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EXECUTIVE SUMMARY

WAKULLA COUNTY ALTERNATIVES TO SUSPENSION/EXPULSION PROJECT

(76-J6-02-FA01)

Apalachee Regional Planning Council

Introduction

The Wakulla County Alternatives to Suspension/Expulsion Project establishes an alternative to out-of-school suspensions through the implementation of a behavior modification program for disruptive students based on William Glasser's "Reality Therapy" concepts and techniques. Students are not removed from the mainstream school environment, but receive treatment for one hour daily. Project objectives seek to reduce the incidence of disruptive behaviors in the regular classroom, to involve parents, and to reduce the number of school suspensions and expulsions.

Findings

1. In analyzing data on the measurable objectives that could be evaluated at this time, it has been found that the project has met, and in some cases exceeded those objectives.
2. Further assessment of the project is not feasible at this time due to the lack of a randomly-assigned control group with which more detailed effects of project participation could be determined.
3. Through casual observations on on-site visits, it is evident that the project staff and related school personnel are totally dedicated and enthusiastic toward the program.

Recommendations

Although further analysis and a more in-depth evaluation have been suggested throughout this report, the evaluator feels sufficiently informed on the project logic, design, and objectives to offer general recommendations.

1. Hiring of a black staff person to more effectively handle the special needs of black students in the attempt to reduce classroom disruptions and suspendable behaviors.
2. Administering of Self-Reported Delinquency Questionnaires to both target and control groups to assess the extent of other than school-related delinquency. If it was found that although the incidence of

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classroom disruptions decreased, yet the incidence of community and home delinquency did not, then possibly the program could then be modified and/or expanded in an attempt to reach a wider margin of deviance.

3. Specifically, more detailed records should be maintained on target and possibly control students, i.e. age, income level of family, grade level, and the number of official delinquency referrals made by the school, community agencies, and other interested parties. Such information would not only provide more data on the nature of the students served by the program in the attempt to better assess the actual effects of the program itself, but would aid in determining the role participation plays for various types of students as well.
4. Workshops should be conducted for teachers and parents whereby various issues on discipline and academic performance could be discussed. Through such workshops, parents and teachers alike could become more familiar with common academic and behavioral problems facing them, and various techniques for coping with and ameliorating such difficulties could be shared. It is hoped that with the concerted efforts of both parents and teachers, behavioral problems in the classroom may be more effectively controlled and thereby reduced.
5. The program should also be expanded to include volunteer student participation by those target students currently in or post program participation. Volunteer students could render assistance to younger students, or even provide tutoring services to others. Such an addition to the program would raise the degree of program involvement, as well as to bolster the encouragement already manifested by project staff, teachers, and school administration.

EVALUATION REPORT

I. Introduction

This evaluation was initiated as a result of a local decision to obtain more detailed information on the impact of this project for regional implementation.

The Wakulla County Alternatives to School Suspension/Expulsion Project has been selected for evaluation on the basis of its innovative attempt to develop and implement new techniques for the prevention of juvenile delinquency. It is the aim of this project to develop and expand activities designed to promote positive patterns of youth development and growth for youth prior to involvement in the juvenile justice system.

A major thrust of delinquency prevention programs is to target intervention at the development of positive behavioral characteristics that will increase an individual's behavioral response repertoire, thereby possibly preventing, or at least lessening the chances of, future negative interactions of any form. It is also of great concern of such programs to provide alternative activities to delinquency in order to reduce the opportunity of its occurrence.

The Alternatives to School Suspension/Expulsion currently in operation in the Wakulla County School System appears to be a program addressing both of these equally crucial issues in the area of juvenile delinquency. Moreover, should such a program demonstrate an effective method for reducing the occurrence of delinquency through the cooperation of local educational systems, then the project would certainly illustrate the potential for

replicability on a region-wide basis. The potential aim of project-related decisions will regard the continuation of this project as well as the feasibility for implementation by other school systems within the region. Moreover, concerning project applicability beyond the scope of specific project-related decisions, the Alternatives to School Suspension/Expulsion Project furthermore appears to be a program addressing not only techniques of applying treatment methods, but points to and reiterates the larger question of causal mechanisms of delinquency as well.

