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ACQUISITIONS

*(handwritten: C.O.S.T.A.R. EVALUATION)*  
C.O.S.T.A.R. EVALUATION

Submitted: August 25, 1978

## COSTAR EVALUATION

In 1975, referrals for status offenses (rebellious/incorrigible) constituted 27% of the workload of the Clark County Juvenile Court. Delinquency referrals had risen 41% between 1973 and 1975. Closer examination of these status offenders revealed that 56% of them were referrals. This constitutes the recidivism rate highest among Clark County juveniles. In response to this trend, the Clark County Juvenile Justice Committee undertook a study to identify factors involved in the status offense problem. Their effort identified insufficient community resources, specifically insufficient employment opportunities, as a major contributing factor in delinquency causation and a major need in terms of referral resources available to the court. On the basis of this finding, the following problem statement was adopted by the Clark County Juvenile Justice Committee:

"It is the hypothesis of the Clark County Juvenile Justice Advisory Committee that the lack of meaningful employment opportunities and vocational guidance are a major contributing factor in the commission of status offenses."

Following the release of the findings of the Juvenile Justice Committee, efforts were directed towards the determination of appropriate intervention sites within Clark County characterized by a large representation of status offenders. One such site had been identified in the Clark County Child and Youth Study. This site, the Pan Terra Alternative School in Vancouver, is an alternative learning center established by

the Vancouver School District in response to an expressed local need for options for alienated and disadvantaged youth. Approximately 80% of the Pan Terra students have records of incorrigibility, running away, and/or truancy. The Clark County Child and Youth Study recognized the Pan Terra Alternative School as "successful" and recommended its expansion. The study further recommended that "work experience should be incorporated into a realistic and relevant program to give the student the background he or she needs for success;" success that is historically lacking among status offenders. The students at Pan Terra are distinctly disadvantaged when competing on the open job market with students from regular public schools who can demonstrate the necessary motivation, skills and social support for employment success. Furthermore, although listings with the local Youth Employment Services Bureau is available to all young people, less than 25% of the Pan Terra students are eligible for the N.Y.C. program which provides the critical counseling and follow-up work needed by status offenders.

In response to the findings of the Clark County Juvenile Justice Committee and the Clark County Child and Youth Study, efforts were undertaken in the latter part of 1976 to develop an employment assistance program through the Pan Terra Alternative School and acquire adequate funding to implement the program. By the end of 1976, \$15,667 had been obtained from the Office of Juvenile Justice and Delinquency Prevention,

(OJJDP) to provide the needed employment assistance program. This program was called Community Opportunities for Success Training and Rehabilitation (C.O.S.T.A.R) and funded to begin January 1, 1977.

The purpose of the Project C.O.S.T.A.R. was to reduce re-referrals to the court by providing employment experience, vocational guidance and employment monitoring to status offenders. Specific objectives included in the grant proposal included:

1. To provide vocational testing and evaluation and guidance counseling to 100 Pan Terra students.
2. To place 75 Pan Terra students in paid employment or community experience for credit programs.
3. To provide sustained support and follow-up services for all students placed in the community.
4. To provide reliable statistics regarding the impact of coordinated community placement on the reduction of status offenses among an identified population.

The person most responsible for the realization of these projectives was to be a community liason specialist for education. The responsibilities of this individual were:

1. Identify status offenders in terms of specific needs and direction for community placement through personal testing and evaluation.
2. Establish direct and regular lines of communication and cooperation with Youth Employment Services, Volunteer Services, the Career Education Center and other resources for training and placement.
3. Make provision for pre-vocational career education training and experiences for all students.

4. Assist each student in developing a community placement through the above, and establishing realistic goals appropriate to his/her needs.
5. Visit community sites regularly and solicit the input and evaluation of site supervisors on a monthly basis and more often as necessary.
6. Coordinate the basic education and image building components of the Pan Terra program with the community based components for each student.
7. Work in a close counseling relationship with each student and his/her parents to the expressed end that status offenses would not be repeated.
8. Evaluate program success through a close accountability for student behavior.

At the time of this evaluation C.O.S.T.A.R. has been in operation for approximately 13 months. In the following report an overview of the project activity during that time will first be provided. Then, after discussing the characteristics of the youth involved in the C.O.S.T.A.R. project, a detailed review of placement success, academic gains, criminal activity, and emotional stability of the participants of the C.O.S.T.A.R. project will be presented. The evaluation will conclude with an anecdotal discussion of several students and a collection of letters describing community support for the project. Though the original evaluation report was to have only dealt with C.O.S.T.A.R activity through December 31, 1977, the following report includes a review of activities through the end of the 1977-1978 school year. To do otherwise would have resulted in an evaluation report containing no post-test measures and, therefore, no conclusions regarding the value or effectiveness of the project.

The first year of operation:

Though the C.O.S.T.A.R. project was originally funded to begin January 1, 1977, the project did not actually begin until May of that year. The five-month delay was due to time required by LEAA Region X for approving the in-kind match for the project. The project director was officially hired May 28, 1977. Due to prior commitments, the director was available to the project only half time until July 15, 1977. During the interim between May 29 and July 15, the director established contacts with the Clark County C.E.T.A. agency, Multnomah Learning Center, Washington State Employment Service, Youth Employment Service, Janis Program, Clark County Volunteer Services, and other agencies with work experience programs for youth. In addition to appearing before local volunteer organizations such as the Kiwanis of East Vancouver, the director developed the C.O.S.T.A.R. testing program and client monitoring system. By June 30, 1977, 40 Pan Terra students had been placed in summer paid work experience.

During the months of July and August, 1977, the project attempted to assist 65 prospective Pan Terra students. Of this number, 45 were placed in paying summer positions, three students received assistance in seeking employment without success, nine students indicated they did not wish to work during the summer, and seven students could not be contacted. In addition to the assistance provided for returning Pan Terra students,

thirteen students who had graduated spring quarter were also assisted in obtaining full-time employment. Of this number, nine students were successfully placed.

Beginning in September, the director of C.O.S.T.A.R. began the pre-testing of Pan Terra students in compliance with the requirements of the grant and evaluation design. Also, during this month placements were sought for new students to Pan Terra and those returning students whose summer positions had been temporary. By the end of September, Pan Terra students had been placed in either paying positions or volunteer positions. Thirty-two students (41%) were placed through the C.O.S.T.A.R. Work Release Program, 17 students (22%) were involved in community service activities, 25 students (33%) were participating in the Friday Community Service program, and three students (4%) were employed through Clark College vocational classes. In December of 1977, the Friday Community Service program was terminated and replaced with 24 positions made available through a new C.E.T.A. program. By the end of December, 1977, 35 C.E.T.A. positions were made available to C.O.S.T.A.R. students.

Between January 1, 1978, and March 31, C.O.S.T.A.R. maintained its placement success. Beginning in January, 60 C.O.S.T.A.R. students were placed. By April 1, 1978, 72 students were placed in either paying positions or volunteer activities. Salaries for these students ranged from minimum wage to \$6.00 per hour. In April of 1978, post-test measures



to be used in the evaluation were administered. At that time, efforts had been undertaken to include the population of Pan Terra with the intent of preventing possible court involvement among those who had not previously been involved with the court.

