there were 90 charges being handled by ARRIBA. There were 172 other charges previously associated with ARRIBA. ARRIBA had thus far provided services for a total of 262 charges. Of the 90 charges, none have been involved with the law. Of those 172 no longer on the program of ARRIBA, four have been negatively involved with juvenile court.¹⁷ Youth from the control area (48 Spanish-Surnamed and 52 "others") did not have any youth involved with the law. The proportionate differences in the delinquency statistics between ARRIBA and each sub-sample from the control area, as anticipated, were clearly not significant. However, it cannot be overemphasized that ARRIBA makes every effort to select potential delinquents. (That ARRIBA may be somewhat successful in this is suggested in the next paragraph). This, plus the fact that only four incidents of delinquency occurred, and then only for former participants is suggestive of ARRIBA's efficacy in preventing juvenile delinquency.

Delinquency has decreased dramatically in the area served by ARRIBA in contrast to its control area. As indicated by Table 1, the Spanish-surnamed populations of the census tracts that comprise ARRIBA and its control area have been increasing absolutely and proportionately. Indeed, the area served by ARRIBA has shown better than a 20 to 1 population increase over its control area (Table 2). With this increase contrast in mind, it was surprising to find such a large absolute decrease (Table 3) in the number of boys referred to the probation department from the ARRIBA area in contrast to the control area. This finding is also contrary to what some social scientists might predict. The data of Table 4 for girls seem to further emphasize the implications being made with regard to Table 3 by contrast (recall that ARRIBA is a program only for boys).

To be sure, ARRIBA cannot take full credit for such correlational data. However, in light of the preceding and that to follow, it is believed that ARRIBA is in some way responsible for it.

Table 1
Spanish-Surnamed (S-S) Composition of Schools
that ARRIBA and Control Area Serve

		1970	1971*
ARRIBA (includes nine schools)	Percent S-S	50.5%	54.3%
	Number of S-S	2,914	2,964
CONTROL (includes five schools)	Percent S-S	47.7%	50.5%
	Number of S-S	1,795	1,984

Table 2
Overall Population of the Census Tracts that
Comprise the ARRIBA and Control Area

	1970	1971*	Shift
ARRIBA	10,828	17,076	+57.7%
CONTROL	23,685	24,305	+2.6%

*October estimate

Table 3
Number of Boys Referred to Probation Dept. in ARRIBA and Control Area
Census Tracts. (Civil Court Investigations Deleted)

	652 Reports		Shift	Init. Ct. Rep.		Shift	Combined Shifts
	1970	1971		1970	1971		
ARRIBA	38	19	-50%	53	43	-18.9%	-31.9%
CONTROL	35	31	-11.4%	55	65	+18.2%	+6.7%

*Non-court involved investigation

Table 4
Number of Girls* Referred to Probation Dept. in ARRIBA and Control Area in
Census Tracts. (Civil Court Investigations Deleted)

	652 Reports		Shift	Init. Ct. Rep.		Shift	Combined Shifts
	1970	1971		1970	1971		
ARRIBA	15	13	-13.3%	12	18	+50%	+14.9%
CONTROL	8	6	-25.0%	22	11	-50%	-43.3%

*ARRIBA is only for boys (ages 8-13)

Teacher Behavioral Assessments

To obtain an outside assessment of Project ARRIBA, teachers were asked to provide a citizenship and academic evaluation of ARRIBA children. It is assumed that this approach serves as a reasonably accurate assessment of positive and/or negative behaviors towards society in general. Similarly, this type of information should probably also be considered as being a fairly direct indication of Project ARRIBA's efficacy in minimizing future delinquent behavior. Indeed, it would appear that the type of data included in this section would be most useful in assessing other delinquency programs such as ARRIBA which: (1) have few youth in the program, e.g., less than 150 children, (2) consist primarily of relatively young pre-delinquent youth, e.g., less than 14 years of age, and (3) have conditions which preclude complete control over the systematic selection of charges.

Only those teachers whose children participated in ARRIBA took part. To minimize the perception that the teachers might be assessing ARRIBA itself, the following two things were done:

- (1) A number of boys, equal to that number from ARRIBA within a class, were randomly selected (whether Anglo or Chicano). For example, in addition to three ARRIBA children being assessed in teacher "A's" class, there were also three other "control group" children from the same class who were similarly being assessed, and
- (2) The following instructions were provided:

Dear Teacher:

We are presently engaged in a small research project with a local university. This project involves the development of an evaluation instrument. We have selected a stratified random sample of students from your class.

Please indicate Benito Juarez's progress or regression since 19 in each of the following areas by placing a check in the spaces provided.

Thank you for your cooperation.

Tables 5a through 7b summarize the teacher assessments. Only 72 of the 90 charges were included; 16 (including one Anglo child) were excluded because their degrees of participation had been less than two months. The one black and one Anglo child who had been on the program more than two months were not included because the ethics of confidentiality would have been violated.

It is recognized that for the obtained data there is a lack of a common reference point. This may be said to be true, by definition, of all experimental programs such as ARRIBA wherein the experimental group, by design, has not been randomly selected. Simply translated, this means that while ARRIBA Chicanos may have shown more personal performance improvements than the Chicano controls, ARRIBA Chicanos may actually be "worse" in their "real world" behavior. This is a reasonable contention. It does not follow, however, that inferences based on data from such a common "quasi-experimental" design may not be made concerning the efficacy of programs such as ARRIBA. The key concept here is the dynamic of teacher perceived "performance improvement." From the research literature, one would have expected ARRIBA Chicanos (presumably consisting of youth more disposed toward delinquency) to show a perceived performance decline (certainly no perceived improvement)

Table 5a. Obedience

		Worse	Same	Better	Chi-square Values
*Chi-square Values 1.88	ARRIBA	9 12.5%	51 70.8%	12 16.7%	1.78
	CONTROLS	10 17.5%	34 59.6%	13 22.9%	
		Anglo	1 8.3%	7 58.3%	4 33.3%

Table 5b. Dependability

		Worse	Same	Better	Chi-square Values
1.47	ARRIBA	8 12.7%	43 68.3%	12 19.0%	0.78
	CONTROLS	8 14.3%	36 63.1%	13 22.6%	
		Anglo	1 7.8%	6 46.1%	6 46.1%

Table 5c. Courtesy

		Worse	Same	Better	Chi-square Values
3.53	ARRIBA	6 8.3%	58 80.6%	8 11.1%	1.34
	CONTROLS	7 12.3%	41 71.9%	9 15.8%	
		Anglo	1 7.7%	8 61.5%	4 30.8%

Table 5d. Work Habits

		Worse	Same	Better	Chi-square Values
0.63	ARRIBA	6 8.3%	41 56.9%	25 34.8%	2.16
	CONTROLS	8 14.0%	35 61.4%	14 24.6%	
		Anglo	1 7.8%	6 46.1%	6 46.1%

in contrast to the control Chicanos, if ARRIBA were not effective, no matter the "real world" correspondence of the perceived behavior. ("Real world" performance correspondence assessments may be inferred from the other reported data. Indeed, this is, in part, a reason for the existence of the other data.) As the tables indicate, there were no statistically significant changes. However, six of the seven tables were in the predicted direction of more improvement being shown for ARRIBA Chicanos in contrast to control Chicanos. (Both groups were slightly worse than the Anglo group.) Since ARRIBA is presumed to have more than a lion's share of potential delinquents in terms of referrals, the fact that six of the seven tables have a greater percentage of improvements for ARRIBA Chicanos over non-referred Chicanos is indicative of ARRIBA's apparent success.

*All Chi-square values were not statistically significant ($p > .10$).

TEACHER ASSESSMENT SUMMARIES OF
SCHOLASTIC PERFORMANCE AND ATTENDANCE

Table 6. Overall Scholastic Performance

		Worse	Same	Better	Chi-square Values	
*Chi-square Values 0.25	ARRIBA	Chicano	7 9.7%	37 51.4%	28 38.9%	0.34
	CONTROLS	Chicano	7 12.3%	30 52.6%	20 35.1%	
		Anglo	1 7.8%	6 46.1%	6 46.1%	0.63

Table 7a. Absences

		More	Same	Fewer	Chi-square Values	
2.00	ARRIBA	Chicano	9 12.5%	45 62.5%	18 25.0%	0.64
	CONTROLS	Chicano	7 12.3%	39 68.4%	11 19.3%	
		Anglo	0 0%	10 76.1%	3 23.9%	1.78

Table 7b. Tardiness

		More	Same	Fewer	Chi-square Values	
0.41	ARRIBA	Chicano	10 13.9%	48 66.4%	14 19.4%	0.83
	CONTROLS	Chicano	5 8.8%	40 70.2%	12 21.0%	
		Anglo	1 7.7%	9 69.2%	3 23.1%	0.04

*All Chi-square values were not statistically significant ($p > .10$).

WRAT Gains

The WRAT was selected for use by ARRIBA because: (1) it is relatively brief, (2) it appears to be less culturally biased than other performance tests and, (3) two of its sub-tests (reading and spelling) are of obvious interest to programs such as ARRIBA which serve predominantly Spanish-surnamed children.

The WRAT was to be used only on the ARRIBA population as a relatively quick diagnostic tool in the areas of reading and spelling. However, one may make some inferences concerning the effectiveness of ARRIBA in contrast to two "quasi-controls:" the randomly selected sample on which the WRAT's norms are based, and a rough composite sample of what the generally observed performance is for Spanish-surnamed (S-S) samples. The WRAT group norms indicate 0.8 of a school year gain for 8 months of a school year, and 0.6 to 0.7 of a school year gain is a conservative specification of what the typically observed gain is for S-S groups.¹⁹

To be useful, the WRAT is typically administered when the child first enters the program at any time of the year. However, ARRIBA was able to pre-test 28 of these children in September of 1971 and post-test 19 of these in June of 1972. There was no apparent reason to believe that this sample of 19 pre- and post-tested children is not reasonably representative of ARRIBA's other children. The performance gains of these children are listed in Table 8. The pre-to post-test gains were all statistically significant.

For all three areas, there were more children performing at grade level (indicated by asterisks) at post-test than at pre-test. The gains in reading and spelling (over 16 months) are remarkably greater (over twice as great) than those one would expect for groups similar to the two "quasi-control" groups mentioned above.²⁰ True, although the gains in mathematics are no better than what one may observe for other S-S samples, three children at post-test were found to be performing above grade level (indicated by asterisks) in mathematics, whereas at pre-test all 19 were performing below grade level. This disparity in gains does suggest that ARRIBA was possibly placing an over-emphasis in reading and writing skills to the relative detriment of mathematics skills. This has been changed, and it is believed that such a change will be reflected in the following year. This approach is consistent with ARRIBA's belief that successful performance in all facets of a child's life is necessary for the development of positive feelings about himself and that this will reduce the frustrations and subsequent deviant behavior that might ordinarily occur.

TABLE 8

Wide Range Achievement Test Performance of a Sample of ARRIBA Children

Subjects	READING TEST			SPELLING TEST			MATHEMATICS TEST		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	2.3	2.3	0	1.6	4.2	2.6	2.2	2.3	0.1
2	3.9	4.6	0.7	3.0	3.7	0.7	3.4	4.9	1.5
3	4.2	5.0	0.8	4.5	3.9	-0.6	3.9	5.0	1.1
4	4.5	4.4	-0.1	2.6	3.7	1.1	3.2	4.2	1.0
5	1.6	1.6	0	1.2	3.0	1.8	2.6	1.8	-0.8
6	4.1*	6.1*	2.0	3.0	5.5*	2.5	3.6	3.7	0.1
7	3.1*	4.2*	1.1	2.7	4.2*	1.5	2.6	4.7*	2.1
8	4.2	4.4	0.2	2.2	4.3	2.1	3.9	5.3	1.4
9	2.3	4.1*	1.8	2.5	2.4	-0.1	2.4	3.2	0.8
10	2.9	8.7*	5.8	2.3	4.0	1.7	3.6	3.9	0.3
11	5.9	6.1	0.2	3.2	5.3	2.1	5.5	3.9	-1.6
12	4.2	6.8	2.6	2.7	4.0	1.3	3.9	3.4	-0.5
13	6.2	12.2*	6.0	4.3	6.1	1.8	4.4	4.4	0
14	1.8	2.3	0.5	1.1	4.2	3.1	2.1	2.3	0.2
15	2.8	4.8	2.0	3.0	3.7	0.7	2.9	5.3	2.4
16	2.4	3.1	0.7	2.4	3.9	1.5	3.6	3.0	-0.6
17	6.5*	8.1*	1.6	4.7*	4.5	-0.2	3.6	6.0*	2.4
18	3.8*	5.5*	1.7	4.5*	5.3*	0.8	2.1	2.6	0.5
19	9.7*	12.9*	3.2	6.8*	13.0*	6.2	4.7	6.1*	1.4
Means	4.02	5.64	1.62	3.07	4.68	1.61	3.38	4.00	.62

t=3.98, df=18, p<.01, one-tailed

t=4.75, df=18, p<.01 one-tailed

t=2.45, df=18, p<.02 one-tailed

* Performing above grade level

Gains in Self-Concept (Pictorial)

Upon entrance to ARRIBA (at any time of the year), each child is requested to draw a picture of a male, a female, and himself. For this test the boys are provided with fine point color pens (felt tipped). As in the case of the WRAT, ARRIBA was able to pre-test 32 of its children in September and post-test 20 of these in June of 1972. Similar pre- and post-test data were obtained for 24 of an initial pre-tested sample of 43 Chicanos from the control area.

