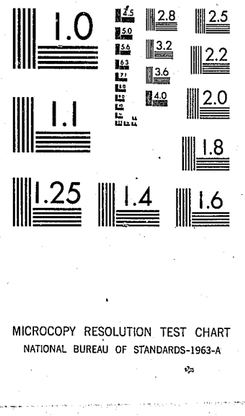

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DELINQUENCY INTERVENTION IN NEW YORK'S DIVISION FOR YOUTH

A Look at the Youngsters, Programs and Outcomes

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PREFACE

While Henry Paquin and Frederick Foster-Clark are the principal authors of this report, each project staff had an important role in the development and performance of the evaluation. Edwin Acevedo was the architect and primary contributor to Chapter V (Findings: the Programs), and Robert Gallati performed many of the analyses related to Chapter VII (Findings: Youngster Status Upon Completion of Residential Program Stays and Upon Return to the Community). Finally, Janet Rothacker contributed to the analyses of Chapter IV (Findings: Characteristics of Youngsters at Intake), and Caryn Nordstrom lay much of the groundwork for the analyses involving the Residential Program Survey and Youth Service Team Survey.

As is so frequently the case with research in the action setting, many program staff were of critical importance to the Study. To these many staff, who know who they are, go our thanks for assistance in the design of our data collection, assistance in the collection of those data, and encouragement in the face of what occasionally seemed to be an insurmountable task. It is our hope that this report will provide them with evaluation data of the quality which they deserve.

This study was made possible by a grant from the New York State Division of Criminal Justice Services. The views and opinions expressed in this report are those of the authors, and do not necessarily represent those of the Division for Youth or the Division of Criminal Justice Services.

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I

INTRODUCTION

During the year 1978, approximately 2,500 youngsters were newly admitted or readmitted to some kind of program operated by the New York State Division for Youth. The youngsters varied tremendously. At one extreme were volunteers who had committed no offenses, had no court contacts, and no official placement terms; at the other were repeat serious offenders with long track records through the courts who received the longest terms permitted by law. The programs used to service these youngsters were equally varied, running the gamut from non-residential counseling programs in the community, to rural, high security institutions.

This report is a product of a two and one-half year study aimed at determining the effectiveness of the services delivered to youngsters in the Division for Youth. Given the reality of many different kinds of programs servicing many different kinds of youngsters, the study was organized around a four-part question: what works, how well, for what kinds of youngsters, under what circumstances. Based on the implicit and explicit policies of the agency, it was hypothesized that the gross objectives for all youngsters were to: 1) reduce recidivism, 2) improve education, 3) enhance employability, and 4) improve self-esteem. The study addressed the extent to which these objectives were met for various groups of youngsters. In order to facilitate the understanding of the setting, design and findings of this research, a few words on the role of this kind of evaluation are in order.

A. The Study in Perspective

Evaluation research is in general concerned with the accurate measurement of the extent to which something intended is in fact observed.[1] In its purest and most useful application, evaluation is theory-based, i.e., geared to the testing of hypotheses regarding the relationships between and among certain phenomena. Ideally, program evaluators are key actors in the development of the programs which will be evaluated, and thus serve the function of arguing for clarity in the specification of target populations, techniques, objectives and goals, and the methods to be utilized in assessing the effectiveness and efficiency of the activity undertaken. The importance of this role cannot be overstated. The absence of evaluator participation in the program development process carries serious consequences for the eventual assessment of implementation, treatment and theory success or failure. As Figure I.1 shows, an evaluation model has four essential components: 1) the implementation of the specific procedures or service to be reviewed, 2) the operation of these procedures, 3) the attainment of specific objectives, and 4) the attainment of longer-range goals. The greater the clarity and detail surrounding the content of the program model, the more likely the evaluation will yield policy- and theory-relevant findings.

Theory-Based Evaluation

Evaluation literature is replete with arguments for theory-testing through evaluation research.[2] The case, in brief, for this kind of evaluation is grounded in the higher yield of theory-testing over what might be called non-theory-based program testing. Evaluation models which are geared-up to assess the viability of certain hypotheses making up more comprehensive theories produce more comprehensive, comprehendable and replicable findings. In the broad field of human engineering, the evaluation of programs which are theory-based yields more policy-relevant analysis than those which are non-theory-based. For example, if a delinquency intervention program is grounded in certain assumptions regarding delinquency causation and the modification of certain behavior patterns, and if the implementation and operationalization of such a theory of intervention has been effectively carried out, then the evaluation of the programs should yield findings relevant to both agency-level policy and delinquency intervention theory. Under these circumstances, the dollars spent on evaluation yield maximum benefits.

Non-Theory-Based Evaluation

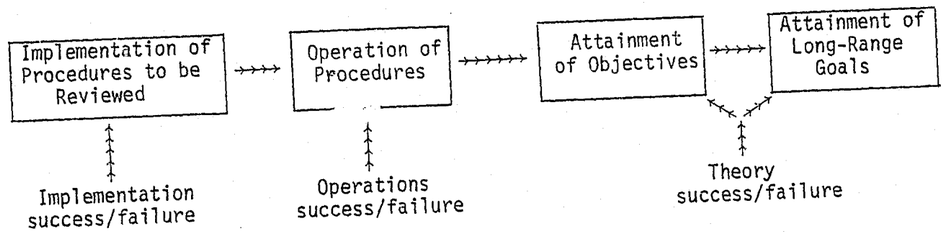
The superiority of theory-based evaluation notwithstanding, evaluation far more frequently occurs in settings which do not permit sophisticated theory-testing, and which require evaluators to adapt their research designs accordingly. In most instances in which theory-based evaluation is difficult or impossible, one or more planning shortcomings have occurred:

1. the program or procedure to be evaluated is so poorly conceptualized that no particular theory is discernable;

2. some theory is discernable, but poorly implemented and operationalized in practice, so that the evaluation cannot really test it;

FIGURE I.1

Program Evaluation Model



3. theory is clear and implementation effected, but poor, untimely, or inappropriate data prevents its testing.

Once the evaluator has ruled out a fully theory-based evaluation, it becomes necessary to develop another kind of research design, one which deals with the absence of one or more of the conditions associated with superior evaluations. Under these circumstances, the assumptions underlying the program or procedures to be examined, the short-term and long-range objectives of the program, and the target population for change must be ferretted-out by the evaluator, often long after the program has been implemented. In fact, these critical pieces of information must often be gathered in the absence of both any original documentation and any of the original planners. The present study took place under some of these conditions.

Although the Division for Youth was the setting for a great deal of organizational and policy changes in the years immediately preceeding the Study, these changes were generally not accompanied by documentation outlining assumptions and objectives. Consequently, it was incumbent upon Project Staff to determine what the original intentions of these efforts were, largely through the review of related documents and discussions with selected agency officials. Since some of the original architects of these programs were no longer with the Division, and since considerable disagreement was found regarding what had been the content and objectives of specific kinds of programs, a detailed schema of program planning could not be reconstructed.

Development of this Study

The Office of Juvenile Justice and Delinquency Prevention of the Law Enforcement Assistance Administration has frequently supported research in the area of delinquency intervention program effectiveness through its Intensive Evaluation grants. The present study was funded in part through such a grant, awarded to the Division for Youth by New York State's Division of Criminal Justice Services. The Division for Youth was a logical selection for such funding, since the Intensive Evaluation program was originally designed to support evaluations of intervention programs which represented alternatives to traditional facilities. Substantial Federal support had been given the Division for the establishment of decentralized alternative intervention programs -- alternatives to the large rural institutions of old -- and since late 1975, the Division had placed a major emphasis on not just the decreased use of these institutions, but the diversification of program types offered both community-based and non-community-based. Finally, during the same period, a radically new system for the intake and placement of youngsters was developed, one which permitted the initial decision-making concerning these youngsters to occur as close to their home communities as possible. The setting in which the study occurred is discussed in detail in Chapter II.

B. Juvenile Delinquency: Causation and Intervention

Research in the area of juvenile delinquency generally addresses two distinct areas: causation and intervention. While theories of causation and intervention are fundamentally different, one having to do with why youngsters become delinquent and the other with methods of correcting such behavior, they are nevertheless related in some very important ways, and quite difficult to entirely separate from one another. The contributions of causation and intervention theories to the design of this Study and the selection of focal areas

for data collection and analysis will be obvious to those familiar with past delinquency research; nevertheless, a few words are in order.

Delinquency Causation

Speculation regarding the reasons why some youngsters become offenders (through status offense behavior or criminal offenses) and why others don't has always been at the heart of discussions among and between theoreticians and practitioners in the field. Although specific explanations of delinquency vary widely in the amount of importance they give to certain factors as causes of delinquent behavior, it has been convincingly argued that most theories can be grouped according to their adherence to one of three basic assumptions regarding underlying causes. These have been summarized by Travis Hirschi as Strain, Control and Cultural Deviance theories.[3]

Strain theory has at its core the assumption that delinquents are youngsters who deviate from conventional behavior because of the frustration which they experience when attempting to live and behave conventionally. Theoreticians in this group contend that delinquency results from discontent with the social order, a discontent which grows out of a sense of failure in the pursuit of commonly held aspirations such as stature and wealth. Obviously, this school of thought focuses on lower class delinquency almost exclusively, identifying the "strain" of upward mobility as the central factor in the cause of deviant behavior. Theorists in this school argue, for example, that lower class individuals perceive a special frustration due to the lack of meaningful employment opportunities, and could be kept from deviant behavior through training programs aimed at making them more employable.

Control theorists argue that individuals have different levels of commitment to the conventional social order, and are "controlled" accordingly. Unlike Strain theory, which contends that people are innately "moral", control theory assumes that attachment to principles of morality varies, and accounts for attitudes toward and participation in deviant behavior. Delinquency is thus perceived not as a consequence of frustration with the pursuit of universally held aspirations, but rather because of the absence of ties to the social order and to these aspirations.

Theories of Cultural Deviance are perhaps the most familiar group of explanations for delinquency, arguing simply that behavior which is conventional for one group of individuals is not for another, and that different subcultures view one another as "insiders" or "outsiders". Theoreticians within this group contend that deviant acts represent that behavior which, while in keeping with the standards of a smaller, or less powerful culture, is in violation of those of the larger or more dominant culture.

Hirschi's grouping of various delinquency causation theories into these broader theories allows for a better understanding of the critical differences and similarities among these theories and assists in the interpretation of implications for delinquency intervention.

Delinquency Intervention

Theories of delinquency causation attempt to explain the reasons why certain youngsters become delinquent; theories of delinquency intervention attempt to explain what is effective in correcting the delinquency so as to

reduce or eliminate its recurrence. Obviously, intervention strategies, if at all conceptualized, must be based at least in part on some notions of delinquency causation, since the targets of the correctional effort are either the elements which are thought to be causes or correlates of the causes of delinquency. For instance, intervention programs which concentrate much effort on neutralizing strong subcultural ties (gang identification, ethnic group insulation, etc.) are at least implicitly endorsing cultural deviance as one cause of delinquency. A control theory-based intervention strategy might, on the other hand, seek to maintain and develop social attachments of almost any kind, on the assumption that it is the lack of such bonds which predisposes or causes youngsters to turn to delinquency.

From a theoretical perspective, it is clear that what the intervening agent selects as a strategy for correcting certain behavior ought to be related to what the agent believes are the real causes of the problem behavior. In the realm of delinquency programming, a number of factors confound the selection and development of intervention programs considerably. First, since the administration of juvenile justice programs occurs primarily within the public sector, it is subject to the pressures brought to bear on government officials through public opinion/political representation; since public opinion is known to vary considerably over time, programs operated by local, state and federal agencies are often modified accordingly. Secondly, since there is hardly dramatic consensus about either the real causes of delinquency or the most effective correctional methods for dealing with it, controversy surrounds the operationalization of almost any kind of program, typified by praise or criticism from proponents of different theories of causation and/or intervention. Finally, legitimate program evaluation in the field of delinquency is still rare, and evaluation efforts often fail to capitalize on the insights of previous work. As a result, the development of intervention programs frequently takes place without adequate guidance from program evaluation, sometimes creating a cycle of program changes which are based on much less than rigorous evaluation findings.

C. Areas of Data Collection in this Study

This Study is best characterized as a comprehensive evaluation of delinquency rehabilitation programs which, because of the setting in which it occurred, could not be geared to the testing of specific theories of delinquency intervention. Although it was the aim of the Study to assess the effectiveness of Division programs in dealing with the youngsters which they serviced, clearly defined intake and placement policies, intervention strategies, and program objectives were not available, requiring a broad exploration of these areas as part of the Study itself. Given the absence of well-defined intervention policies and objectives both at the program and the executive level, it was incumbent upon the evaluators to define objectives and measure youngster characteristics and program content as comprehensively as possible, since no specific theory of intervention was to be tested.

As will be discussed in the research design section, the objectives of the agency's programs are hypothesized to be the reduction or elimination of recidivism, improvement in education, enhancement of employability, and improvement in self-esteem among its serviced youngsters. Youngster-oriented data collection at intake, in program and at outgo was thus oriented to the

measurement of these objectives. With regard to the programs themselves, the social climates of treatment-relevant entities (individual units within larger programs) were focussed upon, on the assumption that they were the environment which was the locus of treatment, or the actual treatment received by the youngsters in program. In addition, the relative stability (youngster movement, length of stay) and community-basedness of the programs were measured, in order to determine the relative impacts of those dimensions of treatment.

D. Outline of the Findings

The findings of this study are organized around two critical units of measure: the youngsters who came to the Division, and the programs which were used to service them. Each unit is treated independently first, in order to give the reader an understanding of "inputs" and "through-puts". The effects of programs on youngsters, controlling for types of programs and the different intake characteristics of youngsters, represent the next sections, and the heart of the analyses.

As will be discussed in the Research Design, youngster intake types, program types, and youngster outcome types were developed in the Study and are utilized throughout the report. These groupings are important for several reasons; not the least of which is that they make the interpretation of the findings more relevant to program developers and policy-makers. In addition, the collapsing of large amounts of complex data into more parsimonious, theoretically-underpinned subsets allows for stronger analyses guided by important themes.

CHAPTER I

FOOTNOTES

[1]For a discussion of these elements of evaluation research, see F.G. Caro, "Evaluation Research: An Overview," in F.G. Caro, Ed., Readings in Evaluation Research (New York: Russell Sage Foundation, 1977).

[2]See, e.g., L.T. Wilkins, Evaluation of Penal Measures (New York: Random House, 1969), pp. 28-33; and G. Nettler, Explaining Crime (New York: McGraw-Hill, Inc., 1974).

[3]T. Hirschi, Causes of Delinquency (Berkeley: University of California Press, 1971).

II

SETTING OF THE STUDY

In 1960 the New York State Legislature created within the Executive Department the Division for Youth, charged with the responsibility of developing and operating programs for the prevention of delinquency and rehabilitation of delinquent youngsters.[1] As it is currently configured, the Division is the agency in New York State which is responsible for the servicing of youngsters sent to it by the Courts because of status offenses (behaviors which are governed for minors only) or delinquent offenses behaviors which, if committed by adults, would constitute criminal offenses). In addition, the Division has, in the past, serviced some youngsters who had not been through the courts at all, and presently continues to service court-placed volunteers.[2] With regard to non-direct services, the Division encourages the development of local youth delinquency treatment and prevention programs through financial and technical assistance. Much of this assistance is rendered to locally-based Youth Bureaus, who are supported by the Division in their development of comprehensive Youth Service plans.

In recent years, the Division has had in its direct care, at any one time, approximately 5,000 youngsters: 2,000 in residential programs and 3,000 in non-residential counseling, either in place of residential treatment or after it, upon the youngster's return to his/her home community. Residential programs vary dramatically in physical and staffing characteristics, covering a spectrum from large rural secure facilities to urban homes and foster home placements in the community.

In this section, the Division as a setting for this Study is discussed in terms of: 1) recent administrative and legislative changes, 2) its current configuration, and 3) the general mandate of the agency.

A. Recent Changes

A number of changes have occurred since the agency's creation in 1960. First, in 1971, the training schools and special centers which had been under the jurisdiction of the Department of Social Services were transferred to the Division, thereby substantially increasing its population of youngsters in non-community-based care. A second major change occurred in 1975, amounting to the creation of four semi-autonomous geographic regions, each with its own administrative structure. The philosophy underlying this decentralization was essentially that of the superiority of localized delinquency programming -- the conviction that intervention and prevention programs are more humane, relevant and cost-effective when oriented to and conducted in communities. The Division's central intention was thus to deliver services as close to the youngsters' own homes as possible, both to enhance prevention programs and to make reintegration efforts more relevant and effective. Regionalization resulted in the administration of all functions, from intake through aftercare, by regional rather than central administrators.

Several other changes had considerable impact on the Division by re-defining policies regarding the servicing of certain groups of youngsters. The Juvenile Justice and Delinquency Prevention Act which was passed by Congress in 1974 combined with subsequent New York State legislation to prohibit the placement of status offenders and volunteers in secure facilities and training schools. New York also addressed the other end of the offender continuum -- the serious offenders -- with legislation in 1976 and 1978 which required that certain offenders be placed for at least a portion of their term in secure facilities, and even required the processing and sentencing of certain youngsters as adults.[3] As a result, there was a need for additional secure bedspace, given both the increase in the total number of youngsters for whom secure placements were required, as well as the increased length of stay for many of these serious offenders.[4]

Since the tracking of cohort youngsters in this Study began in May 1978, only those legislative and administrative changes occurring prior to that time could affect the intake characteristics of the population of youngsters followed. Cohort youngsters were at risk for re-entry into the Division under new laws, however, and some youngsters re-entered the Division as "juvenile offenders" during the period from September 1978 to October 1979.[5] In addition, some youngsters were serviced in programs whose status within the Agency's "level system" changed during the Study period. In short, although most of the major changes which affect the current configuration of programs in the Division occurred prior to the selection of a Study sample of youngsters, some important legislative and administrative modifications occurred afterward, and were appropriately incorporated into the Study. These changes in the Division's policy and practices were reminders of the special nature of research in the action setting.

B. Current Configuration of Programs

Currently, the Division carries on the function of intake and placement decision-making in the field through the use of local Youth Service Teams (YSTs). Youngsters entering Division services of any kind are initially

screened by YST staff, and remain in contact with these community-based teams for the duration of their stay with the Division, regardless of their mode of entry (type of adjudication and placement) or kind of initial placement (residential or non-residential).

Residential programs are administered regionally and are divided among eight levels of security and service, of which seven are residential types. These levels are subsumed under three larger groups of programs: Secure, Non-Community-Based and Community-Based. Chart II.1 displays the seven major residential program types operated by the Division along with official descriptions of these facilities as provided in the Agency's 1980-81 Annual Plan. Program levels are arrayed in Chart II.2, along with a listing of individual facilities grouped at each level and their budgeted capacities. According to Division policy, the needs of incoming youngsters are assessed by the local Youth Service Team, which then recommends the most appropriate placement for an individual youngster while taking into account the limitations on placement selection relating to age, sex, adjudication, and home community.[6]

The population of youngsters by level and type of program at the beginning and end of 1978 is displayed in Table II.1. The total number of first admissions, re-admissions from aftercare and new admissions with prior service are distributed across program level in Table II.2. It is important to note that one-third of the Division's admissions for the year were previously-serviced youngsters -- clients who were already on or had been in residential or non-residential service. It was because of this characteristic of Division admissions that the Study cohort was designed to include, in addition to "first timers", youngsters who were readmissions from aftercare and those who had prior service with the Division. In so doing, the youngster needs which the agency is called upon to service at any one time were more accurately represented.

Given the broad range of programs available in the Division, it is possible to modify the services delivered to individual youngsters by moving these youngsters to different programs. For example, youngsters may be moved to more structured programs because of behavior problems, or moved from non-community-based facilities to community-based programs as they approach the point of returning to their homes. Many youngsters experience stays at very different kinds of programs all within one placement term with the Division. Because of the need to distinguish among services received and impacts on youngsters, the tracking of youngsters through Division programs was a major objective of this Study. The model developed is presented in Chapter VI.

C. Objectives and Goals of the Division

The theory underlying Division operations, as well as resulting objectives and goals, as understood by the authors, is displayed in Chart II.3. At least two broad dimensions of Division assumptions regarding programs relate to components of more formalized delinquency intervention theories, and provide much of the groundwork for this evaluation. First, and most importantly, the Division endorses the use of a multiplicity of resources geared to servicing various kinds of youngsters, an assumption founded in differential treatment theory. Second, the Division supports the handling of youngsters in

CHART II.1

HISTORICAL PROGRAM CATEGORIES OF MAJOR RESIDENTIAL PROGRAMS OPERATED BY THE NEW YORK STATE DIVISION FOR YOUTH
(Source: Division for Youth 1980-81 Annual Plan Draft)

Secure Centers

The Goshen and Brookwood Centers are rural secure special treatment facilities, providing placements for 75 and 60 juvenile delinquents, respectively, between 13 and 17 years old. The Tryon School also operates a secure program for 30 girls. These programs serve juvenile offenders and designated felons (youth who have been adjudicated or convicted for certain very serious felonies), boys who are transferred from the training schools after a due process hearing and classified cases (other youth whose offense involved a violence).

Training Schools

These include 120 and 80-bed rural training schools with structured programs providing close and careful supervision for adjudicated juvenile delinquents who require removal from their community. The two schools -- the Industry School in the town of Industry and Tryon in Johnstown -- are reserved for delinquent boys between the ages of 13 and 17 years old.

Special Residential Centers

Special Residential Centers are larger rural facilities offering an individualized, shorter term, therapeutically intensive program for youth who cannot be maintained in their home community. South Kortright has 50 beds and serves boys aged 15 to 17, South Lansing will have 45 beds for delinquent girls aged 14 to 18 years. The Auburn Center serves in residence 20 girls aged 15 to 18. Two new centers are the Individualized Learning Center with space for 20 boys and girls, and the Occupational Education Center, with a budgeted capacity of 35 boys.

Camps

Camps are 40 to 60-bed rural units which provide troubled youth with an active, therapeutic experience away from difficult familial and community-based programs. The six camps serve boys aged 13 to 17 and vary in their size, the intensity of their staffing, and the degree to which their program provides a highly structured day for all residents, enabling them to provide for difficult delinquents in the two 40-bed camps as well as other youth in the four larger camps.

STARTS

START (Short-Term Adolescent Residential Treatment) Centers are for the most part 20-bed facilities providing a fairly intensive therapeutic environment for youth who cannot function in the more open setting of an urban home. Although some youth attend local schools, most are served through an on-grounds program. The seven START Centers serve boys or girls mostly between the ages of 15 and 17, and two more intensively staffed units serve exclusively juvenile delinquents. Four of the Centers are non-community-based 20-bed units, and the other three, containing 16, 26, and 20 beds respectively, are more open programs utilizing community resources.

Youth Development Centers

Youth Development Centers (YDCs) are 24 to 50 bed, community-based groupings of small facilities in which youth can work out problems in their own community under close supervision and within a structured program in which youth progress from very limited access to the community to a more open residential setting. Located in the major metropolitan areas, YDCs are usually decentralized among several nearby buildings which together provide bedrooms, lounges, offices, counseling and classrooms. They serve either girls or boys, generally between the ages of 13 or 17, although again there are exceptions.

Urban Homes

Urban Homes are seven-bed, two and three-story homes on residential streets, offering residents an opportunity to gain adaptive skills while functioning in their own community. Some of the 57 units across the State are organized in groups of three in order to better utilize supervisory staff and to provide a wider variety of shared services. Homes serve males or females aged 14 to 17 along with younger and older children as appropriate.

CHART II.2

TYPE OF YOUTH AND LEVEL OF SECURITY AND SERVICE OF DIVISION FOR YOUTH FACILITIES
(Source: Division for Youth 1980-81 Annual Plan)

Level of Facility, Type of Youngster, and Total Operational Capacity	Facilities or Program Capacities: Facility or Program	Budgeted Capacity
Secure Programs		
I. Adjudicated juvenile delinquents requiring a secure facility.	Goshen	75 males
	Brookwood	60 males
	Bronx State	18 males
	Tryon	30 females
Non-Community-Based Programs		
II. Adjudicated juvenile delinquents requiring removal from the community to a facility with limited secure capability.	Industry	120 males
	Tryon	80 males
	Highland Occupational Education Center	35 males
	Brentwood START	20 males
	Middletown START	20 males
	South Lansing	45 females
	Camp Brace	40 males
	Camp MacCormick	40 males
	Bushwick	30 males
	Pyramid House	50 males
	Overbrook	50 males
III. Youth with special educational or mental health needs and who are deemed to require a limited security program.	Individualized Learning Center	20 coed
	Rochester Enriched Residential Center	10 males
Fully Operational		
IV. Youth deemed to require removal from the community but who do not require a program with secure capability.	Camps:	
	Annsville	60 males
	Cass	50 males
	Nueva Vista	60 males
	Great Valley	60 males
	Special Residential Centers:	
	Kortright	50 males
	Auburn	20 females
	STARTS:	
	Adirondack START	20 males
	Willowbrook START	20 females
Community Programs		
V. Youth who can remain in the community but with potentially limited access and continuous staff support.	Youth Development Centers:	
	Brooklyn	47 males
	New York City	50 males
	Bronx	50 males
	Syracuse	27 coed
	Buffalo	50 coed
	Brooklyn	24 females
VI. Youth deemed able to reside in the community in a residential program with staff direction.	All Group Homes	231 males 168 females
	Urban START Centers:	
	Buffalo START	26 males
	New York City START #2	20 males
	New York City START #7	16 males
VII. Youth deemed to require removal from their "own homes" but who can function in the community in an alternative home situation.	Foster Homes	390 coed
	Independent Living	50 coed
VIII. Youth on aftercare and those who can remain in their own home and community with supportive services.	Youth Service Teams	
	Day Services/Aftercare	

CHART II.3

THEORY, OPERATIONS, OBJECTIVES AND GOALS

I. Intervention Theory

A. Delinquency programming is more humane, relevant, and cost-effective when oriented to and conducted in communities. Since one key goal of the Division is that of reintegration of youngsters into their communities, programs should be operated in these communities or near them, as much as possible.

B. Since different kinds of youngsters have different needs and require different kinds of services, the Division should provide a variety of services and distribute youngsters to various programs according to current needs. In addition, there is a need to provide some continuity of services to youngsters, and to integrate Division services with those available in the community. Growth and development in youngsters should be monitored to assure continued delivery of appropriate services.

II. Operationalization

A. Regionalization of processing and services. Development of Districts within Regions. Development of more community-based programs. Use of least restrictive placement. Reduction in use of large institutions.

B. Development of varying kinds of programs in community. Youth Development Centers, Urban Homes, Foster Care, Independent Living, Day Care Services, and others, devised to meet different needs.

C. Primarily through Youth Service Team system, distribution of youngsters to most appropriate services, tracking of youngsters through programs and aftercare all within Regions or Districts.

III. Objectives and Goals

A. Objectives:

1. Reduction in recidivism and other problem behavior
2. Improvement in education
3. Enhancement of employability
4. Improvement in self-esteem, self-image, conventional identification

B. Long-Term Goals

1. Protection of the public
2. Rehabilitation of youngsters

community-based settings when possible, reflecting its endorsement of treatment in the community.

The schema presented in Chart II.3 along with the description of Division programs in Charts II.1 and II.2, are far too general to permit the testing of specific hypotheses of delinquency intervention. The Division programs which this Study set out to evaluate were not grounded in any clearly articulated theories of intervention, and the grouping of programs according to levels of "security and service" provided little in the way of rationale for the matching of youngster needs with program resources. Only the most general assumptions regarding security and extent of removal from the community (in terms of interaction, not geography) appear to be measured by the Division's program levels. With the exception of policies concerning the placement of the different sexes, age groups and adjudication types, very little in the way of placement decision-making formulae were found; as a result, the Study was geared primarily to the answering of fundamental questions concerning program effectiveness and only passingly to the testing of theories of rehabilitation.

TABLE II.1
CLIENT POPULATION CHANGES BY LEVEL OF PLACEMENT - 1978

	POPULATION AS OF 1/1/78		CASES ADMITTED		CASES RELEASED		POPULATION AS OF 12/31/78	
	%	(N)	%	(N)	%	(N)	%	(N)
SECURE PROGRAMS								
Level I	07	(138)	04	(96)	03	(77)	08	(156)
NON-COMMUNITY-BASED PROGRAMS								
Levels II/III - Limited Secure	14	(282)	15	(342)	10	(245)	20	(379)
Training Schools	09	(177)	07	(152)	06	(134)	10	(195)
Camps	03	(65)	04	(84)	03	(70)	04	(79)
Other Residential	02	(40)	05	(106)	02	(41)	06	(105)
Level IV - Rural Non-Secure Limited Access	19	(379)	21	(476)	22	(517)	18	(338)
Camps	12	(233)	12	(286)	12	(290)	12	(229)
Other Residential	07	(146)	08	(190)	10	(227)	06	(109)
COMMUNITY-BASED PROGRAMS								
Level V - Community-Based Limited Access[a]	08	(160)	09	(214)	09	(207)	09	(167)
Level VI - Open Programs[b]	19	(366)	23	(541)	24	(570)	18	(337)
Level VII - Foster Care/Independent Living	24	(473)	21	(496)	26	(617)	19	(352)
Cooperative Voluntary/Alternative Placement	08	(164)	07	(152)	07	(154)	09	(162)
TOTAL	100	(1962)	100	(2316)	100	(2387)	100	(1891)

[a] YDCs
[b] Urban Homes and Urban STARTs

Source: New York State Division for Youth, Annual Statistical Supplement: 1978

TABLE II.2
LEVEL OF PLACEMENT BY ADMISSION TYPE - 1978

	FIRST ADMISSIONS			RE-ADMISSIONS FROM AFTERCARE			PRIOR SERVICE/ NEW PLACEMENT			TOTAL		
	ROW %	COL. %	(N)	ROW %	COL. %	(N)	ROW %	COL. %	(N)	ROW %	COL. %	(N)
SECURE PROGRAMS												
Level I	80	05	(78)	07	01	(7)	12	08	(12)	100	04	(97)
NON-COMMUNITY-BASED PROGRAMS	75	39	(615)	14	20	(113)	11	57	(91)	100	35	(819)
Levels II/III - Limited Secure	70	15	(239)	16	10	(55)	14	30	(48)	100	15	(342)
Training Schools	60	06	(95)	18	05	(28)	22	22	(35)	100	07	(158)
Camps	80	04	(68)	17	02	(14)	04	02	(3)	100	04	(85)
Other Residential	77	05	(76)	13	02	(13)	10	06	(10)	100	04	(99)
Level IV - Rural Non-Secure Limited Access	79	24	(376)	12	10	(58)	09	27	(43)	100	21	(477)
Camps	77	14	(219)	14	07	(39)	10	17	(27)	100	12	(285)
Other Residential	82	10	(157)	10	03	(19)	08	10	(16)	100	08	(192)
COMMUNITY-BASED PROGRAMS	63	49	(779)	34	73	(418)	04	73	(48)	100	54	(1245)
Level V - Community-Based Limited Access[a]	76	10	(161)	20	08	(43)	04	06	(9)	100	09	(213)
Level VI - Open Programs[b]	77	26	(411)	20	18	(105)	03	09	(15)	100	23	(531)
Level VII - Foster Care/Independent Living	41	13	(207)	54	47	(270)	05	15	(24)	100	22	(501)
Cooperative Voluntary/Alternative Placement	70	07	(107)	24	06	(36)	06	06	(9)	100	07	(152)
TOTAL	68	100	(1579)	25	100	(574)	07	100	(160)	100	100	(2313)

[a] YDCs
[b] Urban Homes and Urban STARTs

Source: New York State Division for Youth, Annual Statistical Supplement: 1978

CHAPTER II

FOOTNOTES

[1] For a review of the Division's development, see Youth Service News, 16 (Summer, 1965):19.

[2] Even youngsters who are not adjudicated (i.e., volunteers) must now be referred through Family Court in order to receive Division service. In the past, some youngsters with no court contact whatsoever were occasionally serviced in various DFY programs.

[3] Chapter 481 New York State Laws of 1978; amended by Chapter 411 Laws of 1979. New York State Family Court Act §753-a (McKinney, 1979).

[4] It was assumed that even if the total number of youngsters entering the Division remained stable, their increased length of stay in residential programs before aftercare/parole would cause a bedspace shortage.

[5] Although no youngsters entered the cohort as Juvenile Offenders, since the legislation authorizing the processing of youngsters in this fashion had not yet been enacted, some youngsters were at risk to become JOs during the Study period (i.e., were in the proper age range) and some in fact did, by being convicted of new offenses.

[6] It is the policy of the Division to service youngsters in programs located in or near each youngster's home community whenever possible.

III

DESIGN OF THE STUDY

A. Research Questions

The overall objective of this Study was to assess the effectiveness of rehabilitation programs operated by the Division for Youth. All Division program types were included in the Study in order to make the evaluation as comprehensive and representative as possible. Specific hypotheses and more detailed questions were subsumed under one four-part research question: What works, how well, for what kinds of youngsters, under what circumstances? A review of Division planning and policy documents led to the specification of four broad objectives as representing the goals of all Division service to youngsters: 1) a reduction of recidivism, 2) improvement in education, 3) enhancement of employability and 4) an improvement in youngster self-esteem. The Division pursues these objectives through the matching of youngsters with appropriate service (what might be called an endorsement of differential treatment) and the use of a multiplicity of services (multiple kinds rather than one-dimensional service) as part of the reintegration of youngsters back into the community. Finally, the Division utilizes an intake, placement and aftercare schema which permits the handling of youngsters near the home community through a network of community-based Youth Service Teams, and the return of youngsters to the home community through the services of the same team and, ideally, the same caseworker. This continuity of service design is intended to assure that individual youngsters with specific needs not be lost in the cracks of a large, impersonal system.

The underlying theory, operations and goals of the Division, as pieced together by the authors and verified as accurate by Division executives, were summarized in Chart II.3. As discussed, evaluators could find no more detailed hypotheses regarding the Division's mission and the effectiveness of different intervention strategies; program planning and implementation had occurred, as is so often the case, without the development of an evaluation design, or the specification of the conditions of success or failure. It was thus left to the Study staff to determine what kind of evaluation would be most rigorous and relevant.

Given the need to assure both descriptive and analytical power in the design, large populations of both youngsters served and programs servicing them were selected for various levels of data collection. Programs were grouped into two categories: 1) target programs, representing all community-based facilities in the four metropolitan areas of New York City, the Capital District, Buffalo, and Syracuse, as well as a sample of non-community-based programs representing the different types administered by the Division, and 2) non-target programs, representing all remaining programs administered by the Division. In order to guarantee representativeness, the sample of youngsters selected represented all new and re-admissions to the Division during a four-month period. For purposes of data collection, target programs were measured with a number of instruments at different points in time in order to determine the nature of their rehabilitative content. Youngsters who were serviced at target programs were singled out for special data collection in some instances, in order to create a group of programs and youngsters for whom very extensive analyses were possible due to the availability of additional data.

The tracking design utilized in the Study thus permitted the tracking of all cohort youngsters through all programs which serviced them during the Study period. These movement data were supplemented with more comprehensive information for the target programs, and by additional youngster-specific data for certain groups within the cohort. Consequently, varying levels of analysis are conducted in the examination of youngsters and programs, depending on the data which can be brought to bear in answering different research questions.

B. Cohort Tracking Model

This Study utilized a quasi-experimental, multiple-treatment, selective pre/post testing, cohort tracking design. Each of these design characteristics has some bearing on the power of the analyses and the areas which could, in fact, be evaluated. A cohort tracking model was utilized because it offered the most power in the assessment of program effectiveness. Rather than select a stratified random sample from a yearly base, the entire population of new or readmissions to any kind of Division service (N=1081) was selected for a four-month period (May through August, 1978). Since the population was distributed among different security levels, program types, and duration of service, running the gamut from youngsters with minimal contact with the Division and no residential placement, to those who received intensive residential service, a quasi-experimental design was available. In addition, since some youngsters with very similar intake characteristics received different kinds of service, a multiple-treatment model was also available. This aspect of the design allowed for two fundamental kinds of comparisons: the impact of different services on similar youngsters, and similar service on different kinds

of youngsters. In addition, the comparison of multiple as opposed to single service for similar groups of youngsters was possible.

The pre/post aspect of the design was complicated by the use of several similar but not identical measures at various points in the intake through release from service time-span. Some measures, for some youngsters, were taken in a standard pre/post fashion (for example, self-concept data); for other youngsters, intake, service and outcome data were not available in a controlled pre/post fashion using the same instruments, thus requiring the development of different strategies for the assessment of program impact on youngsters.

The research questions addressed by the Study required a focus on two units: the youngsters who were serviced by the Division, and the programs which the Division utilized in servicing them. In order to adequately answer what works for which youngsters, both programs and youngsters were examined very closely and grouped according to critical characteristics. In addition, the movement of youngsters through programs was carefully quantified so as to make a refined assessment of effectiveness possible. Finally, the status of youngsters upon program completion and after admission to aftercare was reviewed through surveys administered to the staff at residential programs and aftercare workers in the community, and an official arrest check was conducted for youngsters who had been sufficiently at risk.

C. Data Focal Points and Requirements

As indicated, the cohort consists of all new admissions and readmissions to Division programs for the four-month period May 1st to August 31st, 1978. Since the forms of entry and re-entry into the Division were rather complex, they were sorted into nine kinds of admissions or readmissions as described in Chart III.1. The majority of cohort youngsters were First Admission entry types; this type accounted for 52% of the entire cohort. Various other kinds of entry and re-entry types are isolated in Chart III.1 in order to permit a detailed examination of these youngsters and the analyses of the relationship between their methods of entry or re-entry into the Division and other characteristics.

The cohort is representative of Division youngsters and their typical forms of entry or re-entry into the Agency; it is exclusive of transfers among residential programs, and simple transfers to aftercare, since this kind of movement represents a continuation of an on-going service rather than the initiation of a new service team. Figure III.1 represents a simplified flow chart of youngster entry, re-entry and transfer among Division programs; Figure III.2 is a flow chart of kinds of youngster absence from residential service.

CHART III.1

ENTRY AND RE-ENTRY TYPES AND YOUNGSTER CHARACTERISTICS

Entry Type	Youngster Entry Characteristics
A First Admissions	New admissions to residential programs or readmissions from aftercare/counseling to residential programs, for youngsters with no current or prior DFY residential service.
B Readmissions from Aftercare: No extension or new term	Readmissions from aftercare/counseling to residential programs, for youngsters who have had residential service all within the same placement term (no new placement or extension).
C Readmissions from Aftercare: With extension or new term	Readmissions from aftercare/counseling or new admissions to residential programs, for youngsters who have had residential service, who now receive extension of placements or new placement terms. The extension or new placement must occur within three months of either release from last prior residential service or discharge or placement, whichever occurs later, for inclusion in this entry type.
D New Admissions: Prior term	New admissions to residential programs three months or longer after one or more previous terms of service (defined by placement term or involvement in residential program) were terminated and during which term(s) at least one residential program was experienced for at least one month.
E Returnees from AWOL Status: No extension or new term	Returnees to residential programs from unauthorized absences (overstays or runaways) or more than 30 days with no extension or new term of placement.
F Returnees from AWOL Status: With extension or new term	Returnees to residential programs from unauthorized absences (overstays or runaways) of more than 30 days with extensions of placement or new placement terms.
G New Admissions to Counseling or Assessment: No prior DFY service	New admissions to counseling for youngsters with no prior or current DFY residential service.
H New Admissions to Counseling or Assessment with prior service	New admissions to counseling for youngsters with prior DFY residential service greater than 30 days.
I New Admissions: Court Placement to Voluntary Agencies	Direct admissions to voluntary agencies. According to the requirements of New York State's Family Court Act, youngsters adjudicated and placed in private agencies must first be "placed" with the Division for Youth (or the Department of Social Services).

Figure III.1

DFY YOUNGSTER ENTRY AND RE-ENTRY TO RESIDENTIAL SERVICE FLOW CHART

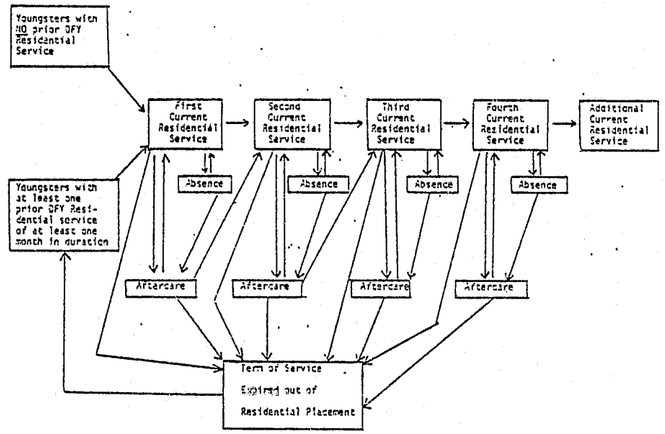
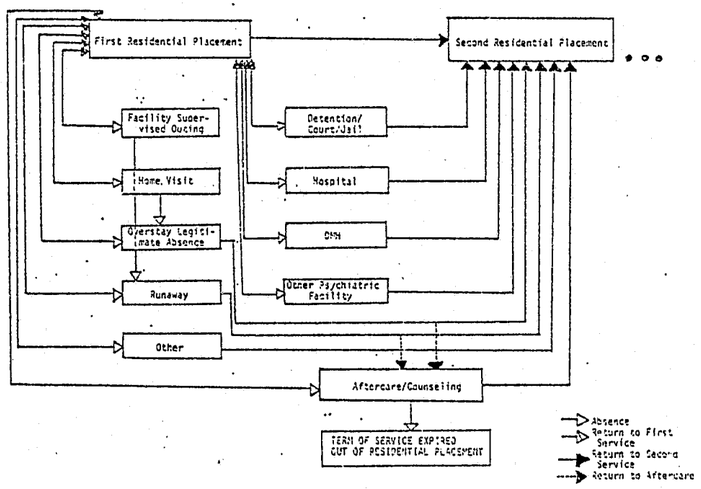


Figure III.2

TYPICAL FLOW OF DFY YOUNGSTERS ABSENCE AND RETURN TO RESIDENTIAL SERVICE



D. Data Collection Instruments

Data were gathered on two critical units in the Study: youngsters and the programs used to service them. Eight sources (instruments) were utilized to collect data on various groups of cohort youngsters:

1) Intake Assessment
2) Notice of Movement Form
3) Education Unit Testing Data
4) Self-Concept Inventory
5) Behavior Survey
6) Residential Program Survey
7) Youth Service Team Survey
8) Summary Criminal History

Three instruments were utilized in the measurement of program characteristics:

1) Rudolph Moos' Community-Oriented Programs Environment Scale (COPES) and Correctional Institutions Environment Scale (CIES) for community-based and non-community-based programs, respectively

2) Community Linkages and Interaction Profile (CLIP)

3) Program Description Form

All youngster- and program-specific instruments are displayed in Appendix A.

Figures III.3 and III.4 categorize the data collection points and instruments utilized in the measurement of youngsters and programs. Table III.1 shows the target population and data captured with each instrument. The Study's tracking design required the measurement of certain characteristics at intake and subsequent points for a population of youngsters representative of Division youngsters on the whole.

The tracking of cohort youngsters began with the youngster's first service (residential or non-residential) upon entry or re-entry into the Division during May 1 - August 31, 1978, and continuing through October 5, 1979. Since the median length of stay for Division youngsters in residential programs on the whole has been approximately 8 to 11 months during recent years, it was expected that by that time, the majority of cohort youngsters would have completed their periods of residential service and have entered counseling (aftercare) in their home communities.

Various sources of information regarding cohort youngster contacts with official juvenile or criminal justice agencies were surveyed. First, all movement within the Division for Youth during residential stay as well as subsequent to it were monitored; second, appropriate cohort youngsters were checked for fingerprintable arrests through the Identification and Data Systems of the Division of Criminal Justice Services, and information regarding indictments, convictions, and sentences were drawn from here also.

FIGURE III.3

DATA COLLECTION POINTS AND INSTRUMENTS: YOUNGSTERS

DIVISION INTAKE	RESIDENTIAL PROGRAM INTAKE	RESIDENTIAL PROGRAM @ 6 MONTHS	RELEASE FROM RESIDENTIAL PROGRAM	RETURN TO COMMUNITY
Intake Assessment Form	Self-Concept Inventory Behavior Survey Education Testing Movement Data	Self-Concept Inventory	Self-Concept Inventory Residential Program Survey	Youth Service Team Survey Summary Criminal History

FIGURE III.2

DATA COLLECTION POINTS AND INSTRUMENTS: PROGRAMS

	TIME 1 SPRING 1978	TIME 2 SPRING 1979
Target Community-Based Programs	Community-Oriented Programs Environment Scale Program Description Form	Community-Oriented Programs Environment Scale Program Description Form Community Linkages and Interaction Profile
Target Non-Community-Based Programs	Correctional Institutions Environment Scale Program Description Form	Correctional Institutions Environment Scale Program Description Form Community Linkages and Interaction Profile

The educational progress of the cohort youngsters was monitored through the Division's Education Unit, which provided screening and skills progress for cohort youngsters as well as the same data, for baseline comparison purposes, for non-cohort youngsters. The Youth Service Teams and other outreach personnel, in addition to the Division's Employment Unit, were contacted for data regarding the employment patterns of cohort youngsters.

A final area of data collection and analysis which was part of the tracking design was that of the youngster's self-concept: Cohort youngsters fall into one of several groups with regard to the number of times they were surveyed with the Self-Concept Inventory (SCI), depending on their length of stay in individual programs and the intensity of data gathering in those programs. For some youngsters, SCI data were available at intake, at six months, and at release into the community (entry into aftercare/counseling); for others, at only one or two of these points. As a result, different analyses are controlled by the size and representativeness of each pool of SCI data, and are geared to answering different research questions.

1. Data Collection: Youngsters

a. Intake Assessment Form

The Intake Assessment Form is a document used at intake by Youth Service Team workers to record significant information about youngsters referred to the Division. The Intake Assessment Form consists of the Intake Face Sheet, which summarizes personal and demographic information and legal information pertaining to any current court contact, and the Intake Assessment Data Supplements which cover such areas as legal and placement histories, health history, family and school background, and behavioral characteristics. These supplements are recent additions to the Division's data base on youngsters having been implemented in the Spring of 1978. All of the information from the Intake Face Sheet and most of the quantifiable data from the supplements are coded and computerized upon receipt by the Juvenile Contact System.

The Intake Assessment Form (hereinafter IA) is completed by a youngster's YST worker during the approximately two weeks between his/her referral to the Division and placement in a program. Information is typically gleaned from interviews with the youngster and family, available records such as the probation report and school transcripts, and discussions with the referral source and prior service providers. The information gathered on the IA is designed to enhance the initial placement process as well as the development of a basic service plan at the YST level; it is then forwarded to program personnel and assists in the selection of specific programs within facilities.

b. Notice of Youth Movement Form

The Notice of Youth Movement Form (NYM) is a document used by Youth Service Team workers and facility staff whenever a youngster is admitted to, absent from, returning to or released from any residential, aftercare or day service unit while under the responsibility of the Division for Youth. This information is reported to the Statistics and Survey Unit on the occasion of any such movement, and this was the key source of movement pattern information for the Study.

c. Education Testing Data

Several kinds of education testing data were made available through the Division's Education Unit. These data were gathered by Division teachers and education coordinators, utilizing the following instruments: Wide Range Achievement Test (WRAT), Woodcock Word Identification Subtest, Amidon Developmental Reading Tests, Random House testing system, and the Keymath Diagnostic Arithmetic test. The WRAT was used for initial screening in both reading and mathematics at Camps, Secure Centers, Training Schools, South Kortright and South Lansing. All other facilities used the Woodcock Word Identification Subtest for reading screening. After initial screening, the more comprehensive Amidon and/or Random House tests were administered periodically to youngsters qualifying for Title I remedial program services.

d. Behavior Survey

Given the importance of distinguishing among youngsters according to their levels of past delinquent behavior, Study staff were interested in estimating the amount and types of delinquent offenses committed by youngsters admitted to the Division and to this end employed a self-report delinquency measure.[1] The development of the Behavior Survey, a self-report delinquency questionnaire administered to cohort youngsters, enabled Study staff to determine the nature and extent of delinquencies committed by certain cohort members within a specified time period prior to their admission to the Division for Youth.

The Behavior Survey (see Appendix A) consists of twenty-nine items which comprise five scales: Status/Victimless Offense, Person Offense, Property Offense, Drug Offense, and a scale measuring overall Intensity of Delinquent Involvement. "Status/Victimless" offenses are those offenses which are either not crimes if committed by adults (e.g., drinking, breaking curfew) or crimes for which there is no injury to parties consenting to be involved in the crime (e.g., prostitution). "Property" offenses are those offenses in which property is stolen, trespassed upon, and/or damaged, but the victim of the crime (i.e., the owner of the property) is not personally injured or confronted (e.g., burglary, vandalism). "Person" offenses are crimes in which the victims could actually or potentially be personally injured (e.g., robbery, arson). "Drug" offenses are those offenses which involve either possession or sale of controlled substances.

e. The Self-Concept Inventory

One of the four rehabilitation goals addressed in this Study is that of improvement in self-concept, a theoretical construct that has come to play an increasingly important role in numerous explanations of human behavior. Theorists in personality development, adolescence, and juvenile delinquency frequently employ the concept to explain the causes or effects of other relevant variables and it is thus quite logical for a human services agency such as the Division to focus on client self-concept as well. For the purposes of the present Study, measures of a youngster's self-concept prior to, and following residential stay were to be reviewed; first to determine if any appreciable improvement occurred, and second, to estimate the program correlates of improved self-concept scores.

The Self-Concept Inventory (SCI) is an instrument comprised of three components chosen for their ability to individually tap important, specific dimensions of the self-concept: 1) the Coopersmith Self-Esteem Inventory (Form C); 2) the Walther Work Relevant Attitudes Inventory; and 3) the Deinstitutionalization of Status Offender Project's Social Adjustment Scale. Much previous research in the area of the self-concept has suffered from either over-simplification of the construct (imputing more "power" to the variable than justified) or a narrowness of focus so as to make comparisons with other work difficult if not impossible.[2] Related to the over-simplification problem is the problem of definition: what is meant by the term self-concept. It can be used in reference to generalized attitudes toward the self or more specific evaluations about "competence" in a certain area.[3] The over-riding concerns in the selection of appropriate self-concept instruments for the present Study were that they be: 1) comprehensive (that they tap not only general evaluative attitudes toward the self, but toward such other relevant factors as family, employment, and legal experiences); 2) methodologically sound (that they be clear in focus and definition, and that they be valid and reliable); and 3) applicable to the Division's population (that they be brief and simply worded).

f. Summary of Youngster's Progress: Residential Program Survey

Two instruments were developed to measure certain post-program outcomes in a fashion that summarized the progress and status of individual youngsters. The first of these, the Residential Program Survey (RPS), was targetted for all cohort youngsters who were serviced for ninety days or more in any Division residential facility. A form was thus sent to the Director of each residential program which serviced a cohort youngster for at least ninety days, requesting that the information be gathered through contact with the education and counseling staff who had supervised that youngster while in program. Given this sampling design, many youngsters had more than one RPS completed for them, since they had been serviced in more than one residential program.

Two dimensions are measured in the RPS: 1) the degree to which a youngster improved in certain problem areas while in program, and 2) the degree to which certain factors contributed to the progress. Eighteen problem areas are listed in the former, making up the subscales measuring maturity, behavior, school, orientation to family, and orientation to work. Eleven factors make up the latter, making up scales measuring group-centered activities, work skills, youngster-centered activities, and child-family development.

g. Summary of Youngster's Progress: Youth Service Team Survey

The Youth Service Team Survey (YSTS) was targetted for all cohort youngsters who were admitted to aftercare or discharged, or who received only non-residential counseling during their contact with the Division. This instrument, completed by Youth Service Team staff who supervised cohort youngsters, addressed the areas of current residential status, school and employment, status offenses known and criminal justice processing, and attitudes toward self, family, school, employment, delinquency, and peers. These data were gathered through a pre-arranged phone survey conducted by Study staff, in which YST respondents were asked to report on cohort youngsters who had been or were currently on their caseloads.

h. Summary Criminal History

To further address the issues of recidivism and criminal justice processing, criminal record searches were obtained from the Division of Criminal Justice Services for all Study youngsters who had experienced some residential programming and who were age sixteen (the age of legal responsibility in New York State) on or before December 31, 1978 (selected in order to permit sufficient time "at risk"). The number (up to three) and specific nature of the arrest(s) were recorded for all youngsters submitted for record checks. Only those arrests occurring after the youngster had entered the Division and before September 30, 1979, the cut-off date for the survey, were recorded. The official at-risk period for each youngster thus extended from date of entry into the Division or the sixteenth birthday, whichever occurred more recently. Since these checks were conducted without benefit of fingerprint verification, arrest data were accepted only when other identifiers (age, sex, ethnicity, home address) were in agreement.

2. Data Collection: Programs

As displayed in Figure III.4, data was gathered on certain DFY programs at two points in time in an effort to more accurately describe the treatments received by Study youngsters. Brief descirptions of these instruments are given below and more detail accounts of the measurement strategy and the dimensions tapped are given in Chapter V.

a. Social Climate Inventories

Rudolf Moos' Community-Oriented Programs Environment Scale (COPES) and Correctional Institutions Environment Scale (CIES) were utilized to measure intervention-relevant components of social climate on targetted community-based and non-community-based programs respectively. Data captured through the use of these instruments at two separate times (Spring 1978 and Spring 1979) were the underpinnings for the program typology developed in the Study. Survey responses by residents and staff in targetted programs were used to measure various dimensions in the areas of Relationships, Personal Development (Treatment), and System Maintenance and Change. Further information regarding social climate analysis and its use in the Study can be found in Characteristics of Residential Programs Operated by the Division for Youth, Second Interim Report of the Community Program Evaluation Unit, July 1978 and C. Nordstrom, Social Climate Scales and Their Use in Program Evaluation, February 1978.

b. Community Linkages and Interaction Profile

In order to assess the "community-basedness" of Division programs, the Community Linkages and Interaction Profile (CLIP) was developed by CPEU and applied to all focal area community-based programs and select non-community-based programs. The CLIP is designed to measure four areas of community program relationship: 1) the program's utilization of the local community's resources, 2) the interaction of program residents and staff with the community, 3) the community's interaction with the program, and 4) the community's utilization of program resources.

TABLE III.1

DESCRIPTION OF DATA AVAILABLE FOR COHORT YOUNGSTERS BY YOUNGSTER CHARACTERISTICS

	COHORT TOTAL	INITIAL RESIDENTIAL PLACEMENTS ONLY	INTAKE ASSESSMENT AVAILABLE	SELF-CONCEPT INVENTORY		BEHAVIOR SURVEY		EDUCATIONAL SCREENING			RESIDENTIAL PROGRAM SURVEY		YOUTH SERVICE TEAM SURVEY	SUMMARY OF CRIMINAL HISTORY
				Initial	Initial & Six Months	Attempted Sample	Actual Sample	Reading	Math	Reading & Math	Entry Program	Non-Entry Program	Actual Sample	
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Sex														
Male	74 (803)	78 (627)	79 (400)	84 (213)	90 (121)	80 (212)	81 (139)	86 (161)	82 (193)	86 (149)	82 (381)	78 (126)	74 (382)	80 (315)
Female	26 (278)	22 (180)	21 (105)	16 (41)	10 (13)	20 (54)	19 (33)	14 (27)	17 (41)	14 (25)	18 (86)	22 (35)	26 (135)	20 (77)
TOTAL	100 (1081)	100 (807)	100 (505)	100 (254)	100 (134)	100 (266)	100 (172)	100 (188)	100 (234)	100 (174)	100 (467)	100 (161)	100 (517)	100 (392)
Age at Cohort Entry														
11 and younger	03 (33)	01 (3)	01 (1)	01 (1)	01 (1)	01 (1)	01 (1)	01 (1)	01 (1)	01 (1)	01 (1)	01 (2)	01 (2)	00 (0)
12 - 13	08 (91)	08 (61)	11 (55)	09 (23)	13 (18)	08 (20)	08 (14)	11 (20)	09 (22)	12 (20)	09 (41)	11 (18)	05 (24)	00 (0)
14 - 15	52 (566)	56 (451)	61 (306)	67 (170)	66 (89)	65 (174)	64 (110)	63 (119)	65 (153)	63 (109)	61 (286)	63 (101)	48 (250)	38 (148)
16 - 17	33 (358)	34 (272)	28 (140)	24 (60)	19 (26)	26 (69)	26 (45)	26 (48)	25 (58)	25 (44)	28 (132)	25 (40)	43 (222)	60 (234)
18 and older	03 (33)	02 (20)	01 (3)	00 (0)	00 (0)	01 (2)	01 (2)	00 (0)	00 (0)	00 (0)	01 (7)	00 (0)	04 (19)	03 (10)
TOTAL	100 (1081)	100 (807)	100 (505)	100 (254)	100 (134)	100 (266)	100 (172)	100 (188)	100 (234)	100 (174)	100 (467)	100 (161)	100 (517)	100 (392)
Ethnicity														
White	41 (438)	44 (357)	48 (240)	46 (116)	42 (56)	35 (92)	31 (54)	42 (78)	40 (94)	40 (70)	41 (190)	37 (60)	49 (254)	42 (166)
Black	46 (497)	43 (350)	42 (213)	43 (110)	49 (66)	49 (131)	54 (93)	46 (87)	47 (109)	47 (81)	47 (220)	51 (82)	40 (205)	45 (175)
Puerto Rican	11 (119)	11 (86)	10 (49)	10 (26)	08 (11)	15 (41)	14 (24)	12 (23)	12 (29)	13 (23)	11 (49)	12 (19)	09 (44)	11 (42)
Asian	01 (3)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)
American Indian	01 (11)	01 (8)	01 (1)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	01 (1)	00 (0)	01 (6)	00 (0)	02 (8)	01 (4)
Other Hispanic	01 (10)	01 (6)	01 (2)	01 (2)	01 (1)	01 (2)	01 (1)	00 (0)	01 (1)	00 (0)	01 (2)	00 (0)	01 (6)	01 (5)
TOTAL	100 (1078)	100 (807)	100 (505)	100 (254)	100 (134)	100 (266)	100 (172)	100 (188)	100 (234)	100 (174)	100 (467)	100 (161)	100 (517)	100 (392)
Adjudication at Cohort Entry														
Volunteers	25 (263)	13 (100)	09 (42)	07 (16)	03 (4)	08 (20)	08 (13)	07 (12)	07 (17)	06 (10)	09 (39)	04 (6)	26 (129)	15 (56)
PINS	17 (173)	20 (158)	21 (104)	19 (47)	15 (20)	18 (46)	18 (30)	13 (24)	15 (34)	13 (22)	20 (91)	26 (41)	18 (91)	17 (64)
JDs	49 (512)	57 (450)	59 (289)	63 (156)	74 (97)	64 (164)	59 (98)	66 (121)	64 (146)	68 (116)	60 (269)	63 (99)	44 (221)	54 (207)
Youthful Offenders	04 (44)	05 (41)	07 (33)	06 (14)	03 (4)	04 (10)	06 (10)	08 (15)	07 (17)	07 (12)	06 (25)	04 (7)	07 (35)	09 (34)
Restrictive JDs	02 (24)	02 (18)	01 (7)	03 (8)	03 (4)	05 (13)	07 (12)	05 (10)	04 (9)	05 (8)	04 (19)	02 (3)	00 (0)	03 (12)
Other	03 (31)	03 (21)	03 (14)	03 (7)	02 (3)	02 (5)	02 (3)	01 (2)	03 (6)	01 (2)	02 (9)	01 (2)	05 (23)	02 (8)
TOTAL	100 (1047)	100 (788)	100 (489)	100 (248)	100 (132)	100 (258)	100 (166)	100 (184)	100 (229)	100 (170)	100 (452)	100 (158)	100 (499)	100 (381)
Entry Type														
First Admissions	50 (540)	67 (540)	83 (418)	85 (215)	87 (117)	83 (221)	84 (144)	94 (177)	93 (218)	95 (165)	73 (342)	68 (109)	45 (233)	53 (208)
Readmissions from Aftercare: No Extension or New Term	12 (129)	16 (129)	01 (6)	05 (12)	02 (3)	06 (15)	06 (10)	01 (2)	01 (3)	01 (1)	10 (45)	11 (18)	19 (99)	22 (87)
Readmissions from Aftercare: With Extension or New Term	03 (36)	04 (36)	02 (11)	03 (7)	02 (3)	05 (14)	06 (10)	01 (2)	01 (2)	01 (2)	06 (26)	02 (3)	04 (18)	05 (20)
New Admissions: Prior Term	02 (26)	03 (26)	02 (11)	02 (4)	02 (3)	02 (4)	02 (3)	00 (0)	01 (1)	00 (0)	03 (15)	02 (4)	03 (13)	04 (17)
Returnee from AWOL Status: No Extension or New Term	07 (73)	09 (73)	01 (4)	05 (13)	05 (7)	05 (12)	03 (5)	01 (2)	02 (4)	01 (2)	06 (26)	09 (15)	07 (35)	11 (44)
Returnee from AWOL Status: With Extension or New Term	01 (3)	01 (3)	01 (2)	01 (3)	01 (1)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	01 (3)	00 (0)	01 (1)	01 (3)
New Counseling Admission (No New Term)	21 (230)	00 (0)	09 (47)	00 (0)	00 (0)	00 (0)	00 (0)	02 (4)	02 (5)	02 (3)	02 (9)	06 (9)	18 (95)	02 (7)
New Counseling Admission (New Term)	01 (6)	00 (0)	01 (3)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	01 (6)	01 (4)
Court-Placed in Voluntary Agency	04 (38)	00 (0)	01 (3)	00 (0)	00 (0)	00 (0)	00 (0)	01 (1)	01 (1)	01 (1)	01 (1)	02 (3)	03 (17)	01 (2)
TOTAL	100 (1081)	100 (807)	100 (505)	100 (254)	100 (134)	100 (266)	100 (172)	100 (188)	100 (234)	100 (174)	100 (467)	100 (161)	100 (517)	100 (392)
Entry Facility Level														
Level 1 (Secure)	03 (34)	04 (34)	02 (12)	07 (17)	09 (12)	09 (23)	09 (16)	07 (14)	06 (14)	08 (13)	07 (31)	02 (3)	01 (3)	05 (18)
Level 2 (Limited Secure)	12 (125)	16 (125)	15 (74)	13 (34)	19 (25)	11 (30)	12 (21)	19 (35)	17 (40)	18 (32)	15 (71)	11 (17)	12 (62)	16 (64)
Level 3 (Special Needs)	<01 (3)	01 (3)	01 (3)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	02 (2)	00 (0)	00 (0)	00 (0)	00 (0)	01 (1)
Level 4 (Non-Secure)	20 (216)	27 (216)	27 (138)	37 (95)	39 (52)	36 (96)	37 (64)	37 (69)	35 (81)	39 (67)	32 (151)	27 (43)	21 (109)	25 (96)
Level 5 (YDCs)	06 (60)	07 (60)	07 (33)	08 (21)	06 (8)	18 (47)	13 (23)	03 (5)	09 (21)	03 (5)	08 (38)	09 (14)	04 (20)	08 (31)
Level 6 (Homes & Urban STARTS)	17 (189)	23 (189)	24 (120)	33 (84)	27 (36)	24 (63)	24 (42)	29 (55)	27 (64)	28 (49)	22 (102)	30 (48)	18 (95)	26 (103)
Level 7 (Foster Care & Independent Living)	13 (137)	17 (137)	09 (46)	01 (2)	01 (1)	01 (3)	02 (3)	02 (4)	02 (4)	02 (3)	13 (59)	11 (17)	18 (94)	15 (58)
Voluntary & Alternative Residential	04 (43)	05 (43)	05 (26)	01 (1)	00 (0)	02 (4)	02 (3)	01 (1)	01 (2)	01 (1)	01 (5)	04 (7)	03 (16)	02 (8)
Counseling & Assessment	22 (236)	00 (0)	10 (50)	00 (0)	00 (0)	00 (0)	00 (0)	02 (4)	02 (5)	02 (3)	02 (9)	06 (9)	20 (101)	03 (11)
Court-Placed in Voluntary Agency	04 (38)	00 (0)	01 (3)	00 (0)	00 (0)	00 (0)	00 (0)	01 (1)	01 (1)	01 (1)	01 (1)	02 (3)	03 (17)	01 (2)
TOTAL	100 (1081)	100 (807)	100 (505)	100 (254)	100 (134)	100 (266)	100 (172)	100 (188)	100 (234)	100 (174)	100 (467)	100 (161)	100 (517)	100 (392)

c. Program Description Form

The third instrument utilized in the collection of information about Division programs was the Program Description Form (PDF). The PDF was designed to assist in the measurement of certain demographic and process program characteristics such as typical youngster age, sex, race, staffing characteristics, and various youngster movement (length of stay) data for specific programs. Most of these data were gathered from agency files supplemented by interviews with individual program managers.

E. Data Captured

1. The Youngsters

In addition to the basic demographic, legal, admission, and absence information that form the core of the Juvenile Contact System (JCS), the Study utilized seven sources of data. Certain basic characteristics for individual subsamples, representing those youngsters for which data were available for each data source, are arrayed in Table III.1. Since the general cohort was not surveyed as a whole with any of the data collection instruments, it is inappropriate to base the percentage of youngsters for which data were captured on the total cohort. Therefore, Table III.1 permits comparison of the characteristics of each subsample with: 1) the characteristics of the total cohort, and 2) the characteristics of youngsters who were placed in residential programs at cohort entry (Initial Residential Placements). The particular limitations of each data source are reflected in the table and are briefly discussed below.[5]

Eight hundred seven of the 1081 Study youngsters were initially placed by the Division in residential programs during the cohort entry period, May 1, 1978 through August 31, 1978. Compared to the total cohort, youngsters who were placed initially into residential programs showed a slightly greater proportion of males and were less likely to be in the youngest age category (11 and under). The greatest difference between the Initial Residential Placements and the total cohort was in adjudication status: the percentage of Volunteers was much lower (13% versus 25%) due to the high concentration of non-adjudicated youngsters in non-residential programs, while the percentages of JDs and PINS were higher among Initial Residential Placements. Since the Initial Residential Placement group was defined to exclude only Counseling admissions and direct court placements to voluntary agencies (Placement for Replacement cases), this population differed on all counts from the total cohort on Entry Type and Entry Facility Level. Sixty-seven percent of Initial Residential Placements were First Admissions (to residential program) compared with only 50% of the total cohort. Since all of the data samples presented in Table III.1 (except that for the Youth Service Team Survey), assume a residential placement, it is more appropriate to compare the characteristics of those samples to youngsters whose initial placements were to residential programs than to the total cohort.

The Intake Assessment (IA) form was instituted by the Division one month prior to the beginning of the Study's cohort tracking period. Youth Service Teams (YSTs) were instructed to use the instrument in their assessment of youngsters who were First Admissions and New Admissions-Prior Terms. As expected, Table III.1 shows that most of the IA data available were for these entry types, although only about three-fourths of these youngsters were assessed using the form. Additionally, 21% of the New Admissions to Counseling were assessed; some of them in anticipation of residential placement. The

IA sample closely resembled the larger group of Initial Residential Placements regarding sex, ethnicity, and most adjudication categories. However, the IA sample included a smaller percentage of Volunteers and was slightly younger.

The Self-Concept Inventory (SCI) was administered by program staff to new admissions and readmissions to DFY facility programs. The degree of cooperation received varied among Division facilities throughout the State. As part of the Study design, SCI administrators were requested to retest youngsters who had been tested at program intake six months after the first administration, even for cases in which the first administration had occurred in a different program. Readministration just prior to release from program was also requested for certain youngsters, but data were obtained for too few youngsters to permit analysis.

Initial SCIs (at program intake) were available for 254 Study youngsters, representing slightly less than one-third of all Initial Residential Placements. Compared with this larger sample, youngsters in the Initial SCI sample were more likely to be male and less likely to be 16 or older. As was true for most of the other intake data samples, Volunteers were underrepresented in the Initial SCI sample. Six month follow-up SCIs were obtained for 134 youngsters, 53% of the initial sample. The six month follow-up sample was biased in the same areas as was the Initial SCI sample (not suprisingly since it is a subset of the Initial SCI sample). Additionally, the follow-up SCI sample contained a much larger proportion of JDs than did either the Initial SCI sample or the sample fo Initial Residential Placements.

Because of the confidential nature of the Behavior Survey (BS), it was administered by Study staff to youngsters, one or two at a time, at their residential placements. Although Study staff advised youngsters that they did not have to complete the questionnaire, only three youngsters (of 175) decided against completing it. Study staff attempted to administer the Behavior Survey to all cohort youngsters who were in residential programs during late August and September 1978 within the target sites -- Buffalo, Syracuse, New York City, and the Captial District -- as well as to 50% of the youngsters in selected non-community-based facilities.[6] Although completed questionnaires were available for only 65% of the attempted sample due to temporary absences from program including home visits, AWOLs, etc., and various scheduling difficulties, the "actual" sample closely resembled the "attempted" one (which is presented in Table III.1 for comparative purposes). Additionally, the BS sample (N=172) resembles Initial Residential Placements regarding sex, age, and most adjudication categories. However, 54% of the BS sample were Blacks, contrasted with 43% of the Initial Residential Placements, and only 31% were White, compared with 44%. Those in the BS sample were less likely to be Volunteers and more likely to be Restrictive JDs.

Education data were obtained from the Agency's Education Unit. Youngsters entering Division residential programs are screened in math and reading to determine eligibility for educational programming based on Title I of the Federal Elementary and Secondary Education Act. Difficulties were encountered in obtaining appropriate data because of differences in the screening tests used; where possible, screening tests were made equivalent by score condersions based upon regression equations.[7] In addition, because there was no Title I programming in community-based facilities during the Summer of 1978, youngsters were often not tested until months after entering the cohort. To control for this possible contamination and to assure that screening scores accurately represented program intake measures, screening data not obtained within two months before or after cohort entry were rejected.

Because of greater test incompatibility, only 188 Reading tests could be used, whereas 234 Math screenings were available. Both samples had a smaller proportion 16 years old and older than did the Initial Residential Placements group and had fewer Volunteers and PINS, but were over-representative of the other adjudication groups. Females were under-represented in the Reading sample but not in the Math sample.

The Residential Program Survey (RPS) data can be divided into ratings of improvement in initial program placements (Entry RPS) and ratings for subsequent placements.[8] Entry RPSs were obtained on 467 youngsters, and one or more non-entry RPS were obtained on 161 youngsters. Fifty-eight percent of all Initial Residential Placement youngsters were evaluated in their entry programs using this instrument. When compared with Initial Residential Placements the Entry RPS sample had slightly greater proportions of males and 14-15 year olds, the latter at the expense of 16-17 year olds. Volunteers again were under-represented, while Restrictive JDs were over-represented. No variations with respect to ethnicity were noted.

The status of youngsters who were on Aftercare of in Counseling on August 24, 1979 or who had been discharged by that date was evaluated by the Youth Service Team Survey (YSTS). Five hundred seventy-two youngsters were selected for follow-up and data were obtained on 517. For the most part, the missing data represented cases of minimal intervention where there was little or no contact between the Division staff (YST worker) and the youngsters. In a small number of cases the YST worker of record no longer worked for the Agency.

Since the YSTS sample included Counseling admissions who did not receive residential services during the tracking period, the appropriate comparisons of sample characteristics are made with the total cohort. Older youngsters were more likely to be included in the YSTS sample as were White youngsters and Youthful Offenders. The YSTS sample was void of Restrictive JDs due to their longer program stays, but had similar proportions of JDs, PINS, Volunteers and a similar sex distribution when compared with the total cohort.

The Summary of Criminal History (SCH) record search was conducted for all 392 youngsters age 16 on or befor December 31, 1978 (hence, adults in New York State) who had some stay in a Division residential program prior to September 30, 1979. Given this sampling restriction, the age distribution of this sample was skewed toward older youngsters and, consequently, there was a higher proportion of Youthful Offenders in this sample compared to Initial Residential Placements. Otherwise no differences were found between the SCH sample and the larger comparison population regarding background characteristics.

Table III.1 also shows the distribution of youngsters in various samples by Entry Type and Entry Facility Level. Since the various sampling strategies were often defined along the dimensions of type of entry or admission and program of entry, differences between the samples and the larger comparative populations (i.e., Initial Residential Placements or Cohort Total) were expected. Regarding Entry Type, all intake data samples had an over-representation of First Admissions resulting in lower representation of Readmissions and AWOL Returnees. Readmissions-No Extension or New Term and AWOL Returnees were also under-represented in the Entry RPS sample, presumably because many of these youngsters had shorter stays (less than 90 days) in the entry programs. The YSTS sample had a larger percentage of Readmissions-No Extension or New Term since a greater proportion of this

TABLE III.2

DESCRIPTION OF DATA AVAILABLE FOR DIVISION FOR YOUTH RESIDENTIAL PROGRAM UNITS BY PROGRAM LEVEL* & DATA COLLECTION INSTRUMENT

LEVEL OF FACILITY/ UNIT**	DATA COLLECTION INSTRUMENT	FIRST ADMINISTRATION*						SECOND ADMINISTRATION					
		Facilities			Units			Facilities			Units		
		Total (N)	Sampled (N)	%	Total (N)	Sampled (N)	%	Total (N)	Sampled (N)	%	Total (N)	Sampled (N)	%
Level I Secure	CIES	(4)	(3)	75	(12)	(11)	92	(4)	(3)	75	(12)	(11)	92
	PDF	(4)	(3)	75	(12)	(11)	92	(4)	(3)	75	(12)	(11)	92
	CLIP	--	--	--	--	--	--	(4)	(0)	00	(12)	(0)	00
Level II Limited Secure	CIES	(6)	(2)	--	(20)	(6)	--	(8)	(5)	--	(22)	(16)	--
	COPES	(1)	(0)	--	(1)	(0)	--	(1)	(1)	--	(1)	(1)	--
	CIES & COPES	(7)	(2)	29	(21)	(6)	29	(9)	(6)	67	(23)	(17)	74
	PDF	(7)	(2)	29	(21)	(6)	29	(9)	(6)	67	(23)	(17)	74
	CLIP	--	--	--	--	--	--	(9)	(3)	33	(23)	(6)	26
Level III Special Needs	CIES	(2)	(0)	00	(2)	(0)	00	(2)	(0)	00	(2)	(0)	00
	PDF	(2)	(0)	00	(2)	(0)	00	(2)	(0)	00	(2)	(0)	00
	CLIP	--	--	--	--	--	--	(2)	(0)	00	(2)	(0)	00
Level IV Non-Secure	CIES	(8)	(1)	13	(22)	(1)	--	(7)	(2)	29	(21)	(10)	--
	COPES	(2)	(0)	00	(2)	(0)	--	(2)	(2)	100	(2)	(2)	--
	CIES & COPES	(10)	(1)	10	(24)	(1)	08	(9)	(4)	44	(23)	(12)	52
	PDF	(10)	(1)	10	(24)	(1)	08	(9)	(4)	44	(23)	(12)	52
	CLIP	--	--	--	--	--	--	(9)	(3)	33	(23)	(7)	30
Level V Youth Development Centers	COPES	(5)	(5)	100	(12)	(12)	100	(6)	(6)	100	(13)	(11)	85
	PDF	(5)	(5)	100	(12)	(11)	92	(6)	(6)	100	(13)	(12)	92
	CLIP	--	--	--	--	--	--	(6)	(6)	100	(13)	(13)	100
Level VI Homes & Urban STARTS	COPES	(32)	(13)	41	(57)	(21)	37	(32)	(13)	41	(57)	(23)	40
	PDF	(32)	(13)	41	(57)	(24)	42	(32)	(12)	38	(57)	(22)	39
	CLIP	--	--	--	--	--	--	(32)	(13)	41	(57)	(23)	40
Youth Hostels	COPES	(1)	(1)	100	(1)	(1)	100	(1)	(1)	100	(1)	(1)	100
	PDF	(1)	(1)	100	(1)	(1)	100	(1)	(1)	100	(1)	(1)	100
	CLIP	--	--	--	--	--		(1)	(1)	100	(1)	(1)	100

COPES = Community-Oriented Programs Environment Scale
CIES = Correctional Institutions Environment Scale
PDF = Program Description Form
CLIP = Community Linkages and Interaction Profile

*The first administration for programs in the target areas, Buffalo, Syracuse, New York City and the Albany/Capital District area was completed in February and March 1978. Additional programs were completed in May 1978. The second administration was completed for all programs in February and March 1979.

**The "Level of Facility/Unit" used in this table is the agency's level system effective at the time of the second administration.

***Social Climate data was collected with the Community Oriented Programs Environment Scale (COPES) for programs in the target areas. The Correctional Institutions Environment Scale (CIES) was used in "non-community-based" programs. (The COPES was used at three residential units which according to the level system are non-community-based.) The Program Description Form (PDF) was used with all programs. The Community Linkages and Interaction Profile (CLIP) was used only on the second administration.

entry type was released to Aftercare before the sample was drawn. The SCH had a similar bias, along with a smaller proportion of First Admissions than expected, because of the age restriction on this sample.