The C.O.S.T.A.R. Student:

A composite C.O.S.T.A.R. student would be a tenth grade female from a broken home who has come into contact with the Juvenile Court at least once. Referral to the program would be the result of a status offense and parental neglect would be the student's explanation for committing the status offense. This composite student would have had an absentee history in regular public schools of approximately 30.7 days per year and would be on the average one and one-half years behind in her progress through the first nine grades. This composite student would be characterized by a sixth grade mastery of math, a sixth grade mastery of reading, and a fifth grade master of language arts. Clearly, the C.O.S.T.A.R. project is dealing with a disadvantaged group of students. Reference to Table 1 provides a breakdown of the ages of C.O.S.T.A.R. students.

Grade Level	7	8	9	10	11	12	Total
Number of Students	0	5	22	28	13	7	75
% of Students	0	6.67	29.33	37.33	17.33	9.34	100

Table 1. Grade level of 1977-1978 C.O.S.T.A.R enrollment.

Of the 75 students, 46 students (61.33%) are female and 29 students (38.67%) are male. Fifty-four of these students (72.0%) are from broken homes. Table 2 provides an overview of the contact of C.O.S.T.A.R. students with the Clark County Juvenile Justice System.

Contact ..with Juvenile Court	None	Status Offense Only	Delin- quent Act Only	Both Status Offense & Delinquent Act	Total
Number of Students	28	20	18	9	75
% of Students	37.33	26.67	24.00	12.00	100

Table 2. Contact with Clark County Juvenile Court prior to September, 1977, by C.O.S.T.A.R. students

Over 62% of the students have been detained for either a status offense or a delinquent crime. Slightly more than 37% of the students have had no contact with the juvenile justice system.

Figures 1 and 2 provide a comparison of C.O.S.T.A.R. students with high school norms established for the California Psychological Inventory. Figure 1 is a comparison of male norms and Figure 2 is a comparison of female norms. Referring to Figure 1, it is apparent that four scales reflect significant differences between C.O.S.T.A.R. males and the high school norms. These scales are: well-being, which measures the degree to which persons minimize their worries and complaints, and are free from self doubt and disallusionment; responsibility,

which measures how conscientious, responsible, and dependable an individual's temperment and disposition are; socialization, which indicates the degree of social maturity, integrity, and rectitude an individual has attained; and communality, which measures the degree to which an individual's reactions and resources correspond to the modal or common pattern established for the inventory.

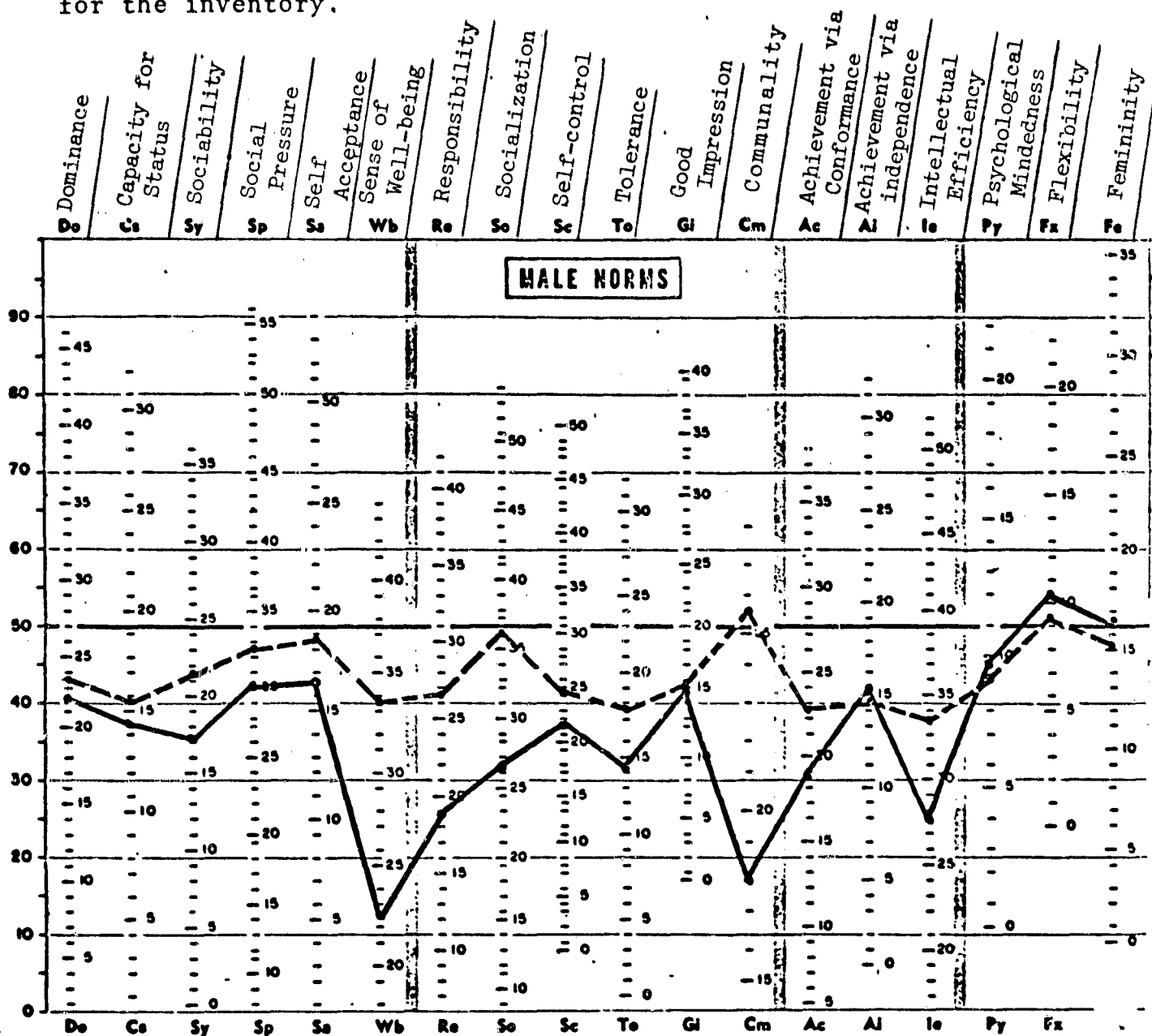


Figure 1. Comparison of C.O.S.T.A.R. male students with national male norms for highschool students on the California Psychological Inventory.

National Norms-----

C.O.S.T.A.R. Averages-----

One other scale characterized by a noticeable discrepancy is that of intellectual efficiency. This scale describes the degree of personal and intellectual efficiency which the individual has attained. These results would suggest that C.O.S.T.A.R. males are characterized by low self-esteem and a certain degree of social incompetence which serves to separate them from the majority of their peers.

Figure 2, which describes the comparison of female C.O.S.T.A.R. students with high school norms, also is characterized by several discrepancies. Specifically, sense of well being, responsibility, socialization, and communality are distinctly lower for C.O.S.T.A.R. women than established norms. This would suggest that C.O.S.T.A.R. women, like their male counterparts, suffer from low self-esteem and the lack of ability to comfortably interact with the majority of their peers.