The two judges used to assess the pictures had completed a senior college course concerning the Psychology of the Mexican American (taught by the author). The judges were instructed to evaluate each child's drawing of himself in terms of a "Chicano" perspective. Both raters were led to believe that the 88 picture protocols being evaluated were all from the same population. Each judge rated and evaluated each child's self picture (pre- and post-test) employing the following format:

Looking at the child's drawing of himself how would you rate the child's self-image in terms of other children?
(Circle appropriate number).

1	2	3	4	5	6	7
Very			No			Very
Negative			Diff.			Positive

What is the skin color of the child's drawing of:

Himself _____

The Male _____

The Female _____

Disparities between the judges for the scale item were split, e.g., if one judge's rating was 5 and the other's was 6 for a child's picture, the picture was given a composite of 5.5. Considering the fact that only one scale item was employed, and an elusive item being evaluated at that, it was surprising to find such a high degree of inter-judge agreement. Inter-judge reliability, employing Pearson's product-moment correlation, was $r = .41$ and $r = .69$ for the pre- and post-test picture ratings, respectively. Both correlations were significant beyond the .01 level of confidence. With regard to judge disparities in reported skin coloration, a third judge (also unaware of the different populations represented in the picture protocols) made the final decision.

The composite ratings obtained for the pre- and post-test self drawings for ARRIBA and control group Chicanos were subjected to an unweighted means analysis of variance (Table 9). As indicated, there were no overall statistically significant differences reported for the testing ($T_1 - T_2$) variable or the Experimental vs. Control (E - nE) group variable.

To be sure, a non-significant overall F test ordinarily signals one to analyze no further, that there are no differences between the cell means. In short, post hoc analyses are forbidden. However, ". . . specific comparisons which are built into the design or suggested by the theoretical basis for the experiment can and should be made individually, regardless of the outcome of the corresponding over-all F test." ²¹ With regard to ARRIBA it was specifically predicted that ARRIBA Chicanos would show a gain in positive self-identity in contrast to a control group. Performing the A PRIORI specified statistical contrast, it was found that ARRIBA Chicanos were judged as having a significantly (t=2.01, df=1/42, p<.02, one-tailed) more positive self-image at post-test than they had at pre-test. The results as graphed in Figure 1 illustrate that ARRIBA Chicanos were primarily responsible for the overall seeming trend of a difference (p<.15) from pre-test to post-test; there was essentially no such difference for the control Chicanos, thus the seeming additional trend (p~.20) of an interaction effect. True, the ARRIBA Chicanos were at an initially lower point than their controls, they nevertheless were higher at post-test.

For each of the required drawings, there was an increase in the number of children using the color brown for skin coloration. Table 11 provides a breakdown of this increase from pre- to post-test. These results are in a direction consistent with the preceding results.

Table 9
Summary of Unweighted-Means Analysis of Variance Performed on the Pre- and Post-test (T₁-T₂) Self-drawings for Experimental (ARRIBA) and Control Group (E-nE) Chicanos

Source of Variance	Sums of Squares	df	MS	F	P
Between Subj.		43			
E-nE	.0502	1	.0502	—	—
Subj. w. grps.	58.3086	42	1.3883		
Within Subj.		44			
T ₁ -T ₂	2.9716	1	2.9716	2.42	<.15
E-nE x T ₁ -T ₂	2.0428	1	2.0428	1.67	~.20
T ₁ -T ₂ x error within	51.5269	42	1.2268		

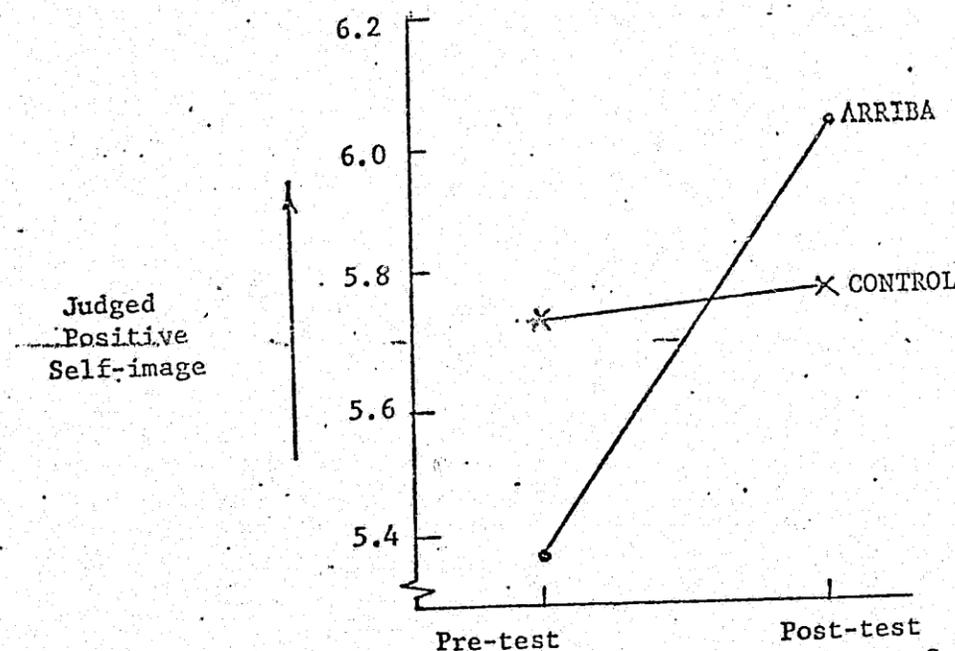


Figure 1. Illustration of Significant Gain for ARRIBA in Contrast to Non-significant gain for Control Group

Table 10
Summary of Self-image Judgements

	Tpre	Tpost	GAINS
ARRIBA	5.375	6.050	.675
CONTROLS	5.729	5.792	.063

Table 11

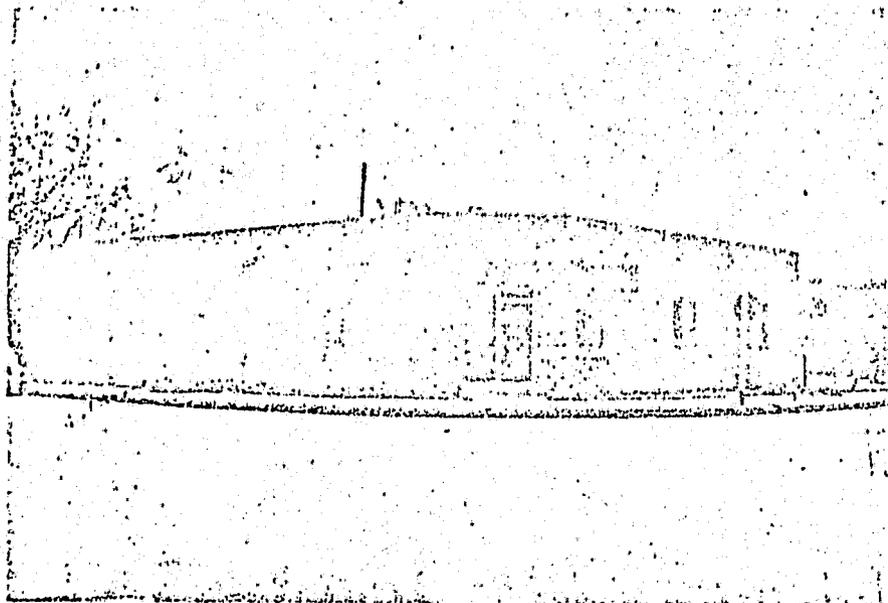
Summary Table of Youth Using the Color Brown for Skin Coloration from Pre-Test to Post-test

Drawing	No. of Youth Using Brown	
	Pre-test	Post-test
Himself	3	7
Male	2	10
Female	1	5

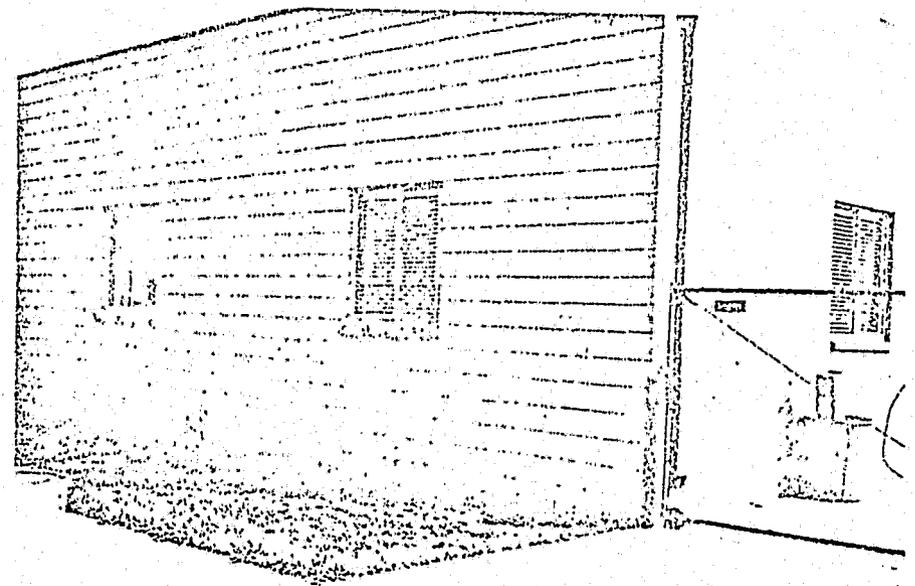
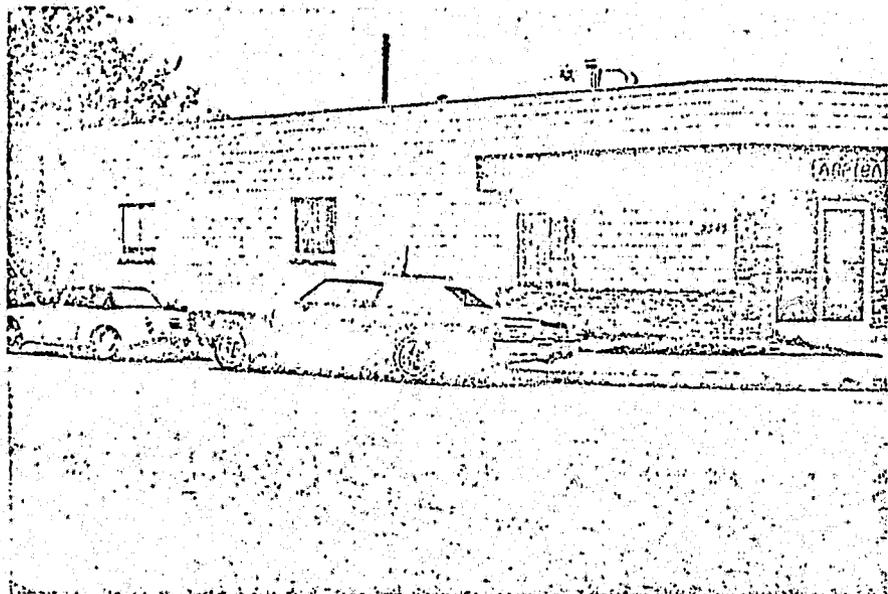
Graffiti--an "Unobtrusive" Indicator

Not only is this evaluation aspect of ARRIBA unique, but also most revealing. A youth worker was instructed only to take pictures of graffiti in the South El Monte area. It was then subsequently observed that the graffiti increased in proportion to distance from ARRIBA (see figures 2 through 6). Only one graffiti attempt has been made on the building of Project ARRIBA (look closely at Figure 2, picture 3); it has since been painted over. Perhaps this finding is somewhat related to the fact that within Project ARRIBA, the children are allowed to express themselves, through graffiti or otherwise. Thus, ARRIBA may be responding to the cry for identity which graffiti is interpreted to be by some social scientists. It may also be that the children (including perhaps other children not in ARRIBA who know the goals of ARRIBA) probably do not wish to draw or paint on buildings that are within "visual" range of ARRIBA. Both interpretations, particularly the latter, are conceivably very much related to the highly valued Chicano concept of respect. Is it not reasonable for a child to develop a respect for a place that represents one's heritage? To develop respect for a place that makes one proud of his heritage, and therefore himself? If such respect is assumed to be highly desirable, then the building of ARRIBA is accorded a great deal more respect than other buildings. Whether you accept one interpretation, both, or some other, it would appear that the presence of ARRIBA is responsible for such a finding.