II. Methodology

The type of design utilized in this evaluation is the One-Group Pre-test/Post-test Pre-Experimental Design. The absence of a control group in this form of design poses the possibility for various sources of internal invalidity; it does, however, control for the effects of selection and mortality. Moreover, although the control group acts to isolate the experimental stimulus as the single source of change among experimental subjects, its use nevertheless has the disadvantages of providing no useful descriptive data as well as representing an artificial test of the hypothesis; it must also be taken into consideration that the findings obtained may not have the generalizable applicability to other segments of the population.

Data items collected on the 46 project participants include:

1. The number of parent contacts made by project staff;
2. The total number of disciplinary referrals for the school year preceding (1976-77) and following (1977-78) program placement;
3. The total number of suspensions of target students for the school year preceding (1976-77) and following (1977-78) program participation;
4. The total number of suspensions for all students for the 1976-77 and 1977-78 school year;
5. The total number of official delinquency referrals to DYS for 1976-77 and 1977-78;
6. Score differentials obtained from validated self-concept questionnaires administered by project staff before and after program participation; and

7. The number of class grades improved by target students.

The data collected for this study has been analyzed through the use of comparison and Contingency Table Analysis, since the nature of the data does not lend itself to higher levels of statistical analysis.

Operationalization of Variables

This section indicates the manner in which specified project objectives have been operationalized and measured to assess program effects on target student behavior.

Objective 1: After 1 semester of participation in the program 75% of the target population will exhibit a 50% reduction in the incidence of disruptive behavior.

Incidences of disruptive behavior have been defined and measured in terms of the number of disciplinary referrals received per student. Information regarding the referrals has been collected by project staff on each program student for the 1976-77 school year preceding project placement; and have been compared to the number of referrals on the same student for the 1977-78 school year following participation in the program. The figures obtained for the two years will then be compared to determine the percent reduction in the incidence of disruptive behavior.

Objective 2: No less than 75% of target student's parents will demonstrate involvement in the program.

Involvement in the program has been measured by the number of parent contacts per student as made by project staff for the duration of program

participation. Such contacts include telephone calls as well as home visits, and this information has been verified through project records containing the loggings of all parent contacts by staff.

Objective 3: The total number of out-of-school suspensions will be reduced by 75% of the 1976-77 figure, and the incidence of suspensions of target students will be reduced by 50%.

The total number of out-of-school suspensions contained in official high school records for the 1976-77 and 1977-78 school years have been verified for target students as well as the general student body. The figures have then been compared to assess the percent reduction in the general out-of-school suspension rate, as well as the difference in the suspension rate for target students.

Objective 4: Following 1 semester's participation in the program, 75% of the target students will demonstrate improved self-concepts and improved performance in school work.

Existing validated self-concept questionnaires distributed by project staff before and after program participation have been utilized in the measurement of this objective. Scores for 1976-77 have been compared to project scores for 1977-78, and results of comparison analysis indicate the percent change in self-concept. Similar procedures have been utilized with regard to change in academic performance.

Objective 5: At the end of 1 year, a reduction in the total number of delinquency referrals to youth services will be evident as compared to the 1976 referrals, and proportionate to population increase.

Data for the measurement of this objective has been obtained from the Wakulla County Department of Health and Rehabilitative Services, Division of Youth Services, for the periods 1976-77 and 1977-78. Comparison analyses have been conducted to assess the percent reduction in delinquency referrals.

III. Background Data

One of the major thrusts of current juvenile legislation is the diversion of youth from the justice system, the rationale being to reduce the social stigma attached to those entering the system. Secondary outcomes of diversion are to reduce the over-burdened conditions, as well as to provide viable alternative community services. Within the range of possible diversionary programs currently in existence are those implemented prior to adjudication, thus totally preventing any penetration into the system. The Alternatives to School Suspension and/or Expulsion Project in Wakulla County is one such program designed to prevent interaction with the juvenile justice system.

Although state law provides for the elimination of school behavioral problems through suspension and expulsion in order to protect the educational rights of other students, no provisions exist for the education of the disruptive student. Moreover, suspension/expulsion in itself is detrimental to the student, for instead of receiving aid in dealing with his behavioral problems, he is separated from his peers and the mainstream of social activity, thus increasing the chances of continued deviance. Furthermore, the Governor's Task Force on Disruptive Youth has estimated that 60% of all criminal acts are performed by school-aged youth, and has recommended that "schools stop suspension and expulsion of children from school." It is therefore the aim of the Wakulla County Project to target intervention at disruptive students by providing intensive in-school services necessary for successful adjustment and the prevention of future anti-social behavior, thereby decreasing the chances of continued deviance.