In light of this information, it appears that C.O.S.T.A.R. students, as was indicated in the original grant application, could benefit from a program which provides them the opportunity to establish their personal worth and competence. The following section of this report will examine whether the work experience provided by project C.O.S.T.A.R. was effective in attaining that goal.

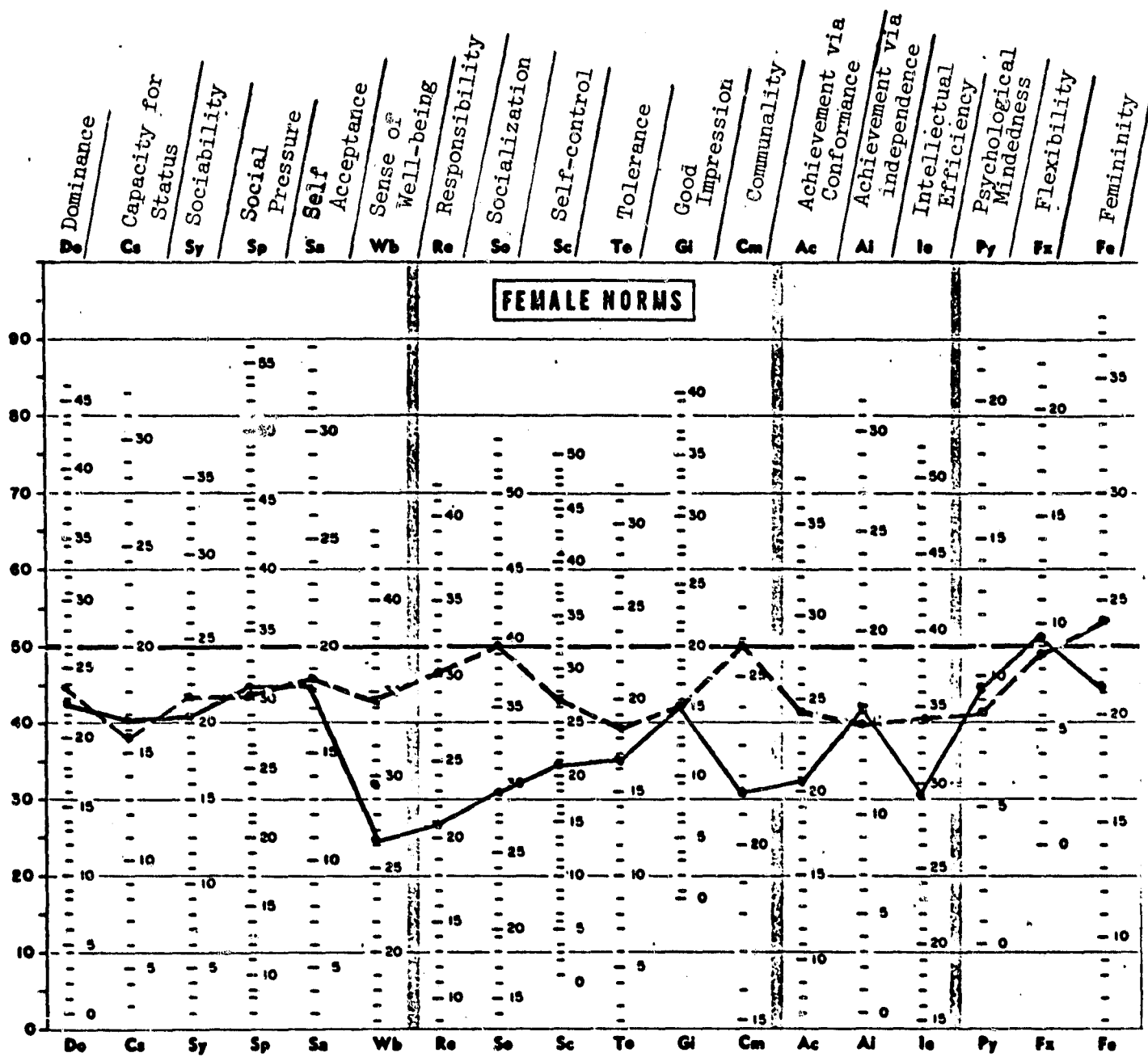


Figure 2. Comparison of C.O.S.T.A.R. female students with national female norms for highschool students on the California Psychological Inventory

National Norms----- C.O.S.T.A.R. Averages——

### Project Effectiveness:

The measurement of C.O.S.T.A.R. effectiveness involved the examination of placement activity, academic gains, contact with the Clark County Juvenile Court, and pre-post comparisons of scores on the California Psychological Inventory.

#### Placement -

In the 1977-1978 school year each of the 102 Pan Terra students was contacted by the director of the C.O.S.T.A.R project and questioned concerning the students' interests and aptitude for employment. Of these 103 students, 28 indicated that they did not wish to be placed and opted for classroom activity only. Among the 75 students interested in obtaining placements during the 1977-1978 school year, 47, or 62.67%, were placed on jobs with salary and 28 or 37.33% were placed on volunteer assignments. The average elapsed time between first contact with the C.O.S.T.A.R. project and placement was 19.37 days. This statistic is somewhat misleading in that the mode (most frequently occurring) interval between enrollment and placement was "0" days. In other words, more students were placed on the same day they enrolled than those who had to wait for a placement. Out of the 36-week period during which C.O.S.T.A.R. was operating, students worked an average of 23.81 weeks. Among those students with salaried placements, a total of \$97,374.20 was earned during the 1977-1978 school year. The average total amount made by each of the students with paid positions was \$2,071.81. Though the majority of paid placements were at

the minimum wage of \$2.65 per hour, four C.O.S.T.A.R. students found jobs which paid over \$5.00 per hour.

Among those students with volunteer placements, the average number of hours spent on the job each week was 10.47. The majority of these placements were for 10 hours each week. Among those students having salaried placements, the average number of hours spent on the job each week was 31.30. Of these students, 29, or 61.7%, with salaried positions worked 40 hour weeks. In regards to placement success, approximately 47% of all first time placements were terminated. Approximately half of these terminations were due to lack of interest on the part of the students. Most of the terminations (68.53%) were found among those students placed on volunteer jobs. A total of 115 placements were arranged for C.O.S.T.A.R. students by the director of the program. At the end of the 1977-78 school year, 68 students (91.0%) out of the 75 individuals in the C.O.S.T.A.R. program were still employed.