I-13



Pic.1 - Full Shot of ARRIBA

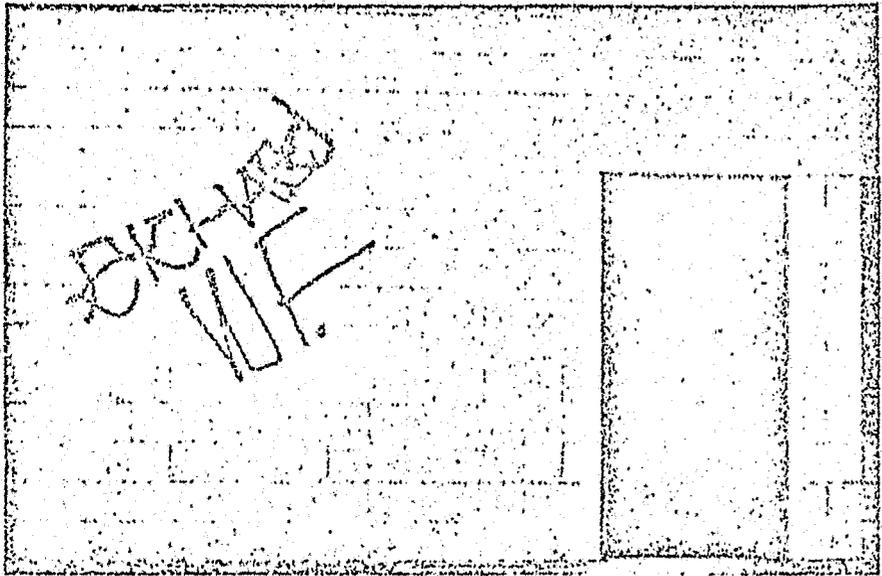


Pic. 3 - Right Side of ARRIBA

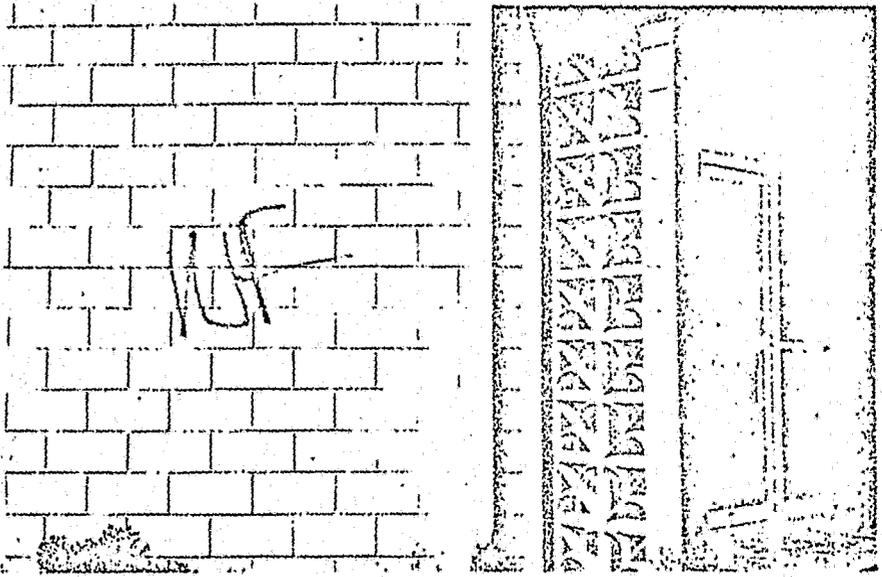
FIG. 2- PROJECT ARRIBA AT
2325 SEAMAN AVE.

Pic. 2 - Left Side of ARRIBA

I-19



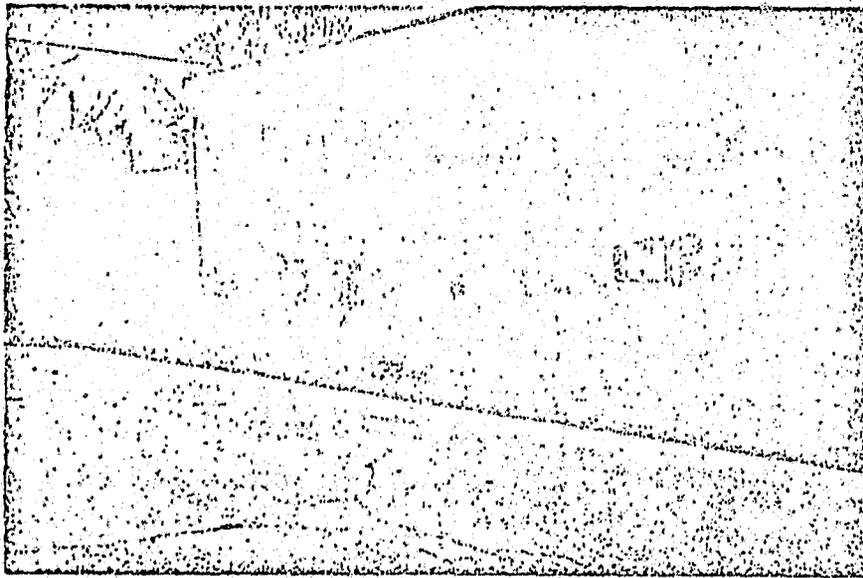
Pic. 1 - One Door West



Pic.3-One-Block North

FIG. 3- GRAFITTI WITHIN
1 BLOCK OF ARRIBA

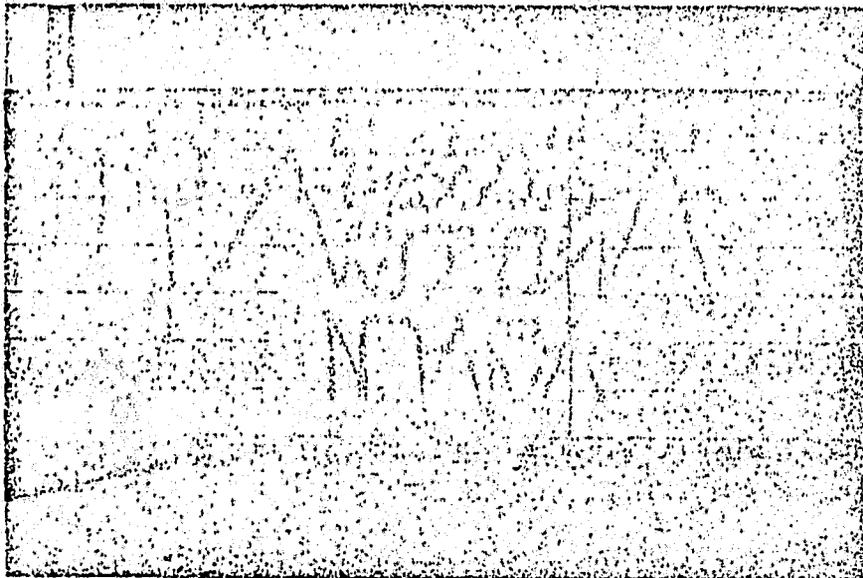
Pic. 2 - Adjacent Corner



Pic. 1 - 9700 Factorial Way

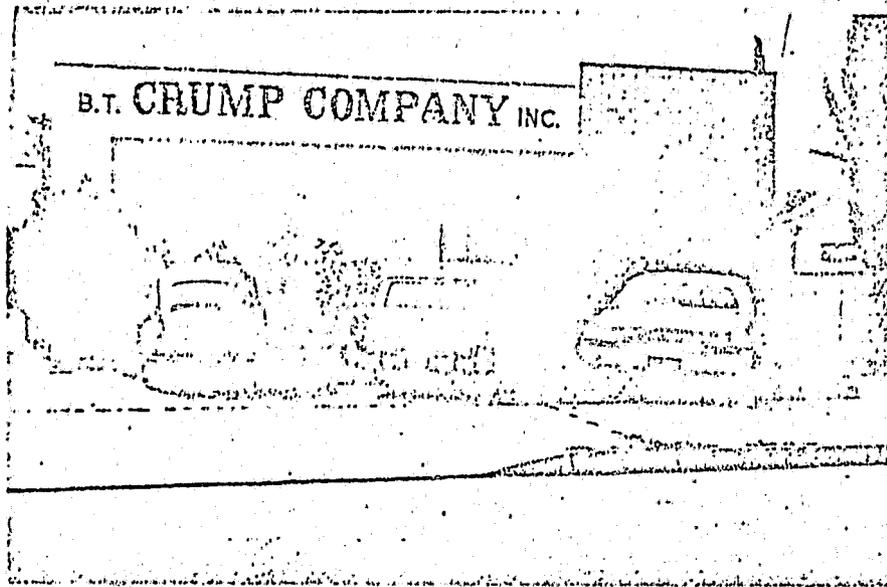


Pic. 3- Calamia Mg. Co.



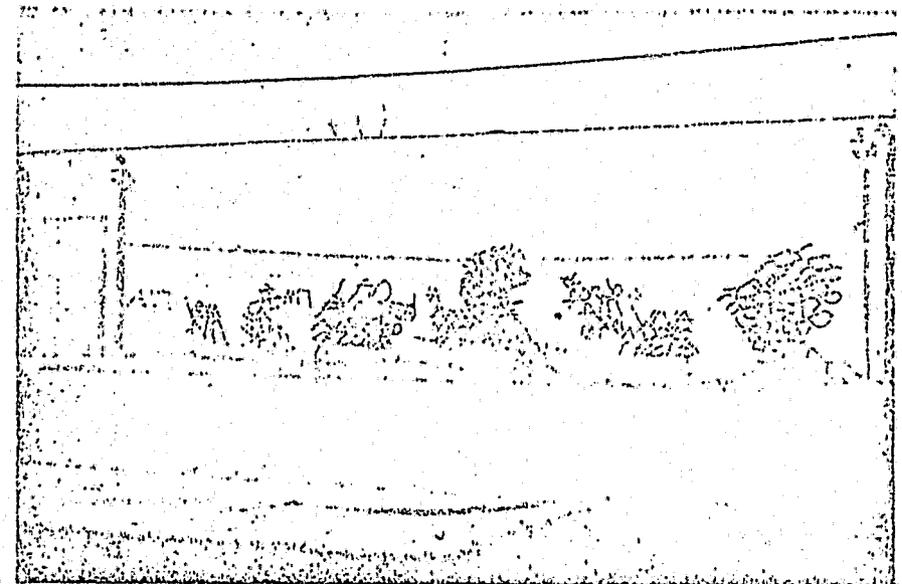
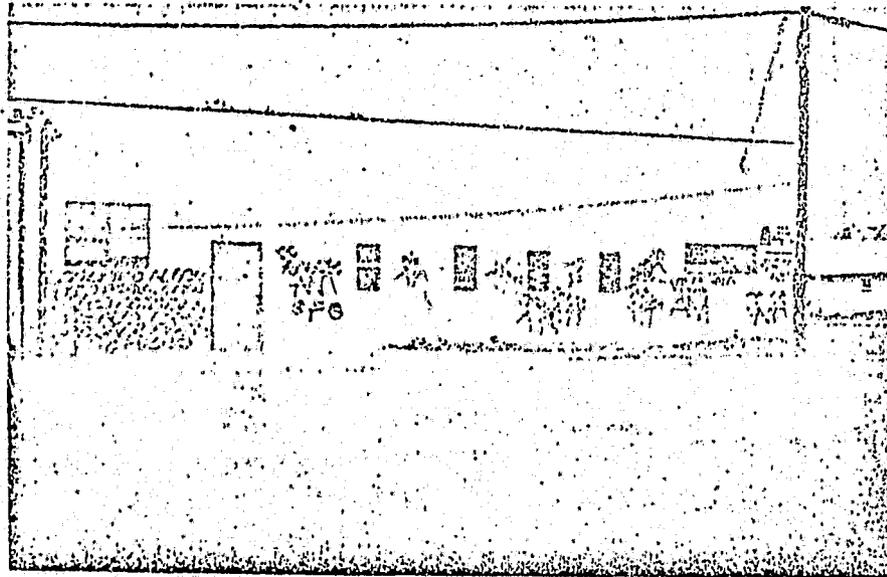
Pic. 2 - 9758 Klingerman St.