Across most of the data samples with the exception of the YSTS sample, Level VII (Foster Care and Independent Living), Alternative Residential, Non-Residential, and Voluntary Agency programs were not well represented because of the sampling strategies employed. Other sampling variations existed with respect to Entry Program Level. Among these were high concentrations of Level IV and VI youngsters in the SCI samples, high concentrations of Level I, IV, and V youngsters in the BS sample, high concentrations of Level IV youngsters in the Educational Screening samples, and lower proportions of Level I (Secure) youngsters in both the Intake Assessment and YSTS samples. Additionally, Level VII youngsters were over-represented in the YSTS sample.

In summary, the data samples used in this Study were fairly well representative of the larger population from which they were drawn. Most of the noted differences were related to differences in the population of youngsters targetted for particular data collection. Ethnicity distributions fluctuated significantly in two samples -- Black and Puerto Rican youngsters were over-represented in the Behavior Survey sample and under-represented in the YSTS sample. Many of the samples included slightly higher concentrations of males than would have been expected but the impact of this slight bias is reduced by the fact that the baseline distributions were three-fourths male. Older youngsters were over-represented in the YSTS and SCH samples and under-represented with the IA, SCI, RPS, and Educational Screening instruments. These age distinctions were largely due to sampling strategy. The only consistent variation among the adjudication categories was the lower proportion of Volunteers in all samples except the YSTS and SCH samples.

The Programs

Program characteristics were measured at two points in time--before and after cohort youngsters had entered the Division. The Study's program description activities required the collection of data on community-based programs in the four target areas--Buffalo, Syracuse, New York City and the Capital District as well as on selected non-community-based programs. The first administration of program instruments was completed in February and early March of 1978 for the community-based programs, and in May for the selected non-community-based programs.

The second administration of program instruments was completed during February and early March of 1979, with both community-based and non-community-based programs sampled at the same time.[9] Most program data collected focus on the program unit; i.e., on specific residential units within larger facilities. This focus permits a more precise assessment of program impact through the isolation of treatment components.

Three kinds of instruments were used to collect three kinds of data: 1) social climate dimensions; 2) demographic and process characteristics; and 3) dimensions of community-basedness. Social climate was measured using the Community-Oriented Programs Environment Scale (COPES) and the Correctional Institutions Environment Scale (CIES). These scales, developed by Rudolph Moos, were intended to measure dimensions of the social environment which are intervention-relevant, and therefore critical parts of the rehabilitation

process. Study staff revised a number of items in both the COPES and CIES which were difficult for youngsters to understand; for instance, double negatives were eliminated from the questionnaires whenever possible.[10] The COPES form was used in programs which were judged to be community-based, while the CIES form was used in those programs judged to be non-community-based, since a number of COPES items were inapplicable to institutional settings.[11]

The COPES and CIES were administered to youngsters who were in residence on the day scheduled for the survey of that program. The survey was administered by reading the questionnaire items to small groups of youngsters. Youngsters were advised about the nature of the Study, that their participation was voluntary and that responses were confidential. Staff were also surveyed, in order to permit the analyses of staff and youngster agreement on program environment.[12]

The Program Description Form (PDF) was compiled on the basis of a census of youngsters and staff in a program unit at the time the COPES or CIES was administered. In addition, data were obtained on admissions and releases to provide process information, and the Juvenile Contact System was consulted to provide the data which were then verified with program directors. In cases where this procedure yielded information that was untypical of the program, the PDF was adjusted to adequately describe the program's characteristics immediately preceding the administration of the social climate instruments.

The Community Linkages and Interaction Profile (CLIP) was developed for the second administration of program instruments. It operationalized the concept of "community-based" along four dimensions. Using a total of 24 five-point scales, Study staff rated program units on the basis of interviews with program staff. Due to limited staff resources, CLIPs could be completed on only 6 non-community-based programs. For these programs the CLIP scores for the facility as a whole were assigned to the individual units because the residential units did not have unique relationships to the community.

Table III.2 presents the sampling coverage for the program instruments by program level for both the first and second administrations. (In the second administration, one Level II program and two Level IV programs were surveyed using the COPES because at the time of administration Study staff considered these programs to be community-based.) Table III.2 shows that for Level I - Secure at both the first and second administrations the Study sampled 75% of the facilities and 92% of the residential units with the CIES and PDF. The CLIP was not used for these facilities. For Level II - Limited Secure - 29% of facilities and units were sampled on the first administration. On the second administration the sample for the CIES/COPES and PDF increased to 67% of facilities and 74% of residential units. The CLIP was completed for three facilities at this level. The two Level III-Special Needs-facilities were not sampled by the Study. For Level IV - Rural Non-Secure - the sampling increased from 10% to 44% of the facilities and from 4% to 52% of facility units between the first and second administrations, and CLIP data were available for three facilities.

For community-based programs, only facilities in the four target areas were sampled, representing about 50% of all Division community-based programs. While the target areas represent the larger urban areas of the

State, almost all of the Division's community-based programs are in urban areas. All operating Youth Development Center units (Level V) were sampled at both the first and second administrations; among Homes and Urban STARTs (Level VI) about 40% were sampled at both times. The only Youth Hostel operated by the Division was also sampled at both administrations. In summary, the second administration of program surveys sampled 58% of the 131 residential units operated by the Division.

F. Data Analysis

All captured data fall into one of three categories: youngster intake characteristics, program intervention/environment characteristics, and youngster outcome characteristics. Given the design of the evaluation, a number of critical independent and dependent variables are immediately apparent; specifically, various types of youngsters (intake characteristics) and types of programs (interventions) were treated as critical independent variables while outcomes in the areas of self-esteem, education, employment and recidivism were treated as dependent variables. In addition, the movement of youngsters among different kinds of programs for differing lengths of stay was treated as a characteristic of intervention, and thus as an important independent variable.

Although the design of this Study permits many kinds of analyses focussing on various youngster, program and outcome data, certain questions could not be addressed because of the limitations inherent in the design. Specifically, since no pure control group (youngsters not coming to the Division for Youth, and receiving no service) was used in the Study, issues relating to the relative merits of intervention as opposed to non-intervention could not be addressed. In addition, since no specific treatment hypotheses were available as targets for the evaluation, sophisticated theory-testing could not occur. Finally, because of the absence of standardized pre/post testing for all youngsters with every instrument in every program, different research questions are addressed with varying pools of data. As is so typically the case with evaluation research in the action setting, these limitations were recognized early on by Study staff, and alternate methods of addressing certain analytical problems were developed. Throughout the following Chapters, youngster and program counts are parenthetically included in all tabular presentations in order to provide the reader with some sense of baselines for each analysis. In addition, the strength of various findings is discussed when in question because of limitations in the Study design.

In Chapters IV and V, the youngsters and programs in the Study are described separately, in order to establish baselines for the analyses conducted in subsequent sections. Throughout these Chapters, and in Chapter VI, bivariate analyses are supplemented where appropriate by controlling (holding constant, for purposes of comparison) the effects of other variables. Certain demographic information such as sex and ethnicity, and legal variables such as type of adjudication and offense, are frequently held constant in order to highlight the relationship between two other variables for a specific group of youngsters. Finally, Chapter VII, in examining the interactions among types of youngsters, programs and outcomes, utilizes certain multivariate analysis techniques including factor analysis and multiple regression analysis.

CHAPTER III

FOOTNOTES

[1]The Behavior Survey was based on the work of Travis Hirschi in his Richmond Study. See T. Hirschi, Causes of Delinquency (Berkeley: University of California Press, 1971).

[2]Hepburn has written, "An individual's self-conception or self-concept has ambiguously been defined as the organization of roles (Kinch, 1967), self-attitudes (videbeck, 1967), personal attributes (Coates and Pellegrin, 1957), and or objects (Garretson, 1967) by the actor into a coherent stable view of himself." In John R. Hepburn, "The Impact of Police Intervention upon Juvenile Delinquents," Criminology, Vol 15, No. 2, August 1977, p. 236. Also, S. Coopersmith, The Antecedents of Self-Esteem, (San Francisco: W.H. Freeman and Company), 1967, pp. 3, 25; R. Wilie, The Self-Concept: A Review of Methodological Considerations and Measuring Instruments, p. 127; James D. Orthcutt, "Self-Concept and Insulation Against Delinquency: Some Critical Notes," The Sociological Quarterly, Vol. 11, 1970, p. 388.

[3]Two of the more obscure definitions come from Helper and Murphy; Helper defines the self-concept as "...the referent of the pronoun I...the self-concept consists of whatever symbolic responses are associated with the individual's identity symbols," while Murphy refers to the construct as "the individual as known to the individual." M. Helper, "Learning Theory and the Self-Concept," Journal of Abnormal and Social Psychology, Vol. 51, September 1955, p. 184; G. Murphy, Personality (New York: Harper), 1947 quoted in R. G. Simmons, F. Rosenberg and M. Rosenberg, "Disturbance in the Self-Image at Adolescence," American Sociological Review, Vol. 38, 1973, p. 554.

[4]Variations in cohort totals for each variable are due to missing data. Adjudication at cohort entry was reviewed for accuracy by comparing a number of variables concerning legal status at admissions. Entry Facility Level is based on the Division's Level system, as discussed in Chapter II.

[5]Distributions of sample characteristics were tested with a Chi Square Goodness of Fit test using the relevant comparison population to determine expected frequencies.

[6]The non-community-based facilities in which the Behavior Survey was administered were the following: Brookwood and Goshen Secure Centers; Tryon Training School; Camps MacCormick, Annsville, Great Valley and Cass; South Kortright and South Lansing Special Centers.

[7]Based upon equivalency work done by Bruce Frederick of the Education Unit, the following conversions were used: (1) for reading screening, Woodcock Word Identification Subtest scores (Form A) were converted to WRAT (Wide Range Achievement Test - Level 2) equivalent scores using the following derived regression formula: $WRAT=14.621 + .34845*10\text{-}5*(WWIS + WWIS^3)$ where WWIS=Woodcock Word Identification Subtest raw score; 2) for math screening, Keymath Diagnostic Arithmetic scores (grade equivalent) were converted to WRAT (Level 2) equivalents using the following derived regression formula: $WRAT=6.36559 + 1.7*KM$ where KM=Keymath grade equivalent score.

Chapter III Footnotes
(continued)

[8]For purposes of RPS analysis "initial Program" was: 1) the residential program entered on the cohort entry date, or 2) the first residential program entered after less than 90 days of an initial counseling admission, or 3) the residential program entered within 45 days of cohort entry after a short residential stay in another program. Since RPS data were collected only for stays of 90 days or more, these three criteria were mutually exclusive.

[9]In order to control for the possible effects of history, community-based and non-community-based programs were all surveyed within the same six-week period during the second administration.

[10]Double negatives in questionnaire items were included in the Moos' version to reduce the statistical effect of 'response sets' -- a tendency by the respondent to answer in a particular direction (e.g., to agree) regardless of question content. Study staff relied on rapport with the youngsters to insure the validity of responses.

[11]An item analysis and item-by-item comparison of the COPES and CIES revealed that, while both instruments measure the same dimensions and while almost all of the items in CIES had substantial equivalents in the COPES, slight differences in the phrasing of items were critical. Combining the instruments by utilizing items common to both would thus be questionable due to decreased reliability and possible systematic biases.

[12]Responses from youngsters who had not been in program for at least one week were not used in the analysis, and at least 20 percent of the items in a particular social climate scale had to be complete before the scale was used. A minimum of three valid resident questionnaires for a particular unit were required before scores for a unit would be computed.

IV

FINDINGS: CHARACTERISTICS OF YOUNGSTERS AT INTAKE

As indicated in Chapter I, it is hypothesized that the four key objectives of Division programs are to: 1) improve education, 2) enhance employability, 3) improve self-esteem, and 4) reduce recidivism among youngsters referred to the Agency. In order to determine the impact of Division services on youngsters along these dimensions, various "outgo" measures (i.e., in icators of youngster progress or lack of it) were determined and are presented in Chapters VII and VIII. In this chapter, characteristics of youngsters pertaining to these four dimensions upon entry to the Division for Youth are presented, in order that relevant relationships between these dimensions and youngster demographic characteristics at entry into the Division may be appreciated.

In Chapter III, the instruments and data sources utilized throughout the Study are described; some of these instruments provided data concerning youngsters upon their entry to Division programs, some provide data describing the programs, themselves, and the remainder provide information concerning youngster progress upon termination of program services. As this chapter deals solely with youngster characteristics at entry to Division services, the data reported here were drawn from the following instruments: the Intake Assessment Form, the Self-Concept Inventory, the Behavior Survey, and Education Screening Data. As noted in Chapter III, the size of the groups sampled with each of these four instruments varied; Intake Assessment Form data were available for 505 of the 807 youngsters initially placed in residential programs, Self-Concept Inventory (initial) data, for 254 youngsters, Behavior Survey data for 172 youngsters, and Educational Screening data for 188 youngsters in Reading and 234 youngsters in Math (see Table III.1). Although

TABLE IV.1

DEMOGRAPHIC CHARACTERISTICS BY SEX

YOUNGSTER CHARACTERISTICS	SEX					
	Male		Female		TOTAL	
	%	(N)	%	(N)	%	(N)
Age:						
Under 12	03	(25)	03	(8)	03	(33)
12-13	09	(69)	08	(22)	08	(91)
14-15	53	(429)	49	(137)	52	(566)
16-17	32	(260)	35	(98)	33	(358)
Over 17	03	(20)	05	(13)	03	(33)
TOTAL	100	(803)	100	(278)	100	(1081)
Ethnicity:						
White	40	(318)	43	(120)	40	(438)
Black	45	(362)	49	(135)	46	(497)
Puerto Rican	13	(105)	05	(14)	11	(119)
Asian	<01	(1)	01	(2)	<01	(3)
American Indian	01	(7)	01	(4)	01	(11)
Other Hispanic	01	(7)	01	(3)	<01	(10)
TOTAL	100	(800)	100	(278)	100	(1078)
Adjudication:						
Volunteer	18	(142)	45	(121)	25	(263)
PINS	10	(80)	35	(93)	17	(173)
JDs	60	(468)	16	(44)	49	(512)
YOs	05	(41)	01	(3)	04	(44)
Restrictive JDs	03	(24)	00	(0)	02	(24)
Other	03	(23)	03	(8)	03	(31)
TOTAL	100	(778)	100	(269)	100	(1047)
Entry Type:						
First Admissions	53	(426)	41	(114)	50	(540)
Readmissions from Aftercare: No Extension or New Term	11	(90)	14	(39)	11	(129)
Readmissions from Aftercare: With Extension or New Term	04	(32)	01	(4)	03	(36)
New Admissions: Prior Term	03	(20)	02	(6)	02	(26)
Returnees from AWOL Status	07	(59)	06	(17)	07	(76)
New Admissions to Counseling or Assessment	18	(141)	34	(95)	21	(236)
New Admissions: Court Placement to Voluntary Agencies	04	(35)	01	(3)	03	(38)
TOTAL	100	(803)	100	(278)	100	(1081)

these five samples varied in size, there were only small differences between the distributions of youngsters in all five samples and the 807 youngsters initially placed in residential programs regarding the categories of sex, age, ethnicity, and adjudication. While relationships between education, employment, self-esteem and behavior and demographic characteristics may in some cases be inconclusive due to an insufficient number of youngsters in specific analyses, relationships which were meaningful for one subsample might well be applicable to the 807 youngsters initially placed in residential programs since there are no major dissimilarities between the groups.

Data contributing to the interpretation of each of the four dimensions were obtained from one or more of the aforementioned instruments. In order to fully understand the relationships existing between these dimensions and demographic characteristics, this chapter is divided into the following sections: A - Distributions of, and relationships among, demographic variables for all males and females in the Study cohort, as well as for subsamples; B - Distributions of, and relationships among, demographic characteristics and the areas of: (1) Education, (2) Employment, (3) Self-Esteem/Self-Concept, and (4) Behavior; C - Summary: key relationships and implications for later analyses.

A. Distributions of, and Relationships Among Demographic Variables

The Study cohort closely parallels the population of youngsters serviced by the Division in recent years. Table IV.1 shows that approximately three of every four youngsters were male, more than half were age 14 or 15, and the two largest ethnic groups were Black (46%) and White (40%); Puerto Ricans made up 11% of the Study sample. Compared to the distribution of sex and ethnicity in the general 10-19 year old population in New York State, the Division population over-represents males, Blacks and Puerto Ricans, and under-represents Whites and females.[1] In terms of adjudication, most youngsters who entered the Division during the four months making up the cohort entry period were JDs (49%), Volunteers (25%), or Persons in Need of Supervision (PINS) (17%). Regarding the mode of entry, the majority of the youngsters were first admissions to residential programs with no prior service in the Division (50%) or new admissions to non-residential counseling, again with no prior contact (21%).

In terms of the kind (level of restrictiveness) of programs to which the youngsters were admitted at entry, 22% were admitted to non-residential Counseling and Assessment, 20% to Level IV Non-Community-Based, non-secure facilities, and 17% to Level IV Group Homes and Urban STARTs. Most of the remainder went to Foster Care (13%) and Level II Non-Community-Based Limited Secure facilities (12%). Entry placements are more fully outlined in Chapter VI.

The relationships among demographic and admission characteristics are displayed for males and females separately in Table IV.2 and IV.3. A number of significant patterns among these data are worthy of mention. Although age distributions for the sexes were comparable, adjudication was not. Males were much more likely than females to have entered the Division as Juvenile Delinquents, Restrictive Juvenile Delinquents or Youthful Offenders (68% to 17%), while females were more likely to enter as Volunteers or PINS (80% to 28%). In fact, all Restrictive JD youngsters were male, as were 41 of the 44 YOs. Males and females thus differed dramatically in terms of the circumstances

surrounding their entry into the Division, insofar as those circumstances are measured by adjudication.

Regarding type of entry, males were more likely than females to be first admissions to residential programs (53% to 41%), and while only 18% of the males were new admissions to counseling or assessment, 34% of the females entered the Division in this fashion. Certain relationships between age and adjudication and entry type were found; for both sexes, Volunteers were over-represented among both the youngest and oldest age groups. Moreover, youngsters who entered the Division as new admissions to counseling or assessment were more likely than other entry types to be in the youngest age group. Ethnicity and adjudication were related such that for males, Blacks and Puerto Ricans were more likely than Whites to have been adjudicated as JDs while Whites were much more likely to enter the Division as PINS or YOs. Seventy-five percent of the Restrictive JDs were Black. In terms of entry type, for females, Whites were more likely than Blacks to have been first admissions to residential service.

A number of additional relationships among demographic variables deserve mention. In terms of age, although there were no differences between Black and White males, for females, 50% of the Blacks and only 31% of the Whites were sixteen or older. Regarding entry type, certain patterns held for both sexes; while youngsters who were readmissions tended to be sixteen and older, a disproportionate number of new admissions to counseling were among the youngest age group. Finally, in terms of ethnicity, 64% of the females who were first admissions to residential programs were White, and 33% Black; however, 68% of the females who were new admissions to counseling were Black and only 18% White. For males, youngsters who were readmissions with no new term were more likely to be White; those who were readmissions with new terms were more likely to be Black. Blacks and Puerto Ricans are over-represented among the direct private agency placements, which were 63% Black, 23% Puerto Rican and only 9% White.

Table IV.4 displays youngster characteristics by District and Region (geographic designations used by the Division) for males and females.[2] While some of the differences among Regions were expected (distributions of ethnic groups, for example) some merit special notice. Specifically, Region I (including the cities of Buffalo and Rochester) had a much higher proportion of Volunteers, and Region IV (New York City and Long Island) had a much lower proportion of PINS and YOs than did other Regions. In addition, 21 of 24 Restrictive JD youngsters (86%) in the Study cohort were from Region IV. Table IV.4 also shows that Region I, especially District 2 (Rochester) had a much higher proportion of youngsters who were new admissions to counseling and assessment than did other areas.

Relationships Between Study Subsamples and Total Cohort

Since many of the analyses conducted in this Study are based on subsample of the total cohort, the representativeness of these subsamples must be addressed. As discussed in Chapter III (Data Captured) and arrayed in Table III.1, the subsamples are quite comparable to the overall group, in terms of demographic characteristics, and even more similar to the initial residential placement population; this group is the critical baseline against which the subsamples should be compared, since data collection at intake was primarily focussed on those likely to receive Division residential services.

TABLE IV.2 a

DEMOGRAPHIC CHARACTERISTICS BY AGE
AND ETHNICITY FOR MALE YOUNGSTERS

	MALES																			
	AGE												ETHNICITY							
	Under 12		12-13		14-15		16-17		Over 17		Total		White		Black		Puerto Rican		Asian	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Age:																				
Under 12	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	48	(12)	36	(9)	12	(3)	04	(1)
12-13	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	28	(19)	53	(36)	18	(12)	00	(0)
14-15	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	40	(169)	47	(199)	12	(53)	00	(0)
16-17	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	44	(113)	41	(105)	14	(35)	00	(0)
Over 17	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	25	(5)	65	(13)	10	(2)	00	(0)
TOTAL	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	39	(318)	45	(362)	13	(105)	<1	(1)
Ethnicity:																				
White	04	(12)	06	(19)	53	(169)	36	(113)	02	(5)	100	(318)	-	(-)	-	(-)	-	(-)	-	(-)
Black	03	(9)	10	(36)	55	(199)	29	(105)	04	(13)	100	(362)	-	(-)	-	(-)	-	(-)	-	(-)
Puerto Rican	03	(3)	11	(12)	51	(53)	33	(35)	02	(2)	100	(105)	-	(-)	-	(-)	-	(-)	-	(-)
Asian	100	(1)	00	(0)	00	(0)	00	(0)	00	(0)	100	(1)	-	(-)	-	(-)	-	(-)	-	(-)
American Indian	00	(0)	00	(0)	71	(5)	29	(2)	00	(0)	100	(7)	-	(-)	-	(-)	-	(-)	-	(-)
Other Hispanic	00	(0)	14	(1)	29	(2)	57	(4)	00	(0)	100	(7)	-	(-)	-	(-)	-	(-)	-	(-)
TOTAL	03	(25)	09	(68)	54	(428)	32	(259)	03	(20)	100	(800)	-	(-)	-	(-)	-	(-)	-	(-)
Adjudication:																				
Volunteer	15	(21)	11	(15)	23	(32)	42	(60)	10	(14)	100	(142)	41	(58)	41	(58)	16	(22)	01	(1)
PINS	00	(0)	08	(6)	71	(57)	21	(17)	00	(0)	100	(80)	69	(55)	23	(18)	04	(3)	00	(0)
JDs	01	(4)	10	(45)	64	(298)	26	(121)	00	(0)	100	(468)	32	(149)	52	(241)	15	(69)	00	(0)
YOs	00	(0)	00	(0)	00	(0)	90	(37)	10	(4)	100	(41)	71	(29)	27	(11)	02	(1)	00	(0)
Restrictive JOs	00	(0)	00	(0)	79	(19)	21	(5)	00	(0)	100	(24)	13	(3)	75	(18)	13	(3)	00	(0)
Other	00	(0)	04	(1)	57	(13)	35	(8)	04	(1)	100	(23)	57	(13)	35	(8)	09	(2)	00	(0)
TOTAL	03	(25)	09	(67)	54	(419)	32	(248)	02	(19)	100	(778)	40	(307)	46	(354)	13	(100)	<1	(1)
Entry Type:																				
First Admissions	01	(2)	11	(45)	59	(253)	29	(122)	01	(4)	100	(426)	41	(175)	44	(188)	14	(58)	00	(0)
Readmissions from Aftercare: No Extension or New Term	00	(0)	01	(1)	29	(26)	60	(54)	10	(9)	100	(90)	51	(46)	37	(33)	10	(9)	00	(0)
Readmissions from Aftercare: With Extension or New Term	00	(0)	03	(1)	69	(22)	25	(8)	03	(1)	100	(32)	28	(9)	63	(20)	00	(0)	00	(0)
New Admissions: Prior Term	00	(0)	05	(1)	65	(13)	20	(4)	10	(2)	100	(20)	45	(9)	50	(10)	05	(1)	00	(0)
Returnees from AWOL Status	00	(0)	03	(2)	61	(36)	36	(21)	00	(0)	100	(59)	25	(15)	51	(30)	20	(12)	00	(0)
New Admissions to Counseling or Assessment	15	(21)	12	(17)	37	(52)	33	(47)	03	(4)	100	(141)	44	(61)	43	(59)	12	(17)	01	(1)
New Admissions: Court Placement to Voluntary Agencies	06	(2)	06	(2)	77	(27)	11	(4)	00	(0)	100	(35)	09	(3)	63	(22)	23	(8)	00	(0)
TOTAL	03	(25)	09	(69)	53	(429)	32	(260)	03	(20)	100	(803)	40	(318)	45	(362)	13	(105)	01	(1)

	MALES											
	ETHNICITY											
	American Indian		Other Hispanic		Total							
	%	(N)	%	(N)	%	(N)						
Age:												
Under 12	00	(0)	00	(0)	100	(25)						
12-13	00	(0)	02	(1)	100	(68)						
14-15	01	(5)	01	(2)	100	(428)						
16-17	01	(2)	02	(4)	100	(259)						
Over 17	00	(0)	00	(0)	100	(20)						
TOTAL	01	(7)	01	(7)	100	(800)						
Ethnicity:												
White	-	(-)	-	(-)	-	(-)						
Black	-	(-)	-	(-)	-	(-)						
Puerto Rican	-	(-)	-	(-)	-	(-)						
Asian	-	(-)	-	(-)	-	(-)						
American Indian	-	(-)	-	(-)	-	(-)						
Other Hispanic	-	(-)	-	(-)	-	(-)						
TOTAL	-	(-)	-	(-)	-	(-)						
Adjudication:												
Volunteer	00	(0)	01	(1)	100	(140)						
PINS	04	(3)	01	(1)	100	(80)						
JDs	01	(4)	01	(5)	100	(468)						
YOs	00	(0)	00	(0)	100	(41)						
Restrictive JOs	00	(0)	00	(0)	100	(24)						
Other	00	(0)	00	(0)	100	(23)						
TOTAL	01	(7)	01	(7)	100	(776)						
Entry Type:												
First Admissions	01	(2)	01	(3)	100	(426)						
Readmissions from Aftercare: No Extension or New Term	01	(1)	01	(1)	100	(90)						
Readmissions from Aftercare: With Extension or New Term	09	(3)	00	(0)	100	(32)						
New Admissions: Prior Term	00	(0)	00	(0)	100	(20)						
Returnees from AWOL Status	02	(1)	02	(1)	100	(59)						
New Admissions to Counseling or Assessment	00	(0)	00	(0)	100	(138)						
New Admissions: Court Placement to Voluntary Agencies	00	(0)	06	(2)	100	(35)						
TOTAL	01	(7)	01	(7)	100	(800)						

TABLE IV.2 b

DEMOGRAPHIC CHARACTERISTICS BY AGE AND
ETHNICITY FOR FEMALE YOUNGSTERS

	FEMALES																							
	AGE												ETHNICITY											
	Under 12		12-13		14-15		16-17		Over 17		Total		White		Black		Puerto Rican		Asian		American Indian		Other Hispanic		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Age:																								
Under 12	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	38	(3)	25	(2)	13	(1)	25	(2)	00	(0)	00	(0)	100	(8)
12-13	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	41	(9)	50	(11)	05	(1)	00	(0)	05	(1)	00	(0)	100	(22)
14-15	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	52	(71)	40	(55)	05	(7)	00	(0)	02	(2)	02	(2)	100	(137)
16-17	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	35	(34)	60	(59)	03	(3)	00	(0)	01	(1)	01	(1)	100	(98)
Over 17	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	23	(3)	62	(8)	15	(2)	00	(0)	00	(0)	00	(0)	100	(13)
TOTAL	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	43	(120)	49	(135)	05	(14)	01	(2)	01	(4)	01	(3)	100	(278)
Ethnicity:																								
White	03	(3)	08	(9)	59	(71)	28	(34)	03	(3)	100	(120)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
Black	02	(2)	08	(11)	41	(55)	44	(59)	06	(8)	100	(135)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
Puerto Rican	07	(1)	07	(1)	50	(7)	21	(3)	14	(2)	100	(14)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
Asian	100	(2)	00	(0)	00	(0)	00	(0)	00	(0)	100	(2)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
American Indian	00	(0)	25	(1)	50	(2)	25	(1)	00	(0)	100	(4)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
Other Hispanic	00	(0)	00	(0)	67	(2)	33	(1)	00	(0)	100	(3)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
TOTAL	03	(8)	08	(22)	49	(137)	35	(98)	05	(13)	100	(278)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
Adjudication:																								
Volunteer	06	(7)	07	(9)	31	(37)	46	(56)	10	(12)	100	(121)	31	(37)	58	(70)	07	(9)	02	(2)	03	(3)	00	(0)	100	(121)
PINS	00	(0)	07	(6)	66	(61)	28	(26)	00	(0)	100	(93)	59	(55)	38	(35)	01	(1)	00	(0)	01	(1)	01	(1)	100	(93)
JDs	02	(1)	09	(4)	68	(30)	18	(8)	02	(1)	100	(44)	46	(20)	43	(19)	07	(3)	00	(0)	00	(0)	05	(2)	100	(44)
YOs	00	(0)	00	(0)	00	(0)	100	(3)	00	(0)	100	(3)	100	(3)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	100	(3)
Other	00	(0)	13	(1)	63	(5)	25	(2)	00	(0)	100	(8)	50	(4)	50	(4)	00	(0)	00	(0)	00	(0)	00	(0)	100	(8)
TOTAL	03	(8)	07	(20)	49	(133)	35	(95)	05	(13)	100	(269)	44	(119)	48	(128)	05	(13)	01	(2)	02	(4)	01	(3)	100	(269)
Entry Type:																								
First Admissions	00	(0)	07	(8)	68	(78)	24	(27)	01	(1)	100	(114)	64	(73)	33	(37)	03	(3)	00	(0)	01	(1)	00	(0)	100	(114)
Readmissions from Aftercare: No Extension or New Term	03	(1)	00	(0)	28	(11)	62	(24)	08	(3)	100	(39)	46	(18)	46	(18)	08	(3)	00	(0)	00	(0)	00	(0)	100	(39)
Readmissions from Aftercare: With Extension or New Term	00	(0)	50	(2)	25	(1)	25	(1)	00	(0)	100	(4)	25	(1)	75	(3)	00	(0)	00	(0)	00	(0)	00	(0)	100	(4)
New Admissions: Prior Term	00	(0)	00	(0)	50	(3)	50	(3)	00	(0)	100	(6)	50	(3)	50	(3)	00	(0)	00	(0)	00	(0)	00	(0)	100	(6)
Returnees from AWOL Status	00	(0)	06	(1)	47	(8)	47	(8)	00	(0)	100	(17)	47	(8)	47	(8)	00	(0)	00	(0)	00	(0)	06	(1)	100	(17)
New Admissions to Counseling or Assessment	07	(7)	12	(11)	35	(33)	37	(35)	10	(9)	100	(95)	18	(17)	68	(65)	08	(8)	02	(2)	03	(3)	00	(0)	100	(95)
New Admissions: Court Placement to Voluntary Agencies	00	(0)	00	(0)	100	(3)	00	(0)	00	(0)	100	(3)	00	(0)	33	(1)	00	(0)	00	(0)	00	(0)	67	(2)	100	(3)
TOTAL	03	(8)	08	(22)	49	(137)	35	(98)	05	(13)	100	(278)	43	(120)	49	(135)	05	(14)	01	(2)	01	(4)	01	(3)	100	(278)

TABLE IV.3 a

DEMOGRAPHIC CHARACTERISTICS BY ADJUDICATION
AND ENTRY TYPE FOR MALE YOUNGSTERS

	MALES														
	ADJUDICATION							COHORT ENTRY TYPE							
	VOLUNTEERS	PINS	JUVENILE DELINQUENTS	YOUTHFUL OFFENDERS	RESTRICTIVE JDs	OTHERS	TOTAL	FIRST ADMISSIONS	READMISSIONS FROM AFTERCARE: NO EXTENSION OR NEW TERM	READMISSIONS FROM AFTERCARE: EXTENSION OR NEW TERM	NEW ADMISSIONS WITH PRIOR TERM	RETURNEES FROM AWOL STATUS	NEW ADMISSIONS TO COUNSELING OR ASSESSMENT	NEW ADMISSIONS: COURT PLACEMENT TO VOLUNTARY AGENCIES	TOTAL
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Age															
Under 12	84 (21)	00 (0)	16 (4)	00 (0)	00 (0)	00 (0)	100 (25)	08 (2)	00 (0)	00 (0)	00 (0)	00 (0)	84 (21)	08 (2)	100 (25)
12 - 13	22 (15)	09 (6)	67 (45)	00 (0)	00 (0)	02 (1)	100 (67)	65 (45)	01 (1)	01 (1)	01 (1)	03 (2)	25 (17)	03 (2)	100 (69)
14 - 15	08 (32)	14 (57)	71 (298)	00 (0)	05 (19)	03 (13)	100 (419)	59 (253)	06 (26)	05 (22)	03 (13)	08 (36)	12 (52)	06 (27)	100 (429)
16 - 17	24 (60)	07 (17)	49 (121)	15 (37)	02 (5)	03 (8)	100 (248)	47 (122)	21 (54)	03 (8)	02 (4)	08 (21)	18 (47)	02 (4)	100 (260)
Over 17	74 (14)	00 (0)	00 (0)	21 (4)	00 (0)	05 (1)	100 (19)	20 (4)	45 (9)	05 (1)	10 (2)	00 (0)	20 (4)	00 (0)	100 (20)
TOTAL	18 (142)	10 (80)	60 (468)	05 (41)	03 (24)	03 (23)	100 (778)	53 (426)	11 (90)	04 (32)	03 (20)	07 (59)	18 (141)	04 (35)	100 (803)
Ethnicity															
White	19 (58)	18 (55)	49 (149)	09 (29)	01 (3)	04 (13)	100 (307)	55 (175)	15 (46)	03 (9)	03 (9)	05 (15)	19 (61)	01 (3)	100 (318)
Black	16 (58)	05 (18)	68 (241)	03 (11)	05 (18)	02 (8)	100 (354)	52 (188)	09 (33)	06 (20)	03 (10)	08 (30)	16 (59)	06 (22)	100 (362)
Puerto Rican	22 (22)	03 (3)	69 (69)	01 (1)	03 (3)	02 (2)	100 (100)	55 (58)	09 (9)	00 (0)	01 (1)	11 (12)	16 (17)	08 (8)	100 (105)
Asian	100 (1)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	100 (1)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	100 (1)	00 (0)	100 (1)
American Indian	00 (0)	43 (3)	57 (4)	00 (0)	00 (0)	00 (0)	100 (7)	29 (2)	14 (1)	43 (3)	00 (0)	14 (1)	00 (0)	00 (0)	100 (7)
Other Hispanic	14 (1)	14 (1)	71 (5)	00 (0)	00 (0)	00 (0)	100 (7)	43 (3)	14 (1)	00 (0)	00 (0)	14 (1)	00 (0)	29 (2)	100 (7)
TOTAL	18 (140)	10 (80)	60 (468)	05 (41)	03 (24)	03 (23)	100 (776)	53 (426)	11 (90)	04 (32)	03 (20)	07 (59)	17 (138)	04 (35)	100 (800)
Adjudication															
Volunteer	-- --	-- --	-- --	-- --	-- --	-- --	-- --	18 (25)	20 (29)	01 (2)	01 (2)	01 (1)	59 (83)	00 (0)	100 (142)
PINS	-- --	-- --	-- --	-- --	-- --	-- --	-- --	66 (53)	10 (8)	04 (3)	00 (0)	08 (6)	11 (9)	01 (1)	100 (80)
JDs	-- --	-- --	-- --	-- --	-- --	-- --	-- --	60 (279)	09 (42)	05 (22)	04 (17)	11 (51)	05 (24)	07 (33)	100 (468)
YOs	-- --	-- --	-- --	-- --	-- --	-- --	-- --	76 (31)	10 (4)	05 (2)	02 (1)	00 (0)	07 (3)	00 (0)	100 (41)
Restrictive JDs	-- --	-- --	-- --	-- --	-- --	-- --	-- --	58 (14)	00 (0)	13 (3)	00 (0)	04 (1)	25 (6)	00 (0)	100 (24)
Others	-- --	-- --	-- --	-- --	-- --	-- --	-- --	48 (11)	22 (5)	00 (0)	00 (0)	00 (0)	26 (6)	04 (1)	100 (23)
TOTAL	-- --	-- --	-- --	-- --	-- --	-- --	-- --	53 (413)	11 (88)	04 (32)	03 (20)	08 (59)	17 (131)	05 (35)	100 (778)
Entry Type:															
First Admissions	06 (25)	13 (53)	68 (279)	08 (31)	03 (14)	03 (11)	100 (413)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Readmissions from Aftercare: No Extension or New Term	33 (29)	09 (8)	48 (42)	05 (4)	00 (0)	06 (5)	100 (88)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Readmissions from Aftercare: With Extension or New Term	06 (2)	09 (3)	69 (22)	06 (2)	09 (3)	00 (0)	100 (32)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
New Admissions: Prior Term	10 (2)	00 (0)	85 (17)	05 (1)	00 (0)	00 (0)	100 (20)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Returnees from AWOL Status	02 (1)	10 (6)	86 (51)	00 (0)	02 (1)	00 (0)	100 (59)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
New Admissions to Counseling or Assessment	63 (83)	07 (9)	18 (24)	02 (3)	05 (6)	05 (6)	100 (131)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
New Admissions: Court Placement to Voluntary Agencies	00 (0)	03 (1)	94 (33)	00 (0)	00 (0)	03 (1)	100 (35)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
TOTAL	18 (142)	10 (80)	60 (468)	05 (41)	03 (24)	03 (23)	100 (778)								

TABLE IV.3 b

DEMOGRAPHIC CHARACTERISTICS BY ADJUDICATION AND ENTRY TYPE FOR FEMALE YOUNGSTERS

	FEMALES													
	ADJUDICATION						COHORT ENTRY TYPE							
	VOLUNTEERS	PINS	JUVENILE DELINQUENTS	YOUTHFUL OFFENDERS	OTHERS	TOTAL	FIRST ADMISSIONS	READMISSIONS FROM AFTERCARE; NO EXTENSION OR NEW TERM	READMISSIONS FROM AFTERCARE; EXTENSION OR NEW TERM	NEW ADMISSIONS WITH PRIOR TERM	RETURNEES FROM AWOL STATUS	NEW ADMISSIONS TO COUNSELING OR ASSESSMENT	NEW ADMISSIONS: COURT PLACEMENT TO VOLUNTARY AGENCIES	TOTAL
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Age														
Under 12	88 (7)	00 (0)	13 (1)	00 (0)	00 (0)	100 (8)	00 (0)	13 (1)	00 (0)	00 (0)	00 (0)	88 (7)	00 (0)	100 (8)
12 - 13	45 (9)	30 (6)	20 (4)	00 (0)	05 (1)	100 (20)	36 (8)	00 (0)	09 (2)	00 (0)	05 (1)	50 (11)	00 (0)	100 (22)
14 - 15	28 (37)	46 (61)	23 (30)	00 (0)	04 (5)	100(133)	57 (78)	08 (11)	01 (1)	02 (3)	06 (8)	24 (33)	02 (3)	100(137)
16 - 17	59 (56)	27 (26)	08 (8)	03 (3)	02 (2)	100 (95)	28 (27)	25 (24)	01 (1)	03 (3)	08 (8)	36 (35)	00 (0)	100 (98)
Over 17	92 (12)	00 (0)	08 (1)	00 (0)	00 (0)	100 (13)	08 (1)	23 (3)	00 (0)	00 (0)	00 (0)	69 (9)	00 (0)	100 (13)
TOTAL	45(121)	35 (93)	16 (44)	01 (3)	03 (8)	100(269)	41(114)	14 (39)	01 (4)	02 (6)	06 (17)	34 (95)	01 (3)	100(278)
Ethnicity														
White	31 (37)	46 (55)	17 (20)	03 (3)	03 (4)	100(119)	61 (73)	15 (18)	01 (1)	03 (3)	07 (8)	14 (17)	00 (0)	100(120)
Black	55 (70)	27 (35)	15 (19)	00 (0)	03 (4)	100(128)	27 (37)	13 (18)	02 (3)	02 (3)	06 (8)	48 (65)	01 (1)	100(135)
Puerto Rican	69 (9)	08 (1)	23 (3)	00 (0)	00 (0)	100 (13)	21 (3)	21 (3)	00 (0)	00 (0)	00 (0)	57 (8)	00 (0)	100 (14)
Asian	100 (2)	00 (0)	00 (0)	00 (0)	00 (0)	100 (2)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	100 (2)	00 (0)	100 (2)
American Indian	75 (3)	25 (1)	00 (0)	00 (0)	00 (0)	100 (4)	25 (1)	00 (0)	00 (0)	00 (0)	00 (0)	75 (3)	00 (0)	100 (4)
Other Hispanic	00 (0)	33 (1)	67 (2)	00 (0)	00 (0)	100 (3)	00 (0)	00 (0)	00 (0)	00 (0)	33 (1)	00 (0)	67 (2)	100 (3)
TOTAL	45(121)	35 (93)	16 (44)	01 (3)	03 (8)	100(269)	41(114)	14 (39)	01 (4)	02 (6)	06 (17)	34 (95)	01 (3)	100(278)
Adjudication														
Volunteer	-- --	-- --	-- --	-- --	-- --	-- --	22 (26)	08 (10)	01 (1)	03 (4)	00 (0)	66 (80)	00 (0)	100(121)
PINS	-- --	-- --	-- --	-- --	-- --	-- --	62 (58)	23 (21)	01 (1)	01 (1)	08 (7)	04 (4)	01 (1)	100 (93)
JDs	-- --	-- --	-- --	-- --	-- --	-- --	50 (22)	14 (6)	05 (2)	02 (1)	18 (8)	07 (3)	05 (2)	100 (44)
YOs	-- --	-- --	-- --	-- --	-- --	-- --	67 (2)	33 (1)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	100 (3)
Other	-- --	-- --	-- --	-- --	-- --	-- --	38 (3)	13 (1)	00 (0)	00 (0)	13 (1)	38 (3)	00 (0)	100 (8)
TOTAL	-- --	-- --	-- --	-- --	-- --	-- --	41(111)	15 (39)	02 (4)	02 (6)	06 (16)	34 (90)	01 (3)	100(269)
Entry Type:														
First Admissions	23 (26)	52 (58)	20 (22)	02 (2)	03 (3)	100(111)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Readmissions from Aftercare: No Extension or New Term	26 (10)	54 (21)	15 (6)	03 (1)	03 (1)	100 (39)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Readmissions from Aftercare: With Extension or New Term	25 (1)	25 (1)	50 (2)	00 (0)	00 (0)	100 (4)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
New Admissions: Prior Term	67 (4)	17 (1)	17 (1)	00 (0)	00 (0)	100 (6)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Returnees from AWOL Status	00 (0)	44 (7)	50 (8)	00 (0)	06 (1)	100 (16)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
New Admissions to Counseling or Assessment	89 (80)	04 (4)	03 (3)	00 (0)	03 (3)	100 (90)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
New Admissions: Court Placement to Voluntary Agencies	00 (0)	33 (1)	67 (2)	00 (0)	00 (0)	100 (3)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
TOTAL	45(121)	35 (93)	16 (44)	01 (3)	03 (8)	100(269)	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --

TABLE IV.4 a

DEMOGRAPHIC CHARACTERISTICS BY REGION
AND DISTRICT FOR MALE YOUNGSTERS

YOUNGSTER CHARACTERISTICS:	MALES																				
	REGION I			REGION II			REGION III			REGION IV											
	District 1	District 2	TOTAL	District 1	District 2	TOTAL	District 1	District 2	TOTAL	NYC Special Services	District 1	District 2	District 3	TOTAL	GRAND TOTAL						
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)						
Age:																					
Under 12	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	02 (1)	<01 (1)	00 (0)	15 (23)	00 (0)	01 (1)	06 (24)	03 (25)						
12 - 13	12 (11)	06 (8)	08 (19)	09 (7)	05 (1)	08 (8)	04 (2)	06 (4)	05 (6)	00 (0)	15 (24)	08 (6)	07 (6)	10 (36)	09 (69)						
14 - 15	61 (58)	47 (60)	53 (118)	49 (40)	55 (11)	50 (51)	62 (34)	56 (35)	58 (69)	72 (26)	47 (74)	57 (42)	54 (45)	53 (191)	53 (429)						
16 - 17	25 (24)	45 (58)	37 (82)	39 (32)	40 (8)	39 (40)	35 (19)	34 (21)	34 (40)	28 (10)	23 (36)	28 (21)	33 (28)	27 (97)	32 (260)						
Over 17	02 (2)	02 (3)	02 (5)	04 (3)	00 (0)	02 (3)	00 (0)	02 (1)	<01 (1)	00 (0)	01 (2)	07 (5)	05 (4)	03 (11)	03 (20)						
TOTAL	100 (95)	100 (129)	100 (224)	100 (82)	100 (20)	100 (102)	100 (55)	100 (62)	100 (117)	100 (36)	100 (159)	100 (74)	100 (84)	100 (359)	100 (803)						
Ethnicity:																					
White	49 (46)	52 (67)	51 (113)	76 (62)	90 (18)	78 (80)	73 (40)	61 (38)	67 (78)	00 (0)	13 (20)	10 (7)	21 (18)	13 (47)	10 (318)						
Black	40 (38)	44 (57)	43 (95)	21 (17)	05 (1)	18 (18)	27 (15)	32 (20)	30 (35)	78 (28)	52 (82)	60 (44)	67 (56)	60 (213)	15 (362)						
Puerto Rican	06 (6)	04 (5)	05 (11)	01 (1)	00 (0)	01 (1)	00 (0)	07 (4)	03 (4)	22 (8)	33 (52)	30 (22)	07 (6)	25 (89)	13 (105)						
Other	04 (4)	00 (0)	02 (4)	02 (2)	05 (1)	03 (3)	00 (0)	00 (0)	00 (0)	00 (0)	01 (3)	01 (1)	05 (4)	02 (8)	01 (15)						
TOTAL	100 (94)	100 (129)	100 (223)	100 (82)	100 (20)	100 (102)	100 (55)	100 (62)	100 (117)	100 (36)	100 (157)	100 (74)	100 (84)	100 (357)	100 (800)						
Adjudication:																					
Volunteer	28 (26)	33 (40)	31 (66)	06 (5)	11 (2)	07 (7)	08 (4)	07 (4)	07 (8)	00 (0)	30 (46)	15 (11)	05 (4)	17 (61)	18 (142)						
PINS	24 (22)	07 (9)	14 (31)	18 (14)	16 (3)	17 (17)	19 (10)	10 (6)	14 (16)	00 (0)	01 (2)	07 (5)	11 (9)	05 (16)	10 (80)						
JDs	45 (42)	45 (54)	45 (96)	50 (40)	63 (12)	52 (52)	64 (34)	65 (39)	65 (73)	42 (15)	67 (102)	74 (55)	83 (68)	70 (246)	60 (468)						
YOs	01 (1)	08 (10)	05 (11)	18 (14)	05 (1)	15 (15)	09 (5)	13 (8)	12 (13)	00 (0)	01 (1)	00 (0)	01 (1)	01 (2)	05 (41)						
Restrictive JDs	00 (0)	02 (2)	01 (2)	01 (1)	00 (0)	01 (1)	00 (0)	00 (0)	00 (0)	58 (21)	00 (0)	00 (0)	00 (0)	06 (21)	03 (24)						
Other	02 (2)	05 (6)	04 (8)	08 (6)	05 (1)	07 (7)	00 (0)	05 (3)	03 (3)	00 (0)	01 (2)	04 (3)	00 (0)	01 (5)	03 (23)						
TOTAL	100 (93)	100 (121)	100 (214)	100 (80)	100 (19)	100 (99)	100 (53)	100 (60)	100 (113)	100 (36)	100 (153)	100 (74)	100 (82)	100 (351)	100 (778)						
Entry Type:																					
First Admissions	56 (53)	36 (46)	44 (99)	59 (48)	60 (12)	59 (60)	78 (43)	61 (38)	69 (81)	69 (25)	47 (74)	57 (42)	52 (44)	51 (185)	53 (426)						
Readmissions from Aftercare: No Extension or New Term	15 (14)	16 (21)	16 (35)	18 (15)	20 (4)	19 (19)	13 (7)	05 (3)	09 (10)	00 (0)	04 (7)	12 (9)	12 (10)	07 (26)	11 (90)						
Readmissions from Aftercare: With Extension or New Term	03 (3)	02 (3)	03 (6)	07 (6)	05 (1)	07 (7)	00 (0)	10 (6)	05 (6)	08 (3)	03 (5)	04 (3)	02 (2)	03 (13)	04 (32)						
New Admissions: Prior Term	05 (5)	02 (2)	03 (7)	02 (2)	00 (0)	02 (2)	02 (1)	03 (2)	03 (3)	00 (0)	01 (2)	03 (2)	05 (4)	02 (8)	03 (20)						
Returnees from AWOL Status	05 (5)	02 (2)	03 (7)	02 (2)	10 (2)	04 (4)	06 (3)	13 (8)	09 (11)	03 (1)	08 (12)	15 (11)	16 (13)	13 (37)	07 (59)						
New Admissions to Counseling or Assessment	16 (15)	43 (55)	31 (70)	11 (9)	05 (1)	10 (10)	02 (1)	08 (5)	05 (6)	19 (7)	26 (42)	04 (3)	04 (3)	15 (55)	18 (141)						
New Admissions: Court Placement to Voluntary Agencies	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	11 (17)	05 (4)	10 (8)	09 (35)	04 (35)						
TOTAL	100 (95)	100 (129)	100 (224)	100 (82)	100 (20)	100 (102)	100 (55)	100 (62)	100 (117)	100 (36)	100 (159)	100 (74)	100 (84)	100 (359)	100 (803)						

TABLE IV.4 b

DEMOGRAPHIC CHARACTERISTICS BY REGION
AND DISTRICT FOR FEMALE YOUNGSTERS

YOUNGSTER CHARACTERISTICS:	FEMALES																				
	REGION I			REGION II			REGION III			REGION IV						GRAND TOTAL					
	District 1	District 2	TOTAL	District 1	District 2	TOTAL	District 1	District 2	TOTAL	District 1	District 2	District 3	TOTAL								
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)								
Age at Cohort Entry:																					
Under 12	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	06 (1)	03 (1)	18 (7)	00 (0)	00 (0)	08 (7)							03 (8)	
12 - 13	08 (5)	04 (2)	06 (7)	09 (2)	13 (2)	10 (4)	04 (1)	00 (0)	03 (1)	22 (9)	00 (0)	04 (1)	11 (10)							08 (22)	
14 - 15	48 (29)	48 (26)	48 (55)	48 (11)	53 (8)	50 (19)	65 (15)	69 (11)	67 (26)	40 (16)	36 (8)	50 (12)	43 (37)							49 (137)	
16 - 17	33 (20)	43 (23)	38 (43)	44 (10)	33 (5)	39 (15)	26 (6)	25 (4)	26 (10)	18 (7)	55 (12)	46 (11)	34 (30)							35 (98)	
Over 17	10 (6)	06 (3)	08 (9)	00 (0)	00 (0)	00 (0)	04 (1)	00 (0)	03 (1)	03 (1)	09 (2)	00 (0)	03 (3)							05 (13)	
TOTAL	100 (60)	100 (54)	100 (114)	100 (23)	100 (15)	100 (38)	100 (23)	100 (16)	100 (39)	100 (40)	100 (22)	100 (24)	100 (87)							100 (278)	
Ethnicity:																					
White	37 (22)	41 (22)	39 (44)	83 (19)	100 (15)	89 (34)	78 (18)	69 (11)	74 (29)	13 (5)	09 (2)	25 (6)	15 (13)							43 (120)	
Black	53 (32)	50 (27)	52 (59)	17 (4)	00 (0)	10 (4)	17 (4)	31 (5)	23 (9)	68 (27)	77 (17)	75 (18)	72 (63)							49 (135)	
Puerto Rican	08 (5)	04 (2)	06 (7)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	10 (4)	14 (3)	00 (0)	08 (7)							05 (14)	
Other	02 (1)	06 (3)	04 (4)	00 (0)	00 (0)	00 (0)	04 (1)	00 (0)	02 (1)	10 (4)	00 (0)	00 (0)	05 (4)							03 (9)	
TOTAL	100 (60)	100 (54)	100 (114)	100 (23)	100 (15)	100 (38)	100 (23)	100 (16)	100 (39)	100 (40)	100 (22)	100 (24)	100 (87)							100 (278)	
Adjudication at Cohort Entry:																					
Volunteer	60 (36)	69 (35)	64 (71)	17 (4)	13 (2)	16 (6)	05 (1)	13 (2)	08 (3)	73 (27)	50 (11)	14 (3)	50 (41)							45 (121)	
PINS	28 (17)	16 (8)	23 (25)	57 (13)	60 (9)	58 (22)	68 (15)	56 (9)	63 (24)	08 (3)	32 (7)	55 (12)	27 (22)							35 (93)	
JD	10 (6)	12 (6)	11 (12)	13 (3)	13 (2)	13 (5)	27 (6)	19 (3)	24 (9)	19 (7)	18 (4)	27 (6)	22 (18)							16 (44)	
YO	00 (0)	00 (0)	00 (0)	09 (2)	00 (0)	05 (2)	00 (0)	06 (1)	03 (1)	00 (0)	00 (0)	00 (0)	00 (0)							01 (3)	
Other	02 (1)	04 (2)	03 (3)	04 (1)	13 (2)	08 (3)	00 (0)	06 (1)	03 (1)	00 (0)	00 (0)	05 (1)	01 (1)							03 (8)	
TOTAL	100 (60)	100 (51)	100 (111)	100 (23)	100 (15)	100 (38)	100 (22)	100 (16)	100 (38)	100 (37)	100 (22)	100 (22)	100 (82)							100 (269)	
Entry Type:																					
First Admissions	40 (24)	19 (10)	30 (34)	61 (14)	80 (12)	68 (26)	65 (15)	81 (13)	72 (28)	18 (7)	36 (8)	42 (10)	30 (26)							41 (114)	
Readmissions from Aftercare: No Extension or New Term	05 (3)	11 (6)	08 (9)	26 (6)	13 (2)	21 (8)	13 (3)	13 (2)	13 (5)	08 (3)	46 (10)	17 (4)	20 (17)							14 (39)	
Readmissions from Aftercare: With Extension or New Term	02 (1)	00 (0)	01 (1)	00 (0)	00 (0)	00 (0)	04 (1)	00 (0)	03 (1)	00 (0)	00 (0)	08 (2)	02 (2)							01 (4)	
New Admissions: Prior Term	05 (3)	00 (0)	03 (3)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	09 (2)	04 (1)	03 (3)							02 (6)	
Returnees from AWOL Status	03 (2)	00 (0)	02 (2)	13 (3)	07 (1)	10 (4)	17 (4)	00 (0)	10 (4)	03 (1)	05 (1)	21 (5)	08 (7)							06 (17)	
New Admissions to Counseling or Assessment	45 (27)	70 (38)	57 (65)	00 (0)	00 (0)	00 (0)	00 (0)	06 (1)	03 (1)	68 (27)	05 (1)	04 (1)	33 (29)							34 (95)	
New Admissions: Court Placement to Voluntary Agencies	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	05 (2)	00 (0)	04 (1)	03 (3)							01 (3)	
TOTAL	100 (60)	100 (54)	100 (114)	100 (23)	100 (15)	100 (38)	100 (23)	100 (16)	100 (39)	100 (40)	100 (22)	100 (24)	100 (87)							100 (278)	

Table IV.5 arrays age, ethnicity and adjudication by sex for the five subsamples and the group of youngsters who were Initial Residential Placements. While the Intake Assessment subsample parallels that of the Initial Residential Placement group very closely, the other subsamples have some variation. The Self-Concept Inventory youngsters were somewhat older than the Initial Residential Placement youngsters, and included a smaller proportion of female Volunteers. For males, the Behavior Survey sample, compared in the same fashion, over-represented Blacks and Restrictive JDs, while for females, the 14-15 year old age category and Blacks were over-represented. The Reading scores subsample under-represents male PINS and Volunteers, and for females, over-represents 14-15 year olds, and Whites. Finally the Math scores subsample under-represents male PINS, and over-represents females in the 14-15 age group.

While none of these sampling differences are of the magnitude to cause concern regarding the central analyses conducted for section B of this chapter, sampling peculiarities which were suspected of playing a role in relationships (or the absence of relationships) between and among certain variables, were explored and are discussed where appropriate.

In the following section, findings regarding intervention-relevant youngster characteristics are presented within the categories of education, employment/employability, self-esteem/self-concept, and behavior. These data are presented for the purpose of establishing the needs of youngsters entering the Division, and the relationships among these needs. Given the varying subsamples from which different variables are drawn, the total number of youngsters assessed also varies across these different variables. Unless otherwise specified, the findings presented are assumed to be representative of Division youngsters as a whole.

B. Distributions of, and Relationships Among, Demographic Characteristics and the Four Improvement Areas

As discussed in Chapter I, four primary objectives of the Division for Youth were hypothesized: 1) improve education, 2) enhance employability, 3) improve self-esteem, and 4) reduce recidivism among youngsters referred to the Agency. In this subsection, the pre-intervention status of youngsters at entry to Division services is discussed, focussing on these four areas. Appropriate variables were selected from the Intake Assessment Form, the Self-Concept Inventory, the Behavior Survey, and the Education Screening data; the focus within each section is on identifying (demographically) those youngsters most in need of improvement within that area.

1. Education

Seven variables were used as indicators of a youngster's educational status upon entry to the Division for Youth: the youngster's school status, self-ratings and ratings according to the school regarding the youngster's behavior and academic performance in school, reading score, and math score. On the school status item, drawn from the Intake Assessment Form, a youngster's Intake Assessment worker rated the youngster as attending school full-time, attending school part-time, attending school irregularly, having dropped out of school, or having been suspended from school. On the academic ratings, both youngster and school rated the youngster's academic performance and behavior in school as "poor", "fair", or "good". Reading and math achievement

TABLE IV.5

AGE, ETHNIC AND ADJUDICATORY DISTRIBUTIONS BY SEX FOR YOUNGSTERS IN THE SIX STUDY SAMPLES RELEVANT TO INTAKE CHARACTERISTICS

		AGE				ETHNICITY				ADJUDICATION					
		12-13	14-15	16-17	Total	White	Black	Puerto Rican	Total	Volunteer	PINS	JDs	YOs	Rest. JDs	Total
		% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
INITIAL RESIDENTIAL PLACEMENT															
	Male	08 (50)	57 (350)	34 (209)	100 (609)	41 (254)	46 (281)	13 (80)	100 (615)	10 (59)	12 (70)	69 (411)	06 (38)	03 (18)	100 (596)
	Female	06 (11)	58 (101)	36 (63)	100 (175)	58 (103)	38 (69)	03 (6)	100 (178)	24 (41)	51 (88)	23 (39)	02 (3)	00 (0)	100 (171)
	Total	08 (61)	58 (451)	35 (272)	100 (784)	45 (357)	44 (350)	11 (86)	100 (793)	13 (100)	21 (158)	59 (450)	05 (41)	02 (18)	100 (767)
INTAKE ASSESSMENT															
	Male	12 (47)	60 (239)	28 (111)	100 (397)	45 (178)	43 (172)	12 (47)	100 (397)	05 (20)	14 (51)	71 (268)	08 (30)	02 (7)	100 (376)
	Female	08 (8)	64 (67)	28 (29)	100 (104)	59 (62)	39 (41)	02 (2)	100 (105)	22 (22)	54 (53)	21 (21)	03 (3)	00 (0)	100 (99)
	Total	11 (55)	61 (306)	28 (140)	100 (501)	48 (240)	42 (213)	10 (49)	100 (502)	09 (42)	22 (104)	61 (289)	07 (33)	01 (7)	100 (475)
SELF-CONCEPT INVENTORY															
	Male	11 (23)	66 (139)	24 (50)	100 (212)	46 (97)	43 (91)	11 (23)	100 (211)	05 (11)	13 (26)	71 (144)	06 (13)	04 (8)	100 (202)
	Female	00 (0)	76 (31)	24 (10)	100 (41)	46 (19)	46 (19)	07 (3)	100 (41)	13 (5)	54 (21)	31 (12)	03 (1)	00 (0)	100 (39)
	Total	09 (23)	67 (170)	24 (60)	100 (253)	46 (116)	44 (110)	10 (26)	100 (252)	07 (16)	20 (47)	65 (156)	06 (14)	03 (8)	100 (241)
BEHAVIOR SURVEY															
	Male	10 (14)	63 (87)	27 (37)	100 (138)	29 (40)	56 (77)	15 (21)	100 (138)	06 (8)	11 (14)	68 (90)	06 (8)	09 (12)	100 (132)
	Female	00 (0)	74 (23)	26 (8)	100 (31)	42 (14)	48 (16)	09 (3)	100 (33)	16 (5)	52 (16)	26 (8)	06 (2)	00 (0)	100 (31)
	Total	08 (14)	65 (110)	27 (45)	100 (169)	32 (54)	54 (93)	14 (24)	100 (171)	08 (13)	18 (30)	60 (98)	06 (10)	07 (12)	100 (163)
READING															
	Male	13 (20)	60 (96)	28 (44)	100 (160)	36 (58)	50 (80)	14 (23)	100 (161)	04 (6)	06 (10)	74 (114)	10 (15)	06 (10)	100 (155)
	Female	00 (0)	85 (23)	15 (4)	100 (27)	74 (20)	26 (7)	00 (0)	100 (27)	22 (6)	52 (14)	26 (7)	00 (0)	00 (0)	100 (31)
	Total	11 (20)	64 (119)	26 (48)	100 (187)	41 (78)	46 (87)	12 (23)	100 (188)	07 (12)	13 (24)	66 (121)	08 (15)	05 (10)	100 (186)
MATH															
	Male	11 (22)	62 (119)	27 (51)	100 (192)	36 (69)	49 (93)	15 (29)	100 (191)	06 (11)	07 (12)	74 (136)	09 (16)	05 (9)	100 (184)
	Female	00 (0)	83 (34)	17 (7)	100 (41)	61 (25)	39 (16)	00 (0)	100 (41)	15 (6)	56 (22)	26 (10)	03 (1)	00 (0)	100 (39)
	Total	09 (22)	66 (153)	25 (58)	100 (233)	41 (94)	47 (109)	13 (29)	100 (232)	08 (17)	15 (34)	65 (146)	08 (17)	04 (9)	100 (223)

scores were based on the results of screening tests administered to the youngsters shortly after entry to the Division for Youth; for the purposes of presentation, these scores were categorized as "low", "moderate", or "high".[3]

Table IV.6 displays the seven education indicator scores by sex. A higher percentage of females than males were attending school full time, rated their own academic performance and behavior in school as "good," and scored "high" on reading and math achievement. Additionally, a smaller percentage of females than males rated their own behavior in school as "poor." Thus, males were more in need of improvement in education than were females as indicated by youngsters' scores on the seven indicators.

Among males alone (Table IV.7), a higher percentage of younger (12-13 year old) boys rated themselves "poor" on academic performance and behavior in school, had their behavior rated "poor" by school officials, and scored "low" on their reading achievement scores. Older (16-17 year old) males were less likely than others to have their behavior rated "poor" by school officials.

Among ethnic groups, a smaller percentage of White males than others were attending school irregularly (Table IV.7), and more White males than others scored "high" on reading and math achievement scores. Blacks were less likely than others to rate their behavior in school as "good," and a greater percentage of Blacks scored "low" on their math achievement score. Although more Puerto Ricans than others rated their own behavior in school as "good," a higher percentage of Puerto Ricans scored "poor" on their reading achievement scores.

Regarding adjudication, male Volunteers were more likely than others to be attending school full time, to have school officials rate their academic performance as "good," to rate themselves as "good" on behavior in school, and to have had their schools rate their behavior as "good." More PINS than males in other adjudicatory groups scored "high" on their reading achievement scores, and Juvenile Delinquents more often scored "low" on their reading and math achievement scores; Juvenile Delinquents scored lower on reading even when age was controlled (JDs were younger than other adjudicatory groups). Although a greater percentage of Volunteers scored "low" in reading, this percentage is not a reliable one on which to base conclusions, as the reading sample contained only six Volunteers. A greater percentage of Youthful Offenders were attending school part time, and Youthful Offenders were more likely than others to score "high" on their reading achievement scores. Although a greater percentage of Restrictive Juvenile Delinquents than others rated themselves "poor" on academic performance, the small number (6) of Restrictive Juvenile Delinquents with academic ratings renders this figure inconclusive.

In summary, males most in need of improvement in education, as indicated by their scores on these seven indicators, were younger boys, minorities, and Juvenile Delinquents.

Among females, no comparisons can be made regarding math and reading achievement, due to the small numbers of girls within these samples (Table IV.8). Regarding age, a greater percentage of 14-15 year-olds than 16-17 year-olds were attending school irregularly, but older girls were more likely to have dropped out (there were too few 12-13 year-olds to permit comparison). Older girls were more likely to rate themselves, and to be rated by their

TABLE IV.6

EDUCATION SCORES BY SEX

	MALE		FEMALE		TOTAL	
	%	(N)	%	(N)	%	(N)
SCHOOL STATUS:						
Attending Full Time	36	(134)	47	(47)	38	(181)
Attending Part Time	02	(9)	01	(1)	02	(10)
Attending Irregularly	41	(153)	35	(35)	40	(188)
Suspended	11	(42)	12	(12)	11	(54)
Drop Out	09	(34)	06	(6)	09	(40)
Total	100	(372)	100	(101)	100	(473)
ACADEMIC PERFORMANCE: According to Youngster						
Poor	38	(143)	32	(32)	37	(175)
Fair	45	(166)	33	(33)	42	(199)
Good	17	(63)	36	(36)	21	(99)
Total	100	(372)	100	(101)	100	(473)
ACADEMIC PERFORMANCE: According to Youngster's School						
Poor	69	(183)	53	(40)	65	(223)
Fair	25	(67)	32	(24)	27	(91)
Good	06	(17)	15	(11)	08	(28)
Total	100	(267)	100	(75)	100	(342)
BEHAVIOR IN SCHOOL: According to Youngster						
Poor	32	(119)	21	(21)	30	(140)
Fair	44	(162)	46	(45)	44	(207)
Good	24	(90)	33	(33)	26	(123)
Total	100	(371)	100	(99)	100	(470)
BEHAVIOR IN SCHOOL: According to Youngster's School						
Poor	65	(171)	56	(42)	63	(213)
Fair	25	(66)	27	(20)	25	(86)
Good	10	(26)	17	(13)	12	(39)
Total	100	(263)	100	(75)	100	(338)
READING ACHIEVEMENT SCORE:						
Poor	26	(42)	00	(0)	22	(42)
Fair	55	(89)	37	(10)	53	(99)
Good	19	(30)	63	(17)	25	(47)
Total	100	(161)	100	(27)	100	(188)
MATH ACHIEVEMENT SCORE:						
Poor	28	(53)	07	(3)	24	(56)
Fair	51	(98)	46	(19)	50	(117)
Good	22	(42)	46	(19)	26	(61)
Total	100	(193)	100	(41)	100	(234)

TABLE IV.7

SCHOOL STATUS BY AGE, ETHNICITY, AND ADJUDICATION FOR MALES

	MALES																			
	AGE				ETHNICITY				ADJUDICATION											
	12-13		14-15		16-17		Total		White		Black		Puerto Rican		Total		Vol.		PINS	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
SCHOOL STATUS:																				
Attending Full Time	33	(14)	39	(88)	30	(30)	36	(132)	35	(60)	38	(61)	30	(12)	36	(133)	82	(14)	25	(11)
Attending Part Time	00	(0)	02	(5)	04	(4)	02	(9)	04	(7)	01	(2)	00	(0)	02	(9)	00	(0)	02	(1)
Attending Irregularly	48	(20)	44	(101)	32	(32)	41	(153)	34	(57)	46	(73)	55	(22)	41	(152)	12	(2)	52	(23)
Suspended	02	(1)	06	(14)	26	(26)	11	(41)	15	(26)	08	(12)	10	(4)	11	(42)	06	(1)	09	(4)
Drop Out	17	(7)	09	(20)	07	(7)	09	(34)	12	(20)	07	(11)	05	(2)	09	(33)	00	(0)	11	(5)
Total	100	(42)	100	(228)	100	(99)	100	(369)	100	(170)	100	(159)	100	(40)	100	(369)	100	(17)	100	(44)
ACADEMIC PERFORMANCE: According to Youngster																				
Poor	55	(23)	38	(84)	35	(36)	39	(143)	38	(63)	36	(56)	50	(22)	38	(141)	26	(5)	36	(17)
Fair	29	(12)	45	(101)	49	(51)	44	(164)	45	(75)	48	(76)	32	(14)	45	(165)	42	(8)	40	(19)
Good	17	(7)	17	(38)	16	(17)	17	(62)	18	(30)	16	(25)	18	(8)	17	(63)	32	(6)	23	(11)
Total	100	(42)	100	(223)	100	(104)	100	(369)	100	(168)	100	(157)	100	(44)	100	(369)	100	(19)	100	(47)
ACADEMIC PERFORMANCE: According to Youngster's School																				
Poor	65	(20)	71	(123)	65	(40)	69	(183)	64	(94)	73	(72)	81	(17)	69	(183)	46	(6)	70	(26)
Fair	29	(9)	24	(42)	26	(16)	25	(67)	29	(42)	21	(21)	14	(3)	25	(66)	31	(4)	27	(10)
Good	06	(2)	05	(8)	10	(6)	06	(16)	07	(10)	06	(6)	05	(1)	06	(17)	23	(3)	03	(1)
Total	100	(31)	100	(173)	100	(62)	100	(266)	100	(146)	100	(99)	100	(21)	100	(266)	100	(13)	100	(37)
BEHAVIOR IN SCHOOL: According to Youngster																				
Poor	50	(21)	31	(70)	27	(28)	32	(119)	32	(53)	32	(50)	35	(15)	32	(118)	05	(1)	33	(15)
Fair	33	(14)	43	(97)	48	(49)	43	(160)	43	(72)	50	(79)	23	(10)	44	(161)	45	(9)	46	(21)
Good	17	(7)	25	(56)	25	(26)	24	(89)	25	(42)	18	(29)	42	(18)	24	(89)	50	(10)	22	(10)
Total	100	(42)	100	(223)	100	(103)	100	(368)	100	(167)	100	(158)	100	(43)	100	(368)	100	(20)	100	(46)
BEHAVIOR IN SCHOOL: According to Youngster's School																				
Poor	83	(25)	68	(118)	48	(28)	65	(171)	64	(90)	67	(68)	68	(13)	66	(171)	31	(4)	66	(23)
Fair	13	(4)	23	(40)	38	(22)	25	(66)	26	(37)	24	(24)	16	(3)	25	(64)	38	(5)	22	(8)
Good	03	(1)	09	(16)	14	(8)	10	(25)	10	(14)	09	(9)	16	(3)	10	(26)	31	(4)	11	(4)
Total	100	(30)	100	(174)	100	(58)	100	(262)	100	(141)	100	(101)	100	(19)	100	(261)	100	(13)	100	(35)
READING ACHIEVEMENT SCORE:																				
Poor	50	(10)	25	(24)	16	(7)	26	(41)	03	(2)	35	(28)	52	(12)	26	(42)	33	(2)	10	(1)
Fair	45	(9)	57	(55)	57	(25)	56	(89)	60	(35)	56	(45)	39	(9)	55	(89)	33	(2)	70	(7)
Good	05	(1)	18	(17)	27	(12)	19	(30)	36	(21)	09	(7)	09	(2)	19	(30)	33	(2)	20	(2)
Total	100	(20)	100	(96)	100	(44)	100	(160)	100	(58)	100	(80)	100	(23)	100	(161)	100	(6)	100	(10)
MATH ACHIEVEMENT SCORE:																				
Poor	41	(9)	28	(33)	20	(10)	27	(52)	07	(5)	40	(37)	34	(10)	27	(52)	09	(1)	08	(1)
Fair	55	(12)	48	(58)	55	(28)	51	(98)	51	(35)	48	(45)	59	(17)	51	(97)	55	(6)	33	(4)
Good	05	(1)	24	(28)	25	(13)	22	(42)	42	(29)	12	(11)	07	(2)	22	(42)	36	(4)	58	(7)
Total	100	(22)	100	(119)	100	(51)	100	(192)	100	(69)	100	(93)	100	(29)	100	(191)	100	(11)	100	(12)

	MALES																			
	ADJUDICATION																			
	JD		YO		Rest. JD		Total													
	%	(N)	%	(N)	%	(N)	%	(N)												
SCHOOL STATUS:																				
Attending Full Time	38	(96)	23	(7)	43	(3)	38	(131)												
Attending Part Time	01	(3)	10	(3)	00	(0)	02	(7)												
Attending Irregularly	45	(114)	10	(3)	57	(4)	42	(146)												
Suspended	07	(17)	50	(15)	00	(0)	11	(37)												
Drop Out	08	(21)	07	(2)	00	(0)	08	(28)												
Total	100	(251)	100	(30)	100	(7)	100	(349)												
ACADEMIC PERFORMANCE: According to Youngster																				
Poor	41	(102)	32	(9)	83	(5)	33	(138)												
Fair	44	(111)	54	(15)	17	(1)	37	(154)												
Good	15	(37)	14	(4)	00	(0)	29	(121)												
Total	100	(250)	100	(28)	100	(6)	100	(413)												
ACADEMIC PERFORMANCE: According to Youngster's School																				
Poor	71	(122)	83	(15)	67	(4)	70	(173)												
Fair	24	(41)	06	(1)	33	(2)	23	(58)												
Good	06	(10)	11	(2)	00	(0)	06	(16)												
Total	100	(173)	100	(18)	100	(6)	100	(247)												
BEHAVIOR IN SCHOOL: According to Youngster																				
Poor	34	(84)	25	(7)	50	(3)	32	(110)												
Fair	44	(108)	46	(13)	50	(3)	44	(154)												
Good	22	(55)	29	(8)	00	(0)	24	(83)												
Total	100	(247)	100	(28)	100	(6)	100	(347)												
BEHAVIOR IN SCHOOL: According to Youngster's School																				
Poor	69	(119)	47	(8)	83	(5)	65	(159)												
Fair	22	(37)	41	(7)	17	(1)	24	(58)												
Good	09	(16)	12	(2)	00	(0)	11	(26)												
Total	100	(172)	100	(17)	100	(6)	100	(243)												
READING ACHIEVEMENT SCORE:																				
Poor	30	(34)	07	(1)	20	(2)	26	(40)												
Fair	56	(64)	47	(7)	70	(7)	56	(87)												
Good	14	(16)	47	(7)	10	(1)	18	(28)												
Total	100	(114)	100	(15)	100	(10)	100	(155)												
MATH ACHIEVEMENT SCORE:																				
Poor	34	(46)	06	(1)	33	(3)	28	(52)												
Fair	52	(71)	56	(9)	56	(5)	52	(95)												
Good	14	(19)	38	(6)	11	(1)	20	(37)												
Total	100	(136)	100	(16)	100	(9)	100	(184)												

TABLE IV.8

SCHOOL STATUS BY AGE, ETHNICITY AND ADJUDICATION FOR FEMALES

	FEMALES																			
	AGE				ETHNICITY				ADJUDICATION											
	12-13		14-15		16-17		Total		White		Black		Puerto Rican		Total		Vol.		PINS		JD		YO		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
SCHOOL STATUS:																				
Attending Full Time	50	(4)	48	(31)	41	(11)	46	(46)	40	(24)	54	(21)	100	(2)	47	(47)	50	(10)	47	(24)	57	(12)	00	(0)	40	(46)
Attending Part Time	00	(0)	00	(0)	04	(1)	01	(1)	00	(0)	03	(1)	00	(0)	01	(1)	05	(1)	00	(0)	00	(0)	00	(0)	01	(1)
Attending Irregularly	38	(3)	42	(27)	19	(5)	35	(35)	42	(25)	26	(10)	00	(0)	35	(35)	20	(4)	35	(18)	38	(8)	33	(1)	33	(31)
Suspended	00	(0)	05	(3)	33	(9)	12	(12)	13	(8)	10	(4)	00	(0)	12	(12)	20	(4)	10	(5)	00	(0)	67	(2)	12	(11)
Drop Out	13	(1)	06	(4)	04	(1)	06	(6)	05	(3)	08	(3)	00	(0)	06	(6)	05	(1)	08	(4)	05	(1)	00	(0)	06	(6)
Total	100	(8)	100	(65)	100	(27)	100	(100)	100	(60)	100	(39)	100	(2)	100	(101)	100	(20)	100	(51)	100	(21)	100	(3)	100	(95)
ACADEMIC PERFORMANCE: According to Youngster																				
Poor	00	(0)	38	(25)	26	(7)	32	(32)	35	(22)	27	(10)	00	(0)	32	(32)	05	(1)	40	(21)	24	(5)	67	(2)	30	(29)
Fair	29	(2)	38	(25)	19	(5)	32	(32)	35	(22)	24	(9)	100	(2)	33	(33)	40	(8)	31	(16)	33	(7)	33	(1)	33	(32)
Good	71	(5)	24	(16)	56	(15)	36	(36)	29	(18)	49	(18)	00	(0)	36	(36)	55	(11)	29	(15)	43	(9)	00	(0)	36	(35)
Total	100	(7)	100	(66)	100	(27)	100	(100)	100	(62)	100	(37)	100	(2)	100	(101)	100	(20)	100	(52)	100	(21)	100	(3)	100	(96)
ACADEMIC PERFORMANCE: According to Youngster's School																				
Poor	17	(1)	61	(33)	43	(6)	54	(40)	53	(25)	56	(15)	00	(0)	53	(40)	40	(4)	50	(26)	39	(7)	100	(1)	53	(30)
Fair	67	(4)	31	(17)	14	(2)	31	(23)	34	(16)	26	(7)	100	(1)	32	(24)	30	(3)	20	(12)	46	(8)	00	(0)	32	(23)
Good	17	(1)	07	(4)	43	(6)	15	(11)	13	(6)	19	(5)	00	(0)	15	(11)	30	(3)	12	(5)	17	(3)	00	(0)	15	(11)
Total	100	(6)	100	(54)	100	(14)	100	(74)	100	(47)	100	(27)	100	(1)	100	(75)	100	(10)	100	(43)	100	(18)	100	(1)	100	(72)
BEHAVIOR IN SCHOOL: According to Youngster																				
Poor	14	(1)	23	(15)	19	(5)	21	(21)	18	(11)	24	(9)	50	(1)	21	(21)	05	(1)	27	(14)	25	(5)	00	(0)	23	(20)
Fair	43	(3)	55	(36)	23	(6)	46	(45)	52	(31)	35	(13)	50	(1)	45	(45)	40	(8)	45	(23)	40	(8)	100	(3)	41	(36)
Good	43	(3)	22	(14)	58	(15)	33	(32)	30	(18)	41	(15)	00	(0)	33	(33)	55	(11)	27	(14)	35	(7)	00	(0)	36	(32)
Total	100	(7)	100	(65)	100	(26)	100	(98)	100	(60)	100	(37)	100	(2)	100	(99)	100	(20)	100	(51)	100	(20)	100	(3)	100	(88)
BEHAVIOR IN SCHOOL: According to Youngster's School																				
Poor	50	(3)	59	(32)	50	(7)	57	(42)	53	(25)	59	(16)	100	(1)	56	(42)	22	(2)	58	(26)	71	(12)	100	(1)	57	(41)
Fair	33	(2)	30	(16)	14	(2)	27	(20)	28	(13)	26	(7)	00	(0)	27	(20)	44	(4)	27	(12)	12	(2)	00	(0)	25	(18)
Good	17	(1)	11	(6)	36	(5)	16	(12)	19	(9)	15	(4)	00	(0)	17	(13)	33	(3)	16	(7)	18	(3)	00	(0)	18	(13)
Total	100	(6)	100	(54)	100	(14)	100	(74)	100	(47)	100	(27)	100	(1)	100	(75)	100	(9)	100	(45)	100	(17)	100	(1)	100	(72)
READING ACHIEVEMENT SCORE:																				
Poor	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
Fair	00	(0)	43	(10)	00	(0)	37	(10)	35	(7)	43	(3)	00	(0)	37	(10)	33	(2)	36	(5)	43	(3)	00	(0)	37	(10)
Good	00	(0)	57	(13)	100	(4)	63	(17)	65	(13)	57	(4)	00	(0)	63	(17)	67	(4)	64	(9)	57	(4)	00	(0)	63	(17)
Total	00	(0)	100	(23)	100	(4)	100	(27)	100	(20)	100	(7)	00	(0)	100	(27)	100	(6)	100	(14)	100	(7)	100	(0)	100	(27)
MATH ACHIEVEMENT SCORE:																				
Poor	00	(0)	09	(3)	00	(0)	07	(3)	04	(1)	13	(2)	00	(0)	07	(3)	00	(0)	05	(1)	20	(2)	00	(0)	00	(3)
Fair	00	(0)	44	(15)	57	(4)	46	(19)	40	(10)	56	(9)	00	(0)	46	(19)	67	(4)	32	(7)	60	(6)	100	(1)	46	(18)
Good	00	(0)	47	(16)	43	(3)	46	(19)	56	(14)	31	(5)	00	(0)	46	(19)	33	(2)	64	(14)	20	(2)	00	(0)	46	(18)
Total	00	(0)	100	(34)	100	(7)	100	(41)	100	(25)	100	(16)	00	(0)	100	(41)	100	(6)	100	(22)	100	(10)	100	(1)	100	(39)

TABLE IV.9

EMPLOYMENT STATUS BY SEX

	MALE		FEMALE		TOTAL	
	%	(N)	%	(N)	%	(N)
EMPLOYMENT STATUS:						
Not Employed, Not Seeking Work	76	(287)	78	(78)	76	(365)
Not Employed, Looking for Work	12	(47)	17	(17)	13	(64)
Employed, Part Time/Irregular	09	(35)	04	(4)	08	(39)
Employed, Full Time	02	(9)	01	(1)	02	(10)
Total	100	(378)	100	(100)	100	(478)
WALTHER WORK-RELEVANT ATTITUDES INVENTORY (TOTAL) SCORE:						
Poor	37	(79)	38	(15)	38	(94)
Fair	35	(73)	38	(15)	35	(88)
Good	28	(59)	25	(10)	28	(69)
Total	100	(211)	100	(40)	100	(251)

school officials, as "good" on academic performance and behavior in school. In terms of ethnicity, more Black females than Whites rated their academic performance "good" (there were too few Puerto Rican females to permit comparison).