#### Academic Gains -

Most of the students in the C.O.S.T.A.R. program had already established their inability to deal with the demands of convential public schooling. The students, for the most part, had either dropped out of the public school system or had been expelled. In the previous section describing the typical C.O.S.T.A.R. student, information was provided which described the low self-esteem of these students and a tendency

for intellectual inefficiency. These traits were, to some degree, manifested in the students' academic attainment. One of the hypotheses central to the C.O.S.T.A.R. program was that a program which provided these students with an opportunity to assume responsibility and demonstrate their competence would have positive influence on academic achievement. Reference to Table 3 below presents evidence which appears to support this hypothesis. C.O.S.T.A.R. students had, in the past, experienced academic progress at the rate of approximately .58 grade levels per year. During their C.O.S.T.A.R. tenure, these students experienced a 1.0 grade level improvement. The area of the most significant improvement over previous grade level advancement was reading. In other words, C.O.S.T.A.R. students at the beginning of the 1977-1978 school year were slightly less than four years behind their grade level norms according to the Comprehensive Tests of Basic Skills (C.T.B.S.) battery. At the end of the 1977-1978 school year, these same students had improved on the average over one year in overall academic proficiency. Language Arts, which includes spelling, language mechanics, and language expression, was the area of greatest weakness among C.O.S.T.A.R. students at the beginning of the school year and was also characterized by the least improvement. Math, which measures a student's propensity for computation, understanding of math concepts, and a student's capacity for using these concepts, was the area of greatest



# C.T.B.S. Battery

	Math	Reading	Language Arts	Total Averages
Actual Grade Level Average at Beginning of School Year	9.61	9.50	9.40	9.50
Academic Level Pre-Test Average	5.87	5.49	5.35	5.57
Academic Level Post-Test Average	7.01	6.74	6.23	6.66
Improvement	1.14 <sup>1</sup>	1.25 <sup>2</sup>	.88 <sup>3</sup>	1.09

Table 3. Comparison of Pre-Post test results of C.O.S.T.A.R students following 1977-1978 school year.

- 1 T = 4.95, df = 44; p < .001
- 2 T = 4.62, df = 23; p < .001
- 3 T = 5.25, df = 18; p < .001

strength among C.O.S.T.A.R. students at the beginning of the year and was characterized by the second largest improvement over the 1977-1978 school year. The area which was characterized by the greatest improvement was reading, which measures a student's vocabulary and comprehension. The overall gain found among C.O.S.T.A.R. students was 1.09 grade levels as measured by the C.T.B.S. test battery.

In the course of working those skills which would most often be used would be math and reading. Language arts, which are rarely required by those positions with C.O.S.T.A.R. placements, would be the least relevant skill area to positions not

involving writing skills. On the basis of the information resented in Table 3, it would appear that job placement serves to promote the further development of reading and math skills, while at the same time providing little opportunity for students to refine their writing skills. These findings would suggest that the academic component of the C.O.S.T.A.R. program, which in this case is Pan Terra, could maximize its effectiveness by emphasizing language arts instruction in the classroom and relying on work experience to supplement regular course offerings in the areas of reading and math. The use of employment oriented problems in math and reading classes might provide the student with more meaningful and interesting academic skill exercises than the more traditional approaches.

Contact with the Juvenile Court:

One of the principle concerns of Clark County criminal justice planners when they advocated the creation of an employment assistance program for problem youth was the impact of such a program on the criminal activity of its participants. Over 60% of the C.O.S.T.A.R. students enrolled in the 1977-1978 school year had previously come into contact with the Clark County Juvenile Court. This section of the evaluation will examine the subsequent contact with the Clark County Juvenile Court among the C.O.S.T.A.R. students.

Reference to Table 4 provides a comparison of three groups of students that would have been eligible for enrollment in the

C.O.S.T.A.R. program in the 1977-1978 school year. The first group of students is composed of actual C.O.S.T.A.R. participants. The second group of students is composed of Pan Terra students who opted for classroom activity only and were not interested in a job placement. The third group of students is composed of students who were expected to enroll in the C.O.S.T.A.R. program in September but did not report. For the purposes of this study, these three groups will be referred to as C.O.S.T.A.R., Pan Terra, and No Shows, respectively. Table 4 presents both the before and after percentages of the three groups coming into contact with the Juvenile Justice System.

		% Having No Contact with Juvenile Court	% Contact with Juvenile Court Before Sept.1, 1977	Contact with Juvenile Court After Sept. 1, 1977
C.O.S.T.A.R.	70	40.00	60.00	22.86 <sup>1</sup>
Pan Terra Student not Placed	14	42.86	57.14	14.28 <sup>1</sup>
No Shows	18	27.78	72.22	50.00
Total	102	37.26	62.74	26.47

Table 4. Comparisons of contact with Clark County Juvenile Court between C.O.S.T.A.R. students, Pan Terra students, and those youth who were expected to enroll in C.O.S.T.A.R. but did not.

1  $p < .001$  ( $X^2 = 28.32$ ;  $df = 2$ )

The percentage of students coming into contact with the Juvenile Justice System after September 1, 1977, is significantly ( $p < .001$ ) lower than the percentage of prior contacts for both the Pan Terra and C.O.S.T.A.R. groups. When these two groups are compared with the groups of students who did not come into contact with either Pan Terra or the C.O.S.T.A.R. program, it appears that participation in the program is associated with a significant decline in criminal justice contact. These findings would support the hypothesis which suggests that participation in a work experience program be associated with a decline in delinquency.

One additional finding of the criminal justice component of this evaluation was that no students in either the Pan Terra program or the C.O.S.T.A.R. program came into contact with the Juvenile Justice System after enrolling who had not already come into contact with the juvenile court system. This finding would suggest that bringing students into the program who had no prior contact with the criminal justice system does not increase the likelihood of their committing a subsequent act.

Table 5 provides a comparison of the nature of contacts with the Juvenile Justice System for each of the three groups. Keeping in mind that the information provided in the right-hand column of Table 5 describes only those students committing subsequent crimes, review of Table 5 suggests that a greater reduction was found among status offenders than with juveniles committing delinquent acts.

Prior Contact With Juvenile Court				Subsequent Contact With Juvenile Court		
	N	% Status Offense	% Delinquent Act	N	% Status Offense	% Delinquent Act
C.O.S.T.A.R. Students	42	41.34	58.65	16	36.00	64.00
Pan Terra Students	8	65.22	34.78	2	50.00	50.00
No Shows	13	43.75	56.25	9	58.33	41.67
Total	63	50.10	49.90	27	48.11	51.89

Table 5. Comparisons of nature of offense among C.O.S.T.A.R., Pan Terra, and youth who were expected to enroll in C.O.S.T.A.R but did not.

This trend, if more pronounced, would suggest that both the C.O.S.T.A.R and Pan Terra programs are more effective with status offenders than with delinquents. But the fact that the differences are not significant would preclude asserting this conclusion at this time. Clearly, future evaluation activities must address the relative impact of the C.O.S.T.A.R. program on status offenders and delinquents.

#### Pre and Post-test measures on the California Psychological Inventory\*

This section of the evaluation is perhaps the most equivocal in that the results of the before and after testing with the California Psychological Inventory (CPI) may contain

\* A detailed description of the definitions of each of the CPI scales can be found in the Appendix.

profiles which do not accurately describe C.O.S.T.A.R. students. In the following discussion an attempt to present the results of the CPI testing will be made with the data "as is." This data, nevertheless, should be examined with a highly critical eye in that female profiles for the post-test were very similar to the profiles resulting from subjects attempting to appear as "bad" as they could.<sup>1</sup> A discussion of why this "faking" could have happened will be provided at the end of this section of the evaluation.