FIG. 4- GRAFITTI TWO BLOCKS
AWAY FROM ARRIBA.



Pic. 1 - 2651 Seaman Ave.

I-21



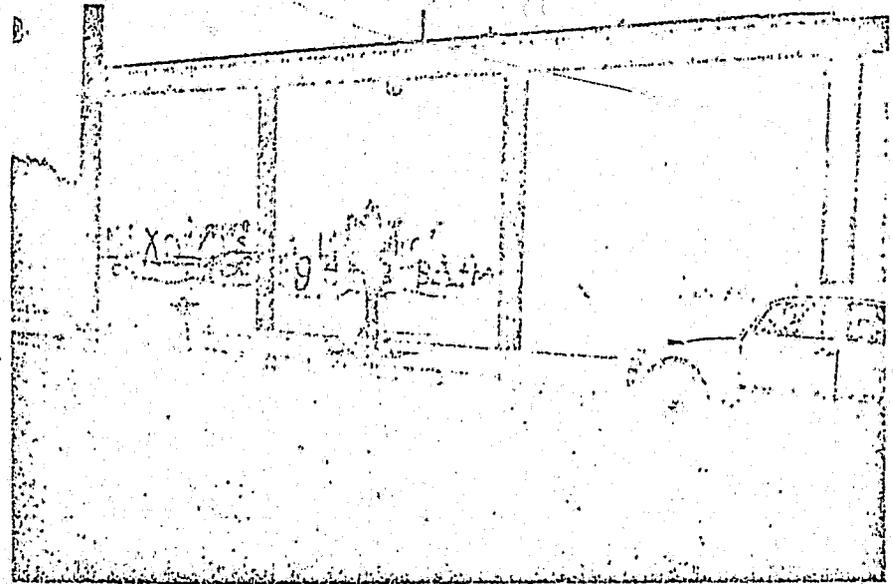
Pic. 3- Sunset Soft Ser. Co.

FIG. 5- GRAFITTI THREE BLOCK'S
AWAY FROM ARRIBA.

Pic. 2 - Three Blocks North



Pic. 1 - '9900 Garvey Ave.



Pic. 3- Pizza Palace



Pic. 2 - Vons Market

FIG. 6- GRAFITTI FOUR BLOCK'S
AWAY FROM ARRIBA.

PROJECT ARRIBA'S CUMULATIVE FINAL REPORT

July 1, 1970 - June 30, 1973 will reflect the following:

Board Organization;
Program;
Staff;
Conclusion.

TARGET AREA

The area selected for the City of South El Monte, Special Service for Groups, Inc., ARRIBA Project, July 1, 1970 - June 30, 1973, was a portion of the City of South El Monte (Census Tract Numbers 4334, 4335 and 4337). The population of the City of South El Monte has increased by 3% each year. Mexican American people are the largest minority group in the area.

Project ARRIBA, a community based multi-dimensional delinquency prevention program was funded as a demonstration experimental project by California Council on Criminal Justice from July 1, 1970 through June 30, 1973. The program provided direct services to male youth, ages 8 to 13 years of age, and their parents. The methods focus on a youth development program which builds pride and appreciation in multi-ethnic cultural awareness. A clinical approach that provided behavioral change through the medium of individuals, groups, and crisis counseling. Parent-child, family and multiple family treatment sessions were provided during the day and evening hours for the clients.

Parents of the youth were also involved in the formation of parent councils to focus on identifying and changing those things in the community which cause youth to get into trouble. For further information regarding progress of the project, please see Project ARRIBA Final Evaluation Report, July 1, 1970 to June 30, 1973, by David Lopez Lee, Ph.D.

BOARD ORGANIZATION

The Board of Managers during the three years of Project ARRIBA administratively implemented policy for the program. While the By-Laws specify 21 members to the Board of Managers, only 18 positions were filled. Fifteen members of the Board of Managers were from the target area composed of program participants, parents and concerned citizens. The target area (zoned industrial) has had a high transitory rate that has affected program operation. Of the original 21 Board members, only eight have been with the program since the beginning. A community Board of Managers was able to provide the necessary political strength to the program even though it experienced personnel problems.

The Board of Managers supported the project director by jointly concentrating on the program goals.

PROGRAM

One hundred boys have been active in 20 groups which meet four times a week after school. The average monthly attendance is 650 boys involved in various program activities. The alternatives provided were programs in cultural awareness, individual and group counseling, case conferences, specialized tutoring by local school personnel, individualized and group tutoring, parent block meetings, family orientation and on optional basis - recreation.

Fifty-two lesson plans, or teachers' workbooks, using "Chicano" culture has been developed by two curriculum development consultants. The Mexican American Studies reflect the culture and history of the Southwest, and is utilized as a teacher's manual to guide the youth workers in their discussions. Enclosed are sample monthly activities calendars showing weekly assignments as supervised by the group work specialist (See Appendix I).

Cultural history of the youth has been enhanced by the participation of the parents. The Cinco de Mayo fiesta in 1972 was held in conjunction with the City of South El Monte. Parents also celebrated the annual diez y seis de septiembre at the ARRIBA Center.

Block meetings during the year have been producing parent involvement at the neighborhood level. The block meetings are specifically to involve parents in planning and directing the programs at ARRIBA. These block meetings are supervised by the group work specialist and coordinated by the youth service staff.

The counseling program coordinated by the ARRIBA social worker and professional volunteers has been most effective. Parents, youth and community residents have been participating in counseling sessions held daily and evenings at the ARRIBA Center. The counseling program for the "charges" is as follows: Youth registered in the program have counseling on a rotation basis for two hours, two days per week for each group. On the third day of the week professional counselors are available on a walk-in basis to "charges," youth worker or group who wants or needs help in solving their problems.

In addition to the youth involved daily with the regular program at ARRIBA, 730 other youth participated in miscellaneous development programs such as Head Start Pre-School, youth/parent meetings and family counseling. In this year, the ARRIBA Board of Managers met the third project objective "to stimulate community interest and action to provide more constructive opportunities for youth development" by providing five additional Head Start classes for the City of South El Monte. Azteca Head Start Pre-School Center Inc., provides fiscal management and administrative supervision and support services to the pre-school. See Appendix II for an address list of the three Head Start Pre-School sites.

DELINQUENCY STATISTICS

Project ARRIBA in its first submitted proposal to CCCJ for funding beginning July 1, 1970, noted that as reported by the El Monte Probation Department, there was a total of 107 referrals from the target area census tract numbers 4334, 4335 and 4337 (See Table 1). This data was taken from the WI 652 Juvenile Referrals Report issued by the Los Angeles County Probation Department. There were only four census tracts in Los Angeles County that produced more than 50 probation referrals. One of the census tracts designated for ARRIBA services was among the four.

TABLE I

<u>Census Tract #</u>	<u># of Referrals to Probation Dept.</u>
4334	53
4335	45
4337	9

Delinquency statistics at the time of the present analysis there were 92 "charges" being handled by ARRIBA.¹ There were 247 other "charges" previously associated with ARRIBA. ARRIBA has thus far provided services for a total of 339 "charges."² Of the 92 "charges," two have been wards of the court, both cases have been dismissed.³ Of those 240 previously associated with ARRIBA, eight have been negatively involved with the juvenile court.⁴

¹As of June 30, 1973.

²As of April 1, 1973.

³As of April 1, 1973.

⁴The present Judge of the Juvenile Court of El Monte prohibits the Director of the Los Angeles County Probation Department (San Gabriel Valley District Office) from specifying which children have been involved with the courts; thus, the inability to elaborate upon the four youth involved with the court system.

DELINQUENCY STATISTICS (January 1, 1972 - December 31, 1972)

Delinquency has decreased dramatically in the area serviced by ARRIBA as indicated by Table 2. The Spanish surnamed population of the census tract that comprise the ARRIBA area have been increasing proportionately.⁵ However, the number of WI 652 Juvenile Referrals from census tract numbers 4334, 4335 and 4337 has decreased for the year January 1, 1972 - December 31, 1972. There was a total of 61 referrals from the target area as reported by the El Monte Probation Department. (See Table 2) The decrease of WI 652 Juvenile Referrals in the Project ARRIBA target area in comparison to Table 1 is that of 43%.

Table 2

<u>Census Tract #</u>	<u># of Referrals to Probation Dept.</u>
4334	20
4335	29
4337	12

STAFF

Staff turn over has been due to a multiple of factors including but not limited to the following high transitory rate of the area, the youth workers transferring from community college to state or university schools, staff obtaining full-time jobs, staff resigning and seeking long range employment. The core staff is composed of the project director, program supervisor, social worker, group work specialist, community coordinator and secretary. Only the project director has been with the project since it began operation. Staff turn-over has hampered program operations because of the necessity to orientate and train new personnel.

⁵See Project ARRIBA Second Annual Evaluation Report, July 1, 1971 to June 30, 1972, by David Lopez Lee, Ph.D.

The part-time staff was composed of a research assistant and 12 part-time youth workers. To a great degree the youth workers received extensive training as explained in prior progress reports.

TIME RECORDS

Time records have been implemented since the program began, although for the year 1972 (July, August, September and October) time records were stolen as explained in the Second Quarterly Progress Report, 1972.

During the final year, the Los Angeles Regional Planning Board, Region R required that the project utilize the PERT (Program, Evaluation, Review Technique) technique be implemented via the program supervisor to help staff reach the project objectives. (See Appendix III for copies of the third year results as reported and recorded by staff).

CONCLUSION

In terms of effectiveness regarding the reduction of juvenile delinquency as projected by the project objectives as explained earlier in this report, Table 1 showed a reduction of 43%. In the third project objective, the ARRIBA Board of Managers were able to provide additional youth development programs such as five additional Head Start classes for the City of South El Monte.

However, in regard to long range programming the City of South El Monte incorporated the "ARRIBA Model" delinquency prevention program into their Human Resources Department.

The counseling program expanded tremendous during the final year. Professional volunteers provided counseling in all areas for youth, parents and residents. Within the area, an average of 75-100 youth were counseled.