Compared to other females, a higher percentage of Volunteers rated their behavior in school as "good" (this relationship held when controlling for age) and a smaller percentage had their schools rate their behavior as "poor." Although female Youthful Offenders were more likely than other adjudication groups to have dropped out, the small number (3) of YOs in the sample makes any comparison tenuous.

In summary, the only group of girls identifiable as being more in need of improvement in education, as suggested by their scores on these seven indicators, were 14-15 year-olds. Differences among ethnic and adjudicatory groups were not substantial.

In summary, youngsters more in need of improvement in education were 12-13 year-old males and 14-15 year-old females; the identification of this age group among males is based on their poorer showings on both academic ratings (performance and behavior) and achievement (reading scores), while the identification of this age group among females is based primarily on academic ratings alone. When ethnicity is considered, Black and Puerto Rican males were more in need of improvement than Whites, primarily in the areas of achievement (Blacks scoring lower on math and Puerto Ricans scoring lower on reading); ethnicity was not a factor with females. While adjudicatory groups did not differentiate among females on need for improvement, male Juvenile Delinquents were more in need of improvement than others, based on their poorer reading and math achievement scores.

2. Employment/Employability

Two indicators were used in the measurement of employability of youngsters: the youngster's Employment Status (from the Intake Assessment Form), and the Walther Work-Relevant Attitudes Inventory (Total) score. On the first items, Intake Assessment workers were required to choose one of four descriptions to characterize the youngster's employment status at intake: 1) not employed, not looking for work, 2) not employed, looking for work, 3) employed, part-time/irregular, or 4) employed, full-time. The second measure of employability, the youngster's total score on the Walther Work-Relevant Attitudes Inventory (WRAI), is reported for purposes of comparison as "low," "moderate," or "high."[4]

There were no differences overall between males and females on either the Employment Status item or the WRAI total score (Table IV.9). Among males alone, a greater percentage of younger boys than others were neither employed nor looking for work (Table IV.10). More older boys than others were employed full time or looking for work, and scored "high" on the WRAI (were more employable). Among ethnic groups, a greater percentage of Whites than other males were employed part-time or full-time. More Blacks than others were neither employed nor looking for work, while a higher percentage of Puerto Ricans were looking for work.

Comparing adjudicatory groups for males, more Volunteers than others were looking for work, a disproportionately high number of Juvenile Delinquents

were neither employed nor looking for work, and more Youthful Offenders than others were employed full-time (caution is advised in interpreting this last finding, due to the small number of males employed full-time). Although all Restrictive Juvenile Delinquents were neither employed nor looking for work, and a greater percentage of these youngsters scored "poor" on the WRAI (were less employable) there were too few (7) boys in this adjudicatory category to permit comparisons. In summary, males most in need of improvement in the area of employment/employability as indicated by their employment status and WRAI scores, were younger boys, Blacks, and Juvenile Delinquents.

Among females, there were too few 12-13 year-olds in either the Intake Assessment or Self-Concept Inventory samples to permit comparisons; consequently, only distinctions between 14-15 and 16-17 year-olds may be made. A greater percentage of 14-15 year-old females were neither employed nor looking for work (Table IV.11). Regarding ethnicity, while there were no differences between Black and White females on the employment status item, White females scored higher on the WRAI than did Blacks (there were too few Puerto Rican females to permit comparison). In terms of adjudication, female Volunteers were more likely than others to be looking for work.

Youngsters most in need of improvement in employment/employability, then, were 12-13 year-olds among males and 14-15 year-olds among females, based on their employment status ratings for both sexes and their WRAI scores, for males. The finding that, for both males and females, the younger age groups were more in need of improvement in employment status is an expected one. This indicator is obviously an age-related one; that is, older youngsters would be more likely than younger ones to be employed because of legal constraints which inhibit youngsters under the age of sixteen from obtaining formal employment. Blacks and Juvenile Delinquents among males were more in need of improvement in employment/employability, based solely on their employment status; there were no distinctions among ethnic or adjudicatory groups for females.

3. Self-Esteem/Self-Concept

Four measures were used to determine youngsters' self-esteem at Intake: The Coopersmith Self-Esteem Inventory (Total) score, the Deinstitutionalization of Status Offenders (DSO) Agency Label score, the DSO Justice Label score and the DSO Conforming Self-Concept score (see Chapter III for descriptions of these four indicators). Briefly, the Coopersmith Self-Esteem Inventory measures the extent to which youngsters possess positive self-esteem, the DSO Agency Label score reflects the degree to which youngsters identify with a "sick" label, the DSO Justice Label measures to what extent youngsters identify with a "bad" label (on both the Agency and Justice Label scores, a high score indicates little identification with the label), and the DSO Conforming Self-Concept score reflects the degree to which youngsters identify themselves as individuals who adhere to society's norms. For comparison purposes, scores on all four scales were categorized into "low", "moderate", and "high".[5]

There were no overall differences between males and females on any of the self-esteem indicators (Table IV.12). Among males alone, age was related to the self-esteem indicators such that older boys scored in a more

TABLE IV.10

EMPLOYMENT STATUS BY AGE, ETHNICITY AND ADJUDICATION FOR MALE YOUNGSTERS

MALES	AGE				ETHNICITY				ADJUDICATION					
	12-13 % (N)	14-15 % (N)	16-17 % (N)	Total % (N)	White % (N)	Black % (N)	Puerto Rican % (N)	Total % (N)	Vol. % (N)	PINS % (N)	JD % (N)	YO % (N)	Rest. JD % (N)	Total % (N)
EMPLOYMENT STATUS:														
Not Employed, Not Seeking Work	94 (44)	79 (179)	61 (62)	76 (285)	70 (119)	83 (131)	74 (34)	76 (284)	50 (10)	80 (39)	83 (207)	41 (12)	100 (7)	77 (275)
Not Employed, Looking for Work	02 (1)	11 (25)	20 (20)	12 (46)	13 (22)	09 (15)	22 (10)	13 (47)	40 (8)	06 (3)	09 (22)	31 (9)	00 (0)	12 (42)
Employed, Part Time/Irregular	04 (2)	09 (20)	13 (13)	09 (35)	13 (23)	06 (10)	04 (2)	09 (35)	10 (2)	12 (6)	08 (19)	14 (4)	00 (0)	09 (31)
Employed, Full Time	00 (0)	01 (3)	06 (6)	02 (9)	04 (7)	01 (2)	00 (0)	02 (9)	00 (0)	02 (1)	01 (2)	14 (4)	00 (0)	02 (7)
Total	100 (47)	100 (227)	100 (101)	100 (375)	100 (171)	100 (150)	100 (46)	100 (375)	100 (20)	100 (49)	100 (250)	100 (29)	100 (7)	100 (355)
WALTHER WORK-RELEVANT ATTITUDES INVENTORY (TOTAL) SCORE:														
Poor	43 (10)	39 (54)	30 (15)	38 (79)	37 (36)	35 (31)	52 (12)	38 (79)	60 (6)	31 (8)	39 (56)	38 (5)	14 (1)	38 (76)
Fair	43 (10)	35 (48)	28 (14)	34 (72)	33 (32)	37 (33)	30 (7)	34 (72)	10 (1)	35 (9)	34 (49)	31 (4)	86 (6)	35 (69)
Good	13 (3)	26 (35)	42 (21)	28 (59)	30 (29)	28 (25)	17 (4)	28 (58)	30 (3)	35 (9)	27 (39)	31 (4)	00 (0)	28 (55)
Total	100 (23)	100 (137)	100 (50)	100 (210)	100 (97)	100 (89)	100 (23)	100 (209)	100 (10)	100 (26)	100 (144)	100 (13)	100 (7)	100 (200)

TABLE IV.11

EMPLOYMENT STATUS BY AGE, ETHNICITY AND ADJUDICATION FOR FEMALE YOUNGSTERS

FEMALES	AGE				ETHNICITY				ADJUDICATION				
	12-13 % (N)	14-15 % (N)	16-17 % (N)	Total % (N)	White % (N)	Black % (N)	Puerto Rican % (N)	Total % (N)	Vol. % (N)	PINS % (N)	JD % (N)	YO % (N)	Total % (N)
EMPLOYMENT STATUS:													
Not Employed, Not Seeking Work	88 (7)	84 (54)	63 (17)	79 (78)	79 (46)	79 (31)	50 (1)	78 (78)	40 (8)	82 (42)	95 (20)	100 (2)	77 (72)
Not Employed, Looking for Work	00 (0)	11 (7)	33 (9)	16 (16)	17 (10)	15 (6)	50 (1)	17 (17)	50 (10)	14 (7)	00 (0)	00 (0)	18 (17)
Employed, Part Time/Irregular	13 (1)	05 (3)	00 (0)	04 (4)	05 (3)	03 (1)	00 (0)	04 (4)	05 (1)	04 (2)	05 (1)	00 (0)	04 (4)
Employed, Full Time	00 (0)	00 (0)	04 (1)	01 (1)	00 (0)	03 (1)	00 (0)	01 (1)	05 (1)	00 (0)	00 (0)	00 (0)	01 (1)
Total	100 (8)	100 (64)	100 (27)	100 (99)	100 (59)	100 (39)	100 (2)	100 (100)	100 (20)	100 (51)	100 (21)	100 (2)	100 (94)
WALTHER WORK-RELEVANT ATTITUDES INVENTORY (TOTAL) SCORE:													
Poor	00 (0)	40 (12)	30 (3)	38 (15)	22 (4)	47 (9)	67 (2)	38 (15)	00 (0)	40 (10)	36 (4)	00 (0)	37 (14)
Fair	00 (0)	30 (9)	60 (6)	38 (15)	44 (8)	32 (6)	33 (1)	38 (15)	80 (4)	29 (6)	36 (4)	00 (0)	37 (14)
Good	00 (0)	30 (9)	10 (1)	25 (10)	33 (6)	21 (4)	00 (0)	25 (10)	20 (1)	24 (5)	27 (3)	100 (1)	26 (10)
Total	00 (0)	100 (30)	100 (10)	100 (40)	100 (18)	100 (19)	100 (3)	100 (40)	100 (5)	100 (21)	100 (11)	100 (1)	100 (38)

positive fashion (higher self-esteem and conforming self-concept, and lower identification with the "bad" and "sick" labels) than did younger boys. This relationship was most pronounced on the Justice Label scale (Table IV.13). Among ethnic groups, Whites had more self-esteem problems than did other males (Coopersmith SEI) and were also more likely to be non-conforming (DSO Conforming Self-Concept). Along with having fewer problems with self-esteem and conforming self-concept, Black males less frequently identified as "bad" and as "sick" than did Whites or Puerto Ricans. Additionally, Puerto Rican males more often identified with the "sick" label than others.

There was only one distinction among adjudicatory groups for males: Volunteers had fewer problems than others with self-esteem (Coopersmith SEI); however, there were only eleven Volunteers in this sample, suggesting the need for caution in interpreting this finding.

In summary, males most in need of improvement in self-esteem, as indicated by their scores on these four scales, were younger boys and Whites. Puerto Ricans were more likely to be in need of improvement in self-labeling as "sick". There were no distinctions which would permit the identification of any adjudicatory group(s) as being more in need of improvement than others.

Among females, there were no differences among age groups regaridng self-esteem (Table IV.14) or extent of identification as "bad". In terms of self-labeling as "sick", White females were more likely than Blacks to identify in this fashion, and to have a non-conforming self-concept (there were too few Puerto Rican females to permit comparison).

Among adjudicatory groups, female PINS were more likely than Juvenile Delinquents to label themselves as non-conforming and, although there were too few females to permit conclusive statements concerning these scales, there was also a tendency for Juvenile Delinquents to have higher self-esteem (Coopersmith SEI) than PINS. Females most in need of improvement in self-esteem as indicated by their scores on these indicators, were White girls and PINS. There were no age groups identifiable as being more in need of improvement than others.

In summary, youngsters most in need of improvement in self-esteem/self-concept, were 12-13 year-old boys; there were no such identifiable age groups among females. The identification of this group of boys is based on their poorer showings on the Agency Label scale (indicating a greater tendency to view themselves as "sick"), the Justice Label scale (indicating a greater tendency to view themselves as "bad"), the Conforming Self-Concept scale (indicating a lesser tendency to view themselves as conforming to society's norms), and the Coopersmith scale (indicating lower general self-esteem). Whites were more in need of improvement in self-esteem/self-concept than other ethnic groups among both males and females; this was indicated by lower scores on the Conforming Self-Concept scale for both sexes, lower scores on the Coopersmith Self-Esteem Inventory (indicating a more negative self-esteem) for males and lower scores on the Agency ("sick") Label scale for females; Puerto Rican males were more likely to be in need of improvement regarding self-labeling as "sick". There were no consistent distinctions among adjudicatory groups for either males or females, although female PINS tended to be less conforming and to have lower general self-esteem than JDs.

4. Behavior/Recidivism

Eight measures were used to reflect a youngster's need for improvement in the area of behavior/recidivism: the youngster's number of past out-of-home

TABLE IV.12

SELF-ESTEEM SCORES BY SEX

	MALE		FEMALE		TOTAL	
	%	(N)	%	(N)	%	(N)
COOPERSMITH SELF-ESTEEM INVENTORY (TOTAL) SCORE:						
Low	24	(51)	33	(13)	26	(64)
Moderate	51	(106)	45	(18)	50	(124)
High	25	(52)	23	(9)	25	(61)
Total	100	(209)	100	(40)	100	(249)
EXTENT OF SELF-LABELING AS "SICK" (AGENCY LABEL) SCORE:*						
Low	20	(42)	24	(10)	21	(52)
Moderate	59	(126)	61	(25)	59	(151)
High	21	(45)	15	(6)	20	(51)
Total	100	(213)	100	(41)	100	(254)
EXTENT OF SELF-LABELING AS "BAD" (JUSTICE LABEL) SCORE:*						
Low	24	(51)	24	(10)	24	(61)
Moderate	55	(116)	56	(23)	55	(139)
High	21	(45)	20	(8)	21	(53)
Total	100	(212)	100	(41)	100	(253)
CONFORMING SELF-CONCEPT SCORE:						
Low	26	(54)	22	(9)	25	(63)
Moderate	47	(99)	49	(20)	47	(119)
High	27	(57)	29	(12)	28	(69)
Total	100	(210)	100	(41)	100	(251)

*Higher scores indicate a lower degree of self-labeling in this area.

TABLE IV.13

SELF-ESTEEM SCORES BY AGE, ETHNICITY, AND ADJUDICATION FOR MALE YOUNGSTERS

	MALES																					
	AGE						ETHNICITY								ADJUDICATION							
	12-13		14-15		16-17		Total		White		Black		Puerto Rican		Total		Volunteer		PINS		JD	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
COOPERSMITH SELF-ESTEEM INVENTORY (TOTAL) SCORE:																						
Low	35	(8)	23	(32)	23	(11)	25	(51)	31	(29)	19	(17)	17	(4)	24	(50)	36	(4)	38	(9)	20	(28)
Moderate	57	(13)	52	(71)	44	(21)	50	(105)	51	(47)	46	(42)	74	(17)	51	(106)	64	(7)	38	(9)	51	(73)
High	09	(2)	25	(34)	33	(16)	25	(52)	18	(17)	35	(32)	09	(2)	25	(51)	00	(0)	25	(6)	29	(41)
Total	100	(23)	100	(137)	100	(48)	100	(208)	100	(93)	100	(91)	100	(23)	100	(207)	100	(11)	100	(24)	100	(142)
EXTENT OF SELF-LABELING AS "SICK" (AGENCY LABEL) SCORE:*																						
Low	30	(7)	21	(29)	12	(6)	20	(42)	23	(23)	12	(11)	35	(8)	20	(42)	27	(3)	15	(4)	19	(28)
Moderate	65	(15)	58	(81)	58	(29)	59	(126)	58	(56)	63	(57)	52	(12)	59	(125)	64	(7)	62	(16)	59	(85)
High	04	(1)	21	(29)	30	(15)	21	(45)	19	(18)	25	(23)	13	(3)	21	(44)	09	(1)	23	(6)	22	(31)
Total	100	(23)	100	(139)	100	(50)	100	(213)	100	(97)	100	(91)	100	(23)	100	(211)	100	(11)	100	(26)	100	(144)
EXTENT OF SELF-LABELING AS "BAD" (JUSTICE LABEL) SCORE:*																						
Low	48	(11)	23	(32)	16	(8)	24	(51)	26	(25)	20	(18)	35	(8)	24	(51)	18	(2)	24	(6)	24	(34)
Moderate	48	(11)	58	(81)	47	(23)	55	(115)	59	(57)	56	(51)	30	(7)	55	(115)	55	(6)	56	(14)	57	(82)
High		(1)	19	(26)	37	(18)	21	(45)	15	(14)	24	(22)	35	(8)	21	(44)	27	(3)	20	(5)	19	(28)
Total	100	(23)	100	(139)	100	(49)	100	(211)	100	(96)	100	(91)	100	(23)	100	(210)	100	(11)	100	(25)	100	(144)
CONFORMING SELF CONCEPT SCORE:																						
Low	43	(10)	26	(36)	16	(8)	26	(54)	33	(32)	18	(16)	23	(5)	25	(53)	22	(2)	38	(10)	24	(35)
Moderate	39	(9)	47	(64)	53	(26)	47	(99)	50	(48)	43	(39)	50	(11)	47	(98)	56	(5)	38	(10)	48	(69)
High	17	(4)	27	(37)	31	(15)	27	(56)	17	(13)	39	(35)	27	(6)	27	(57)	22	(2)	23	(6)	27	(39)
Total	100	(23)	100	(137)	100	(49)	100	(209)	100	(96)	100	(90)	100	(22)	100	(208)	100	(9)	100	(26)	100	(143)

	MALES											
	ADJUDICATION											
	YO		Rest. JD		Total							
	%	(N)	%	(N)	%	(N)						
COOPERSMITH SELF-ESTEEM INVENTORY (TOTAL) SCORE:												
Low	31	(4)	25	(2)	24	(47)						
Moderate	54	(7)	50	(4)	51	(100)						
High	15	(2)	25	(2)	26	(51)						
Total	100	(13)	100	(8)	100	(198)						
EXTENT OF SELF-LABELING AS "SICK" (AGENCY LABEL) SCORE:*												
Low	31	(4)	13	(1)	20	(40)						
Moderate	38	(5)	63	(5)	58	(118)						
High	31	(4)	25	(2)	22	(44)						
Total	100	(13)	100	(8)	100	(202)						
EXTENT OF SELF-LABELING AS "BAD" (JUSTICE LABEL) SCORE:*												
Low	31	(4)	25	(2)	24	(50)						
Moderate	54	(7)	38	(3)	55	(114)						
High	15	(2)	38	(3)	21	(43)						
Total	100	(13)	100	(8)	100	(207)						
CONFORMING SELF CONCEPT SCORE:												
Low	38	(5)	00	(0)	26	(52)						
Moderate	38	(5)	38	(3)	46	(92)						
High	23	(3)	63	(5)	28	(55)						
Total	100	(13)	100	(8)	100	(199)						

*Higher scores indicate a lower degree of self-labeling in this area.

TABLE IV.14

SELF-ESTEEM SCORES BY AGE, ETHNICITY, AND ADJUDICATION FOR FEMALE YOUNGSTERS

	FEMALES																	
	AGE				ETHNICITY				ADJUDICATION									
	12-13		14-15		16-17		Total		White		Black		Puerto Rican		Total		Volunteer	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
COOPERSMITH SELF-ESTEEM INVENTORY (TOTAL) SCORE:																		
Low	00	(0)	33	(10)	30	(3)	33	(13)	33	(6)	37	(7)	00	(0)	33	(13)	40	(2)
Moderate	00	(0)	40	(12)	60	(6)	45	(18)	50	(9)	32	(6)	100	(3)	45	(18)	40	(2)
High	00	(0)	27	(8)	10	(1)	23	(9)	17	(3)	32	(6)	00	(0)	23	(9)	20	(1)
Total	00	(0)	100	(30)	100	(10)	100	(40)	100	(18)	100	(19)	100	(3)	100	(40)	100	(5)
EXTENT OF SELF-LABELING AS "SICK" (AGENCY LABEL) SCORE:*																		
Low	00	(0)	29	(9)	10	(1)	24	(10)	26	(5)	16	(3)	67	(2)	24	(10)	40	(2)
Moderate	00	(0)	55	(17)	80	(8)	61	(25)	68	(13)	50	(11)	33	(1)	61	(25)	60	(3)
High	00	(0)	16	(5)	10	(1)	15	(6)	05	(1)	26	(5)	00	(0)	15	(6)	00	(0)
Total	00	(0)	100	(31)	100	(10)	100	(41)	100	(19)	100	(19)	100	(3)	100	(41)	100	(5)
EXTENT OF SELF-LABELING AS "BAD" (JUSTICE LABEL) SCORE:*																		
Low	00	(0)	26	(8)	20	(2)	24	(10)	21	(4)	21	(4)	67	(2)	24	(10)	40	(2)
Moderate	00	(0)	58	(18)	50	(5)	56	(23)	74	(14)	47	(9)	00	(0)	56	(23)	40	(2)
High	00	(0)	16	(5)	30	(3)	20	(8)	05	(1)	32	(6)	33	(1)	20	(8)	20	(1)
Total	00	(0)	100	(31)	100	(10)	100	(41)	100	(19)	100	(19)	100	(3)	100	(41)	100	(5)
CONFORMING SELF-CONCEPT SCORE:																		
Low	00	(0)	23	(7)	20	(2)	22	(9)	32	(6)	16	(3)	00	(0)	22	(9)	00	(0)
Moderate	00	(0)	48	(15)	50	(5)	49	(20)	58	(11)	37	(7)	67	(2)	49	(20)	80	(4)
High	00	(0)	29	(9)	30	(3)	29	(12)	11	(2)	47	(9)	33	(1)	29	(12)	20	(1)
Total	00	(0)	100	(31)	100	(10)	100	(41)	100	(19)	100	(19)	100	(3)	100	(41)	100	(5)

	ADJUDICATION									
	PINS		JD		YO		Total	
	%	(N)	%	(N)	%	(N)	%	(N)
COOPERSMITH SELF-ESTEEM INVENTORY (TOTAL) SCORE:								
Low	43	(9)	18	(2)	00	(0)	34	(13)
Moderate	38	(8)	46	(5)	100	(1)	42	(16)
High	19	(4)	36	(4)	00	(0)	24	(9)
Total	100	(21)	100	(11)	100	(1)	100	(38)
EXTENT OF SELF-LABELING AS "SICK" (AGENCY LABEL) SCORE:*								
Low	19	(4)	33	(4)	00	(0)	26	(10)
Moderate	67	(14)	42	(5)	100	(1)	59	(23)
High	14	(3)	25	(3)	00	(0)	15	(6)
Total	100	(21)	100	(12)	100	(1)	100	(39)
EXTENT OF SELF-LABELING AS "BAD" (JUSTICE LABEL) SCORE:*								
Low	14	(3)	33	(4)	100	(1)	26	(10)
Moderate	71	(15)	42	(5)	00	(0)	56	(22)
High	14	(3)	25	(3)	00	(0)	18	(7)
Total	100	(21)	100	(12)	100	(1)	100	(39)
CONFORMING SELF-CONCEPT SCORE:								
Low	29	(6)	17	(2)	00	(0)	21	(8)
Moderate	52	(11)	33	(4)	100	(1)	51	(20)
High	19	(4)	50	(6)	00	(0)	28	(11)
Total	100	(21)	100	(12)	100	(1)	100	(39)

*Higher scores indicate a lower degree of self-labeling in this area.

TABLE IV.15

BEHAVIOR SCORES BY SEX

	MALE		FEMALE		TOTAL	
	%	(N)	%	(N)	%	(N)
NUMBER OF PAST PLACEMENTS:						
Low	59	(234)	66	(69)	60	(303)
Moderate	32	(127)	25	(26)	30	(153)
High	10	(39)	10	(10)	10	(49)
Total	100	(400)	100	(105)	100	(505)
VERBAL AGGRESSION:						
Low	19	(74)	06	(6)	17	(80)
Moderate	46	(175)	42	(43)	45	(218)
High	35	(135)	52	(53)	39	(188)
Total	100	(384)	100	(102)	100	(486)
PHYSICAL AGGRESSION:						
Low	15	(57)	11	(11)	14	(68)
Moderate	40	(153)	38	(39)	40	(192)
High	45	(173)	52	(53)	47	(226)
Total	100	(383)	100	(103)	100	(486)
STATUS OFFENSE SCORE:						
Low	32	(44)	27	(9)	31	(53)
Moderate	33	(45)	39	(13)	34	(58)
High	35	(47)	33	(11)	34	(58)
Total	100	(136)	100	(33)	100	(169)
PROPERTY OFFENSE SCORE:						
Low	28	(38)	52	(17)	32	(55)
Moderate	32	(44)	27	(9)	31	(53)
High	41	(56)	21	(7)	37	(63)
Total	100	(138)	100	(33)	100	(171)
PERSON OFFENSE SCORE:						
Low	25	(34)	47	(15)	29	(49)
Moderate	37	(52)	28	(9)	36	(61)
High	38	(53)	25	(8)	36	(61)
Total	100	(139)	100	(32)	100	(171)
DRUG OFFENSE SCORE:						
Low	37	(51)	49	(16)	39	(67)
Moderate	34	(46)	18	(6)	31	(52)
High	29	(40)	33	(11)	30	(51)
Total	100	(137)	100	(33)	100	(170)
INTENSITY OF DELINQUENT INVOLVEMENT SCORE:						
Low	32	(42)	56	(18)	36	(60)
Moderate	41	(54)	19	(6)	36	(60)
High	28	(37)	25	(8)	27	(45)
Total	100	(133)	100	(32)	100	(165)

TABLE IV.16

BEHAVIOR SCORES BY AGE, ETHNICITY AND ADJUDICATION FOR MALE YOUNGSTERS

	MALES																			
	AGE				ETHNICITY				ADJUDICATION											
	12-13		14-15		16-17		Total		White		Black		Puerto Rican		Total		Vol.		PINS	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
NUMBER OF PAST PLACEMENTS:																				
Low	60	(28)	58	(139)	60	(66)	59	(233)	52	(92)	62	(107)	70	(33)	59	(232)	55	(11)	51	(26)
Moderate	30	(14)	34	(81)	28	(31)	32	(126)	40	(72)	27	(47)	17	(8)	32	(127)	20	(4)	35	(18)
High	11	(5)	08	(19)	13	(14)	10	(38)	08	(14)	11	(18)	13	(6)	10	(38)	25	(5)	14	(7)
Total	100	(47)	100	(239)	100	(111)	100	(397)	100	(178)	100	(172)	100	(47)	100	(397)	100	(20)	100	(51)
VERBAL AGGRESSION:																				
Low	25	(11)	19	(43)	17	(18)	19	(72)	19	(32)	10	(30)	27	(12)	19	(74)	26	(5)	25	(12)
Moderate	34	(15)	45	(104)	52	(55)	46	(174)	39	(60)	49	(80)	56	(25)	45	(173)	47	(9)	42	(20)
High	41	(10)	37	(85)	31	(32)	35	(135)	42	(73)	33	(53)	18	(8)	35	(134)	26	(5)	33	(16)
Total	100	(44)	100	(232)	100	(105)	100	(301)	100	(173)	100	(163)	100	(45)	100	(301)	100	(19)	100	(48)
PHYSICAL AGGRESSION:																				
Low	11	(5)	15	(35)	15	(16)	15	(56)	14	(24)	13	(21)	24	(11)	15	(56)	11	(2)	22	(11)
Moderate	15	(7)	38	(87)	55	(57)	40	(151)	44	(74)	38	(63)	35	(16)	40	(153)	63	(12)	41	(20)
High	74	(34)	47	(108)	30	(31)	46	(173)	42	(72)	49	(80)	41	(19)	45	(171)	26	(5)	37	(18)
Total	100	(46)	100	(230)	100	(104)	100	(380)	100	(170)	100	(164)	100	(46)	100	(380)	100	(19)	100	(49)
STATUS OFFENSE SCORE:																				
Low	29	(4)	33	(28)	31	(11)	32	(43)	23	(9)	39	(29)	29	(6)	33	(44)	13	(1)	39	(5)
Moderate	36	(5)	33	(28)	33	(12)	33	(45)	33	(13)	35	(26)	24	(5)	33	(44)	50	(4)	31	(4)
High	36	(5)	34	(29)	36	(13)	35	(47)	45	(18)	26	(19)	48	(10)	35	(47)	38	(3)	31	(4)
Total	100	(14)	100	(85)	100	(36)	100	(135)	100	(40)	100	(74)	100	(21)	100	(135)	100	(8)	100	(13)
PROPERTY OFFENSE SCORE:																				
Low	36	(5)	23	(20)	32	(12)	27	(37)	15	(6)	30	(23)	45	(9)	28	(38)	50	(4)	50	(7)
Moderate	29	(4)	30	(26)	38	(14)	32	(44)	25	(10)	40	(31)	15	(3)	32	(44)	38	(3)	21	(3)
High	36	(5)	47	(40)	30	(11)	41	(56)	60	(24)	30	(23)	40	(8)	40	(55)	13	(1)	29	(4)
Total	100	(14)	100	(86)	100	(37)	100	(137)	100	(40)	100	(77)	100	(20)	100	(137)	100	(8)	100	(14)
PERSON OFFENSE SCORE:																				
Low	14	(2)	23	(20)	30	(11)	24	(33)	20	(8)	26	(20)	29	(6)	25	(34)	38	(3)	21	(3)
Moderate	36	(5)	33	(29)	49	(18)	38	(52)	40	(16)	40	(31)	24	(5)	38	(52)	25	(2)	50	(7)
High	50	(7)	44	(38)	22	(8)	38	(53)	40	(16)	34	(26)	48	(10)	38	(52)	38	(3)	29	(4)
Total	100	(14)	100	(87)	100	(37)	100	(138)	100	(40)	100	(77)	100	(21)	100	(138)	100	(8)	100	(14)
DRUG OFFENSE SCORE:																				
Low	50	(7)	31	(27)	44	(16)	37	(50)	20	(8)	45	(34)	38	(8)	37	(50)	50	(4)	23	(3)
Moderate	29	(4)	36	(31)	31	(11)	34	(46)	33	(13)	36	(27)	29	(6)	34	(46)	38	(3)	54	(7)
High	21	(3)	33	(28)	25	(9)	29	(40)	48	(19)	19	(14)	33	(7)	29	(40)	13	(1)	23	(3)
Total	100	(14)	100	(86)	100	(36)	100	(136)	100	(40)	100	(75)	100	(21)	100	(136)	100	(8)	100	(13)
INTENSITY OF DELINQUENT INVOLVEMENT SCORE:																				
Low	36	(5)	30	(25)	31	(11)	31	(41)	18	(7)	36	(26)	45	(9)	32	(42)	38	(3)	42	(5)
Moderate	43	(6)	36	(30)	51	(18)	41	(54)	40	(16)	46	(33)	20	(4)	40	(53)	63	(5)	33	(4)
High	21	(3)	34	(28)	17	(6)	28	(37)	43	(17)	18	(13)	35	(7)	28	(37)	00	(0)	25	(3)
Total	100	(14)	100	(83)	100	(35)	100	(132)	100	(40)	100	(72)	100	(20)	100	(132)	100	(8)	100	(12)

	MALES																			
	ADJUDICATION																			
	JD		YO		Rest. JD		Total													
	%	(N)	%	(N)	%	(N)	%	(N)												
NUMBER OF PAST PLACEMENTS:																				
Low	60	(162)	50	(15)	57	(4)	58	(218)												
Moderate	31	(84)	37	(11)	43	(3)	32	(120)												
High	08	(22)	13	(4)	00	(0)	10	(38)												
Total	100	(268)	100	(30)	100	(7)	100	(376)												
VERBAL AGGRESSION:																				
Low	19	(47)	23	(7)	00	(0)	20	(71)												
Moderate	46	(118)	57	(17)	50	(3)	46	(167)												
High	36	(92)	20	(6)	50	(3)	34	(122)												
Total	100	(257)	100	(30)	100	(6)	100	(360)												
PHYSICAL AGGRESSION:																				
Low	14	(35)	17	(5)	00	(0)	15	(53)												
Moderate	36	(91)	59	(17)	17	(1)	39	(141)												
High	51	(130)	24	(7)	83	(5)	46	(165)												
Total	100	(256)	100	(29)	100	(6)	100	(359)												
STATUS OFFENSE SCORE:																				
Low	33	(29)	38	(3)	33	(4)	33	(42)												
Moderate	32	(28)	25	(2)	42	(5)	33	(43)												
High	35	(31)	38	(3)	25	(3)	34	(44)												
Total	100	(88)	100	(8)	100	(12)	100	(129)												
PROPERTY OFFENSE SCORE:																				
Low	26	(23)	00	(0)	25	(3)	27	(36)												
Moderate	30	(27)	50	(4)	25	(3)	31	(40)												
High	44	(39)	50	(4)	50	(6)	41	(54)												
Total	100	(89)	100	(8)	100	(12)	100	(131)												
PERSON OFFENSE SCORE:																				
Low	24	(22)	38	(3)	00	(1)	24	(32)												
Moderate	36	(32)	50	(4)	50	(6)	39	(51)												
High	40	(36)	13	(1)	42	(5)	37	(49)												
Total	100	(90)	100	(8)	100	(12)	100	(132)												
DRUG OFFENSE SCORE:																				
Low	36	(32)	25	(2)	58	(7)	37	(40)												
Moderate	33	(29)	50	(4)	17	(2)	35	(45)												
High	32	(28)	25	(2)	25	(3)	28	(37)												
Total	100	(89)	100	(8)	100	(12)	100	(130)												
INTENSITY OF DELINQUENT INVOLVEMENT SCORE:																				
Low	31	(27)	13	(1)	33	(4)	32	(40)												
Moderate	38	(33)	63	(5)	42	(5)	41	(52)												
High	30	(26)	25	(2)	25	(3)	27	(34)												
Total	100	(86)	100	(8)	100	(12)	100	(126)												

TABLE IV.17

BEHAVIOR SCORES BY AGE, ETHNICITY, AND ADJUDICATION FOR FEMALE YOUNGSTERS

	FEMALES																					
	AGE								ETHNICITY								ADJUDICATION									
	12-13		14-15		16-17		Total		White		Black		Puerto Rican		Total		Vol.		PINS		JD		YO		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
NUMBER OF PAST PLACEMENTS:																										
Low	63	(5)	70	(47)	59	(17)	66	(69)	66	(41)	63	(26)	100	(2)	66	(69)	77	(17)	60	(32)	52	(11)	100	(3)	64	(63)
Moderate	25	(2)	19	(13)	35	(10)	25	(26)	26	(16)	24	(10)	00	(0)	25	(26)	18	(4)	28	(15)	33	(7)	00	(0)	26	(26)
High	13	(1)	10	(7)	07	(2)	10	(10)	08	(5)	12	(5)	00	(0)	10	(10)	05	(1)	11	(6)	14	(3)	00	(0)	10	(10)
Total	100	(8)	100	(67)	100	(29)	100	(105)	100	(62)	100	(41)	100	(2)	100	(105)	100	(22)	100	(53)	100	(21)	100	(3)	100	(99)
VERBAL AGGRESSION:																										
Low	00	(0)	09	(6)	00	(0)	06	(6)	07	(4)	05	(2)	00	(0)	06	(6)	00	(0)	06	(3)	05	(1)	00	(0)	04	(4)
Moderate	00	(0)	34	(22)	69	(20)	42	(42)	42	(25)	43	(17)	50	(1)	42	(43)	81	(17)	37	(19)	24	(5)	67	(2)	45	(43)
High	100	(8)	56	(36)	31	(9)	52	(53)	52	(31)	53	(21)	50	(1)	52	(53)	19	(4)	57	(29)	71	(15)	33	(1)	51	(49)
Total	100	(8)	100	(64)	100	(29)	100	(101)	100	(60)	100	(40)	100	(2)	100	(102)	100	(21)	100	(51)	100	(21)	100	(3)	100	(96)
PHYSICAL AGGRESSION:																										
Low	00	(0)	09	(6)	17	(5)	11	(11)	15	(9)	05	(2)	00	(0)	11	(11)	14	(3)	08	(4)	05	(1)	00	(0)	08	(8)
Moderate	25	(2)	32	(21)	52	(15)	37	(38)	41	(25)	32	(13)	100	(1)	37	(38)	62	(13)	36	(19)	25	(5)	67	(2)	40	(39)
High	75	(6)	59	(38)	31	(9)	52	(53)	44	(27)	63	(26)	00	(0)	52	(53)	24	(5)	57	(30)	70	(14)	33	(1)	52	(50)
Total	100	(8)	100	(65)	100	(29)	100	(102)	100	(61)	100	(41)	100	(1)	100	(102)	100	(21)	100	(53)	100	(20)	100	(3)	100	(97)
STATUS OFFENSE SCORE:																										
Low	00	(0)	22	(5)	50	(4)	29	(9)	29	(4)	31	(5)	00	(0)	27	(9)	00	(0)	31	(5)	38	(3)	00	(0)	25	(8)
Moderate	00	(0)	39	(9)	38	(3)	39	(12)	36	(5)	38	(6)	67	(2)	39	(13)	60	(3)	25	(4)	63	(5)	50	(1)	41	(13)
High	00	(0)	39	(9)	13	(1)	32	(10)	36	(5)	31	(5)	33	(1)	33	(11)	40	(2)	44	(7)	00	(0)	50	(1)	34	(11)
Total	00	(0)	100	(23)	100	(8)	100	(31)	100	(14)	100	(16)	100	(3)	100	(33)	100	(5)	100	(16)	100	(8)	100	(2)	100	(32)
PROPERTY OFFENSE SCORE:																										
Low	00	(0)	44	(10)	63	(5)	52	(17)	50	(7)	56	(9)	33	(1)	52	(17)	80	(4)	44	(7)	50	(4)	00	(0)	48	(15)
Moderate	00	(0)	30	(7)	25	(2)	27	(9)	21	(3)	31	(5)	33	(1)	27	(9)	00	(0)	38	(6)	25	(2)	50	(1)	29	(9)
High	00	(0)	26	(6)	13	(1)	21	(7)	29	(4)	13	(2)	33	(1)	21	(7)	20	(1)	19	(3)	25	(2)	50	(1)	23	(7)
Total	00	(0)	100	(23)	100	(8)	100	(33)	100	(14)	100	(16)	100	(3)	100	(33)	100	(5)	100	(16)	100	(8)	100	(2)	100	(31)
PERSON OFFENSE SCORE:																										
Low	00	(0)	36	(8)	63	(5)	43	(13)	57	(8)	40	(6)	33	(1)	47	(15)	80	(4)	47	(7)	25	(2)	50	(1)	47	(14)
Moderate	00	(0)	32	(7)	25	(2)	30	(9)	21	(3)	40	(6)	00	(0)	28	(9)	00	(0)	27	(4)	50	(4)	00	(0)	27	(8)
High	00	(0)	32	(7)	13	(1)	27	(8)	21	(3)	20	(3)	67	(2)	25	(8)	20	(1)	27	(4)	25	(2)	50	(1)	27	(8)
Total	00	(0)	100	(22)	100	(8)	100	(30)	100	(14)	100	(15)	100	(3)	100	(32)	100	(5)	100	(15)	100	(8)	100	(2)	100	(30)
DRUG OFFENSE SCORE:																										
Low	00	(0)	44	(10)	75	(6)	52	(16)	29	(4)	63	(10)	67	(2)	49	(16)	60	(3)	50	(8)	38	(3)	00	(0)	45	(14)
Moderate	00	(0)	22	(5)	00	(0)	16	(5)	29	(4)	13	(2)	00	(0)	18	(6)	20	(1)	25	(4)	13	(1)	00	(0)	19	(6)
High	00	(0)	35	(8)	25	(2)	32	(10)	43	(6)	25	(4)	33	(1)	33	(11)	20	(1)	25	(4)	50	(4)	100	(2)	35	(11)
Total	00	(0)	100	(23)	100	(8)	100	(31)	100	(14)	100	(16)	100	(3)	100	(33)	100	(5)	100	(16)	100	(8)	100	(2)	100	(31)
INTENSITY OF DELINQUENT INVOLVEMENT SCORE:																										
Low	00	(0)	46	(10)	75	(6)	53	(16)	50	(7)	67	(10)	33	(1)	56	(18)	80	(4)	53	(8)	50	(4)	00	(0)	53	(16)
Moderate	00	(0)	23	(5)	13	(1)	20	(6)	21	(3)	20	(3)	00	(0)	19	(6)	00	(0)	27	(4)	13	(1)	50	(1)	20	(6)
High	00	(0)	32	(7)	13	(1)	27	(8)	29	(4)	13	(2)	67	(2)	25	(8)	20	(1)	20	(3)	38	(3)	50	(1)	27	(8)
Total	00	(0)	100	(22)	100	(8)	100	(30)	100	(14)	100	(15)	100	(3)	100	(32)	100	(5)	100	(15)	100	(8)	100	(2)	100	(30)

placements, the degrees of verbal and physcial aggression exhibited by the youngster, the youngster's self-reported involvement in status, property, person, and drug offenses, and the youngster's overall involvement in all types of offenses. The first three variables were obtained from the Intake Assessment Form; the latter five were obtained from the Behavior Survey. For comparison purposes, all eight measures were grouped into categories of low, moderate, or high.[6]

Females had more problems than males with Verbal Aggression, while males had more problems with Property Offenses (Table IV.15). The Intensity of Delinquent Involvement scale scores show that males had much higher past delinquency involvement than did females.

Among males alone, younger boys had more problems than others with Physical Aggression, and with Person Offenses (Table IV.16). Among ethnic groups, Whites more frequently had problems with Verbal Aggression, Property Offenses, Drug Offenses, and overall Intensity of Delinquent Involvement than did others.

There were no differences among male adjudicatory groups on any of the Behavior Survey scales or on the Verbal Aggression scale. Juvenile Delinquents, however, were more likely than other groups to have problems with Physical Aggression (although a greater percentage of Restrictive Juvenile Delinquents scored in the "high" Physical Aggression category, there were too few Restrictive Juvenile Delinquents on which to base conclusions).

In summary, neither age nor adjudication differentiated sufficiently among males to identify those most in need of improvement in behavior/recidivism. Whites, however, were more in need of improvement in behavior than other ethnic groups, as indicated by their higher scores on Verbal Aggression and three of the five Behavior Survey scales.

Among females, 14-15 year-olds had more problems with Physical Aggression than did 16-17 year-olds (Table IV.17). In terms of ethnicity, White females had more problems with Drug Offenses. There were no major distinctions among female adjudicatory groups on any of the behavior indicators, although a greater percentage of female Juvenile Delinquents had problems with Verbal Aggression. In summary, there were no age, ethnic, nor adjudicatory groups among females who were identifiable as being more in need of improvement than others.

The only group of youngsters identifiable as being more in need of improvement in the area of behavior/recidivism than others were White males, based on their higher scores on Verbal Aggression, the Property Offense scale, the Drug Offense scale, and the Intensity of Delinquent Involvement scale. There were no distinctions in this area among male or female age and adjudicatory groups, or among female ethnic groups.

C. Summary

Among males, the age group identified as being most in need of improvement in education, employment/employability and self-esteem/self-concept was 12-13 year-olds; among females, 14-15 year-olds needed more improvement than 16-17 year-olds in education and employment/employability. Minority groups among males were more in need of improvement in education and employment/employability,

while White males were more in need of improvement in self-esteem/self-concept and behavior/recidivism; among females, White girls were more in need of improvement in self-esteem/self-concept. When adjudication is considered, male Juvenile Delinquents stand out as those most in need of improvement in education and employment/employability; there were no consistent differences among adjudicatory groups for females within any of the improvement areas.

Youngsters within different sex, age, ethnic, and adjudicatory groups demonstrated varying degrees of need in the four areas of education, employment/employability, self-esteem and behavior/recidivism upon their entry to Division services; it would be expected that, similarly, youngsters within different groups would exhibit varying degrees of improvement upon release from Division services. The purpose in demonstrating the varying needs of youngsters upon their entry to the Division for Youth is to enhance the analysis of intervention with these different groups. Ideally, more sophisticated problem-identification procedures (i.e., comprehensive educational, employment, self-esteem, and behavior screening instruments) administered on a routine, on-going basis would serve to enhance the likelihood of placing youngsters in programs from which they may obtain maximum benefit. For the purposes of this Study, the description of youngster needs serves as a foundation from which to examine the impact of programs which existed at the time these youngsters were experiencing Division services.

CHAPTER IV

FOOTNOTES

[1]The 10-19 year-old age group in New York State is 51% male and 49% female, according to the NYS Economic Development Board Official 1978 Population Projections. According to the 1979-80 NYS Annual Statistical Yearbook, in 1970, 23% of the New York City population was non-white, as was 5% of the remainder of the State, amounting to a State-wide non-white population of 13%.

[2]The Rehabilitative Services Regions of the Division for Youth are as follows:
Region I: Western Part of the State, including the major counties of Erie (Buffalo) and Monroe (Rochester).
Region II: Mid-State to Canadian border, including the Counties of Onondaga (Syracuse), Broome, (Binghamton), and Oneida (Utica).
Region III: Eastern part of State, excluding New York City and Long Island, including the three Capital District Counties (cities of Albany, Schenectady and Troy) and Westchester County (Yonkers).
Region IV: New York City (five counties) and Long Island (counties of Nassau and Suffolk).

[3]The Division uses the Woodcock Reading Master Tests (Word Identification Subtest), the Keymath Diagnostic Arithmetic Test, and the Wide Range Achievement Test (WRAT) to obtain education screening scores for youngsters. Generally, youngsters placed in community-based programs are administered the Woodcock exam for reading and the Keymath exam for math, while youngsters placed in non-community-based facilities receive the WRAT for both math and reading. In order to make these scores comparable, Study staff converted all achievement scores to WRAT scores, and then converted the WRAT scores to grade-equivalent scores. The Study categories for reading are "low" (grade 1.5 to grade 4.0), "moderate" (grade 4.1 to grade 7.4), and "high" (grade 7.6 to grade 10.6); for math, the categories are "low" (grade 1.1 to grade 3.3), "moderate" (grade 3.6 to grade 5.0) and "high" (grade 5.3 to grade 11.3). It should be emphasized that these categories are not based on any assumptions concerning whether a particular grade equivalent is "low," "moderate," or "high," as the interpretation of a youngster's grade-equivalent score is dependent on factors other than the score, itself; a grade-equivalent of 8.5, for example, may be "high" for a 12-year-old but "low" for a 17-year-old. The categories used in the Study are based on the distribution of the total reading and total math scores, such that the categories reflect, as closely as possible, 25% (low) - 50% (moderate) - 25% (high) distributions.

[4]Study staff based the categories of "low" (WRAI raw scores 24 to 40), "moderate" (41 to 47), and "high" (48 to 61) on the actual distribution of scores (the possible range of scores was 16 to 64), dividing the overall scores into, as closely as possible, a 25% - 50% - 25% distribution.

[5]The categories for these scales are based on the actual distributions of scores for Study youngsters, not on assumptions concerning the absolute magnitudes of the scales. For each scale, the scores were categorized to reflect, as closely as possible, a 25% (low) - 50% (moderate) - 25% (high) distribution. On the Coopersmith Self-Esteem Inventory (total) scale, the actual raw scores which were grouped into categories, from a total possible range of 25 to 100, were: low (25 to 64), moderate (65 to 76), high (77 to 100). Actual raw scores which constituted the DSO Agency Label categories, from a total possible range of 8 to 32 were: low (8 to 19), moderate (20 to 27), high (28 to 32). On the DSO Justice Label scale, with a total possible range of 7 to 28, categories consisted of the following actual raw scores: low (7 to 18), moderate (19 to 24), high (25 to 28). Actual raw scores which were grouped into categories on the DSO Conforming Self-Concept scale, from a total possible range of 7 to 28 were: low (7 to 18), moderate (19 to 23), high (24 to 28).

[6]Scores on the eight measures were grouped as follows:

a) Number of past placements
   Low = 0
   Moderate = 1 or 2
   High = 3 or more

b) Verbal Aggression and Physical Aggression
   low = "somewhat passive" or "extremely passive"
   moderate = "responsiveness appropriate for age"
   high = "somewhat aggressive" or "extremely aggressive"

c) Status offense score (from a total possible score of 100)
   low = 0 through 37
   moderate = 41 through 52
   high = 56 through

d) property offense score (from a total possible score of 100)
   low = 0 through 19
   moderate = 22 through 41
   high = 42 through

e) Person offense score (from a total possible score of 100)
   low = 0 through 5
   moderate = 6 through 14
   high = 15 through

f) Drug offense score (from a total possible score of 100)
   low = 0 through 7
   moderate = 11 through 38
   high = 40 through 100

g) Intensity of delinquent involvement score (from a total possible score of 100)
   low = 0 through 18
   moderate = 19 through 33
   high = 34 through 100

The "low," "moderate," and "high" categories of the Behavior Survey scales represent, as closely as possible, lower, middle, and upper thirds of youngster scores. Although a 25% - 50% - 25% distribution would have been preferable, the relatively smaller number of youngsters in the Behavior Survey sample rendered this preference impractical (i.e., youngsters in the extreme categories would have been too small in number to permit analysis).

V

FINDINGS: THE PROGRAM

Four separate instruments were utilized in the gathering of program specific data: the Program Description Form (PDF), the Community-Oriented Programs Environment Scale (COPES), the Correctional Institutions Environment Scale (CIES), and the Community Linkages and Interaction Profile (CLIP). These instruments are displayed in Appendix A. The PDF and the social climate instruments (COPES and CIES) were utilized during two separate periods, one year apart, while the CLIP was utilized once, after the second administration of the other instruments. This section is organized around the following areas: A. Program Characteristics (PDF); B. Community-Basedness Findings (CLIP); C. Social Climate Findings and a Typology of Programs (COPES and CIES); D. Social Climate Change; and E. Relationship Among Program Characteristics.

Prior to the discussion of the findings, it is important to note that program data were collected for the individual residential units of Division facilities because it was believed that facility units vary in their treatment environments. The findings in this Section, with a few exceptions, concern program units, not facilities. Each instrument was intended to provide different kinds of data upon which a comprehensive typology of programs could be developed. The PDF was used to provide program demographic characteristics, while the CLIP was administered in order to measure program/community relations. More specific treatment-relevant information was gathered with the social climate inventories, CIES and COPES.

The data deemed most useful for analysis of program impact were the social climate data and as a result, these data are the focus of the program typology presented here. Social climate data, which are program unit-specific, are linked with youngster stays in particular programs in Chapter VII of this report.

The program description and community-basedness information are arrayed according to the Division's program-level system, and an outline of the level system was provided in Chart II.2 (Chapter II). When social climate data were also presented according to the level system, strong differences among programs within levels and program types as well as among units of individual programs were found. As a result, social climate findings are occasionally arrayed differently in order to focus on critical differences among programs which are masked by the grouping of programs according to level. When references are made to the Division's program types, these are specifically referring to the Division sub-classification of programs as: Secure Centers, Training Schools, Camps, Special Residential Centers, Youth Development Centers (YDCs), Urban Homes or START programs.

A. Program Characteristics: Program Description Form (PDF)

Program description information was collected on each residential program unit for which social climate data were also collected. The data captured for individual facility units are presented in Table V.1. There were no Level III residential programs with program description information in this analysis and Level VIII programs, by definition, are non-residential. Since the Youth Hostel program could not be considered an Urban Home, it is not arrayed separately in the tables, but is factored into community-based program totals.

PDF data were collected on those residents and staff members present at the time of the second administration of the social climate instruments. For community-based programs, the survey results were presented to program administrators in order to verify their accuracy as typical characteristics of the program. For non-community-based facilities the greater number of staff and residents involved made the PDF data more stable, so the distributions reported for these facilities represent the actual distributions at the time of data collection, and not estimates.

The data are aggregated for units within program level so that the percentages reflect typical distributions for units within Levels I, II, IV, V, and VI. For example, Table V.2 shows that in the typical Level VI unit, 43% of the total youngster population were White. Sex distributions were an exception; since no residential unit housed both males and females, these percentages were arrayed to reflect the percentage of units within a program level which serviced male or female residents exclusively.

Although program description data were collected at two periods (Spring 1978 and Spring 1979) during the Study, the data most relevant to outcome analysis were collected during the second administration of the PDF (Spring 1979). Data collected during the first administration showed the typical distribution of program characteristics over a period which preceded the cohort tracking period, while second administration data applied to much of that period. In addition, several refinements were made to the instrument for the second administration which hinder the comparability of the two data sets. As a result, unless otherwise specified, all PDF tables contain data captured during the Spring 1979 administration.

TABLE V.1

PROGRAM DESCRIPTION DATA CAPTURED FOR FACILITY UNITS*

FACILITY	PROGRAM LEVEL	#UNITS WITH PDSF DATA	#UNITS WITH SOCIAL CLIMATE DATA	CLIP**
Goshen	I	5	5	-
Brookwood	I	4	4	-
Tryon - Females	I	2	2	-
Tryon - Males	II	4	4	-
Industry	II	6	6	-
Pyramid House	II	1	1	-
South Lansing	II	2	2	2**
Camp #3	II	3	3	3**
Brentwood START	II	1	1	1
Camp #2	IV	5	5	-
Camp #6	IV	5	5	5**
Auburn - SRC	IV	1	1	1
Willowbrook START	IV	1	1	1
YDC 1	V	1	1	1
YDC 2	V	1	1	1
YDC 3	V	2	2	2
YDC 4	V	3	2	3
YDC 5	V	3	3	3
YDC 6	V	2	2	2
Home 1	VI	2	2	2
Home 2	VI	1	1	1
Home 3	VI	1	1	1
Home 5	VI	3	3	3
Home 6	VI	-	1	1
Home 8	VI	3	3	3
Home 9	VI	3	3	3
Home 14	VI	2	2	2
Home 22	VI	2	2	2
Home 23	VI	2	2	2
START 2	VI	1	1	1
START 4	VI	1	1	1
START 7	VI	1	1	1
Youth Hostel	VII	1	1	1
Total = 32		75	75	49

* The number of units represented in different analyses varies due to under-representation or invalid responses to questionnaires.

** Unlike PDF and social climate data, the CLIP data were occasionally collected for an entire facility rather than for individual units. For analytical purposes, the resulting CLIP scores were applied to individual units of those facilities and were treated independently. Specifically, the facilities which had one overall CLIP are the South Lansing Special Residential Center, Camp #3 (MacCormick) and Camp #6 (Neuva Vista).

TABLE V.2

AVERAGE PROGRAM UNIT CHARACTERISTICS BY PROGRAM GROUP AND LEVEL ON MARCH 31, 1979[1]

Category:	SECURE	NON-COMMUNITY-BASED (NCB)			COMMUNITY-BASED (CB)			GRAND TOTAL
Level:	Secure	Limited Secure	Non-Secure	NCB TOTAL[2]	YDCs	Homes and Urban START	CB TOTAL[3]	
PROGRAM UNIT CHARACTERISTICS:	I (N=11)	II (N=17)	IV (N=12)	(N=29)	V (N=12)	VI (N=22)	(N=35)	(N=75)
MEAN AGE								
Residents	15.4	15.3	14.9	15.1	16.0	15.7	15.9	15.6
Staff	--	30	30	30	32	35	33	33
ETHNICITY (percentages)								
Residents								
White	14%	38%	37%	37%	21%	43%	34%	32%
Black	61	51	47	50	65	39	49	51
Puerto Rican	21	09	13	11	13	15	14	14
Other	03	01	03	02	01	03	02	02
Staff								
White	--	38%	35%	47%	18%	51%	37%	38%
Black	--	58	15	49	77	43	57	56
Puerto Rican	--	05	00	04	05	05	06	05
Other	--	00	00	00	00	01	01	01
SEX (percentages)								
Residents								
Male	81%	87%	83%	85%	58%	63%	61%	73%
Female	18	12	17	14	41	36	39	26
Staff								
Male	--	90%	40%	80%	51%	51%	49%	54%
Female	--	11	60	20	49	49	50	46
RESIDENT POPULATION (N)								
Current	13	16	13	15	11	07	08	11
Budgeted Capacity	15	20	13	17	14	09	10	14
GRADE LEVEL (percentages) (last grade completed)								
Grade 5-6	07%	07%	22%	10%	04%	10%	08%	08%
Grade 7-8	44	59	50	57	45	40	41	42
Grade 9-10	46	34	28	33	46	46	46	44
Grade 11-12+	02	00	00	00	04	04	05	04
Mean Grade	8.4	8.0	7.6	8.0	8.5	8.4	8.5	8.4
LEGAL STATUS (percentage)								
PINS	00%	02%	21%	10%	40%	34%	35%	20%
JD	50	95	75	87	36	19	28	58
YO	00	01	03	01	03	02	02	02
Restrictive JDs	48	01	00	01	03	01	01	08
JO	03	00	00	00	00	00	00	01
Other	00	01	01	01	06	04	04	02
Voluntary	00	00	01	01	17	18	19	09
STAFF SIZE[4]								
Full Time	--	15	17	15	5	9	10	10
Part Time	--	2	3	2	6	7	6	5
Voluntary/Interns	--	14	1	2	2	1	1	2
ADMISSION STATUS (percent)								
New	59%	53%	55%	58%	59%	57%	57%	58%
Transfer From Aftercare	09	11	09	10	05	08	07	09
Transfer From Residence	32	36	26	32	36	35	36	34
Other	01	00	00	00	01	00	01	01
PROGRAM PROXIMITY TO RESIDENTS' HOME COUNTY: (%)								
Same County	01%	00%	01%	06%	55%	51%	53%	27%
Contiguous County	01	17	16	10	38	39	38	22
Non-Contiguous County	97	83	83	83	07	09	09	50
Same OFY Region	19%	52%	44%	49%	98%	98%	98%	88%
Other OFY Region	81	48	56	51	01	01	01	12
AVERAGE LENGTH OF STAY[5] (percentage)								
4 Months or more	94%	67%	77%	71%	52%	57%	56%	58%
8 Months or more	73	40	48	44	26	32	30	42

[1] The percentages for NCB programs relating to resident grade levels and staff characteristics reflect data captured for only a few facility units, and as such, may not represent the characteristics of all units within each of the levels.

[2] No data was collected from Level III programs.

[3] CB totals include the Youth Hostel program, which is factored in the total but not presented separately.

[4] Figures for average full-time staff size per facility unit are inflated due to the treatment of Pyramid House as one "single" unit.

[5] Average Length of Stay was calculated only for those youngsters discharged in the year preceding data collection

Generally, program characteristics such as resident age, ethnicity, grade level, etc., remained consistent over time. One difference was found regarding adjudication/legal status of youngsters in non-community-based facilities. The data show a decrease in the percentage of JDs in these programs at the second administration, although the decrease is accounted for by the increased percentage of Restrictive JDs and Juvenile Offenders. In short, there was an increased use of one placement type (restrictive placements) and the introduction of an additional placement option (Juvenile Offenders), resulting in a smaller percentage of "simple" JDs in non-community-based facilities.

Community-Based vs. Non-Community-Based Characteristics

Comparisons of community-based programs with non-community-based programs were limited due to the lack of information on certain variables for the non-community-based programs (i.e., staff characteristics and youngster grade level distributions). In addition, significant differences on some of the variables may be explained by considering the criteria for youngster admission employed for the non-community-based programs (e.g., the Secure Centers and Training Schools did not admit adjudicated PINS, and are, for the most part, reserved for adjudicated JDs).

Data regarding mean age show that the community-based facilities generally served an older population than did the non-community-based programs and Level V programs (YDCs) served an older population than did any other type and level. In terms of ethnicity, a greater proportion of Black and Puerto Rican youngsters resided in Level I (Secure Centers) than in any of the other levels. There were virtually no differences in the distributions of ethnic groups between the community-based and non-community-based programs, but within these categories, Black youngsters were most highly represented in Level V (YDC) programs (65%), White youngsters in Level VI (Urban Homes/STARTs) programs (43%), and Puerto Rican youngsters were most highly represented in Level I (Secure Center) programs (21%). Staff ethnicity data were not available for most non-community-based programs; figures presented for these programs generally represent the distributions of only a few units within each level. For community-based units, staff ethnicity distributions were generally comparable to those reported for residents.

In terms of grade level, a higher percentage of youngsters in the higher grade levels at entry (i.e., grades 9 - 12+) as well as higher mean grades were found in community-based programs when compared to non-community-based facilities, although Level I programs had grade distributions similar to those reported for the community-based program units. Resident grade level data were unavailable for many non-community-based facility units, and the percentages reported in Table V.2 for these facilities are those of only a few facility units within each program level.

The majority of youngsters in the non-community-based facilities were court-placed JDs, while the Level I (Secure Centers) population was 50% JD, 48% Restrictive JDs, and 3% Juvenile Offender youngsters. PINS youngsters made up 21% of the residents in Level IV (Non-Secure) programs. A smaller percentage of JDs was found in the community-based programs, as expected, with PINS youngsters making up 35% of the total resident population, and voluntary placements accounting for almost 20%.

As expected, there were substantial differences between community-based and non-community-based programs regarding the proximity of the programs to their residents' home communities. The great majority of community-based programs served youngsters who were originally from the county in which the program was located, or a contiguous county. Non-community-based programs did not share this characteristic, generally serving populations more dramatically removed from their home communities.

With regard to length of stay, comparisons by program group are complicated somewhat by the variation which exists among the community-based program types and among the non-community-based facilities. At the aggregate level, however, residents of Secure Centers characteristically had longer lengths of stay than did any other program residents. Non-community-based programs had higher percentages of youngsters discharged after completing at least four months in program than did the community-based programs, indicating a greater length of stay for the average youngster.

In summary, when community-based program characteristics were compared to those of non-community-based programs, the data show that community-based programs generally served older youngsters, had more female units available, served a population in higher school grades, had a smaller percentage of JDs, and served residents closer to their own home communities. Level I Secure Centers served a predominantly male, Black and Puerto Rican, JD, Restrictive JD and Juvenile Offender population. These youngsters also resided outside the administrative region in which the program is located and stayed in program longer than residents in any other program.

The PDF data serve the function of answering basic questions regarding program demographics by program type and level. In the following section, the programs are examined in terms of their relationship to the communities in which they are located.

B. Community-Basedness Findings: Community Linkages and Interaction Profile (CLIP)

Program data reflecting linkages between programs and their respective communities were gathered through the Community Linkages and Interaction Profile (CLIP) instrument. Determining different levels of community-basedness for community-based programs was deemed to be useful in measuring treatment effects especially when considering the emphasis which has been placed on providing and expanding community-based treatment in juvenile correctional systems.

Basically, program administrators provided information on the extent of the utilization of community resources, and interaction with community residents and groups, as well as the utilization of program services by community residents. Study staff rated these programs along 24 areas of community-basedness using a Rating Guidelines and the findings are presented in this section.

Scores on each of the subdimensions could range from a low of one to a maximum of five. With respect to dimension scores, the minimum and maximum scores were as follows:

DIMENSION	NO. OF ITEMS	ACTUAL MEAN DISTRIBUTIONS	
		Lowest Mean	Highest Mean
Program Utilization of Community Resources	9	1.8	3.6
Program Interaction with Community	5	1.6	4.6
Community Utilization of Program Resources	6	1.2	4.3
Community Interaction with Program	4	1.5	4.0

These means represent the lowest and highest mean ratings obtained for the Study sample and were calculated on the basis of ratings assigned to each item (subdimension) which make up the overall dimension.

Community-basedness information was collected for programs within the target sample of community-based programs and on six non-community-based programs (two Camp programs, two Special Residential Centers and two START Centers) for comparative purposes. In most Level V (YDC) programs, which by design often utilize separate units in a fashion representing transitional entry into the community, it was necessary to treat these units separately in that their functions often differed with respect to their residents' access to the community. Table V.3 displays mean CLIP scores by level and program type averaged for either units or facilities, depending on the level of independence units had within particular programs.[1]

The extent to which programs or units utilized community resources, the variety of resources utilized and the quality of such utilization (determined in part by whether such utilization was systematic) did not vary substantially across program types. Level IV START programs were rated lowest (mean = 1.8). Scores on this dimension for the remaining program types did not show any relationship to program level.

With respect to the extent to which program residents and staff interacted with community groups, mean scores generally indicated a higher level of interaction on the part of community-based programs. START programs in either Level II or Level IV scored the lowest (1.6 and 1.8, respectively), while the Youth Hostel was rated the highest. Examples of the areas being rated include open house activities, staff participation in community organizations and the level of resident freedom to interact with community residents.

Another dimension of community-basedness tapped by the CLIP dealt with the extent to which community residents utilized program services. More explicitly, this measure was designed to tap the reciprocal nature of the Division's programs in terms of providing services to the surrounding communities. Across this dimension, the Level V YDCs were rated highest followed by Level VI Urban START programs. Community-based programs, overall, had higher utilization of their services and facilities than did non-community-based programs.

The fourth dimension of community-basedness rated programs on the extent to which community residents interact with the program by providing volunteers, participating in the program's operations, and providing contributions. The Level II Special Center and Camp programs surveyed were rated higher on this dimension than any of the remaining program types.

TABLE V.3

CLIP MEAN SCORES FOR PROGRAM UNITS BY PROGRAM TYPE AND LEVEL

Category:	SECURE	NON-COMMUNITY-BASED							COMMUNITY-BASED			
Level:	I	II				IV			V	VI		
Type:	Secure Centers	Training Schools	Special[1] Centers	Camps[1]	STARTS[2]	Camps[1]	Special Centers	STARTS[2]	Youth Development Center	Urban Homes	Urban STARTS	Youth[3] Hostel
	(N=0)	(N=0)	(N=2)	(N=3)	(N=1)	(N=5)	(N=1)	(N=1)	(N=13)	(N=20)	(N=3)	(N=1)
COMMUNITY LINKAGES AND INTERACTION PROFILE												
Program Utilization of Community Resources	--	--	2.9	2.2	2.4	2.1	2.8	1.8	2.9	2.6	3.0	2.6
Program Interaction with Community	--	--	2.2	2.2	1.6	2.0	3.4	1.8	4.0	3.6	4.0	4.4
Community Utilization of Program Resources	--	--	1.8	2.0	1.8	1.3	2.5	2.2	3.0	2.0	2.7	1.7
Community Interaction with Program	--	--	3.3	3.3	2.8	2.3	3.0	2.0	3.0	2.3	2.5	3.0
Total Community Linkages and Interaction Profile Score	--	--	2.5	2.5	2.2	1.9	2.9	1.9	3.1	2.6	3.0	2.8

[1] These programs had CLIP data obtained for the entire facility and the figures do not represent the average unit CLIP rating.

[2] Although these two START Centers are classified as non-community-based, they are included in the Study's community-based START programs sample in subsequent analysis.

[3] Youth Hostel program does not have a program level classification assigned.

When summary CLIP ratings were averaged for program-level types, the community-based programs generally scored higher on community-basedness measures. The CLIP findings are not conclusive given the under-representation of non-community-based programs within the sample of programs with CLIP data; however, these data do not show an inverse relationship between program restrictiveness and community-basedness as measured by two of the CLIP dimensions. Across the dimensions of Community Interaction with Program and the Program Utilization of Community Resources, the non-community-based programs sampled were rated either higher than or similar to the community-based programs.

Distributions of CLIP dimension raw scores by the Division's community-based program sample are provided in Table V.4. The non-community-based programs are not presented because of the small representation of these programs in the CLIP sample. The data show that the ratings of the Urban Homes across two CLIP dimensions (Program Utilization of Community Resources and Program Interaction with Community) were much more disparate than those of YDCs and STARTs, while the same was true for YDCs when rated on the Community Utilization of Program Resources and Community Interaction with Program dimensions. As such, consistency in ratings on some aspects of community-basedness was lacking for programs grouped as Level VI Urban Homes or Level V YDCs. It might have been expected that the variation in scoring would be much more contained. Level VI Urban START programs showed greater consistency in scores across the CLIP dimensions, except when rated on Program Utilization of Community Resources.

In summary, program units were surveyed on levels of community-basedness and the results showed that differences among programs across the Division's level system were generally not related to their membership in a particular program level. Community-basedness as measured by the CLIP appears to be independent of the program's level classification; within-program level differences were stronger than between-program level differences. The third dimension of program information, social climate data, provides the foundation for the Study's program-specific data. The following discussions review these findings at two data collection points and propose a typology which is based on discernable patterns found among different units within different facilities.

C. Social Climate Findings

The COPES and CIES social climate instruments were administered to community-based and non-community-based programs, respectively, during two periods of the Study; Phase I - Program Description (March 1978) and during Phase II - Cohort Tracking (February 1979). For a more thorough description of the social climate instruments, see Appendix A. Briefly, the work of Rudolf Moos and his colleagues, at the Social Ecology Laboratory at Stanford University, focuses on the impact of physical and social environments on human beings. Initially, Moos' efforts were directed to the systematic assessment of psychiatric treatment programs, both hospital- and community-based. As his work progressed, however, the generalizability of his approach to other treatment settings became evident. His expanded scope of interest then came to include juvenile and adult correctional programs, educational and work environments, military companies and a number of other group settings.

TABLE V.4

DISTRIBUTION OF CLIP DIMENSION RAW SCORES BY COMMUNITY-BASED PROGRAMS

RANGE OF SCORES:	PROGRAM UTILIZATION OF COMMUNITY RESOURCES						PROGRAM INTERACTION WITH COMMUNITY						COMMUNITY UTILIZATION OF PROGRAM RESOURCES						COMMUNITY INTERACTION WITH PROGRAM					
	Level V		Level IV				Level V		Level IV				Level V		Level IV				Level V		Level IV			
	YDCs (N=13)		Urban Homes (N=18)		Urban STARTs (N=3)		YDCs (N=13)		Urban Homes (N=18)		Urban STARTs (N=3)		YDCs (N=13)		Urban Homes (N=18)		Urban STARTs (N=3)		YDCs (N=13)		Urban Homes (N=18)		Urban STARTs (N=3)	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
6													00	(0)	06	(1)	00	(0)	08	(1)	00	(0)	00	(0)
7													00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
8							00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	08	(1)	22	(4)	33	(1)
9							00	(0)	06	(1)	00	(0)	15	(2)	00	(0)	00	(0)	00	(0)	44	(8)	00	(0)
10							00	(0)	00	(0)	00	(0)	00	(0)	33	(6)	00	(0)	15	(2)	28	(5)	33	(1)
11							00	(0)	00	(0)	00	(0)	08	(1)	33	(6)	00	(0)	15	(2)	06	(1)	00	(0)
12							00	(0)	00	(0)	00	(0)	00	(0)	06	(1)	00	(0)	23	(3)	00	(0)	33	(1)
13							08	(1)	11	(2)	00	(0)	00	(0)	11	(2)	33	(1)	08	(1)	00	(0)	00	(0)
14							00	(0)	00	(0)	00	(0)	00	(0)	06	(1)	00	(0)	00	(0)	00	(0)	00	(0)
15							08	(1)	06	(1)	00	(0)	08	(1)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
16							00	(0)	11	(2)	00	(0)	00	(0)	00	(0)	00	(0)	23	(3)	00	(0)	00	(0)
17							00	(0)	11	(2)	33	(1)	08	(1)	06	(1)	67	(2)						
18	00	(0)	11	(2)	00	(0)	08	(1)	00	(0)	00	(0)	23	(3)	00	(0)	00	(0)						
19	00	(0)	11	(2)	00	(0)	31	(4)	11	(2)	00	(0)	00	(0)	00	(0)	00	(0)						
20	00	(0)	11	(2)	00	(0)	00	(0)	39	(7)	33	(1)	08	(1)	00	(0)	00	(0)						
21	00	(0)	00	(0)	00	(0)	23	(3)	00	(0)	00	(0)	08	(1)	00	(0)	00	(0)						
22	00	(0)	06	(1)	33	(1)	00	(0)	06	(1)	33	(1)	00	(0)	00	(0)	00	(0)						
23	23	(3)	06	(1)	00	(0)	23	(3)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)						
24	15	(2)	11	(2)	00	(0)							00	(0)	00	(0)	00	(0)						
25	23	(3)	28	(5)	00	(0)							15	(1)	00	(0)	00	(0)						
26	15	(2)	00	(0)	00	(0)							08	(1)	00	(0)	00	(0)						
27	00	(0)	17	(3)	33	(1)																		
28	08	(1)	00	(0)	00	(0)																		
29	00	(0)	00	(0)	00	(0)																		
30	00	(0)	00	(0)	00	(0)																		
31	08	(1)	00	(0)	33	(1)																		
32	08	(1)	00	(0)	00	(0)																		

While numerous methods of characterizing human behavior and personality have been developed, little attention has been focussed on a systematic approach to defining social environments. Moos eventually found that very different social environments might be characterized by similar dimensions. A variety of Social Climate Scales were empirically developed for various milieu, each including subscales (sets of questions addressing a particular program component) which were essentially alike. The subscales fall into three broad categories:

1. The Relationship Dimensions;
2. The Personal Development (or Treatment) Dimensions; and
3. The System Maintenance and Change Dimensions.