According to Wakulla County School system reports, 20 out of the 22 students voluntarily choosing to leave the school program during the 1974-75 school term cited lack of interest, poor achievement, or disciplinary problems as the primary cause for drop-out. Additionally, of the 60 referrals for delinquency to DYS for the period July 1, 1975 through June 21, 1976, approximately 30% were identified as potential drop-outs, with many subsequently leaving the formal educational institution. In light of such information, there appears to be a relatively high correlation between delinquency and school-related problems in Wakulla County. As a result, it is a major contention of this project that:

Realizing the responsibility of the community and school district to the potential drop-cut, and to the student whose delinquent behavior warrants suspension or expulsion, it is proposed that a positive alternative be offered the student and his family which would assist him in establishing new patterns of behavior and return him to the regular school program with increased chances of success. The school is a most appropriate vehicle for rehabilitation and prevention efforts since it is a primary influence in the lives of young people, has the capacity to offer supportive services, and is charged with the responsibility of preparing youth for effective adulthood.

In summary, the Wakulla County Alternatives to Suspension/Expulsion Project attempts to establish an alternative to out-of-school suspensions through the implementation of a behavior modification program for disruptive students based on Willaim Glaser's "Reality Therapy" concepts and techniques. Students are not removed from the mainstream school environment, and receive treatment for one hour daily. Project objectives seek to reduce the incidence of disruptive behavior in the regular classroom, to involve parents, and to reduce the number of school suspensions and expulsions.

A. Component I: In-School Suspension

Students who must be suspended from school will, instead, be placed in this program for the duration of the suspension period (1-10 days). Spending the regular school day in an isolated classroom, working on class assignments as directed and supervised by a certified teacher; the students will also receive intensive counseling services. The program serves the purpose of removing disruptive students from the regular educational program, but also involves him in constructive, positive activity.

B. Component II: Treatment of Disruptive Students

This program is designed for the modification of behavior of the continually disruptive student. Such students will be identified and placed in the program according to the "Criteria for Identification and Procedures for Placement" (see following pages). For one hour daily, in small groups of no more than 8, students will participate in intensive group counseling sessions utilizing the Pinellas County School Survival Course materials, as well as Glaser's Reality Therapy techniques, and concentrate on remedial academic skills as needed.

Regular classroom teachers will receive training on the handling of disruptive students, and parent/home contacts will be maintained frequently for each target student. Evaluation of student behavior as well as academic progress will be continuous. Although it is anticipated that treatment will be rendered for a minimum of one semester, entry into and exit from the program will be flexible.

C. Staffing

The program has been staffed by one full-time certified teacher attempting to establish a positive rapport for effectiveness with disruptive students. A full-time local aide provided additional assistance with clerical tasks, as well as with home and community contacts. A half-time guidance counselor worked closely with both teacher and aide to implement a plan for working with each student based on his family history, background, school record, and personal needs. All staff members will be trained by the Pinellas County Positive Alternatives to Student Suspension Project, a program federally funded to export methods and materials for dealing with disruptive students.

All staff members will serve under the direct supervision of the school principal, while the school board assumes responsibility for project management. The Wakulla Board of County Commissioners has endorsed and approved this LEAA application, and the District Office of DYS has been involved in project planning as well.

D. Criteria for Identification and Placement Procedures

Step 1: Referrals may be made from any one of the following sources, according to the criteria for eligibility:

- a. disciplinary officers
- b. guidance counselor
- c. faculty members
- d. parents
- e. students themselves

Step 2: Investigation of following criteria for eligibility.

Students are eligible if four of the six following criteria are met:

- a. Court adjudication;
- b. Student demonstrates a profile of consistent behavior resulting in frequent conflicts of a disruptive nature with other students or staff members;
- c. Negative behavior is general and not limited to one class, one teacher, or an isolated situation to include any of the following:
 1. continuous office referrals
 2. chronic tardies or unexcused absences
 3. truancy
- d. Student exhibits behaviors which persistently interfere with his or her own learning or the education process of others, and which requires the attention and help beyond that which the basic instructional program can provide;
- e. Academic progress is unsatisfactory, and the effort to provide assistance is rejected or ineffective;
- f. Other alternatives for behavior improvement have proven ineffective.