A P P E N D I X I

(MONTHLY ACTIVITIES CALENDAR)

January 1973 youth workers

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	(1) Art. Basis Hist. Aztecs. Teacher. V.	(2) Art. Basis Hist. Aztecs. Home V.	(3) Art. Basis Hist. Aztecs.	(4) Art. Basis Hist. Aztecs. orientations.	(5) staff meeting. Bet. Aztecs. - H.S.	(6)
7.	(8) Art. Basis History: Aztecs Teacher V.	(9) Art. Basis Hist. Aztecs. Home V.	(10) <u>MOVIES</u> - Mexican American culture - Puppets - custom Bl. Meet.	(11) <u>MOVIES</u> orientations	(12) staff meeting	(13)
(14)	(15) Art. Drawing. H. Mayans Teach. V.	(16) Art. Drawing H. Mayans. Home V.	(17)	(18) Bl. Meet. orientations.	(19) staff meeting	(20)
(21)	(22) Art. Drawing Hist. Mayans. Teach. V.	(23) Art. Drawing H. Mayans. Home V.	(24) Bl. Meet.	(25) <u>MOVIES</u> <u>Mayan culture.</u> →	(26) staff meeting	(27) SHOW Trip
28	(28) Art. Music H. conquest. Teach. V.	(29) Art. Music H. conquest. Home V.	(30) Bl. Meet.	(31) <u>MOVIES</u> conquest - of Mexico Cortés orientations.	staff meeting	→

ARRIBA CALENDAR OF ACTIVITIES
1973

MONTH OF February 1973

Youth workers

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
WE'LL START WITH THE BOOK: "HEROES AND BICULTURALISM".						
<u>Make a scrapbook of this book.</u>						
4	5	6	7	8	9	10
	ECHAVARRIA READING ENGLISH/SPANISH DIFFERENCES---	NIXON READING ENGLISH/SPANISH ---SIMILARITIES	BLOCK MEETING GROUP 1C CONNIE MAGANA	ORIENTATIONS 3 - 4 <i>Youth w. parents Meeting</i>	BELVEDERE JR. HIGH SCHOOL 3-5	Inservice Chicano Pride Cal-state. 9:30-1:30 Library
11	12	13	14	15	16	17
	JUAREZ READING <i>Meeting: Home-Teachers</i>	LINCOLN READING	BLOCK MEETING GROUP 1B FERNANDO JIMENEZ PLEASE KEEP RECORD.	ORIENTATIONS 3-4 Please keep record. PAPERWORK. PLEASE KEEP RECORD.	IN-SERVICE LOUIS HERNANDEZ 2 - '4	
18	19	20	21	22	23	24
	<i>workday</i> ****HOLIDAY****	CUAUHTEMOC SITTING BULL READING.	BLOCK MEETING VICTOR CHAVEZ PLEASE KEEP RECORD.	ORIENTATIONS 3 - 4 YOUTH-WORKER & PARENTS MEETING 7:30-8:30 PLEASE KEEP RECORD.	NELLES SCHOOL FOR BOYS - WHITTIER Be there at 2:00!	
25	26	27	28	1	2	3
	<u>MEXICAN - AMERICAN FLAGS</u> READING	READING	BLOCK MEETING GROUP 3B MONIQUE DELGADILLO PAPERWORK PLEASE KEEP RECORD	ORIENTATIONS <i>Activities</i>	Belvedere - J.H. de Flores 3:00 to 5:00	

ARRIBA CALENDAR OF ACTIVITIES
1978

Youth Workers Calendar

MONTH OF March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Storage Room Connie - M. - 4:30			Block Meeting Monique e. conference Fds - Contreras Paper Work	1 Review 3:00 - 4:00	2 In-Service Belvedere H.S. Joflores From 3:00 To 5:00	3
4 Storage Room Roberto Sand.	5 Teacher Visit 3:00 - 4:00 G. Couss. Fdo. Jimenez J. Contreras * Paul Revere	6 Home Visits From 3:00 to 4:00 G. Coussing Fdo. Jimenez J. Contreras	7 Block Meeting Tom Valeriano Case C. - Victor - - Rita	8 Review 3:00 - 4:00 Youth-workers Parent Meeting 7:30 - 8:30	9 In-Service Dr. Lopez Lee and Ortega at Arriba From 3:00 to 5:00	10
11 Storage Room Claudio L.	12 Teacher Visit 3:00 - 4:00 G. Couss. Victor - Rita * Fourth of July	13 Home Visits From 3:00 to 4:00 G. Couss Victor - Rita * July - 5 de Mayo	14 Block Meeting Roberto Sandoral Case C. Tom - Monique	15 Review 3:00 - 4:00	16 Inservice Dave Carter Community Service Tyler - Garvey 3:00 - 5:00	17 Cineram 9:00 A.M.
18 Storage Room Hernando J.	19 Teacher Visit 3:00 - 4:00 G. Couss. Tom - Monique * Mexican Food - American Food	20 Home Visits From 3:00 - 4:00 G. Couss. Tom - Monique	21 Block Meeting Claire Cooper Case Conf. Claire Bobbie	22 Review 3:00 - 4:00 Parents Meeting 7:30 - 8:00	23 In-Service Margie Gutierrez at Arriba 3:00 - 5:00	24
25 Storage Room Tom Valer.	26 Teacher Visit 3:00 - 4:00 G. Couss. clair - Bobbie * Mexican music - American music	27 Home Visits From 3:00 - 4:00 G. Couss. clair - Bobbie	28 Block Meeting Claudio Luna e. conference claudis - Fds	29 Review 3:00 - 4:00 DANCE -	30 Have your paper-work ready In-Service Holga Rudinick from Salinas City 3:00 - 5:00	31

ARRIBA CALENDAR OF ACTIVITIES 1973

MONTH OF March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	FEENBY	SATURDAY
					1 Cult. Prog. For Flex Study. Basketball Game	2 Meeting in-service at Felvedera Jr. High 3 to 5.	3
					Ultimo de estudio de banderas. Juego de basketbol	Entre-servicio de leer de 3 a 5 en escuela Felvedera	
4	5 Teacher visits 3 to 4. Visitar maestras de las 3 a las 4. PAUL PEVERE *** CULTURAL PROGRAM	6 Home Visits 3 to 4 & 6-7. Visitar hogares de 3 a 4 y de 6 a 7. JOSEFA ORTIZ DE DOMINGUEZ *** PROGRAM CULTURAL	7 Block Meeting Junta de Caseros TOM VALERIANO 3-4	8 Month Worker/Parent Meeting 7:30 to 8:30 Junta de jovenes ayudantes y padres 7:30 a 8:30	9 In-service Dr. Lopez Lee and Dr. Ortega Entre-servicio con el profesor Lopez Lee y el Profesor Ortega. CHICANO STUDIES	10	
11	12 Teacher Visits 3-4	13 Home Visits 3-4 & 6-7	14 Block Meeting Junta de Cuadras BOBBIE SANDOVAL 3-4 de 3 a 4 CULTURAL PROGRAM 5 to 6	15	16 In-service with David Carter and Louis Hernandez. Entre-servicio con David Carter & Louis Hernandez, consejeros de ARRIBA.	17 CINERAMA HOLLYWOOD Bring \$1.00 March 9. Hollywood. un dolar on 9 de marzo.	
***** CINCO DE MAYO ***** FOURTH OF JULY ***** PROGRAMA DE CULTURA *** CULTURAL PROGRAM ***							
18	19 Teacher Visits 3-4 Visitar maestras 3 a 4 American and Mexican Food *** PROGRAMA DE CULTURA	20 Home Visits 3-4 and 6-7 Visitar hogares de 3 a 4 y de 6 a 7.	21 Block Meeting Junta de cuadras CLAIRE COOPER 3-4 Comide Mexicana y Americana PROGRAMA DE CULTURA	22 Cult. Program 5 to 6 Parents Meeting Junta de Padres 5 to 6 *** 5 a 6 PROGRAMA DE CULTURA	23 In-Service with Margie Gutierrez Math Program Entre-servicio con Margie Gutierrez Programa de matematicas.	24	
25	26 Teacher Visits 3 - 4 Visitar Maestras de 3 a 4 *** MEXICAN AND AMERICAN MUSIC *** PROGRAMA DE CULTURA	27 Home Visits 3-4 and 6-7 Visitar hogares de 3 a 4 y de 6 a 7.	28 Block Meeting Junta de Cuadras CLAUDIO LUNA 3-4 3 a 4 PROGRAMA DE CULTURA	29	30 In-Service with Olga Rudamakin, SEM City Hall. Entre-servicio con Olga Rudamakin City Hall de SEM	31	

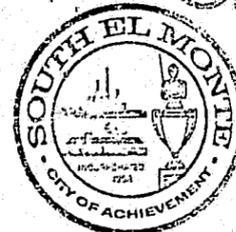
A P P E N D I X I I

(HEAD START PRE-SCHOOL SITES)

1. ARRIBA CENTER
 2325 Seaman Avenue
 South El Monte, California 91733

2. New Temple School
 11033 E. Central Avenue
 South El Monte, California 91733

3. First Presbyterian Church
 11608 E. Valley Blvd
 South El Monte, California 91733



JULY, 1973

City of South El Monte

NEWSLETTER

CITY HALL 443-1321

VOL. 5, NO. 1

CITY SCHEDULES COMMUNITY CELEBRATION FOR 4th OF JULY

City Social Services To Be Merged In New Human Resources Department

A new Human Resources Department, headed by a City Commission and a Director of Human Resources, has been approved by the City Council to consolidate and expand all social service activities conducted by the city and also to incorporate some services now provided by federally-funded community action programs.

The intent is to broaden and increase the effectiveness of social services provided to all segments of the community, and especially to deal with some of the social problems that have heretofore been neglected or dealt with only superficially.

Final details of the organization and scope of the new Department have not yet been fully determined, and will not be finalized until a qualified Director of Human Resources has been selected and hired, but the Council has adopted the program in principle and authorized the hiring of a Director.

As now contemplated, all existing social service activities, including recreation, youth employment, and the responsibilities of the city's current Social Services Department would be merged under the new Department.

Supervisor, responsible only for recreational programming. Pre-school and similar activities would be moved into a separate category within the new Department.

At the present time, a staff report states, "South El Monte's recreation programs, just as with most cities, provide leisure entertainment and/or 'babysitting' services. While this, in itself, is not purposeless, a community such as ours, with drug abuse and juvenile crime problems (among others), needs to get as much value from its dollars spent on recreation as is humanly possible.

"Similarly, the problems of senior citizens need to be dealt with more broadly than just by scheduling excursions."

The services now provided out of city hall in the social service, recreation, and youth employment fields also are frequently inter-related and would thus be strengthened by a merged, coordinated department," the staff report pointed out.

The duties of the Human Resources Commission, under the present proposal, "shall be to act in an advisory capacity to the City Council in all matters pertaining to human relations, social services, parks and recreation, manpower and employment, etc."

Staff has suggested that the existing Parks and Recreation Commission might take on these additional responsibilities in the social problems area, or the Council may choose to establish a separate Commission "to consider the entirety of this complex situation."

If an entirely new Commission is established, instead of enlarging the area of responsibility (and possibly the size) of the present Parks and Recreation Commission, the new Commission could replace the present Commission or work in conjunction with it.

Whatever the final details, establishment of the new Department will mark a new era in community services for the city, shifting more emphasis and priority from capital improvements to meeting the social needs and problems of the community and its citizens.

"The young person seeking employment might also benefit from exposure to a relevant recreation program," the report states. "The senior citizen seeking aid in filling

out a tax assistance form might benefit from a recreation program also. And, certainly, those individuals who cannot afford trips or cannot speak English... find themselves further excluded from the community around them.

Much of the youth work now conducted by the federally-funded ARRIBA program (anti-delinquency work, remedial reading and other tutoring of bilingual youth, special cultural programs, youth and parent counseling, etc.) would be worked into programs to be initiated by the new Department.

As stated in staff recommendations approved by the City Council: "It is staff's contention that ARRIBA's focus should be utilized; that is, employ and train qualified part-time personnel who would be able to provide some guidance and better address the needs of all segments of our population, from the pre-school child who needs to develop language and reading skills to the teenager experimenting with drugs to the senior citizen who needs someone to ease his loneliness. Crafts, sports and normal recreation programs would be provided by roving part-time specialists rather than stationary personnel."

Under this concept, present positions of recreation leaders would be replaced with more specially-trained "programming aides."

Establishment of the new Human Resources Department, of which the recreation department is only one subsidiary element, leaves the present Parks and Recreation Commission in an ambiguous position.

NEWSPAPER CLIPPING



NEWSLETTER

JULY, 1973

CITY HALL 443-1321

VOL. 5, NO. 1

CITY SCHEDULES COMMUNITY CELEBRATION FOR 4th OF JULY

City Social Services To Be Merged In New Human Resources Department

A new Human Resources Department, headed by a City Commission and a Director of Human Resources, has been approved by the City Council to consolidate and expand all social service activities conducted by the city and also to incorporate some services now provided by federally-funded community action programs.

The intent is to broaden and increase the effectiveness of social services provided to all segments of the community, and especially to deal with some of the social problems that have heretofore been neglected or dealt with only superficially.

Final details of the organization and scope of the new Department have not yet been fully determined, and will not be finalized until a qualified Director of Human Resources has been selected and hired, but the Council has adopted the program in principle and authorized the hiring of a Director.

As now contemplated, all existing social service activities, including recreation, youth employment, and the responsibilities of the city's current Social Services Department would be merged under the new Department.

Supervisor, responsible only for recreational programming. Pre-school and similar activities would be moved into a separate category within the new Department.

At the present time, a staff report states, "South El Monte's recreation programs, just as with most cities, provide leisure entertainment and/or 'babysitting' services. While this, in itself, is not purposeless, a community such as ours, with drug abuse and juvenile crime problems (among others), needs to get as much value from its dollars spent on recreation as is humanly possible.