Table V.5 lists the ten COPES subscales and their definitions. The first three (Involvement, Support and Spontaneity) measure a program's Relationship dimensions. The next four subscales (Autonomy, Practical Orientation, Personal Problem Orientation and Anger and Aggression) measure the Personal Development (or Treatment) dimensions and the final three subscales (Order and Organization, Program Clarity and Staff Control) assess the System Maintenance and Change dimensions of programs. Table V.6 lists the nine CIES subscales and their definitions. The dimensions of Spontaneity and Anger and Aggression do not appear in the CIES version, while an Expressiveness dimension was included to measure the extent to which the program encourages the open expression of feelings (including angry feelings) by residents and staff.

A number of changes in the Moos version of the COPES and CIES were made in order that the instrument be more appropriate for use with Division youngsters. These changes were primarily in vocabulary (e.g., "members" became "residents," "discourage" became "don't like," etc.) in order to accommodate the generally lower reading levels of Division youngsters and to make the items more relevant to the residents' experiences in program. In some cases, the scoring directions were changed (negative phrasing became positive), again in an effort to make the document more comprehensible to these youngsters.

The Study's use of Social Climate Inventories was primarily intended to provide data which would lead to the development of a typology of programs. The social climate data collected in this Study were the best measures of the "treatment" offered by individual program units, and thus form the underpinnings of the typology of programs which was produced. Prior to the introduction of the Study's typology of programs, a discussion of the findings as they relate to the grouping of programs specified in the Division's level system, is presented. The following section provides a discussion of these relationships.

Relationship Between Subscale Scores and Program Level and Type

Separate analyses were conducted on the normed scores of the social climate subscales for those program units measured with the COPES (community-based) and those units with the CIES (non-community-based). While the COPES was administered in community-based programs, a few of these programs were later classified as non-community-based in the Division's Level system.[2] These programs were the Auburn Special Residential Center (currently Level IV), the Willowbrook START Center (currently Level IV), and the Brentwood START Center (currently Level II).

TABLE V.5

COPES SUBSCALES AND DEFINITIONS

RELATIONSHIP DIMENSIONS:		
	1. Involvement	measures how active members are in the day-to-day functioning of their programs, i.e., spending time constructively, being enthusiastic, doing things on their own initiative.
	2. Support	measures the extent to which members are encouraged to be helpful and supportive towards other members, and how supportive the staff is towards members.
	3. Spontaneity	measures the extent to which the program encourages members to act openly and express their feelings openly.
PERSONAL DEVELOPMENT DIMENSIONS:		
	4. Autonomy	assesses how self-sufficient and independent members are encouraged to be in making their own decisions about their personal affairs (what they wear, where they go) and in their relationships with the staff.
	5. Practical Orientation	assesses the extent to which the member's environment orients him/her towards preparing himself/herself for release from the program. Such things as training for new kinds of jobs, looking to the future, and setting and working towards goals are considered.
	6. Personal Problem Orientation	measures the extent to which members are encouraged to be concerned with their personal problems and feelings and to seek to understand them.
	7. Anger and Aggression	measures the extent to which a member is allowed and encouraged to argue with members and staff, to become openly angry and to display other aggressive behavior.
SYSTEM MAINTENANCE AND CHANGE DIMENSIONS:		
	8. Order and Organization	measures how important order and organization is in the program, in terms of members (how do they look), staff (what they do to encourage order) and the house itself (how well is it kept).
	9. Program Clarity	measures the extent to which members know what to expect in the day-to-day routine of their program and how explicit the program rules and procedures are.
	10. Staff Control	assesses the extent to which the staff use measures to keep members under necessary controls, i.e., in the formulation rules, the scheduling of activities, and in the relationships between members and staff.

* in Rudolf H. Moos, Community-Oriented Programs Environment Scale Manual, Palo Alto, California: Consulting Psychologists Press, Inc., 1974, p.3.

TABLE V.6

CIES SUBSCALES AND DEFINITIONS

RELATIONSHIP DIMENSIONS:	
1. Involvement	measures how active and energetic residents are in the day-to-day functioning of the program (i.e., interacting socially with other residents, doing things on their own initiative, and developing pride and group spirit in the program)
2. Support	measures the extent to which residents are encouraged to be helpful and supportive toward other residents, and how supportive the staff are toward residents
3. Expressiveness	measures the extent to which the program encourages the open expression of feelings (including angry feelings) by residents and staff
PERSONAL DEVELOPMENT DIMENSIONS:	
4. Autonomy	assesses the extent to which residents are encouraged to take initiative in planning activities and take leadership in the unit
5. Practical Orientation	assesses the extent to which the resident's environment orients him toward preparing himself for release from the program; training for new kinds of jobs, looking to the future, and setting and working toward goals are among the factors considered
6. Personal Problem Orientation	measures the extent to which residents are encouraged to be concerned with their personal problems and feelings and to seek to understand them
SYSTEM MAINTENANCE AND CHANGE DIMENSIONS:	
7. Order and Organization	measures how important order and organization are in the program, in terms of residents (how they look), staff (what they do to encourage order), and the facility itself (how well it is kept).
8. Clarity	measures the extent to which the resident knows what to expect in the day-to-day routine of his program and how explicit the program rules and procedures are.
9. Staff Control	assesses the extent to which the staff use regulations to keep residents under necessary controls (i.e., in the formulation of rules, the scheduling of activities, and in the relationships between residents and staff).

*in Rudolf H. Moos, Correctional Institutions Environment Scale Manual, Palo Alto, California: Consulting Psychologists Press, Inc., 1974, p.3.

Table V.7a presents the mean normed scores on the COPES subscales by current program level and type. These represent the second administration results normed according to an original sample of 33 community-based program units obtained during the first administration of the COPES. The norming procedure yielded scales which are comparable to one another and have means of 50 with a standard deviation of 10.[3] Thirty-five of the 39 programs for which COPES data were available were either Level V (YDCs) or Level VI (Homes and Urban STARTs). The differences in social climate scores between Levels V and VI for these 35 programs were not statistically significant. However, some differences should be noted. Homes were highest on Support while Urban STARTs were lowest on this dimension. Urban STARTs were highest on Practical Orientation and lowest on Order and Organization. YDCs were highest on Personal Problem Orientation. All of these differences are small: the difference between Level V and Level VI (Homes and Urban STARTs) programs never exceeds 4.5 on any of the ten scales. Thus, program Levels V and VI cannot be distinguished in terms of social climate as measured by the COPES instrument.

The Division's non-community-based sample programs were normed according to the Moos' CIES sample of juvenile correctional programs. This was done because of the similarities of the Division's secure and non-community-based programs to those programs sampled by Moos. This norming procedure also yields scales which are comparable to one another and have a mean of 50.[4] As the data show (Table V.7B), Division programs scored higher on most subscales than did Moos' sample programs, the exception being Staff Control. With respect to program level, significant relationships between the subscale scores and program level were found for only four subscales: Involvement, Autonomy, Practical Orientation and Staff Control. Specifically, as program restrictiveness decreased Involvement, Autonomy and Practical Orientation increased while Staff Control decreased. The relationship is largely due to extreme differences in scoring between Level IV programs and the remaining program level types; the differences between Levels I and II programs across the four subscale scores were very small (Table V.7B), except for the Level II Special Residential Centers. These program units had lower scores on most subscales when compared to other Level II programs.

With respect to differences found among Division program types (i.e., Secure Centers vs. Training School vs. Camps, etc.), significant relationships were found with the following subscales: Support, Autonomy, Practical Orientation, Personal Problem Orientation, Program Clarity and Staff Control. Specifically, the Level IV Camp programs had significantly higher subscale scores across each of these subscales except for Staff Control, for which they had a significantly lower score, while Level II Special Residential Centers had significantly lower scores on the Support and Practical Orientation subscales.

In summary, scores on the individual social climate subscales were examined in terms of the Division's level system and program types. For community-based programs, relationships found between subscale scores and program level were not significant. The non-community-based programs, on the other hand, were different on some social climate subscales when membership in particular program levels was examined, and these differences are largely attributed to major differences in scoring between Level IV programs and Level I and II programs. The following section describes the results of the Study program typology, which essentially groups program units according to patterns found among the social climate subscales.

TABLE V.7a
COPES NORMED SCORES AND STANDARD DEVIATIONS FOR COMMUNITY-BASED PROGRAM UNITS BY PROGRAM LEVEL AND TYPE (MARCH 1979)*

Category:	NON-COMMUNITY-BASED						COMMUNITY-BASED							
Level:	II		IV				V		VI					
Type:	START (3)		START (5)		Special Ctr. (Auburn)		YDCs		Urban Homes		Urban STARTs		Youth Hostel	
Units:	(N=1)		(N=1)		(N=1)		(N=12)		(N=20)		(N=3)		(N=1)	
COPES SUBSCALES	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Involvement	53.6	0	45.8	0	73.1	0	48.8	11.1	52.5	8.9	50.8	2.3	60.1	0
Support	45.9	0	47.3	0	65.3	0	49.2	13.9	54.5	10.2	45.9	6.1	48.0	0
Spontaneity	50.7	0	42.0	0	49.7	0	47.4	10.0	49.4	10.7	51.3	8.9	68.9	0
Autonomy	50.0	0	54.7	0	52.8	0	47.6	9.4	50.4	15.9	55.0	3.9	46.2	0
Practical Orientation	50.4	0	33.3	0	62.2	0	50.2	6.3	48.4	12.4	56.5	7.9	63.6	0
Personal Problem Orientation	42.7	0	44.3	0	36.5	0	49.4	6.0	45.5	13.2	41.9	5.4	51.2	0
Anger and Aggressions	52.3	0	61.6	0	38.4	0	55.7	14.2	51.9	18.2	51.9	15.2	32.6	0
Order and Organization	37.6	0	46.8	0	63.7	0	47.6	14.6	48.7	9.2	38.3	8.8	57.3	0
Program Clarity	52.9	0	45.4	0	52.9	0	50.9	7.1	50.4	10.9	47.6	4.6	62.2	0
Staff Control	47.8	9	48.9	0	30.1	0	47.1	8.2	47.0	9.6	46.4	3.0	41.6	0

*Each program unit's raw scores were converted to normal T-scores based on a DFY normative sample of 33 community-based program units.

TABLE V.7b
CIES NORMED SCORES AND STANDARD DEVIATIONS FOR COMMUNITY-BASED PROGRAM UNITS BY PROGRAM LEVEL AND TYPE (MARCH 1979)*

Category:	SECURE		NON-COMMUNITY-BASED							
Level:	I		II						IV	
Type:	Secure Centers		Training Schools		Camps		Special Centers		Camps	
	(N=11)		(N=10)		(N=3)		(N=3)		(N=10)	
CIES SUBSCALES	M	SD	M	SD	M	SD	M	SD	M	SD
Involvement	55.3	9.7	55.2	11.8	55.3	7.8	54.5	7.8	63.2	8.2
Support	60.8	10.6	55.9	10.9	59.7	2.6	48.1	8.5	65.5	9.7
Expressiveness	61.9	6.1	57.7	7.2	49.6	2.4	67.7	5.0	58.9	9.7
Autonomy	49.6	9.6	51.2	8.0	52.6	3.4	49.2	3.2	60.1	6.7
Practical Orientation	68.1	9.4	65.1	7.2	69.3	10.6	59.4	11.0	74.4	7.6
Personal Problem Orientation	57.0	7.2	53.6	13.6	54.1	6.6	49.4	10.0	70.1	13.2
Order and Organization	57.9	11.9	54.0	14.4	47.0	4.7	44.9	3.9	55.6	7.9
Program Clarity	61.6	7.0	54.7	12.7	58.9	4.0	51.1	1.5	63.3	6.8
Staff Control	45.4	5.0	47.9	4.1	46.9	7.6	42.8	2.6	41.3	5.1

*Each program unit's raw scores were converted to normal T-scores based on Moos' norms for juvenile correctional facilities.

Typology of Programs

Assessing the impact of treatment environments on program outcome measures is facilitated by the characterization of what is typically a wide variety of programs under study into fewer, more basic types. As noted previously, the Division for Youth operated different types of both community- and non-community-based programs which varied with respect to size of population and staffing patterns, cost, in-house education resources and levels of security. While these groupings are relevant to budgetary matters and various youngster placement issues, they were not systematically related to social climate as measured in this Study. Consequently, it was incumbent on Study staff to develop a relevant measure of rehabilitative program content in order to permit the assessment of program impact. To this end, the work of Rudolf Moos in the area of social climate became quite relevant.

Social climate typologies group programs according to the similarity of their individual subscale profiles.[5] Program profiles are illustrations of individual subscale scores and allow for the examination of a program's emphasis on certain treatment dimensions as they relate to the average emphasis obtained from a normative sample.

Moos typed 78 American and British community-based psychiatric treatment programs using the COPES, as well as 84 juvenile correctional facilities with the CIES. The two typologies developed by Moos are essentially the same although there is some difference in the scoring of certain subscales. The types generated by Moos were labeled as follows: Therepeutic Community, Relationship-Oriented, Action-Oriented, Insight-Oriented, Control-Oriented, and Disturbed Behavior. When Division programs were subjected to the analysis utilized by Moos, the emerging program clusters were for the most part incompatible with the types generated by Moos. In fact, half of the DFY programs in the Study could not be typed accordingly. As a result, a typology more consistent with the characteristics of Division programs was formulated.

Some program units in the Study sample clustered in a fashion very similar to the Therapeutic and Disturbed Behavior types developed by Moos; these program types were thus left intact. With respect to the Relationship-Oriented type, similarities were found between the Moos' profile and a group of Division programs, although the differences led to a relabeling of the type, as will be explained below. The remaining types developed by Moos, were not found among Division programs. Programs which were found to have similar profiles to one another, and were essentially different from Moos types, were grouped into new types. The Study typology described below is thus based on both the Moos findings and findings peculiar to this investigation. Findings are based on the second administration of the COPES and CIES instruments and include 73 program units. Table V.8 provides an outline of both typologies and subscale scoring direction which make up the types.

The Therapeutic Environment

Eleven of the program units had profiles similar to the profile which Moos refers to as the Therapeutic Community. These Division units consisted solely of non-community-based units (surveyed with the CIES); no community-based program had this profile. Figure V.1 shows both the Moos and Division Therapeutic profiles. As with the Moos type, the Division profiles indicate considerably above-average emphasis on all of the Relationship and Treatment dimensions, while staff control is de-emphasized.

TABLE V.8

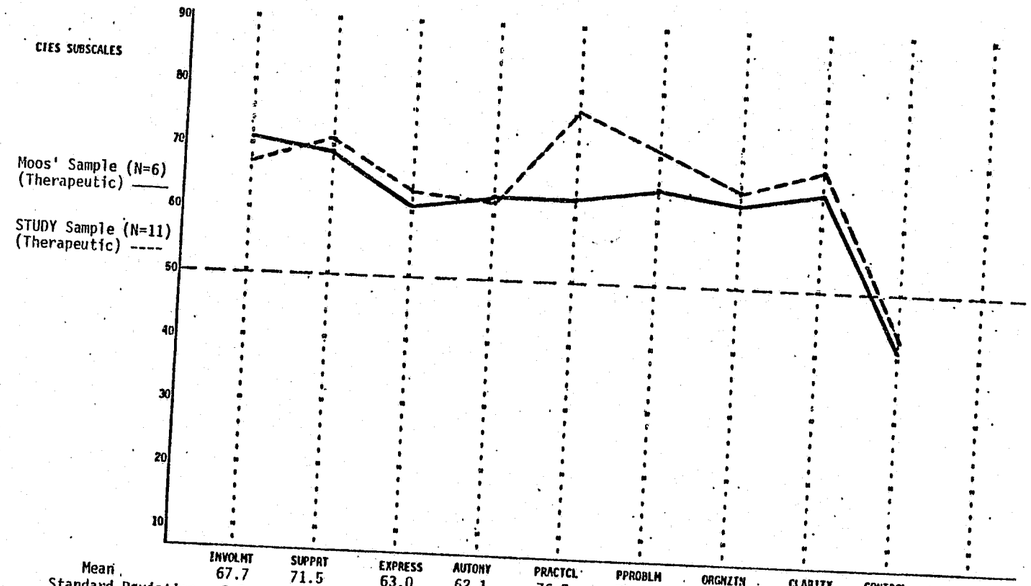
COMPARISON OF MOOS TYPOLOGY WITH STUDY TYPOLOGY

Moos Types	Study Types		SUBSCALES ON COPES AND CIES										
			INVOLVEMENT	SUPPORT	SPONTANEITY*	EXPRESSIVENESS**	AUTONOMY	PRACTICAL ORIENTATION	PERSONAL PROBLEM ORIENTATION	ANGER AND AGGRESSION*	ORDER AND ORGANIZATION	PROGRAM CLARITY	STAFF CONTROL
Therapeutic Community		COPES	+	+	+		+	+	+	+	+	+	-
		CIES	+	+		+	+	+	+		+	+	-
	Therapeutic Environment	COPES+	+	+	+		+	+	+	+	+	+	-
		CIES	+	+		+	+	+	+		+	+	-
Relationship-Oriented		COPES	+	+	+		¤	¤	¤	-	+	+	¤
		CIES	+	+		¤	¤	¤	¤		+	+	¤
	Supportive-Structured	COPES	¤	+	¤		¤	¤	¤	¤	+	+	¤
		CIES	¤	+		¤	¤	¤	¤		+	+	¤
Insight-Oriented		COPES	-	-	¤		-	+	+	+	-	-	¤
		CIES	+	+		¤	+	+	+		¤	+	-
	Person-Oriented	COPES	¤	¤	¤		¤	+	+	¤	¤	¤	¤
		CIES	¤	¤		¤	¤	+	+		¤	¤	¤
Action-Oriented		COPES	-	-	-		+	+	-	¤	-	¤	-
		CIES	¤	¤		+	+	¤	¤		-	¤	-
	Acting-Out* Environments	COPES			+		+			+			-
	Expressive** Environments	CIES	¤	¤		+	¤	¤	¤		¤	¤	-
Disturbed Behavior		COPES	-	-	-		-	-	-	+	-	-	¤
		CIES	-	-		+	-	-	-		-	-	¤
	Disturbed Behavior	COPES	-	-	-		-	-	-	+	-	-	+
		CIES	-	-		+	-	-	-		-	-	+

+ = above average emphasis
- = below average emphasis
¤ = moderate emphasis

* For COPES only
** For CIES only

FIGURE V.1
STUDY THERAPEUTIC ENVIRONMENTS (CIES)
VS.
MOOS' THERAPEUTIC ENVIRONMENTS (CIES)



	INVOLMT	SUPPRT	EXPRESS	AUTONY	PRACTCL	PPROBLM	ORGNZTN	CLARITY	CONTROL
Mean	67.7	71.5	63.0	62.1	76.5	71.2	65.7	68.4	43.0
Standard Deviation	8.8	5.3	3.9	8.1	5.9	12.4	9.6	5.7	5.6

Moos describes this program type as "a very active, highly treatment oriented therapeutic community milieu," and contends that this type is relatively rare in institutional correctional settings.[6] The Study's own findings are that these program types are more often found among the more restrictive Division programs, indicating a relationship between level of environmental control and youngsters' perception of treatment activity. In other words, it may be the case that the more a youngster's environment is structured, the more likely he/she is to perceive, and thus experience, the intended treatment.

The Supportive/Structured Environment

The Supportive/Structured Environment type is quite similar to Moos' Relationship-Oriented type, except for one noted difference (Figure V.2A). While Moos' profile showed that programs had above average emphasis on each of the Relationship dimensions, the Division sample showed a consistent above-average emphasis on Support while the scores on Involvement were much more varied and the emphasis on Spontaneity was not particularly high. Thus, the average community-based unit typed as Supportive/Structured showed above average emphasis on Involvement and Support, average emphasis on Spontaneity, and above average emphasis on Order and Organization and Program Clarity. The emphasis on the System Maintenance dimensions, of which Order and Organization and Program Clarity are a part, that appeared on the Supportive/Structured grouping was similar to that reported for Moos' Relationship-Oriented type.

The non-community-based units (with CIES profiles) typed as Supportive/Structured had profiles which were somewhat similar to Moos' Relationship-Oriented type for juvenile correctional programs in that the emphasis on the Support subscale and the System Maintenance dimensions were comparable (Fig. V.2b). Yet, emphasis placed on other subscales in the Study type were dramatically different, particularly with respect to emphasis on Expressiveness and Practical Orientation. On these two subscales, the Study type showed much higher emphasis. A total of eight community-based program units and eight non-community-based units were typed as Supportive/Structured.

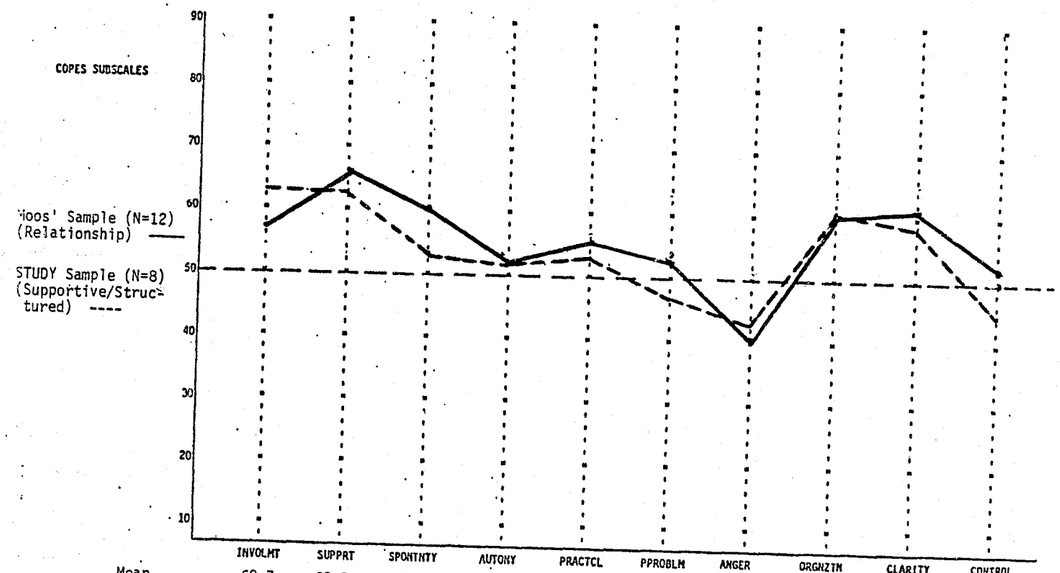
Moos describes the Relationship-Oriented cluster of programs as "warm and clear" and acknowledges that the basic therapeutic ingredients are ingrained within strong supportive interpersonal relationships.[7] The Study's findings do not contradict the explanations as presented by Moos but do suggest that for the Division's non-community-based sample an orientation toward individual planning (Practical Orientation) occured within the context of support and structure.

The Person-Oriented Environment

Three community-based units and eight non-community-based units had profiles which were labeled as Person-Oriented (Fig. V.3A and B). The emphasis in these profiles is above-average on the Practical Orientation, Personal Problem Orientation, Autonomy and Support subscales and moderate across the remaining subscales. Considering the extent to which these subscales address the residents' needs (personal problems, skills, preparing for release), the lable was selected to reflect the program's orientation toward the individual (thus Person-Oriented). Moos' Insight-Oriented type resembles these profiles with some exceptions. While his correctional program Insight-Oriented type shows an above-average emphasis on Autonomy, this subscale was not emphasized to an above-average extent for Division non-community-based programs within

FIGURE V.2a

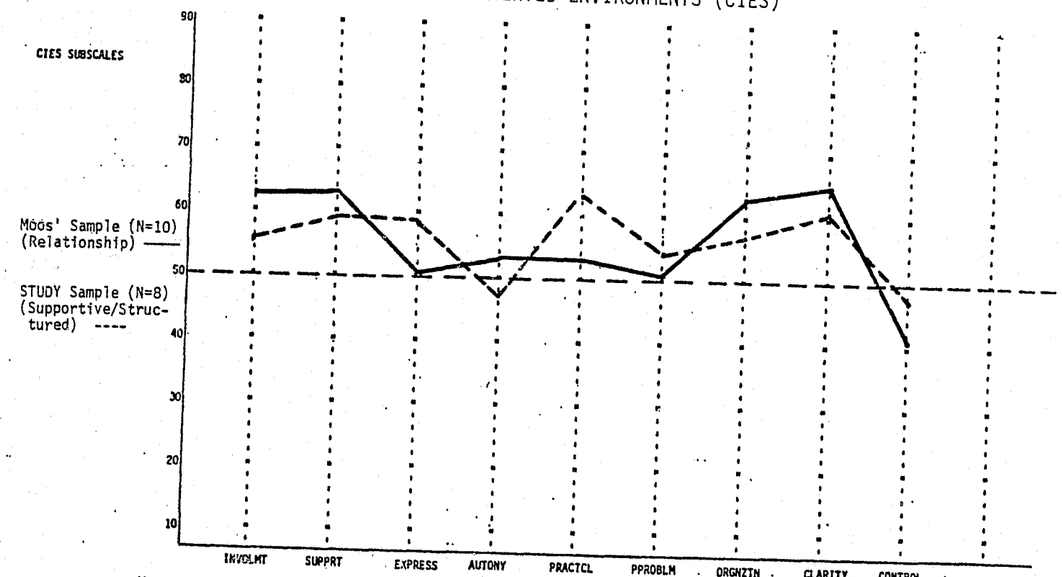
STUDY SUPPORTIVE/STRUCTURED ENVIRONMENTS (COPES) VS. MOOS' RELATIONSHIP-ORIENTED ENVIRONMENTS (COPES)



	INVOLMT	SUPPRT	SPONTNTY	AUTONY	PRACTCL	PPROBLM	ANGER	ORGNZTN	CLARITY	CONTROL
Mean	62.7	62.2	53.8	52.1	53.4	46.6	43.3	60.4	58.2	44.2
Standard Deviation	7.5	8.3	7.5	11.2	9.3	12.7	4.4	5.1	5.4	9.7

FIGURE V.2b

STUDY SUPPORTIVE/STRUCTURED ENVIRONMENTS (CIES) VS. MOOS' RELATIONSHIP-ORIENTED ENVIRONMENTS (CIES)



	INVOLMT	SUPPRT	EXPRESS	AUTONY	PRACTCL	PPROBLM	ORGNZTN	CLARITY	CONTROL
Mean	55.9	59.1	58.3	47.6	63.9	54.0	57.2	61.3	47.8
Standard Deviation	4.5	8.2	8.9	4.4	7.7	6.6	5.0	3.7	5.7

FIGURE V.3a

STUDY PERSON-ORIENTED ENVIRONMENTS (COPES) VS.
MOOS' INSIGHT-ORIENTED ENVIRONMENTS (COPES)

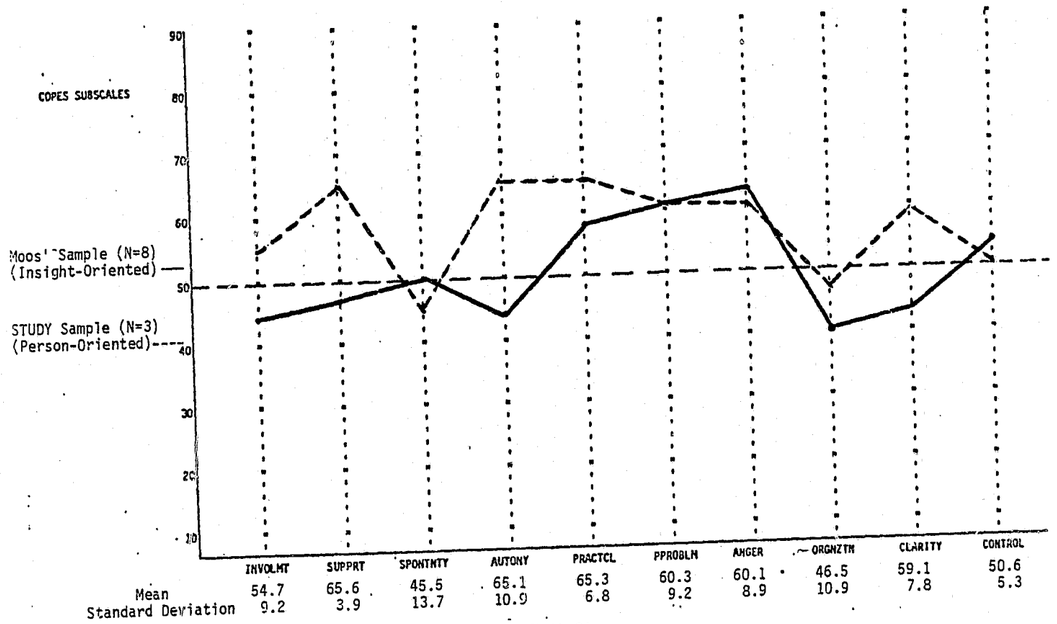
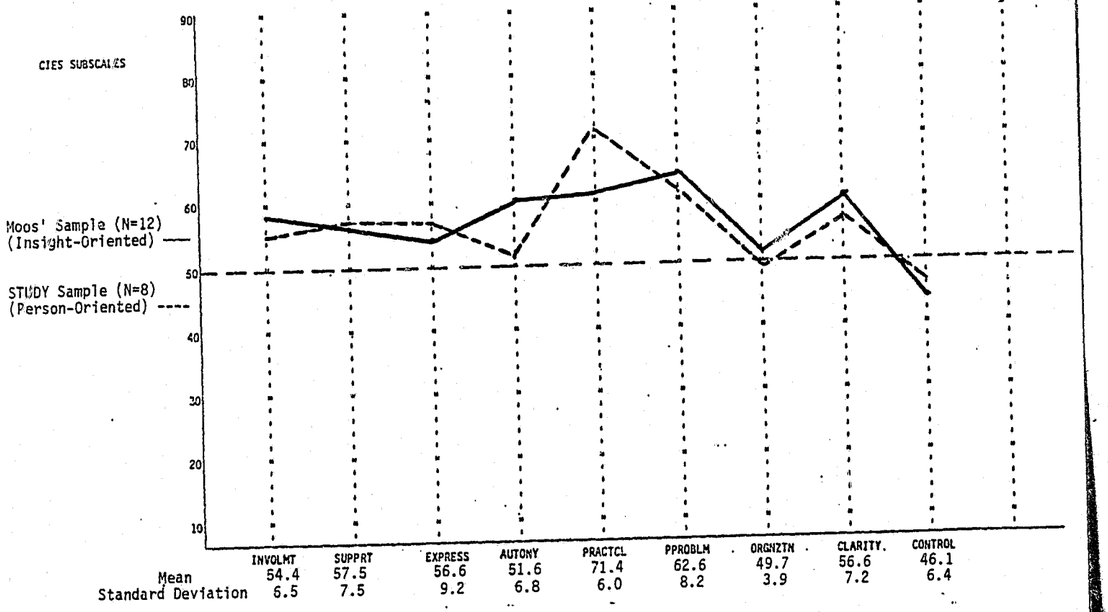


FIGURE V.3b

STUDY PERSON-ORIENTED ENVIRONMENTS (CIES) VS.
MOOS' INSIGHT-ORIENTED ENVIRONMENTS (CIES)



this type. Moos' community-based sample had an above-average emphasis on Anger and Aggression, Practical Orientation and Personal Problem Orientation and relative de-emphasis across the Relationship and System Maintenance subscales, except for Staff Control. The Division community-based sample had above-average emphasis on most subscales except for Spontaneity and Order and Organization, and had average emphasis on Staff Control.

The fact that this program type is so unlike most of the types presented by Moos suggests that these relationships among social climate subscales were peculiar to Division programs. It appears that among Division programs, for both community- and non-community-based types, emphasis on treatment is coupled with some emphasis on support. The difference between community-based and non-community-based programs classified as Person-Oriented, on the other hand, is reflected in the degree of emphasis placed on Autonomy. It might be that Autonomy is critical to community-based treatment but less important in more restrictive non-community-based treatment programs. In other words, a youngster placed in community-based programs might be expected to exercise Autonomy as part of his/her "treatment", while the same might not be expected for youngsters placed in more institutional environments.

Acting-Out Environments

Nine community-based units in the Division sample had profiles which were classified as "Acting-Out Environments"; none of the non-community-based units fell into this type (Fig. V.4). The units' profiles show above-average emphasis on Spontaneity and Anger and Aggression with Staff Control de-emphasized. Residents' activities appeared to be less controlled by program staff and an above-average degree of hostility (verbal aggression, arguments) was evident. The Action-Oriented program type found in Moos' COPES sample is similar to this type except that Anger and Aggression is only moderately emphasized in his sample profile, and there is above-average emphasis on Staff Control.

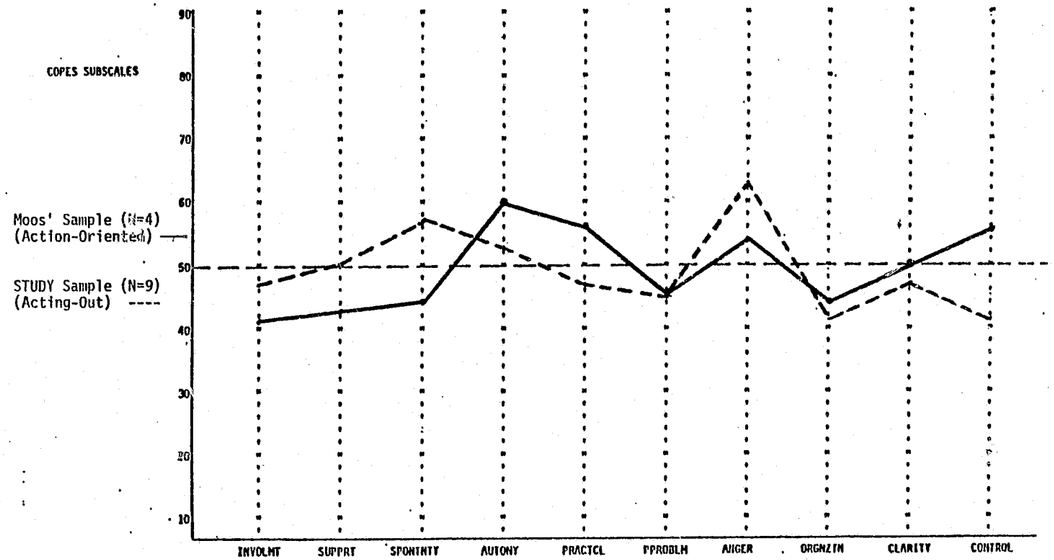
The de-emphasis on Staff Control, together with the over-emphasis on Anger and Aggression found among Division programs falling into the Acting-Out type suggests that these environments were much more "explosive" than other programs. The fact that the majority of the units classified as "Acting-Out" environments were among the least restrictive of the Division programs (seven of the nine units were Urban Home and START units) implies some incompatability between these program designs and their populations (i.e., it might be the case that these programs were poorly equipped to handle the problems of their residents).

Expressive Environments

Three non-community-based units in the Division sample were classified as Expressive. The profiles showed high emphasis on the Expressive subscale and low emphasis on Staff Control, while the remaining subscales showed average or below-average emphasis (Figure V.5). The CIES Action-Oriented types found among Moos' sample were similar with respect to System Maintenance dimensions. All other subscales, except Expressiveness, were emphasized to a higher extent in the Moos' sample. The Moos' cluster of Disturbed-Behavior environments found among the CIES sampled programs also resemble the Study non-community-based Expressive type. Comparisons show a higher emphasis on Practical Orientation and less emphasis on Staff Control among the Study sample.

FIGURE V.4

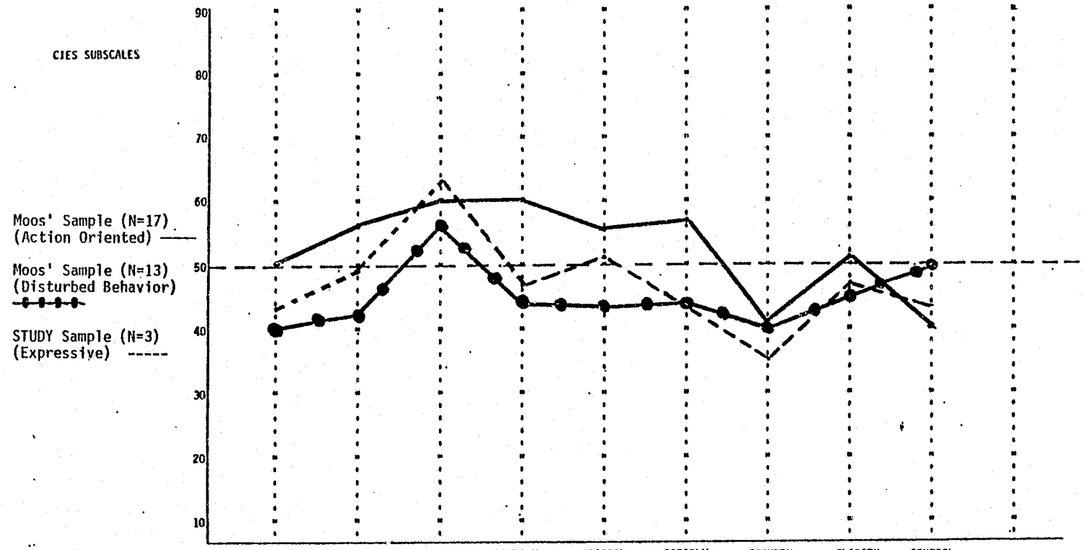
STUDY ACTING-OUT ENVIRONMENTS (COPES)
VS.
MOOS' ACTION-ORIENTED ENVIRONMENTS (COPES)



	INVOLMT	SUPPRT	SPONTNTY	AUTONY	PRACTCL	PPROBLM	AUGER	ORGNZTN	CLARITY	CONTROL
Mean	47.1	49.6	57.2	52.3	47.5	44.7	62.7	41.6	46.4	41.7
Standard Deviation	8.2	5.5	10.9	9.3	10.3	5.6	12.5	7.7	5.9	7.6

FIGURE V.5

STUDY EXPRESSIVE ENVIRONMENTS (CIES)
VS.
MOOS' ACTION-ORIENTED ENVIRONMENTS (CIES) AND
MOOS' DISTURBED BEHAVIOR ENVIRONMENT (CIES)



	INVOLMT	SUPPRT	EXPRESS	AUTONY	PRACTCL	PPROBLM	ORGNZTN	CLARITY	CONTROL
Mean.	43.6	49.0	62.7	46.6	51.3	43.8	35.4	46.3	43.9
Standard Deviation	6.2	8.2	5.3	5.4	2.9	1.4	4.7	6.7	2.6

Figure V.5 shows that the average program profile for the Study programs classified as Expressive falls somewhere between Moos' profiles of Action-Oriented and Disturbed-Behavior juvenile correctional programs. In describing the population within these two environments, Moos shows similarities among the residents of both groups, namely, that the residents were apt to be assaultive, to break rules and to destroy property.[8] Although no attempt was made in the Study to describe the residents in terms of behavioral characteristics, the fact that these three Expressive environments were found among the most restrictive of the Division programs (Levels I and II) suggests that these behaviors may also be part of the Expressive environment.

Disturbed-Behavior Environments

Some Division programs had profiles which were quite comparable to those labeled Disturbed-Behavior by Moos (Fig. V.6). These profiles had low emphasis on all of the subscales with the exception of Staff Control and Anger and Aggression, which showed above-average emphasis. Five community-based program units were classified as Disturbed-Behavior. In describing resident characteristics of community programs classified as Disturbed-Behavior, Moos refers to them as "acutely disturbed."[9] Although no behavior data were gathered on the Division units falling into this category, it is clear that residents in these programs perceived them as offering very little treatment but maintaining a relatively high degree of staff control.

Residual Groups

Eighteen unit profiles could not be typed and no patterns among these profiles could be discerned. These profiles were subsequently placed in a residual, unclassified grouping. The fact that these program units were unclassified in terms of social climate did not eliminate them from further analysis. Instead, these programs were simply treated as unclassified in subsequent analyses.

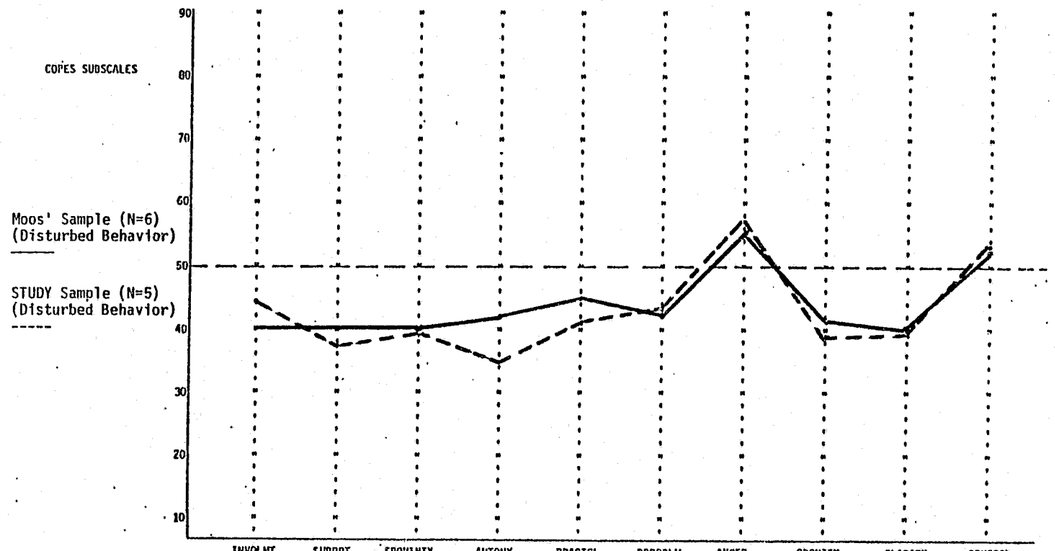
Comparison of Study Types

The previous discussions focussed on the description of program types in terms of what appears to be the essential elements of the program units' "treatment" when measured with social climate inventories. As such, the labeling of profiles was dependent upon the relative emphasis placed on each social climate subscale. Comparisons of these types provide more clarity for the interpretation of those findings, in that the differences found between the types reflects the essential differences in the treatments provided.

The Therapeutic environment is one in which a good deal of activity is occuring within a program. All aspects of treatment, as measured by social climate, are quite evident. The Supportive/Structured environment, on the other hand, places a considerable degree of emphasis on providing a sense of support coupled with clarity and organization. It differed from the Therapeutic environment in that the Treatment dimensions (Autonomy, Practical Orientation, Personal Problem Orientation and Anger and Aggression) received less emphasis. That is not to say that Supportive/Structured environments necessarily offer less "treatment", but that there may be differences in the focus of that treatment.

FIGURE V.6

DISTURBED BEHAVIOR ENVIRONMENTS
MOOS VS. STUDY SAMPLE



	INVOLMT	SUPPRT	SPONTNTY	AUTONY	PRACTCL	PPROBLM	ANGER	ORGNZTN	CLARITY	CONTROL
Mean	44.0	37.7	38.6	34.3	41.2	43.2	57.0	38.3	39.3	52.6
Standard Deviation	8.0	7.7	5.7	14.2	10.7	5.5	10.4	7.0	9.8	4.1

The Person-Oriented type had as its particular characteristics an above-average emphasis on Practical Orientation and Personal Problem Orientation and less emphasis on system maintenance. As Moos describes the subscales, the emphasis placed on the two former subscales indicate an above-average focus on the youngster's preparation for release, personal problem solving, development of useful skills, etc. This type differed from the Therapeutic environment in that its treatment approach appears to be more focused and less broad. The Supportive/Structured environment differed from the Person-Oriented in its higher emphasis on the System Maintenance and the Relationship dimensions. In some respects, it can be argued that both Supportive/Structured and Person-Oriented environments are components of the Therapeutic environment. The differences among all three lies in the level of focus applied to particular treatment dimensions.

The Acting-Out environment is characterized by high emphasis on Spontaneity, Anger and Aggression and low emphasis on System Maintenance. As such, it appears to characterize an environment which has a great deal of resident activity with little control. It differs from the previously mentioned types in its lack of emphasis on the Relationship and Treatment dimensions.

The Expressive environment, in one sense, appears to be the non-community-based version of Acting-Out environments. The lack of an Anger and Aggression subscale on the CIES, though, hinders the comparability of the two social climate types. Like the Acting-Out environment, the Expressive type showed a lack of emphasis on the Relationship and Treatment dimensions.

Finally, the Disturbed-Behavior type, found only among community-based program units, characterizes the environment as one in which not much treatment is perceived but where staff control and a degree of hostility (Anger and Aggression) exist. The lack of emphasis on most subscales is what makes the Disturbed-Behavior type so distinct.

In summary, the program typology formulated was based on the results of social climate surveys and collapses a variety of programs into fewer, more meaningful types. Similar patterns in both scoring and direction of subscales were found among the units of different programs which resulted in the development of a social climate typology based, in large part, on Moos' social climate research. The six types developed for the study are: Therapeutic, Supportive/Structured, Person-Oriented, Acting-Out, Expressive and Disturbed-Behavior. In addition, a number of independent profiles were also found and were grouped as residuals. The following section discusses the issues of social climate change and stability; the focus on describing environments in terms of longevity was deemed important to its measurement of impact on youngster outcome.

D. Social Climate Change

Analysis of social climate change is handled in two fashions: first, a review of change in subscale scoring and second, an analysis of the stability of individual program profiles. The latter analysis merely encompasses the matching of individual program profiles generated as the result of the social climate data collection and the assignment of a stability indicator. Therefore, only those program units with two sets of social climate data gathered during the two separate data collection periods (Spring 1978 and Spring 1979) are the subject of this section.

1. Social Climate Subscale Change

Table V.9 provides the mean raw score and standare deviation for each social climate subscale captured during both data collection periods, as well as the average raw score deviation found between periods. The data represent the average raw score obtained on each subscale for those program units with first and second administration social climate data. A totol of 29 units had two sets of COPES data and 17 units had two sets of CIES data.

For those program units in which the COPES was administered, change was most pronounced on the following subscales: Involvement, Support, Personal Problem Orientation, Anger and Aggression and Program Clarity. The average program unit had score changes on each of these subscales. Since the COPES had an average of ten items in each of the subscales, an average deviation score of over 1.0 represents a reversal of the scoring direction on more than one item for that subscale.

Those program units with CIES scores (all non-community-based) experienced less change. The average program unit showed some change on the subscales of Involvement, Support, Practical Orientation, and Order and Organization. The degree of change on these subscales for these units, though, was less than that of the units with COPES scores. Since the number of program units with CIES scores increased during the second administration of the social climate inventories (an increase of 22 units), drawing conclusions concerning subscale change for this group is inappropriate.

Overall, change in individual social climate subscales occurred with respect to those community-based program units surveyed with the COPES instruments. Change on the CIES subscales was not conclusive because of the increased sampling of non-community-based programs during the second administration of social climate inventories. In the next section, a discussion of program profile stability is provided.

2. Stability Index

As noted before, the Study typology is based on the second administration of the COPES and CIES to community-based and non-community-based programs. Profiles generated from the first administration were also typed according to the Study typology and comparisons of first and second administration results were made for program units with both sets of data. Program units with highly similar profiles at both periods were assigned a high stability score, while those units with dissimilar profiles were assigned a low stability score. Although forty-seven program units had both first and second administration social climate data, four units were not assigned a stability indicator because of the small number of residents present at one of the survey administrations; this prevented the typing of the unit at that time. In most cases, a high

stability rating was assigned only when the two profiles were of the same type at the two administrations.[10] Exceptions included the Therapeutic programs whose first administration profiles were typed either Person-Oriented or Supportive/Structured. The relaxing of criteria was permitted for these program profiles because of the greater similarities among these program types.

Table V.10 shows the distribution of program units by Study type, stability, and program level. The most stable Study type found, defined by having very similar profiles at both data collection periods, was the Therapeutic environment. The five Therapeutic units having both first and second administration data had profiles that were very similar over time. The remaining types were evenly distributed with regard to stability, except for the Expressive and Unclassified units. Although the Expressive type showed high stability, the small number of program units involved limit drawing conclusions. The Unclassified units were the least stable, i.e., only one unit in the Unclassified group had similar profiles at both administrations. Considering that eight of these thirteen Unclassified units were community-based program units and noting the previously discussed issue of social climate subscale change among community-based programs, it appears that social climate is not particularly stable among the Division's community-based programs.

Summarizing the results of social climate change, the data showed that social climate tends to vary over time for community-based programs and varies less for non-community-based programs. The following section reviews the relationships found among the various sets of program data.

E. Relationship Among Various Program Characteristics

Table V.11 shows the distribution of the Study types by program level. As noted before, seventy-three program units had second administration social climate data and were thus typed as any of the six Study types formulated or grouped with a residual set of unclassified program units. Among the Level I Secure Center units, 36% were typed as Therapeutic, 36% as Supportive/Structured, and the remaining units were evenly distributed among the Person-Oriented, Expressive or Unclassified units (9% respectively). The non-community-based program units show some differences in the distributions when program level is considered. A substantial number of both Level II and IV units were Unclassified (41% and 28% respectively) with the Level II units having the highest percentage of Unclassified types. More than forty percent of the Level IV program units were typed as Therapeutic, while a third of these unist were typed as Person-Oriented. Level II units had a higher percentage of Supportive/Structured types than did Level IV programs and also contained the two remaining units typed as Expressive.

Among the community-based program units, differences were also noticeable between program levels. A higher percentage of Level V units were typed as Supportive/Structured (40%) and Distrubed-Behavior (30%). Among Level VI units there was a high percentage of Acting-Out and Unclassified social climate types (40%). Of the community-based program units typed as Person-Oriented, they were all Level VI units.

With respect to the differences between the non-community-based and community-based programs, the data show that the community-based program units were less likely to be classified as Therapeutic and Person-Oriented. The distribution of Unclassified profiles were similar for community-based and non-community-based programs.

TABLE V.9

SOCIAL CLIMATE SUBSCALE CHANGE FOR BOTH COMMUNITY-BASED AND NON-COMMUNITY-BASED PROGRAM UNITS
(Mean Raw Scores and Standard Deviations)

	FIRST ADMINISTRATION (Raw Scores)		SECOND ADMINISTRATION (Raw Scores)		AVERAGE DEVIATION
COPES Subscales	Mean	S.D.	Mean	S.D.	Absolute Mean Change
Involvement	4.71	1.39	4.79	1.52	1.56
Support	5.93	1.46	6.23	1.55	1.57
Spontaneity	4.53	.93	4.52	1.09	.84
Autonomy	4.43	.85	4.42	1.31	1.13
Practical Orientation	7.37	.84	7.59	.66	.81
Personal Problem Orientation	5.50	1.27	5.13	1.29	1.49
Anger & Aggression	5.62	.85	5.78	1.42	1.22
Order & Organization	6.04	1.38	6.07	1.54	1.08
Program Clarity	6.50	1.26	6.60	1.00	1.28
Staff Control	7.66	.90	7.45	.80	.65
CIES Subscales					
Involvement	6.08	1.46	5.58	1.29	1.15
Support	6.55	1.47	6.18	1.52	1.16
Expressiveness	4.79	.75	4.97	.64	.77
Autonomy	4.45	1.24	4.17	1.13	.91
Practical Orientation	6.99	.71	7.54	.89	1.08
Personal Problem Orientation	5.42	1.04	5.05	1.08	.94
Order & Organization	5.60	1.67	5.25	1.66	1.36
Program Clarity	6.22	1.07	6.09	.85	.74
Staff Control	5.17	.76	5.77	.50	.74

*There were 29 program units with COPES scores and 17 program units with CIES scores during both data collection periods, i.e., Spring 1978 and Spring 1979.

TABLE V.10

STABILITY OF SOCIAL CLIMATES MEASURED AT T_1 AND T_2 BY PROGRAM GROUP

SOCIAL CLIMATE TYPE AND STABILITY:		Category: SECURE		NON-COMMUNITY-BASED		COMMUNITY-BASED					
		Level & Type: I Secure		II Limited Secure		V YDCs		VI Homes & Urban STARTs		TOTAL	
		(N=10)		(N=6)		(N=8)		(N=19)		(N=27)	
	Stability	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Therapeutic	High	40%	(4)	17%	(1)	00%	(0)	00%	(0)	00%	(0)
	Low	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
Supportive/ Structured	High	20	(2)	17	(1)	25	(2)	05	(1)	11	(3)
	Low	20	(2)	00	(0)	13	(1)	11	(2)	11	(3)
Person-Oriented	High	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
	Low	00	(0)	00	(0)	00	(0)	05	(1)	04	(1)
Acting-Out	High	00	(0)	00	(0)	00	(0)	21	(4)	15	(4)
	Low	00	(0)	00	(0)	13	(1)	16	(3)	15	(4)
Expressive	High	10	(1)	17	(1)	00	(0)	00	(0)	00	(0)
	Low	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
Disturbed Behavior	High	00	(0)	00	(0)	25	(2)	00	(0)	07	(2)
	Low	00	(0)	00	(0)	00	(0)	05	(1)	04	(1)
Unclassified	High	00	(0)	00	(0)	00	(0)	05	(1)	04	(1)
	Low	10	(1)	50	(3)	25	(2)	32	(6)	30	(8)
Subtotal	High	70	(7)	50	(3)	50	(4)	32	(6)	37	(10)
	Low	30	(3)	50	(3)	50	(4)	68	(13)	63	(17)
TOTAL		100	(10)	100	(6)	30	(8)	70	(19)	100	(27)

SOCIAL CLIMATE TYPE AND STABILITY:		TOTAL (N=43)	
	Stability	%	(N)
Therapeutic	High	12%	(5)
	Low	00	(0)
Supportive/ Structured	High	14	(6)
	Low	12	(5)
Person-Oriented	High	00	(0)
	Low	02	(1)
Acting-Out	High	09	(4)
	Low	09	(4)
Expressive	High	05	(2)
	Low	00	(0)
Disturbed Behavior	High	05	(2)
	Low	02	(1)
Unclassified	High	02	(1)
	Low	19	(12)
Subtotal	High	47	(20)
	Low	53	(23)
TOTAL		100	(43)

TABLE V.11

SOCIAL CLIMATE TYPE BY PROGRAM GROUP AND LEVEL

Category:	SECURE	NON-COMMUNITY-BASED			COMMUNITY-BASED			
Level & Type:	I Secure	II Ltd. Secure	IV Non-Secure	NCB TOTAL	YDCs	VI Homes & Urban STARTs	CB TOTAL	TOTAL
SOCIAL CLIMATE STUDY TYPE	(N=11)	(N=17)	(N=12)	(N=29)	(N=10)	(N=23)	(N=33)	(N=73)
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Therapeutic	36% (4)	12% (2)	42% (5)	24% (7)	00% (0)	00% (0)	00% (0)	15% (11)
Supportive/Structured	36 (4)	18 (3)	08 (1)	14 (4)	40 (4)	17 (4)	24 (8)	22 (16)
Person-Oriented	09 (1)	18 (3)	33 (4)	24 (7)	00 (0)	13 (3)	09 (3)	15 (11)
Acting-Out	00 (0)	00 (0)	08 (1)	03 (1)	10 (1)	30 (7)	24 (8)	12 (9)
Expressive	09 (1)	12 (2)	00 (0)	07 (2)	00 (0)	00 (0)	00 (0)	04 (3)
Disturbed Behavior	00 (0)	00 (0)	00 (0)	00 (0)	30 (3)	09 (2)	15 (5)	07 (5)
Unclassified	09 (1)	41 (7)	08 (1)	28 (8)	20 (2)	30 (7)	27 (9)	25 (18)
TOTAL	100 (11)	100% (17)	100 (12)	100 (29)	100 (10)	100 (23)	100 (33)	100 (73)

TABLE V.12

STUDY SOCIAL CLIMATE TYPES BY SELECTED PROGRAM DESCRIPTION FORM VARIABLES

Study Social Climate Types:	RESIDENT MEAN AGE	SEX		ETHNICITY				ADJUDICATION				
		Male	Female	White	Black	Puerto Rican	Other	PINS	JD	Rest. JD	Volunteer	Other
		%	%	%	%	%	%	%	%	%	%	%
THERAPEUTIC (N=11)												
Secure (N=4)	15.4	100	00	13	64	24	00	00	33	67	00	00
Non-Community-Based (N=7)	15.3	100	00	42	42	14	02	16	79	00	00	04
Community-Based (N=0)	--	--	--	--	--	--	--	--	--	--	--	--
SUPPORTIVE/STRUCTURED (N=16)												
Secure (N=4)	15.2	74	26	06	69	19	07	00	59	41	00	00
Non-Community-Based (N=4)	15.3	74	26	49	39	08	04	15	84	00	00	00
Community-Based (N=8)	16.0	63	37	37	54	09	00	26	31	02	37	04
PERSON-ORIENTED (N=11)												
Secure (N=1)	15.8	00	100	33	50	17	00	00	83	17	00	00
Non-Community-Based (N=7)	14.9	100	00	23	55	20	02	02	91	00	01	05
Community-Based (N=3)	15.4	67	33	00	64	36	00	17	61	00	11	11
ACTING-OUT (N=9)												
Secure (N=0)	--	--	--	--	--	--	--	--	--	--	--	--
Non-Community-Based (N=1)	15.6	00	100	22	64	00	15	57	43	00	00	00
Community-Based (N=8)	16.0	75	25	46	35	18	01	40	39	<01	09	11
EXPRESSIVE (N=3)												
Secure (N=1)	15.5	100	00	43	57	00	00	00	57	43	00	00
Non-Community-Based (N=2)	15.0	50	50	47	47	07	00	07	93	00	00	00
Community-Based (N=0)	--	--	--	--	--	--	--	--	--	--	--	--
DISTURBED BEHAVIOR (N=5)												
Secure (N=0)	--	--	--	--	--	--	--	--	--	--	--	--
Non-Community-Based (N=0)	--	--	--	--	--	--	--	--	--	--	--	--
Community-Based (N=5)	15.9	40	60	21	59	13	07	39	23	04	21	13
UNCLASSIFIED (N=17)												
Secure (N=1)	15.6	100	00	07	36	50	07	00	36	64	00	00
Non-Community-Based (N=8)	15.1	87	13	40	50	08	01	02	94	02	00	<01
Community-Based (N=8)	15.7	75	25	41	44	12	03	38	52	00	11	00

TABLE V.13

STUDY SOCIAL CLIMATE TYPES BY CLIP DIMENSION MEANS

Study Social Climate Types:	PROGRAM UTILIZATION OF COMMUNITY RESOURCES		PROGRAM INTERACTION WITH COMMUNITY		COMMUNITY UTILIZATION OF PROGRAM RESOURCES		COMMUNITY INTERACTION WITH PROGRAM		AVERAGE OVERALL CLIP	
	Mean	(N)	Mean	(N)	Mean	(N)	Mean	(N)	Mean	(N)
THERAPEUTIC (N=4)										
Non-Community-Based (N=4)	2.1	(4)	2.0	(4)	1.3	(4)	2.3	(4)	1.9	(4)
Community-Based (N=0)	--	(0)	--	(0)	--	(0)	--	(0)	--	(0)
SUPPORTIVE/STRUCTURED (N=10)										
Non-Community-Based (N=1)	2.2	(1)	2.2	(1)	2.0	(1)	3.3	(1)	2.5	(1)
Community-Based (N=9)	2.7	(9)	4.0	(9)	2.3	(9)	2.6	(9)	2.9	(9)
PERSON-ORIENTED (N=5)										
Non-Community-Based (N=2)	2.2	(2)	2.1	(2)	1.7	(2)	2.8	(2)	2.2	(2)
Community-Based (N=3)	2.5	(3)	4.1	(3)	2.4	(3)	2.6	(3)	2.9	(3)
ACTING-OUT (N=8)										
Non-Community-Based (N=0)	--	(0)	--	(0)	--	(0)	--	(0)	--	(0)
Community-Based (N=8)	2.7	(8)	3.9	(8)	2.2	(8)	2.3	(8)	2.8	(8)
EXPRESSIVE (N=1)										
Non-Community-Based (N=1)	2.9	(1)	2.2	(1)	1.8	(1)	3.3	(1)	2.5	(1)
Community-Based (N=0)	--	(0)	--	(0)	--	(0)	--	(0)	--	(0)
DISTURBED BEHAVIOR (N=5)										
Non-Community-Based (N=0)	--	(0)	--	(0)	--	(0)	--	(0)	--	(0)
Community-Based (N=5)	2.7	(5)	3.1	(5)	2.9	(5)	2.6	(5)	2.8	(5)
UNCLASSIFIED (N=11)										
Non-Community-Based (N=2)	2.6	(2)	2.2	(2)	1.9	(2)	3.7	(2)	2.5	(2)
Community-Based (N=9)	2.6	(9)	3.6	(9)	2.1	(9)	2.4	(9)	2.7	(9)

Relationship Among Study Type and PDF Resident Characteristics

Table V.12 shows the distribution of selected resident characteristics by the Study social climate types. Generally, these data did not show relationships which were different than those reported earlier in this chapter when PDF data was arrayed across the program levels. For example, not much can be said of the finding that Black youth were the majority ethnic group represented across most Study types when there was an over-representation of Black youngsters in the Division as a whole. The same holds true for sex differences, where males were disproportionally represented. The resident mean ages reported on Table V.12 are sufficiently similar to suggest little or no relationship between resident age and treatment environment.

Given the relationship between adjudication status and Division programs, where the more serious offenders are placed within the more restrictive programs, associations between social climate type and adjudication status of residents cannot be made without caution. The data show, though, that programs which serviced a substantial percentage of PINS were more likely to be community-based Acting-Out, Disturbed-Behavior and Unclassified social climate types. Volunteers were most highly represented among community-based Supportive/Structured program types constituting a greater percentage than any other adjudication category within this type. The majority of youngsters within most of the non-community-based programs, regardless of social climate types, were adjudicated JDs. The only exception was the non-community-based Acting-Out type which was 57% PINS. This particular unit was also the only non-community-based Acting-Out type and served females exclusively.

Relationship Among Study Types and Community-Basedness

A review of Study social climate types arrayed across the CLIP dimension mean ratings is limited due to the under-representation of non-community-based programs in the CLIP sample of Division programs (Table V.13). Across the Program Utilization of Community Resources dimension the non-community-based units within the Therapeutic, Supportive Structured and Person-Oriented types had the lowest mean rating, while the only non-community-based Expressive type had the highest rating. Community-based program units had similar mean scores (ranging from 2.5 to 2.7) regardless of social climate typing for this dimension.

This same pattern is evident across two of the remaining CLIP dimensions as well, i.e., the Program Interaction with Community and the Community Utilization of Program Resources dimensions. The community-based program units tended to score higher on these dimensions than did non-community-based units, yet very little differentiation exists between these community-based units when grouped by social climate type. The non-community-based units also did not differ much on CLIP scores when arrayed by the Study types. The Therapeutic environment type, though, consistently showed lower mean scores on all of the dimensions than any of the other types. On the Community Interaction With Program dimension, non-community-based program units had higher mean scores than did the community-based units and these scores were more varied. As was the case for the other CLIP dimensions, mean scores for this dimension did not fit a particular pattern which would indicate a relationship between social climate type and community-basedness.

In summary, when the various program characteristics were arrayed across the Study social climate types, no strong relationships were found bwtween program resident characteristics and social climate type or between CLIP mean scores and type. The differences found were generally between non-community-based and community-based programs. When examining the Study types by program level, differences between levels were noted such that Levels I and IV program units were most often typed as Therapeutic, Level II units as Unclassified, Level V as Supportive/Structured, while Level VI program units were most frequently Unclassified or typed as Acting-Out. Community-based programs, overall, were more likely to be typed as Supportive/Structured, Acting-Out, or Disturbed Behavior, while the non-community-based programs were more likely to be typed as Therapeutic or Person-Oriented.

SUMMARY

Three sets of program data composed of resident and staff characteristics, a measurement of community-basedness, and social climate data were reviewed against a set of program classifications offered by the Division (level system, facility types) and other program evaluators (Moos' social climate typology). It was found that although the descriptive data were able to differentiate between and among some program groups, very little was offered in the way of providing guidance toward assessing program impact.

The community-basedness measures found that with respect to some aspects of community-basedness, non-community-based units were comparable to community-based program units. Specifically, the Utilization of Community Resources and the Community Interaction with Program measures showed little difference between non-community-based units and community-based units, and in fact, the latter measure showed that non-community-based units were generally rated higher. On the CLIP dimension which measured the degree of interaction with the surfounding community on the part of both program staff and residents, community-based program units were rated much higher than non-community-based units. The same held true for the CLIP dimension which measured the Community Utilization of Program Resources.

Levels of emphasis on various treatment dimensions as measured with social climate instruments did show patterns among program units, yet these patterns were widely distributed among the Division's classified groupings and were not related to membership within these groupings. In other words, the Division's classifications by level and facility type (e.g., Secure Centers, YDCs, etc.) were not systematically related to social climate. While some facilities did show consistent social climates across the units which composed the facility, these were, for the most part, exceptions. Most facilities had very different social climates exhibited among the units within the overall facility.

Units with comparable social climate profiles were grouped into six Study types. Of these types, the most stable environment was the Therapeutic environment type. Stability was measured by examining the program unit profiles generated at two separate periods. In addition, when social climate change was examined, the community-based programs experienced greater change in both individual subscale scoring and in their social climate profiles than did the non-community-based programs sampled.

When CLIP scores were arrayed by Study social climate types, the data showed little difference between types for both community-based and

non-community-based program units. The exception was the Therapeutic environment which was consistently rated as less community-based across all of the CLIP dimensions. These findings coupled with the previously discussed finding that program units within particular program levels were substantially varied in their ratings, suggest that community-basedness is relatively independent of program classification. Furthermore, the data show that the more restrictive program units (Level I, II and IV) were more likely to emphasize system maintenance dimensions of social climate. If the emphasis on system maintenance is suggestive of greater program structure, then there appears to be an inverse relationship between program structure and certain dimensions of community-basedness; the more structured program units were more likely to have lower community-basedness ratings.

As discussed in Chapter I, special difficulties are encountered in the evaluation of intervention programs which are not grounded in detailed program models, since in these instances, the evaluator must undertake to determine the critical content of the programs and specify their differences and similaritites in a theoretically-relevant manner. In this Study, the relative paucity of program model data necessitated the comprehensive review of program content from a number of different perspectives. Findings regarding program staffing, youngsters, social climate, extent of community-basedness, and restrictiveness were presented in this Chapter, toward a grouping of programs and program units which would best characterize the salient content of their services. No simple grouping was found, although certain patterns (e.g., differences between non-community-based and community-based programs) were discovered which were helpful in subsequent analyses.

These findings suggest that the Division's programs do not represent a clear schema of differentiated services available to intake decision-makers for the matching of youngster needs with program services. Although differences among programs were found, these did not constitute the kind of systematic differences which would facilitate sophisticated youngster/program matching. Given these findings, subsequent analyses of program impact on youngster outcomes utilized program category (Secure, Non-Community-Based, Community-Based, and Foster Care/Alternative Residential) extensively, since this grouping of programs distinguishes among program characteristics in a fashion most consistent with findings regarding social climate, staffing, and extent of "Community-Basedness". In addition, programs were grouped according to their social climate for some analyses profiles in order to compare the impact of different climates on youngster outcomes.

CHAPTER V

FOOTNOTES

[1]Although some programs utilized certain residential units as orientation units, thereby restricting thelevel of contact a resident would have with the community, such a utilization was not systematic across all programs surveyed. On occasion, Study staff rated particular units within programs independently, while other program units which were not differentiated within certain programs, were not rated as independent units.

[2]Full implementation of the level system was not effected until both social climate data collection periods were completed. Study staff originally treated all START Centers as community-based programs, yet two START Centers (the Willowbrook START and the Brentwood START) experienced major programmatic changes resulting in a reclassification. As a result, when discussing COPES and CIES findings in terms of community-based vs. non-community-based differences, these START Centers (which were administered the COPES) are grouped with the community-based sample of programs.

[3]The norming procedure for the COPES converts subscale raw scores to T-scores based on a DFY Normative Sample.

[4]CIES subscales score conversions were based on Rudolf Moos' norms for juvenile correctional facilities. Rudolf H. Moos, Correctional Institutions Environment Scale Manual (Palo Alto, California: Consulting Psychologists Press, Inc.), 1974, pp. 4-5.

[5]In the Moos' approach, intraclass correlations were computed for each set of two programs in order to measure their similarity. This similarity matrix was then subjected to a cluster analysis which yielded groupings of programs whose profiles were similar.

[6]Rudolf H. Moos, Evaluating Correctional and Community Settings, (New York: John Wiley and Sons), 1975, pp. 109-110.

[7]Ibid., pp. 110-111.

[8]Ibid., pp. 112-116.

[9]IBID., p. 250.

[10]Unclassified programs were classified as "high stability" only when the profiles were highly similar since the unclassified (or residual) grouping was not really a program "type".

VI

FINDINGS: YOUNGSTERS' PLACEMENT AND MOVEMENT

During the four-month period from May 1 to August 31, 1978, one thousand eighty-one (1081) youngsters entered or re-entered the Division for Youth. These youngsters make up the general cohort which this Study has tracked through Division services. For purposes of the present analyses the tracking concluded on October 5, 1979.[1] At the end of the tracking period, 337 (31%) cohort youngsters had been discharged from the Division, another 370 (34%) were on counseling or aftercare status, 293 (27%) remained in a residential program, 20 (2%) had re-entered residential service after having been placed on aftercare and/or having been discharged, and the remaining 61 (6%) of the 1081 youngsters were on extended absence status.[2] Hence, although the Study has not tracked the entire cohort through the entirety of their Division service (to do so would require additional years of study), many of the youngsters in the Study have completed their terms of service with the Division, and many others have been placed on aftercare status in their home communities in preparation for the termination of their service with the Division. Those youngsters who were still in residential programs at the conclusion of the tracking period were also a part of the Study, since their movement through the Division's network of programs and the impact of DFY intervention upon them were critical questions.

In this section, an initial description of the results of the tracking is presented, focussing first upon youngsters' initial (entry) placements in the Division, then looking at movement through Division programs with the objective of discerning types of service delivery patterns. Finally, the

tracking data are integrated with available data concerning the programs which serviced the youngsters so that the Study is best able to describe the content of the youngsters' stays with the Division.

Before discussing issues related to program placement and youngster movement, it is important to precisely define certain terms that are used in this section. "Placement" is perhaps the most problematic term. A court may "place" a youngster with the Division for Youth; this entails the transferring of custody of, and legal responsibility for the youngster for a specified period of time. This period of time is referred to as a "placement term," the beginning data of which is the "placement date" and the ending date, the "expiration date." Within the Division a youngster is "placed" in a residential or non-residential program. This is the appropriate connotation of the term for present purposes. One particular "placement" needs explicit definition because of its importance in the upcoming analyses:

> Entry placement: The first placement into DFY service during the cohort selection period (May - August 1978) for youngsters selected as part of the Study's general cohort. When placement into an assessment or counseling category was followed by an admission to a residential facility occurring before the conclusion of the cohort selection period, the latter admission was treated as the entry placement.[3]

Movement is defined as a change in service for a particular youngster. Several types of movement are defined as follows: (1) Release -- Termination of service through transfer, release to aftercare, or discharge; (2) Transfer -- Except where noted, refers to movement between residential programs; (3) Release to Aftercare -- Movement to aftercare status from residential program; and (4) Discharge -- Refers to the termination of DFY responsibility/custody.

A. Placement of Youngsters at Cohort Entry

As defined and described in Chapter III of this report, the cohort youngsters were distributed among nine entry or re-entry types. While most of these types represent entry to residential programs, new admissions to non-residential service (Counseling and Assessment) were included since they accounted for a significant portion of the Division's admission activity. The nine entry types were used to distinquish among the types of admissions a program typically would receive and under what placement conditions the admission occurred. There were three types of admissions applicable to youngsters selected for the cohort: new admissions, readmissions from aftercare, and admissions returning from AWOL status. The conditions under which the admission was made combined the factors of: 1) prior placement in Division programs and 2) extension of placement term or enactment of a new court placement order. These factors were considered critical to an understanding of the circumstances surrounding entry to Division programs and were thereby incorporated into the entry typology (see Chart III.1 for a description of the entry typology).

Table VI.1 shows the entry placement of the cohort population distributed by both program level groupings and entry type. The largest percentage of the total cohort was placed at cohort entry into non-residential (i.e., Counseling and Assessment) services (22%). Two other program levels each accounted for nearly one-fifth of the cohort youngsters' entry placements.

TABLE VI.1

DISTRIBUTION OF COHORT BY ENTRY PLACEMENT AND ENTRY TYPE

ENTRY PLACEMENT*	COHORT ENTRY TYPE: NEW ADMISSIONS: NO PRIOR TERM % (N)	READMISSIONS: NO EXTENSION OR NEW TERM % (N)	READMISSIONS: EXTENSION OR NEW TERM % (N)	NEW ADMISSIONS: PRIOR TERM % (N)	RETURNEES FROM AWOL STATUS % (N)	NEW ADMISSIONS TO COUNSELING % (N)	COURT PLACEMENTS TO VOLUNTARY AGENCIES % (N)	ENTRY PLACEMENT: % OF TOTAL COHORT % (N)
SECURE PROGRAMS (Level I)	04 (22)	00 (0)	11 (4)	04 (1)	09 (7)	00 (0)	00 (0)	03 (34)
Level II Limited Secure Programs	14 (78)	07 (9)	31 (11)	39 (10)	22 (17)	00 (0)	00 (0)	12 (125)
Level IV Non-Secure Programs	29 (154)	09 (11)	44 (16)	19 (5)	43 (33)	00 (0)	00 (0)	20 (219)
NON-COMMUNITY-BASED SUBTOTAL	43 (232)	16 (20)	75 (27)	58 (15)	66 (50)	00 (0)	00 (0)	32 (344)
Level V Youth Development Centers	09 (48)	04 (5)	00 (0)	04 (1)	08 (6)	00 (0)	00 (0)	06 (60)
Level VI Homes & Urban STARTS	28 (151)	19 (24)	08 (3)	12 (3)	11 (8)	00 (0)	00 (0)	17 (189)
Level VII Foster Care and Independent Living Programs	10 (56)	55 (71)	06 (2)	23 (6)	03 (2)	00 (0)	00 (0)	13 (137)
Alternative Residential Programs	01 (5)	02 (2)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	01 (7)
COMMUNITY-BASED SUBTOTAL	48 (260)	79 (102)	14 (5)	38 (10)	21 (16)	00 (0)	00 (0)	36 (393)
Voluntary Agencies	05 (26)	05 (7)	00 (0)	00 (0)	04 (3)	00 (0)	100 (38)	07 (74)
Counseling & Assessment	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	100 (236)	00 (0)	22 (236)
TOTAL FOR EACH COHORT ENTRY TYPE	100 (540)	100 (129)	100 (36)	100 (26)	100 (76)	100 (236)	100 (38)	100 (1081)
COHORT ENTRY TYPE: % OF TOTAL COHORT	50 (540)	12 (129)	03 (36)	02 (26)	07 (76)	22 (236)	04 (38)	100 (1081)

* Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

These were Level IV Non-Community-Based Non-Secure programs (20%) and Level VI Homes and Urban STARTS (18%). Level VII Foster Care and Independent Living programs (13%) and Level II Limited Secure programs (12%) were the only other program groupings to receive more than ten percent of the cohort youngsters.

Many differences were found in the distribution of entry placements when specific entry types were examined. Many of these differences were expected since their anticipation was part of the justification for typing patterns of entry into the cohort. Youngsters returning from AWOL status, readmissions from aftercare with extensions of placement or new placement terms, and new admissions with prior terms of service with the Division were all more likely to be placed in non-community-based programs. Youngsters returning from AWOL status and readmissions with extensions or new terms were also more likely to be placed into Level I Secure programs. Additionally, nearly one-fourth (23%) of the new admissions with prior terms of service were placed into Level VII Foster Care and Independent Living programs. The majority (55%) of readmissions from aftercare who did not receive an extension or new placement term were placed into these same Level VII programs. "True" new admissions to residential programs, or first admissions (as they will be referred to subsequently), make up half of the total cohort population. Twenty-eight percent of these youngsters each were placed in Level IV Non-Secure programs and Level VI Homes and Urban STARTS.

The group of first admissions is analysed separately at various points in this chapter since it is the only group which enters DFY residential programs with no prior DFY service.[4] Hence, their entry placements represent their initial placements in Division programs.

B. Relationship Between Basic Demographics and Entry Placement

As expected, given differentials in the types of programs available in the Division for males and females, very different entry placement patterns were found for males and females (see Table VI.2). There was greater utilization of non-residential services as entry placements for girls than boys; in fact, one-third (34%) of the girls entered non-residential services. When placed at cohort entry into residential programs, girls more typically went to community-based programs than did their male counterparts. The largest percentage of boys were placed into Level IV Non-Secure programs (23%) at cohort entry. Substantial percentages of males entered Counseling and Assessment services (17%), Level VI Homes and Urban STARTS (16%), and Level II Limited Secure programs (16%). Since differences in the types of programs available and in the actual entry placements do exist between males and females and sex does relate to other background characteristics of youngsters, analyses in this subsection will be presented for males and females separately.