Reference to Table 6 provides the pre- and post-test results for the entire C.O.S.T.A.R. enrollment. With the exception of communality, self-acceptance, and sociability, most of the scales reflect significant declines. This finding, if valid, would indicate that experience in the C.O.S.T.A.R. program is associated with an extreme deterioration in self concept, ability to get along with others, and capacity for status. Of specific interest is the extreme decline found in the socialization scale.

<sup>1</sup>The conclusion that the tests were taken with the intent of appearing as "bad" as possible is based on the "faked" profiles found in the CPI Manual. Due to the fact that the C.O.S.T.A.R. student profile closely resembles the "faked" profile found in the test manual, unequivocal test interpretation is not possible.

		<div><div>Dominance Capacity for Status</div><div>Sociability Social pressure</div><div>Self Acceptance Sense of Well-being</div><div>Responsibility</div><div>Socialization Self Control</div></div>									
Entire C.O.S.T.A.R. Enrollment	Pre	42.21	39.30	38.86	44.08	44.44	19.90	26.78	31.67	36.25	
	Post	40.96	29.33	39.46	44.27	47.96	18.29	24.47	21.47	30.45	
Difference		- 1.25	-10.00	+ .60	+ .21	+ 3.52	- 1.19	- 2.31	-10.20	- 5.80	

		<u>Tolerance</u>	<u>Good</u>	<u>Impression</u>	<u>Communality</u>	<u>Achievement via</u> <u>Conformance</u>	<u>Achievement via</u> <u>Independence</u>	<u>Intellectual</u> <u>Efficiency</u>	<u>Psychological</u> <u>Mindedness</u>	<u>Flexibility</u>	<u>Femininity</u>
Entire C.O.S.T.A.R. Enrollment	Pre	33.22	42.75	25.90	31.73	45.52	28.79	46.37	52.93	48.08	
	Post	25.51	35.80	30.41	23.71	36.29	22.51	42.06	48.53	40.82	
Difference		- 7.71	- 6.95	+ 4.51	- 8.02	- 9.23	- 6.28	- 4.31	- 4.40	- 7.26	

Table 6 - Comparison of pre- and post-test results on the California Psychological Inventory for C.O.S.T.A.R. students.

This scale measures social maturity and, if the results of this testing are accurate, suggests that C.O.S.T.A.R. students were less mature at the end of their C.O.S.T.A.R. tenure than they were when they started. The most significant decline in C.P.I. scores is found among the test results of C.O.S.T.A.R. females.

Reference to Table 7 provides an overview of the pre- and post-test results for C.O.S.T.A.R. females. The most significant decline found among this group concerns the issues of capacity for status, socialization, achievement via conformance, and good impression. The only improvements, as measured by the C.P.I., were in the areas of self acceptance and communality.

		<u>Dominance</u> <u>Capacity for</u> <u>Status</u>		<u>Sociability</u> <u>Social</u> <u>Pressure</u>		<u>Self</u> <u>Acceptance</u> <u>Sense of</u> <u>Well-being</u>		<u>Responsibility</u>		<u>Socialization</u> <u>Self</u> <u>Control</u>	
C.O.S.T.A.R. Females	Pre	43.24	40.19	40.79	45.38	45.31	24.45	26.43	30.74	35.00	
	Post	39.53	28.19	38.31	43.83	46.56	18.31	25.58	19.53	29.81	
Difference		-3.71	-12.00	-2.48	-1.55	-1.25	-6.14	- .85	-11.21	-5.19	

		<u>Tolerance</u> <u>Good</u> <u>Impression</u>		<u>Communality</u> <u>Achievement via</u> <u>Conformance</u>		<u>Achievement via</u> <u>Independence</u> <u>Intellectual</u> <u>Efficiency</u>		<u>Psychological</u> <u>Mindedness</u>		<u>Flexibility</u> <u>Femininity</u>	
C.O.S.T.A.R. Females	Pre	35.57	43.40	31.02	32.50	42.45	30.86	46.10	51.60	45.67	
	Post	25.53	34.53	31.89	22.06	37.19	23.36	41.44	49.19	39.64	
Difference		-10.04	-8.87	.87	-10.44	-5.26	-7.50	-4.66	-2.41	-6.03	

Table 7 - Comparison of pre- and post-test results on the California Psychological Inventory for C.O.S.T.A.R. females.

The fact that only two of the 18 C.P.I. scales were characterized by an improvement is extremely difficult to explain. The fact that these results were found in a period associated with improvements in academic proficiency, employment, and contacts with the criminal justice system also suggests that either the post-test or pre-test results are misleading. The rationale for these dubious test results could range from a spur of the moment prank to a manifestation of resentment towards authority figures. Regardless of the rationale, future testing activities should be seriously scrutinized to insure test result validity.



Figure 8 provides a pre-post C.P.I. test overview of C.O.S.T.A.R. males. This group was characterized by improvements in self-acceptance, communality, socialbility, and a sense of well-being.

		<div>Dominance Capacity for Status</div> <div>Sociability Social Pressure</div> <div>Self Acceptance</div> <div>Sense of Well-being</div> <div>Responsibility</div> <div>Socialization Self Control</div>								
C.O.S.T.A.R. Male	Pre	40.81	38.10	36.76	42.32	43.26	13.74	27.26	32.94	37.94
	Post	44.40	32.07	42.33	45.33	51.33	18.27	21.80	26.13	32.00
Difference		3.59	-6.03	6.07	2.07	8.07	4.53	-5.46	-6.81	-5.94

		<div>Tolerance Good Impression</div> <div>Communality Achievement via Conformance</div> <div>Achievement via Independence</div> <div>Intellectual Efficiency</div> <div>Psychological Mindedness</div> <div>Flexibility</div> <div>Feminity</div>								
C.O.S.T.A.R. Male	Pre	32.74	41.87	18.97	30.68	42.61	26.00	46.74	54.74	51.35
	Post	25.47	38.87	26.87	27.67	34.13	20.47	43.53	46.93	43.67
Difference		-7.27	-3.00	7.84	-3.01	-8.48	-5.53	-3.21	-7.81	-7.68

Table 8 - Comparison of pre- and post-test results on the California Psychological Inventory for C.O.S.T.A.R. males.

Among C.O.S.T.A.R. males, 12 of the 18 C.P.I. scales were characterized by a decline. The disproportionate incidence of decline, when considered in light of the fact that most re-test applications of the C.P.I. are rarely characterized

by more than nine of the 18 scales decreasing, again reaffirms the likelihood of intentional test "faking."

If the results of the C.P.I. assessments of C.O.S.T.A.R. students are valid, it would appear that participation in the program is an extremely deleterious experience. Given the fact that this decline in C.P.I. scores was concurrent with improvements in academic success, employment success, and contacts with the criminal justice system, this decline does not appear to be a valid characterization of C.O.S.T.A.R. student attitudes. In discussing the decline of C.P.I. scores with the project director, he indicated that, in his opinion, the students had taken the post-test much more seriously than they had taken the pre-test. If this was indeed the case, then the true emotional stability of C.O.S.T.A.R. students is even worse than the profile presented in the beginning of the evaluation report. Clearly, future testing efforts must emphasize the importance of test accuracy during the test taking process.