Step 3: Staffing

- a. Interview all teachers of the student separately for information on academic achievement and classroom disruptive behaviors;

- b. Initiate psychological testing if there is an indication of possible eligibility for exceptional child placement;
- c. Collect data on:
 - 1. student attitude toward school from the student, parent, and teacher
 - 2. academic achievement, i.e. grade point average, reading scores, and other test results
 - 3. student's school history (cumulative folder)
 - 4. disciplinary record of referrals
- d. Check with guidance counselor and social worker for case history.

Step 4: Hearing before Review Committee

All five of the following members must be present at every case hearing, and a decision may be rendered by any three members in agreement:

- a. Teacher of the Alternative Program
- b. School administrator (preferably discipline officer)
- c. Guidance Counselor
- d. Faculty members: One junior high and one senior high teacher, preferably unfamiliar with the student.

Step 5: Following recommendations of placement by the committee, parents will be notified to obtain permission necessary for placement. Parent support will be solicited and frequent contact maintained.

IV. FINDINGS

Concerning composition of the 46 project participants, black males accounted for 17% of the total, black females for 13%, white males for 50%, and white females for 19%; respectively, all males comprised 67% of the total project participants, females for 33%, blacks 30%, and whites for 69% of the overall figure (see Table 1).

TABLE 1
TARGET STUDENTS TOTALS BY RACE/SEX

	Male	Female	Total
Black	8 (.17)	6 (.13)	14 (.30)
White	23 (.50)	9 (.19)	32 (.69)
Total	31 (.67)	15 (.33)	46 (100)

The results of a comparison analysis of disciplinary referrals per student before and after program participation indicate an overall reduction of 61%, as is shown in Table 2. A total of 59% of project students demonstrated a 50% or higher rate of reduction in the number of disciplinary referrals received following program placement. Specifically, as broken-down on the race/sex variable, white males decreased their rate by 49%, black males by 75%, white females by 72%, and black females by 71%.

TABLE 2
% REDUCTION IN DISCIPLINARY REFERRALS BY RACE/SEX

Race/Sex	# Disciplinary 1976-1977		Referrals 1977-1978		Total No. Referrals		Percent Reduction
	#	%	#	%	#	%	
Black Male	49	.13	12	.03	61	.17	.75
Black Female	41	.11	12	.03	53	.14	.71
White Male	133	.36	68	.19	201	.55	.49
White Female	39	.11	11	.03	50	.14	.72
Total Black	90	.25	24	.06	114	.31	.73
Total White	172	.47	79	.22	251	.69	.54
Total Male	182	.50	80	.20	262	.72	.56
Total Female	80	.22	23	.06	103	.28	.71
Project Total	262	(.72)	103	(.28)	365	(1.00)	.61

Of those project students demonstrating a 50% or better reduction rate (Table 3), white males accounted for 24% of the total, white females for 9%, with black males and black females both reporting a 13% reduction in the number of disciplinary referrals. Out of a total of 43 students, 19% did not decrease the number of referrals, yet 81% of the target population demonstrated a decrease from the 1976-77 referral figure of 232 to 79 referrals for the 1977-78 school year, a reduction rate of 66%. Based on this information, it appears that 75% of the target students have exhibited a 50% reduction in the incidence of disruptive behavior, thus meeting the first objective.

TABLE 3
THOSE REDUCING DISCIPLINARY REFERRALS
BY 50% OR BETTER

	male	female	total
Black	6 (.13)	6 (.13)	12 (.44)
White	11 (.24)	4 (.09)	15 (.55)
TOTAL	17 (.63)	10 (.37)	27 (100)

Concerning parent involvement in the program, Table 4 shows a total of 92 contacts made by project staff. Of the 46 project participants, 38 (or 83%) had at least one parent contact, thus exceeding the second objective of 75% target student parent involvement.

TABLE 4
PARENT CONTACTS BY RACE/SEX

	Male	Female	Total
Black	10 (.11)	3 (.03)	13 (.14)
White	50 (.54)	29 (.32)	79 (.86)
TOTAL	60 (.65)	32 (.35)	92

Reports obtained from the Wakulla County High School records indicate that the total number of out-of-school suspensions for the 1976-77 school year was 119 compared to the 107 suspensions recorded for 1977-78. Thus, only a 10% reduction has been demonstrated, as is shown in Table 5. The percent

reduction in the number of suspensions for target students has been calculated as varies by race/sex, and findings indicate an overall reduction of 12%.