Most of the youngest cohort members (11 years old and under), both males and females, were placed into non-residential counseling service at cohort entry (see Table VI.3). Many of those 12 or 13 years of age (25% of the boys and 50% of the girls) also were placed at cohort entry into Counseling. For the males, another substantial percentage of the 12-13 age group (32%) were placed into Level IV Non-Secure programs; in fact, the percentage of 12 and 13 year olds placed in Level IV programs was greater than the percentage of any other age group placed into these programs. About half of the cohort youngsters were 14 or 15 at cohort entry, so the distributions of this group by entry placement most closely resembles that of the entire cohort. Table VI.3 shows that males 14 and 15 years old were slightly over-represented in Level I

TABLE VI.2

DISTRIBUTION OF ENTRY PLACEMENTS BY SEX FOR COHORT YOUNGSTERS

	SEX OF YOUNGSTER				Entry Placement: % of Total Cohort	
	MALE		FEMALE			
ENTRY PLACEMENT*	%	(N)	%	(N)	%	(N)
SECURE PROGRAMS (Level I)	04	(30)	01	(4)	03	(34)
Level II Limited Secure Programs	16	(125)	00	(0)	12	(125)
Level IV Non-Secure Programs	23	(186)	12	(33)	20	(219)
NON-COMMUNITY-BASED SUBTOTAL	39	(311)	12	(33)	32	(344)
Level V Youth Development Centers	06	(48)	04	(12)	06	(60)
Level VI Homes & Urban STARTS	16	(128)	22	(61)	18	(189)
Level VII Foster Care and Independent Living Programs	11	(86)	18	(51)	13	(137)
Alternative Residential Programs	<01	(3)	01	(4)	01	(7)
COMMUNITY-BASED SUBTOTAL	33	(265)	46	(128)	36	(393)
Voluntary Agencies	07	(56)	06	(18)	07	(74)
Counseling & Assessment	17	(140)	34	(95)	22	(235)
TOTAL FOR EACH SEX	100	(802)	100	(278)	100	(1080)
SEX: % OF TOTAL COHORT	74	(802)	26	(278)	100	(1080)

* Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III, and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

TABLE VI:3

DISTRIBUTION OF ENTRY PLACEMENTS BY AGE AT COHORT ENTRY

ENTRY PLACEMENT*	MALES — AGE AT COHORT ENTRY: Under 12 % (N)	12-13 % (N)	14-15 % (N)	16-17 % (N)	Over 17 % (N)	Subtotal: Males % (N)	FEMALES — AGE AT COHORT ENTRY: Under 12 % (N)	12-13 % (N)	14-15 % (N)	16-17 % (N)	Over 17 % (N)	Subtotal: Females % (N)	Entry Placement: % of Total Cohort % (N)
SECURE PROGRAMS (Level I)	00 (0)	04 (3)	05 (21)	02 (6)	00 (0)	04 (30)	00 (0)	00 (0)	02 (3)	01 (1)	00 (0)	01 (4)	03 (34)
Level II Limited Secure Programs	00 (0)	10 (7)	20 (84)	13 (34)	00 (0)	16 (125)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	12 (125)
Level IV Non-Secure Programs	04 (1)	32 (22)	24 (104)	23 (59)	00 (0)	23 (186)	00 (0)	00 (0)	18 (25)	08 (8)	00 (0)	12 (33)	20 (219)
NON-COMMUNITY-BASED SUBTOTAL	04 (1)	42 (29)	44 (188)	36 (93)	00 (0)	39 (311)	00 (0)	00 (0)	18 (25)	08 (8)	00 (0)	12 (33)	32 (344)
Level V Youth Development Centers	00 (0)	03 (2)	07 (29)	06 (16)	05 (1)	06 (48)	00 (0)	00 (0)	06 (8)	04 (4)	00 (0)	04 (12)	06 (60)
Level VI Homes & Urban STARTS	00 (0)	17 (12)	16 (69)	18 (46)	05 (1)	16 (128)	00 (0)	14 (3)	26 (36)	22 (22)	00 (0)	22 (61)	17 (189)
Level VII Foster Care and Independent Living Programs	00 (0)	03 (2)	07 (28)	16 (42)	70 (14)	11 (86)	00 (0)	27 (6)	13 (18)	26 (25)	15 (2)	18 (51)	13 (137)
Alternative Residential Programs	00 (0)	00 (0)	00 (0)	01 (3)	00 (0)	<01 (3)	00 (0)	00 (0)	00 (0)	02 (2)	15 (2)	01 (4)	01 (7)
COMMUNITY-BASED SUBTOTAL	00 (0)	23 (16)	29 (126)	41 (107)	80 (16)	33 (265)	00 (0)	41 (9)	45 (62)	54 (53)	31 (4)	46 (128)	36 (393)
Voluntary Agencies	12 (3)	06 (4)	10 (42)	03 (7)	00 (0)	07 (56)	13 (1)	09 (2)	10 (14)	01 (1)	00 (0)	06 (18)	07 (74)
Counseling & Assessment	84 (21)	25 (17)	12 (52)	18 (46)	20 (4)	17 (140)	88 (7)	50 (11)	24 (33)	36 (35)	69 (9)	34 (95)	22 (236)
TOTAL FOR EACH AGE	100 (25)	100 (69)	100 (429)	100 (259)	100 (20)	100 (802)	100 (8)	100 (22)	100 (137)	100 (98)	100 (13)	100 (278)	100 (1081)
AGE: % OF TOTAL COHORT	03 (25)	09 (69)	53 (429)	32 (259)	02 (20)	100 (802)	03 (8)	08 (22)	49 (137)	35 (98)	05 (13)	100 (278)	100 (1081)

* Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

TABLE VI.4

DISTRIBUTION OF ENTRY PLACEMENTS BY ETHNICITY FOR COHORT YOUNGSTERS#

	MALES — ETHNICITY					FEMALES — ETHNICITY					
ENTRY PLACEMENT*	White % (N)	Black % (N)	Puerto Rican % (N)	Other** % (N)	Subtotal: Males % (N)	White % (N)	Black % (N)	Puerto Rican % (N)	Other** % (N)	Subtotal: Females % (N)	Entry Placement: % of Total Cohort % (N)
SECURE PROGRAMS (Level I)	01 (3)	06 (23)	04 (4)	00 (0)	04 (30)	02 (2)	01 (2)	00 (0)	00 (0)	01 (4)	03 (34)
Level II Limited Secure Programs	12 (37)	20 (74)	12 (13)	07 (1)	16 (125)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	12 (125)
Level IV Non-Secure Programs	25 (79)	22 (81)	22 (23)	20 (3)	23 (186)	11 (13)	13 (17)	21 (3)	00 (0)	12 (33)	20 (219)
NON-COMMUNITY-BASED SUBTOTAL	36 (116)	43 (155)	34 (36)	27 (4)	39 (311)	11 (13)	13 (17)	21 (3)	00 (0)	12 (33)	32 (344)
Level V Youth Development Centers	01 (4)	08 (30)	12 (13)	07 (1)	06 (48)	03 (3)	05 (7)	14 (2)	00 (0)	04 (12)	06 (60)
Level VI Homes & Urban STARTS	20 (64)	12 (43)	17 (18)	20 (3)	16 (128)	33 (39)	16 (21)	00 (0)	11 (1)	22 (61)	18 (189)
Level VII Foster Care and Independent Living Programs	16 (51)	07 (26)	06 (6)	20 (3)	11 (86)	28 (33)	12 (16)	07 (1)	11 (1)	18 (51)	13 (137)
Alternative Residential Programs	01 (2)	00 (0)	01 (1)	00 (0)	<01 (3)	01 (1)	02 (3)	00 (0)	00 (0)	01 (4)	01 (7)
COMMUNITY-BASED SUBTOTAL	38 (121)	27 (99)	36 (38)	47 (7)	33 (265)	63 (76)	35 (47)	21 (3)	22 (2)	46 (128)	37 (393)
Voluntary Agencies	05 (17)	07 (26)	10 (10)	20 (3)	07 (56)	10 (12)	03 (4)	00 (0)	22 (2)	07 (18)	06 (74)
Counseling & Assessment	19 (61)	16 (59)	16 (17)	07 (1)	17 (138)	14 (17)	48 (65)	57 (8)	56 (5)	34 (95)	22 (233)
TOTAL FOR EACH ETHNICITY	100 (318)	100 (362)	100 (105)	100 (15)	100 (800)	100 (120)	100 (135)	100 (14)	100 (9)	100 (278)	100 (1078)
ETHNICITY: % OF TOTAL COHORT	40 (318)	45 (362)	13 (105)	02 (15)	100 (800)	43 (120)	49 (135)	05 (14)	03 (9)	100 (278)	100 (1078)

* Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

\# Table is based on 1078 youngsters since ethnicity was not reported for three youngsters.

** "Other" includes the categories of Asian, American Indian, and Other Hispanic.

Secure and Level II Limited Secure programs and under-represented in Level VII Foster Care and Independent Living programs. On the other hand, 14 and 15 year old females were over-represented in Level IV (18%) and Level VI programs (26%). Seven of every ten male cohort youngsters over 17 years of age at cohort entry were placed in Level VII Foster Care and Independent Living programs, while a similar proportion of the older females were placed into Counseling services.

The relationships between entry placement and youngster sex and ethnicity are displayed in Table VI.4. Black males were over-represented among Secure and non-community-based (NCB) program levels, especially when placement in the two most secure program levels is focussed upon; one-fourth of the Black youngsters (26%) were placed at cohort entry into Level I Secure or Level II Limited Secure facilities in comparison with 16% of the Puerto Rican males and 13% of the White males. Sixty-three percent of the White females compared with 35% of Blacks and 21% of Puerto Ricans were placed at cohort entry into community-based (CB) programs, primarily Level VI Homes and Urban STARTS and Level VII Foster Care and Independent Living programs. Whites were also significantly over-represented among females placed into Voluntary Agencies. On the other hand, about half of the non-white females were placed into Counseling and Assessment services. For males, the proportion of Whites entering CB programs (38%) exceeded that of Blacks (27%), including higher percentages among Level VI and Level VII programs but a much lower representation among Level V YDCs.

Table VI.5 shows the distribution of entry placements by sex and adjudication status at cohort entry. Since program placement options are largely structured by the adjudication status of youngsters through statutory and policy mandates, many of the differences shown in Table VI.5 were expected. For both males and females, a majority of Volunteers went to Counseling services at cohort entry and those Volunteers who were placed in residential programs usually went to community-based (CB) programs. A large proportion of PINS youngsters were also placed into CB programs, 60% for the males and 73% for the females. Though they had similar proportions in Level VI programs, female PINS differed from male PINS with a greater percentage involved in Level VII Foster Care and Independent Living programs. The majority of male JDs (56%) were placed into NCB programs, while nearly half (48%) of their female counterparts were placed into Secure or NCB facilities. Among the other residential placements, JDs were significantly under-represented among Level VII programs (both males and females). The male Youthful Offender population was split between Level IV NCB Non-Secure (49%) and CB programs generally (44%) with Level VII Foster Care and Independent Living programs alone receiving 20% of this population. As mandated by law, all Restrictively-placed JDs entered Level I Secure placements or entered into Assessment services pending such placement.

Tables VI.6a and b show the distributions of the entry placements of cohort youngsters by the administrative Region and District from which the youngsters came. For the entire cohort, Counseling placements and placements in Level IV Non-Secure (non-community-based) programs and Level VI Homes and Urban STARTS were the most numerous. The Region/District breakdowns show some discrepancies from the general pattern. Placements in Level IV Non-Secure programs were the most frequent placements for males (Table VI.6a) from Regions II, III, and IV but were relatively infrequent (13%) for Region I males. Cohort youngsters, both males and females, whose entry placements were Counseling (including Day Services programs) originated largely from three individual

TABLE VI.5

DISTRIBUTION OF ENTRY PLACEMENTS BY ADJUDICATION FOR COHORT YOUNGSTERS#

	MALES — ADJUDICATION							FEMALES — ADJUDICATION						
	Volunteer % (N)	PINS % (N)	JD % (N)	YO % (N)	Restrictive JD % (N)	Other % (N)	Subtotal: Males % (N)	Volunteer % (N)	PINS % (N)	JD % (N)	YO % (N)	Other % (N)	Subtotal: Females % (N)	Entry Placement: % of Total Cohort % (N)
ENTRY PLACEMENT*														
SECURE PROGRAMS (Level I)	00 (0)	00 (0)	03 (12)	00 (0)	75 (18)	00 (0)	04 (30)	00 (0)	00 (0)	09 (4)	00 (0)	00 (0)	01 (4)	03 (34)
Level II Limited Secure Programs	00 (0)	01 (1)	25 (124)	00 (0)	00 (0)	00 (0)	16 (125)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	12 (125)
Level IV Non-Secure Programs	00 (0)	20 (16)	30 (139)	49 (20)	00 (0)	26 (6)	23 (181)	02 (2)	12 (11)	39 (17)	00 (0)	25 (2)	12 (32)	20 (213)
NON-COMMUNITY-BASED SUBTOTAL	00 (0)	21 (17)	56 (263)	49 (20)	00 (0)	26 (6)	39 (306)	02 (2)	12 (11)	39 (17)	00 (0)	25 (2)	12 (32)	32 (338)
Level V Youth Development Centers	06 (8)	09 (7)	07 (32)	02 (1)	00 (0)	00 (0)	06 (48)	02 (3)	08 (7)	02 (1)	33 (1)	00 (0)	04 (12)	06 (60)
Level VI Homes & Urban STARTS	14 (20)	35 (28)	13 (63)	17 (7)	00 (0)	22 (5)	16 (123)	13 (16)	34 (32)	23 (10)	33 (1)	25 (2)	23 (61)	18 (184)
Level VII Foster Care and Independent Living Programs	21 (30)	16 (13)	06 (26)	20 (8)	00 (0)	17 (4)	10 (81)	13 (16)	30 (28)	05 (2)	33 (1)	13 (1)	18 (48)	12 (129)
Alternative Residential Programs	01 (1)	00 (0)	00 (0)	05 (2)	00 (0)	00 (0)	<01 (3)	02 (3)	01 (1)	00 (0)	00 (0)	00 (0)	01 (4)	01 (7)
COMMUNITY-BASED SUBTOTAL	42 (59)	60 (48)	26 (121)	44 (18)	00 (0)	39 (9)	33 (255)	31 (38)	73 (68)	30 (13)	100 (3)	38 (3)	46 (125)	36 (380)
Voluntary Agencies	00 (0)	08 (6)	10 (48)	00 (0)	00 (0)	09 (2)	07 (56)	01 (1)	11 (10)	16 (7)	00 (0)	00 (0)	07 (18)	07 (74)
Counseling & Assessment	58 (83)	11 (9)	05 (24)	07 (3)	25 (6)	26 (6)	17 (131)	66 (80)	04 (4)	07 (3)	00 (0)	38 (3)	33 (90)	21 (221)
TOTAL FOR EACH ADJUDICATION	100 (142)	100 (80)	100 (468)	100 (41)	100 (24)	100 (23)	100 (778)	100 (121)	100 (93)	100 (44)	100 (3)	100 (8)	100 (269)	100 (1047)
ADJUDICATION: % OF TOTAL COHORT	18 (142)	10 (80)	60 (468)	05 (41)	03 (24)	03 (23)	100 (778)	45 (121)	35 (93)	16 (44)	01 (3)	3 (8)	100 (269)	100 (1047)

* Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

Table is based on 1047 youngsters. The adjudication applicable at cohort entry for thirty-four (34) youngsters could not be determined with certainty due to unclear coding, reporting problems, or other difficulties.

TABLE VI.6a

DISTRIBUTION OF ENTRY PLACEMENTS BY REGION/DISTRICT OF RESPONSIBLE YOUTH SERVICE TEAM FOR COHORT YOUNGSTERS

	MALES																
	REGION I			REGION II			REGION III			REGION IV							
ENTRY PLACEMENT*	District 1 % (N)	District 2 % (N)	Total % (N)	District 1 % (N)	District 2 % (N)	Total % (N)	District 1 % (N)	District 2 % (N)	Total % (N)	NYC Special Services % (N)	District 1 % (N)	District 2 % (N)	District 3 % (N)	Total % (N)	SUBTOTAL: Males % (N)
SECURE PROGRAMS (Level I)	01 (1)	02 (2)	01 (3)	01 (1)	00 (0)	01 (1)	02 (1)	05 (3)	03 (4)	47 (17)	02 (3)	00 (0)	02 (2)	06 (22)	04 (30)
Level II Limited Secure Programs	15 (14)	10 (13)	12 (27)	07 (6)	15 (3)	09 (9)	22 (12)	21 (13)	21 (25)	28 (10)	06 (10)	26 (19)	30 (25)	18 (64)	16 (125)
Level IV Non-Secure Programs	15 (14)	11 (14)	13 (28)	38 (31)	35 (7)	37 (38)	36 (20)	29 (18)	32 (38)	00 (0)	24 (38)	26 (19)	29 (24)	23 (81)	23 (185)
NON-COMMUNITY-BASED SUBTOTAL	30 (28)	21 (27)	25 (55)	45 (37)	50 (10)	46 (47)	58 (32)	50 (31)	54 (63)	28 (10)	30 (48)	51 (38)	58 (49)	40 (145)	39 (310)
Level V Youth Development Centers	05 (5)	01 (1)	03 (6)	02 (2)	10 (2)	04 (4)	00 (0)	00 (0)	00 (0)	03 (1)	12 (19)	16 (12)	07 (6)	11 (38)	06 (48)
Level VI Homes & Urban STARTS	28 (26)	15 (19)	20 (45)	12 (10)	10 (2)	12 (12)	29 (16)	13 (8)	21 (24)	03 (1)	14 (23)	18 (13)	12 (10)	13 (47)	16 (128)
Level VII Foster Care and Independent Living Programs	17 (16)	16 (20)	16 (36)	23 (19)	25 (5)	24 (24)	07 (4)	15 (9)	11 (13)	00 (0)	03 (4)	05 (4)	06 (5)	04 (13)	11 (86)
Alternative Residential Programs	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	03 (2)	02 (2)	00 (0)	01 (1)	00 (0)	00 (0)	<01 (1)	<01 (3)
COMMUNITY-BASED SUBTOTAL	50 (47)	31 (40)	39 (87)	38 (31)	45 (9)	39 (40)	36 (20)	31 (19)	33 (39)	06 (2)	30 (47)	39 (29)	25 (21)	28 (99)	33 (265)
Voluntary Agencies	04 (4)	04 (5)	04 (9)	05 (4)	00 (0)	04 (4)	02 (1)	06 (4)	04 (5)	00 (0)	12 (19)	05 (4)	11 (9)	11 (38)	07 (56)
Counseling & Assessment	15 (14)	43 (55)	31 (69)	11 (9)	05 (1)	10 (10)	02 (1)	08 (5)	05 (6)	19 (7)	26 (42)	04 (3)	04 (3)	15 (55)	17 (140)
TOTAL FOR EACH REGION/ DISTRICT	100 (94)	100 (129)	100 (223)	100 (82)	100 (20)	100 (102)	100 (55)	100 (62)	100 (117)	100 (36)	100 (159)	100 (74)	100 (84)	100 (359)	100 (801)
REGION/DISTRICT: % OF TOTAL COHORT	12 (94)	16 (129)	28 (223)	10 (82)	02 (20)	13 (102)	07 (55)	08 (62)	15 (117)	04 (36)	20 (159)	09 (74)	10 (84)	45 (359)	100 (801)

* Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

Table is based on 1079 youngsters. Responsible Youth Service Team could not be determined for two youngsters.

TABLE VI.6b

DISTRIBUTION OF ENTRY PLACEMENTS BY REGION/DISTRICT OF RESPONSIBLE YOUTH SERVICE TEAM FOR COHORT YOUNGSTER#

	FEMALES																		
	REGION I			REGION II			REGION III			REGION IV									
ENTRY PLACEMENT*	District 1 % (N)	District 2 % (N)	Total % (N)	District 1 % (N)	District 2 % (N)	Total % (N)	District 1 % (N)	District 2 % (N)	Total % (N)	NYC Special Services % (N)	District 1 % (N)	District 2 % (N)	District 3 % (N)	Total % (N)	SUBTOTAL: Females % (N)
SECURE PROGRAMS (Level I)	00 (0)	02 (1)	01 (1)	00 (0)	07 (1)	03 (1)	00 (0)	00 (0)	00 (0)	100 (1)	03 (1)	00 (0)	00 (0)	02 (2)	01 (4)
Level II Limited Secure Programs	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)
Level IV Non-Secure Programs	00 (0)	02 (1)	01 (1)	22 (5)	00 (0)	13 (5)	22 (5)	13 (2)	18 (7)	00 (0)	10 (4)	18 (4)	50 (12)	23 (20)	12 (33)
NON-COMMUNITY-BASED SUBTOTAL	00 (0)	02 (1)	01 (1)	22 (5)	00 (0)	13 (5)	22 (5)	13 (2)	18 (7)	00 (0)	10 (4)	18 (4)	50 (12)	23 (20)	12 (33)
Level V Youth Development Centers	07 (4)	00 (0)	04 (4)	13 (3)	00 (0)	08 (3)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	14 (3)	08 (2)	06 (5)	04 (12)
Level VI Homes & Urban STARTS	27 (16)	15 (8)	21 (24)	30 (7)	47 (7)	37 (14)	26 (6)	50 (8)	36 (14)	00 (0)	05 (2)	18 (4)	13 (3)	10 (9)	22 (61)
Level VII Foster Care and Independent Living Programs	15 (9)	06 (3)	11 (12)	22 (5)	47 (7)	32 (12)	39 (9)	13 (2)	28 (11)	00 (0)	10 (4)	32 (7)	21 (3)	18 (16)	18 (51)
Alternative Residential Programs	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	06 (1)	03 (1)	00 (0)	00 (0)	14 (3)	00 (0)	03 (3)	01 (4)
COMMUNITY-BASED SUBTOTAL	48 (29)	20 (11)	35 (40)	65 (15)	93 (14)	76 (29)	65 (15)	69 (11)	67 (26)	00 (0)	15 (6)	77 (17)	42 (10)	38 (33)	46 (128)
Voluntary Agencies	07 (4)	06 (3)	06 (7)	13 (3)	00 (0)	08 (3)	13 (3)	13 (2)	13 (5)	00 (0)	05 (2)	00 (0)	04 (1)	03 (3)	06 (18)
Counseling & Assessment	45 (27)	70 (38)	57 (65)	00 (0)	00 (0)	00 (0)	00 (0)	06 (1)	03 (1)	00 (0)	68 (27)	05 (1)	04 (1)	33 (29)	34 (95)
TOTAL FOR EACH REGION/ DISTRICT	100 (60)	100 (54)	100 (114)	100 (23)	100 (15)	100 (38)	100 (23)	100 (16)	100 (39)	100 (1)	100 (40)	100 (22)	100 (24)	100 (87)	100 (278)
REGION/DISTRICT: % OF TOTAL COHORT	22 (60)	19 (54)	41 (114)	08 (23)	05 (15)	14 (38)	08 (23)	06 (16)	14 (39)	<01 (1)	14 (40)	08 (22)	09 (24)	31 (87)	100 (278)

* Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

Table is based on 1079 youngsters. Responsible Youth Service Team could not be determined for two youngsters.

districts. Districts 1 and 2 of Region I and District 1 of Region IV contributed a disproportionate number of youngsters to the Counseling category.[5] Aside from these three districts and with the exception of Region II, District 1 for males, no other district had more than 9% of its youngsters (males and females) placed in Counseling at cohort entry.[6] For males, about one-fifth of the youngsters from Regions III and IV were placed into Level II Limited Secure programs, while for females, Level VI and Level VII placements were the most numerous residential placements except for Region IV in which 23% went to Level IV programs and only 10% went to Level VI Homes and Urban STARTS. One other notable difference found in the Region/District analysis concerned Level VII Foster Care and Independent Living programs. Just over one-fourth of all Region II entry placements were to Level VII programs, showing a higher utilization of this program level than was found in any of the other Regions.

In summary, several notable differences were found in entry placement patterns when several basic characteristics of youngsters were examined. Some of these differences, such as those for sex and adjudication, were expected. Overall, about one-fifth of the youngsters were placed into each of the following program levels: Counseling and Assessment (22%), Level IV Non-Secure programs (20%), and Level VI Homes and Urban STARTS (18%). First admissions also followed the pattern of frequent placement into Levels IV and VI programs. Nearly half of the first admissions were placed into community-based programs and about an equal number, into non-community-based and Secure programs. Girls much more frequently than boys were placed into non-residential services with the remainder more frequently placed in community-based than non-community-based programs; only 12% of the girls compared to 40% of the boys were placed in non-community-based programs. Despite the vast differences in the adjudications of males and females [60% of the males vs. 16% of the females were JDs; most of the females were Volunteers (45%) or PINS (35%)], the relationships between adjudication and level of entry placement were similar for males and females: Volunteers most typically went to Counseling programs, PINS to community-based residential program, YOs (mostly boys) to Level IV or community-based programs, and JDs were concentrated in non-community-based programs. Given the constraints of programming resources, and statutory and policy mandates, these differences in entry placements by sex and adjudication of the youngster were not surprising.

With regard to ethnicity, Black males were more restrictively placed (according to program level) than Puerto Rican or White males. For females, about half of all non-white youngsters were placed in Counseling, while 60% of the white females went to Level VI Homes and Urban STARTS or Level VII Foster Care and Independent Living programs. The largest distinctions among age groupings applied to the younger and older youngsters. Non-residential Counseling was the typical placement for both younger (under 12) and older (16 and up) ages although many of the older males also were placed into Level VII Foster Care and Independent Living and Level IV Non-Secure programs. Nearly one-third of the 12-13 year old boys went to Level IV Non-Secure facilities. Differences among the Division's Region/District responsible for placing the youngsters are confused by the possibility that differential policy and/or reporting practices affected the distribution of entry placements. Nevertheless, patterns of placement for Region I differed substantially from other Regions in the direction of less restrictive intervention; 40% of the youngsters were placed into Counseling and Assessment and of the remainder, well over half went to Level VI and VII programs. While more pronounced for girls, this pattern also held for Region I boys.

TABLE VI.7

PERCENTAGE RELEASED FROM ENTRY PLACEMENT AT ONE, THREE, AND SIX MONTHS AND AT END OF TRACKING PERIOD WITH MEAN AND MEDIAN LENGTH OF STAY IN ENTRY PLACEMENT: TOTAL COHORT BY PROGRAM LEVEL

ENTRY PLACEMENT*	Total Entering % (N)	Released at 30 Days % (N)	Released at 90 Days % (N)	Released at 180 Days % (N)	Released as of 10/5/79 % (N)	Average# Time In Program (in months)	Median# Time In Program (in months)
Secure Programs (Level I)	03 (34)	00 (0)	00 (0)	00 (0)	50 (17)	12.3	13.6
Level II Limited Secure Programs	12 (125)	01 (1)	06 (8)	21 (26)	85 (106)	8.2	8.4
Level IV Non-Secure Programs	20 (219)	05 (11)	17 (37)	38 (83)	90 (198)	6.5	6.3
NON-COMMUNITY-BASED SUBTOTAL	32 (344)	03 (12)	13 (45)	32 (109)	88 (304)	7.1	7.1
Level V Youth Development Centers	06 (60)	08 (5)	28 (17)	47 (28)	88 (53)	5.5	4.6
Level VI Homes and Urban STARTS	17 (189)	18 (34)	45 (85)	68 (128)	93 (176)	4.6	2.9
Level VII Foster Care and Independent Living Programs	13 (137)	21 (29)	50 (68)	76 (104)	96 (132)	4.2	2.8
Alternative Residential Programs	01 (7)	29 (2)	29 (2)	57 (4)	100 (7)	5.2	3.3
COMMUNITY-BASED SUBTOTAL	36 (393)	18 (70)	44 (172)	67 (254)	94 (368)	4.6	3.1
Voluntary Agencies	07 (74)	07 (5)	18 (13)	27 (20)	49 (36)	10.4	13.6
Counseling & Assessment	22 (236)	03 (6)	17 (41)	33 (78)	57 (135)	10.0	11.3
TOTAL COHORT	100 (1081)	09 (93)	25 (271)	44 (471)	80 (860)	7.2	6.2

*Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

#The mean (average) and median time in program are both presented; however, the median is felt to better reflect the typical length of stay since it is less influenced by extremes (either very short or very long lengths of stay) and suffers less distortion (in most cases, none) because of the truncation effect. This truncation effect occurs because length of stay was calculated from the end of the tracking period (October 5, 1979) for those still in program. As shown in this table, the distortion of the means is only a significant problem for Level I Secure and Voluntary Agency programs.

With the relationships between entry placement and certain youngster characteristics delineated to the full extent intended in the design of this Study, the focus of this Chapter shifts to the duration of entry placements and the nature of subsequent youngster movement.

C. Movement Out of Entry Placement

Findings presented in Table VI.7 offer some insight into the length of time spent in entry placement. This table shows the percentage of youngsters initially placed in certain types of programs who were released from those programs within specific time periods; namely, 30 days, 90 days, 180 days, and as of the end of the tracking period (October 5, 1979). Also included in this table are the average (mean) and median lengths of stay in entry placement for the various program groupings. Table VI.8 provides the same information as Table VI.7 but focuses solely on first admissions.

Several patterns are evident from Table VI.7. First, as the level of restrictiveness of program decreases, the percentage of youngsters released within each of the time periods increases.[7] At 30 days very few of those in the non-community-based programs had been released, while a significant percentage had been released from Level VI Homes and Urban STARTS and Level VII Foster Care and Independent Living programs. Similar patterns, but with increasing percentages of youngsters released were found at the 90 and 180 day time periods. The longer lengths of stay at higher program levels is also apparent when the average and median lengths of stay are examined. Youngsters entering the Level I Secure programs had an average length of stay in excess of 12 months. It must be noted, however, that this figure is an understatement of the actual average length of stay since the average and median figures in Tables VI.7 and VI.8 are based on length of time in program as of October 5, 1979 (the tracking cut-off date). Table VI.7 shows that under half (47%) of the youngsters initially entering Secure Center programs had been released as of October 5, 1979. Hence, the length of stay figures for Level I Secure Centers are substantially understated because of the number of youngsters still in program at the end of the tracking period. Such a bias has much less impact on the other program levels, since the vast majority of youngsters in these groupings had been released from their entry programs by the end of the tracking period. Since the median length of stay is less subject to this bias and appears to more accurately represent the "typical" length of stay in program, this measure alone is used in subsequent text.[8] The median lengths of stay in entry program for the non-community-based program levels were just under six and one-half months for Level IV Non-Secure programs and over eight months for Level II Limited Secure programs. When the entry placement was into a community-based program, the median length of stay was under five months. This included a median length of stay of just under three months for youngsters initially placed into foster homes or Independent Living situations (Level VII) or Level VI Homes and Urban STARTS. For DFY residential programs as a whole, the median length of time spent in entry placement for the entire cohort was about five months.

As much as a pattern of long-term stays was evident for those cohort youngsters entering Secure programs, a pattern of short-term placements was shown for many of the youngsters entering Foster Care (Level VII) and Urban Homes and Urban STARTS (Level VI). Within the first 30 days in program, nearly one-fourth (24%) of Level VII Foster Care and Independent Living placements

TABLE VI.8

PERCENTAGE RELEASED FROM ENTRY PLACEMENT AT ONE, THREE AND SIX MONTHS AND AT END OF TRACKING PERIOD WITH MEAN AND MEDIAN LENGTH OF STAY IN ENTRY PLACEMENT: FIRST ADMISSIONS BY PROGRAM LEVEL

ENTRY PLACEMENT*	Total Entering %	(N)	Released at 30 Days %	(N)	Released at 90 Days %	(N)	Released at 180 Days %	(N)	Released as of 10/5/79 %	(N)	Average# Time In Program (in months)	Median# Time In Program (in months)
Secure Programs (Level I)	04	(22)	00	(0)	00	(0)	00	(0)	55	(12)	12.9	13.4
Level II Limited Secure Programs	14	(78)	01	(1)	08	(6)	21	(16)	87	(68)	8.8	9.5
Level IV Non-Secure Programs	29	(154)	05	(8)	14	(22)	33	(51)	91	(140)	7.1	7.6
NON-COMMUNITY-BASED SUBTOTAL	43	(232)	04	(9)	12	(28)	29	(67)	90	(208)	7.6	8.0
Level V Youth Development Centers	09	(48)	08	(4)	25	(12)	44	(21)	85	(41)	5.8	4.6
Level VI Homes and Urban STARTS	28	(151)	11	(16)	36	(55)	61	(92)	91	(138)	5.3	3.9
Level VII Foster Care and Independent Living Programs	10	(56)	20	(11)	50	(28)	79	(44)	95	(53)	4.2	2.8
Alternative Residential Programs	01	(5)	40	(2)	40	(2)	60	(3)	100	(5)	5.2	3.1
COMMUNITY-BASED SUBTOTAL	48	(260)	13	(33)	37	(97)	62	(160)	91	(237)	5.1	3.8
Voluntary Agencies	05	(26)	12	(3)	19	(5)	31	(8)	65	(17)	9.1	11.5
TOTAL FIRST ADMISSIONS	100	(540)	08	(45)	24	(130)	44	(235)	88	(474)	6.7	6.0

*Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

#The mean (average) and median time in program are both presented; however, the median is felt to better reflect the typical length of stay since it is less influenced by extremes (either very short or very long lengths of stay) and suffers less distortion (in most cases, none) because of the truncation effect. This truncation effect occurs because length of stay was calculated from the end of the tracking period (October 5, 1979) for those still in program. As shown in this table, the distortion of the means is only a significant problem for Level I Secure and Voluntary Agency programs.

were released. The percentage released climbed to 54% and 79% at 90 and 180 days, respectively, for Level VII programs. For Level VI programs (Urban Homes and Urban STARTS) the comparable figures were 18% released within 30 days, 45% released within 90 days, and 68% released within 180 days. In summary, more than two of every three cohort youngsters initially placed at cohort entry into Level VI or VII programs were released from that entry placement within six months (180 days).

Time spent in entry program for first admissions (N=540) was slightly longer than that for the total cohort (Table VI.8). Typically, the median time in program was about one month longer for first admissions (5.9 months versus 5.0 months for the total cohort), although neither the Level V YDC programs or the Level VII Foster Care and Independent Living programs showed any substantial difference between the total cohort and first admissions figures. The percentages of those released at 30, 90 and 180 days were slightly lower overall for first admissions. These increases in the indicators of time spent in entry program when focussing specifically on first admissions were expected; however, the basic patterns across facility groupings (e.g., relatively short stays for many of those entering Level VI and VII programs) remained virtually unchanged from those discovered in examining the entire cohort.

Since a large number of the readmissions from Aftercare entered Level VII Foster Care and Independent Living programs (55%) and Level VI Homes and STARTS (19%), it might be assumed that this factor contributed to the short-term nature of the stays in these program levels. First admissions (Table VI.8) to Level VI Homes and STARTS showed some of the larger increases in the time in entry program indicators over the corresponding figures for the total cohort. The median time in program for Level VI first admissions was 3.9 months compared with 2.8 months for Level VI total cohort. Both this median figure and the smaller percentages of releases within the 30, 90 and 180 days time frames (e.g., only 36% released within the first 90 days compared with 45% for the total cohort) suggests that first admissions to Level VI Homes and STARTS typically have longer program stays than other entry types (e.g., readmission from aftercare, returness from AWOL status) who enter these programs. However, in comparison with those entering other program groupings, youngsters in Level VI Homes and STARTS have typically short periods of stay in these entry placements; only Level VII Foster Care and Independent Living youngsters spend less time in their entry placements than Level VI youngsters. The time in program for first admissions to Level VII programs did not differ from other entry types even though a large percentage of those entering this program level were Readmissions from Aftercare.

In summary, length of time spent in entry placements was related to program level such that length of stay decreased as level of restrictiveness of program and extent of removal from home community (as currently defined by the Division's level system) decreased.[9] Youngsters initially entering the Secure programs (Level I) typically spent over a year in these programs before moving on to other DFY program services while the majority of those entering Foster Home and Independent Living situations (Level VII) moved from these programs within three months. These patterns were similar for first admissions (as opposed to the entire cohort) although the median time in program was slightly longer for first admissions generally.

As was stated earlier, some youngsters resided in the same program at the end of the cohort tracking period (October 5, 1979) as the one they entered at the beginning of the tracking period (Summer 1978). This was particularly true for those placed in Secure programs and those placed in voluntary agencies

TABLE VI.9

ENTRY PROGRAM LEVEL BY PROGRAM LEVEL OF "NEXT" PROGRAM FOR TOTAL COHORT (PERCENTAGE ENTERING VARIOUS PROGRAM GROUPINGS [COLUMNS] UPON RELEASE FROM ENTRY PLACEMENT [ROWS])

	NEXT PROGRAM													
	Level I Secure	Level II Limited Secure	Level IV Non-Secure	NCB Subtotal	Level V	Level VI	Level VII	CB Subtotal	Voluntary Agency	Counseling	Discharge	Total Released	Still In Program	On Extended Absence
ENTRY PLACEMENT*	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	(N)	(N)
Secure Programs (Level I)	00 (0)	29 (5)	06 (1)	35 (6)	35 (6)	12 (2)	00 (0)	47 (8)	00 (0)	06 (1)	12 (2)	100 (17)	(13)	(4)
Level II Limited Secure Programs	03 (3)	10 (11)	03 (3)	13 (14)	03 (3)	20 (21)	02 (2)	25 (26)	00 (0)	48 (51)	11 (12)	100 (106)	(13)	(6)
Level IV Non-Secure Programs	01 (2)	12 (24)	04 (8)	16 (32)	06 (11)	13 (25)	06 (12)	24 (48)	02 (4)	52 (102)	05 (10)	100 (198)	(11)	(10)
NON-COMMUNITY-BASED SUBTOTAL	02 (5)	12 (35)	04 (11)	15 (46)	05 (14)	15 (46)	05 (14)	24 (74)	01 (4)	50 (153)	07 (22)	100 (304)	(24)	(16)
Level V Youth Development Centers	00 (0)	00 (0)	11 (6)	11 (6)	06 (3)	15 (8)	02 (1)	23 (12)	02 (1)	57 (30)	08 (4)	100 (53)	(5)	(2)
Level VI Homes & Urban STARTS	00 (0)	06 (10)	14 (24)	19 (34)	06 (10)	07 (13)	10 (17)	23 (40)	04 (7)	50 (88)	04 (7)	100 (176)	(10)	(3)
Level VII Foster Care and Independent Living Programs	00 (0)	01 (1)	02 (2)	02 (3)	02 (3)	03 (4)	14 (19)	20 (26)	03 (4)	68 (90)	07 (9)	100 (132)	(5)	(0)
Alternative Residential Programs	00 (0)	00 (0)	14 (1)	14 (1)	00 (0)	00 (0)	14 (1)	14 (1)	00 (0)	57 (4)	14 (1)	100 (7)	(0)	(0)
COMMUNITY-BASED SUBTOTAL	00 (0)	03 (11)	09 (33)	12 (44)	04 (16)	07 (25)	10 (38)	21 (79)	03 (12)	58 (212)	06 (21)	100 (368)	(20)	(5)
Voluntary Agencies	00 (0)	08 (3)	11 (4)	19 (7)	03 (1)	08 (3)	08 (3)	19 (7)	03 (1)	39 (14)	19 (7)	100 (36)	(38)	(0)
SUBTOTAL: ALL RESIDENTIAL PROGRAMS	01 (5)	07 (54)	07 (49)	14 (103)	05 (37)	10 (76)	08 (55)	23 (168)	02 (17)	52 (380)	07 (52)	100 (725)	(95)	(25)
Counseling & Assessment	03 (4)	04 (6)	07 (9)	11 (15)	01 (2)	02 (3)	03 (4)	07 (9)	01 (2)	00 (0)	78 (105)	100 (135)	(99)	(2)

*Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

TABLE VI.10

ENTRY PROGRAM LEVEL BY PROGRAM LEVEL OF "NEXT" PROGRAM FOR FIRST ADMISSIONS ONLY (PERCENTAGE ENTERING VARIOUS PROGRAM GROUPINGS [COLUMNS] UPON RELEASE FROM ENTRY PLACEMENT [ROWS])

	NEXT PROGRAM													
	Level I Secure	Level II Limited Secure	Level IV Non-Secure	NCB Subtotal	Level V	Level VI	Level VII	CB Subtotal	Voluntary Agency	Counseling	Discharge	Total Released	Still In Program	On Extended Absence
ENTRY PLACEMENT*	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	(N)	(N)
Secure Programs (Level I)	00 (0)	42 (5)	08 (1)	50 (6)	25 (3)	17 (2)	00 (0)	42 (5)	00 (0)	08 (1)	00 (0)	100 (12)	(8)	(2)
Level II Limited Secure Programs	04 (3)	13 (9)	04 (3)	18 (12)	03 (2)	18 (12)	00 (0)	21 (14)	00 (0)	51 (35)	06 (4)	100 (68)	(8)	(2)
Level IV Non-Secure Programs	01 (1)	14 (19)	03 (4)	16 (23)	04 (5)	14 (19)	06 (8)	23 (32)	02 (3)	53 (74)	05 (7)	100 (140)	(9)	(5)
NON-COMMUNITY-BASED SUBTOTAL	02 (4)	13 (28)	03 (7)	17 (35)	03 (7)	15 (31)	04 (8)	22 (46)	01 (3)	52 (109)	05 (11)	100 (208)	(17)	(7)
Level V Youth Development Centers	00 (0)	00 (0)	12 (5)	12 (5)	07 (3)	15 (6)	00 (0)	22 (9)	02 (1)	54 (22)	10 (4)	100 (41)	(5)	(2)
Level VI Homes & Urban STARTS	00 (0)	05 (7)	14 (20)	20 (27)	05 (7)	09 (12)	09 (13)	23 (32)	04 (6)	49 (68)	04 (5)	100 (138)	(10)	(3)
Level VII Foster Care and Independent Living Programs	00 (0)	00 (0)	02 (1)	02 (1)	04 (2)	06 (3)	25 (13)	34 (18)	06 (3)	55 (29)	04 (2)	100 (53)	(3)	(0)
Alternative Residential Programs	00 (0)	00 (0)	20 (2)	20 (1)	00 (0)	00 (0)	20 (1)	20 (1)	00 (0)	40 (2)	20 (1)	100 (5)	(0)	(0)
COMMUNITY-BASED SUBTOTAL	00 (0)	03 (7)	11 (27)	14 (34)	05 (12)	09 (21)	11 (27)	25 (60)	04 (10)	51 (121)	05 (12)	100 (237)	(18)	(5)
Voluntary Agencies	00 (0)	06 (1)	12 (2)	18 (3)	00 (0)	12 (2)	12 (2)	24 (4)	00 (0)	53 (9)	06 (1)	100 (17)	(9)	(0)
TOTAL: ALL RESIDENTIAL PROGRAMS	01 (4)	09 (41)	08 (37)	16 (78)	05 (22)	12 (56)	00 (37)	24 (115)	03 (13)	51 (240)	05 (24)	100 (474)	(52)	(14)

*Several modifications of the program groupings have been made to simplify the presentation and analysis of findings:

Only three youngsters entered the only program the Division designated "Level III" (Special Needs programs) which was the Individualized Learning Center at Highland. For presentation, this program is grouped with the Level IV Non-Secure programs.

Voluntary Agencies include those youngsters placed by DFY into private sector programs by cooperative agreement and "Placement for Replacement" cases placed directly by the courts with legal responsibility assumed by DFY.

Youngsters placed "Under Assessment" are aggregated with those placed in non-residential counseling services. The category, Counseling and Assessment, also includes those youngsters counseled through Youth Development Centers' outreach programs in addition to those receiving counseling services through the Youth Service Teams (some of whom also participated in Day Services programs).

Subtotals are presented for Non-Community-Based programs which include Level II, III and IV programs and for Community-Based programs which include Level V, VI and VII programs and Alternative Residential programs.

However, the majority of youngsters were transferred among residential programs, released to Aftercare, and some discharged from Agency responsibility at various points during the course of the tracking period. One of the critical aspects of youngster movement in the Division, entry placement, has been the focus of the section thus far. A second critical juncture is the subject of Table VI.9. This table continues the analysis of movement out of entry placement by displaying the program groupings to which youngsters were transferred upon completion of their stays in entry programs. A useful way of approaching Table VI.9 (and later, Table VI.10) is that of treating "entry program" groupings (rows listed at the left of the table) as "sending" programs and the "next program" groupings (columns listed across the top of the table) as "receiving programs".

Aftercare (the column labeled "Counseling and Assessment") received more releases from entry placement than any other program grouping for each entry program level except Level I Secure programs. Fifty-two percent of those released from residential entry programs went to Aftercare at the conclusion of their entry program stay and another 7% were discharged from the Agency. The percentage released to Aftercare ranged from a high of 68% to those from Level VII Foster Care and Independent Living programs to only 6% (one youngster) of those released from Level I Secure programs, but for most entry program groupings the percentage approximated 50%.

Of the seventeen youngsters released from Level I Secure programs, six (35%) transferred to Level V YDCs and five (29%) transferred to Level II Limited Secure programs. About one of every four youngsters released from Level II Limited Secure and Level IV Non-Secure programs went to community-based residential programs (i.e., Levels V, VI, and VII). A similar percentage (23%) of youngsters released from Level V YDCs and Level VI Homes and Urban STARTS transferred to other community-based residential programs. Another substantial percentage (19%) of those moving from Level VI Homes and Urban STARTS were transferred into non-community-based programs. Those placed at cohort entry into Counseling or Assessment services were most typically discharged (78%) at the end of their entry placement, but 3% went to Level I Secure programs, another 11% went to non-community-based programs (Levels II, III, and IV), and 7% went to community-based residential programs.

Table VI.10 displays findings applicable to first admissions using a format similar to that of Table VI.9. The distribution of programs receiving first admissions upon their release from their entry placements is remarkably similar to that of the total cohort. First admissions whose entry placements were in Level VII Foster Care and Independent Living programs were less often released to Aftercare/Counseling than were their counterparts in the total cohort (55% vs. 68%) and were more often released to other community-based programs (35% vs. 20%), especially to other Level VII programs (25% vs. 14%). Otherwise, no appreciable differences between first admissions other entry types were noted.[10]

In summary, with the exception of those released from Level I Secure programs and from Voluntary Agency placements, slightly more than half of the youngsters released from their entry placements went next to aftercare and between one-fifth and one-fourth went to community-based residential programs. Transfer to a non-community-based program was frequent only for those released from Level I Secure programs (35%).

D. Patterns of Youngster Movement

Findings discussed thus far show that youngsters in the Division were placed in many different programs upon entering the Division and stayed for varying lengths of time in these programs. Many then went to Aftercare or were directly discharged from the Agency, but nearly half went to other programs and continued the process of varied movement through Division services. Few youngsters received exactly the same treatment even when considering only the identifiable indicators of the youngsters' experience, e.g., program levels, length of stay, transfers, absences, etc. For purposes of measuring the impact of Division services upon youngsters, the movement of youngsters among programs was categorized into distinct and meaningful groups thereby reducing the possible 1081 unique patterns of movement for cohort youngsters to a more manageable number.

Figure VI. displays the major groupings of youngster movement patterns used in this Study. These groupings are further described in the following sections of this Chapter, but Figure VI. provides a necessary overview of what proportion of cohort youngsters experienced various types of movement through Division programs. The largest division among patterns of service delivery was between those served in residential programs and those served through non-residential counseling serivces. Two hundred and two youngsters, or 19% of the entire cohort, were serviced solely by non-residential programs, while the remaining 879 youngsters received some type of residential programming during their terms with the Division.

1. Non-Residential Services

Analyses presented earlier in this Chapter (e.g., Table VI.1) showed that the entry placement for 236 youngsters was "Counseling and Assessment". Some of these youngsters subsequently were treated within the sections to follow dealing with residential patterns.[11] However, 202 youngsters were not admitted to any residential program during the cohort tracking period; hence, their terms of service with the Division involved only non-residential services. Since data collection on Division programs focussed upon selected residential programs and since no other evaluation of non-residential services or the clients participating in them is available, little can be said about the intervention experienced by these 202 youngsters. One distinction was made among the non-residential services which concerned the locus of these services. Many youngsters registered in Counseling services participated in Day Services programs, some operated through DFY Youth Development Centers (YDC Outreach) and others operated independently; seventy-one of the two hundred and two (35%) were involved in these programs. Available information suggests that the remainder (N=131) received counseling through the Youth Service Teams (YSTs) and that any referrals to outside services did not entail Day Service programs. There is reason to suspect that Day Service admissions were not recorded for some percentage of the actual participants resulting in a smaller Study population of Day Service youngsters.[12]

As suggested by Table VI.9 (presented earlier), youngsters in non-residential (Counseling) services were split between those discharged and those remaining in program at the end of tracking. The tow groups of non-residential program youngsters (Day Service and YST Counseling Only) differed dramatically on the length of time in services and, consequently, on the proportion still in program. Seventy-one percent of the YST Counseling Only cases had been discharged by the end of tracking compared to only 10%

FIGURE VI.1

GROUPINGS OF YOUNGSTER MOVEMENT PATTERNS
AMONG DFY SERVICES DURING THE
COHORT TRACKING PERIOD

Movement Pattern Groupings:	As Percentage of Entire Cohort		As Percentage of All Residential Patterns	
	%	(N)	%	(N)
Non-Residential (Counseling) Services	19	(202)	--	--
Residential Services	81	(879)	100	(879)
Single-Stay Patterns	39	(419)	48	(419)
Multiple-Stay Patterns	27	(288)	33	(288)
Foster Care Only Patterns	07	(75)	09	(75)
Counseling Preceding Residential Stay	01	(15)	02	(15)
Re-Entry Patterns	08	(82)	09	(82)

TABLE VI.11

SELECTED MOVEMENT CHARACTERISTICS FOR SINGLE-STAY PATTERNS

MOVEMENT CHARACTERISTICS:	PATTERN TYPE A1 Released: Stayed <1 Month (N=53) % (N)	A2 Released: Stayed 1-3 Months (N=45) % (N)	A3 Released: Stayed 3-6 Months (N=59) % (N)	A4 Released: Stayed 6-12 Months (N=116) % (N)	A5 Released: Stayed >12 Months (N=47) % (N)	A6 Still In Program (N=99) % (N)	TOTAL (N=419) % (N)
Cohort Entry Type:							
First Admission[2]	57 (30)	60 (27)	66 (39)	73 (85)	89 (42)	87 (86)	74 (309)
AWOL Returnee	15 (8)	13 (6)	17 (10)	09 (10)	02 (1)	04 (4)	09 (39)
Readmission from Aftercare/Counseling	21 (11)	20 (9)	07 (4)	09 (11)	06 (3)	03 (3)	10 (41)
Re-Entry[3]	08 (4)	07 (3)	10 (6)	09 (10)	02 (1)	06 (6)	07 (30)
Program Category:							
Secure	00 (0)	00 (0)	05 (3)	03 (4)	02 (1)	16 (16)	06 (24)
Non-Community-Based	36 (19)	42 (19)	54 (32)	66 (76)	60 (28)	28 (28)	48 (202)
Community-Based	62 (33)	49 (22)	39 (23)	27 (31)	34 (16)	17 (17)	34 (142)
Voluntary Agencies	02 (1)	09 (4)	02 (1)	04 (5)	04 (2)	38 (38)	12 (51)
Release Status:							
Still in Program	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)	100 (99)	24 (99)
Released -	100 (53)	100 (45)	100 (59)	100 (116)	100 (47)	00 (0)	76 (320)
Normal Release	34 (18)	62 (28)	69 (41)	92 (107)	96 (45)	-- (-)	75 (239)
On Unauthorized Absence[4]	66 (35)	38 (17)	31 (18)	08 (9)	04 (2)	-- (-)	25 (81)
Aftercare Following Residential Stay:							
Aftercare for more than 30 days	73 (36)	61 (23)	82 (42)	86 (94)	92 (34)	-- (-)	81 (229)
None or less than 30 days	27 (13)	39 (15)	18 (9)	14 (15)	08 (3)	-- (-)	19 (55)
Not Applicable	-- (4)	-- (7)	-- (8)	-- (7)	-- (10)	-- (99)	-- (135)

[1]Excludes youngsters whose stays were in Foster Care. Foster Care youngsters are treated separately.

[2]First admissions includes direct court placement to voluntary agencies.

[3]"Re-Entry" types include those readmitted to program from aftercare with a new placement term or extension of existent placement term and new admissions with prior term(s) of service.

[4]Youngster was released from program while on unauthorized absence status or was on extended absence status at conclusion of tracking period. Unauthorized absences included runaways, overstays of legitimate absences, and those in detention or jail (often following AWOL).

of the Day Service cases. Of the seven youngsters in the latter group who were discharged, five (71%) spent at least six months in services. Of the YST Counseling Only youngsters, 4% were in services less than one month, 33% were in services for one to three months, 18% for three to six months, and 63% for six months or more.[13]

2. Residential Services

Many different patterns of movement between and among Division residential programs were evident from the tracking phase of this Study. The Division endorses the idea of individual treatment plans for its clients which leads to the possibility of varied patterns of service delivery. As might be expected, similarities among youngsters, specific policy formulations, and factors related to system functioning all combine to force certain types of movement patterns and service delivery to emerge despite the endorsement of individualized treatment plans.

As outlined in Figure VI.2, residential patterns were grouped into the major categories of Single-Stay Patterns, Multiple-Stay Patterns, Foster Care Only Patterns, Counseling Preceding Residential Stay, and Re-Entry Patterns. Many of these categories are further refined in the following sections in order to better characterize youngsters' movement and isolate types of terms of service within the Division. The largest grouping of residential patterns was Single-Stay patterns.

a. Single-Stay Patterns

The simplest pattern of residential service involved placement at only one program. A number of variations on this general pattern existed for cohort youngsters; youngsters differed on the length of time spent in program, the type of program, whether Aftercare followed residential programming, and so forth. Despite the variants, youngsters fitting this pattern shared the characteristic of experiencing only one residential program stay. Four hundred and nineteen youngsters (39% of the entire cohort) fit this overall pattern. This figure excludes those placed in foster homes since they are dealt with more meaningfully within a separate category.

As noted, the 419 youngsters varied considerably on certain characteristics related to their experiences in the Division. Youngsters are grouped in Table VI.11 according to the length of their stay in program, this grouping seems to isolate distinct and important patterns of movement.[14] The first pattern type (labeled "A1") groups those youngsters who spent less than one month in program. Nearly two-thirds of the 53 youngsters in this type had their stays terminated by an unauthorized absence (AWOL); that is, their stays ended with an unauthorized absence from program rather than with a planned program termination.[15] Table VI.11 shows that as the length of stay in program increased, the percentage of youngsters whose stays were terminated by an AWOL decreased dramatically. For those staying in program for at least six months, relatively few stays were terminated by an AWOL.

The majority (62%) of those released before completing one month in program (type A1) resided in community-based (CB) programs. Of the nineteen youngsters (36%) in this type who resided in non-community-based (NCB) programs, all but two had their stays ended by going AWOL, slightly more than half of the stays in CB programs were terminated by AWOLs. The percentage of unplanned termination of stays decreased considerably for those who stayed one month or more but less than three (labeled "A2"), but

again, stays in NCB programs were more typically ended in an unplanned fashion (i.e., by AWOL) than were those in CB programs. Hence, it appears that short-term, single program stays in NCB programs most typically occurred because of unplanned termination of the program stays, while similar stays in CB programs often appeared to be a planned strategy of intervention.

Entry type can be used as an indicator of the Division's authorization to service a youngster on a long-term basis. First Admissions and Re-Entries (readmissions from Aftercare with an extension of placement or new term, and new admissions with prior terms) typically entered the tracking phase with placements of 18 months, but Readmissions and Returnees from AWOL status had been under the custody of DFY for some period and often had less time remaining in their terms of placement. As a result, Readmissions and AWOL Returnees were less at risk for long-term placement within the tracking period and had a greater likelihood of shotr-term stays. Since one-fifth of the youngsters staying less than three months in programs (types "A1" and "A2") were Readmissions from Aftercare (with no new placement terms or extensions) compared to less than 10% in any of the other single-stay types, it could be argued that this fact, perhaps along with termination of stays by unauthorized absences, accounted for the short-term nature of many residential stays. Certainly entry type was a factor among the Single-Stay pattern types since the longer stays were represented by very few youngsters whose entry types were Readmissions or AWOL Returnees. However, even among those whose stays were less than three months, the majority were First Admissions and a significant percentage (45%) of these did not have stays terminated by AWOL.[16] Although these two factors contributed substantially to the truncation of residential program stays, particularly among the very short stays (i.e., less than one month), short-term stays in program were not simply a result of the Division's authorization for custody being limited, nor only a result of the termination of stays by AWOLs, nor entirely a result of these factors in combination.

Consistent with findings presented earlier in this Chapter (see Table VI.7), there was a higher representation of youngsters with stays in NCB programs among those Single-Stay subtypes which involved longer program stays. Table VI.7 also showed that many youngsters in Secure (Level I) programs and in Voluntary Agencies had not been released from their entry program placements as of the end of the tracking period. These youngsters make up more than half of the pattern type labeled "A6" which is composed of all youngsters still residing, at the conclusion of cohort tracking, in their only residential program stay. Most of the youngsters in this category (86%) had spent at least 12 months in program and most (87%) were First Admissions.

Another dimension which varied along with the types presented in Table VI.11 was the percentage who were placed on Aftercare upon release from residential stays. Those who were registered on an Aftercare caseload for at least 30 days following release from program were deemed to have received Aftercare services. Many youngsters were discharged from DFY responsibility directly upon release from a residential program or within 30 days of that release and thus were deemed not to have received aftercare services.[17] Nineteen percent (about one in five) of the youngsters in Single-Stay types who had been released at least 30 days prior to the end of the tracking period did not receive aftercare services following their residential stays. The percentage not receiving aftercare was highest among those staying in program at least one but less than three months, type A2 (39%), and generally decreased as length of stay increased.

Forty percent of those not receiving aftercare follow-up had been discharged following a residential stay terminated by an unauthorized absence. However, a considerable percentage (14%) of those deemed to have received aftercare by the definition above were released following stays terminated by AWOLs. This was most frequent among type A1 patterns (stays less than one month) within which three-fifths of the youngsters "received" aftercare services following an AWOL terminated stay. Some question could be raised about actual delivery of aftercare services for cases in which residential stays were cut short by unplanned program termination (usually runaways). In some cases, the transfer to aftercare may be only nominal and youngster contact with an aftercare worker, non existent.[18] If indeed some cases considered as receiving aftercare services did not actually receive these services, the consequent problem of inaccuracy in the percentages in Table VI.11 would be primarily limited to type A1 patterns; the percentage of this group actually receiving aftercare services (73% by Table VI.11) would be overstated.

In summary, although they differed greatly on the amount of time actually spent in program, 419 cohort youngsters experienced only one residential program stay during the tracking period of this Study. Grouping those released by length of program stay isolates important characteristics of youngster movement within Single-Stay patterns and creates distinct types of "terms of service" representing the youngster's experiences with the Division for Youth. Those whose stays were for shorter periods of time were more likely to be Readmissions from Aftercare and AWOL Returnees, more often resided in community-based programs, and were more likely to have had their stays ended with an unauthorized absence. Those with longer Single-Stays (six months or more) were largely First Admissions and were about twice as likely to have resided in NCB than CB programs. The percentage of youngsters fitting into Single-Stay patterns who were directly discharged from program rather than enrolled in aftercare approached 20%, while a similar percentage were involved in residential stays which were terminated by an unauthorized absence. The category consisting of those still in program at the end of tracking made up one-fourth of all Single-Stay patterns and were heavily weighted toward Voluntary Agency and Secure program placements.

b. Multiple-Stay Patterns

More complex patterns were introduced by those youngsters serviced by more than one residential program during their terms with DFY. Two hundred and eighty-eight cohort youngsters experienced two or more residential programs within the tracking period. The most critical factor distinguishing among youngsters in this group was the relationship among the programs servicing the youngsters. Youngsters could start in a less restrictive program and then be transferred to a more restrictive program, or vice versa. Each youngster's pattern of movement was classified according to the relationship among the programs constituting the pattern. For present purposes, movement between programs was typed by reference to movement "up" or "down" the Division's Program Level schema (see Chart II.2 in Chapter II).[19] Patterns were thus grouped into the following categories which are discussed individually below:

1. Transitional patterns: movement toward less restrictive programs,
2. Incremental patterns: movement toward more restrictive programs,
3. Straight patterns: movement to programs of comparable restrictiveness, and
4. Mixed patterns: movement not consistently in one direction or the other.[20]

TABLE VI.12

SELECTED MOVEMENT CHARACTERISTICS FOR MULTIPLE STAY PATTERNS

	PATTERN TYPE				
	TRANSITIONAL PATTERNS	INCREMENTAL PATTERNS	STRAIGHT PATTERNS	MIXED PATTERNS	TOTAL
	N=99	N=95	N=51	N=43	N=288
	% (N)	% (N)	% (N)	% (N)	% (N)
MOVEMENT CHARACTERISTICS:					
Cohort Entry Type					
First Admission[1]	64 (63)	80 (76)	76 (39)	72 (31)	73 (209)
AWOL Returnee	12 (12)	07 (7)	08 (4)	12 (5)	10 (28)
Readmission from After-Care/Counseling	12 (12)	11 (10)	10 (5)	09 (4)	11 (31)
Re-Entry[2]	12 (12)	02 (2)	06 (3)	07 (3)	07 (20)
Program Category: First Program					
Secure	13 (13)	00 (0)	00 (0)	02 (1)	05 (14)
Non-Community-Based	65 (64)	27 (26)	39 (20)	44 (19)	45 (129)
Community-Based	18 (18)	69 (66)	51 (26)	40 (17)	44 (127)
Voluntary Agenices	04 (4)	03 (3)	10 (5)	14 (6)	06 (18)
Length of Stay: First Program					
Less than 1 month	04 (4)	24 (23)	14 (7)	40 (17)	18 (51)
1-3 months	08 (8)	34 (32)	31 (16)	21 (9)	23 (65)
3-6 months	13 (13)	29 (28)	25 (13)	14 (6)	21 (60)
6-12 months	49 (49)	13 (12)	25 (13)	26 (11)	30 (85)
12 months or more	25 (25)	00 (0)	04 (2)	00 (0)	09 (27)
Release Status: First Program					
Normal Release	97 (96)	66 (63)	76 (39)	84 (36)	81 (234)
On Unauthorized Absence	03 (3)	34 (32)	24 (12)	16 (7)	19 (54)
Length of Stay: Longest Subsequent to First Program					
Less than 3 months	28 (28)	08 (8)	18 (9)	05 (2)	16 (47)
Six months or more	16 (16)	66 (63)	49 (25)	53 (23)	44 (127)
Release Status: Last Program					
Still in Program	47 (47)	64 (61)	29 (15)	60 (26)	52 (149)
Released -	53 (52)	36 (34)	71 (36)	40 (17)	48 (139)
Normal Release	75 (39)	68 (23)	69 (25)	65 (11)	71 (98)
On Unauthorized Absence[3]	25 (13)	32 (11)	31 (11)	35 (6)	29 (41)
Overall Residential Length of Stay (in weeks)					
Mean	52.7	50.0	47.1	52.8	51.0
Median	57.4	55.1	47.3	57.3	55.0

[1] First admissions includes direct court placement to voluntary agencies.

[2] "Re-Entry" types include those readmitted to program from aftercare with a new placement term or extension of existent placement term and new admissions with prior term(s) of service.

[3] Youngster was released from program while on unauthorized absence status or was on extended absence status at conclusion of tracking period. Unauthorized absences included runaways, overstays of legitimate absences, and those in detention or jail (often following AWOL).

TABLE VI.13

MOVEMENT FROM FIRST TO SECOND PROGRAM
FOR TRANSITIONAL, TWO-STAY PATTERNS
(N=80)

	SECOND PROGRAM															
	NON-COMMUNITY-BASED						COMMUNITY-BASED								TOTAL	
	Level II		Level IV		Subtotal		Level V		Level VI		Level VII		Subtotal			
FIRST PROGRAM:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Secure (Level I)	33	(4)	08	(1)	42	(5)	50	(6)	08	(1)	00	(0)	58	(7)	15	(12)
Level II	--	-	--	-	--	-	06	(1)	83	(15)	11	(2)	100	(18)	23	(18)
Level IV	-	-	--	-	--	-	15	(5)	48	(16)	36	(12)	100	(33)	41	(33)
NCB Subtotal	-	-	--	-	--	-	12	(6)	61	(31)	27	(14)	100	(51)	64	(51)
Level V	--	-	--	-	--	-	--	-	--	-	00	(0)	00	(0)	00	(0)
Level VI	--	-	--	-	--	-	--	-	--	-	100	(13)	100	(13)	16	(13)
CB Subtotal	--	-	--	-	--	-	--	-	--	-	100	(13)	100	(13)	16	(13)
Voluntary Agencies	--	-	--	-	--	-	--	-	00	(0)	100	(4)	100	(4)	05	(4)

Patterns of residential care may be influenced by two policies operating within the Division.[21] The concept of continuity of care suggests a reintegrative approach resulting in transitional patterns of movement from out-of-community placements back to community-based programs and highlighting the importance of aftercare following residential placement. Another factor of potential influence in the types of patterns experienced by youngsters is the endorsement of least-restrictive placement. Adherence to this intervention philosophy may lead to unsuccessful attempts to originally place youngsters in less restrictive programs resulting in incremental patterns (or, at least, straight patterns). However, this philosophy also suggests transferring youngsters out of more restrictive programs when appropriate. In this manner, least-restrictive placement is similar in consequence to continuity of care. Unfortunately, centralized Division policy is lacking in directives suggesting which youngsters are appropriate or inappropriate for particular programs (or levels of restrictiveness) as well as when and under which conditions youngsters should be moved to less restrictive environments from more restrictive ones. Lacking such specifics aobut policy, the evaluation or procedures related to servicing youngsters and transferring them among programs was hampered. Therefore, the analyses that follow are often largely descriptive rather than evaluative.

i. Transitional Patterns

Table VI.12 provides some basic characteristics related to youngster movement for the multiple-stay patterns defined above. Ninety-nine youngsters had patterns of movement classified as "Transitional" which means that they were transferred from programs with greater restrictiveness to those of lesser restrictiveness. Not suprisingly, nearly two-thirds of the Transitional patterns began in non-community-based (NCB) facilities (since there are greater possibilities for moving "down" in the level system for those starting in Secure and NCB programs). Nearly all youngsters in Transitional patterns stayed at least one month in their initial programs; two-thirds spent six months or more in their initial programs.[22] For Transitional patterns, very few (3%) had their intiial program stays end while on an unauthorized absence (contrasted with 34% of those in Incremental patterns). When contrasted with the other multiple-stay patterns, Transitional patterns had a slightly lower representation of First Admissions accompanied by slightly greater percentages of AWOL Returnees and Re-entries (Table VI.12).

A large majority (81%) of Transitional patterns were composed of two residential program stays, but some youngsters had three, four, and five separate program stays all within the cohort tracking period. About half of the youngsters remained in a residential program at the conclusion of tracking.[23] Table VI.13 presents the initial and second programs constitution the two-stay, Transitional patterns. It shows the great diversity within the transitional pattern grouping. Certainly the "transition" represented by mvoement from Secure or NCB programs to community-based (CB) programs is fundamentally different from that represented by movement from Level IV Homes and Urban STARTs to Level VII Foster Care and Independent Living programs. Because of these differences, the Transitional patterns displayed in Table VI.13 and those involving more than two program stays were subdivided into more meaningful types as displayed in Table VI.14.

TABLE VI.14

SELECTED MOVEMENT CHARACTERISTICS FOR TRANSITIONAL PATTERNS

MOVEMENT CHARACTERISTICS:	PATTERN TYPE[1] D1 Secure to NCB[2] (N=6)	D2 Secure to CB[3] (N=7)	D3 NCB to CB (N=46)	D4 NCB to Level VII (N=15)	D5 CB to Level VII (N=13)	D6 Vol. Agency to Level VII (N=4)	TOTAL[4] (N=99)
Cohort Entry Type							
First Admission[5]	100 (6)	57 (4)	65 (30)	53 (8)	67 (12)	25 (1)	64 (63)
AWOL Returnee	00 (0)	29 (2)	15 (7)	13 (2)	00 (0)	00 (0)	12 (12)
Readmission from After-Care/Counseling	00 (0)	00 (0)	04 (2)	13 (2)	28 (5)	75 (3)	12 (12)
Re-Entry[6]	00 (0)	14 (1)	15 (7)	20 (3)	06 (1)	00 (0)	12 (12)
Length of Stay: First Program							
Less than 1 month	00 (0)	00 (0)	00 (0)	00 (0)	22 (4)	00 (0)	04 (4)
1-3 months	00 (0)	00 (0)	07 (3)	07 (1)	11 (2)	25 (1)	08 (8)
3-6 months	00 (0)	00 (0)	15 (7)	20 (3)	06 (1)	25 (1)	13 (13)
6-12 months	17 (1)	14 (1)	59 (27)	67 (10)	44 (8)	25 (1)	49 (49)
12 months or more	83 (5)	86 (6)	20 (9)	07 (1)	17 (3)	25 (1)	25 (25)
Release Status: First Program							
Normal Release	100 (6)	100 (7)	96 (44)	100 (15)	94 (17)	100 (4)	97 (96)
On Unauthorized Absence	00 (0)	00 (0)	04 (2)	00 (0)	06 (1)	00 (0)	03 (3)
Length of Stay: Longest Subsequent to First Program							
Less than 3 months	00 (0)	14 (1)	37 (17)	33 (5)	22 (4)	25 (1)	28 (28)
Six months or more	17 (1)	00 (0)	09 (4)	27 (4)	28 (5)	25 (1)	16 (16)
Release Status: Last Program							
Still in Program	100 (6)	71 (5)	35 (16)	47 (7)	50 (9)	50 (2)	47 (47)
Released -	00 (0)	29 (2)	65 (30)	53 (8)	50 (9)	50 (2)	53 (52)
Normal Release	00 (0)	100 (2)	60 (18)	100 (8)	100 (9)	100 (2)	75 (39)
On Unauthorized Absence[7]	00 (0)	00 (0)	40 (12)	00 (0)	00 (0)	00 (0)	25 (13)
Overall Residential Length of Stay (in weeks)							
Mean	68.7	62.1	50.6	50.0	51.3	53.8	52.7
Median	68.0	62.5	53.7	49.5	60.0	61.5	57.4

[1] Community-based (CB) programs in the Transitional patterns refer to Level V YDC and Level VI Homes and Urban START programs. Level VII Foster Care and Independent Living is treated separately (see types D4, D5, and D6).

[2] Includes one youngster who had proceeded into a third stay in a CB program. The other five youngsters were still registered in the NCB program at end of tracking.

[3] Includes three youngsters who had been transferred to a Foster Care program following a stay in a Level V or VI program.

[4] Total includes three youngsters whose patterns remained unclassified.

[5] First admissions includes direct court placement to voluntary agencies.

[6] "Re-Entry" types include those readmitted to program from aftercare with a new placement term or extension of existent placement term and new admissions with prior term(s) of service.

[7] Youngster was released from program while on unauthorized absence status or was on extended absence status at conclusion of tracking period. Unauthorized absences included runaways, overstays of legitimate absences, and those in detention or jail (often following AWOL).

Most of the patterns involving more than two residential stays were simply variations on two-stay patterns and were grouped accordingly. Examples include three youngsters in the "Community-Based Program to Level VII" type (labeled "D5") who had stays in two different foster homes after leaving Urban Home programs and one youngster who had transferred to a NCB program from a Secure program and later moved to a CB program (see Footnote 1 in Table VI.14). As revealed in Table VI.14, Level VII Foster Care and Independent Living programs were separated from other community-based programs since they were thought to represent an intervention strategy less institutional and more independent than Level V or VI programs (YDCs, Homes, and Urban STARTs) and can be thought of as a separate transitional step from other Division programming.

Almost half (N=46) of the resulting transitional patterns involved movement from NCB to CB programs (labeled D3). Substantial numbers were involved in patterns ending in Level VII placements either from NCB programs (15%; N=15) or CB programs (18%; N=18). Other types of transitional patterns involved fewer youngsters (see Table VI.14).

Some differences stand out among the types of Transitional patterns. Longer stays in initial programs were associated with pattern types beginning in Secure (D1 and D2) and NCB (D3 and D4) programs; youngsters starting in Secure programs usually stayed at least a full year before transferring to less restrictive programs, while stays in NCB programs were concentrated in the 6-12 month category. The other patterns showed greater spread in length of stay in initial program, but were still weighted toward stays exceeding six months. Youngsters in patterns D3 and D4 (originating in NCB programs) were the most likely to have been released from last program (65% and 53% respectively), while only 2 of 13 (15% of those in patterns D1 and D2 (originating in Secure programs) had been released. Due to their typically longer stays in initial program, youngsters with Transitional patterns were less "at risk" for longer (i.e., greater than six months) stays in subsequent programs before the end of tracking than were youngsters with other multiple-stay types; Transitional patterns were the most likely of all multiple-stay types to have "later" program stays of less than three months with 28% in this category versus 18% for straight patterns and less than 10% each for Incremental and Mixed patterns. Hence, the general finding for Transitional patterns was that of a fairly long initial program stay (exceeding six months) followed by a shorter stay (or stays) in the less restrictive program.

ii. Incremental Patterns

Ninety-five youngsters exhibited patterns of movement among programs classified as "incremental"; the essential characteristic in these patterns was movement to programs with greater degrees of restrictiveness as defined by the Division's level system. More than two-thirds of the Incremental patterns began in community-based programs. Unlike transitional patterns in which two-thirds had initial program stays of six months or more, few of those in incremental patterns (13%) spent as many as six months in their initial program stays. Twenty-three percent were in initial program less than one month, 35% from one to three months, and 29% from three to six months (see Table VI.12). As mentioned above, a moderate percentage of Incremental patterns (34%) involved an initial residential stay terminated by an unauthorized absence. Those with shorter stays in placement were more likely to have those stays terminated by AWOL (nearly half of those with initial stays less than three months compared to less than one-fifth of those staying three or more months). One of the reasons for transfers to programs of greater restrictiveness appears to relate to AWOL behavior and this is more prevalent among those in initial program for less than three months.

TABLE VI.15

SELECTED MOVEMENT CHARACTERISTICS FOR INCREMENTAL PATTERNS

MOVEMENT CHARACTERISTICS:	PATTERN TYPE[1] F1 NCB to Secure (N=10) % (N)	F2 Level IV to Level II (N=16) % (N)	F3 CB to NCB (N=42) % (N)	F4 CB to Vol. Agency (N=10) % (N)	F5 Level VII to NCB (N=7) % (N)	F6 Level VII to CB (N=5) % (N)	TOTAL[2] (N=95) % (N)
Cohort Entry Type:							
First Admission[3]	90 (9)	69 (11)	83 (35)	80 (8)	71 (5)	80 (4)	80 (76)
AWOL Returnee	10 (1)	13 (2)	07 (3)	00 (0)	00 (0)	00 (0)	07 (7)
Readmission from Aftercare/ Counseling	00 (0)	13 (2)	07 (3)	20 (2)	29 (2)	20 (1)	11 (10)
Re-Entry[4]	00 (0)	06 (1)	02 (1)	00 (0)	00 (0)	00 (0)	02 (2)
Length of Stay: First Program							
Less than 1 month	40 (4)	25 (4)	19 (8)	30 (3)	00 (0)	20 (1)	24 (23)
1-3 months	20 (2)	19 (3)	40 (17)	30 (3)	71 (5)	40 (2)	34 (32)
3-6 months	30 (3)	44 (7)	26 (11)	30 (3)	00 (0)	40 (2)	29 (28)
6-12 months	10 (1)	13 (2)	14 (6)	10 (1)	29 (2)	00 (0)	13 (12)
Release Status: First Program							
Normal Release	70 (7)	56 (9)	62 (26)	70 (7)	71 (5)	100 (5)	66 (63)
On Unauthorized Absence	30 (3)	44 (7)	38 (16)	30 (3)	29 (2)	00 (0)	34 (32)
Length of Stay: Longest Subsequent to First Program							
Less than 3 months	00 (0)	06 (1)	07 (3)	20 (2)	14 (1)	20 (1)	08 (8)
Six months or more	80 (8)	75 (12)	64 (27)	70 (7)	43 (3)	80 (4)	66 (63)
Release Status: Last Program							
Still in Program	90 (9)	88 (14)	52 (22)	60 (6)	57 (4)	60 (3)	64 (61)
Released -	10 (1)	12 (2)	48 (20)	40 (4)	43 (3)	40 (2)	36 (34)
Normal Release	00 (0)	00 (0)	70 (14)	100 (4)	67 (2)	100 (2)	68 (23)
On Unauthorized Absence[5]	100 (1)	100 (2)	30 (6)	00 (0)	33 (1)	00 (0)	32 (11)
Overall Residential Length of Stay (in weeks)							
Mean	55.0	55.6	47.3	49.6	46.9	52.3	50.0
Median	54.0	57.5	51.0	57.5	45.5	58.5	55.1

[1]Community-based (CB) programs in the incremental patterns refer to Level V YDC and Level VI Homes and Urban START programs. Level VII Foster Care and Independent Living is treated separately (see types F5 and F6).