#### Community Support

Included in the appendix of this evaluation is a diverse assortment of letters from Clark County agencies which describe their satisfaction with the C.O.S.T.A.R. program. Rather than belabor the glowing support which the director of the project has been successful in obtaining, we refer you

to the appendix. In follow-up contacts with a variety of placement sites which employed C.O.S.T.A.R. youth, we found that each of the agencies or businesses considered the project a community asset. This finding suggests that placement of C.O.S.T.A.R. youth has not interfered with the ongoing operations of the placement sites.

Conclusion:

The 1977-1978 C.O.S.T.A.R. session was characterized by a significant improvement in academic proficiency, employment opportunity, and contact with the local criminal justice system. These improvements serve to describe the activities of a successful C.O.S.T.A.R. program. With the exception of the tests used to measure changes in student perceptions of their own self-value, all of the information collected for this evaluation consistently indicated an effective project. Serious attention must be directed towards the discovery of why C.O.S.T.A.R. students were characterized by extreme declines on most of the California Psychological Inventory scales during a period in their lives in which significant improvements in many other areas were found. If the tests were intentionally faked, testing activities in the future will need to be conducted with more care.

# HIGH SCORERS

## SCALE AND PURPOSE

# LOW SCORERS

Aggressive, confident, persistent, and planful; as being persuasive and verbally fluent; as self-reliant and independent; and as having leadership potential and initiative.

1. Do (dominance) To assess factors of leadership ability, dominance, persistence, and social initiative.

Retiring, inhibited, commonplace, indifferent, silent and unassuming; as being slow in thought and action; as avoiding of situations of tension and decision; and as lacking in self-confidence.

Ambitious, active, forceful, insightful, resourceful, and versatile; as being ascendant and self-seeking; effective in communication; and as having personal scope and breadth of interests.

2. Cs (capacity for status) To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status.

Apathetic, shy, conventional dull, mild, simple, and slow; as being stereotyped in thinking; restricted in outlook and interests; and as being uneasy and awkward in new or unfamiliar social situations.

Outgoing, enterprising, and ingenious; as being competitive and forward; and as original and fluent in thought.

3. Sy (sociability) To identify persons of outgoing, sociable, participative temperament.

Awkward, conventional, quiet, submissive, and unassuming; as being detached and passive in attitude; and as being suggestible and overly influenced by others' reactions and opinions.

Clever, enthusiastic, imaginative, quick, informal, spontaneous, and talkative; as being active and vigorous; and as having an expressive, ebullient nature.

4. Sp (social presence) To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.

Deliberate, moderate, patient, self-restrained, and simple; as vacillating and uncertain in decision; and as being literal and unoriginal in thinking and judging.

Intelligent, outspoken, sharp-witted, demanding, aggressive, and self-centered; as being persuasive and verbally fluent; and as possessing self-confidence and self-assurance.

5. Sa (self-acceptance) To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.

Methodical, conservative, dependable, conventional, easygoing, and quiet; as self-abasing and given to feelings of guilt and self-blame; and as being passive in action and narrow in interests.

Energetic, enterprising, alert, ambitious, and versatile; as being productive and active; and as valuing work and effort for its own sake.

6. Wb (sense of well-being) To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

Unambitious, leisurely, awkward, cautious, apathetic, and conventional; as being self-defensive and apologetic; and as constricted in thought and action.

Planful, responsible, thorough, progressive, capable, dignified, and independent; as being conscientious and dependable; resourceful and efficient; and as being alert to ethical and moral issues.

7. Re (responsibility) To identify persons of conscientious, responsible, and dependable disposition and temperament.

Immature, moody, lazy, awkward, changeable, and disbelieving; as being influenced by personal bias, spite, and dogmatism; and as under-controlled and impulsive in behavior.

Serious, honest, industrious, modest, obliging, sincere, and steady; as being conscientious and responsible; and as being self-denying and conforming.

8. So (socialization) To indicate the degree of social maturity, integrity, and rectitude which the individual has attained.

Defensive, demanding, opinionated, resentful, stubborn, headstrong, rebellious, and undependable; as being guileful and deceitful in dealing with others; and as given to excess, exhibition, and ostentation in their behavior.

Calm, patient, practical, slow, self-denying, inhibited, thoughtful, and deliberate; as being strict and thorough in their own work and in their expectations for others; and as being honest and conscientious.

9. Sc (self-control) To assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centeredness.

Impulsive, shrewd, excitable, irritable, self-centered, and uninhibited; as being aggressive and assertive; and as overemphasizing personal pleasure and self-gain.

Enterprising, informal, quick, tolerant, clear-thinking, and resourceful; as being intellectually able and verbally fluent; and as having broad and varied interests.

10. To (tolerance) To identify persons with permissive, accepting, and non-judgmental social beliefs and attitude.

Suspicious, narrow, aloof, wary, and retiring; as being passive and overly judgmental in attitude; and as disbelieving and distrustful in personal and social outlook.

Co-operative, enterprising, outgoing, sociable, warm, and helpful; as being concerned with making a good impression; and as being diligent and persistent.

11. Gi (good impression) To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.

Inhibited, cautious, shrewd, wary, aloof, and resentful; as being cool and distant in their relationships with others; and as being self-centered and too little concerned with the needs and wants of others.

**HIGH SCORES****SCALE AND PURPOSE****LOW SCORES**

Dependable, moderate, tactful, reliable, sincere, patient, steady, and realistic; as being honest and conscientious; and as having common sense and good judgment.

**12. Cm (communality)** To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.

Impatient, changeable, complicated, imaginative, disorderly, nervous, restless, and confused; as being guileful and deceitful; inattentive and forgetful; and as having internal conflicts and problems.

Capable, co-operative, efficient, organized, responsible, stable, and sincere; as being persistent and industrious; and as valuing intellectual activity and intellectual achievement.

**13. Ac (achievement via conformance)** To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.

Coarse, stubborn, aloof, awkward, insecure, and opinionated; as easily disorganized under stress or pressures to conform; and as pessimistic about their occupational futures.

Mature, forceful, strong, dominant, demanding, and foresighted; as being independent and self-reliant; and as having superior intellectual ability and judgment.

**14. Ai (achievement via independence)** To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

Inhibited, anxious, cautious, dissatisfied, dull, and wary; as being submissive and compliant before authority; and as lacking in self-insight and self-understanding.

Efficient, clear-thinking, capable, intelligent, progressive, planful, thorough, and resourceful; as being alert and well-informed; and as placing a high value on cognitive and intellectual matters.

**15. Ie (intellectual efficiency)** To indicate the degree of personal and intellectual efficiency which the individual has attained.

Cautious, confused, easygoing, defensive, shallow, and unambitious; as being conventional and stereotyped in thinking; and as lacking in self-direction and self-discipline.

Observant, spontaneous, quick, perceptive, talkative, resourceful, and changeable; as being verbally fluent and socially ascendant; and as being rebellious toward rules, restrictions, and constraints.

**16. Py (psychological-mindedness)** To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.

Apathetic, peaceable, serious, cautious, and unassuming; as being slow and deliberate in tempo; and as being overly conforming and conventional.

Insightful, informal, adventurous, confident, humorous, rebellious, idealistic, assertive, and egoistic; as being sarcastic and cynical; and as highly concerned with personal pleasure and diversion.