TABLE 5

TOTAL # SUSPENSION FOR 1976-77 AND 1977-78 BY TARGET STUDENTS
BY RACE/SEX

Race/Sex	Suspensions				Total	Percent Change	
	1976-77		1977-78				
	#	%	#	%	#	%	
Black Male	4	(.09)	6	(.13)	10	(.22)	+50
Black Female	1	(.02)	1	(.02)	2	(.04)	0
White Male	11	(.24)	10	(.22)	21	(.47)	-.09
White Female	8	(.18)	4	(.09)	12	(.27)	-.50
TOTAL	24		21		45		

Although white males showed a 9% rate of reduction and white females demonstrated a 50% reduction rate, black females showed zero change, and black males in fact increased their rate of suspension by 50%. Similarly, whites and females revealed reductions of 26% and 44% respectively, while total black and total males demonstrated increased rates of suspension of 40% and 6% respectively. Only 24% of the target students demonstrated a 50% or better rate of reduction in the number of out-of-school suspensions in 1977-78; 51% of the target students reported zero suspensions for 1976-77, and 61% target students reported zero suspensions for 1977-78. Although the project has demonstrated an overall reduction rate of 12% in target

student suspensions, it has not adequately met its third objective of a 75% reduction in total out-of-school suspensions, nor a 50% reduction in the suspension of target students.

Regarding changes in Self-Concept scores, 79% revealed an increase in score, while 21% demonstrated a decrease in self-concept. Of those students increasing in score, a 25% increase was reported by blacks and females, and a 54% increase was reported by males and whites. Table 6 indicates a 22% increase in self-concept score for total project students.

TABLE 6
AVERAGE CHANGE IN SELF-CONCEPT SCORES
BY RACE/SEX

Race/Sex	Pre Program Score	Post Program Score	% Change
Black Male	15.75	19.25	+.18
Black Female	14.50	18.25	+.20
White Male	12.58	16.58	+.25
White Female	12.50	16.25	+.23
Male	12.58	14.94	+.16
Female	13.50	17.25	+.22
Black	15.12	18.75	+.19
White	11.82	15.53	+.24
TOTAL Project	13.42	17.25	+.22

The results of an analysis concerning the number of class grades improved by target students indicates that 40 out of the 46 project participants, or 87%, improved in at least one class grade. As indicated in tables 7 and 8, 30% of the blacks and 70% of the whites improved in at least one class grade, while 62% of the males and 37% of all females did likewise. The project has therefore achieved its fourth objective of 75% of the target students improving performance in school work.

TABLE 7
CLASS GRADES IMPROVED BY RACE/SEX

# Grades Improved	BM	BF	WM	WF	Total	B	W	M	F
0	2	0	6	0	8	2	6	8	0
1	1	3	1	0	5	4	1	2	3
2	2	3	1	2	8	5	3	3	5
3	2	0	4	2	8	2	6	6	2
4	1	0	6	2	9	1	8	7	2
5+	0	0	4	3	7	0	7	4	3
TOTAL	6	6	16	9	37	12	25	22	15

TABLE 8

% TARGET STUDENTS IMPROVING GRADES BY RACE/SEX

# Grades Improved	BM	BF	WM	WF	Total
0	.04	0	.13	0	.17
1	.02	.06	.02	0	.11
2	.04	.06	.02	.04	.17
3	.04	0	.09	.04	.17
4	.02	0	.13	.04	.19
5+	0	0	.09	.06	.15
TOTAL	.13	.13	.35	.20	.80

Regarding the last objective, data obtained from the Wakulla County Department of Health and Rehabilitative Services indicates that for the period 1976-77, there were a total of 54 official referrals for delinquency. For 1977-78, the official figure was 37. Thus, a 31.5% decrease is evident in the number of delinquency referrals, meeting project objectives.

V. RECOMMENDATIONS

Judging from the data analyzed, it appears that the Wakulla County Alternatives to Suspension/Expulsion Project is under successful operation. It must be reiterated, however, that actual isolated effects of the project per se cannot be assessed without the use of a matched control group. For example it cannot be stated that the reduction in the number of disciplinary referrals or improved academic performance are direct results of project participation, for the influence of various extraneous variables have not been adequately controlled. Nevertheless, from the information obtained, one can observe the overall progress gained from participation in the program.