[2]Total includes five youngsters whose patterns remained unclassified.

[3]First admissions includes direct court placement to voluntary agencies.

[4]"Re-Entry" types include those readmitted to program from aftercare with a new placement term or extension of existent placement term and new admissions with prior term(s) of service.

[5]Youngster was released from program while on unauthorized absence status or was on extended absence status at conclusion of tracking period. Unauthorized absences included runaways, overstays of legitimate absences, and those in detention or jail (often following AWOL).

Following a procedure similar to that used in grouping Transitional patterns into more homogeneous types, Incremental patterns were broken down by the program groupings involved. The resulting types along with salient movement characteristics are presented in Table VI.15. Forty-four percent of the Incremental patterns involved movement from community-based (CB) to non-community-based (NCB) programs. Those moving between Level IV and Level II programs, those transferring from NCB to Secure programs, and those moving between CB (including Levels V, VI, and VII) and Voluntary Agency programs each represented between ten and twenty percent of all Incremental patterns.

The Incremental pattern types did not differ greatly on the characteristics presented in Table VI.15. Overa-l, 64% of the youngsters remained in program at the end of the tracking period, although the proportion was slightly higher for types labeled F1 and F2. Of those released, one-third were released while AWOL from program. This figure is artificially inflated by the large numbers still residing in program who should be less likely to have their present stay (or any subsequent stay) terminated with an unauthorized absence; hence, caution should be used in interpreting this finding. It was noted that those AWOL at release were likely also to have been AWOL at the termination of earlier residential stays. As mentioned earlier, most initial program stays in Incremental patterns were of a duration less than six months. However, two-thirds had, by the end of tracking, spent at least six months in a later program (longest stay after initial stay) and only 10% of those released had spent less than three months in later stays. Thus, stays in the more restrictive programs within Incremental patterns were of longer duration than initial program stays, most exceeded six months, and many continued past the end of the cohort tracking period.

iii. Straight Patterns

Fifty-one youngsters moved among programs having similar degrees of restrictiveness. About an equal number showed patterns of movement among non-community-based programs (NCB) as among community-based (CB) ones. Two groupings of youngsters, those whose patterns involved voluntary agency programs and those whose movement was among Foster Care and Alternative Residential (including Independent Living) placements, did not fit patterns of movement among either CB or NCB programs and were grouped separately. These groupings and selected movement characteristics are presented in Table VI.16.

With the exception of those youngsters whose movement patterns fit type E4 (movement among Foster Care and Alternative Residential placements), the straight pattern youngsters were primarily First Admissions. Four of the six E4 youngsters were Readmissions from Aftercare/Counseling. Lengths of stay in initial program for straight patterns were much more evenly distributed than those for initial stays in incremental and transitional patterns. Among the straight pattern types (Table VI.16), length of stay in initial program was more likely to be six months or more for types E1 (movement among NCB programs) and E2 (movement involving voluntary agency programs) than for the other two types. One-fourth (24%) of the initial program stays for all straight patterns ended with an unauthorized absence; this figure was even higher (33%) for type E1 patterns. This suggests that transfers following unauthorized absences did not always involve movement to facilities at higher levels of restrictiveness (i.e., program levels).

TABLE VI.16

SELECTED MOVEMENT CHARACTERISTICS FOR STRAIGHT PATTERNS

	PATTERN TYPE									
	E1 Among NCB Programs		E2 Involving Voluntary Agencies		E3 Among CB Programs		E4 Among Level VII & Alternatives		TOTAL	
	(N=18)		(N=7)		(N=20)		(N=6)		(N=51)	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
MOVEMENT CHARACTERISTICS:										
Cohort Entry Type [1]										
First Admission	78	(14)	100	(7)	80	(16)	33	(2)	76	(39)
AWOL Returnee	06	(1)	00	(0)	15	(3)	00	(0)	08	(4)
Readmission from Aftercare/ Counseling	06	(1)	00	(0)	00	(0)	67	(4)	10	(5)
Re-Entry [2]	11	(2)	00	(0)	05	(1)	00	(0)	06	(3)
Length of Stay: First Program										
Less than 1 month	17	(3)	29	(2)	00	(0)	33	(2)	14	(7)
1-3 months	28	(5)	29	(2)	40	(8)	17	(1)	31	(16)
3-6 months	17	(3)	00	(0)	35	(7)	50	(3)	25	(13)
6-12 months	33	(6)	29	(2)	25	(5)	00	(0)	25	(13)
12 months or more	06	(1)	14	(1)	00	(0)	00	(0)	04	(2)
Release Status: First Program										
Normal Release	67	(12)	86	(6)	75	(15)	100	(6)	76	(39)
On Unauthorized Absence	33	(6)	14	(1)	25	(5)	00	(0)	24	(12)
Length of Stay: Longest Subsequent to First Program										
Less than 3 months	17	(3)	00	(0)	30	(6)	00	(0)	18	(9)
Six months or more	50	(9)	71	(5)	30	(6)	83	(5)	49	(25)
Release Status: Last Program										
Still in Program	28	(5)	57	(4)	20	(4)	33	(2)	29	(15)
Released -	72	(13)	43	(3)	80	(16)	67	(4)	71	(36)
Normal Release	69	(9)	100	(3)	56	(9)	100	(4)	69	(25)
On Unauthorized Absence [3]	31	(4)	00	(0)	44	(7)	00	(0)	31	(11)
Overall Residential Length of Stay (in weeks)										
Mean	46.6		55.2		43.7		51.0		47.1	
Median	49.0		57.5		42.5		48.5		47.3	

[1] First admissions includes direct court placement to voluntary agencies.

[2] "Re-Entry" types include those readmitted to program from aftercare with a new placement term or extension of existent placement term and new admissions with prior term(s) of service.

[3] Youngster was released from program while on unauthorized absence status or was on extended absence status at conclusion of tracking period. Unauthorized absences included runaways, overstays of legitimate absences, and those in detention or jail (often following AWOL).

Unlike Transitional and Incremental patterns, a large majority of the youngsters in Straight patterns (71%) had been released by the end of cohort tracking. Thirty-one percent of all those released were on unauthorized absence status at the time of release. Half of the youngsters had "later" program stays of six months or more, while less than one-fifth had been released with less than three months in program and most of these were stays ended with an unauthorized absence.

iv. Mixed Patterns

The flow of movement within youngsters patterns was not always consistent in its direction and some multiple stay patterns could not be categorized as transitional, incremental, or straight. Such patterns are grouped as "mixed" patterns. In all cases, they involved at least three residential stays and many (63%) involved four or more separate residential stays. Table VI.12 shows that mixed patterns were about equally likely to start in NCB as CB programs. One of the distinguishing features of the mixed patterns was the large percentage (40%) who were in initial program for less than one month. By the end of the tracking period, 60% were still in a residential program and more than half had spent at least six months in some program subsequent to their initial programs.

Within mixed patterns, there is by definition movement both "up" and "down" (according to the level schema) in transfer from initial program, movement direction was mixed with those moving to programs at higher program levels (i.e., lesser degrees of restrictiveness) slightly more numerous. However, among those staying in initial program more than one month, more than twice as many (11 as compared to 5) moved to programs with higher levels of restrictiveness. Given the wide variety of movement represented in Mixed patterns and the relatively small number of youngsters (N=43), no distinct patterns emerged within this grouping. Mixed patterns, more so than any other residential pattern grouping, represented a greater number of program stays (i.e., more movement among residential programs) and appeared to be indicative of rather complex patterns of service delivery.

c. Foster Care Only Patterns

A quick review of Table VI.1 (presented earlier) reveals that 137 youngsters entered the Study cohort with an admission to a Level VII program, most of whom were Foster Care admissions. Many of these youngsters, 75 to be exact, were serviced during the tracking period by no other residential programs other than Foster Care. While most Foster Care Only patterns (84%) involved placement in only one home, some did involve stays in two or three different foster homes. Besides being limited to those whose only residential placements were in Foster Care, youngsters in the Foster Care Only grouping differed from those in other residential patterns. Two-thirds were Readmissions from Aftercare, most with no extensions or new terms, while youngsters in most other pattern types were largely First Admissions. While many of the other residential pattern types had a majority of youngsters remaining in program at the conclusion of the tracking period, 92% of Foster Care Only cases had been released from program. This is indicative of the shorter periods in residential services for Foster Care Only patterns generally. (As Table VI.17 shows, the median length of total residential stay for Foster Care Only patterns was only 16.3 weeks.)

TABLE VI.17

SELECTED MOVEMENT CHARACTERISTICS FOR FOSTER CARE ONLY PATTERNS

MOVEMENT CHARACTERISTICS:	Single Foster Home Placements (N=63) %	(N)	Multiple Foster Home Placements (N=12) %	(N)	All Foster Care Only Patterns (N=75) %	(N)
Cohort Entry Type						
First Admission[1]	30	(19)	50	(6)	33	(25)
AWOL Returnee	02	(1)	00	(0)	01	(1)
Readmission from Aftercare/ Counseling	63	(40)	33	(4)	59	(44)
Re-Entry[2]	05	(3)	17	(2)	07	(5)
Length of Stay: First Program						
Less than 1 month	29	(18)	25	(3)	28	(21)
1-3 months	24	(15)	33	(4)	25	(19)
3-6 months	22	(14)	42	(5)	25	(19)
6-12 months	10	(6)	00	(0)	08	(6)
12 months or more	16	(10)	00	(0)	13	(10)
Length of Stay: Longest Subsequent to First Program						
Less than 3 months	--	--	50	(6)	--	--
Six months or more	--	--	33	(4)	--	--
Release Status: First Program						
Still in Program	06	(4)	00	(0)	05	(4)
Released -	94	(59)	100	(12)	95	(71)
Normal Release	87	(51)	92	(11)	88	(62)
On Unauthorized Absence[3]	13	(8)	08	(1)	12	(9)
Release Status: Last Program						
Still in Program	--	--	17	(2)	--	--
Released -	--	--	83	(10)	--	--
Normal Release	--	--	100	(10)	--	--
On Unauthorized Absence	--	--	00	(0)	--	--
Overall Residential Length of Stay (in weeks)						
Mean	20.3		32.7		22.3	
Median	9.8		24.0		16.3	

[1]First admissions includes direct court placement to voluntary agencies.

[2]"Re-Entry" types include those readmitted to program from aftercare with a new placement term or extension of existent placement term and new admissions with prior term(s) of service.

[3]Youngster was released from program while on unauthorized absence status or was on extended absence status at conclusion of tracking period. Unauthorized absences included runaways, overstays of legitimate absences, and those in detention or jail (often following AWOL).

Table VI.17 provides selected characteristics for movement patterns classified as Foster Care Only. Single home patterns are separated from those involving more than one foster home for comparative purposes. Regarding length of stay in program for those with stays in only one foster home, 30% stayed in program for less than one month, 22% fell into each of the categories of one to three months and three to six months, 10% stayed for six to twelve months, and 16% for twelve months or more. For those with more than one foster home stay, three of the fifteen had no stay of at least three months including one whose combined length of stay was also less than three months. For the most part though, there was one stay among the two or three stays in each pattern which was of more than three months duration and this stay was more typically a later, rather than initial, stay.

d. Counseling Preceding Residential Stay

For 15 youngsters, a period of 90 days or more in non-residential (Counseling) services was followed by one or more stays in residential programs. Ten of the fifteen (67%) spent between three and six months in Counseling, while the remaining five (33%) were in Counseling for more than six months. Four went to foster home placements following Counseling, eight experienced a single residential stay other than foster care, and the remaining three were involved in multiple residential stays following Counseling. Given that so few youngsters experienced this overall pattern of non-residential followed by residential service, the patterns of these fifteen youngsters are treated as a residual pattern with a preceding Counseling stay as the unifying thread.

e. Re-Entry Programs

Some youngsters were released from residential programs and spent some period out of residence, either a period on Aftercare or on discharge status, only to return to some DFY residential program. Upon reviewing patterns of youngster movement in the Division, it was determined that such interruptions in residential programming were significant aspects of intervention which demanded treatment separate from other residential patterns.

To some extent, Aftercare admissions (upon release from residential placements) may have represented "holding patterns" while waiting for other residential program spaces to become available. Such was often evident preceding Foster Care and Alternative Residential placements. To minimize the possibility of stays on Aftercare being treated as interruptions in residential programming when they were actually "holding patterns," Aftercare stays of less than 30 days preceding community-based program placements were disregarded when determining types of movement patterns.[25]

Eighty-two youngsters re-entered residential services in the fashion described above. About one-fourth of these returned to Foster Care placements while most of the remainder returned to other residential programs. These latter patterns were further classified in a manner similar to that adopted for multiple-stay patterns. Re-entry patterns thus fell into the following groupings:

(1) Re-entry to Foster Care (N=21)
(2) Re-entry: Straight Patterns (N=19)
(3) Re-entry: Incremental Patterns (N=19), and
(4) Re-entry: Mixed Patterns (N=17)

Six re-entry patterns remained unclassified.

TABLE VI.18

PERCENTAGE OF MALES AND FEMALES FOR MOVEMENT PATTERN GROUPINGS

MOVEMENT PATTERN GROUPINGS:	MALE		FEMALE	
	%	(N)	%	(N)
Non-Residential Counseling Services	55	(112)	45	(90)
All Residential Services	79	(691)	21	(188)
Single-Stay Patterns	82	(343)	18	(76)
Transitional Patterns	81	(80)	19	(19)
Incremental Patterns	77	(73)	23	(22)
Straight Patterns	88	(45)	12	(6)
Mixed Patterns	74	(32)	26	(11)
Foster Care Only Patterns	69	(52)	31	(23)
Counseling Preceding Residential Stays	80	(12)	20	(3)
Re-Entry Patterns	66	(54)	34	(28)
TOTAL	74	(803)	26	(278)

TABLE VI.19a

BACKGROUND CHARACTERISTICS BY MOVEMENT PATTERN GROUPINGS FOR MALE YOUNGSTERS

YOUNGSTER CHARACTERISTICS:	NON-RESIDENTIAL SERVICES (N=112)		ALL RESIDENTIAL SERVICES (N=691)		SINGLE-STAY PATTERNS (N=343)		TRANSITIONAL PATTERNS (N=80)		INCREMENTAL PATTERNS (N=73)		STRAIGHT PATTERNS (N=45)		MIXED PATTERNS (N=32)		FOSTER CARE ONLY PATTERNS (N=52)		COUNSELING PRECEDING RESIDENTIAL STAY (N=12)		RE-ENTRY PATTERNS (N=54)	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Ethnicity:																				
White	42	(46)	39	(272)	38	(131)	33	(26)	36	(26)	20	(9)	53	(17)	56	(29)	67	(8)	48	(26)
Black	44	(48)	45	(314)	47	(161)	54	(43)	43	(31)	53	(24)	41	(13)	33	(17)	17	(2)	43	(23)
Puerto Rican	13	(14)	13	(91)	13	(44)	13	(10)	19	(14)	24	(11)	06	(2)	08	(4)	17	(2)	07	(4)
Other	01	(1)	02	(14)	02	(7)	01	(1)	03	(2)	02	(1)	00	(0)	04	(2)	00	(0)	02	(1)
Age:																				
Under 12	19	(21)	01	(4)	01	(2)	01	(1)	00	(0)	00	(0)	03	(1)	00	(0)	00	(0)	00	(0)
12 - 13	13	(15)	08	(54)	07	(23)	09	(7)	14	(10)	02	(1)	22	(7)	04	(2)	08	(1)	06	(3)
14 - 15	28	(31)	58	(398)	59	(201)	55	(44)	70	(51)	64	(29)	47	(15)	27	(14)	58	(7)	69	(37)
16 - 17	37	(41)	32	(219)	32	(110)	35	(28)	16	(12)	33	(15)	28	(9)	54	(28)	33	(4)	24	(13)
Over 17	04	(4)	02	(16)	02	(7)	00	(0)	00	(0)	00	(0)	00	(0)	15	(8)	00	(0)	02	(1)
Adjudication:																				
Volunteer	76	(80)	09	(62)	08	(28)	01	(1)	03	(2)	02	(1)	00	(0)	46	(22)	17	(2)	11	(6)
PINS	04	(4)	11	(76)	06	(21)	09	(7)	15	(11)	14	(6)	19	(6)	13	(6)	33	(4)	28	(15)
JD	14	(15)	67	(453)	72	(240)	69	(55)	76	(55)	77	(33)	81	(25)	31	(15)	17	(2)	53	(28)
Youthful Offender	01	(1)	06	(40)	07	(24)	08	(6)	03	(2)	05	(2)	00	(0)	06	(3)	08	(1)	04	(2)
Restrictive JD	02	(2)	03	(22)	04	(12)	13	(10)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
Other	03	(3)	03	(20)	03	(9)	01	(1)	03	(2)	02	(1)	00	(0)	04	(2)	25	(3)	04	(2)
Region:																				
One (I)	47	(53)	25	(171)	25	(85)	15	(12)	22	(16)	07	(3)	16	(5)	37	(19)	75	(9)	41	(22)
Two (II)	05	(6)	14	(96)	10	(35)	18	(14)	16	(12)	11	(5)	25	(8)	25	(13)	17	(2)	13	(7)
Three (III)	04	(4)	16	(113)	20	(67)	09	(7)	14	(10)	07	(3)	22	(7)	21	(11)	08	(1)	13	(7)
Four (IV)	44	(49)	45	(310)	45	(155)	59	(47)	48	(35)	76	(34)	38	(12)	17	(9)	00	(0)	33	(18)

TABLE VI.19b

BACKGROUND CHARACTERISTICS BY MOVEMENT PATTERN GROUPINGS FOR FEMALE YOUNGSTERS

YOUNGSTER CHARACTERISTICS:	NON-RESIDENTIAL SERVICES (N=90)		ALL RESIDENTIAL SERVICES (N=188)		SINGLE-STAY PATTERNS (N=76)		TRANSITIONAL PATTERNS (N=19)		INCREMENTAL PATTERNS (N=22)		STRAIGHT PATTERNS (N=6)		MIXED PATTERNS (N=9)		FOSTER CARE ONLY PATTERNS (N=23)		COUNSELING PRECEDING RESIDENTIAL STAY (N=3)		RE-ENTRY PATTERNS (N=28)	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Ethnicity:																				
White	18	(16)	55	(104)	61	(46)	42	(8)	68	(15)	33	(2)	55	(6)	48	(11)	33	(1)	54	(15)
Black	68	(61)	39	(74)	36	(27)	47	(9)	27	(6)	67	(4)	36	(4)	48	(11)	67	(2)	39	(11)
Puerto Rican	09	(8)	03	(6)	01	(1)	11	(2)	00	(0)	00	(0)	09	(1)	04	(1)	00	(0)	04	(1)
Other	06	(5)	02	(4)	03	(2)	00	(0)	05	(1)	00	(0)	00	(0)	00	(0)	00	(0)	04	(1)
Age:																				
Under 12	08	(7)	01	(1)	00	(0)	05	(1)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)
12 - 13	11	(10)	06	(12)	01	(1)	00	(0)	09	(2)	17	(1)	00	(0)	09	(2)	33	(1)	18	(5)
14 - 15	33	(30)	57	(107)	53	(40)	74	(14)	68	(15)	50	(3)	91	(10)	30	(7)	67	(2)	57	(16)
16 - 17	38	(34)	34	(64)	43	(33)	21	(4)	23	(5)	33	(2)	09	(1)	52	(12)	00	(0)	25	(7)
Over 17	10	(9)	02	(4)	03	(2)	00	(0)	00	(0)	00	(0)	00	(0)	09	(2)	00	(0)	00	(0)
Adjudication:																				
Volunteer	90	(78)	24	(43)	29	(22)	16	(3)	05	(1)	33	(2)	09	(1)	45	(9)	00	(0)	18	(5)
PINS	05	(4)	49	(89)	37	(28)	63	(12)	62	(13)	50	(3)	64	(7)	45	(9)	50	(1)	57	(16)
JD	03	(3)	23	(41)	28	(21)	16	(3)	29	(6)	17	(1)	27	(3)	05	(1)	00	(0)	21	(6)
Youthful Offender	00	(0)	02	(3)	01	(1)	00	(0)	05	(1)	00	(0)	00	(0)	00	(0)	00	(0)	04	(1)
Other	02	(2)	03	(6)	04	(3)	05	(1)	00	(0)	00	(0)	00	(0)	05	(1)	50	(1)	00	(0)
Region:																				
One (I)	67	(60)	29	(54)	28	(21)	26	(5)	23	(5)	33	(2)	18	(2)	26	(6)	67	(2)	39	(11)
Two (II)	00	(0)	20	(38)	17	(13)	26	(5)	32	(7)	00	(0)	09	(1)	17	(4)	00	(0)	29	(8)
Three (III)	01	(1)	20	(38)	24	(18)	11	(2)	27	(6)	17	(1)	46	(5)	09	(2)	33	(1)	11	(3)
Four (IV)	32	(29)	31	(58)	32	(24)	37	(7)	18	(4)	50	(3)	27	(3)	48	(11)	00	(0)	21	(6)

As was evident among multiple stay patterns, there was a mix of movement to programs of various levels of restrictiveness upon re-entry; but only one among the 82 re-entry patterns involved movement into programs at lower degrees of restrictiveness (parallel to transitional patterns) except for the re-entries to Foster Care (about half of whom had movement resembling transitional patterns).

E. Relationships Between Youngster Background Characteristics and Movement Patterns

This section assesses the degree to which certain background characteristics of youngsters were related to the patterns of youngster movement. Table VI.18 provides the sex distributions for the various movement groupings and Tables VI.19a and VI.19b provide the breakdown of other youngster background characteristics controlling for sex. Throughout this section, the relationships discussed in the text represent all those which were statistically significant at the .10 level (two-tailed tests).

The Non-Residential (Counseling) Services and Residential Services populations differed on a number of characteristics. Females were greatly over-represented in Non-Residential Services constituting 45% of that group but only twenty-one percent of the Residential Services group. For females only, Blacks and Puerto Ricans were over-represented and Whites, under-represented in the Non-Residential Services group. No ethnic differences were found for males. Regarding age, males thirteen and younger constituted 32% of the Non-Residential and only 9% of the Residential groups. However, Non-Residential patterns were more common than Residential patterns among those 16 and older, suggesting that both older and younger male clients were serviced in Non-Residential programs. A similar trend (not statistically significant) regarding age was evident for females. Youngsters in Non-Residential Services were overwhelmingly Volunteers (76% of the males and 90% of the females compared with 9% and 24%, respectively, for Residential Services) and significantly under-represented PINS, JDs, and Youthful Offenders (YOs) when compared with those in Residential Services. With the exception of the YO representation among females, these differences by adjudication held for females as well as males.

Given the significant differences between those youngsters serviced Non-Residentially and those serviced Residentially, the following description of the characteristics of youngsters fitting movement patterns within the Residential grouping and the identification of significant differences among these patterns uses the entire Residential Services group (N=879) as the comparative baseline.

The youngsters in Single-Stay patterns represented a slightly greater percentage of males (82% versus 79% for all residential youngsters) and, for females only, a slightly older population (Tables VI.18 and VI.19a and VI.19b). For males, Single-Stay patterns differed from other residential patterns on adjudication: only 6% were PINS and 72% JDs contrasted with 11% and 67%, respectively, for males in the overall residnetial grouping. The only significant adjudication difference for females was an under-representation of PINS (37% versus 49%).

Transitional patterns differed slightly from other residential patterns with a larger precentage of Blacks and a smaller percentage of Whites among both males and females. While 9% of all males in residential patterns were Volunteers and 3% were Restrictive JDs, only 1% of males in Transitional patterns were

Volunteers and 13% were Restrictive JDs. Females having Transitional patterns showed no significant differences regarding adjudication.

Youngsters with Incremental movement patterns were less likely to be among the older DFY population (16 and over). Volunteers were under-represented among youngsters in Incremental patterns (only 3% of the males and 5% of the females compared with 9% and 24% for the Residential Services grouping overall), while JD males were slightly over-represented (76% versus 67%).[26]

There were proportionately fewer females among Straight patterns (12% versus 21%) than among Residential youngsters generally. Also, minorities, especially Puerto Ricans, were over-represented among males having Straight patterns of movement, while females showed a similar trend which failed to be statistically significant because of the low number of females having Straight patterns.

As was true for Incremental patterns, Mixed patterns were represented by a generally younger population and a lower percentage of Volunteers. Also, a slightly greater percentage of PINS was found among Mixed patterns as compared with the Residential Services population generally.

Thirty-one percent of Foster Care Only youngsters compared with 21% of all Residential youngsters were female ; of the males, a much higher percentage were White than was true of the general population (56% versus 39%) and, conversely, Blacks were under-represented. Youngsters in Foster Care Only patterns were typically much older than youngsters in any other residential pattern group; 61% of the females and 69% of the males were 16 or older. Foster Care Only patterns also differed on adjudication status with much higher percentages as Volunteers and lower percentages of JDs.

Patterns with Counseling Preceeding Residential Stays involved relatively few youngsters (12 males, 3 females), so the differences shown in Tables VI.18 and VI.19 should be approached cautiously. However, for males this grouping differed from other residential patterns regarding both ethnicity and adjudication; Whites were over-represented to the exclusion of Blacks and PINS, to the exclusion of JDs.

The remaining residential movement pattern grouping, Re-entry Patterns, was 34% female compared with 21% in all Residential Services (Table VI.18). These females represented a slightly younger population, but no age differences were evident for males. However, males, but not females, were more frequently PINS youngsters (28% versus 11%) and less frequently JDs (53% versus 67%) than in the population of all Residential Services.

In summary, the Non-Residential (Counseling) Services population served proportionately more females, more Blacks, younger (13 and under) and older (16 and over) clients, and primarily Volunteers. Among the Residential patterns, females were more common in the Foster Care Only and Re-entry patterns and less frequent in Straight patterns. Generally, the more complex movement patterns, Incremental, Mixed, and Re-entry, were represented by lower percentages of older clients, while Foster Care Only patterns were concentrated among those 16 and older at cohort entry. No clear patterns were evident regarding ethnicity among the Residential patterns, although White males were under-represented among Straight patterns and over-represented among Foster Care Only

patterns. However, large differences were found on adjudication. Volunteers constituted nearly half of all Foster Care Only patterns, but were under-represented among other residential pattern types, especially the Multiple-Stay patterns. The percentage of Juvenile Delinquents remained fairly consistent across the various movement patterns, but was low among Foster Care Only patterns and, for males only, Re-entry patterns; PINS youngsters were under-represented among the large group of Single-Stay patterns.

F. Summary

This Chapter has focussed upon various aspects of youngsters' movements into and through the range of programs offered by the Division. In examining the programs into which the nearly eleven hundred Study youngsters entered at the beginning of the tracking phase of this Study, it was found that nearly one-half of the females entered community-based (CB) programs, one-third entered non-residential, counseling services, and the remainder were distributed among non-community-based (NCB), Secure, and Voluntary Agency programs. Thirty-nine percent of the males went to NCB programs, while 33% entered CB programs and 17% entered non-residential, counseling programs. Variations in entry placements by age and adjudication were largely expected; however, certain differences among ethnic groups merit discussion. Specifically, for males, Blacks were over-represented among the more restrictive program levels (Levels I and II) while Whites were over-represented in Level VI (Homes and Urban STARTs) and Level VII (Foster Care and Independent Living) programs. This latter finding also held for females; additionally, one-half of the Black and Puerto Rican females, compared with only 14% of the Whites, entered non-residential services during the cohort selection period.

The second aspect of youngster movement discussed in this Chapter concerned movement out of entry placement. Across all residential programs, median length of stay in entry programs was five months, ranging from more than thirteen months for Level I Secure programs to three months for stays in Level VI and Level VII programs. About fifty percent or more of the youngsters released from all residential program levels, except for Level I Secure and Voluntary Agency programs, were directly released to Aftercare following their entry placements. The percentage transferred to CB programs following entry placements was consistently between one-fifth and one-fourth for all programs except Level I Secure, for which the percentage was 47%.

After entry into the Division and into the Study cohort, youngsters' movements among Division programs were tracked for 13-17 months from the Summer of 1978 through October 1979. Certain common patterns of movement were found and a typology constructed which best described the youngsters' terms of service with the Division during the tracking period. Nearly one-fifth of the Study sample was serviced solely through Non-Residential programs. Of those receiving at least some residential service, nearly one-half were serviced in only one residential program (exclusive of Foster Care) during the tracking period (Single-Stay patterns), while one-third were involved in Multiple-Stay patterns. Multiple-Stay patterns were subdivided into Transitional, Incremental, Straight, and Mixed patterns depending upon the direction and consistency of movement vis-a-vis the restrictiveness of the restrictiveness of the component program stays (i.e., program level). Transitional and Incremental patterns were equally numerous representing about 9% of the Study cohort. Even more complex patterns of movement existed for those youngsters having Mixed patterns or Re-entry patterns. This latter pattern type involved release from residential program, a period on Aftercare or discharge status, and a subsequent return to a residential placement. These patterns were suprisingly numerous as they involved about 8% (N=82) of the Study cohort.

VI

FOOTNOTES

[1]For practical, as well as analytical reasons, the conclusion of the tracking period was defined as October 5, 1979. A static time frame was necessary for the data analyses to be conducted. The specific date selected fit in well with time considerations employed in capturing youngster outcomes (see Chapter VII). Substantial modifications of the Agency's transaction data (admissions, releases, and absences) which describes youngster movement among Division programs were necessary before the analyses in this Chapter could be conducted.

[2]"Extended absence" refers to any absence, authorized or unauthorized, of more than 30 days in duration. Such absences include, for example, runaways from program, hospitalization for medical or psychiatric needs, and stays in county jails or detention facilities.

[3]Since those youngsters selected for the cohort sample included readmissions, returnees from AWOL status, second-time admissions, etc., the "entry placements" for many youngsters are not by definition their initial (i.e., first) placement in Division programs. This critical distinction must be made in order to understand "entry placement".

[4]Analyses involving "first admissions" in the sections dealing with entry placements were conducted on a sample including only those 540 youngsters appearing as "New Admissions: No Prior Term" in Table VI.1. Throughout the remainder of the Chapter and the report, analyses involving first admissions represent this sample of 540 youngsters and those "New Admissions to Counseling (and Assessment)" who entered residential service within 90 days of their counseling admission (i.e., cohort entry) under the assumption that they were admitted to counseling pending an intended residential placement. This procedure corrects for a time bias inherent in our cohort selection procedure. The bias occurred when youngsters entered Counseling during the cohort selection period and were subsequently admitted to a residential program prior to the end of the selection period. In such cases, the latter admission was treated as the entry placement. Cases selected near the conclusion of the selection period (e.g., August 1978) were less at risk for this procedure and hence, the correction noted herein was made.

[5]The majority of the Region IV, District 1 Counseling and Assessment cases were youngsters placed in Youth Development Center Counseling (i.e., Outreach) programs.

[6]Nineteen percent (N=7) of those placed by the Region IV Special Services team showed Counseling and Assessment as their entry placement. Each of these cases actually was placed on Under Assessment status pending residential placement.

[7]The level of restrictiveness of various programs is, to at least some extent, represented in the Division's Level of Care structure (See Chart II.2); however, Study staff have some reservations concerning the accuracy and relevance of some of the dimensions implicit in the level structure. Intuitively, if not empirically, it appears to distinguish among gross differences in the level of restrictiveness of programs and the degree of removal of youngsters from their communities and, hence, this usage in the text.

[8]Despite the obvious advantages of using the median rather than the mean, both are presented in Tables VI.7 and VI.8. A comparison of the two measures may provide the reader valuable information. For example, the discrepancy between median and mean for Level VI Homes and Urban STARTS suggests tha most youngsters are released within three months, but that there are youngsters who spend considerable time in Level VI programs. In fact, about 15% of all youngsters placed in Group Homes at cohort entry stayed more than nine months and nearly 10%, more than a year.

[9]Consult note 7.

[10]A review of the marginal totals for Tables VI.9 and VI.10 shows that first admissions as a whole were more likely to be released from entry placement to Aftercare/Counseling and less likely to be discharged than youngsters in the entire cohort. This was mostly due to the fact that the total cohort included those whose entry placements were Counseling and Assessment, and first admissions did not. None of these entry placements to Counseling and Assessment were subsequently released to Counseling and Assessment, but many were discharged, thereby deflating and inflating, respectively, their marginals in Table VI.9 (total cohort).

[11]Patterns following admissions to "Assessment" were treated similarly to other residential patterns. When patterns followed admissions to "Counseling" which were less than 90 days in length, the time in Counseling was treated as an assessment period. When a youngster was in Counseling services for 90 days and then admitted to a residential program, these patterns were treated separately (see section VI.D2d entitled, "Counseling Preceding Residential Stay").

[12]Since admissions into Day Services programs are less clear-cut than admissions to residential programs and the reporting system less reliable, staff in the Juvenile Contact System warned against inaccuracies (usually in the form of under-reporting) inherent in the Day Services data files.

Day Services programs were not limited only to those under non-residential care. This section should not be construed to suggest that those in Day Services programs while on Counseling do not receive services independent of those offered within Day Services (e.g., through Youth Service Team workers).

[13]Two youngsters registered in "Assessment" were on extended absence status while under the authority of other agencies (one Department of Correctional Services and the other Department of Mental Hygiene) and were omitted from the length of stay analysis for YST Counseling Only cases.

[14]Throughout this Chapter, length of stay figures reflect the total time in program and exclude time spent on all absence except home visits.

[15]One of the aspects of youngster's movement which was recorded by Study staff for each program stay (based on information supplied by the Division's Juvenile Contact System) was the youngster's status at release from program. If a youngster was on absence status when released from program, it was so noted, otherwise, a "normal release" was assumed. When the type of absence recorded was a "runaway", an "overstay of legitimate absence", or absence to "detention or county jail" (often following a runaway), the absence was assumed to be unauthorized and the termination of the stay, unplanned. This operationalization of planned versus unplanned termination of stay is somewhat crude, but is based on the best available information.

Within the context of this Chapter, AWOL is synonomous with unauthorized absence (and unplanned termination).

[16]It was the case, however that among those in program less than one month, 73% of the First Admissions and only 22% of the Readmissions had unplanned terminations of stay.

[17]DFY does not maintain central records of specific aftercare contacts, so the fact of being registered in aftercare services and appearing on a caseload roster for at least 30 days was deemed to be the most appropriate measure of aftercare involvement.

[18]A full analysis of what happened to youngsters whose stays were terminated by AWOL is not feasible within this Study; however, two possible scenarios may enlighten the reader. Some youngsters may be assessed as needing minimal intervention. When some attempted out-of-home placement is terminated by an unauthorized absence, non-residential counseling services (aftercare) may be deemed most appropriate. In this case, the "AWOL terminated" youngster does receive services. In the case of a program AWOL whose whereabouts remains unknown, the youngster may be registered into aftercare to relieve the facilities rolls but no aftercare contact is possible. To discharge a youngster in such an instance would be to complicate efforts to re-place the youngster if and when he/she is located. In this case, the "AWOL terminated" youngster does not receive services despite being registered in aftercare.

[19]On typing youngsters according to movement between program levels, some difficulties were encountered. First of all, voluntary agencies od not fit within the level schema presented in Chapter II. Since there are considerable differences among the various voluntary agency programs, they were treated as equivalent to both Level IV - Rural Non-Secure and Level V - YDCs. Hence, movement out of a voluntary agency placement was "Incremental" only when transfer was to a Level I or II program and "Transitional" only when transfer was to a Level VI or VII program. At various points throughout this report, the efficacy of the Level system has been questioned. The time-relevant nature of the Level system was highlighted during the typing of movement patterns since programs do change over time. This was most evident for South Lansing Center which at the outset of the Study was a non-secure, co-educational, rural facility which was later restricted to females and classified as a Level II program. An effort was made throughout the typing procedures to adhere to the schema presented in Chart II.1 of Chapter II. The one deviation was South Lansing which, for males only, was

treated as a Level IV program.

[20]Certain adjustments were made to the original typing of several movement patterns to more accurately reflect the essential "direction" of the movement. An illustrative example of the adjustments was the case of a youngster transferred to a Level VI Urban Home after a stay (9 months) in a Level II program. The Urban Home placement lasted just over a week whereupon he was returned to the same Level II program for a matter of weeks. He subsequently was transferred to a Level V YDC. Originally classified as a Mixed pattern, his movement sequence coupled with the length of stay in the various programs was more suggestive of a Transitional pattern. Similarly, several other Mixed patterns were reclassified to Straight (4), and Incremental (3). The other adjustments were more systematic. Movement between Level V and Level VI programs qualified several youngsters for Transitional or Incremental patterns depending on the direction of movement. This qualification was deemed inappropriate and the patterns were reclassified to straight patterns. Also, four youngsters transferred from Level II to Level IV programs which resulted in a Transitional classification. These patterns were thought to lack the essential nature of Transitional patterns and to resemble more closely Straight patterns, hence, they were treated as Straight patterns.

[21]For a better understanding of the origins and development of these and other Division policies, the reader should consult Chapter II.

[22]Two conventions used in sections dealing with Multiple-stay patternsare: (1) "initial" or "first" program refers to the first residential program during the tracking period, and (2) "later" program refers to the second program in two-stay patterns, or for those patterns with more than two stays, to the longest program stay subsequent to the "initial" program.

[23]While some youngsters who were still in program at the end of tracking may have move on to other residential programs following release (with the resulting possibility of a change in pattern type), a follow-up check on youngster movement suggested that this occurrence was, in fact, infrequent.

[24]This figure may still be somewhat inflated, as discussed in the previous section, but given that less than thirty percent remained in program at the conclusion of tracking, the reliability of that figure is enhanced.

[25]Under these conditions, Re-entry youngsters were out of residence for at least 30 days before returning to community-based programs or were returned to Secure, non-community-based, or Voluntary Agency programs. In some instances, youngsters were "discharged" and readmitted on the same day to the same programs under voluntary (no court placement) status. These "discharges" were not considered interruptions in a youngster's movement pattern.

[26]Restrictive JDs were not represented among the Incremental pattern types since their first placements were mandated to be Secure Centers from which movement could not later entail transfer to more restrictive programs. In fact, because of their mandated first placements, Restrictive JDs could fall into only those residential patterns that were either Single-Stay, Straight or Transitional.

VII

FINDINGS: YOUNGSTER STATUS UPON COMPLETION OF RESIDENTIAL PROGRAM STAYS AND UPON RETURN TO THE COMMUNITY

Introduction

In Chapters IV, V, and VI, findings were presented regarding (1) characteristics of cohort youngsters at intake, (2) the intervention-relevant content of residential programs operated by the Division, and (3) the movement of youngsters through these programs during the course of their terms of service. Although these findings answer some research questions conclusively, (i.e., Who are the youngsters coming to the Division for Youth, what kinds of programs are offered to them, and how do the youngsters move through these programs?), they only lay the groundwork for the examination of questions dealing with impact. In this Chapter, the status and characteristics of cohort youngsters at different "outgo" points are examined, first in a descriptive fashion, through the arraying of outcome data by basic youngster demographics, and then more analytically, by relating outcomes to various youngster groups and the services which they received.

Four dimensions representing the Division's intervention objectives were the focus of data collection around outcomes: 1) reduction in recidivism, 2) improvement in self-esteem, 3) improvement in education, 4) enhancement of employability. Specific dimensions of these areas were measured in a number of ways through the use of different instruments focusing on separate points in the rehabilitative process. The Residential Program Survey (RPS) measures all four rehabilitation objectives from the perspective of total improvement occurring in a specific residential stay of three months or more. RPS ratings incorporate both "before" and "after" measures into a single "after" rating attached to a particular program service, and as will be discussed, apply only to those youngsters judged to have specific problems to

begin with. The RPS thus represents a measure of intermediate status after at least some program service.

A second instrument, the Self-Concept Inventory (SCI) focuses on youngsters' self-esteem and employability at program intake and at approximately six months in program service in a standard pre/post fashion. Much like the RPS, the SCI measures intermediate program status for those youngsters experiencing six months of residential service. Unlike the RPS, which is based on staff ratings, the SCI was completed by the youngsters themselves, generally under the supervision of program staff.

A third instrument, the Youth Service Team Survey (YSTS) addresses all four rehabilitation objectives through Youth Service Team Staff ratings of youngsters who were in counseling or on aftercare at a late date during the Study's tracking period (August 1979). The YSTS excluded youngsters who had not yet returned to the community, and measures youngster current status rather than total improvement. As a result, it is distinct from the RPS and SCI, and provides a measure of youngster status in the community which is independent of program-based ratings. The YSTS essentially assesses the extent to which cohort youngsters still had problems in certain areas long after entry into Division service.

A final instrument, the Summary Criminal History (SCH) represents a measure of arrest activity for cohort youngsters who had experienced at least some residential service and who were at least sixteen years of age (thus at risk for adult arrest) on or before 12/31/78. All recorded arrests after the youngsters had entered the Division, and before 9/30/79, the survey cut-off date, were captured for youngsters from their point of entry or their sixteenth birthday, for those youngsters who were not yet sixteen. The SCH is thus a measure of recidivism for older youngsters who had experienced (or in some cases, were still in) some kind of residential program operated by the Division.

A. Youngster Outcomes: Relationships with Demographics and Intake Data

In the following sections, various outcome data captured through different instruments are first arrayed by youngster demographics and basic intake data toward the goal of presenting a comprehensive description of outcomes by youngster characteristics. Subsequently, the outcomes are arrayed by program and movement data representing the various kinds of service which cohort youngsters received.

1. Residential Program Survey

In an effort to measure the progress experienced by youngsters in specific programs, all cohort youngsters who experienced at least three months of service in a specific residential program were the subject of a survey which asked staff who serviced them to rate the degree of improvement which they had experienced in various problem areas relating to self and family, school, work, and delinquent behavior. For each problem area, responding staff rated the youngsters as having or not having a problem upon first entering the program. Only those youngsters who were rated as having at least some problem in a particular area had their improvement or lack of improvement rated. This approach permitted the examination of the distribution of problems among youngsters separately from the examination of improvement in problem areas during program stay.

Through factor analysis, sixteen individual items in the RPS were collapsed into subscales representing the five problem areas of Maturity, School, Behavior, Family, and Work Orientation. RPS ratings of youngsters

gathered from a second (or later) program stay of three months or more were excluded from the present analyses, since these ratings, given that they relate to another residential program unit, could be considered different from those addressing earlier program stays.

a. RPS Problem Identification

The distribution of youngsters rated by staff as not having problems in specific areas was examined, focussing on the individual items making up problem area improvement scales, since the rating of any individual item as inapplicable (problem does not apply) for a youngster would, in the computation of the scale score, make the entire improvement scale inapplicable. Two scale items with strong biases against certain youngsters, truancy problems and problems with running away, were removed from the problem areas under which they were grouped, since they were deemed expendable and when included, resulted in the loss of improvement scale data for many youngsters.[2]

Males and females differed in several areas: males were more likely than females to be judged as having at least some problem (i.e., item was applicable) regarding their ability to deal with peers and with authority, their attitude toward work, and vocational skills. Moreover, males were more likely than females to have problems in the areas of involvement in delinquent behavior and physical aggression. The relationship between age and problem areas was such that for both sexes, the younger age groups were more likely than the older ones to have problems with attitude toward school, behavior in school, academic performance, but had fewer problems regarding vocational skills.[3] Additional differences were found among age groups for females, showing even more problems among the younger females when compared to the older group.

With regard to ethnicity, male minority youngsters (especially Blacks, who made up the majority of non-Whites) were more likely than White males to have problems in dealing with peers, authority, the use of leisure time, behavior and academic performance in school, and physical and verbal aggression, but had fewer problems with their attitude toward family. For females, Blacks were somewhat less likely to have problems in most areas than were Whites and Puerto Ricans, but the differences were large only with regard to the use of leisure time.

In terms of adjudication, male Volunteer and Restrictive JD youngsters were generally less likely than were other youngsters to be rated as having problems across most areas. Male JD youngsters were more likely than other adjudication types to have problems in most areas, especially with regard to delinquent behavior and physical and verbal aggression. Because of the large number of JD males, adjudication, when ordered in terms of severity (Volunteer, PINS, JD/YO, and Restrictive JD) was generally related to most problem areas showing that as seriousness of adjudication increased, frequency of problems did also. The relationship between adjudication and problem areas for females was somewhat similar, showing that female PINS and JDs were more likely than Volunteers to have problems across most areas, and that JDs were much more likely to have problems in the areas of delinquent behavior, physical aggression, verbal aggression and attitude toward work than were Volunteers or PINS females. The relationships between problem applicability and adjudication and sex are displayed in Table VII.1.

b. RPS Improvement Ratings

Tables VII.2 through VII.4 display youngster improvement scale scores in the five problem areas by age at entry into the Division, ethnicity and adjudication.[1] Differences between males and females on improvement scores in the various problem areas required the examination of males and females separately in most subsequent analyses. Specifically, females were rated as having experienced more improvement than males in the areas of Maturity, School and Behavior problems, but less improvement than males in the areas of family and work orientation problems. In terms of improvement across all problem areas, both males and females experienced less improvement in the area of family problems than in any other problem area, and more improvement in the School problem area.

Several other relationships between improvement scores and youngster demographics were observed. Table VII.3 shows that youngster improvement was not related to ethnicity in any distinct pattern, although Black and Puerto Rican females made less progress than did White females in the area of behavior problems. In addition, Black males made more progress in the area of family problems than did Whites or Puerto Ricans. A persistent set of relationships was found between progress and youngster adjudication at entry into the Division. Table VII.4 shows that youngsters adjudicated as PINS experienced less progress regarding maturity and school problems than did Volunteers, Juvenile Delinquents, Youthful Offenders or Restrictive Juvenile Delinquents. Male Youthful Offenders were rated as having experienced more progress in the areas of school and work orientation than were other youngsters. A greater percentage of male Restrictive JDs than other males were rated as having experienced improvement in family problems while in program.

2. Self-Concept Inventory

The Self-Concept Inventory (SCI), an instrument developed in the Study in order to measure the impact of Division programs on various dimensions of self-concept, was chosen for its ability to individually tap important, specific dimensions of self-concept. The five scales which make up the SCI are: 1) DSO Justice ("badness") Self-labeling, 2) DSO Agency ("sickness") Self-labeling, 3) DSO Conforming Self-Concept, 4) Coopersmith Self-Esteem, and 5) Walther Work-Relevant Attitudes. SCI data were captured for a total of 134 youngsters at both entry into residential program (T_1), and at six months (T_2). The characteristics of this sample are arrayed in Table III.1 of Chapter III.

Change from T_1 to T_2 was measured in the following manner. First, T_2 scores were projected from T_1 scores using a regression model. Second, actual T_2 scores were subtracted from these projected T_2 scores, thus producing change scores. Finally, for purposes of tabular presentation, the standard error of estimate was computed, representing the average difference between actual and predicted scores at T_2, and a confidence interval was established yielding an array of actual scores around the regression line in which 50% of the scores would be within the confidence interval (no change), 25% above it (positive change) and 25% below it (negative change). This procedure created categories which were comparable across individual scales while respecting the actual distributions of change scores for each of the scales.[4] In effect, the change scores represented each youngster's improvement (or lack of improvement) at T_2 given that youngster's status at T_1 while statistically moderating the consequences of scoring in an extreme fashion.

TABLE VII.1a

RESIDENTIAL PROGRAM SURVEY: % NOT APPLICABLE FOR YOUNGSTER IMPROVEMENT ITEMS BY SEX AND ADJUDICATION AT COHORT ENTRY FOR YOUNGSTER-STAYS IN ENTRY PROGRAMS

YOUNGSTER IMPROVEMENT ITEMS (NOT APPLICABLE)	M A L E S — Adjudication at Cohort Entry																	
	Volunteer			PINS			JDs			YOs			Restrictive JDs			Total		
	%	(N)	TYE	%	(N)	TYE	%	(N)	TYE	%	(N)	TYE	%	(N)	TYE	%	(N)	*TYE
Maturity																		
1 Attitude toward self (self-esteem)	09	(2)	23	02	(1)	44	02	(5)	248	04	(1)	24	00	(0)	19	03	(9)	358
12 Ability to deal with peers	09	(2)	23	07	(3)	44	01	(3)	246	00	(0)	24	05	(1)	19	03	(9)	356
15 Ability to deal with authority	13	(3)	23	02	(1)	44	02	(4)	248	00	(0)	24	11	(2)	19	03	(11)	358
16 Ability to take constructive criticism	04	(1)	23	00	(0)	44	02	(5)	243	00	(0)	24	05	(1)	19	02	(8)	358
17 Ability to take responsibility	04	(1)	23	00	(0)	44	01	(3)	248	00	(0)	24	05	(1)	19	01	(5)	358
18 Use of leisure time	09	(2)	22	02	(1)	43	02	(6)	245	00	(0)	24	11	(2)	19	03	(12)	353
School Problems																		
6 Truancy***	43	(10)	23	19	(8)	42	27	(64)	241	18	(4)	22	84	(16)	19	29	(102)	347
7 Attitude toward school	30	(7)	23	05	(2)	43	02	(4)	247	04	(1)	24	11	(2)	19	05	(18)	356
8 Behavior in school	35	(8)	23	07	(3)	43	04	(11)	248	08	(2)	24	21	(4)	19	09	(31)	357
9 Academic skills/performance	13	(3)	23	05	(2)	42	02	(6)	247	00	(0)	24	00	(0)	19	04	(13)	355
Behavior Problems																		
4 Involvement in delinquent behavior	43	(10)	23	12	(5)	42	05	(11)	229	04	(1)	23	24	(4)	17	10	(33)	334
5 Running away (from home, program)***	39	(9)	23	39	(17)	44	23	(56)	243	17	(4)	24	47	(9)	19	27	(95)	353
13 Physical aggression	43	(10)	23	34	(15)	44	16	(40)	246	21	(5)	24	26	(5)	19	21	(75)	356
14 Verbal aggression	26	(6)	23	20	(9)	44	09	(22)	247	13	(3)	24	16	(3)	19	12	(43)	357
Family Problems																		
2 Attitude toward family	18	(4)	22	09	(4)	44	06	(15)	242	04	(1)	23	16	(3)	19	08	(29)	350
3 Family attitude toward youngster	10	(2)	20	08	(3)	38	08	(18)	223	04	(1)	23	11	(2)	19	08	(27)	323
Work Orientation																		
10 Attitude toward work	09	(2)	23	09	(4)	43	04	(11)	248	04	(1)	24	11	(2)	19	06	(21)	357
11 Vocational skills	22	(5)	23	27	(11)	41	11	(25)	236	05	(1)	21	11	(2)	19	13	(44)	340

***Omitted from subscale computations.
*Total youngsters evaluated

TABLE VII.1b

RESIDENTIAL PROGRAM SURVEY: % NOT APPLICABLE FOR YOUNGSTER IMPROVEMENT ITEMS BY SEX AND ADJUDICATION AT COHORT ENTRY FOR YOUNGSTER-STAYS IN ENTRY PROGRAMS

YOUNGSTER IMPROVEMENT ITEMS (NOT APPLICABLE)	FEMALES																	
	Adjudication at Cohort Entry																	
	Volunteer			PINS			JDs			YOs			Restrictive JDs			Total		
	%	(N)	TYE	%	(N)	TYE	%	(N)	TYE	%	(N)	TYE	%	(N)	TYE	%	(N)	TYE
Maturity																		
1 Attitude toward self (self-esteem)	00	(0)	15	02	(1)	47	05	(1)	19	00	(0)	1	00	(0)	0	02	(2)	82
12 Ability to deal with peers	25	(4)	16	11	(5)	47	05	(1)	19	00	(0)	1	00	(0)	0	12	(10)	83
15 Ability to deal with authority	25	(4)	16	04	(2)	47	05	(1)	19	00	(0)	1	00	(0)	0	08	(7)	83
16 Ability to take constructive criticism	13	(2)	16	02	(1)	47	05	(1)	19	00	(0)	1	00	(0)	0	05	(4)	83
17 Ability to take responsibility	00	(0)	16	00	(0)	47	00	(0)	19	00	(0)	1	00	(0)	0	00	(0)	83
18 Use of leisure time	13	(2)	16	02	(1)	47	05	(1)	19	00	(0)	1	00	(0)	0	05	(4)	83
School Problems																		
6 Truancy***	31	(5)	16	17	(8)	46	24	(4)	17	00	(0)	1	00	(0)	0	23	(17)	80
7 Attitude toward school	00	(0)	16	06	(3)	47	00	(0)	19	00	(0)	1	00	(0)	0	04	(3)	83
8 Behavior in school	19	(3)	16	09	(4)	47	05	(1)	19	00	(0)	1	00	(0)	0	10	(8)	83
9 Academic skills/performance	00	(0)	16	02	(1)	46	00	(0)	18	00	(0)	1	00	(0)	0	01	(1)	81
Behavior Problems																		
4 Involvement in delinquent behavior	67	(10)	15	39	(17)	44	12	(2)	17	00	(0)	1	00	(0)	0	38	(29)	77
5 Running away (from home, program)***	27	(4)	15	23	(11)	47	11	(2)	18	00	(0)	1	00	(0)	0	22	(18)	81
13 Physical aggression	63	(10)	16	38	(17)	45	11	(2)	19	100	(1)	1	00	(0)	0	38	(31)	81
14 Verbal aggression	44	(7)	16	15	(7)	47	05	(1)	19	00	(0)	1	00	(0)	0	18	(15)	83
Family Problems																		
2 Attitude toward family	06	(1)	16	04	(2)	45	06	(1)	18	100	(1)	1	00	(0)	0	06	(5)	80
3 Family attitude toward youngster	06	(1)	16	04	(2)	46	06	(1)	18	100	(1)	1	00	(0)	0	06	(5)	80
Work Orientation																		
10 Attitude toward work	14	(2)	14	15	(7)	47	00	(0)	18	00	(0)	1	00	(0)	0	11	(9)	80
11 Vocational skills	33	(5)	15	29	(12)	42	20	(3)	15	00	(0)	1	00	(0)	0	29	(21)	73

***Omitted from subscale computations.

TABLE VII.2

RESIDENTIAL PROGRAM SURVEY: YOUNGSTER IMPROVEMENT SCALES
BY SEX AND AGE AT COHORT ENTRY
FOR YOUNGSTER-STAYS IN ENTRY PROGRAMS

	MALES				FEMALES				TOTAL MALES & FEMALES
	Age at Cohort Entry				Age at Cohort Entry				
	11-13	14-15	16+	TOTAL	11-13	14-15	16+	TOTAL	
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
YOUNGSTER IMPROVEMENT SCALES:									
Maturity Problems									
Little or No Improvement	27 (10)	23 (52)	26 (27)	24 (89)	20 (1)	20 (10)	12 (3)	18 (14)	23 (103)
Some Improvement	32 (12)	44 (100)	39 (41)	42 (153)	80 (4)	51 (25)	46 (12)	51 (41)	43 (194)
Major Improvement	41 (15)	33 (74)	35 (36)	34 (125)	00 (0)	29 (14)	42 (11)	31 (25)	34 (150)
Column Total	100 (37)	100 (226)	100 (104)	100 (367)	100 (5)	100 (49)	100 (26)	100 (80)	100 (447)
Mean	2.54	2.48	2.44	2.47	2.10	2.56	2.70	2.58	2.49
School Problems									
Little or No Improvement	19 (7)	17 (37)	18 (16)	18 (60)	20 (1)	04 (2)	09 (2)	07 (5)	16 (65)
Some Improvement	30 (11)	38 (81)	36 (32)	36 (124)	60 (3)	37 (18)	36 (8)	38 (29)	37 (153)
Major Improvement	51 (19)	45 (98)	46 (41)	46 (158)	20 (1)	59 (29)	54 (12)	55 (42)	48 (200)
Column Total	100 (37)	100 (216)	100 (89)	100 (342)	100 (5)	100 (49)	100 (22)	100 (76)	100 (418)
Mean	2.68	2.61	2.66	2.63	2.40	2.88	2.73	2.81	2.66
Behavior Problems									
Little or No Improvement	33 (9)	22 (33)	24 (19)	24 (61)	50 (1)	17 (4)	29 (2)	22 (7)	24 (68)
Some Improvement	19 (5)	44 (67)	42 (33)	41 (105)	50 (1)	35 (8)	29 (2)	34 (11)	40 (116)
Major Improvement	48 (13)	34 (51)	33 (26)	35 (90)	00 (0)	48 (11)	43 (3)	43 (14)	36 (104)
Column Total	100 (27)	100 (151)	100 (78)	100 (256)	100 (2)	100 (23)	100 (7)	100 (32)	100 (288)
Mean	2.57	2.44	2.39	2.44	1.84	2.71	2.52	2.62	2.45
Family Problems									
Little or No Improvement	36 (10)	26 (49)	28 (27)	28 (86)	50 (2)	31 (15)	36 (9)	34 (26)	29 (112)
Some Improvement	32 (9)	39 (72)	41 (39)	39 (120)	50 (2)	38 (18)	52 (13)	43 (33)	40 (153)
Major Improvement	32 (9)	35 (55)	31 (29)	33 (103)	00 (0)	31 (15)	12 (3)	23 (18)	31 (121)
Column Total	100 (28)	100 (186)	100 (95)	100 (309)	100 (4)	100 (48)	100 (25)	100 (77)	100 (386)
Mean	2.20	2.32	2.26	2.29	1.75	2.23	1.86	2.08	2.25
Work Orientation Problems									
Little or No Improvement	19 (5)	13 (25)	11 (9)	13 (39)	50 (2)	03 (1)	22 (4)	14 (7)	13 (46)
Some Improvement	33 (9)	45 (88)	42 (35)	43 (132)	50 (2)	63 (19)	28 (5)	50 (26)	44 (153)
Major Improvement	48 (13)	42 (81)	48 (40)	44 (134)	00 (0)	33 (10)	50 (9)	37 (19)	43 (153)
Column Total	100 (27)	100 (194)	100 (84)	100 (305)	100 (4)	100 (30)	100 (18)	100 (52)	100 (357)
Mean	2.70	2.54	2.69	2.60	1.75	2.55	2.56	2.49	2.58

TABLE VII.3

RESIDENTIAL PROGRAM SURVEY: YOUNGSTER IMPROVEMENT SCALES
BY SEX AND ETHNICITY
FOR YOUNGSTER-STAYS IN ENTRY PROGRAMS

	MALES					FEMALES				
	Ethnicity					Ethnicity				
	White	Black	Puerto Rican	Other	Total	White	Black	Puerto Rican	Total
YOUNGSTER IMPROVEMENT SCALES:	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Maturity Problems									
Little or No Improvement	23 (33)	25 (43)	23 (10)	43 (3)	24 (89)	10 (4)	24 (9)	25 (1)	18 (14)
Some Improvement	43 (62)	42 (73)	37 (16)	29 (2)	42 (153)	54 (21)	49 (18)	50 (2)	51 (41)
Major Improvement	34 (48)	33 (58)	40 (17)	29 (2)	34 (125)	36 (14)	27 (10)	25 (1)	31 (25)
Column Total	100 (143)	100 (174)	100 (43)	100 (7)	100 (367)	100 (39)	100 (37)	100 (4)	100 (80)
Mean	2.44	2.48	2.56	2.40	2.47	2.70	2.46	2.46	2.58
School Problems									
Little or No Improvement	18 (23)	16 (27)	22 (9)	27 (1)	18 (60)	03 (1)	11 (4)	00 (0)	07 (5)
Some Improvement	33 (42)	40 (66)	37 (15)	17 (1)	36 (124)	41 (15)	37 (13)	25 (1)	38 (29)
Major Improvement	50 (64)	44 (73)	42 (17)	67 (4)	46 (158)	57 (21)	51 (18)	75 (3)	55 (42)
Column Total	100 (129)	100 (166)	100 (41)	100 (6)	100 (342)	100 (37)	100 (35)	100 (4)	100 (76)
Mean	2.64	2.66	2.43	3.00	2.63	2.91	2.66	3.17	2.81
Behavior Problems									
Little or No Improvement	22 (20)	24 (30)	25 (8)	50 (3)	24 (61)	13 (2)	27 (4)	50 (1)	22 (7)
Some Improvement	39 (36)	44 (55)	38 (12)	33 (2)	41 (105)	27 (4)	40 (6)	50 (1)	34 (11)
Major Improvement	40 (37)	32 (40)	38 (12)	17 (1)	35 (90)	60 (9)	33 (5)	00 (0)	44 (14)
Column Total	100 (93)	100 (125)	100 (32)	100 (6)	100 (256)	100 (15)	100 (15)	100 (2)	100 (32)
Mean	2.53	2.39	2.40	2.17	2.43	2.98	2.33	2.00	2.62
Family Problems									
Little or No Improvement	31 (40)	24 (33)	29 (10)	43 (3)	28 (86)	30 (11)	40 (14)	20 (1)	34 (26)
Some Improvement	39 (50)	39 (54)	38 (13)	43 (3)	39 (120)	46 (17)	34 (12)	80 (4)	43 (33)
Major Improvement	30 (38)	38 (53)	32 (11)	14 (1)	33 (103)	24 (9)	26 (9)	00 (0)	23 (18)
Column Total	100 (128)	100 (140)	100 (34)	100 (7)	100 (309)	100 (37)	100 (35)	100 (5)	100 (77)
Mean	2.20	2.41	2.27	1.79	2.29	2.18	2.01	1.90	2.08
Work Orientation Problems									
Little or No Improvement	10 (12)	15 (22)	11 (4)	17 (1)	13 (39)	15 (3)	15 (4)	00 (0)	14 (7)
Some Improvement	41 (47)	48 (69)	42 (16)	00 (0)	43 (132)	50 (10)	44 (12)	80 (4)	50 (26)
Major Improvement	49 (57)	37 (54)	47 (18)	83 (5)	44 (134)	35 (7)	41 (11)	20 (1)	37 (19)
Column Total	100 (116)	100 (145)	100 (38)	100 (6)	100 (305)	100 (20)	100 (27)	100 (5)	100 (52)
Mean	2.64	2.53	2.59	3.17	2.60	2.45	2.54	2.40	2.49

Tables VII.5 through VII.7 array youngster improvement scores on the five scales of the SCI by age, ethnicity and adjudication, for males and females separately. Although SCI T_1 and T_2 data were available for only 13 females (10% of the SCI sample), some differences between males and females were quite distinct. Specifically, females were more likely than males to experience negative change and less likely to experience postive change in labeling themselves as "sick" (Agency label). In addition, females were less likely than males to experience postive change in self-esteem.

The relationship between improvement on the SCI scales and youngster age was such that males in the 11-13 year old group were more likely than other youngsters to experience negative change in self-labeling as "bad" (Justice Label) and in work-relevant attitudes. Since 12 of the 13 females for whom data were available were in the 14-15 year old group, age comparisons were not possible (Table VII.5).

Table VII.6 shows that Black and Puerto Rican males were more likely than Whites to experience positive change in self-labeling as "sick" and to experience positive change in conforming self-concept. Black males were also more likely than Whites or Puerto Ricans to experience positive change in self-esteem. Although there were only five White and seven Black females, they differed dramatically in two instances: White females were more likely than Blacks to have increased their self-labeling as "sick" and to have lowered their self-esteem (both negative changes). Table VII.7 shows that there were no substantial differences among adjudication types for males or females.

In summary, some relationships were found between change over time on the five scales making up the Self-Concept data and certain youngster characteristics, although the differences were not dramatic and do not form a discernible pattern. Since females were more likely than males to experience negative change in self-labeling as "sick" and to experience negative change in self-esteem, and since some differences in other scales were found for males but not for females, subsequent analyses examine the sexes separately.

3. Youth Service Team Survey

Youth Service Team Survey findings, representing field staff assessments of each youngster's current status as of August 31, 1979, are presented in this subsection. A series of basic status information is first arrayed by youngster demographics for males and females separately, since sex was found to be importantly related to youngster's improvement as measured by the RPS. Following the discussion of the findings at this level, youngster status as measured by subscale scores derived from factor analysis are presented for the same groups. In the latter presentation, the problem areas were scored by YST staff according to the youngster's current status, and not according to total improvement, as with the RPS.

The relationship between current status and youngster sex and age are displayed in Table VII.8. Males and females differed in a number of ways regarding residential status at time of the survey. First, while 11% of the males were in either local or state correctional facilities, no females were in such facilities; females were more likely than males to be living alone or with friends (30% of the females and 12% of the males). Table VII.8 also shows that males were more likely than females to be having somewhat serious or extremely serious problems with self-esteem (48% to 35%), to not be attending

TABLE VII.5

SELF-CONCEPT INVENTORY: CHANGE SCORES BY SEX AND AGE AT COHORT ENTRY
FOR YOUNGSTERS TESTED AT INITIAL PROGRAM ENTRY AND AT SIX MONTH FOLLOW-UP

AGE AT COHORT ENTRY:	MALES								FEMALES								TOTAL MALES & FEMALES	
	11-13		14-15		16+		TOTAL		14-15		16+		TOTAL					
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)			%	(N)
SELF-CONCEPT CHANGE SCORES :																		
Extent of Self-Labeling as "Bad" (Justice Label)																		
Negative Change	26	(5)	18	(14)	13	(3)	18	(22)	33	(4)	00	(0)	31	(4)			20	(26)
No Change	63	(12)	61	(47)	63	(15)	62	(74)	42	(5)	100	(1)	46	(6)			60	(80)
Positive Change	11	(2)	21	(16)	25	(6)	20	(24)	25	(3)	00	(0)	23	(3)			20	(27)
TOTAL	100	(19)	100	(77)	100	(24)	100	(120)	100	(12)	100	(1)	100	(13)			100	(133)
Extent of Self-Labeling as "Sick" (Agency Label)																		
Negative Change	37	(7)	22	(17)	17	(4)	23	(28)	42	(5)	00	(0)	39	(5)			25	(33)
No Change	16	(3)	49	(38)	54	(13)	45	(54)	50	(6)	100	(1)	54	(7)			46	(61)
Positive Change	47	(9)	29	(22)	29	(7)	32	(38)	08	(1)	00	(0)	08	(1)			29	(39)
TOTAL	100	(19)	100	(77)	100	(24)	100	(120)	100	(12)	100	(1)	100	(13)			100	(133)
Extent of Self-Concept as "Conforming"																		
Negative Change	26	(5)	24	(18)	22	(5)	24	(28)	42	(5)	00	(0)	39	(5)			25	(33)
No Change	58	(11)	49	(37)	39	(9)	48	(57)	42	(5)	100	(1)	46	(6)			48	(63)
Positive Change	16	(3)	28	(21)	39	(9)	28	(33)	17	(2)	00	(0)	15	(2)			27	(35)
TOTAL	100	(19)	100	(76)	100	(23)	100	(118)	100	(12)	100	(1)	100	(13)			100	(131)
Self-Esteem																		
Negative Change	26	(5)	21	(16)	25	(6)	23	(27)	33	(4)	00	(0)	31	(4)			23	(31)
No Change	32	(6)	48	(37)	54	(13)	47	(56)	67	(8)	100	(1)	69	(9)			49	(65)
Positive Change	42	(8)	31	(24)	21	(5)	31	(37)	00	(0)	00	(0)	00	(0)			28	(37)
TOTAL	100	(19)	100	(77)	100	(24)	100	(120)	100	(12)	100	(1)	100	(13)			100	(133)
Work-Relevant Attitudes																		
Negative Change	47	(9)	25	(19)	17	(4)	27	(32)	08	(1)	00	(0)	08	(1)			25	(33)
No Change	42	(8)	49	(37)	57	(13)	49	(58)	67	(8)	100	(1)	69	(9)			51	(67)
Positive Change	11	(2)	26	(20)	26	(6)	24	(28)	25	(3)	00	(0)	23	(3)			24	(31)
TOTAL	100	(19)	100	(76)	100	(23)	100	(118)	100	(12)	100	(1)	100	(13)			100	(131)

TABLE VII.6

SELF-CONCEPT INVENTORY; CHANGE SCORES BY SEX AND ETHNICITY
FOR YOUNGSTERS TESTED AT INITIAL PROGRAM ENTRY AND AT SIX MONTH FOLLOW-UP

	MALES										FEMALES									
ETHNICITY:	White		Black		Puerto Rican		Other		TOTAL		White		Black		Puerto Rican		TOTAL			
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)		
SELF-CONCEPT SCALE CHANGE SCORES :																				
Extent of Self-Labeling as "Bad" (Justice Label)																				
Negative Change	24	(12)	12	(7)	33	(3)	00	(0)	18	(22)	40	(2)	29	(2)	00	(0)	31	(4)		
No Change	55	(28)	70	(41)	44	(4)	100	(1)	62	(74)	40	(2)	57	(4)	00	(0)	46	(6)		
Positive Change	22	(11)	19	(11)	22	(2)	00	(0)	20	(24)	20	(1)	14	(1)	100	(1)	23	(2)		
TOTAL	100	(51)	100	(59)	100	(9)	100	(1)	100	(120)	100	(5)	100	(7)	100	(1)	100	(13)		
Extent of Self-Labeling as "Sick" (Agency Label)																				
Negative Change	31	(16)	15	(9)	22	(2)	100	(1)	23	(28)	80	(4)	14	(1)	00	(0)	39	(5)		
No Change	43	(22)	49	(29)	33	(3)	00	(0)	45	(54)	20	(1)	71	(5)	100	(1)	54	(7)		
Positive Change	26	(13)	36	(21)	44	(4)	00	(0)	32	(38)	00	(0)	14	(1)	00	(0)	08	(1)		
TOTAL	100	(51)	100	(59)	100	(9)	100	(1)	100	(120)	100	(5)	100	(7)	100	(1)	100	(13)		
Extent of Self-Concept as "Conforming"																				
Negative Change	22	(11)	28	(16)	13	(1)	00	(0)	24	(28)	40	(2)	43	(3)	00	(0)	39	(5)		
No Change	61	(31)	40	(23)	25	(2)	100	(1)	48	(57)	40	(2)	43	(3)	100	(1)	46	(6)		
Positive Change	18	(9)	33	(19)	63	(5)	00	(0)	28	(33)	20	(1)	14	(1)	00	(0)	15	(2)		
TOTAL	100	(51)	100	(58)	100	(8)	100	(1)	100	(118)	100	(5)	100	(7)	100	(1)	100	(13)		
Self-Esteem																				
Negative Change	22	(11)	20	(12)	33	(3)	100	(1)	23	(27)	60	(3)	14	(1)	00	(0)	31	(4)		
No Change	55	(28)	41	(24)	44	(4)	00	(0)	47	(56)	40	(2)	86	(6)	100	(1)	69	(9)		
Positive Change	24	(12)	39	(23)	22	(2)	00	(0)	31	(37)	00	(0)	00	(0)	00	(0)	00	(0)		
TOTAL	100	(51)	100	(59)	100	(9)	100	(1)	100	(120)	100	(5)	100	(7)	100	(1)	100	(13)		
Work-Relevant Attitudes																				
Negative Change	26	(13)	26	(15)	33	(3)	100	(1)	27	(32)	00	(0)	14	(1)	00	(0)	08	(1)		
No Change	45	(23)	54	(31)	44	(4)	00	(0)	49	(58)	80	(4)	57	(4)	100	(1)	69	(9)		
Positive Change	29	(15)	19	(11)	22	(2)	00	(0)	24	(28)	20	(1)	29	(2)	00	(0)	23	(3)		
TOTAL	100	(51)	100	(57)	100	(9)	100	(1)	100	(118)	100	(5)	100	(7)	100	(1)	100	(13)		

TABLE VII.7

SELF-CONCEPT INVENTORY: CHANGE SCORES BY SEX AND ADJUDICATION AT COHORT ENTRY
FOR YOUNGSTERS TESTED AT INITIAL PROGRAM ENTRY AND AT SIX MONTH FOLLOW-UP

	MALES												FEMALES							
ADJUDICATION AT COHORT ENTRY:	Volunteers		PINS		JDs		YOs		Restrictive JDs		TOTAL		Volunteers		PINS		JDs		TOTAL	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
SELF-CONCEPT SCALE CHANGE SCORES :																				
Extent of Self-Labeling as "Bad" (Justice Label)																				
Negative Change	67	(2)	15	(2)	15	(14)	25	(1)	25	(1)	17	(20)	00	(0)	29	(2)	40	(2)	31	(4)
No Change	33	(1)	77	(10)	64	(58)	50	(2)	25	(1)	63	(72)	00	(0)	57	(4)	40	(2)	46	(6)
Positive Change	00	(0)	08	(1)	21	(19)	25	(1)	50	(2)	20	(23)	100	(1)	14	(1)	20	(1)	23	(3)
TOTAL	100	(3)	100	(13)	100	(91)	100	(4)	100	(4)	100	(115)	100	(1)	58	(7)	42	(5)	100	(13)
Extent of Self-Labeling as "Sick" (Agency Label)																				
Negative Change	00	(0)	39	(5)	23	(21)	00	(0)	25	(1)	24	(27)	100	(1)	43	(3)	20	(1)	39	(5)
No Change	33	(1)	46	(6)	47	(43)	25	(1)	00	(0)	44	(51)	00	(0)	57	(4)	60	(3)	54	(7)
Positive Change	67	(2)	15	(2)	30	(27)	75	(3)	75	(3)	32	(37)	00	(0)	00	(0)	20	(1)	08	(1)
TOTAL	100	(3)	100	(13)	100	(91)	100	(4)	100	(4)	100	(115)	100	(1)	100	(7)	100	(5)	100	(13)
Extent of Self-Concept as "Conforming"																				
Negative Change	00	(0)	08	(1)	26	(23)	25	(1)	25	(1)	23	(26)	00	(0)	43	(3)	40	(2)	39	(5)
No Change	50	(1)	62	(8)	49	(44)	25	(1)	25	(1)	49	(55)	00	(0)	57	(4)	40	(2)	46	(6)
Positive Change	50	(1)	31	(4)	26	(23)	50	(2)	50	(2)	28	(32)	100	(1)	00	(0)	20	(1)	15	(2)
TOTAL	100	(2)	100	(13)	100	(90)	100	(4)	100	(4)	100	(113)	100	(1)	100	(7)	100	(5)	100	(13)
Self-Esteem																				
Negative Change	33	(1)	15	(2)	24	(22)	00	(0)	25	(1)	25	(1)	00	(0)	43	(3)	20	(1)	31	(4)
No Change	33	(1)	69	(9)	43	(39)	75	(3)	25	(1)	25	(1)	100	(1)	57	(4)	80	(4)	69	(9)
Positive Change	33	(1)	15	(2)	33	(30)	25	(1)	50	(2)	50	(2)	00	(0)	00	(0)	00	(0)	00	(0)
TOTAL	100	(3)	100	(13)	100	(91)	100	(4)	100	(4)	100	(4)	100	(1)	100	(7)	100	(5)	100	(13)
Work-Relevant Attitudes																				
Negative Change	00	(0)	17	(2)	29	(26)	00	(0)	33	(1)	26	(29)	00	(0)	14	(1)	00	(0)	08	(1)
No Change	100	(3)	50	(6)	48	(44)	50	(2)	33	(1)	50	(56)	100	(1)	57	(4)	80	(4)	69	(9)
Positive Change	00	(0)	33	(4)	23	(21)	50	(2)	33	(1)	25	(28)	00	(0)	29	(2)	20	(1)	23	(3)
TOTAL	100	(3)	100	(12)	100	(91)	100	(4)	100	(3)	100	(113)	100	(1)	100	(7)	100	(12)	100	(13)

school (64% to 51%), and to have somewhat serious or extremely serious problems with delinquent behavior in general (37% to 11%). Finally, males were much more likely than females to have been arrested at least once since their admission to the Division (41% to 13%).

Certain expected differences in youngster status were found regarding different age groups. Specifically, older youngsters were more likely than younger ones to be living away from their families, to be in correctional facilities, and to be not attending school. With regard to the relationship between age and employment, older youngsters were more likely to be employed than younger ones though similar proportions had problems with their attitudes toward work.

A number of differences among ethnic groups were found regarding their status in the community. Table VII.9 shows that for males, Puerto Rican and Black youngsters were less likely than Whites to have been arrested; Puerto Rican males were also more frequently employed than Whites or Blacks. Several different patterns were found with regard to females. First, White females were much more likely than Black females to be living away from their families. White females were also more frequently judged to have serious problems with self-esteem than were Blacks (49% compared to 18%), and were more likely to have poor attitudes toward work. There were too few Puerto Rican females to permit comparisons.

The relationship between youngster status in the community and type of adjudication at entry into the Division is displayed in Table VII.10. Severity of adjudication (organized in increasing severity as Volunteer, PINS, JD/YO) was related to status in the community in certain ways as expected, though not in others. Males with serious adjudications were rated as having more problems regarding delinquent behavior in general, more problems in their attitude toward work and were more likely to be in correctional facilities than were males with less serious adjudications. As might be expected, Volunteers were the least likely and JDs were the most likely to have been arrested. PINS males were more likely than other males to be employed; Volunteers were the most likely, and YOs the least likely, males to be attending school.

The relationship between adjudication and status in community for females can be compared for Volunteers and PINS only, since so few females were adjudicated as JDs and YOs. In general, Volunteer females were more likely than PINS females to have fewer problems with attitude toward work, and were more likely to have been employed. Although there were too few JD females to permit comparisons, a pattern of more negative status for these females was found when compared to PINS and Volunteer females regarding the incidence of arrest and proportion employed.