**17. Fx (flexibility)** To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

Deliberate, cautious, worrying, industrious, guarded, mannerly, methodical, and rigid; as being formal and pedantic in thought; and as being overly deferential to authority, custom, and tradition.

Appreciative, patient, helpful, gentle, moderate, persevering, and sincere; as being respectful and accepting of others; and as behaving in a conscientious and sympathetic way.

**18. Fe (femininity)** To assess the masculinity or femininity of interests. (High scores indicate more feminine interests, low scores more masculine.)

Outgoing, hard-headed, ambitious, masculine, active, robust, and restless; as being manipulative and opportunistic in dealing with others; blunt and direct in thinking and action; and impatient with delay, indecision, and reflection.



VETERANS ADMINISTRATION  
HOSPITAL  
VANCOUVER, WASH. 98661  
April 18, 1978

IN REPLY  
REFER TO: 683/125

Mr. James D. Gilbert  
Program Director  
C.O.S.T.A.R.  
Vancouver School Dist. 37  
605 N. Devine Road  
Vancouver, Washington 98661

Dear Mr. Gilbert:

I would like to thank you for the participation of the Pan Terra students in our Volunteer Program. Their helpful hours in Messenger Service and Escort "bailed us out" in a needed service. The early movement of patients and records is imperative to reduce the waiting time for outpatients and inpatients.

It seems to me that we attempt to inculcate service to others in our youth and then ignore and fail to give them opportunities to serve "until you are older". In our small way we hope to expose young adults to the needs of ill people and the over 200 hospital occupations.

The C.O.S.T.A.R. Program is important to us and the community. Our service feels the warm feeling of success is a prime "medication" to help troubled youth find a better path in society.

In cold hard facts I find that 60% of your placements pay back our investment of staff and supervision time in hours of service.

Our hope is that we may mutually enjoy continued support and participation in alternative education and job opportunities.

Sincerely,

*David M. Bevers*

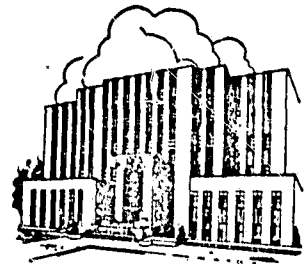
DAVID M. BEVERS  
Chief, Voluntary Service

*"To care for him who shall have borne the battle, and for his widow, and his orphan."—ABRAHAM LINCOLN*

COUNTY OF CLARK - STATE OF WASHINGTON  
**BOARD OF COUNTY COMMISSIONERS**

COURT HOUSE - 1200 FRANKLIN STREET  
TELEPHONE 699-2232

**VANCOUVER, WASHINGTON 98660**



Clark County CETA Administration  
P.O. Box 5000  
Vancouver, WA 98663  
July 26, 1977

To Whom It May Concern:

This letter is being written to express my concern about the future of Pan Terra School. As a professional social worker involved in employment and personal counseling with the young people of Clark County for the past two years, I have seen the positive results that Pan Terra produces with young people who would not be in school if it were not for Pan Terra. There are a significant number of young persons in Clark County who, because of personal or family difficulties, have not been able to adjust to or benefit from educational offerings of the regular school systems. I have personally witnessed the success of many of these young people in the Pan Terra setting-young people who previously disliked school and were not succeeding. I have seen many of these kids become interested in the Pan Terra approach to education, get turned on by learning and working, and proceed ahead to graduation from Pan Terra. I think that depriving this population of young people of the opportunity to attend a school that meets their special needs would be a serious loss to this community.

The staff at Pan Terra is one of the most dedicated, hard-working, concerned group of individuals with whom I work in my capacity as youth coordinator for Clark County CETA. They take a personal interest in each student at Pan Terra and work very hard to help each student realize his goals. In summary, I wholeheartedly support the continuance of Pan Terra School as an alternative for persons unable to benefit from regular school offerings.

Thank you for considering my point of view.

Sincerely,

A handwritten signature in cursive script that reads "Douglas E. Lehrman". The signature is written in dark ink and is positioned above the printed name and title.

Douglas E. Lehrman, MSW  
CETA Youth Program Coordinator

DEL/jlw

February 13, 1978

Jim,

A short note to express our gratitude for your part of the program at Pan Terra. We are really regretful that because of our move to our new home in Camas that we can not financially justify the 80 miles it would take to get Dan to school. I am sure Dan will miss Pan Terra as much as we will as a family. Your community service program has especially been a great help to us. I think it has been a great support beam to help build our bridge over the well known generation gap. We have been able to work with Dan closely in his community service. Therefore understand more of what Dan is able to comprehend from us. Our reward being that Dan has been able to discover some talent and understanding in us. Thus, we are not the dumbies he thought we were.

Thank you very much for the opportunity to participate in your program.

Sincerely,

Lonie Brisbin



Monday, February 14, 1978

Mr. Ed Mitchell  
Pan Terra School  
Vancouver, Washington

To Whom it May Concern:

It is with a great deal of respect and admiration for your teaching abilities, and also a sincere hope that it will continue, that Mr. Totten and I want to take this opportunity to express our heartfelt gratitude for all the things you have done to improve our lives and Linda's.

With your help, I feel our daughter has progressed from a shy and introverted child to a sensitive young woman who seems to be gaining a confidence that was totally illusive of all previous efforts. For the first time in her life, she enjoys school, is able to make friends, contribute to her life as well as those around her, and actually looks forward to the start of classes. Being able to learn at this level with a new found speed and enthusiasm seems to be the largest single contribution.

You have reached the innermost goodness of this child and sowed the seeds of your teachings by bringing her along through her love of animals, especially her horses. Some people learn more by a mixture of instruction and activity. In your skill, you have discovered this love of animals as the key to Linda's enthusiasm and development.

Our family and friends have made many remarks and compliments concerning this new change in Linda these past few months. For all these reasons, and also that for once we can see our daughter develop and unfold facets of her own identity, that we will be eternally grateful to you and your staff.

Sincerely,

Roy and Jean Totten

# *Landmark Christian Assembly*

REV. E. J. STATON

CHURCH: (206) 687-4511

RES.: (206) 687-5564

Feb. 27, 1978

In regard to Frank (Butch) Harvey Jr.  
Job recommendation.

To Whom it may concern:

As Pastor of Landmark Christian Assembly, I have had Butch Harvey work for the church for several weeks. He has proven to be a hard and conscientious worker with a determination to see his jobs through.

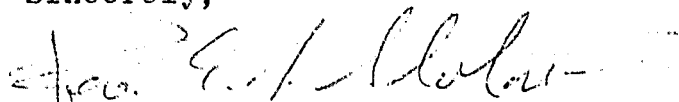
Butch follows instructions well and proceeds to finish his assigned jobs.

Although his work was on a voluntary basis Butch worked with the conscienceness of a paid employee.

His attitude is good with a quiet disposition while on the job. I heartily recommend him for employment in his desired field.

Thank you for your consideration.

Sincerely,



Rev. E. J. Staton

Pastor

Landmark Christian Assembly

March 16, 1978

To whom it may concern:

In the past 4 months I have been privileged to work with Jim Gilbert and the Pan Terra Alternative School program.