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Whatever the final details, establishment of the new Department will mark a new era in community services for the city, shifting more emphasis and priority from capital improvements to meeting the social needs and problems of the community and its citizens.

APPENDIX III

(P.E.R.T.)

Project Number CC-001
 Project Title COMMUNITY COORDINATOR OPERATIONS

13-WEEK NETWORK GRID
 (11/1/77)

Project Initiation Date 7/3/77
 Revision # _____ Revision # _____

	JULY				AUG				SEPT				OCT				NOV.				DEC				JAN				FEB				MARCH				APRIL				MAY				JUNE			
WEEK →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ACTIVITY	[Grid with activity status indicators: X for completed, empty for required, diagonal lines for behind schedule]																																															
I	[Grid]																																															
II	[Grid]																																															
III	[Grid]																																															
IV	[Grid]																																															
V	[Grid]																																															
VI	[Grid]																																															
VII	[Grid]																																															
VIII	[Grid]																																															
IX	[Grid]																																															

REQUIRED ACTIVITY
 ACTIVITY COMPLETED
 ACTIVITY BEHIND SCHEDULE
 STARTED BEFORE 7/1/77

Activity	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
I ORGAN., DEVEL., MAINTAIN PARENT COUN.	Prog. COM. CAMP; Ed; SPEC EVNT	Fair	Poor-Fair	Fair
II PARENT/FAMS: ORIENTATION (#)	NEW ORIENT? 7 for 16	NEW ORIENT? 19 TOTAL 90	NEW ORIENT? 2 for 62	NEW ORIENT? 3 for 97
III IDENT. COMMUN. PROBLEMS	RELEVANT 24; EMPLOYMENT	IDENT NEEDS OF PARENTS -	ED- LANGUAGE	ED- TRANSP - HALL
IV PLAN OF ACTION FOR III	1d COM, LEGAL COMM	FOOD RES. TRAINS-	TRANS- EDL COMM	
V COMMUN. VOLUNTEERS (#)	NEW VOLUN? 6 Total 20	NEW VOL? 30 Total 60	NEW Volun? 13 for 26	NEW Volun? 28 for 44
VI ORGAN. COMMUN. EVENTS (#)	EVENT: 16th SEPT # PEOPLE 200	EVENT: XMAS # PEOPLE 500	EVENT: # PEOPLE 94	EVENT: 5 DENNY'S # PEOPLE 201
VII OTHER GROUP & PROS. ACTIVITIES	2d CAMP COM; 2 PARENTS	COMM.	RUMMAGE SALES	PARADE - FOOD SALES - FLOAT COM
VIII MAINTAIN PARENT/Group Records/graphs	JULY 48 - AUG 74 - SEPT 100	OCT-0 - NOV 100 - DEC 500	JAN 151 - FEB 100 - MAR 42	APR 291 - MAY 513 - JUNE 437
IX NAME (#) PARENT COUN: ACTIVE	ACTIVE COUNCILS 3 Name: 4	ACTIVE COUNCILS 0 Name: 0	ACTIVE COUNCILS 3	ACTIVE COUN. 2 NAME

INACTIVITY - 2N WEEK OF SEPTEMBER TO
 2N WEEK OF OCTOBER -

* EDUCATION @ COMM. SPECIAL

EDUCATIONAL
 SPECIAL EVENTS

EDUCATION
 SPECIAL EVEN

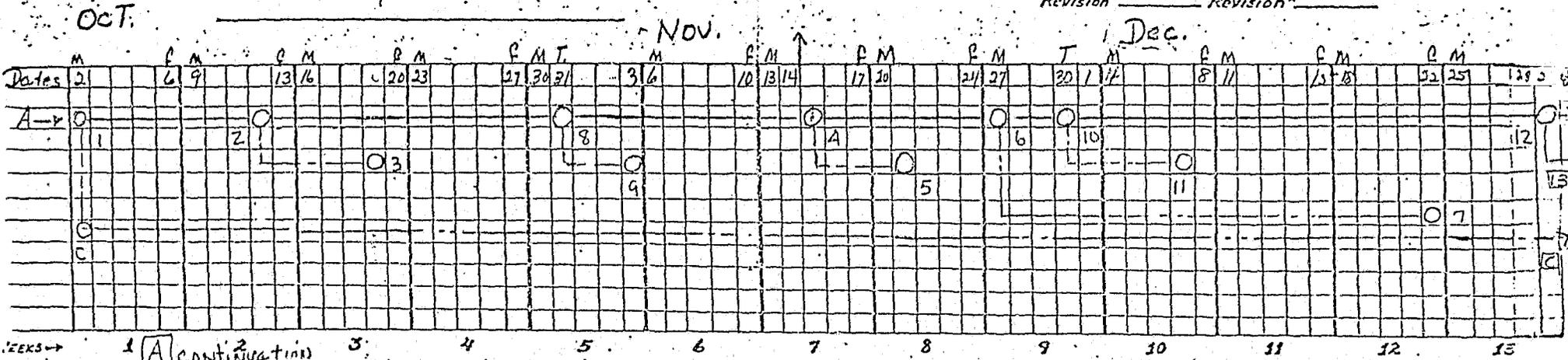
CONTINUED

1 OF 2

Project Number CC002
 Project Title COMMUNITY COORDINATOR

13-WEEK NETWORK GRID

Project Initiation Date 7-3-72
 Revision # _____ Revision # _____



WEEKS → 1 **A** CONTINUATION
 2 **B** 3 **C** 4 **D**

Activity	Starts Event	Ends Event	Time in Weeks
I ORGAN, Devel, Maintain Parent Coun.	1	B	13
II Parent/Pams ORIENTATION #	2, 4	3, 5	1
III Ident. COMM. Problems	1	B	13
IV Plan of Action for III	1	B	13
V COMMUN. Volunteers #	1	B	13
VI ORGAN COMMUN. Events #	6	7	4
VII Other Group Proj Activities	C	C	6
VIII Maintain Parent/Group Records	8, 10, 12	9, 11, 13	1
IX NAME Parent Active Council			

Event	Description
1-B	PC'S MINUT. FOR ID
2-3, 4-5	Parent ORIENT # 19 TOTAL 90
1-B	CONT FROM 7-1-72
1-B	Ed: EA
1-B	Ed COM VOL ID Proj: 90
6-7	Ed COM events: XMAS PARTY
6-C	Parent Act:
8-9, 10-11, 12-13	End Month Records comp: YIS
	Q1 CHART COMP: fair

NOTES:

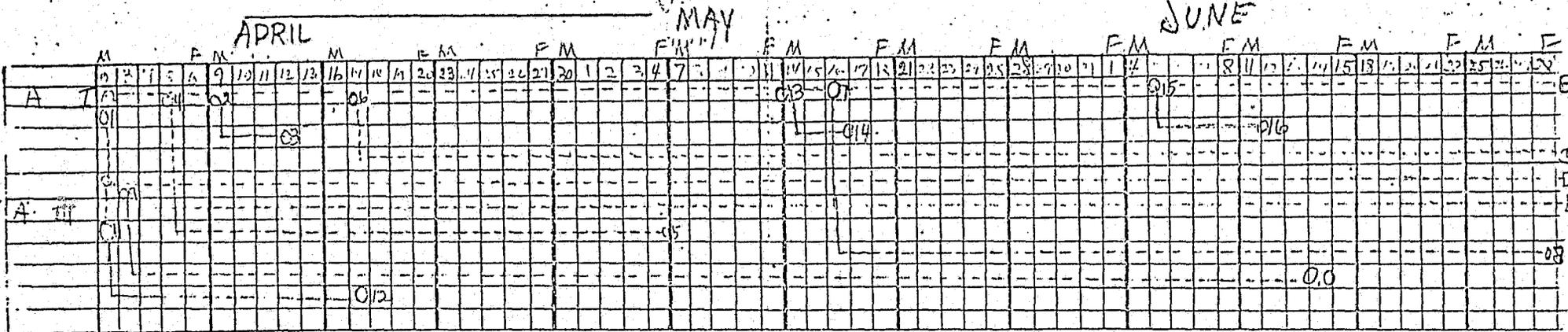
- FAIR
- 19 (#) NEW PARENTS # NEW CONV
- REL: Ed; PARENT INV SCH
- Ed: TRAIN PARENTS ORG
- TOTAL: # 90
- (#) Youth Prog ATT # COM
- 600 (#) TOT COM ATT. 500 ATT: 1000 Kh
- COMP 3 REPORTS @ 11/11/72

INACTIVITY - 2ND WEEK OCT TO 2ND WEEK NOV

Project Number 0001
 Project Title COMMUNITY COORDINATOR

13-WEEK NETWORK GRID

Project Initiation Date _____
 Revision# _____ Revision# _____



WEEKS → 1 2 3 4 5 6 7 8 9 10 11 12 13
 A CONTINUATION 0-----0 SIMULTANEOUS ACTIVITY

Activity	Starts at Event	Ends at Event	Time in Weeks
I ORGAN, DEVEL, MAINT, PARENT COORD	1	B	13
II PARENT FAMS. ORIENTATION #	1/3/15	3/14/16	1
III IDENT. COMM. PROBLEMS	1	D	13
IV PLAN OF ACTION FOR III	6	C	11
V COMMUN. VOLUNTEERS #	1	E	13
VI ORGAN. COMMON EVENTS	4/7	5/8	4/7
VII OTHER GROUP AND PROJ. ACT.	9/11	10/12	6/2
VIII RECORD ALL PROJ. ACT.	A	E	

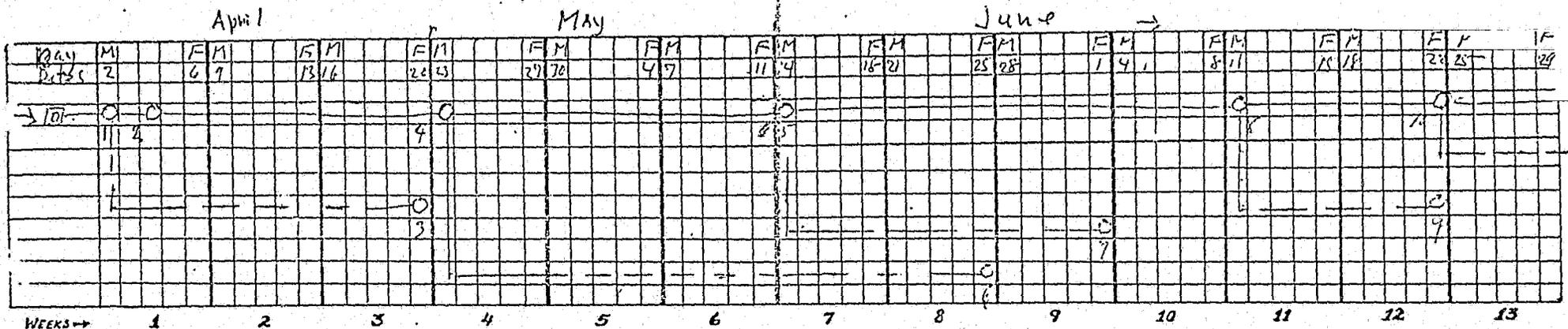
Event	Description
1-B	MAINT MEETINGS + INSRVICE
2-3/15-16	Now Debt 3 101 97
1-0	See Ministry Sheet Home Visits & COMMUNITY CONT Now Vol 225-157 101 11442
4-5 7-8	Refer to incipient charts CINCO DE MAYO PLANS CAMPING TRIP PREPARATIONS DONATIONS
9/10	CONSUMER SERVICES
11/12	CLASSES AND RECRUITMENT

NOTES:
 fair. Poor -
 LANGUAGE - TRANSPORTATION
 COMMUNICATE WITH SCHOOLS EDUCATIONAL COMM.
 RESULT PLAN ACTION & ACTIVITY III
 #9 TOT VISITS PLAN
 6 TOTAL # MGS FOR CINCO DE MAYO
 #FAMINGS 314 # of Com. 66
 25 # of MGS # of people 177

Project Number SW-001
 Project Title Counseling Operations
C Sheet 4 of 4

13-WEEK NETWORK GRID

Project Initiation Date _____
 Revision# _____ Revision# _____



Started 2/4/93
 (ABC proceeds D)

Activity	Starts at Event	Ends at Event	Time in Weeks
I Case Histories & Conferences	1	3	3
II Family Services	2	3	4
III On going Boys Counseling	4	6	13
IV On going Family Counseling	5	7	8
V Youth/parents Counseling	8	9	13

Event	Description
1-E	Continous Boys lectures, Review cases etc.
2-D	On going Family Services
3-D	On going Boys Counseling
5-D	On going Family Counseling
6-D	On going youth/parents Counseling

NOTES:

- * Case Histories & Conferences 28
- * Family Services 98
- * Volunteer Professionals, 20
- * Special Cases 28
- * Counseling Approaches 91
- * Youth/parents Counsel 101

* Family Services are charted on monthly basis
 * On going Family Counseling is charted on 8 weeks basis

Project Number SW-001
 Project Title Counseling Operations
 (Sheet 3 of 4)

13-WEEK NETWORK GRID

Project Initiation Date _____
 Revision# _____ Revision# _____

Day	Jan				Feb.				Mar.									
Dates	1	5	8	12	15	19	22	26	29	2	5	9	12	16	19	23	26	29
AM	0	0				4	4			5				8		10		
						0	0					0				0		
						2						7				9		
												6						

WEEKS → 1 2 3 4 5 6 7 8 9 10 11 12 13
 : Started 1-73
 : precedes this sheet.