Tables VII.11 through VII.13 array three problem subscale areas of Family, Education and Employment by youngster demographics, for males and females separately. As discussed, these scales are made up of specific problems which were scored on a four-point scale for each youngster by his/her aftercare/counseling worker in the field, during the survey period (September, 1979). The specific problems were then combined into problem areas through factor analysis, resulting in the scale scores displayed in these tables.

Females were rated as having less severe problems than males in the areas of family and education. With regard to age, females in the youngest

TABLE VII.8

YOUTH SERVICE TEAM SURVEY: STATUS OF YOUNGSTERS
BY SEX AND AGE
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	MALES				FEMALES			
	Age at Cohort Entry:				Age at Cohort Entry:			
STATUS OF COHORT YOUNGSTER:	11-13 % (N)	14-15 % (N)	16+ % (N)	Total % (N)	11-13 % (N)	14-15 % (N)	16+ % (N)	Total % (N)
Residential Status								
Living with Family	88 (14)	76 (127)	55 (80)	67 (221)	71 (5)	71 (39)	48 (29)	60 (73)
Living with Friends	06 (1)	02 (4)	04 (6)	03 (11)	00 (0)	09 (5)	15 (9)	12 (14)
Living Alone	00 (0)	03 (5)	15 (22)	08 (27)	00 (0)	07 (4)	32 (19)	19 (23)
In Private Facility	00 (0)	02 (3)	01 (1)	01 (4)	14 (1)	06 (3)	02 (1)	04 (5)
In Correctional Facility	00 (0)	09 (15)	14 (21)	11 (36)	00 (0)	00 (0)	00 (0)	00 (0)
Other	00 (0)	08 (13)	11 (16)	09 (30)	14 (1)	07 (4)	03 (2)	06 (7)
Total	100 (16)	100 (167)	100 (146)	100 (329)	100 (7)	100 (55)	100 (60)	100 (122)
Self-Esteem								
Not a Problem	27 (4)	22 (36)	25 (37)	24 (77)	57 (4)	25 (14)	39 (24)	34 (42)
Not a Serious Problem	33 (5)	28 (46)	29 (43)	29 (94)	43 (3)	34 (19)	28 (17)	32 (39)
Somewhat Serious Problem	27 (4)	30 (48)	32 (48)	31 (100)	00 (0)	27 (15)	18 (11)	21 (26)
Extremely Serious Problem	13 (2)	20 (32)	15 (23)	17 (57)	00 (0)	14 (18)	15 (9)	14 (17)
Total	100 (15)	100 (162)	100 (151)	100 (328)	100 (7)	100 (56)	100 (61)	100 (124)
School Attendance								
Academic Program	67 (10)	26 (40)	14 (19)	23 (69)	86 (6)	45 (22)	21 (12)	36 (40)
Vocational Program	07 (1)	09 (14)	05 (7)	07 (22)	00 (0)	02 (1)	07 (4)	05 (5)
College Level	00 (0)	00 (0)	04 (5)	02 (5)	00 (0)	00 (0)	09 (5)	05 (5)
Other	07 (1)	06 (10)	04 (5)	05 (16)	14 (1)	08 (4)	00 (0)	05 (5)
Not Attending	20 (3)	59 (92)	74 (100)	64 (195)	00 (0)	45 (22)	63 (35)	51 (57)
Total	100 (15)	100 (156)	100 (136)	100 (307)	100 (7)	100 (49)	100 (56)	100 (112)
Employment Status								
Employed	07 (1)	27 (42)	36 (47)	30 (90)	00 (0)	15 (7)	29 (15)	21 (22)
Not Employed	93 (14)	73 (112)	64 (85)	70 (211)	100 (6)	85 (40)	71 (37)	79 (83)
Total	100 (15)	100 (154)	100 (132)	100 (301)	100 (6)	100 (47)	100 (52)	100 (105)
Attitude Toward Work								
Not a Problem	31 (4)	39 (61)	37 (53)	38 (118)	17 (1)	38 (20)	47 (27)	41 (48)
Not a Serious Problem	54 (7)	24 (38)	25 (36)	26 (81)	50 (3)	34 (18)	22 (13)	29 (34)
Somewhat Serious Problem	08 (1)	22 (35)	22 (31)	21 (67)	33 (2)	13 (7)	17 (10)	16 (19)
Extremely Serious Problem	08 (1)	14 (22)	17 (24)	15 (47)	00 (0)	15 (8)	14 (8)	14 (16)
Total	100 (13)	100 (156)	100 (144)	100 (313)	100 (6)	100 (53)	100 (58)	100 (117)
Delinquent Behavior								
Not a Problem	47 (7)	35 (57)	38 (57)	37 (121)	71 (5)	66 (36)	75 (44)	70 (85)
Not a Serious Problem	27 (4)	26 (42)	26 (39)	26 (85)	29 (2)	24 (13)	14 (8)	19 (23)
Somewhat Serious Problem	13 (2)	19 (30)	17 (26)	18 (58)	00 (0)	04 (2)	10 (6)	07 (8)
Extremely Serious Problem	13 (2)	20 (32)	18 (27)	19 (61)	00 (0)	07 (4)	02 (1)	04 (5)
Total	100 (15)	100 (161)	46 (149)	100 (325)	100 (7)	100 (55)	100 (59)	100 (121)
Arrest Status								
No Arrests	64 (9)	59 (101)	58 (94)	59 (204)	100 (7)	83 (45)	89 (54)	87 (106)
One Arrest	21 (3)	26 (44)	25 (40)	25 (87)	00 (0)	13 (7)	10 (6)	11 (13)
Two Arrests	07 (1)	12 (20)	11 (17)	11 (38)	00 (0)	04 (2)	00 (0)	02 (2)
Three Arrests	07 (1)	02 (4)	03 (4)	03 (9)	-- (-)	-- (-)	-- (-)	-- (-)
Four or More Arrests	00 (0)	01 (1)	04 (6)	02 (7)	00 (0)	00 (0)	02 (1)	01 (1)
Total	100 (14)	100 (170)	100 (161)	100 (345)	100 (7)	100 (54)	100 (61)	100 (122)

TABLE VII.9

YOUTH SERVICE TEAM SURVEY: STATUS OF YOUNGSTERS
BY SEX AND ETHNICITY
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

STATUS OF COHORT YOUNGSTER:	MALES					FEMALES				
	Ethnicity					Ethnicity				
	White	Black	Puerto Rican	Other	Total	White	Black	Puerto Rican	Other	Total
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Residential Status										
Living with Family	68 (110)	67 (85)	63 (20)	75 (6)	67 (221)	48 (28)	67 (35)	86 (6)	100 (4)	60 (73)
Living with Friends	03 (5)	03 (4)	03 (1)	13 (1)	03 (11)	14 (8)	12 (6)	00 (0)	00 (0)	12 (14)
Living Alone	11 (18)	05 (6)	09 (3)	00 (0)	08 (27)	22 (13)	17 (9)	14 (1)	00 (0)	19 (23)
In Private Facility	01 (2)	01 (1)	03 (1)	00 (0)	01 (4)	05 (3)	04 (2)	00 (0)	00 (0)	04 (5)
Correctional Facility	11 (17)	13 (16)	06 (2)	13 (1)	11 (36)	- -	- -	- -	- -	- -
Other	06 (10)	12 (15)	16 (5)	00 (0)	09 (30)	12 (7)	00 (0)	00 (0)	00 (0)	06 (7)
Total	100 (162)	100 (127)	100 (32)	100 (8)	100 (329)	100 (59)	100 (52)	100 (7)	100 (4)	100 (122)
Self-Esteem										
Not a Problem	20 (33)	28 (35)	21 (6)	38 (3)	24 (77)	25 (16)	47 (23)	50 (3)	00 (0)	34 (42)
Not Serious Problem	29 (47)	31 (39)	24 (7)	13 (1)	29 (94)	26 (17)	35 (17)	33 (2)	75 (3)	32 (39)
Somewhat Serious Problem	33 (55)	25 (32)	35 (10)	38 (3)	31 (100)	32 (21)	10 (5)	00 (0)	00 (0)	21 (26)
Extremely Serious Problem	18 (30)	16 (20)	21 (6)	13 (1)	17 (57)	17 (11)	08 (4)	17 (1)	25 (1)	14 (17)
Total	100 (165)	100 (126)	100 (29)	100 (8)	100 (328)	100 (65)	100 (49)	100 (6)	100 (4)	100 (124)
School Attendance										
Academic Program	27 (41)	18 (22)	14 (4)	25 (2)	22 (69)	35 (20)	33 (15)	33 (2)	75 (3)	36 (40)
Vocational Program	06 (9)	08 (10)	11 (3)	00 (0)	07 (22)	00 (0)	11 (5)	00 (0)	00 (0)	05 (5)
College Level	01 (2)	03 -(3)	00 (0)	00 (0)	02 (5)	02 (1)	09 (4)	00 (0)	00 (0)	05 (5)
Other	03 (5)	07 (8)	11 (3)	00 (0)	05 (16)	07 (4)	00 (0)	17 (1)	00 (0)	05 (5)
Not Attending	62 (94)	64 (77)	64 (18)	75 (6)	64 (195)	56 (32)	47 (21)	50 (3)	25 (1)	51 (57)
Total	100 (151)	100 (120)	100 (28)	100 (8)	100 (307)	100 (65)	100 (49)	100 (6)	100 (4)	100 (112)
Employment Status										
Employed	31 (46)	23 (28)	46 (12)	50 (3)	30 (90)	19 (10)	24 (10)	33 (2)	00 (0)	21 (22)
Not Employed	69 (101)	77 (92)	54 (15)	50 (3)	70 (211)	81 (43)	76 (32)	67 (4)	100 (4)	79 (83)
Total	100 (147)	100 (120)	100 (28)	100 (6)	100 (301)	100 (53)	100 (42)	100 (6)	100 (4)	100 (105)
Attitude Toward Work										
Not a Problem	31 (45)	36 (43)	46 (13)	44 (4)	38 (118)	31 (19)	53 (24)	33 (2)	75 (3)	41 (48)
Not Serious Problem	30 (47)	24 (29)	14 (4)	11 (1)	26 (81)	32 (20)	27 (12)	33 (2)	00 (0)	29 (34)
Somewhat Serious Problem	19 (30)	23 (28)	18 (5)	44 (4)	21 (67)	23 (14)	11 (5)	00 (0)	00 (0)	16 (19)
Extremely Serious Problem	14 (21)	17 (20)	21 (6)	00 (0)	15 (47)	15 (9)	09 (4)	33 (2)	25 (1)	14 (16)
Total	100 (156)	100 (120)	100 (28)	100 (9)	100 (313)	100 (62)	100 (45)	100 (6)	100 (4)	100 (117)
Delinquent Behavior										
Not a Problem	38 (62)	35 (43)	48 (14)	22 (2)	37 (121)	67 (42)	75 (36)	67 (4)	75 (3)	70 (85)
Not Serious Problem	26 (42)	27 (33)	24 (7)	33 (3)	26 (85)	21 (13)	17 (8)	17 (1)	25 (1)	19 (23)
Somewhat Serious Problem	19 (31)	15 (19)	17 (5)	33 (3)	18 (58)	08 (5)	06 (3)	00 (0)	00 (0)	07 (8)
Extremely Serious Problem	18 (29)	23 (28)	10 (3)	11 (1)	19 (61)	05 (3)	02 (1)	17 (1)	00 (0)	04 (5)
Total	100 (164)	100 (123)	100 (29)	100 (9)	100 (325)	100 (63)	100 (48)	100 (6)	100 (4)	100 (121)
Arrest Status										
No Arrests	55 (94)	61 (84)	72 (21)	56 (5)	59 (204)	83 (55)	91 (42)	83 (5)	100 (4)	87 (106)
One Arrest	25 (42)	26 (35)	24 (7)	33 (3)	25 (87)	14 (9)	07 (3)	17 (1)	00 (0)	11 (13)
Two Arrests	14 (23)	10 (13)	03 (1)	11 (1)	11 (38)	03 (2)	00 (0)	00 (0)	00 (0)	02 (2)
Three Arrests	04 (6)	02 (3)	00 (0)	00 (0)	03 (9)	00 (0)	00 (0)	00 (0)	00 (0)	00 (0)
Four or More Arrests	03 (5)	02 (2)	00 (0)	00 (0)	02 (7)	00 (0)	02 (1)	00 (0)	00 (0)	01 (1)
Total	100 (170)	100 (137)	100 (29)	100 (9)	100 (345)	100 (66)	100 (46)	100 (6)	100 (4)	100 (122)

TABLE VII.10

YOUTH SERVICE TEAM SURVEY: STATUS OF YOUNGSTERS
BY SEX AND ADJUDICATION
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

STATUS OF COHORT YOUNGSTER:	MALES					FEMALES				
	Adjudication					Adjudication				
	Volunteer	PINS	JD	YO	Total	Volunteer	PINS	JD	YO	Total
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Residential Status										
Living with Family	62 (34)	75 (25)	71 (134)	54 (13)	68 (205)	62 (32)	53 (26)	73 (8)	33 (1)	58 (67)
Living with Friends	07 (4)	06 (2)	02 (4)	04 (1)	04 (11)	08 (4)	18 (9)	00 (0)	00 (0)	11 (13)
Living Alone	18 (10)	00 (0)	05 (9)	17 (4)	08 (23)	23 (12)	14 (7)	18 (2)	67 (2)	20 (23)
In Private Facility	00 (0)	00 (0)	02 (3)	00 (0)	01 (3)	04 (2)	06 (3)	00 (0)	00 (0)	04 (5)
Correctional Facility	02 (1)	06 (2)	13 (25)	17 (4)	11 (32)	- -	- -	- -	- -	- -
Other	11 (6)	13 (4)	07 (14)	08 (2)	09 (26)	04 (2)	08 (4)	09 (1)	00 (0)	06 (7)
Total	100 (55)	100 (32)	100 (189)	100 (24)	100 (300)	100 (52)	100 (49)	100 (11)	100 (3)	100 (115)
Self-Esteem										
Not a Problem	32 (18)	19 (7)	24 (43)	17 (5)	24 (73)	36 (18)	31 (16)	31 (4)	33 (1)	33 (39)
Not Serious Problem	28 (16)	22 (8)	29 (52)	33 (10)	29 (86)	42 (21)	29 (15)	23 (3)	00 (0)	33 (39)
Somewhat Serious Problem	30 (17)	47 (17)	26 (47)	27 (8)	30 (89)	14 (7)	26 (13)	15 (2)	33 (1)	20 (23)
Extremely Serious Problem	11 (6)	11 (4)	21 (37)	23 (7)	18 (54)	08 (4)	14 (7)	31 (4)	33 (1)	14 (16)
Total	100 (57)	100 (36)	100 (179)	100 (30)	100 (302)	100 (50)	100 (51)	100 (13)	100 (3)	100 (117)
School Attendance										
Academic Program	27 (13)	27 (9)	23 (40)	09 (2)	23 (64)	40 (19)	27 (12)	58 (7)	00 (0)	36 (38)
Vocational Program	14 (7)	03 (1)	06 (11)	09 (2)	08 (21)	02 (1)	07 (3)	00 (0)	00 (0)	04 (4)
College Level	08 (4)	00 (0)	00 (0)	00 (0)	01 (4)	10 (5)	00 (0)	00 (0)	00 (0)	04 (5)
Other	02 (1)	00 (0)	07 (12)	00 (0)	05 (13)	04 (2)	07 (3)	00 (0)	00 (0)	05 (5)
Not Attending	49 (24)	70 (23)	64 (111)	83 (19)	63 (177)	44 (21)	59 (26)	42 (5)	100 (3)	51 (55)
Total	100 (49)	100 (33)	100 (174)	100 (23)	100 (279)	100 (48)	100 (44)	100 (12)	100 (3)	100 (107)
Employment Status										
Employed	28 (14)	44 (14)	29 (49)	36 (8)	31 (85)	30 (14)	15 (6)	08 (1)	33 (1)	22 (22)
Not Employed	72 (36)	56 (18)	72 (123)	64 (14)	69 (191)	70 (32)	85 (33)	92 (12)	67 (2)	78 (79)
Total	100 (50)	100 (32)	100 (172)	100 (22)	100 (276)	100 (46)	100 (39)	100 (13)	100 (3)	100 (101)
Attitude Toward Work										
Not a Problem	43 (23)	46 (15)	37 (65)	33 (9)	39 (113)	55 (26)	38 (18)	25 (3)	00 (0)	43 (47)
Not Serious Problem	26 (14)	33 (11)	26 (45)	19 (5)	26 (75)	26 (12)	23 (11)	42 (5)	67 (2)	27 (30)
Somewhat Serious Problem	22 (12)	21 (7)	20 (35)	30 (8)	22 (64)	13 (6)	25 (12)	00 (0)	00 (0)	16 (18)
Extremely Serious Problem	09 (5)	00 (0)	17 (30)	19 (5)	14 (40)	06 (3)	15 (7)	33 (4)	33 (1)	14 (15)
Total	100 (54)	100 (33)	100 (175)	100 (27)	100 (292)	100 (47)	100 (48)	100 (12)	100 (3)	100 (110)
Delinquent Behavior										
Not a Problem	56 (31)	39 (14)	35 (63)	25 (7)	39 (115)	78 (39)	73 (35)	46 (6)	67 (2)	72 (82)
Not Serious Problem	26 (14)	39 (14)	22 (40)	32 (9)	26 (77)	12 (6)	15 (7)	39 (5)	33 (1)	17 (19)
Somewhat Serious Problem	15 (8)	11 (4)	18 (32)	25 (7)	17 (51)	08 (4)	08 (4)	00 (0)	00 (0)	07 (8)
Extremely Serious Problem	04 (2)	11 (4)	25 (45)	18 (5)	19 (56)	02 (1)	04 (2)	15 (2)	00 (0)	04 (5)
Total	100 (55)	100 (36)	100 (180)	100 (28)	100 (299)	100 (50)	100 (48)	100 (13)	100 (3)	100 (114)
Arrest Status										
No Arrests	79 (50)	54 (19)	50 (106)	52 (14)	60 (189)	92 (46)	84 (41)	69 (9)	100 (3)	86 (99)
One Arrest	18 (11)	26 (9)	26 (49)	37 (10)	25 (79)	06 (3)	16 (8)	15 (2)	00 (0)	11 (13)
Two Arrests	02 (1)	17 (6)	13 (24)	07 (2)	10 (33)	00 (0)	00 (0)	15 (2)	00 (0)	02 (2)
Three Arrests	00 (0)	03 (1)	04 (7)	00 (0)	03 (8)	- -	- -	- -	- -	- -
Four or More Arrests	02 (1)	00 (0)	03 (5)	04 (1)	02 (7)	02 (1)	00 (0)	00 (0)	00 (0)	01 (1)
Total	100 (63)	100 (35)	100 (191)	100 (27)	100 (316)	100 (50)	100 (49)	100 (13)	100 (3)	100 (115)

TABLE VII.11

YOUTH SERVICE TEAM SURVEY: YOUNGSTER PROBLEM SCALES
BY SEX AND AGE AT COHORT ENTRY
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	MALES								FEMALES								TOTAL MALES AND FEMALES	
	Age at Cohort Entry								Age at Cohort Entry									
	11-13		14-15		16+		Total		11-13		14-15		16+		Total			
YOUNGSTER PROBLEM SCALES	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Family Problems																		
No problem/minor problem	27	(3)	29	(44)	22	(27)	26	(74)	67	(4)	35	(17)	48	(23)	43	(44)	30	(118)
Some problems	64	(9)	39	(59)	36	(44)	39	(112)	00	(0)	37	(18)	19	(9)	27	(27)	36	(139)
Serious problems	14	(2)	32	(49)	42	(51)	35	(102)	33	(2)	29	(14)	32	(15)	30	(31)	34	(133)
Total	100	(14)	100	(152)	100	(122)	100	(288)	100	(6)	100	(49)	100	(47)	100	(102)	100	(390)
Educational Problems																		
No problem/minor problem	29	(4)	29	(36)	33	(36)	31	(76)	29	(2)	41	(17)	61	(28)	50	(47)	36	(123)
Some problems	29	(4)	36	(45)	41	(44)	38	(93)	71	(5)	41	(17)	22	(10)	34	(32)	36	(125)
Serious problems	43	(6)	36	(45)	26	(28)	32	(79)	00	(0)	19	(8)	17	(8)	17	(16)	28	(95)
Total	100	(14)	100	(126)	100	(108)	100	(248)	100	(7)	100	(42)	100	(46)	100	(95)	100	(343)
Employment Problems																		
No problem/minor problem	08	(1)	33	(48)	34	(46)	32	(95)	00	(0)	36	(18)	47	(24)	40	(42)	34	(137)
Some problems	54	(7)	31	(45)	35	(47)	34	(99)	60	(3)	38	(19)	29	(15)	35	(37)	34	(136)
Serious problems	39	(5)	36	(52)	31	(42)	34	(99)	40	(2)	26	(13)	24	(12)	26	(27)	32	(126)
Total	100	(13)	100	(145)	100	(135)	100	(293)	100	(5)	100	(50)	100	(51)	100	(106)	100	(399)

TABLE VII.12

YOUTH SERVICE TEAM SURVEY: YOUNGSTER PROBLEM SCALES
BY SEX AND ETHNICITY
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	M A L E S										F E M A L E S									
	Ethnicity										Ethnicity									
	White		Black		Puerto Rican		Other		Total		White		Black		Puerto Rican		Other		Total	
YOUNGSTER PROBLEM SCALES:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Family Problems																				
No problem/minor problem	26	(38)	24	(27)	35	(8)	14	(1)	26	(74)	31	(15)	51	(23)	60	(3)	75	(3)	43	(44)
Some problems	36	(52)	45	(51)	26	(6)	43	(3)	39	(112)	35	(17)	22	(10)	00	(0)	00	(0)	27	(27)
Serious problems	38	(54)	32	(36)	39	(9)	43	(3)	35	(102)	33	(16)	27	(12)	40	(2)	25	(1)	30	(31)
Total	100	(144)	100	(114)	100	(23)	100	(7)	100	(288)	100	(48)	100	(45)	100	(5)	100	(4)	100	(102)
Educational Problems																				
No problem/minor problem	30	(35)	32	(33)	24	(5)	38	(3)	31	(76)	42	(19)	55	(23)	50	(2)	75	(3)	50	(47)
Some problems	44	(51)	33	(34)	33	(7)	13	(1)	38	(93)	38	(17)	33	(14)	25	(1)	00	(0)	34	(32)
Serious problems	27	(31)	34	(35)	43	(9)	50	(4)	32	(79)	20	(9)	12	(5)	25	(1)	25	(1)	17	(16)
Total	100	(117)	100	(103)	100	(21)	100	(8)	100	(248)	100	(45)	100	(42)	100	(4)	100	(4)	100	(95)
Employment Problems																				
No problem/minor problem	35	(52)	27	(30)	36	(9)	57	(4)	32	(95)	35	(20)	47	(18)	17	(1)	75	(3)	40	(42)
Some problems	34	(50)	38	(43)	20	(5)	14	(1)	34	(99)	35	(20)	37	(14)	50	(3)	00	(0)	35	(37)
Serious problems	31	(46)	35	(40)	44	(11)	29	(2)	34	(99)	31	(18)	16	(6)	33	(2)	25	(1)	26	(27)
Total	100	(148)	100	(113)	100	(25)	100	(7)	100	(293)	100	(58)	100	(38)	100	(6)	100	(4)	100	(106)

TABLE VII.13

YOUTH SERVICE TEAM SURVEY: YOUNGSTER PROBLEM SCALES
BY SEX AND ADJUDICATION AT COHORT ENTRY
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	MALES										FEMALES									
	Adjudication* at Cohort Entry										Adjudication* at Cohort Entry									
	Volunteers		PINS		JDs		YOs		Total		Volunteers		PINS		JDs		YOs		Total	
YOUNGSTER PROBLEM SCALES:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Family Problems																				
No problem/minor problems	39	(17)	19	(6)	27	(45)	17	(4)	27	(72)	57	(24)	33	(13)	33	(4)	00	(0)	43	(41)
Some problems	21	(9)	45	(14)	41	(70)	42	(10)	38	(103)	12	(5)	35	(14)	33	(4)	100	(1)	25	(24)
Serious problems	41	(18)	36	(11)	32	(55)	42	(10)	35	(94)	31	(13)	33	(13)	33	(4)	00	(0)	32	(30)
Total	100	(44)	100	(31)	100	(170)	100	(24)	100	(272)	100	(42)	100	(40)	100	(12)	100	(1)	100	(95)
Educational Problems																				
No problem/minor problems	36	(16)	15	(4)	32	(44)	44	(8)	32	(72)	65	(26)	36	(13)	36	(4)	100	(2)	51	(45)
Some Problems	34	(15)	50	(13)	36	(50)	39	(7)	37	(85)	28	(11)	39	(14)	46	(5)	00	(0)	34	(30)
Serious problems	30	(13)	35	(9)	32	(45)	17	(3)	31	(70)	08	(3)	25	(9)	18	(2)	00	(0)	16	(14)
Total	100	(44)	100	(26)	100	(135)	100	(18)	100	(227)	100	(40)	100	(36)	100	(11)	100	(2)	100	(89)
Employment Problems																				
No problem/minor problems	31	(15)	42	(13)	32	(52)	30	(8)	33	(88)	53	(24)	30	(12)	36	(4)	33	(1)	41	(41)
Some problems	31	(15)	29	(9)	35	(57)	44	(12)	35	(93)	29	(13)	35	(14)	36	(4)	33	(1)	32	(32)
Serious problems	38	(18)	29	(9)	33	(54)	26	(7)	33	(88)	18	(8)	35	(14)	27	(3)	33	(1)	26	(26)
Total	100	(48)	100	(31)	100	(164)	100	(27)	100	(269)	100	(45)	100	(40)	100	(11)	100	(3)	100	(99)

group (11-13 years of age at entry) were more likely than older youngsters to be rated as having problems regarding employment (Table VII.11). Only one relationship was found between youngster problems and ethnicity, and as with age, no consistent patterns were found. For females, Whites were judged to have more serious family problems than Blacks (Table VII.12). (There were too few Puerto Rican females to permit comparison.)

Some differences were found among the various adjudication groups when examining status of problems as measured by the YSTS. Table VII.13 shows male YOs were scored as having less serious problems than were other males in the area of education and that female Volunteers had consistently fewer problems than female PINS or JDs. PINS females were also more likely to have serious education problems than were other females.

4. Summary Criminal History

In order to supplement the arrest information captured through the Youth Service Team Survey, official arrest data were gathered on at-risk youngsters through the Division of Criminal Justice Services. Specifically, cohort youngsters who had experienced at least some residential service and who were sixteen years of age on or before December 31, 1978, and thus at risk for arrest as adults, were selected for screening. Only those arrests occurring after each youngster had entered the Division and before September 30, 1979, the cut-off date for the survey, were recorded. The official at-risk period for each youngster thus extended from date of entry into the Division or the sixteenth birthday, whichever occurred most recently. SCH data are thus measures of recidivism, as characterized by arrest, for those youngsters who received some kind of Division residential service. Although most of the youngsters surveyed were released from residential care and had returned to the community by the time of the survey, some were still in residential programs either in the community or away from it.

In this subsection, class of most serious offense for which the youngster was arrested and total number of arrests are arrayed by youngster demographics and admission characteristics. Since only nine females were arrested, only the first table displays males and females; subsequent tables display only males. Table VII.14 shows the relationship between SCH arrest data and youngster sex and age. Only 12% (N=9) of the females had any kind of arrest, and only one-third of those who were arrested (3 of 9) were for felonies. Forty-six percent of the males, on the other hand, had been arrested, and among those who had been arrested, three-fourths of the arrests were for felony offenses. Males and females thus differed dramatically with regard to arrests occurring after entry into the Division's service. Unless otherwise indicated, all findings in this subsection concerning SCH arrest data address males only, since so few females were arrested.

Certain patterns were found in the relationship between age of youngsters at entry and subsequent arrests. Table VII.14 shows that fifteen year-olds were somewhat more likely than sixteen or seventeen year-olds to be arrested for felony offenses, and among those youngsters who were arrested, sixteen year-olds were least likely to have been arrested more than once. While Blacks were less likely than Whites and Puerto Ricans to have been arrested, those who were arrested were apprehended for more serious offenses. Specifically, among all youngsters arrested, Blacks were more likely than Whites and Puerto Ricans to have been arrested for the most serious offenses

(A, B, or C Felonies) (Table VII.15).

Arrest data by youngster adjudication at entry are displayed in Table VII.16 showing that there were unexpectedly small differences in arrest rates among Volunteers (47%), PINS (44%), JDs (49%) and YOs (42%). Among youngsters who were arrested, however, JDs were more likely than others to be arrested for serious felony offenses.

While Tables VII.14 through VII.16 present youngster arrests which have occurred since entry into the Division (as determined by entry into the Study cohort), Table VII.17 presents arrest data only for those youngsters (males) who were released from residential programs and who had been "at risk" for five months after release. In this display, arrests occurring before or after a youngster's period of risk are ignored, in order to control for biases. While arrest data were available for 315 males, only 166 of these had been released from program and had experienced five or more months at risk. Of these 166 males, 148 (89%) had experienced fewer than nine months of stay in residential programs. As a result, the group of youngsters for whom post-residential program intervention arrest data are arrayed in Table VII.17 are representative of males age 16 on or before December 31, 1978, with less than nine months of stay in residential programs and with five or more months at risk upon release from program.[5]

Table VII.17 shows that males in the 14-15 year-old group (at entry) were more likely than other youngsters to have been arrested within five months of release from residential program. Arrest and ethnicity were also related such that Blacks and Puerto Ricans were somewhat more likely to be arrested than Whites, although this difference was not statistically significant. In terms of adjudication, JDs were more likely than other adjudicatory groups to be arrested, and among those arrested, JDs were more likely to be arrested for felony offenses.

These findings differ somewhat from those regarding arrests since entry into the Division (Tables VII.14 through VII.16) which showed Blacks to be less frequently arrested than Whites and Puerto Ricans, and which showed no substantial arrest rate differences among the different adjudication groups. The findings are similar in that for both samples, the younger age groups were more likely than others to be arrested, and among all youngsters arrested, JDs were most often arrested for serious felony offenses.

Differences between the two groups regarding arrest rates for different ethnic and adjudication groups may be explained by the different treatment "at risk" in the two analyses. It may be that in the examination of arrests since entry into the Division (Tables VII.14 through VII.16), JD youngsters were somewhat less "at risk" for arrest than others simply because they were more often serviced in non-community-based programs (or Secure facilities), and therefore had less unsupervised time in the community. The analyses underlying the display in Table VII.17 are based on post-residential program arrest activity only, and thus eliminate this bias.

In the following section, youngster outcomes are analyzed in terms of various characteristics of the service which they received while with the Division. Outcomes are first examined by program category (Secure, Non-Community-Based, Community-Based, and where data are available, Foster Care), and individual program level within these categories, as defined by the Division's Level System. Other intervention characteristics are then introduced, such as length of stay, social climate (as discussed in Chapter V) and youngster movement.

TABLE VII.14

SUMMARY OF CRIMINAL HISTORY: ARRESTS SINCE COHORT ENTRY* BY SEX AND AGE AT COHORT ENTRY FOR YOUNGSTERS SIXTEEN YEARS OLD ON OR BEFORE DECEMBER 31, 1979

ARREST DATA:	MALES								FEMALES								TOTAL MALES AND FEMALES	
	Age At Cohort Entry								Age At Cohort Entry									
	15		16		17+		Total		15		16		17+		Total			
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Class of Most Serious Arrest																		
No Arrest Record	50	(62)	53	(84)	55	(24)	54	(170)	87	(20)	85	(33)	100	(15)	88	(68)	61	(238)
Violation	00	(0)	01	(1)	00	(0)	<1	(1)	00	(0)	00	(0)	00	(0)	00	(0)	<1	(1)
Misdemeanor A,B	10	(12)	13	(19)	14	(6)	12	(37)	13	(3)	08	(3)	00	(0)	08	(6)	11	(43)
Felony D,E	23	(29)	21	(31)	21	(9)	22	(69)	00	(0)	08	(3)	00	(0)	04	(3)	18	(72)
Felony A,B,C	18	(22)	08	(11)	11	(5)	12	(38)	00	(0)	00	(0)	00	(0)	00	(0)	10	(38)
Total	100	(125)	100	(146)	100	(44)	100	(315)	100	(23)	100	(39)	100	(15)	100	(77)	100	(392)
Number of Arrests																		
No Arrest Record	50	(62)	58	(84)	55	(24)	54	(170)	87	(20)	85	(33)	100	(15)	88	(68)	61	(238)
One	25	(31)	27	(39)	16	(7)	24	(77)	13	(3)	08	(3)	00	(0)	08	(6)	21	(83)
Two	14	(17)	07	(10)	14	(6)	11	(33)	00	(0)	05	(2)	00	(0)	03	(2)	09	(35)
Three or more	12	(15)	09	(13)	16	(7)	11	(35)	00	(0)	03	(1)	00	(0)	01	(1)	09	(36)
Total	100	(125)	100	(146)	100	(44)	100	(315)	100	(23)	100	(39)	100	(15)	100	(77)	100	(392)

TABLE VII.15

SUMMARY OF CRIMINAL HISTORY: ARRESTS SINCE COHORT ENTRY* BY ETHNICITY FOR MALE YOUNGSTERS SIXTEEN YEARS OLD ON OR BEFORE DECEMBER 31, 1979.

ARREST DATA:	MALES ONLY									
	Ethnicity									
	White		Black		Puerto Rican		Other		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Class of Most Serious Arrest										
No Arrest Record	52	(66)	58	(80)	50	(20)	44	(4)	54	(170)
Violation	01	(1)	00	(0)	00	(0)	00	(0)	<1	(1)
Misdemeanor A,B	16	(20)	08	(11)	13	(5)	11	(1)	12	(37)
Felony D,E	24	(31)	17	(23)	30	(12)	33	(3)	22	(69)
Felony A,B,C	08	(10)	17	(24)	08	(3)	11	(1)	12	(38)
Total	100	(128)	100	(138)	100	(40)	100	(9)	100	(315)
Number of Arrests										
No Arrest Record	52	(66)	58	(80)	50	(20)	44	(4)	54	(170)
One	25	(32)	21	(29)	30	(12)	44	(4)	24	(77)
Two	09	(12)	12	(17)	10	(4)	00	(0)	11	(33)
Three or more	14	(18)	09	(12)	10	(4)	11	(1)	11	(35)
Total	100	(128)	100	(138)	100	(40)	100	(9)	100	(315)

TABLE VII.16

SUMMARY OF CRIMINAL HISTORY: ARRESTS SINCE COHORT ENTRY* BY ADJUDICATION MALE YOUNGSTERS SIXTEEN YEARS OLD ON OR BEFORE DECEMBER 31, 1979

ARREST DATA:	MALES ONLY											
	Adjudication at Cohort Entry											
	Volunteers		PINS		JDs		YOs		Restrictive JD		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Class of Most Serious Arrest												
No Arrest Record	53	(18)	56	(18)	51	(98)	58	(18)	75	(9)	54	(161)
Violation	00	(0)	00	(0)	00	(0)	03	(1)	00	(0)	<1	(1)
Misdemeanor A,B	21	(7)	19	(6)	09	(17)	19	(6)	00	(0)	12	(36)
Felony D,E	21	(7)	19	(6)	25	(47)	13	(4)	17	(2)	22	(66)
Felony A,B,C	06	(2)	06	(2)	15	(29)	07	(2)	08	(1)	12	(36)
Total	100	(34)	100	(32)	100	(191)	100	(31)	100	(12)	100	(300)
Number of Arrests												
No Arrest Record	53	(18)	56	(18)	51	(98)	58	(18)	75	(9)	54	(161)
One	27	(9)	19	(6)	26	(49)	29	(9)	08	(1)	25	(74)
Two	09	(3)	09	(3)	11	(21)	07	(2)	17	(2)	10	(31)
Three or more	12	(4)	16	(5)	12	(23)	07	(2)	00	(0)	11	(34)
Total	100	(34)	100	(32)	100	(191)	100	(31)	100	(12)	100	(300)

*Arrests since admission or readmission to Division Services. Some arrests, therefore, occurred while youngsters were in residential programs.

TABLE VII.17

SUMMARY OF CRIMINAL HISTORY: MOST SERIOUS ARREST WITHIN 5 MONTHS OF RELEASE FROM RESIDENTIAL PROGRAMS BY AGE, ETHNICITY AND ADJUDICATION AT ENTRY FOR MALE YOUNGSTERS WITH TOTAL RESIDENTIAL STAYS OF LESS THAN 9 MONTHS*

	MOST SERIOUS ARREST WITHIN 5 MONTHS OF RELEASE FROM RESIDENTIAL PROGRAMS*									
	No Record		Misdemeanor		Felony D,E		Felony A,B,C		TOTAL	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
TOTAL MALES	72	(107)	08	(12)	12	(18)	07	(11)	100	(148)
Age at Entry										
14 - 15	60	(29)	15	(7)	10	(5)	15	(7)	100	(48)
16 - 17	76	(71)	05	(5)	14	(13)	04	(4)	100	(93)
18+ years	100	(7)	00	(0)	00	(0)	00	(0)	100	(7)
Ethnicity										
White	76	(59)	09	(7)	12	(9)	04	(3)	100	(78)
Black	68	(32)	09	(4)	09	(4)	15	(7)	100	(47)
Puerto Rican	61	(11)	06	(1)	28	(5)	06	(1)	100	(18)
Other	100	(5)	00	(0)	00	(0)	00	(0)	100	(5)
Adjudication at Entry										
Volunteer	80	(20)	12	(3)	08	(2)	00	(0)	100	(25)
PINS	79	(11)	14	(2)	00	(0)	07	(1)	100	(14)
JD	68	(54)	06	(5)	19	(15)	08	(6)	100	(80)
Youthful Offender	84	(16)	05	(1)	00	(0)	11	(2)	100	(19)
Restrictive JD	--	(-)	--	(-)	--	(-)	--	(-)	--	(-)

*Sample includes only males age 16 or older on December 31, 1978. Youngsters not at risk five full months or more are ignored. Arrests occurring before the beginning of risk or after five months of risk are ignored.

SUMMARY: Relationships Between Outcomes and Youngster Characteristics

In this Section, the status and characteristics of cohort youngsters at different points in the intervention process were examined in a descriptive fashion by relating outcomes to various youngster demographic and intake characteristics. Four dimensions representing the Division's intervention objectives were the focus of the analyses based on various subsamples surveyed with different instruments: (1) education, (2) employment/employability, (3) self-esteem, (4) recidivism/behavior. This summary briefly restates the findings as they relate to these four areas.

1. Education

Education outcomes were tapped by two Study instruments: the Residential Program Survey, and the Youth Service Team Survey. Although there were no differences between the sexes concerning the numbers of youngsters identified as having problems prior to program service, females were more likely than males to have improved in education after at least some program service, while males were more likely to not be attending school while in counseling or on aftercare, and to have more educational problems than females.

When age was examined it was found that for both males and females, youngsters in the lower age groups were more likely than others to have problems concerning attitude toward school, behavior in school, and academic performance. In terms of post-intervention status, however, older youngsters among both sexes were less likely to be attending a school program while in counseling or on aftercare.

Black males more often than others had problems concerning behavior in school and academic performance upon program entry, but no differences were found among ethnic groups concerning education outcomes. When adjudication was examined, it was found that male Juvenile Delinquents more often than others had many education problems at entry. Male Youthful Offenders made more educational progress than others while in program and were less likely to be rated as having education problems while in counseling or on aftercare, but were less likely to be attending school at follow-up. Among females, Volunteers were rated as having less serious education problems than other adjudicatory groups while in counseling or on aftercare.

2. Employment/Employability

Three Study instruments addressed the employment/employability status of youngsters; the Residential Program Survey, the Youth Service Team Survey, and the Self-Concept Inventory (Walther Work-Relevant Attitudes Inventory com-

ponent). No differences were found among sex, age, ethnic, or adjudicatory categories regarding employability (as measured by the WRAI), except that younger males experienced greater negative change than older ones, as measured by their work-relevant attitudes. Males had more problems than females with attitudes toward work and vocational skills at program intake, but while in program, males experienced greater improvement than females in the area of work orientation.

The only differences found among ethnic groups were that among youngsters in counseling or on aftercare, more Puerto Rican males than others were employed, and more White females than others had a poor attitude toward work. Among adjudicatory groups, male Youthful Offenders and Volunteers experienced more improvement in Work Orientation while in program, but male Juvenile Delinquents and Youthful Offenders were more likely than others to have problems in attitude toward work while in counseling or on aftercare. Female Volunteers had fewer problems with attitude toward work and were more likely to be employed than other females when in counseling or on aftercare.

3. Self-Esteem/Self-Concept

Two Study instruments addressed youngster outcomes concerning self-esteem/self-concept: the Self-Concept Inventory, and the Youth Service Team Survey. Males were more likely than females to have experienced positive change on the Agency Label scale of the SCI (i.e., were less likely to consider themselves "sick"), and the Coopersmith Self-Esteem scale (were more likely to have increased self-esteem). Males in counseling or on aftercare, however, were rated by their Youth Service Team workers as having more problems in the area of self-esteem than females. Younger males were more likely than others to experience negative change on the Justice Label scale (i.e., were more likely to consider themselves "bad").

When ethnicity was examined, Black and Puerto Rican males experienced more positive change than Whites on the Conforming Self-Concept scale (were more likely to identify with conventional norms), and on the Agency Label scale (were less likely to identify as "sick"); Black males achieved more self-esteem improvement (Coopersmith Self-Esteem scale) than others. White females were more likely than others to experience negative change on the Agency Label (identify as "sick") and Coopersmith scales (low self-esteem) and were more likely to be rated as having serious problems in the area of self-esteem while in counseling or on aftercare. There were no differences among adjudicatory groups for either males or females.

4. Behavior/Recidivism

Three Study instruments addressed youngster behavior/recidivism outcomes: the Residential Program Survey, the Youth Service Team Survey, and the Summary Criminal History. Males had more problems than females in dealing with peers and authority, delinquent behavior, and physical aggression at entry; among youngsters with behavior problems, females were more likely than males to have experienced improvement in behavior after some residential service. After release from residential program, males were more likely than females to have had delinquent behavior problems, to have been arrested, and to have been in correctional facilities.

Regarding age, younger males and females had more problems with behavior in school at entry. Arrest analyses showed that 15-year-old males (age at intake) were more likely than 16 and 17 year-olds to have been arrested for felony offenses and among those arrested, 16 year-olds were less likely than others to have been arrested more than once. Older males were more likely than other males to have been in correctional facilities after release from residential service.

Among adjudicatory groups, both male and female Juvenile Delinquents had more serious problems than others with delinquent behavior, and physical and verbal aggression at entry. At follow-up, male Juvenile Delinquents and Youthful Offenders had more problems with delinquent behavior and were more likely to have been in correctional facilities, and male Juvenile Delinquents were more often arrested for more serious offenses than other adjudicatory groups.

B. Youngster Outcomes: Relationships with Program Services

In the previous subsection, various outcome data were arrayed by sex, age, ethnicity and adjudication in order to provide a descriptive review of youngster outcomes. In this subsection, the impact of program services on these outcomes is presented. The concept of program services is approached in a number of ways stemming out of the work presented within Chapters V and VI and given the nature and limitations of the various outcome measures. This subsection provides the groundwork necessary for the examination of more detailed Study questions which relate the pertinent youngster characteristics with program services and outcomes and which employ the necessary controls on the effects of possible intervening variables. The results of these refined multivariate analyses are included in the summary to this section.

1. Residential Program Survey

In the assessment of program impact on youngster outcomes as measured through the RPS, the central analyses categorize programs according to their status as Secure, Non-Community-Based, Community-Based, and Foster Care. In addition, the different levels within the Non-Community-Based and Community-Based programs are examined separately, as are the different social climates within categories and levels, as determined in Chapter V.

Table VII.18 shows the relationship between Program Category and Level and Residential Program Survey Improvement scales for males and females. For males, improvement on all five subscales was related to program level and category. Differences between Non-Community-Based programs and Community-Based programs were at the heart of this relationship, as Non-Community-Based program and Community-Based programs differed more dramatically than did Secure and Non-Community-Based programs. In terms of the six levels arrayed in Table VII.18a, males in Level IV programs were consistently scored higher in all improvement areas than were youngsters in other programs.

Table VII.18b shows that the findings for females were quite different than for males. Although not statistically significant, the differences between Non-Community-Based and Community-Based programs for females were in the opposite direction than for the males, with the exception of the School problems subscale. In other words, females in Community-Based programs were more frequently rated as experiencing improvement in the four areas of Maturity, Behavior, Family and Work Orientation problems than were the females in Non-Community-Based programs (there were too few females in Secure programs to permit comparison). This pattern did not hold for Foster Care programs, however, as females in these programs were scored significantly

TABLE VII.18a

RESIDENTIAL PROGRAM SURVEY: IMPROVEMENT SCALES BY PROGRAM LEVEL FOR YOUNGSTER-STAYS IN ENTRY PROGRAMS

	MALES									
		NON-COMMUNITY-BASED			COMMUNITY-BASED					
	I Secure	Level II	Level IV	Total	Level V	Level VI	Total	Level VII Foster Care and Hostel	GRAND TOTAL	
YOUNGSTER IMPROVEMENT SCALES:	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	
Maturity Problems										
Little or No Improvement	17 (5)	18 (14)	16 (22)	17 (36)	30 (8)	39 (26)	37 (34)	44 (14)	24 (89)	
Some Improvement	45 (13)	39 (31)	40 (53)	39 (84)	56 (15)	41 (27)	45 (42)	44 (14)	42 (153)	
Major Improvement	39 (11)	43 (34)	44 (59)	44 (93)	15 (4)	20 (13)	18 (17)	13 (4)	34 (125)	
Column Total	100 (29)	100 (79)	100 (134)	100 (213)	100 (27)	100 (66)	100 (93)	100 (32)	100 (367)	
School Problems										
Little or No Improvement	20 (5)	09 (7)	07 (10)	08 (17)	37 (10)	29 (16)	32 (26)	48 (12)	18 (60)	
Some Improvement	28 (7)	50 (39)	33 (43)	39 (82)	41 (11)	36 (20)	38 (31)	16 (4)	36 (124)	
Major Improvement	52 (13)	41 (32)	60 (79)	53 (111)	22 (6)	34 (19)	30 (25)	36 (9)	46 (158)	
Column Total	100 (25)	100 (78)	100 (132)	100 (210)	100 (27)	100 (55)	100 (82)	100 (25)	100 (342)	
Behavior Problems										
Little or No Improvement	25 (4)	16 (9)	15 (16)	15 (25)	50 (9)	38 (16)	42 (25)	39 (7)	24 (61)	
Some Improvement	56 (9)	41 (24)	39 (41)	40 (65)	33 (6)	43 (18)	40 (24)	39 (7)	41 (105)	
Major Improvement	19 (3)	43 (25)	45 (47)	44 (72)	17 (3)	19 (8)	18 (11)	22 (4)	35 (90)	
Column Total	100 (16)	100 (58)	100 (104)	100 (162)	100 (18)	100 (42)	100 (60)	100 (18)	100 (256)	
Family Problems										
Little or No Improvement	28 (7)	27 (18)	16 (17)	20 (35)	40 (10)	38 (21)	39 (31)	45 (13)	28 (86)	
Some Improvement	24 (6)	41 (27)	39 (42)	39 (69)	36 (9)	44 (24)	41 (33)	41 (12)	39 (120)	
Major Improvement	48 (12)	32 (21)	46 (50)	41 (71)	24 (6)	18 (10)	20 (16)	14 (4)	33 (103)	
Column Total	100 (25)	100 (66)	100 (109)	100 (175)	100 (25)	100 (55)	100 (80)	100 (29)	100 (309)	
Work Orientation Problems										
Little or No Improvement	08 (2)	09 (7)	10 (12)	10 (19)	43 (6)	18 (8)	24 (14)	19 (4)	13 (39)	
Some Improvement	56 (14)	53 (41)	35 (43)	42 (84)	29 (4)	51 (23)	46 (27)	33 (7)	43 (132)	
Major Improvement	36 (9)	39 (30)	55 (67)	49 (97)	29 (4)	31 (14)	31 (18)	48 (10)	44 (134)	
Column Total	100 (25)	100 (78)	100 (122)	100 (200)	100 (14)	100 (45)	100 (59)	100 (21)	100 (305)	

TABLE VII.18b

RESIDENTIAL PROGRAM SURVEY: IMPROVEMENT SCALES BY PROGRAM LEVEL FOR FEMALES FOR YOUNGSTER-STAYS IN ENTRY PROGRAMS

	F E M A L E S											
	Secure Level I		NCB* Level IV		CB Level V		CB Level VI		CB Total		Foster Care & Hostel Level VII		GRAND TOTAL	
YOUNGSTER IMPROVEMENT SCALES:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Maturity Problems														
Little or No Improvement	00	(0)	25	(5)	17	(1)	15	(4)	16	(5)	17	(4)	18	(14)
Some Improvement	75	(3)	55	(11)	50	(3)	42	(11)	44	(14)	54	(13)	51	(41)
Major Improvement	25	(1)	20	(4)	33	(2)	42	(11)	41	(13)	29	(7)	31	(25)
Column Total	100	(4)	100	(20)	100	(6)	100	(26)	100	(32)	100	(24)	100	(80)
School Problems														
Little or No Improvement	00	(0)	00	(0)	14	(1)	04	(1)	06	(2)	14	(3)	07	(5)
Some Improvement	25	(1)	32	(6)	29	(2)	40	(10)	38	(12)	48	(10)	38	(29)
Major Improvement	75	(3)	68	(13)	57	(4)	56	(14)	56	(18)	38	(8)	55	(42)
Column Total	100	(4)	100	(19)	100	(7)	100	(25)	100	(32)	100	(21)	100	(76)
Behavior Problems														
Little or No Improvement	00	(0)	23	(3)	00	(0)	22	(2)	18	(2)	29	(2)	22	(7)
Some Improvement	100	(1)	39	(5)	00	(0)	11	(1)	09	(1)	57	(4)	34	(11)
Major Improvement	00	(0)	39	(5)	100	(2)	67	(6)	73	(8)	14	(1)	44	(14)
Column Total	100	(1)	100	(13)	100	(2)	100	(9)	100	(11)	100	(7)	100	(32)
Family Problems														
Little or No Improvement	00	(0)	45	(9)	14	(1)	28	(7)	25	(8)	43	(9)	41	(9)
Some Improvement	00	(0)	45	(9)	57	(4)	36	(9)	41	(13)	48	(10)	50	(11)
Major Improvement	100	(3)	10	(2)	29	(2)	36	(9)	34	(11)	10	(2)	09	(2)
Column Total	100	(3)	100	(20)	100	(7)	100	(25)	100	(32)	100	(21)	100	(22)
Work Orientation														
Little or No Improvement	00	(0)	13	(1)	14	(1)	00	(0)	05	(1)	26	(5)	14	(7)
Some Improvement	50	(2)	88	(7)	57	(4)	57	(8)	57	(12)	26	(5)	50	(26)
Major Improvement	50	(2)	00	(0)	29	(2)	43	(6)	38	(8)	47	(9)	37	(19)
Column Total	100	(4)	100	(8)	100	(7)	100	(14)	100	(21)	100	(19)	100	(52)

*Represents the NCB Total for Females since there were no Females in Level II.

lower in School and Family problem improvement than were most other females. In summary, females in Community-Based programs experienced more improvement across the areas of Maturity, Family and Work Orientation problems, and slightly less improvement in the area of School problems, when compared to females in NCB programs, although these differences were not statistically significant.

A strategy was developed to link program social climate data (Chapter V) with youngsters' stays in programs (Chapter VI), making it possible to analyse outcomes in the RPS in terms of the type of social climate in the program.[6] Tables VII.19 a and VII.19b display the average improvement scores on the five RPS scales for each social climate type. The types are arranged within the columns in order of average improvement on the particular RPS scale, permitting the examination of patterns in the relationship between social climate and improvement across the five improvement scales. For males, Expressive social climate was strongly related to improvement on all five scales, although there were only ten youngsters in the two Expressive social climate program units. Person-Oriented climates were also related to improvement across all five scales, but not as dramatically as with Expressive programs. Youngsters in Therapeutic programs received only average ratings on the RPS scales. Males in Supportive-Structured environments received below average ratings on all five scales, while those in Acting-Out type programs received below average ratings on Maturity, Behavior, Family and Work Orientation improvement ratings, but an average rating on School Problem improvement. Since only four males experienced disturbed behavior environments in their entry programs, no conclusions should be drawn about the effectiveness of this type.

Of the males for whom entry program descriptive data had been linked with RPS ratings, about 30% had entered program units whose social climate profiles were not classifiable. "Unclassified" is a residual category for a heterogeneous set of profiles that could not be grouped into a type; consequently, these programs were not subjected to these analyses.

The findings for females differed from those for males. Females in Supportive-Structured and Person-Oriented environments were rated above average on Maturity, School and Family problem improvement and average on Behavior and Work-Orientation problems while those in Acting-Out environments scored lowest on all five improvement scales. Expressive programs were much less effective for females than for males; females experiencing this environment had below average improvement on Maturity, average improvement on School and Family problems, and above average improvement in Behavior. Although the pattern of all of these relationships is quite consistent, these findings should be reviewed with some caution because of the small number of females in each program type.

2. Self-Concept Inventory

Self-Concept Inventory change scores are arrayed by Program Category for males in Table VII.20; since these data were available for only ten females, they are not similarly broken out. Change on the five subscales of the SCI was not significantly related to the kind of service which males received as measured by program category and level. Several of the differences between program categories or individual levels which appear in Table VII.20 were counter-balancing; for example, while youngsters in Non-Community-Based programs were more likely than those in Community-Based programs to experience positive change in Self-Esteem (31% to 14%), they were also more likely to experience negative change (27% to 14%), resulting in no significant differences overall.

TABLE VII.19a

RESIDENTIAL PROGRAM SURVEY: IMPROVEMENT SCALES BY
SOCIAL CLIMATE TYPE OF ENTRY PROGRAM FOR MALES

	MALES											
	MATURITY		SCHOOL PROBLEMS		BEHAVIOR PROBLEMS		FAMILY PROBLEMS		WORK ORIENTATION			
	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)		
MORE IMPROVEMENT ↑	Expressive	3.12 .84 (10)	Expressive	3.10 .91 (10)	Expressive	3.54 .78 (8)	Expressive	3.50 1.00 (9)	Expressive	3.50 .76 (7)		
	Person-Oriented	2.65 .79 (29)	Person-Oriented	2.74 .79 (28)	Person-Oriented	2.54 .77 (23)	Person-Oriented	2.58 .85 (18)	Person-Oriented	2.66 .70 (29)		
	Disturbed Behavior	2.59 .83 (4)	Disturbed Behavior	2.58 1.34 (4)	Therapeutic	2.53 .94 (22)	Therapeutic	2.39 .74 (27)	Acting-Out	2.36 .75 (11)		
	Therapeutic	2.53 .81 (38)	Therapeutic	2.56 .75 (37)	Supportive-Structured	2.21 .66 (22)	Acting-Out	2.10 .74 (10)	Therapeutic	2.32 .77 (37)		
	Supportive-Structured	2.38 .75 (32)	Acting-Out	2.56 .80 (12)	Acting-Out	2.11 .50 (6)	Supportive-Structured	2.09 .97 (28)	Supportive-Structured	2.28 .60 (25)		
LESS IMPROVEMENT ↓	Acting-Out	2.36 .75 (14)	Supportive-Structured	2.52 .75 (28)	Disturbed Behavior	1.67 .00 (2)	Disturbed Behavior	1.75 .87 (4)	**	- - (-)		
UNCLASSIFIED SOCIAL CLIMATES		2.65 .91 (50)		2.50 .90 (49)		2.53 .88 (35)		2.23 .88 (48)		2.66 .81 (49)		
TOTAL		2.58 .83 (177)		2.60 .85 (168)		2.50 .85 (118)		2.33 .92 (144)		2.54 .78 (158)		

**Due to missing RPS Improvement Scale scores, Disturbed Behavior social climates are not represented for the Work Orientation scale.

TABLE VII.19b

RESIDENTIAL PROGRAM SURVEY: IMPROVEMENT SCALES BY
SOCIAL CLIMATE TYPE OF ENTRY PROGRAM FOR FEMALES

	F E M A L E S									
	MATURITY		SCHOOL PROBLEMS		BEHAVIOR PROBLEMS		FAMILY PROBLEMS		WORK ORIENTATION	
	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)	Social Climate Program Type	Mean SD (N)
MORE IMPROVEMENT	Supportive-Structured	3.02 .53 (8)	Supportive-Structured	3.17 .47 (8)	Supportive-Structured	3.13 .38 (5)	Person-Oriented	2.50 .71 (2)	Disturbed Behavior	2.75 .35 (2)
	Disturbed Behavior	3.03 1.24 (3)	Person-Oriented	2.84 .23 (2)	Expressive	2.89 1.39 (3)	Supportive-Structured	2.28 .87 (9)	Supportive-Structured	2.25 1.04 (6)
	Person-Oriented	2.72 .16 (2)	Expressive	2.76 .46 (7)	Person-Oriented	2.17 .23 (2)	Disturbed Behavior	2.17 1.26 (3)	Person-Oriented	2.25 .35 (2)
	Expressive	2.21 .73 (7)	Disturbed Behavior	2.44 1.26 (3)	**	- - (-)	Expressive	2.07 .98 (7)	Acting-Out	1.50 .71 (2)
LESS IMPROVEMENT	Acting-Out	2.06 .82 (3)	Acting-Out	2.22 .69 (3)	**	- - (-)	Acting-Out	1.50 .87 (3)	**	- - (-)
UNCLASSIFIED SOCIAL CLIMATES		2.19 .36 (6)		2.78 .66 (6)		1.87 .56 (5)		1.60 .42 (5)		2.33 .26 (6)
TOTAL		2.54 .73 (29)		2.79 .64 (29)		2.53 .86 (15)		2.03 .85 (29)		2.25 .69 (18)

**Due to missing RPS Improvement Scale scores, Disturbed Behavior and Acting-Out social climates are not represented for the Behavior Problems scale and Expressive social climates are not represented for the Work Orientation scale.

TABLE VII.20

SELF-CONCEPT INVENTORY: CHANGE SCORES BY PROGRAM LEVEL FOR MALES AND FEMALES FOR YOUNGSTERS TESTED AT INITIAL PROGRAM ENTRY AND AT SIX MONTH FOLLOW-UP

	MALES																	
	Secure Level I		NCB Level II		NCB Level IV		Non-Community-Based Total		CB Level V		CB Level VI		Community-Based Total		Total Males		Total Females*	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
SELF-CONCEPT CHANGE SCORES*:																		
Extent of Self-Labeling as "Bad" (Justice Label)																		
Negative Change	20	(2)	13	(3)	23	(11)	20	(14)	00	(0)	22	(4)	19	(4)	20	(20)	30	(3)
No Change	50	(5)	78	(18)	56	(27)	63	(45)	100	(3)	50	(9)	57	(12)	61	(62)	50	(5)
Positive Change	30	(3)	09	(2)	21	(10)	17	(12)	00	(0)	28	(5)	24	(5)	20	(20)	20	(2)
TOTAL	100	(10)	100	(23)	100	(48)	100	(71)	100	(3)	100	(18)	100	(21)	100	(102)	100	(10)
Extent of Self-Labeling as "Sick" (Agency Label)																		
Negative Change	30	(3)	26	(6)	27	(13)	27	(19)	00	(0)	22	(4)	19	(4)	26	(26)	30	(3)
No Change	30	(3)	44	(10)	40	(19)	41	(29)	100	(3)	39	(7)	48	(10)	41	(42)	60	(6)
Positive Change	40	(4)	30	(7)	33	(16)	32	(23)	00	(0)	39	(7)	33	(7)	33	(34)	10	(1)
TOTAL	100	(10)	100	(23)	100	(48)	100	(71)	100	(3)	100	(18)	100	(21)	100	(102)	100	(10)
Extent of Self-Concept as "Conforming"																		
Negative Change	30	(3)	30	(7)	23	(11)	25	(18)	00	(0)	24	(4)	20	(4)	25	(25)	30	(3)
No Change	20	(2)	48	(11)	58	(28)	55	(39)	67	(2)	41	(7)	45	(9)	50	(50)	50	(5)
Positive Change	50	(5)	22	(5)	19	(9)	20	(14)	33	(1)	35	(6)	35	(7)	26	(26)	20	(2)
TOTAL	100	(10)	100	(23)	100	(48)	100	(71)	100	(3)	100	(17)	100	(20)	100	(101)	100	(10)
Self-Esteem																		
Negative Change	30	(3)	22	(5)	29	(14)	27	(19)	00	(0)	17	(3)	14	(3)	25	(25)	30	(3)
No Change	20	(2)	39	(9)	44	(21)	42	(30)	100	(3)	67	(12)	71	(15)	46	(47)	70	(7)
Positive Change	50	(5)	39	(9)	27	(13)	31	(22)	00	(0)	17	(3)	14	(3)	29	(30)	00	(0)
TOTAL	100	(10)	100	(23)	100	(48)	100	(71)	100	(3)	100	(18)	100	(21)	100	(102)	100	(10)
Work-Relevant Attitudes																		
Negative Change	33	(3)	22	(5)	29	(14)	27	(19)	33	(1)	28	(5)	29	(6)	28	(28)	70	(7)
No Change	56	(5)	52	(12)	48	(23)	49	(35)	33	(1)	50	(9)	48	(10)	50	(50)	30	(3)
Positive Change	11	(1)	26	(6)	23	(11)	24	(17)	33	(1)	22	(4)	24	(5)	23	(23)	00	(0)
TOTAL	100	(9)	100	(23)	100	(48)	100	(71)	100	(3)	100	(18)	100	(21)	100	(101)	100	(10)

*Since data were available for only 10 females, they are not arrayed by level.

3. Youth Service Team Survey

Youth Service Team Surveys (YSTS) were completed near the end of the cohort tracking period for those youngsters on Aftercare/Counseling or who were discharged. Hence, assessments of youngsters' status after completion of certain patterns of movement (as outlined in the preceding Chapter) were available for many of those who were released after various residential patterns or who were serviced in non-residential programs only. (See Chapter III for further details regarding the YSTS sample.) As documented in Chapter VI, many youngsters having residential placements remained in program at the end of tracking and so were inappropriate for YSTS follow-up. In this subsection, youngster outcomes, as captured by the YSTS, are compared across the various types of movement patterns in an effort to assess the effectiveness of various modes (patterns) of service delivery. (In the next Chapter, refinements to these analyses are made to control for various youngster characteristics which have been shown to be related to YSTS outcomes.) However, since all youngsters were not assessed with the YSTS, sampling difficulties inhibit the analysis of YSTS outcomes for certain movement patterns. Incremental and Mixed patterns were those most likely to have youngsters remaining in program (64% and 60%, respectively) and consequently were those most underrepresented in the YSTS analyses. Foster Care Only, Single-Stay, Straight, and Transitional patterns were those in which the majority of youngsters had been released from residential program by the end of cohort tracking. With the exception of Straight patterns, the sample of youngsters upon which the following analyses are based represents at least two-thirds of those released for each of these patterns. Hence, the findings relating to Foster Care Only, Single-Stay, Transitional patterns and Non-Residential Services are those in which the most confidence can be placed. On the other hand, findings relating to Incremental and Mixed patterns represent only a small percentage of all cohort youngsters experiencing what type of movement through Division programs and must be interpreted with caution. Findings for two remaining movement patterns, Re-Entry and Straight patterns, are based upon about half of those released and represent suggestive rather than conclusive findings. Counseling Preceding Residential Stay patterns were too few in number to be analysed although they are presented in the accompanying tables.

Since males and females have been shown to differ substantially, both on the types of movement experienced and on YSTS outcomes, analyses were conducted on each of the sexes separately. Because females made up less than one-fourth of the entire Study population, the number available for analysis presents further problems in certain instances. Straight, Mixed, and Counseling Preceding Residential Stay patterns could not be analysed because only one or two females in each of these patterns were assessed with the YSTS. Findings related to Re-Entry and Transitional patterns for females can be taken as suggestive only, and would require further study for confirmation. The remaining movement patterns represent an adequate sampling of females who experienced these patterns.

Tables VII.21a and VII.21b display YSTS outcome characteristics by the various movement patterns for male and female youngsters separately. Regarding the residential status of male youngsters at the time of YSTS assessment, two-thirds of all males were living with their families. This proportion was slightly higher for youngsters who had experienced Single-Stay patterns (75%) and was quite low for those in Foster Care Only patterns (35%). Over 40% of the Foster Care Only males were living either alone or with friends. Four of the 15 males (27%) having Straight patterns of movement were in correctional facilities at the time of YSTS follow-up, a significantly greater percentage than for any other movement pattern. Girls served in Non-Residential

TABLE VII.21a

YOUTH SERVICE TEAM SURVEY: STATUS OF YOUNGSTERS BY SEX AND MOVEMENT PATTERNS
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	MALES																	
	RESIDENTIAL STAYS														TOTAL ALL RESIDENTIAL SERVICES		NON-RESIDENTIAL SERVICES	
	SINGLE STAYS		TRANSITIONAL PATTERNS		STRAIGHT PATTERNS		INCREMENTAL PATTERNS		MIXED PATTERNS		FOSTER CARE ONLY		RE-ENTRY PATTERNS		COUNSELING FIRST PATTERN			
STATUS OF COHORT YOUNGSTER:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Residential Status																		
Living with Family	75	(131)	68	(17)	67	(10)	80	(8)	80	(4)	35	(12)	50	(5)	67	(4)	68	(191)	67	(29)
Living with Friends	03	(5)	04	(1)	00	(0)	00	(0)	00	(0)	12	(4)	10	(1)	0.	(0)	04	(11)	00	(0)
Living Alone	03	(6)	12	(3)	07	(1)	10	(1)	00	(0)	29	(10)	10	(1)	17	(1)	08	(23)	09	(4)
In Private Facility	01	(2)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	01	(2)	05	(2)
Correctional Facility	11	(20)	08	(2)	27	(4)	10	(1)	20	(1)	12	(4)	10	(1)	00	(0)	12	(33)	07	(3)
Other	06	(11)	08	(2)	00	(0)	00	(0)	00	(0)	12	(4)	20	(2)	17	(1)	07	(20)	12	(5)
TOTAL	100	(175)	100	(25)	100	(15)	100	(10)	100	(5)	100	(34)	100	(10)	100	(6)	100	(280)	100	(43)
Self-Esteem																		
Not a Problem	25	(43)	20	(5)	13	(2)	18	(2)	40	(2)	10	(4)	31	(4)	20	(1)	22	(63)	31	(12)
Not Serious Problem	30	(51)	36	(9)	38	(6)	27	(3)	60	(3)	26	(10)	15	(2)	00	(0)	30	(84)	26	(10)
Somewhat Serious Problem	27	(46)	28	(7)	44	(7)	27	(3)	00	(0)	39	(15)	23	(3)	80	(4)	30	(85)	33	(13)
Extremely Serious Problem	17	(29)	16	(4)	06	(1)	27	(3)	00	(0)	26	(10)	31	(4)	00	(0)	18	(51)	10	(4)
TOTAL	100	(169)	100	(25)	100	(16)	100	(11)	100	(5)	100	(39)	100	(13)	100	(5)	100	(283)	100	(39)
School Attendance																		
Academic Program	26	(40)	13	(3)	20	(3)	18	(2)	20	(1)	03	(1)	08	(1)	17	(1)	20	(52)	34	(14)
Vocational Program	06	(10)	09	(2)	13	(2)	00	(0)	00	(0)	07	(2)	00	(0)	17	(1)	07	(17)	10	(4)
College Level	01	(1)	00	(0)	00	(0)	00	(0)	00	(0)	07	(2)	08	(1)	00	(0)	02	(4)	02	(1)
Other	03	(5)	04	(1)	13	(2)	00	(0)	00	(0)	00	(0)	00	(0)	17	(1)	05	(12)	10	(4)
Not Attending	64	(101)	74	(17)	53	(8)	82	(9)	80	(4)	73	(22)	85	(11)	50	(3)	67	(175)	44	(18)
TOTAL	100	(157)	100	(23)	100	(15)	100	(11)	100	(5)	100	(30)	100	(13)	100	(6)	100	(260)	100	(41)
Employment Status																		
Employed	31	(47)	32	(8)	43	(6)	10	(1)	00	(0)	29	(10)	33	(4)	20	(1)	30	(77)	32	(12)
Not Employed	69	(106)	68	(17)	57	(8)	90	(9)	100	(5)	70	(24)	67	(8)	80	(4)	70	(181)	68	(25)
TOTAL	100	(153)	100	(25)	100	(14)	100	(10)	100	(5)	100	(34)	100	(12)	100	(5)	100	(258)	100	(37)
Attitude Toward Work																		
Not a Problem	38	(61)	31	(8)	36	(5)	27	(3)	20	(1)	28	(10)	54	(7)	60	(3)	36	(98)	44	(16)
Not Serious Problem	28	(46)	27	(7)	29	(4)	18	(2)	60	(3)	22	(8)	08	(1)	00	(0)	26	(71)	28	(10)
Somewhat Serious Problem	19	(31)	19	(5)	29	(4)	46	(5)	00	(0)	31	(11)	08	(1)	40	(2)	22	(59)	22	(8)
Extremely Serious Problem	15	(24)	23	(6)	07	(1)	09	(1)	20	(1)	19	(7)	31	(4)	00	(0)	16	(44)	06	(2)
TOTAL	100	(162)	100	(26)	100	(14)	100	(11)	100	(5)	100	(36)	100	(13)	100	(5)	100	(272)	100	(36)
Delinquent Behavior																		
Not a Problem	37	(62)	35	(9)	44	(7)	27	(3)	20	(1)	35	(13)	23	(3)	40	(2)	35	(100)	46	(17)
Not Serious Problem	27	(46)	27	(7)	06	(1)	27	(3)	40	(2)	30	(11)	23	(3)	40	(2)	27	(75)	24	(9)
Somewhat Serious Problem	17	(28)	23	(6)	31	(5)	27	(3)	00	(0)	19	(7)	15	(2)	20	(1)	18	(52)	14	(5)
Extremely Serious Problem	20	(33)	15	(4)	19	(3)	18	(2)	40	(2)	16	(6)	39	(5)	00	(0)	20	(55)	16	(6)
TOTAL	100	(169)	100	(26)	100	(16)	100	(11)	100	(5)	100	(37)	100	(13)	100	(5)	100	(282)	100	(37)
Arrest Status																		
No Arrests	60	(103)	63	(17)	60	(9)	46	(5)	40	(2)	51	(20)	39	(5)	50	(3)	57	(164)	76	(30)
One Arrest	27	(46)	22	(6)	33	(5)	18	(2)	20	(1)	23	(9)	23	(3)	50	(3)	26	(75)	16	(8)
Two Arrests	11	(19)	15	(4)	00	(0)	27	(3)	20	(1)	21	(8)	08	(1)	00	(0)	12	(36)	04	(2)
Three Arrests	02	(3)	00	(0)	00	(0)	09	(1)	20	(1)	03	(1)	08	(1)	00	(0)	02	(7)	04	(2)
Four or More Arrests	01	(2)	00	(0)	07	(1)	00	(0)	00	(0)	03	(1)	23	(3)	00	(0)	02	(7)	00	(0)
TOTAL	100	(173)	100	(27)	100	(15)	100	(11)	100	(5)	100	(39)	100	(13)	100	(6)	100	(289)	100	(50)

TABLE VII.21b

YOUTH SERVICE TEAM SURVEY: STATUS OF YOUNGSTERS BY SEX AND MOVEMENT PATTERNS
FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	F E M A L E S																			
	RESIDENTIAL STAYS																TOTAL ALL RESIDENTIAL SERVICES		NON-RESIDENTIAL SERVICES	
	SINGLE STAYS		TRANSITIONAL PATTERNS		STRAIGHT PATTERNS		INCREMENTAL PATTERNS		MIXED PATTERNS		FOSTER CARE ONLY		RE-ENTRY PATTERNS		COUNSELING FIRST PATTERN					
STATUS OF COHORT YOUNGSTER:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Residential Status																				
Living with Family	59	(23)	83	(5)	50	(1)	38	(3)	100	(2)	42	(8)	17	(1)	100	(1)	53	(44)	83	(29)
Living with Friends	10	(4)	00	(0)	00	(0)	38	(3)	00	(0)	16	(3)	33	(2)	00	(0)	14	(12)	03	(1)
Living Alone	21	(8)	00	(0)	50	(1)	25	(2)	00	(0)	37	(7)	17	(1)	00	(0)	23	(19)	11	(4)
In Private Facility	03	(1)	00	(0)	00	(0)	00	(0)	00	(0)	05	(1)	17	(1)	00	(0)	04	(3)	03	(1)
Other	08	(3)	17	(1)	00	(0)	00	(0)	00	(0)	00	(0)	17	(1)	00	(0)	06	(5)	00	(0)
Total	100	(39)	100	(6)	100	(2)	100	(8)	100	(2)	100	(19)	100	(6)	100	(1)	100	(83)	100	(35)
Self-Esteem																				
Not a Problem	23	(10)	33	(2)	50	(1)	56	(5)	00	(0)	19	(3)	14	(1)	00	(0)	25	(22)	58	(19)
Not Serious Problem	25	(11)	17	(1)	50	(1)	11	(1)	50	(1)	56	(9)	29	(2)	00	(0)	30	(26)	33	(11)
Somewhat Serious Problem	32	(14)	50	(3)	00	(0)	22	(2)	50	(1)	13	(2)	14	(1)	100	(1)	28	(24)	03	(1)
Extremely Serious Problem	21	(9)	00	(0)	00	(0)	11	(1)	00	(0)	13	(2)	43	(3)	00	(0)	17	(15)	06	(2)
Total	100	(44)	100	(6)	100	(2)	100	(9)	100	(2)	100	(16)	100	(7)	100	(1)	100	(87)	100	(33)
School Attendance																				
Academic Program	26	(10)	40	(2)	00	(0)	13	(1)	50	(1)	29	(4)	17	(1)	100	(1)	26	(20)	56	(18)
Vocational Program	03	(1)	00	(0)	50	(1)	13	(1)	00	(0)	07	(1)	00	(0)	00	(0)	05	(4)	03	(1)
College Level	03	(1)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	01	(1)	13	(4)
Other	03	(1)	40	(2)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	04	(3)	03	(1)
Not Attending	67	(26)	20	(1)	50	(1)	75	(6)	50	(1)	64	(9)	83	(5)	00	(0)	64	(49)	25	(8)
Total	100	(39)	100	(5)	100	(2)	100	(8)	100	(2)	100	(14)	100	(6)	100	(1)	100	(77)	100	(32)
Employment Status																				
Employed	08	(3)	00	(0)	00	(0)	43	(3)	00	(0)	21	(3)	33	(2)	00	(0)	15	(11)	37	(11)
Not Employed	92	(34)	100	(3)	100	(2)	57	(4)	100	(2)	79	(11)	67	(4)	100	(1)	85	(61)	63	(19)
Total	100	(37)	100	(3)	100	(2)	100	(7)	100	(2)	100	(14)	100	(6)	100	(1)	100	(72)	100	(30)
Attitude Toward Work																				
Not a Problem	28	(12)	20	(1)	100	(2)	50	(4)	50	(1)	40	(6)	43	(3)	00	(0)	35	(29)	61	(19)
Not Serious Problem	40	(17)	40	(2)	00	(0)	25	(2)	00	(0)	20	(3)	14	(1)	00	(0)	30	(25)	26	(8)
Somewhat Serious Problem	16	(7)	20	(1)	00	(0)	13	(1)	00	(0)	20	(3)	43	(3)	100	(1)	19	(16)	03	(1)
Extremely Serious Problem	16	(7)	20	(1)	00	(0)	13	(1)	50	(1)	20	(3)	00	(0)	00	(0)	16	(13)	10	(3)
Total	100	(43)	100	(5)	100	(2)	100	(8)	100	(2)	100	(15)	100	(7)	100	(1)	100	(83)	100	(31)
Delinquent Behavior																				
Not a Problem	62	(26)	67	(4)	100	(2)	67	(6)	50	(1)	80	(12)	57	(4)	100	(1)	67	(56)	82	(27)
Not Serious Problem	24	(10)	17	(1)	00	(0)	33	(3)	50	(1)	07	(1)	14	(1)	00	(0)	20	(17)	15	(5)
Somewhat Serious Problem	10	(4)	00	(0)	00	(0)	00	(0)	00	(0)	13	(2)	14	(1)	00	(0)	08	(7)	00	(0)
Extremely Serious Problem	05	(2)	17	(1)	00	(0)	00	(0)	00	(0)	00	(0)	14	(1)	00	(0)	05	(4)	03	(1)
Total	100	(42)	100	(6)	100	(2)	100	(9)	100	(2)	100	(15)	100	(7)	100	(1)	100	(84)	100	(33)
Arrest Status																				
No Arrests	80	(35)	83	(5)	100	(2)	100	(8)	50	(1)	88	(14)	86	(6)	100	(1)	84	(72)	97	(31)
One Arrest	16	(7)	17	(1)	00	(0)	00	(0)	50	(1)	13	(2)	14	(1)	00	(0)	14	(12)	00	(0)
Two Arrests	02	(1)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	01	(1)	03	(1)
Four or More Arrests	02	(1)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	00	(0)	01	(1)	00	(0)
Total	100	(44)	100	(6)	100	(2)	100	(8)	100	(2)	100	(16)	100	(7)	100	(1)	100	(86)	100	(32)

Services were more frequently living with their families at the time of YSTS follow-up than were those serviced by residential programs (83% versus 53%). On the other hand, only one of six girls (17%) having Re-Entry patterns were living with their families. As was true for males, females having Foster Care Only patterns were often living alone (37%) or with friends (16%).