With regard to project objectives, all but one have been successfully achieved, with many actually exceeding the stated goals. One problematic aspect of the program is its failure to attain its third objective, namely, to achieve a 75% reduction in the number of out-of-school suspensions, as well as a 50% reduction in the number of target student suspensions. Although the project did indeed decrease the incidence of suspension of target students, it nevertheless appears that this was an unrealistic expectation. An additional problematic aspect of the program is its lesser success rate with blacks, especially black males, in regard to suspension data. As previously noted, black females showed zero change in the number of suspensions, and black males in fact increased their suspension rate by 57%. Thus, although the program is very effective for whites, for white males decreased their rate of suspension by 9% and white females by 50%, the program is ineffective for blacks. A viable suggestion would be to have

a black hired on the project staff as to be more effective in the handling of the needs relevant to black students.

Theoretically, it appears that the program is operating in support of those delinquency theorists who contend that the greater one's commitments, attachments, beliefs, and involvements to "conventional" society, the less likely he is to be delinquent. In particular, it is the assumption of this theory that the greater one's ties to conventional activities and others, the more he will refrain from acting in opposition to those for whom he has acquired respect. A correlate of this assumption is that if an individual's time is taken-up by conventional activities, then he will simply have less time within which to commit delinquent acts. This assumption appears particularly pertinent to this project when considering that when a student is suspended, he is in fact granted free time isolated from his peers and conventional activity (i.e. school), and his chances for committing delinquent behaviors are therefore increased simply from the lack of structured activity during a specific time span. By not suspending a student from the mainstream school/peer activity, not only is he free from the possible negative effects of isolation and labeling, but he is also not free to do as he pleases in the community, which may or may not entail the commission of delinquencies. Moreover, when considering the negative effects of labeling per se, through participation in the program, students are not as apt to receive criticism, rejection, or inferences of failure from either peers or school administrators that he may possibly receive were he suspended or expelled.

Regarding specific recommendations for this and similar projects, the following have been offered as possible avenues for consideration and implementation:

1. Hiring of a black staff person to more effectively handle the special needs of black students in the attempt to reduce classroom disruptions and suspendable behaviors.
2. Administering of Self-Reported Delinquency Questionnaires to both target and control groups to assess the extent of other than school-related delinquency. If it was found that although the incidence of classroom disruptions decreased, yet the incidence of community and home delinquency did not, then possibly the program could then be modified and/or expanded in an attempt to reach a wider margin of deviance.
3. Specifically, more detailed records should be maintained on target, and possibly control students, i.e. age, income level of family, grade level, and the number of official delinquency referrals made by the school, community agencies, and other interested parties. Such information would not only provide more data on the nature of the students served by the program in the attempt to better assess the actual effects of the program itself, but would aid in determining the role participation plays for various types of students as well.
4. Workshops should be conducted for teachers and parents whereby various issues on discipline and academic performance could be discussed. Through such workshops, parents and teachers alike could become more familiar with common academic and behavioral problems facing them, and various

techniques for coping with and ameliorating such difficulties could be shared. It is hoped that with the concerted efforts of both parents and teachers, behavioral problems in the classroom may be more effectively controlled and thereby reduced.

5. The program should also be expanded to include volunteer student participation by those target students currently in or post program participation. Volunteer students could render assistance to younger students, or even provide tutoring services to others. Such an addition to the program would raise the degree of program involvement, as well as to bolster the encouragement already manifested by project staff, teachers, and school administration.

In conclusion, it is becoming apparent that through such programs as the Alternatives to Suspension/Expulsion Project, schools are attempting to do their part in curbing juvenile delinquency. By guarding against feelings of failure and isolation that so often accompany suspension and expulsion, the schools are not only aiding in the reduction of opportunities for delinquent behavior, but are positively encouraging the effort to confront behavioral problems directly and immediately, and promoting academic achievement as well. Through the results of such programs as this, it is hoped that additional school districts will feel the need to institute similar programs for their students in the aim of decreasing and preventing the incidence of juvenile delinquency and academic failure.

VI. DISSEMINATION OF EVALUATIVE FINDINGS

A full copy of the report will be distributed to the personnel of the project being evaluated, as well as to the Bureau of Criminal Justice Assistance. Executive Summary Reports, highlighting the major findings as well as recommendations, will be distributed to the Criminal Justice Advisory Committee and to Apalachee Regional Planning Council. Additional copies will be furnished upon request to all interested parties.

Evaluation findings and recommendations will be reviewed with the Project Director to determine the Director's input concerning the fairness and accuracy of such findings/recommendations.

An implementation schedule will then be developed to determine deadlines in which evaluation recommendations will be implemented. Technical Assistance will be provided by the Apalachee Regional Planning Council to assist in implementation of evaluative recommendations.

END