I have one of the children of my group home going to Pan Terra. Since she has been enrolled, her attitude has changed from one of sullenness and apathy to that of brightness, happiness and a great will to succeed. If she can not go to school one day she is upset.

The work program she has been under is very successful. She works hard and looks forward to it. She has found fulfillment, and plans to make a career of working with deaf and blind children.

I truly feel that if this alternative program had not been available, my charge would have become one of those many numberless faces that are walking the streets today. Walking with no purpose or sense of direction.

I would like to give a vote of confidence to Jim Gilbert and his program. He has been excellent to work with, and through his professionalism gets the job done. And without his effort I am sure that at least one child would not be where she is now.

I remain,

Cordially yours,

*Geoffrey E. Bayless*  
House Parent  
Youth Outreach Inc.

YOUTH OUTREACH INC.  
HOME OFFICE, P.O. BOX 1505  
VANCOUVER, WASHINGTON 98663  
PHONE (206) 696-0361

Fay Benjamin  
2704 NE 84th Avenue  
Vancouver, WA 98662

March 23, 1978

Jim Gilbert  
c/o Co-Star Program  
Pan Terra School  
Vancouver, WA

To Whom it May Concern:

This letter is to inform you the Co-Star Program is really serving its purpose for the school my daughter attends.

First off it helped her find a job that I'm sure would never have been offered her elsewhere. It supported her during the employment time.

It gave her the go power she needed to get another one after which time the first one ended. It gave her the feeling to join the work force with a positive attitude, with counseling and even praised the first check.

You have no idea what this can do for a youngster who seems to be shy or just not sure on which channel to plug into for a living.

Continuing this program is a must for reducing the dependents on welfare rolls. It can keep kids off the streets and teach them how to believe in their ability to hold a job and want to work with a positive self-image. Thank you so much for your support of this program.

Please keep it above board to be useful to other students.

Sincerely,

Fay D. Benjamin  
Mother of a student and Area  
Representative for Parents  
Anonymous Washington State.

April 3, 1978

Dr. Mike Mallone:

I am writing this in regards to James Gilbert, Project C.O.S.T.A.R. Director. I have known Mr. Gilbert since the time when he first began working at Pan Terra School as a teacher's assistant. At that time, Mr. Gilbert worked very successfully with the students and staff at Pan Terra and he developed an excellent rapport with the student population. He has since used this rapport in getting to know the students on both a social and academic level and has applied this insight in finding job placements. Mr. Gilbert has worked very hard in locating job sites, testing students for interest and aptitude, counseling students, and monitoring the general progress of each placement. In my opinion, it is only through the constant effort and work that Mr. Gilbert has applied to this project that has made C.O.S.T.A.R. such a success. It is a real pleasure to watch a formerly unmotivated student relate a successful school experience with a successful job placement. Not only do the students continue to progress in their educational goals, but they begin to see a real need to complete their education as a means to getting employment that meets their needs and interests when they graduate from school.

As the President of the Parents Club at Pan Terra and an active member of the City Council P.T.A. I thoroughly support the C.O.S.T.A.R. project and am pleased to see the results of such work as Mr. Gilbert has been able to produce.

Sincerely,

*Florence L. Beers*

Florence L. Beers  
President of Parents Club  
Pan Terra School

April 4, 1978

Mr. James D. Gilbert  
Career Opportunities  
Vancouver School District

Dear Mr. Gilbert,


My 17 year old niece, Amy Lansverk, came to live with us from Minot, North Dakota at the end of January. At home in North Dakota she was disinterested in school and not really enthusiastic about anything. She enrolled at Pan Terra and was pleasantly surprised to discover she was actually enjoying some aspects of a school.

Encouraged by Pan Terra to supplement the classes with some outside work, she interviewed for a job on March 9 at the Law Offices of Landerholm, Memovich, etc., above the Pacific First Federal Bank building. On March 10 she started work as the odd job girl for a few hours a day. Amy was truly excited and really enthusiastic. She had to wear clothes other than jeans, she learned how to run several machines, she was given some filing and sorting, and a great variety of other office type experiences. In her 21 hours of work up to now, Amy has learned skills, but more important she feels proud of her accomplishments.

One example of the change I have seen in Amy since she started her first "real" job is her attitude in the morning. It was almost impossible to wake Amy until late in the morning. Now I call her at 7AM and she wakes right up and prepares to get to work by 8AM.

Another example of Amy's change in attitude is the way she talks about some future plans. While home over spring vacation she signed up for classes back at her school for next fall. She described with enthusiasm the business classes she has chosen because she thinks it would be great to become a legal secretary some day.

I am convinced for a teenager feeling lost and seeing not much purpose to school, a supplementary work experience may be the morale booster needed to get through a difficult period of life. For Amy the experience is most valuable.

Sincerely,  
  
Mrs. Duane Lansverk  
320 W 37th St.  
Vancouver, Washington

President of V.S.D., P.T.A.

April 18, 1978

Mr. James Gilbert  
1900 Daniels  
Vancouver, Washington 98663

RE: C.O.S.T.A.R.  
CEM #77

Dear Mr. Gilbert:

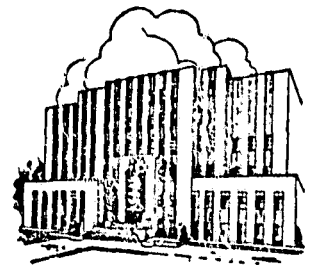
This letter is in regards to your program known as C.O.S.T.A.R.

We have worked with C.O.S.T.A.R. in the past and this is some of our findings:

Advantages:

1. Students get opportunities to meet other people with similar employment backgrounds.
2. It teaches a more in-depth knowledge of gardening techniques.
3. It gives them an opportunity to learn to work independently, giving them a chance to implement ideas of their own with their work.
4. It teaches them good work habits such as attendance, attitude, etc., which is necessary regarding any employment of the future.
5. It gives them an opportunity to manage their own financial affairs.

COUNTY OF CLARK - STATE OF WASHINGTON  
**BOARD OF COUNTY COMMISSIONERS**



DEPARTMENT OF HUMAN RESOURCES

W. Barry Messer, *Director*

CETA ADMINISTRATION

Jim Massey, *Administrator*

Connie Kearney, *District No. 1*

Dean Cole, *District No. 2*

Dick Granger, *District No. 3*

Jim Guenther, *Administrator*

April 19, 1978

Kathy McCann  
Law Enforcement Planner  
P.O. Box 5000  
Vancouver, WA 98663

Dear Ms. McCann,

I believe that the administrative staff of Pan Terra should be congratulated and encouraged to expand their effort in meeting the needs of alienated and often times neglected youth.

As coordinator of the Youth Employment and Training program I have found the programming and related services of Project Co-Star to be a vital and supportive link in providing guidance and therapy.

Mr. Gilbert, in particular, is highly regarded as both an administrator and therapist.

I believe that project Co-Star is a much needed program in serving the ever changing and increasing problems of area youth.

Sincerely,

  
Ralph Griffin  
YETP In-School Coordinator

RG:kk



**END**