Activity	Starts at Event	Ends at Event	Time in Weeks
I Case Histories & Conferences	1	3	13
II Family Services	2	3	4
III On going Boys Group Counseling	4	6	13
IV On going Family Counseling	5	7	8
V Youth/parents Counseling	8	9	13

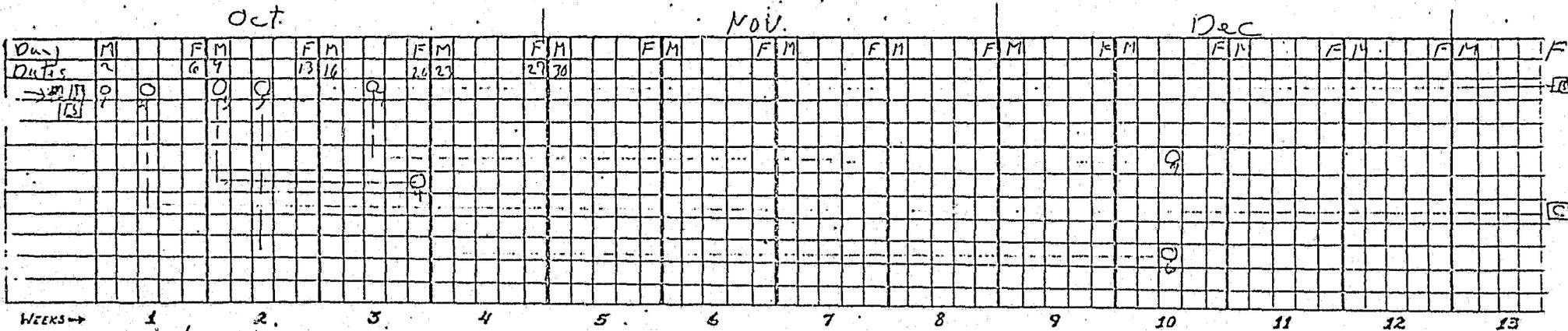
Event	Description
1-D	Boys Inquiries, News and Establish New Case Histories
2-D	on going Family Services
3-D	on going Boys Counseling
5-D	on going Family Counseling
6-D	on going youth/parents Counseling.

NOTES:
 • Case Histories & Conferences 35
 • Family Services 81
 • Volunteer Professionals 20
 • Special Cases 30
 • Counseling Approaches 83
 • youth/parents counseled 98

Project Number SW-001
 Project Title Counseling Operations
 (Sheet 2 of 4)

13-WEEK NETWORK GRID

Project Initiation Date _____
 Revision# _____ Revision# _____



→ B started 10/92
 (A precedes D, E & D to follow)

Activity	Starts at Event	Ends at Event	Time in Weeks
I Family Services	1	B	13
II On going Boy Group Counseling	2	C	13
III Establish Case History	3	4	2
IV Family Counseling	5	6	8
V Youth/Parent Conference	7	8	4

Event	Description
1-B	Family Services Provided to Program Participants as needed, Counseling, Technical Assistance, Transportation etc
2-C	On going 151 weekly zone group counseling
3-4	House calls to measure Entering Behavior & Interviewees
5-6	8 Counselative weeks Family Counseling

NOTES:

- Case Histories & Conferences Held 23
- Volunteers; Professionals 20
- Tutorial Approaches & Special Cases 19
- Counseling Approaches 70
- Youth/parents Counseled 103

* 4 Case Conferences on A once per month situation

Project Number SW-001

13-WEEK NETWORK GRID

Project Title COUNSELING OPERATIONS

Project Initiation Date _____

(SHEET 1 OF 1)

Revision # _____ Revision # _____

JULY							AUGUST							SEPT.											
DAY →	M	T	W	TH	F	S	M	T	W	TH	F	S	M	T	W	TH	F	S	M	T	W	TH	F	S	
DATES →			7/10		7/17		7/24		7/31		8/7		8/14		8/21		8/28		9/4		9/11		9/18		9/25
Activity																									
Hours																									

HOURS →

: STARTED 7-71

: CONTINUES ON SHEET 2

: HOLIDAY
 : CONTINUOUS ACTIVITY
 : SHORT TERM ACTIVITY

Activity	Starts Event	Ends Event	Time Wks	Event	Description
I CASE HISTORIES & CONFERENCES	1	B	13	1-3	YOUTH INTERVIEWED & COUNSELLED
II COUNSELING SEMINAR (U.S.C.)	2	3	2	2-3	COUNSELING TECHNIQUES ASSESSED
III ORGANIZE PROFESSIONAL VOLUNTEERS	4	6	5	4-6	COMMUNITY & PROF. VOLUNTEERS CONTACTED
IV PREPARE FOR IN-SERVICE TRAINING	5	7	2	5-7	TUTORIAL & COUNSELING APPROACHES DEVELOPED
V IN-SERVICE TRAINING	8	9	2	8-9	TUTORIAL & COUNSELING MATERIALS PROVIDED AND EXAMPLES GIVEN
VI YOUTH / PARENT CONFERENCE	10	C	1 1/2	10-B	YOUTH & PARENTS COUNSELLED ABOUT FUTURE COUNSELING

NOTES:

- CASE HISTORIES & CONFERENCES HELD? 19
- SUCCESSFULLY COMPLETED? AWARDED COMPLETION OF _____
- VOLUNTEERS, COMMUNITY? 20 PROFESSIONALS
- TUTORIAL APPROACHES? 17
- COUNSELING APPROACHES? 78
- YOUTH/PARENTS COUNSELING? 122

1 Minimum of 1 hr per week
 2 Minimum of 1 hr per day

Project Number R 001
 Project Title RESEARCH OPERATIONS

13-WEEK NETWORK GRID
 (MASTER)

Project Initiation Date 7-3-72
 Revision # _____ Revision # _____

	JULY				AUG				SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APRIL				MAY				JUNE				JULY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
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WEEKS → 1 2 3 4 5 6 7 8 9 10 11 12 13

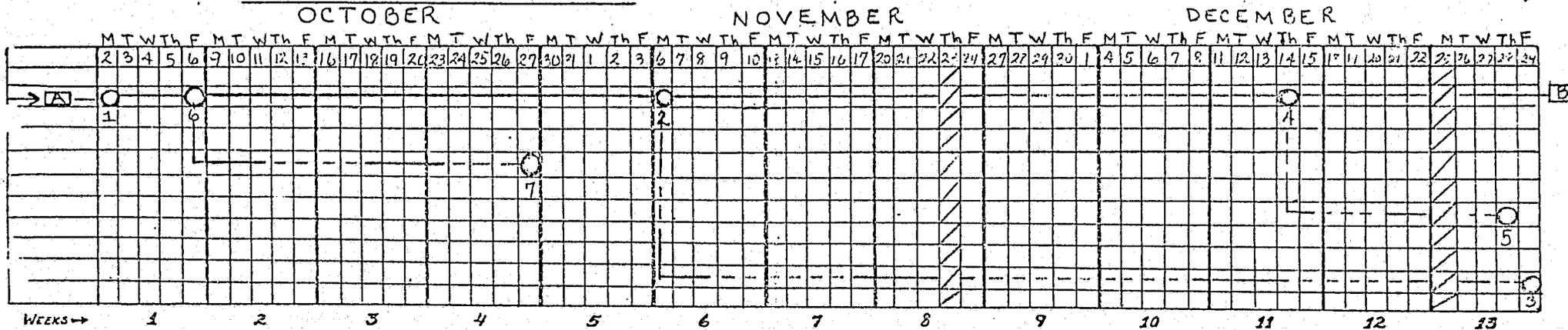
[A]: START 7-11
 [B]: CONT. OF SHEET 2
 [C]: SIMULTANEOUS PROJECT

Activity	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
I DATA MAINTENANCE	RECORDS PREP. FOR 3rd YR.	RECORDS PREP FOR 3rd YR.	RECORDS PREP. FOR 3rd YR.	RECORDS PREP.
II ALIGNING PREVIOUS RECORDS	RECORDS PREP. FOR 3rd YR.	RECORDS PREP FOR 3rd YR.	RECORDS PREP FOR 3rd YR.	RECORDS PREP FOR 3rd YR.
III PREPARE FOR TESTING	PROTOCOLS PREP./YOUTHWK. INSTR.	PROTOCOLS PREP./YOUTHWK. INSTR.	PROTOCOLS PREP./YOUTHWK INSTR.	PROTOCOLS PREP.
IV PREPARE FOR INSERVICE	SUMMARIZE RESEARCH FOCUS		GRADE LEVELING SB ARMB. BOOK	
V INSERVICE TRAINING	YOUTH SHOWN PRIORITY USAGE OF TEST DATA, 1 st COMP		Qum File request forms	# Cum file requests for ms file
VI TESTING CHARGES	CHARGES GIVEN WRAT		CHARGES GIVEN WRAT	CHARGE RECORDS
VII EVALUATE TESTS	CHARGES GIVEN DAP ASSIGN SCORES, EVALUATE AND RANK RESULTS.	TEST GRADING OF WRAT, EVALUATION OF DAP RANK RESULTS	CHARGES GIVEN DAP TEST GRADING OF WRAT Parent all level questionnaires TEST EVALUATION and Ranking of results	# charges given WRAT # charges given DAP

Project Number R001
 Project Title Research Operations

13-WEEK NETWORK GRID

Project Initiation Date July 3, 1972
 Revision# _____ Revision# _____



	Activity	Starts at Event	Ends at Event	Time in Weeks
I	DATA MAINTENANCE	1	8	13
II	ALIGNING PREVIOUS RECORDS WITH PRESENT	2	3	8
III	PREPARE FOR TESTING	4	5	2
IV	EVALUATE PREVIOUS TESTING	6	7	3

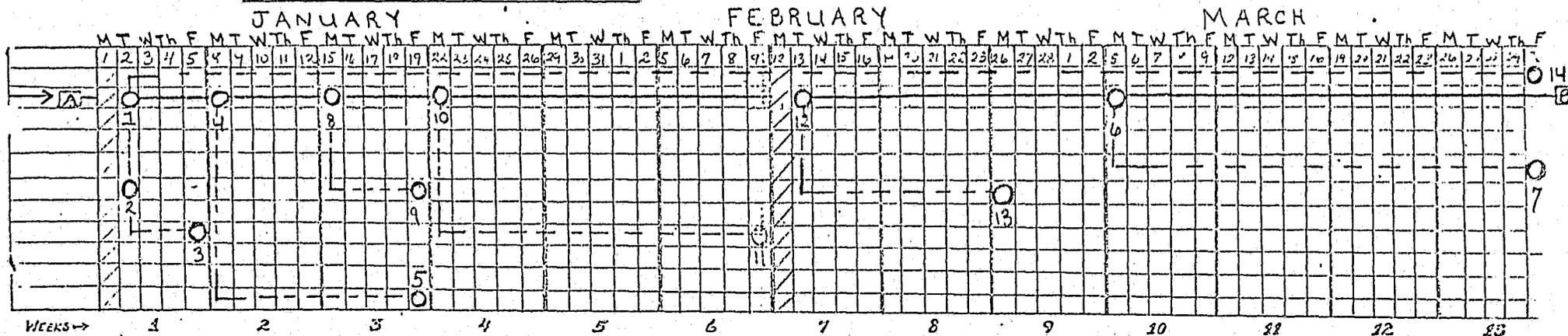
Event	Description
1-8	EXPLANATION IN NOTES
2-3	KEEPING RECORDS UP TO DATE.
4-5	PREPARE MATERIALS AND DECIDE WHICH CHILDREN NEED TO BE TESTED.
6-7	ASSIGN SCORES, EVALUATE TESTS AND RANK RESULTS.

NOTES:
 DATA MAINTENANCE MEANS:
 DATA COLLECTION, YOUTH RECORDS, MONTHLY REPORT MONTHLY ARRIBA ROSTER, PREPARE RESEARCH MATERIAL AND OTHER ASSIGNMENTS ASSIGNED BY RESEARCH ANALYST AND PROJECT DIRECTOR.

Project Number R001
 Project Title Research Operations

13-WEEK NETWORK GRID

Project Initiation Date 7-3-72
 Revision #1 _____ Revision #2 _____



Activity	Starts at Event	Ends at Event	Time in Weeks
* I DATA MAINTENANCE	1	8	13
II TEST CHARGES	2	3	1
III EVALUATE TEST RESULTS	4	5	2
IV ALIGN PREVIOUS RECORDS w/PRESENT	6	7	4
V GRADE LEVELING OF ARIBA BOOKS	8	9	1
VI CUM FILE REQUEST FORMS	10	11	3
VII CASE RECORD MASTER ROSTER	12	13	2
+ VIII PARENT ATTITUDE QUESTIONNAIRE	1	14	13

Event	Description
1-8	EXPLANATION IN NOTES
2-3	CHARGES GIVEN WRAT DAP.
4-5	ASSIGN SCORES, RANK RESULTS
6-7	KEEPING RECORDS UP TO DATE. ASSIGN GRADE LEVEL TO NEW BOOKS (BASED ON BOOK DIFFICULTY)
8-9	SEND OUT LETTERS TO SCHOOL PRINCIPALS REQUESTING CUM FILE of ARIBA Youth.
10-11	ASSIGNMENT OF REFERRAL COPY to all active-nonactive Youth.
12-13	HOUSE CALLS w/QUESTIONNAIRE

NOTES:

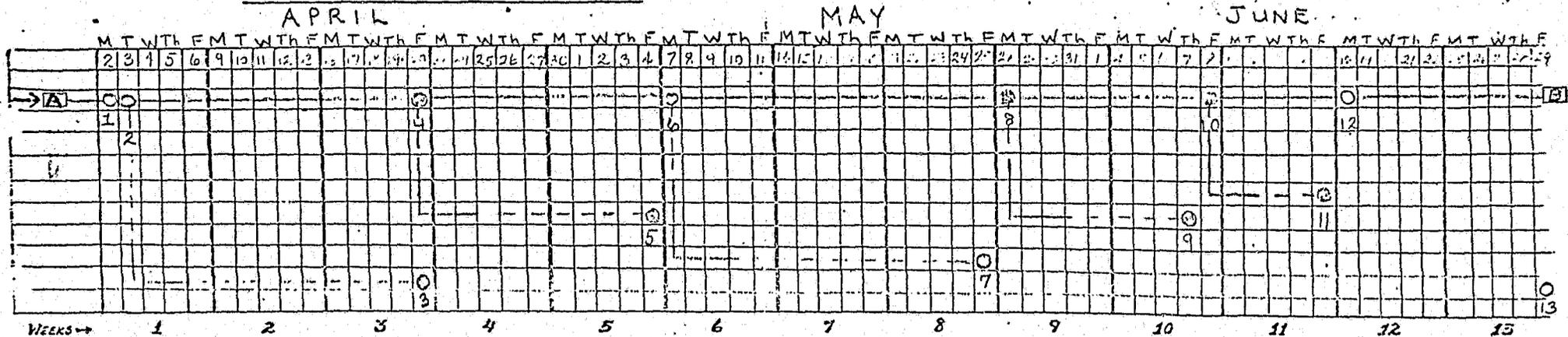
* DATA MAINTENANCE MEANS: DATA COLLECTION, YOUTH RECORDS, Monthly Reports Monthly ARIBA ROSTER, PREPARE RESEARCH MATERIAL AND OTHER ASSIGNMENT ASSIGNED BY RESEARCH ANALYST AND PROJECT DIRECTOR

+ Parent attitude QUESTIONNAIRE NEEDED, (PREP DOST) FOR RESEARCH PURPOSES. NEED ABOUT 60, I WILL TRY TO DO 5-6 PER WEEK UNTIL I AM CAUGHT UP.

Project Number R001
 Project Title Research Operations

13-WEEK NETWORK GRID

Project Initiation Date 7-3-72
 Revision # _____ Revision # _____



	Activity	Starts at Event	Ends at Event	Time in Weeks
I	Data Maintenance	1	3	13
II	Raise Records Report	2	3	3
III	Aligning previous records	4	5	2
IV	Preparation for TESTING	6	7	3
V	TESTING OF CHARGES	8	9	2
VI	EVALUATION OF TESTS	10	11	1
VII

Event	Description
1-3	Explanation in notes
2-3	5th year report of rehab
4-5	updating records on active youth
6-7	Preparation of Materials
8-9	testing of 42 youth (last inc)
10-11	assign scores, evaluate, bank for

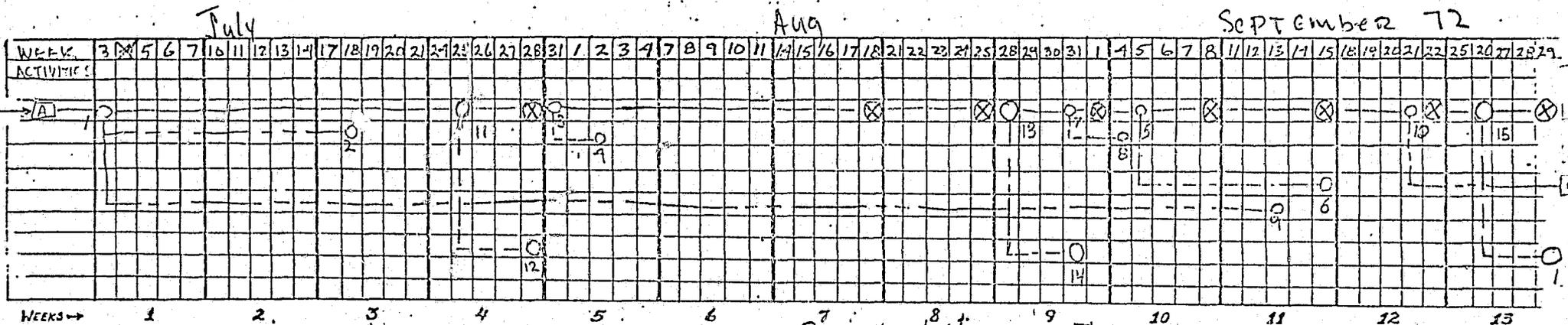
NOTES:

Data Maintenance means:
 data collection, youth records, monthly reports, monthly Arriba roster, prepare research material and other assignments assigned by research analyst and project director.

Project Number YC-001
 Project Title YOUTH COORDINATOR
SHEET 1 OF 4

13-WEEK NETWORK GRID

Project Initiation Date 7-1-72
 Revision # _____ Revision # _____



CONTINUATION OF PRECED'G ACTIV. SIMULTANEOUS ACTIV. Required activity
 CONTINUED ON SHEET 2 Activity behind schedule Activity not performed

Activity	Starts at Event	Ends at Event	Time in Weeks
I SET UP/CARRY OUT YOUTH PROGRAM	1	B	13
II SUMMER CAMP-OUT		2	6
III MAINTAIN YOUTH RECORDS (ATTEND, ETC.)	3, 7	4, B	11
IV CHICANO CURRIC. WORKBOOK (REV.)	1	9	11
V TUTORING	1	B	13
VI COUNSELING	1	B	13
VII IN-SERVICE	5	6	2
VIII YOUTH/PARENT CONFERENCE	10	C	2
IX END MO' REPORTS, CHARTS, ETC.	11, 13, 15	12, 14, 16	1

Event	Description
1-B	SCHLD. ACTIVITIES MET
1-2	36 KIDS ATTENDED, 12 ADULT VOLUN.
3-4, 7-B	52 ADD (HI 24%; LO 20%) X 20 groups
1-9	NOT COMP. FOR YOUTH USE
1-B	FIELD W/TH. TUTORING/WK.
1-B	10 YOUTH COUNSELED/WK.
5-6	PRESEN. OF PRDG. COMPLETED
10-C	0 CONFERENCE HELD
11-12, 13-14, 15-16	COMP YES

- NOTES:
- TOTAL YOUTHS ATTEND: 2475 X
 - 1 WK SUM CAMP OUT
 - GOOD DATA
 - DUE AUG 14-72; UNACCEPTABLE FOR USE
 - PRESENTATION BY ALL YOUTH WORKERS - 1 week
 - 8 Y.W. STAFF & ORIENTATION MEETINGS

Project Number YC-002

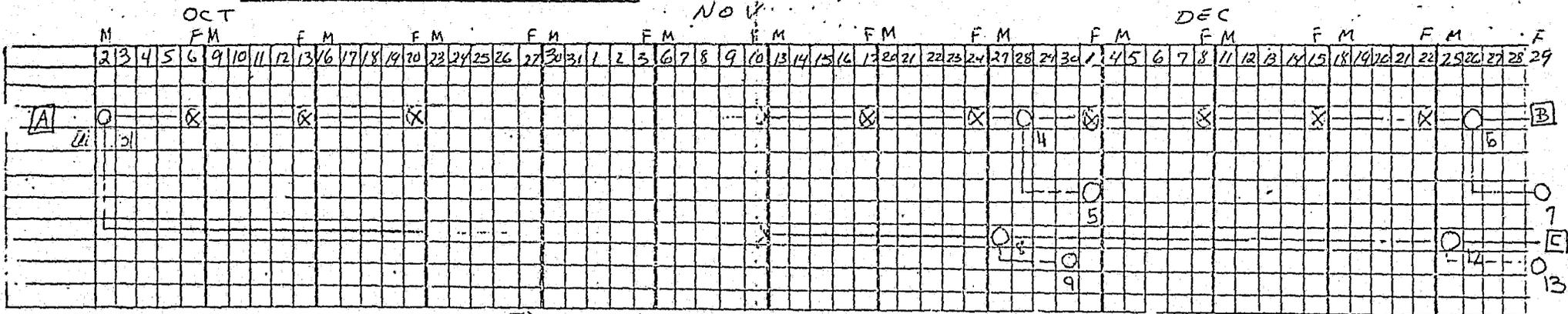
13-WEEK NETWORK GRID

Project Title Group Work Spec

Project Initiation Date 10-2-73

Sheet 2 of 4

Revision# _____ Revision# _____



WEEKS → Required activity Activity behind schedule Continuation of preceding activity Activity not performed Simultaneous activity

& continued on sheet 3.

Activity	Starts at Event	Ends at Event	Time in Weeks	Event	Description
I SET up/CARRY OUT Youth Prog	1	B	13-3	1-B	Sched activities MET
II MAINTAIN Youth Records (Attendance, etc)	4, 6	5, 7	1	4-5, 6-7	33 ADM (K 541); Lo 1511-1.
V TUTORING	1	B	13-3	1-B	Individual + group
VI COUNSELING	1	B	13-3	1-B	Prof volunteers (20)
VII IN-SERVICE	1	B	13-3	1-B	2 hrs/wk
VIII Youth/Parent conf	1	C	13-3	1-C	As recommended by Soc Worker
IX END MO Repor. charts comp	8, 12	9, 13	1	8-9-13	comp yes/ OCT, NO

NOTES: TOTAL YOUTH ATT = 702 QTR

10-24-10-13 Youth SERVICES INACTIVE DUE TO STRIKE
 OCT. 10-11-13 No records available due to STRIKE.

- 13 1/2 WK Youth Tutorial P/wk TOT 792
- 11 Youth COUNSELED P/wk # TOT 143
- Prof VOLUNTEERS TO TAINT YW'S. IN; Prog OFFER
- Remedial READ, CULTURAL AWARENESS, 33y
- TOTAL 19 Y/PARENT CONF'S held
- 9 Training Sessions

END