Male youngsters experiencing Foster Care placements as their only residential service during the tracking period experienced significantly more serious problems with self-esteem than youngsters in other residential patterns; 64% were judged to have somewhat or extremely serious problems with self-esteem.

Regarding school attendance, males in Non-Residential Services were more likely to have been in school than those involved in some residential programming (56% versus 33%). Among the residential patterns, some differences regarding school attendance were found but none proved to be statistically significant; however, those in Straight patterns were more likely (47%), and those in Re-Entry patterns were less likely (15%) to be in school than other residentially serviced male youngsters. No major differences were found among various patterns of service regarding either employment status or attitude toward work for males. As with males, females serviced Non-Residentially were more likely to be attending school (75%) than were youngsters serviced in residential programs (36% overall). Among residential patterns, the largest percentage attending a school program was for Transitional patterns (80%). Some differences were found for females regarding Employment Status; non-residential females and females having Incremental patterns were more often employed (43% and 37%, respectively) than others, and those in Single-Stay patterns were least likely to be employed (only 8%).

While no significant differences were found among movement patterns on the YST ratings of Delinquent Behavior, certain trends (those toward more serious problems with delinquent behavior for males in Re-Entry patterns and toward fewer problems for Non-Residential males) were confirmed using YSTS arrest status data. Only 24% of the males in Non-Residential Services, compared with 40% for those in residential patterns generally, had been arrested, while 61% of male youngsters experiencing Re-Entry patterns had been arrested, including 39% who had been arrested more than once (according to the YST worker).

Tables VII.22a and VII.22b present the Youngster Problem Scale scores derived from YST ratings for males and females distributed among the various patterns of movement. Family relations were judged to be much less of a problem for males serviced through Non-Residential programs. However, those having Foster Care Only patterns were most often rated as having serious Family Problems (71%), an extremely high percentage by comparison with ratings for any other residential pattern.

As was the case with school attendance, few differences were found among movement patterns for males regarding the educational problems scale. However, fifty-five percent of those having Re-Entry patterns were rated as having serious educational problems, a finding which fits with the low attendance rate (15%) mentioned earlier for these youngsters. Males experiencing only one residential program during their stay with the Division (Single-Stay patterns) were rated as having significantly less serious problems regarding employment than those in other residential patterns, although the ratings of attitude toward work and employment status (Table VII.21a) showed no such difference.

TABLE VII.22a

YOUTH SERVICE TEAM SURVEY: YOUNGSTER PROBLEM SCALES
BY SEX AND MOVEMENT PATTERNS FOR YOUNGSTERS
IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	M A L E S															
	RESIDENTIAL STAYS															
	SINGLE STAYS		TRANSITIONAL PATTERNS		STRAIGHT PATTERNS		INCREMENTAL PATTERNS		MIXED PATTERNS		FOSTER CARE ONLY		RE-ENTRY PATTERNS		COUNSELING FIRST PATTERN		TOTAL ALL RESIDENTIAL SERVICES		NON-RESIDENTIAL SERVICE	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
YOUNGSTER PROBLEM SCALES:																				
Family Problems																				
No problem/minor problems	28	(46)	05	(1)	27	(3)	18	(2)	50	(2)	14	(4)	00	(0)	20	(1)	23	(59)	47	(14)
Some problems	41	(66)	57	(12)	46	(5)	55	(6)	50	(2)	14	(4)	55	(6)	20	(1)	40	(102)	30	(9)
Serious problems	31	(50)	38	(8)	27	(3)	27	(3)	00	(0)	71	(20)	46	(5)	60	(3)	36	(92)	23	(7)
Total	100	(162)	100	(21)	100	(11)	100	(11)	100	(4)	100	(28)	100	(11)	100	(5)	100	(253)	100	(30)
Educational Problems																				
No problem/minor problems	32	(42)	33	(6)	40	(4)	13	(1)	33	(1)	27	(7)	27	(3)	33	(1)	31	(65)	22	(7)
Some problems	38	(50)	50	(9)	20	(2)	50	(4)	67	(2)	35	(9)	18	(2)	67	(2)	38	(80)	38	(12)
Serious problems	30	(39)	17	(3)	40	(4)	38	(3)	00	(0)	39	(10)	55	(6)	00	(0)	31	(65)	41	(13)
Total	100	(131)	100	(18)	100	(10)	100	(8)	100	(3)	100	(26)	100	(11)	100	(3)	100	(210)	100	(32)
Employment Problems																				
No problem/minor problems	38	(56)	15	(4)	31	(4)	18	(2)	20	(1)	18	(6)	39	(5)	40	(2)	31	(80)	33	(11)
Some problems	37	(54)	42	(11)	15	(2)	18	(2)	60	(3)	38	(13)	15	(2)	20	(1)	38	(88)	33	(11)
Serious problems	26	(38)	42	(11)	54	(7)	64	(7)	20	(1)	44	(15)	46	(6)	40	(2)	34	(87)	33	(11)
Total	100	(148)	100	(26)	100	(13)	100	(11)	100	(5)	100	(34)	100	(13)	100	(5)	100	(255)	100	(33)

TABLE VII.22b

YOUTH SERVICE TEAM SURVEY: YOUNGSTER PROBLEM SCALES
BY SEX AND MOVEMENT PATTERNS FOR YOUNGSTERS
IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	F E M A L E S																	
	RESIDENTIAL STAYS														TOTAL ALL RESIDENTIAL SERVICES		NON-RESIDENTIAL SERVICE	
	SINGLE STAYS		TRANSITIONAL PATTERNS		STRAIGHT PATTERNS		INCREMENTAL PATTERNS		MIXED PATTERNS		FOSTER CARE ONLY		RE-ENTRY PATTERNS		COUNSELING FIRST PATTERN			
YOUNGSTER PROBLEM SCALES:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Family Problems																		
No problem/minor problems	43	(15)	17	(1)	50	(1)	29	(2)	00	(0)	33	(4)	00	(0)	00	(0)	34	(23)	70	(21)
Some problems	26	(9)	50	(3)	50	(1)	43	(3)	100	(1)	25	(3)	00	(0)	100	(1)	31	(21)	17	(5)
Serious problems	31	(11)	33	(2)	00	(0)	29	(2)	00	(0)	42	(5)	100	(4)	00	(0)	35	(24)	13	(4)
Total	100	(35)	100	(6)	100	(2)	100	(7)	100	(1)	100	(12)	100	(4)	100	(1)	100	(68)	100	(30)
Educational Problems																		
No problem/minor problems	50	(15)	50	(3)	00	(0)	38	(3)	100	(1)	42	(5)	00	(0)	00	(0)	42	(27)	67	(18)
Some problems	27	(8)	33	(2)	100	(2)	38	(3)	00	(0)	33	(4)	80	(4)	100	(1)	37	(24)	26	(7)
Serious problems	23	(7)	17	(1)	00	(0)	25	(2)	00	(0)	25	(3)	20	(1)	00	(0)	22	(14)	07	(2)
Total	100	(30)	100	(6)	100	(2)	100	(8)	100	(1)	100	(12)	100	(5)	100	(1)	100	(65)	100	(27)
Employment Problems																		
No problem/minor problems	36	(15)	33	(1)	50	(1)	57	(4)	50	(1)	46	(6)	25	(1)	00	(0)	39	(29)	43	(13)
Some problems	43	(18)	33	(1)	50	(1)	14	(1)	00	(0)	00	(0)	75	(3)	00	(0)	32	(24)	40	(12)
Serious problems	21	(9)	33	(1)	00	(0)	29	(2)	50	(1)	54	(7)	00	(0)	100	(1)	28	(21)	17	(5)
Total	100	(42)	100	(3)	100	(2)	100	(7)	100	(2)	100	(13)	100	(4)	100	(1)	100	(74)	100	(30)

Regarding the YSTS problem ratings for females, youngsters serviced in Non-Residential programs were more often rated as not having problems or having less serious problems than those who were involved in residential stays; these findings held for self-esteem, attitude toward work, delinquent behavior, and the family and educational problem scales. For female youngsters, residential patterns did not significantly differ from one another in these problem rating areas.

Although the sample of males having experienced Incremental patterns was small, large differences were found between this and other residential patterns suggesting fairly serious problems faced by these youngsters in the areas of education, employment, and offense behavior (as measured by arrests). Since Incremental patterns were under-represented in these analyses, further study of these youngsters would be needed to confirm these differences.

Youngsters having experienced Single-Stay patterns have been shown to differ from those in other residential patterns along several dimensions. For males, they were more likely to be living with their families, had less serious problems with Family Relations, were slightly less likely to be arrested, and had less severe Employment Problems. For females, only one significant difference was noted for Single-Stay patterns: a lower percentage (08%) were employed. The relatively large number of youngsters in Single-Stay patterns coupled with their fair representation in the YSTS sample allows a more detailed examination of this movement pattern grouping. Specifically, analyses can be conducted regarding the impacts of the length of stay in program and the category of program experienced (Community-Based vs. Non-Community-Based).

Tables VII.23 and VII.24 depict the relationships between length of stay and YSTS outcome characteristics for males and females having Single-Stay patterns. For males, there were significant differences among the length of stay groupings for all YSTS outcomes except School Attendance and Employment Status. Specifically, males in program for six months or more were more likely to be living with their families and less likely to be in a state or local correctional facility. Males in program less than three months were rated as having more serious problems regarding Self-Esteem, Attitude Toward Work, and Delinquent Behavior (Table VII.23) and were judged to have significantly more serious problems in the areas of family relations, education, and employment as captured by the Youngster Problem Scales (Table VII.24). Males in program for shorter periods of time were also more likely to have been arrested. However, the arrest phenomenon is complicated by the question of being at risk (this holds in a similar fashion for the likelihood of being incarcerated). Those in program for longer periods of time would have had less unsupervised exposure in the community and, possibly, less chance for arrest. Differential risk periods are controlled within the next subsection of this chapter and will provide a better understanding of the relationship between program variables and arrest than can be offered using YSTS data.[7]

Similar relationships, or at least trends in the same directions, were found for females as were found for males, though there were too few females in the 1-3 month category to assess whether those staying for this length of time were similar or different from females staying for shorter or longer periods of time. Those who stayed in program for less than one month were more frequently rated as having serious problems in all rated areas than were those staying at least three months. As with males, females with longer stays were more likely to be residing with their families, and residential stays of six months or more were somewhat more often in school and more often employed than either of the other length of stay groupings.

TABLE VII.23

YOUTH SERVICE TEAM SURVEY: STATUS OF YOUNGSTERS BY SEX AND LENGTH OF RESIDENTIAL PROGRAM STAY FOR SINGLE-STAY PATTERNS FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	MALES												FEMALES											
	LENGTH OF SINGLE RESIDENTIAL STAY												LENGTH OF SINGLE RESIDENTIAL STAY											
	Less Than 1 Month		1-3 Months		3-6 Months		6-12 Months		12 or More Months		Total		Less Than 1 Month		1-3 Months		3-6 Months		6-12 Months		12 or More Months		Total	
STATUS OF COHORT YOUNGSTER:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Residential Status																								
Living with Family	53	(10)	63	(12)	61	(20)	84	(67)	92	(22)	75	(131)	25	(3)	67	(2)	63	(5)	87	(13)	00	(0)	59	(23)
Living with Friends	05	(1)	00	(0)	00	(0)	03	(2)	08	(2)	03	(5)	17	(2)	00	(0)	13	(1)	00	(0)	100	(1)	10	(4)
Living Alone	00	(0)	05	(1)	12	(4)	01	(1)	00	(0)	03	(6)	25	(3)	33	(1)	25	(2)	13	(2)	00	(0)	21	(8)
In Private Facility	00	(0)	11	(2)	00	(0)	00	(0)	00	(0)	01	(2)	08	(1)	00	(0)	00	(0)	00	(0)	00	(0)	03	(1)
Correctional Facility	26	(5)	11	(2)	18	(6)	09	(7)	00	(0)	11	(20)	--	(-)	--	(-)	--	(-)	--	(-)	--	(-)	--	(-)
Other	16	(3)	11	(2)	09	(3)	04	(3)	00	(0)	06	(11)	25	(3)	00	(0)	00	(0)	00	(0)	00	(0)	08	(3)
TOTAL	100	(19)	100	(19)	100	(33)	100	(80)	100	(24)	100	(175)	100	(12)	100	(3)	100	(8)	100	(15)	100	(1)	100	(39)
Self-Esteem																								
Not a Problem	16	(3)	10	(2)	23	(7)	32	(24)	29	(7)	25	(43)	13	(2)	00	(0)	27	(3)	33	(5)	00	(0)	23	(10)
Not Serious Problem	21	(4)	05	(1)	29	(9)	35	(26)	46	(11)	30	(51)	07	(1)	00	(0)	36	(4)	33	(5)	100	(1)	25	(11)
Somewhat Serious Problem	26	(5)	50	(10)	23	(7)	28	(21)	13	(3)	27	(46)	47	(7)	00	(0)	36	(4)	20	(3)	00	(0)	32	(14)
Extremely Serious Problem	37	(7)	35	(7)	26	(8)	05	(4)	13	(3)	17	(29)	33	(5)	100	(2)	00	(0)	13	(2)	00	(0)	21	(9)
TOTAL	100	(19)	100	(20)	100	(31)	100	(75)	100	(24)	100	(169)	100	(15)	100	(2)	100	(11)	100	(15)	100	(1)	100	(44)
School Attendance																								
Academic Program	31	(5)	11	(2)	17	(5)	29	(20)	33	(8)	26	(40)	08	(1)	00	(0)	22	(2)	47	(7)	00	(0)	26	(10)
Vocational Program	06	(1)	00	(0)	07	(2)	07	(5)	08	(2)	06	(10)	00	(0)	00	(0)	00	(0)	07	(1)	00	(0)	03	(1)
College Level	00	(0)	00	(0)	00	(0)	01	(1)	00	(0)	01	(1)	00	(0)	00	(0)	00	(0)	00	(0)	100	(1)	03	(1)
Other	06	(1)	11	(2)	00	(0)	03	(2)	00	(0)	03	(5)	08	(1)	00	(0)	00	(0)	00	(0)	00	(0)	03	(1)
Not Attending	56	(9)	78	(14)	76	(22)	60	(42)	58	(14)	64	(101)	83	(10)	100	(2)	78	(7)	47	(7)	00	(0)	67	(26)
TOTAL	100	(16)	100	(18)	100	(29)	100	(70)	100	(24)	100	(157)	100	(12)	100	(2)	100	(9)	100	(15)	100	(1)	100	(39)
Employment Status																								
Employed	21	(3)	27	(4)	36	(10)	31	(22)	33	(8)	31	(47)	00	(0)	00	(0)	00	(0)	20	(3)	00	(0)	08	(3)
Not Employed	79	(11)	73	(11)	64	(18)	69	(50)	67	(16)	69	(106)	100	(11)	100	(2)	100	(8)	80	(12)	100	(1)	92	(34)
TOTAL	100	(14)	100	(15)	100	(28)	100	(72)	100	(24)	100	(153)	100	(11)	100	(2)	100	(8)	100	(15)	100	(1)	100	(37)
Attitude Toward Work																								
Not a Problem	06	(1)	10	(2)	38	(11)	49	(36)	48	(11)	38	(61)	13	(2)	50	(1)	10	(1)	47	(7)	100	(1)	28	(12)
Not Serious Problem	19	(3)	10	(2)	35	(10)	30	(22)	39	(9)	28	(46)	27	(4)	00	(0)	60	(6)	47	(7)	00	(0)	40	(17)
Somewhat Serious Problem	44	(7)	45	(9)	10	(3)	15	(11)	04	(1)	19	(31)	27	(4)	50	(1)	20	(2)	00	(0)	00	(0)	16	(7)
Extremely Serious Problem	31	(5)	35	(7)	17	(5)	07	(5)	09	(2)	15	(24)	33	(5)	00	(0)	10	(1)	07	(1)	00	(0)	16	(7)
TOTAL	100	(16)	100	(20)	100	(29)	100	(74)	100	(23)	100	(162)	100	(15)	100	(2)	100	(10)	100	(15)	100	(1)	100	(43)
Delinquent Behavior																								
Not a Problem	15	(3)	15	(3)	48	(14)	40	(30)	50	(12)	37	(62)	43	(6)	50	(1)	73	(8)	71	(10)	100	(1)	62	(26)
Not Serious Problem	30	(6)	25	(5)	17	(5)	29	(22)	33	(8)	27	(46)	29	(4)	00	(0)	27	(3)	21	(3)	00	(0)	24	(10)
Somewhat Serious Problem	30	(6)	25	(5)	10	(3)	16	(12)	08	(2)	17	(28)	21	(3)	50	(1)	00	(0)	00	(0)	00	(0)	10	(4)
Extremely Serious Problem	25	(5)	35	(7)	24	(7)	16	(12)	08	(2)	20	(33)	07	(1)	00	(0)	00	(0)	07	(1)	00	(0)	05	(2)
TOTAL	100	(20)	100	(20)	100	(29)	100	(76)	100	(24)	100	(169)	100	(14)	100	(2)	100	(11)	100	(14)	100	(1)	100	(42)
Arrest Status																								
No Arrests	44	(8)	45	(9)	53	(18)	65	(50)	75	(18)	60	(103)	53	(8)	100	(2)	100	(11)	87	(13)	100	(1)	80	(35)
One Arrest	22	(4)	40	(8)	38	(13)	21	(16)	21	(5)	27	(46)	40	(6)	00	(0)	00	(0)	07	(1)	00	(0)	16	(7)
Two Arrests	28	(5)	10	(2)	03	(1)	13	(10)	04	(1)	11	(19)	00	(0)	00	(0)	00	(0)	07	(1)	00	(0)	02	(1)
Three Arrests	00	(0)	05	(1)	03	(1)	01	(1)	00	(0)	02	(3)	--	(-)	--	(-)	--	(-)	--	(-)	--	(-)	--	(-)
Four or More Arrests	06	(1)	00	(0)	03	(1)	00	(0)	00	(0)	01	(2)	07	(1)	00	(0)	00	(0)	00	(0)	00	(0)	03	(1)
TOTAL	100	(18)	100	(20)	100	(34)	100	(77)	100	(24)	100	(173)	100	(15)	100	(2)	100	(11)	100	(15)	100	(1)	100	(44)

TABLE VII.24

YOUTH SERVICE TEAM SURVEY: YOUNGSTER PROBLEM SCALES BY SEX AND LENGTH OF RESIDENTIAL PROGRAM STAY FOR SINGLE-STAY PATTERNS FOR YOUNGSTERS IN AFTERCARE OR COUNSELING ON AUGUST 31, 1979

	MALES												FEMALES											
	LENGTH OF SINGLE RESIDENTIAL STAY												LENGTH OF SINGLE RESIDENTIAL STAY											
	Less Than 1 Month		1-3 Months		3-6 Months		6-12 Months		12 or More Months		Total		Less Than 1 Month		1-3 Months		3-6 Months		6-12 Months		12 or More Months		Total	
YOUNGSTER PROBLEM SCALES:	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Family Problems																								
No problem/minor problems	17	(3)	05	(1)	32	(9)	35	(26)	31	(7)	26	(46)	20	(2)	00	(0)	75	(6)	47	(7)	00	(0)	43	(15)
Some problems	22	(4)	42	(8)	43	(12)	42	(31)	48	(11)	41	(66)	30	(3)	100	(1)	13	(1)	27	(4)	00	(0)	26	(9)
Serious problems	61	(11)	53	(10)	25	(7)	23	(17)	22	(5)	31	(50)	50	(5)	00	(0)	13	(1)	27	(4)	100	(1)	31	(11)
Total	100	(18)	100	(19)	100	(28)	100	(74)	100	(23)	100	(162)	100	(10)	100	(1)	100	(8)	100	(15)	100	(1)	100	(35)
Educational Problems																								
No problem/minor problems	25	(3)	05	(1)	31	(8)	42	(23)	39	(7)	32	(42)	25	(2)	50	(1)	63	(5)	55	(6)	100	(1)	50	(15)
Some problems	33	(4)	45	(9)	42	(11)	35	(19)	39	(7)	38	(50)	13	(1)	50	(1)	25	(2)	36	(4)	00	(0)	27	(8)
Serious problems	42	(5)	50	(10)	27	(7)	24	(13)	22	(4)	30	(39)	63	(5)	00	(0)	13	(1)	09	(1)	00	(0)	23	(7)
Total	100	(12)	100	(20)	100	(26)	100	(55)	100	(18)	100	(131)	100	(8)	100	(2)	100	(8)	100	(11)	100	(1)	100	(30)
Employment Problems																								
No problem/minor problems	07	(1)	13	(2)	48	(14)	44	(30)	41	(9)	38	(56)	21	(3)	100	(2)	40	(4)	33	(5)	100	(1)	36	(15)
Some problems	29	(4)	27	(4)	31	(9)	40	(27)	46	(10)	37	(54)	36	(5)	00	(0)	40	(4)	60	(9)	00	(0)	43	(18)
Serious problems	64	(9)	60	(9)	21	(6)	16	(11)	14	(3)	26	(38)	43	(6)	00	(0)	20	(2)	07	(1)	00	(0)	21	(9)
Total	100	(14)	100	(15)	100	(29)	100	(68)	100	(22)	100	(148)	100	(14)	100	(2)	100	(10)	100	(15)	100	(1)	100	(42)

When outcomes were compared between those youngsters whose only stay was in a Non-Community-Based (NCB) program and those whose only stay was in Community-Based (CB) residential programs, few differences were found.[8] For males, a greater percentage of those in NCB programs (42%) than those in CB programs (29%) were reported as having been arrested during the cohort period. As stated previously, this relationship is better controlled in the analyses to follow since the YSTS arrest data are not controlled for at-risk periods or severity of arrest offense. Regarding females in Single-Stay patterns, those having completed CB programs were judged to have significantly more serious problems with Self-Esteem than those having completed NCB programs. Otherwise, no relationships were found in the comparisons of CB and NCB programs regarding YSTS outcomes.

It was shown in subsection B1 of this chapter that youngster improvement as measured by the Residential Program Survey varied across program groupings (especially for males). The findings just presented suggest that, at least across gross program groupings (CB vs. NCB), youngsters' status upon release to aftercare or discharge does not vary for Single-Stay patterns. Several explanations of these seemingly differing findings regarding the influence of program category in shaping outcomes may be offered. The two instruments used, the RPS and YSTS, were intended to measure similar dimensions (e.g., education, behavior, etc.) but with different strategies and at different points in a youngster's period of service. It is conceivable that program category or program level is related to improvement while in program, but does not influence post-program status. As is further explained in the following section, ratings of improvement in program (i.e., RPS) are related to post-program status (i.e., YSTS) for certain dimensions but not others. Hence, the different measurement strategies may partially explain the lack of consensus concerning the impact of program level on outcomes. A more plausible explanation relates to the particular samples on which the differing findings were obtained. The RPS was a much more powerful measure of program impact in that more of the residential study population was rated, youngsters still in program and those released were rated, and certain controls on length of time in program were employed. On the other hand, finding few differences between CB and NCB programs for YSTS outcomes for Single-Stay patterns applies to a much more restricted sample of youngsters. Given the above findings and under ideal circumstances, the examination of the impact of different patterns of movement and patterns of service delivery upon outcomes should be controlled by the categories of programs through which the youngsters moved. However, the application of such controls reduces the numbers of those fitting various conditions (e.g., males having Transitional patterns involving movement from Secure to CB programs) to the point where reliable findings are unattainable. As a result, the findings presented to this point must suffice.

For certain patterns of movement, length of stay in program has been shown to be related to certain outcomes. The relationship between this factor (i.e., length of stay) and the relationships between movement patterns and outcomes is less problematic than the factor of program type, in that very few patterns involving multiple residential stay included youngsters who spent only a short time in residential placement (see Chapter VI, Subsection D2b). Typically, at least one of the residential stays in multiple-stay patterns was three months or more in duration and many had a stay in one program of six months or more. Hence, the effects of the generally negative outcomes for short lengths of stay suggested in the Single-Stay patterns analysis are avoided in most of the other residential patterns.

However, to further examine the effects of length of stay, an indicator of total time spent in all residential programs during the cohort period was computed. For males involved in residential patterns other than Single-Stay patterns (N=118), a trend toward more positive outcomes in all YSTS outcome areas except Employment Problems for those with longer total residential stays was noted; however, the relationships were not generally as strong as was true for Single-Stay patterns. Total time in residential programs was related to living with family after release from program and to less severe problems in family relations for those males involved in residential patterns other than Single-Stays. For the corresponding group of females (N=46), total time in residential placements was significantly related only to attending school after release from program. Length of total residential stay was related to outcome areas in interesting ways for particular subsamples. For females in Foster Care (N=20), longer periods in residence were related both to school attendance and to fewer problems regarding Self-Esteem, while for males having Transitional patterns of movement (N=27), longer periods of residential placement were associated with greater probability of employment after release. These latter findings suggest that length of stay may be affected by other factors (such as the type of movement pattern) which may change the nature of the relationship between length of stay and certain outcomes. Since the relationships with length of stay for Single-Stay patterns can be interpreted with much less ambiguity, it is not surprising that the relationships between length of program stays and outcome areas for Single-Stays are stronger. In conclusion, the finding suggested by the extended analysis of Single-Stay patterns appears to hold for other residential patterns, but less strongly; the status in community of those spending more time in residential programs was generally rated more positively by the responsible aftercare worker.

In summary, differing patterns of movement through DFY residential services did not lead to drastically different outcomes as measured in the preceding analysis. The short-term nature of the follow-up and the reduced Study population available for this analysis both serve to reduce the power of the analytic strategy and, perhaps, to disguise more significant findings which would be uncovered with more extended analysis. However, youngsters having Re-Entry patterns were more likely to encounter difficulties in the area of delinquent/criminal behavior and were rated as having more serious education problems. Males experiencing only Foster Care placements were more likely to be rated as having serious family problems and were less likely to be living with their families at follow-up than were other males. Outcomes in many areas were quite different for those serviced in non-residential programs compared with youngsters receiving residential care. It is apparent that the Non-Residential youngsters were better integrated in their communities and more attached to community institutions. Those not involved in DFY residential care during the tracking period were characterized by better family relations, higher rates of school attendance, fewer problems with delinquent/criminal behavior and, for females only, higher rates of employment. To at least some degree, the greater integration with the community institutional network (i.e., families, schools, etc.) on the part of the Non-Residential Services group was a reason for their being placed in non-residential programs rather than an outcome of them. In a similar way, increased arrest rates and greater involvement in delinquent/criminal behavior for Re-Entry patterns, and family difficulties for Foster Care Only patterns, could be thought to "cause" the pattern of movement (and type of treatment received) rather than be an "effect" of the movement/treatment. To some extent these difficulties (i.e., cause and effect problems) are resolved in the following section where the question of the impact of DFY services is further addressed while controlling for certain pre-intervention characteristics. These analyses offer more sophisticated answers to many of the lingering questions.

TABLE VII.25

SUMMARY OF CRIMINAL HISTORY: MOST SERIOUS ARREST WITHIN 5 MONTHS OF RELEASE FROM RESIDENTIAL PROGRAM BY LEVEL OF FIRST RESIDENTIAL PROGRAM, MOVEMENT TYPE AND SINGLE STAY SUBTYPE FOR MALE YOUNGSTERS WITH TOTAL RESIDENTIAL STAYS OF LESS THAN 9 MONTHS*

	MOST SERIOUS ARREST WITHIN 5 MONTHS OF RELEASE FROM RESIDENTIAL PROGRAMS*									
	No Record		Misdemeanor		Felony D,E		Felony A,B,C		TOTAL	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
TOTAL MALES	72	(107)	08	(12)	12	(18)	07	(11)	100	(148)
Level of First Residential Program										
Secure	100	(1)	00	(0)	00	(0)	00	(0)	100	(1)
Non-Community-Based	73	(48)	08	(5)	14	(9)	06	(4)	100	(66)
Community-Based	74	(36)	08	(4)	12	(6)	06	(3)	100	(49)
Foster Care/Alternative Residential	70	(21)	10	(3)	10	(3)	10	(3)	100	(30)
Voluntary Agency	50	(1)	00	(0)	00	(0)	50	(1)	100	(2)
Movement Type										
Single Stay	74	(75)	10	(10)	11	(11)	05	(5)	100	(101)
Transitional	86	(6)	00	(0)	00	(0)	14	(1)	100	(7)
Straight	67	(4)	00	(0)	33	(2)	00	(0)	100	(6)
Incremental	33	(2)	00	(0)	33	(2)	33	(2)	100	(6)
Mixed	100	(1)	00	(0)	00	(0)	00	(0)	100	(1)
Foster Care	70	(16)	09	(2)	13	(3)	09	(2)	100	(23)
Re-Entry	75	(3)	00	(0)	00	(0)	25	(1)	100	(4)
Counseling First	--	(0)	--	(0)	--	(0)	--	(0)	--	(0)
Single Stay (subtype)	74	(75)	10	(10)	11	(11)	05	(5)	100	(101)
Less than 1 Month	73	(16)	00	(0)	18	(4)	09	(2)	100	(22)
1 - 3 Months	64	(18)	21	(6)	11	(3)	04	(1)	100	(28)
3 - 6 Months	89	(25)	07	(2)	04	(1)	00	(0)	100	(28)
6 - 9 Months	70	(16)	09	(2)	13	(3)	09	(2)	100	(23)
Single Stay/First Admission	74	(36)	08	(4)	12	(6)	06	(3)	100	(49)
Less than 1 Month	71	(10)	00	(0)	21	(3)	07	(1)	100	(14)
1 - 3 Months	67	(10)	20	(3)	07	(1)	07	(1)	100	(15)
3 - 6 Months	91	(10)	09	(1)	00	(0)	00	(0)	100	(11)
6 - 9 Months	67	(6)	00	(0)	22	(2)	11	(1)	100	(9)

*Sample includes only males age 16 or older on December 31, 1978. Youngsters not at risk five full months or more are ignored. Arrests occurring before the beginning of risk or after five months of risk are ignored.

4. Summary of Criminal History

Criminal record searches were obtained from the Division of Criminal Justice Services for Study youngsters who had experienced some residential programming and who were age 16 on or before December 31, 1978. For purposes of assessing the effect of intervention by the Division, the analysis has been restricted to 148 males who had been released from residential programs after less than nine months total residential stay and who had experienced at least five months at risk prior to the end of the tracking period (as explained in the previous subsection). These 148 were those youngsters for whom the major component of intervention had been completed, as measured by residential stay and a period of aftercare.

Table VII.25 displays the most serious arrests occurring within the five-month risk period for the 148 male youngsters, arrayed by level of First Residential Program, Movement Type and Single-Stay subtypes. Level of First Residential Program was not related to arrest within the first five months of release for this sample; differences among the arrest rates for youngsters serviced in Non-Community-Based, Community-Based and Foster Care/Alternative Residential programs were minimal, the rates for each averaging around 27%. In terms of movement pattern type, youngsters who experienced Transitional patterns were the least likely to have been arrested (14%) while those experiencing Incremental and Straight patterns were the most likely (67% and 33%, respectively). Twenty-six percent of those experiencing Single-Stay patterns and 30% of those who were serviced in Foster Care were arrested. The small number of youngsters in the multiple-stay patterns suggests the need for caution in the interpretation of these findings.

Among youngsters in Single-Stay patterns, those in program for three to six months (the middle length of stay category) were less likely to have been arrested within five months of release than were youngsters with shorter stays (less than one month, one to three months) or longer ones (six to nine months). Table VII.25 shows that this relationship persisted when First Admissions were examined.

SUMMARY: Relationships Between Youngster Outcomes and Program Services

In the previous section, the status and characteristics of cohort youngsters at different points in the intervention process were examined by relating outcomes to various program services. In this summary, the findings of these analyses are organized along the dimensions of education, employment/employability, self-esteem and recidivism/behavior. In addition, the relationships among different outcome measures within the same areas are discussed, as well as the findings of multivariate analyses which assessed the relative impact of different program services variables on certain outcomes while controlling for youngster demographic and intake (pre-intervention) characteristics.

1. Education

Three measures were used to assess program impact on youngsters' educational status and attitudes. The Residential Program Survey (RPS) School Problems scale tapped ratings of improvement while in program along the dimensions of attitude, behavior in school, and performance. In the Youth Service Team Survey (YSTS), Aftercare/Counseling workers provided the school status at a point 12-16 months after entry to the Division. The YSTS also yielded a third measure of educational outcomes, the Educational Problems Scale, which involved ratings again across the dimensions of attitudie, behavior, and performance. The YSTS measures included those youngsters involved in non-residential programs and those released to aftercare or discharged following residential placements.

Though intended for different populations of youngsters, the Residential Program Survey and Youth Service Team Survey had overlapping samples allowing for an assessment of how improvement in program related to post-program school status and ratings of problem areas for over one-hundred males and about thirty females. For males, making progress in program (RPS) in education was moderately related with having less serious problems as rated by the YST, but was weakly related to attending a school program at follow-up. However, at follow-up (YSTS), the ratings of Educational Problems were associated with school status such that those in school were rated as having less serious problems. Forty-three percent of those out of school (compared with 21% of those in school) were judged to have serious problems, while 45% of those in school (compared with 18% of those out of school) were judged to have no problems or only minor ones.

For females, on the other hand, there was little relationship between the RPS improvement measure and either of the YSTS education measures. Part of this was due to a lack of variation in the measures; very few girls were rated as making none or only a little

improvement and few were later rated as having serious educational problems. Although not as strong as that for males, being in school was associated with ratings of less serious education problems (YSTS) for females.

In summary, these three measures appeared to tap different aspects of educational outcomes using different measurement strategies although the degree of improvement made by youngsters while in program was negatively related to the severity of problems as rated by the YST worker at follow-up (for males only). However, improvement in the educational area while in program was not especially predictive of post-program school attendance.

Chapter IV described Study youngsters in terms of various intake data including various school-related measures. These intake measures were available for some, but unfortunately not most youngsters for whom outcome data were available. These data allow for the assessment of how intake characteristics affected youngsters' performance in program and post-program outcomes. School Status at intake, Reading and Math Screening scores, and self- and school ratings of academic performance, attitudes, and behavior were the available indicators of pre-intervention educational status, and the correlation coefficients, measuring the degree or strength of association, between these indicators and the outcome measures are presented in Table VII.26.

School status at intake was related to school status at follow-up as expected: those attending school full-time at intake were more likely, and those having dropped out of school less likely, to be in school at follow-up. These were the only relationships which held for females as well as males. For males, self-ratings of academic performance, attitude, and behavior were slightly related to follow-up school status such that those having rated themselves in a more positive fashion at intake were more likely to be in school at follow-up. Ratings of the same dimensions according to the youngsters' school were not so related suggesting that the youngsters' self-definitions were more important factors in influencing school attendance decisions than externally-based ratings and more objective measures (i.e., screening test scores). These objective and externally-based measures of performance were related to fewer and less severe educational problems as rated by the YST at follow-up (Educational Problems scale) for males; however, the number of females for whom screening data were available was too small to reach similar conclusions. Intake education characteristics were unrelated, for the most part, with RPS improvement ratings, yet an interesting pattern was noted for females: having dropped out of school and having had one's academic performance rated less favorably (according to school) was related to greater improvement as measured by the RPS. This finding suggests that females having greater deficits in certain education areas had greater likelihood of positive change while in program. In most other instances, "positive" intake characteristics were related to more "positive" outcomes.

Analyses in earlier sections of this Chapter related indicators of the services received by youngsters while with the Division (e.g., program categories, movement patterns, length of stay) to the various outcome measures. Residential and Non-Residential patterns were found to differ on rate of school attendance for both males and females and Non-Residentially serviced girls were generally judged to have fewer Educational Problems at follow-up. Some minor differences were found regarding educational follow-up for various residential movement patterns, but no meaningful patterns emerged. Length of stay in residential program was related to positive education outcomes at follow-up,

especially for females. Youngsters in Secure and Non-Community-Based (NCB) programs generally showed more improvement in School Problems as rated by the RPS than did those in Community-Based programs including Foster Care and Alternative Residential programs. These differences were slight for females, but quite pronounced for males. The social climate analysis suggested that Expressive programs for males (both units were NCB) and Supportive-Structured programs for girls (varied with regard to program levels) had higher average improvement scores in the School Problems area, but the samples involved in this analysis were small.

Before reaching our final conclusions regarding the effects of Division services on educational outcomes, the question of whether the relationships discussed hold up when intake education characteristics and other background characteristics are controlled needs to be addressed. Multiple regression analysis was used to analyse the impact of program services on outcomes while controlling for background and intake characteristics. Details of these analyses are presented in Appendix B.

Non-Residential Services youngsters were more likely to be in school at follow-up even when the effects of background characteristics (i.e., age, sex, ethnicity and adjudication) were controlled. Intake educational characteristics were available only for a disproportionately small percentage of Non-Residential youngsters, so it was not possible to assess accurately whether differences in pre-intervention education status could explain the more positive performances noted for Non-Residential youngsters when compared with residentially serviced youngsters. No strong and persistent relationships between YSTS education outcomes and the various patterns of youngster movement were evident, although those having Straight patterns were more frequently in school than those in residential patterns generally and this relationship was enhanced somewhat when background and intake characteristics were controlled. Regardless of the controls applied, total residential length of stay was associated with both school attendance and the severity of Educational Problems such that those with longer stays had more positive outcomes.

Given the lack of any significant bivariate relationships between ratings of educational improvement while in program and intake education characteristics, one expects controls on these characteristics not to affect the strength or nature of the relationship between program levels and educational improvement. As Appendix B shows, this was the case. Improvement in education was greater for those in Non-Community-Based (NCB) and Secure programs. Some variations in this basic relationship were noted for the regression models employing various intake education characteristics, but these variations were attributable to variations in the subsamples for which various data were available rather than any intervening effects.

2. Employment

Four measures were used to assess program impact in the areas of employment and employability. The Residential Program Survey (RPS) Work Orientation scale combined ratings of improvement while in program on attitude toward work and vocational skills, while a similar scale on the Youth Service Team Survey (YSTS) measured the seriousness of problems each youngster faced in this area while on Aftercare/Counseling. YST workers also provided employment status information for these youngsters. The fourth measure of employment outcome, the Walther Work-Relevant Attitudes Inventory (WRAI), represented change in employment attitudes over the first six months in program through a self-report format.

Though the four measures from the three separate instruments were aimed at different populations and covered different time-frames, the overlap of the samples provided a base upon which to assess how employment outcomes inter-relate. Change in work-relevant attitudes (Walther scale) was unrelated to any of the other outcome measures, but rated improvement in Work Orientation while in program (RPS) was related to less serious problems while on Aftercare. Improvement in Work Orientation was not significantly related to employment status while on Aftercare, although only 15% of those males rated as making little or no progress were employed at follow-up compared with 36% overall. Employment status at follow-up was strongly linked to ratings of Employment Problems (YSTS); 54% of the males with no problems or only minor problems were employed, while only 8% of those rated as having serious employment problems were employed. Such a relationship was certainly expected. Employment outcomes for females were strongly inter-correlated, but the small number of females in the overlap of the various data samples prevents reliable conclusions except for the relationship between the two YSTS measures. As was the case for males, those females who were unemployed were more frequently rated as having more serious employment problems. (Table VII.27 presents correlations of each employment outcome with the other outcomes and relevant pre-intervention variables).

Employment status at intake was known for about half of the YSTS outcome sample. Not suprisingly, being employed at intake was positively related to being employed at follow-up (for males only) with 60% of those working at intake also working at follow-up compared with 30% for those not working at intake. However, only one out of ten males (10%) were working at intake (and an even lower percentage of females), so this relationship impacts upon only a small portion of the Study cohort. Youngsters' work-relevant attitudes measured at program intake were unrelated to improvement in Work Orientation while in program and to status at follow-up. Intake ~~school status~~ was related to employment status at follow-up in an interesting fashion for males: those who had dropped out or had been suspended from school and those who were only attending part-time were more likely to be employed at follow-up than those attending full time or who were not attending regularly. (This was not a function of employment status at intake, but may be age-related.)

For males, Non-Community-Based programs were more successful than Community-Based programs in improving orientation to work, and improvement in Work Orientation was also enhanced by placement in a program with a Person-Oriented or Expressive social climate. Females who had Incremental movement pattern types or who were placed in Non-Residential Services were more likely than others to be employed at follow-up. Among youngsters having had residential program experience, males in Single-Stay patterns had less serious employment problems than other males, while females having Single-Stay patterns were less likely to be employed than other females. When length of stay was examined, it was found that for Single-Stay patterns, males who were in program for less than three months had more serious problems in attitude toward work, and employment problems generally, than did other males, and females who were in program for less than one month had more serious employment problems than other females. These relationships held when background characteristics were controlled. When employment status at intake was controlled, sample size was reduced so as to make further analyses unreliable.

3. Self-Esteem

Two Study instruments addressed youngster outcomes concerning self-esteem/self-concept: the Self-Concept Inventory (SCI) and the Youth Service Team Survey (YSTS). The former instrument was used to assess change in self-esteem/self-concept over the first six months in residential program through a self-report format and tapped four separate dimensions: overall Self-Esteem (Coopersmith), Conforming Self-Concept, Agency ("sick") Self-Labeling, and Justice ("bad") Self-Labeling. Change within any of these dimensions was strongly related to change on the other dimensions (see Table VII.28 for correlations). Change in Agency Self-Labeling and overall Self-Esteem were the most strongly related. However, for those youngsters having both SCI change scores (in program) and YST ratings of the seriousness of self-esteem problems at follow-up, there were no relationships between the SCI in-program measures and the follow-up ratings suggesting either that short-term improvement in this area was not maintained after release from program or that self-ratings were incongruous with aftercare workers' ratings.

SCI change scores include a built-in adjustment for the youngster's self-esteem/self-concept level at program intake so these measures reflect short-term outcomes controlling for differences at intake. Regarding the YST rating of self-esteem at follow-up, a moderate correlation with the Intake Assessment self-esteem rating suggests that, as expected, those rated more positively at intake were deemed to have less serious problems at follow-up.

As reported earlier in the Chapter, few of the indicators of services received by youngsters while with the Division were related to outcomes in the areas of self-esteem/self-concept. Change as measured by the SCI scales was not related to program levels. The seriousness of problems with self-esteem at follow-up (YSTS) was related to certain movement patterns such that for males, those having Foster Care Only patterns had more serious problems than other patterns and, for females, those serviced Non-Residentially had less serious problems with self-esteem. For those in residential patterns, longer residential stays were associated with more positive ratings of self-esteem.

When controlling for background characteristics (age, sex, ethnicity, and adjudication) and self-esteem/self-concept levels at intake using regression analysis (see Appendix B), the relationships between self-esteem/self-concept outcomes and movement patterns and length of stay were largely unaffected. These controls did reduce the strength of the association between Non-Residential Services and positive self-esteem outcomes because of the different adjudicatory characteristics of the Non-Residential group but even with the statistical controls, a significant relationship was maintained. The regression analysis also uncovered a weak but statistically significant relationship between program category and change in Justice Self-Labeling. Those in Community-Based facility programs (Levels V and VI) were more likely to experience positive change on the Justice Label scale (i.e., were less likely to consider themselves "bad") especially when contrasted with Non-Community-Based youngsters. Certain intervening relationships with background characteristics had suppressed this finding in the earlier discussion concerning Table VII.20. This finding does lend support to the position that less drastic intervention (i.e., community-based) is less damaging to a youngster's self-definition as a delinquent or "bad" youngster.

4. Behavior/Recidivism

Three Study instruments addressed youngster behavior/recidivism outcomes: the Residential Program Survey Behavior Problem Improvement Scale measured improvement in behavior while in program, the Youth Service Team Survey rated the status of behavior problems at follow-up (in aftercare/counseling), and arrest data were drawn from both the Youth Service Team Survey and official Summary Criminal History (SCH) records.

The various measures of behavior/recidivism in the different instruments were related as expected (Table VII.20). For males (there were too few females) youngsters who were rated as having made little progress in the area of behavior while in residential program (RPS) were more likely than other youngsters to be rated as having problems with delinquent behavior at follow-up (YSTS) and to have been arrested. In addition, the two measures of arrest were related, as expected; the largest discrepancy between the unofficial and official sources concerned youngsters who were listed in the YST Survey as having been arrested, but who were in fact too young for those arrests to be included in the SCH official file.

When the relationships of relevant pre-intervention measures of behavior/recidivism with arrest at follow-up were examined, few significant relationships were found. While male youngsters who labeled themselves as "bad" at program intake (Justice Label) and youngsters who were adjudicated JDs at entry were more likely than others to be arrested at follow-up, several other relevant pre-intervention measures of behavior/delinquency were not significantly related to arrest. Among this group were self-reported delinquency measures (Behavior Survey), and Intake Assessment ratings of physical and verbal aggression (see Table VII.29).

As reported in this Chapter, for males, Non-Co[illegible]-Based programs were found to be more effective than Community-Based prog[illegible] in improving youngster behavior while in program. The most dramatic di[illegible]nces in this relationship were between Level IV programs and Community-Based programs. Although there were too few females in Secure and Non-Community-Based programs to permit detailed analyses, unlike males, females in Community-Based programs were rated as having made more progress regarding behavior than were those in Non-Community-Based programs. This pattern did not apply to Foster Care, however, as females in those programs were rated as having made less progress than those in Community-Based programs. However, program category of entry program was not significantly related to arrest after release from program for males (SCH).

When program Social Climate was examined, it was found that for males, Expressive and Person-Oriented programs generally produced the most improvement, and Supportive-Structured and Acting-Out the least improvement in behavior while in residence. For females, Supportive-Structured programs were most effective in improving behavior. Certain follow-up outcomes were found to be related to movement patterns. Males with Straight movement pattern types were more likely than others to have been in correctional facilities after release from residential program. Males serviced in Non-Residential Services were less likely than those having Residential patterns to have been arrested. When length of stay was examined for youngsters having Single-Stay movement patterns, it was found that males who were in program for more than six months were less likely to have been in correctional facilities than were others, after release from program. In addition, males who were in program less than three months, and females who were in program less than one month, were rated as having more problems with delinquent behavior than youngsters with longer stays. There were no other significant relationships between movement

pattern and behavior/recidivism outcomes.

In order to test the strength of the bivariate relationships between various measures of program services and behavior/recidivism outcomes, a series of regression analyses were conducted, with both the RPS measure of delinquent behavior improvement, and the YSTS and SCH behavior outcome measures, controlling for demographic and legal characteristics. With regard to behavior improvement while in program, the greater effectiveness of Non-Community-Based programs was sustained when controlling for background variables. Regarding movement patterns and behavior/recidivism outcomes at follow-up, youngsters serviced in Non-Residential programs were found not to differ in any substantial way from those having residential patterns when background characteristics were controlled. Differences that existed between these groups of youngsters regarding arrest status and seriousness of delinquent behavior problems were largely explained by differences in adjudication: Volunteers had more positive, and JDs more negative outcomes in these areas. Longer residential stays were associated with fewer arrests and less serious problems with delinquency at follow-up. These relationships were strengthened when controls for background characteristics were applied through the regression analyses (see Appendix B). Arrests during the tracking period (as measured with the YSTS) were associated with one other movement pattern type and this relationship was sustained through the regression analyses: males having Re-entry movement patterns, which involved returning to a residential program after having been released to the community on aftercare (or discharged), were more often arrested than other males. This relationship was expected, given the assumption that many of those who are returned to DFY programs have had some further legal involvement.

TABLE VII.26

CORRELATIONS AMONG EDUCATION OUTCOMES AND BETWEEN
EDUCATION OUTCOMES AND RELEVANT INTAKE MEASURES FOR MALES AND FEMALES[1]

	EDUCATION OUTCOME MEASURES							
	Attending School at Follow-up (YSTS)		Educational Problems Scale (YSTS)[2]		Improvement Scale-School Problems (RPS)			
	Males		Females		Males		Females	
	r	(n)	r	(n)	r	(n)	r	(n)
OUTCOME MEASURES:								
Attending School at Follow-Up (YSTS)	--	(319)	--	(114)	.31**	(223)	.28**	(90)
Educational Problems Scale (YSTS)[2]	.31**	(223)	.28**	(90)	--	(251)	--	(97)
Improvement Scale-School Problems (RPS)	.14*	(135)	.09	(34)	.35**	(108)	.12	(31)
INTAKE MEASURES:								
School Status at Intake (IA)[3]	.27*	(152)	.39	(99)	.24	(124)	.27	(39)
Reading Screening Test Score	.06	(59)	.00	(12)	.40**	(49)	.47	(9)
Math Screening Test Score	.09	(72)	.55*	(13)	.25*	(57)	.25	(11)
Academic Performance-According to Youth (IA)	.17*	(144)	.22	(50)	.05	(115)	.16	(40)
Attitude Toward School-According to Youth (IA)	.19*	(142)	.17	(49)	.12	(114)	.32*	(40)
Behavior in School-According to Youth (IA)	.15*	(144)	.09	(49)	.12	(115)	.08	(40)
Academic Performance-According to School (IA)	.06	(112)	-.02	(35)	.33**	(92)	.03	(29)
Attitude Toward School-According to School (IA)	-.07	(114)	.06	(34)	.08	(92)	.12	(31)
Behavior in School-According to School (IA)	-.03	(110)	.01	(34)	.19*	(88)	.20	(31)

	Improvement Scale-School Problems (RPS)			
	Males		Females	
	r	(n)	r	(n)
OUTCOME MEASURES:				
Attending School at Follow-Up (YSTS)	.14*	(135)	.09	(34)
Educational Problems Scale (YSTS)[2]	.35**	(108)	.12	(31)
Improvement Scale-School Problems (RPS)	--	(342)	--	(76)
INTAKE MEASURES:				
School Status at Intake (IA)[3]	.08	(216)	.32	(40)
Reading Screening Test Score	.17*	(123)	-.06	(21)
Math Screening Test Score	.14*	(139)	.11	(28)
Academic Performance-According to Youth (IA)	-.05	(216)	-.08	(40)
Attitude Toward School-According to Youth (IA)	.06	(214)	-.14	(39)
Behavior in School-According to Youth (IA)	.03	(215)	.02	(39)
Academic Performance-According to School (IA)	-.02	(147)	-.33*	(33)
Attitude Toward School-According to School (IA)	-.05	(151)	-.15	(34)
Behavior in School-According to School (IA)	-.07	(148)	.05	(33)

[1]Statistical significance of correlation coefficients given as follows:
*$p \leq .05$
**$p \leq .01$

[2]Correlations have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems).

[3]Intake Assessment School Status was represented by dummy coding the five categories and the coefficient given is the multiple correlation coefficient with the full dummy variable set.

TABLE VII.27

CORRELATIONS AMONG EMPLOYMENT OUTCOMES AND BETWEEN
EMPLOYMENT OUTCOMES AND RELEVANT INTAKE MEASURES FOR MALES AND FEMALES[1]

	EMPLOYMENT OUTCOME MEASURES											
	Employed at Follow-up (YSTS)		Employment Problems Scale (YSTS)[2]		Improvement Scale-Work Orientation (RPS)		Change in Work-Relevant Attitudes (SCI)[3]					
	Males		Females		Males		Females		Males		Females	
	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)
OUTCOME MEASURES:												
Employed at Follow-up (YSTS)	--	(312)	--	(107)	.43**	(264)	.27**	(94)	.10	(127)	--#	(17)	.08	(50)	--#	(3)
Employment Problems Scale (YSTS)[2]	.43**	(264)	.27**	(94)	--	(296)	--	(108)	.30**	(128)	.60**	(15)	.04	(56)	--#	(3)
Improvement Scale - Work Orientation (RPS)	.10	(127)	--#	(17)	.30**	(128)	.60**	(15)	--	(305)	--	(52)	-.05	(90)	.89**	(9)
Change in Work-Relevant Attitudes (SCI)[3]	.08	(50)	--#	(3)	.04	(46)	--#	(3)	-.05	(90)	.89**	(9)	--	(118)	--	(13)
INTAKE MEASURES:												
Employed at Intake (IA)	.22**	(146)	.09	(43)	.09	(142)	.34*	(44)	-.04	(192)	-.09	(23)	.11	(89)	--#	(8)
Work-Relevant Attitudes (SCI)	.01	(87)	.05	(15)	-.06	(79)	.36	(16)	.00	(135)	.11	(18)	-.04	(118)	.43	(18)
School Status at Intake (IA)[4]	.24	(149)	.20	(45)	.25	(145)	.30	(46)	.15	(190)	.11	(24)	.23	(89)	--#	(8)

[1]Statistical significance of correlation coefficients given as follows:
*$\rho \leq$ .05
**$\rho \leq$ .01

[2]Correlations have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems).

[3]SCI outcome measures are "regression" change scores representing change through six months in program (described in text).

[4]Intake Assessment School Status was represented by dummy coding the five categories and the coefficient given is the multiple correlation coefficient with the full dummy variable set.

#These coefficients are not reported due to low number of cases or skewed distributions which make them uninterpretable.

TABLE VII.28

CORRELATIONS AMONG SELF-ESTEEM/SELF-CONCEPT OUTCOMES AND BETWEEN SELF-ESTEEM/SELF-CONCEPT OUTCOMES AND RELEVANT INTAKE MEASURES FOR MALES AND FEM

	SELF-ESTEEM/SELF-CONCEPT OUTCOME MEASURES											
	Self-Esteem Rating at Follow-up (YSTS)[2]		Change in Self-Esteem (SCI)[3]		Change in Self-Labeling as "Bad" (SCI)[3]		Change in Self-Labeling as "Sick" (SCI)[3]		Change in Conforming Self-Concept (SCI)	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
OUTCOME MEASURES:	r (n)	r (n)	r (n)	r (n)	r (n)	r (n)	r (n)	r (n)	r (n)	r (n)
Self-Esteem Rating at Follow-up (YSTS)[2]	-- (331)	-- (126)	.09 (50)	--# (4)	.22 (50)	--# (4)	.07 (50)	--# (4)	.05 (49)	--# (4)
Change in Self-Esteem (SCI)[3]	.09 (50)	--# (4)	-- (120)	-- (13)	.36** (120)	.55* (13)	.57** (120)	.60* (13)	.37* (118)	.23 (13)
Change in Self-Labeling as "Bad" (Justice Label - SCI)[3]	.22 (50)	--# (4)	.36** (120)	.55* (13)	-- (120)	-- (13)	.49** (120)	.44 (13)	.30** (118)	.56* (13)
Change in Self-Labeling as "Sick" (Agency Label - SCI)[3]	.07 (50)	--# (4)	.57** (120)	.60* (13)	.49** (120)	.44 (13)	-- (120)	-- (13)	.33** (118)	.16 (13)
Change in Conforming Self-Concept (SCI)[3]	.05 (49)	--# (4)	.37** (118)	.23 (13)	.30** (118)	.56* (13)	.33** (118)	.16 (13)	-- (118)	-- (13)
INTAKE MEASURES:										
Self-Esteem Rating at Intake (IA)	.27** (163)	.16 (56)	.22* (89)	.58* (9)	.30** (89)	-.07 (9)	.24* (89)	.04 (9)	.31** (88)	-.37 (9)
Self-Esteem Rating at Intake (SCI)	-.06 (90)	-.05 (17)	-.05 (120)	.29 (13)	.31** (120)	.02 (13)	.23** (120)	.61* (13)	.17* (118)	-.22 (13)
Self-Labeling as "Bad" at Intake (SCI)	.04 (91)	.28 (17)	.18* (120)	.14 (13)	.05 (120)	-.34 (13)	.20* (120)	-.26 (13)	.18* (118)	.11 (13)
Self-Labeling as "Sick" at Intake (SCI)	-.02 (92)	.15 (17)	.08 (120)	.46 (13)	.20* (120)	.17 (13)	-.06 (120)	.26 (13)	.16* (118)	-.14 (13)
Conforming Self-Concept at Intake (SCI)	.14 (91)	-.07 (17)	.00 (118)	.71** (13)	.28** (118)	.45 (13)	.27** (118)	.47 (13)	-.03 (118)	.33 (13)

[1]Statistical significance of correlation coefficients given as follows:

*$\rho \leq .05$
**$\rho \leq .01$

[2]Correlations have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems).

[3]SCI outcome measures are "regression" change scores representing change through six months in program (described in text).

#These coefficients are not reported due to low number of cases or skewed distributions which make them uninterpretable.

TABLE VII.29

CORRELATIONS AMONG BEHAVIOR/RECIDIVISM OUTCOMES AND BETWEEN BEHAVIOR/RECIDIVISM OUTCOMES AND RELEVANT INTAKE MEASURES FOR MALES AND FEMALES[1]

	BEHAVIOR/RECIDIVISM OUTCOME MEASURES											
	Improvement Scale-Behavior Problems (RPS)				Rating of Delinquent Behavior Problems (YSTS)[2]				Number of Arrests Since Cohort Entry (YSTS)				Arrested Since Release from Program (SCH)[3]	
	Males		Females		Males		Females		Males		Females		Males	
	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)
OUTCOME MEASURES:														
Improvement Scale - Behavior Problems (RPS)	--	(256)	--	(32)	.25**	(108)	-.13	(9)	-.18*	(108)	--#	(9)	-.21	(42)
Rating of Delinquent Behavior Problems (YSTS)[2]	.25**	(108)	-.13	(9)	--	(319)	--	(117)	-.69**	(308)	-.69**	(115)	-.35**	(103)
Number of Arrests Since Cohort Entry (YSTS)	-.18*	(108)	--#	(9)	-.69**	(308)	-.69**	(115)	--	(339)	--	(118)	.42**	(108)
Arrested Since Release from Program (SCH)[3]	-.21	(42)	--	--	-.35**	(103)	--	--	.42**	(108)	--	--	--	(148)
INTAKE MEASURES:														
Self-Report Delinquency (Intensity of Delinquent Involvement Scale - BS)	-.01	(73)	-.52	(10)	.22	(54)	-.16	(12)	-.05	(57)	--#	(13)	.12	(23)
Verbal Aggression Rating at Intake (IA)	-.13*	(159)	-.21	(16)	.08	(158)	-.16	(50)	-.11	(162)	.15	(52)	-.08	(55)
Physical Aggression Rating at Intake (IA)	.05	(159)	.41	(15)	.07	(156)	-.10	(51)	-.17*	(161)	.10	(52)	.03	(53)
Self-Labeling as "Bad" at Intake (Justice Label - SCI)	-.02	(106)	.12	(14)	-.03	(90)	.37	(15)	.01	(92)	-.15	(16)	.28*	(35)

[1]Statistical significance of correlation coefficients given as follows:
*$p \leq .05$
**$p \leq .01$

[2]Correlations have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems).

[3]Sample includes only males age 16 or older on December 31, 1978. Youngsters not at risk five full months or more are ignored. Arrests occurring before the beginning of risk or after five months of risk are ignored.

#These coefficients are not reported due to low number of cases or skewed distributions which make them uninterpretable.

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FOOTNOTES

[1]RPS improvement scale means are based on a 1 through 4 scale of increasing improvement

[2]These items were deemed expendable because they could not easily apply to youngsters who were not "at risk" for that particular behavior or improvement in that behavior. For example, truancy and running away were not behaviors which youngsters could improve upon while in Secure facilities.

[3]It is expected that younger age groups would have fewer problems with vocational skills, since such skills were not yet expected of them, and so their absence was not judged to be a problem.

[4]The procedure for calculating SCI change scores was adapted from S. Ageton and D. Elliott, "The Effects of Legal Processing on Delinquent Orientations," Social Problems, Vol. 22, 1974; however, Study staff are themselves responsible for the categorization strategy.

[5]This reduction in population was necessary to isolate a measure of arrest as an outcome of residential program experience (i.e., arrests occurring subsequent to release from residential program), while maintaining proper controls on period of risk. Since the SCH arrest check was carried out at a point approximately 14 months since the end of the cohort entry period, those in residential program for more than nine months were infrequently at risk for as many as five months and, hence, were eliminated from the Table VII.17 sample. Loss of those whose residential program stays were nine months or more biases the sample against the more serious offenders and those requiring more extensive residential care. This restriction should be kept in mind while interpreting the findings regarding this sample (i.e., Table VII.17 and Table VII.25).

[6]Since the youngster program stays upon which RPS ratings were based were of varying duration (but always three months or more) and began at different times and social climates were measured in the Spring of 1978 and again about one year later (although only once for several facilities), the routine used to link social climates and RPS stays was quite complicated. The basic assumption, however, was that at least three months of a youngster's stay had to overlap with a four-month period on either side of social climate data collection (the period was extended to five months for social climates with high stability -- see chapter V). This was designed to insure that each youngster actually "experienced" the particular social climate present in his/her program unit.

[7]Since the YSTS follow-up was done at a particular point in time (September, 1979), the amount of time spent in community (on aftercare/counseling or discharged status) differed for different youngsters. While these differing "at risk" periods present the greatest difficulties in interpreting arrest data, it may well be the case that other outcome characteristics were related to length of time since release from residential stay (for example). This Study was unable to control for the effects of differing follow-up periods on YSTS outcomes.

FOOTNOTES
(continued)

[8]Too few Single-Stay youngsters were involved in the other program categories (i.e., Secure and Voluntary Agencies) to permit comparison. It is also important to recall that Foster Care stays were treated independently of Single-Stays.

[9]Here again (see also footnote 7) the question of effects of varying follow-up periods on outcomes can be raised especially where the length of total residential stay directly affects the length of the post-program "at risk" period.

VIII

SUMMARY AND INTERPRETATION

The many findings of this Study are best approached from the perspective of four focal units of measure: (1) the youngsters who made up the Study population (cohort) and who were the recipients of various Division services, (2) the different kinds of programs (secure, non-community-based, community-based, foster care and non-residential) through which the services were provided, (3) the experiences of the youngsters in program (movement into, among and out of various programs), (4) the intermediate and post-program youngster outcomes in the critical areas of behavior (including recidivism), self-esteem/self-concept, employment/employability, and education. The guiding research question in the Study -- what works, how well, for which kinds of youngsters, under what circumstances? -- contains a number of central evaluation objectives which can be grouped as descriptive and analytical. The descriptive objectives represent the need to know, in short, who the youngsters are, what the programs offer, and how the youngsters are processed through these programs. The more analytical objectives are those relating to differential program effectiveness, which require the comparison of different program types while controlling for the various kinds of youngsters serviced.

In the following summary, Study findings are presented in an order of increasing analytical complexity, beginning with fundamental questions regarding youngsters and programs, and moving to those concerning the experiences of youngsters in programs and the relative effectiveness of different program types on different youngsters.

A. FINDINGS: The Youngsters

Findings related to youngster characteristics at entry into the Division are presented in terms of (1) the distribution of demographic characteristics in the Study cohort, and (2) youngster pre-intervention characteristics in the areas of education, employment, self-esteem and behavior.

1. Demographic Characteristics

The Study cohort closely parallels the population of youngsters serviced by the Division in recent years: three-fourths of the youngsters were male, more than half were 14 or 15 years old, 46% were Black, 40% White, and 11% Puerto Rican. In terms of adjudication, 49% of the youngsters were Juvenile Delinquents, 23% Volunteers, and 17% were Persons in Need of Supervision. Regarding entry program level, 22% of the youngsters were admitted to non-residential counseling services, 20% to Level IV non-community-based, non-secure facilities, 17% went to Level VI Homes and Urban STARTS, and most of the remainder went to Foster Care (13%) or to Level II Non-Community-Based Limited Secure facilities (12%).

Certain differences in the processing of males and females were quite dramatic. Males were much more likely than females to enter the Division as Juvenile Delinquents, Restrictive Juvenile Delinquents or Youthful Offenders (68% to 17%), while females were more likely to enter as Volunteers or PINS (80% to 28%). All Restrictive JDs were male, as were 41 of the 44 YOs. While 53% of the males were first-time admissions to residential programs, only 41% of the females were in that category. However, one-third of the females and only 18% of the males were new admissions to non-residential services.

Several patterns involving adjudication are noteworthy. Volunteers tended to be either among the youngest or the oldest age groups, and for males, Blacks and Puerto Ricans were more likely than Whites to be adjudicated as JDs. Seventy-five percent of the youngsters with the most serious adjudications (Restrictive JDs) were Black. The population of youngsters who were placed in private agencies under the supervision of the Division was 63% Black, 23% Puerto Rican and only 8% White.

2. Pre-Intervention Characteristics of Youngsters

It was hypothesized in the Study that the Division had four basic objectives: (1) improve education, (2) enhance employability, (3) improve self-esteem/self-concept, and (4) reduce recidivism and behavior problems among youngsters referred to the Agency. Accordingly, the status among youngsters in these areas was examined. The differing needs of youngsters at entry to the Division for Youth were examined in order to enhance the analysis of intervention with these different groups.

For males, 12-13 year-olds were more in need of improvement in education, employment/employability, and self-esteem/self-concept than were other age groups; minorities and Juvenile Delinquents exhibited less proficiency than did other adjudication groups in education and employment/employability, while White youngsters were more in need of improvement in self-esteem and behavior than were minorities. For females, 14-15 year-olds were more in need of improvement than 16-17 year-olds (there were too few 12-13 year-olds to permit comparisons) in education and employment/employability, and White girls were more in need of improvement in self-esteem/self-concept than were minorities. There were no consistent differences among adjudicatory

groups for females in any of the improvement areas.

B. FINDINGS: The Programs

The findings which relate to programs and units within programs address questions of (1) general program characteristics in terms of the typical youngster serviced, (2) the program's relationship with the community in which it is located ("community-basedness"), and (3) the intervention-relevant social climate of the individual program unit.

1. General Program Characteristics

Community-based programs (Youth Development Centers, Urban Homes and Urban Short-Term Adolescent Residential Treatment programs), compared to non-community-based programs and Secure Centers, generally serviced older youngsters, had a larger percentage of female residents, serviced youngsters who were in higher school grades, had a higher percentage of PINS and Volunteers, and were more likely to service youngsters in or close to their home communities. Secure Centers serviced a population which was disproportionately Black and Puerto Rican and predominantly male. These Secure Center youngsters typically had much longer stays in program than did other youngsters, and were generally from home communities outside of the region in which the Secure Centers were located. Other patterns regarding the clients of various program types deserve mention. Partially as a result of program location (YDCs are located in the major urban areas of the State, while Urban Homes and Urban STARTS are more widely distributed), and the relationship between eitnicity and adjudication, some Division programs were oriented toward certain ethnic groups. Level VI Urban Homes and Urban STARTS serviced a disproportionately White population (43% White, 39% Black) while Level V YDCs serviced a disproportionately Black population (65% Black, 21% White). The distribution of staff ethnicity in these programs was similar to the distribution of youngster ethnicity.

2. Program Relationship with Surrounding Community

Findings regarding the relative "community-basedness" of programs and program units, focus on the four areas of (1) program utilization of community resources, (2) program interaction with the community, (3) community utilization of program resources, and (4) community interaction with the program. Program utilization of community resources and community interaction with programs were not related to program restrictiveness as might have been expected (decreasing as restrictiveness increased). In fact, on these two dimensions, the non-community-based programs were rated higher than or similarly to the community-based programs.

Regarding program utilization of community resources and program interaction with the community, Urban Home ratings were quite disparate, as were the YDC ratings concerning community utilization of program resources and interaction with programs. These findings suggest that the Level V YDC and Level VI Urban Homes were quite heterogeneous in their relationships with the surrounding community. Since the extent to which community-based programs are, in fact, "community-based" in their relationships with the surrounding community is generally considered to be a critical element of this kind of delinquency programming, these findings suggest that an important component of the treatment which Division community-based programs were designed to offer was considerably under-emphasized in some of these programs.

3. Program Social Climate

The social climates of 73 program units were measured using Moos' Community-Oriented Programs Environment Scale (for community-based), and his Correctional Institutions Environment Scale (for non-community-based programs). Among the findings for community-based program units (N=39) are that differences in social climate scores between Level V (YDCs) and Level VI (Urban Homes) were not significant, suggesting that in terms of the intervention-relevant elements of their environments, the programs in these two levels are really one group. This does not indicate that all programs in these two Levels were alike, but rather that there was a similar heterogeneity within each level, resulting in no clear differences between the two groups.

Certain social climate differences were found among non-community-based (including Secure) programs. Specifically, as program restrictiveness decreased, the climate subscales of Involvement, Autonomy, and Practical Orientation increased, while Staff Control decreased. These differences lay largely in the disparity between Level IV Camps (which had higher scores) and the other non-community-based and Secure programs. In fact, Camp programs had significantly higher subscale scores on Support, Autonomy, Practical Orientation, Personal Problem Orientation, and Program Clarity and significantly lower scores on Staff Control than did any other non-community-based program type (independent of Level).

A typology of Division programs was developed, based on Moos' typology of various psychiatric and correctional programs. The findings show that of all the units reviewed, eleven non-community-based (including Secure) and no community-based units were classified as Therapeutic Community; eight community-based and eight non-community-based units were classified as Support-ive-Structured, three community-based and eight non-community-based units were judged to be Person-Oriented; nine community-based units were classified as Acting-Out environments; three non-community-based units were classified as Expressive environments; and five community-based units were judged to be Disturbed-Behavior environments. A total of eighteen units could not be included in any of these types, and did not share enough characteristics to be grouped together.

The relationship between program level and social climate type was such that (1) social climate was not systematically related to program level (restrictiveness) and (2) the social climate of different units within facilities varied considerably. These findings suggest that level of restrictiveness is a poor predictor of intervention-relevant program climate. Moreover, since social climate was found to vary among units within facilities, sophisticated placement decisions regarding youngsters would require unit-specific data.

The examination of program social climate stability over time, an analysis based on data captured at two points (one year apart), showed that the Therapeutic Community and Expressive environments were the most stable, as measured by comparing T_1 and T_2 program profiles. Unclassified units were the least stable over time. Community-based program units were considerably less stable over time than were non-community-based and Secure center program units, and were more frequently unclassifiable altogether. While the extent of "community-basedness" was not systematically related to program social climate, those units with Therapeutic environments were rated as being less community-based than were programs with other social climate types.

C. FINDINGS: Youngsters' Placement and Movement

The findings relating to initial placement and subsequent movement of youngsters in the Study cohort focus on (1) the placement of youngsters at entry into the Division, and (2) the patterns of youngster movement after entry, and up to the end of the Study tracking period (October 5, 1979). These findings, coupled with those regarding youngster characteristics at entry and characteristics of Division programs, shed light on the meaning of Division service by identifying the major "tracks" through the Division which different youngsters take.

1. Placement of Youngsters at Entry into the Division

Seven entry or re-entry types were identified in order to distinguish among the types of admissions a program would typically receive and under what conditions the placement occurred. These types, and the percentage of the total cohort (1081) which they represented are as follows: new admissions, no prior term (50%); readmissions, no extension or new term (12%); readmissions, with extension or new term (03%); new admisions with prior terms (02%); returnees from AWOL (07%); new admissions to counseling (22%); court placements to voluntary agencies (04%). In terms of entry program level, the largest single group of youngsters were placed into non-residential programs (counseling and assessment services) (22%); followed by 20% in non-community-based, non-secure Level IV programs, and Level VI Homes and Urban STARTS (18%). The remaining 40% were distributed among the other program levels.

Certain entry types (returnees from AWOL, readmissions with extensions or new terms, and new admissions with prior terms) were more likely than other types to be placed in non-community-based facilities, suggesting a pattern of more restrictive placement for those youngsters who have, in some fashion, returned to the Division.

a. Relationship Between Demographics and Entry Placement

Very different entry placement patterns were found for males and females. Females were placed non-residentially much more frequently than males, and when placed residentially, more frequently went to community-based programs than did males. The single largest placement group of males entered Level IV non-secure programs (23% of males in cohort), followed by those entering counseling and assessment services (17%), Level VI Homes and Urban STARTS, (16%) and Level II Limited Secure programs (16%). Unlike males, the single largest group of females entered counseling and assessment services (34% of females in cohort), followed by those entering Level VI Homes and Urban STARTS (22%), Level VII Foster Care and Independent Living (18%) and Level IV non-secure programs (12%). Smaller groups of males and females were placed elsewhere.

b. Movement Out of Entry Placement

Length of time spent in entry placement was related to program level such that length of stay decreased as level of restrictiveness decreased. While youngsters entering Level I Secure programs typically spent over one year in those programs before moving on to other programs, the typical youngsters entering foster homes or Independent Living situations (Level VII) as well as Urban STARTS and Urban Homes (Level VI) stayed in program less than three months.

Slightly more than half of the youngsters released from their entry placements (except for those released from Level I Secure centers or private facilities) went next to aftercare, and between one-fifth and one-fourth went to community-based residential programs. Transfer to non-community-based programs occurred for more than one-third of the youngsters released from Level I Secure programs, representing the only group for which this kind of transfer occurred with any frequency.

2. Patterns of Youngster Movement

a. Non-Residential Services

Almost one-fifth of the youngsters in the Study cohort were serviced exclusively through non-residential programs, while the remainder received at least some type of residential service while with the Division. Of those serviced non-residentially, approximately one-third were involved with Day Services programs, and the remainder were counseled through Youth Service Teams. It is interesting to note that while 71% of the YST cases had been discharged by the end of tracking, only 10% of the Day Services youngsters had been discharged, indicating much longer counseling terms for the Day Services youngsters (this Day Services phenomenon might also reflect, in part, the failure of field staff to file discharge notices for these youngsters).

b. Residential Services

Thirty-nine percent of the Study youngsters experienced only one residential program stay during the tracking period (excluding Foster Care youngsters). Among these youngsters, those who were Readmissions from Aftercare, AWOL returnees, and those who were in community-based programs were more likely than others to have short stays in program, and were more likely to have their stays ended with an unauthorized absence. Those youngsters with longer stays (six months or more) were mostly new admissions with no prior service and were much more likely to have resided in non-community-based than community-based programs. The youngsters with the longest stays were those in Secure Centers and private agencies.

Twenty-seven percent of the Study youngsters (N=288) experienced two or more residential programs during the tracking period. These movement patterns were grouped in the following fashion: (1) Transitional patterns (34%) representing movement toward less restrictive programs, (2) Incremental patterns (33%), movement toward more restrictive programs, (3) Straight patterns (18%), movement to programs of comparable restrictiveness, and (4) Mixed patterns (15%), movement not consistently in any one direction.

(1) Transitional Patterns

Two-thirds of the youngsters with this pattern (N=66) stayed in their first program at least six months, and a similar proportion experienced their initial stays in non-community-based facilities. Very few (3%) Transitional pattern youngsters had their initial stays ended while on AWOL (in contrast with 34% of those in Incremental patterns). While most Transitional patterns involved only two residential programs (81%), some youngsters were serviced in as many as five residential programs during the Study tracking period. Approximately half of the youngsters in this pattern were still in residential programs at the end of the tracking period, making it difficult to determine the length of stay in second

programs; it appears, however, that youngsters in this pattern typically experience shorter stays in second programs than do other multiple stay youngsters.

(2) Incremental Patterns

A similar number of youngsters (N=95), experienced Incremental patterns while with the Division; unlike the Transitional group, two-thirds of these youngsters began their stays in community-based programs, and only 13% were in the initial program for as long as six months. In fact, one-fourth were out of the initial program in less than one month, and more than half had left in their first three months. Those youngsters with the shortest initial program stays very frequently had their stays terminated while AWOL. Almost half of the youngsters in this pattern experienced transfers from community-based programs (Levels V and VI) to non-community-based programs (Levels IV and II). In contrast with the Transitional pattern youngsters, those with Incremental patterns had longer stays in their second programs; at the end of the tracking period, two-thirds had spent at least six months in a second or later program.

(3) Straight Patterns

A total of fifty-one youngsters moved among programs with similar levels of restrictiveness; either community-based to community-based or non-community-based to non-community-based. Unlike Transitional and Incremental patterns, 71% of the youngsters in this pattern had been released from program by the end of the tracking period. In addition, almost one-third were on unauthorized absence at the time of release. Approximately half of the youngsters had stays of six months or more in second or later programs.

(4) Mixed Patterns

Forty-three youngsters experienced no less than three residential program stays which could not be categorized as transitional, incremental or straight movement. These patterns were equally likely to begin in non-community-based programs as in community-based programs and many (40%) were characterized by initial program stays of less than one month. Given both the small number of youngsters in this pattern and their relatively complex scheme of movement, no distinct groupings were identified.

(5) Foster Care Only Patterns

One hundred thirty-seven youngsters entered the Study cohort with an admission to Level VII programs, most of whom were Foster Care admissions. Seventy-five of these youngsters were serviced only in Foster Care programs, and 84% of these were serviced in only one home. Two-thirds of the youngsters serviced exclusively in Foster Care were Readmissions from Aftercare, most with no extensions or new terms. Ninety-two percent of the Foster Care Only youngsters had been released at the end of the tracking period, and the median length of stay for Foster Care Only youngsters overall was only 16.3 weeks.

3. Relationship Between Youngster Background Characteristics and Movement Patterns

Non-residential and residential populations were quite different across a number of dimensions. First, females were greatly over-represented among the former, making up 45% of that group but only 21% of the youngsters serviced in Residential programs. Moreover, among females, Blacks and Puerto Ricans were over-represented and Whites under-represented in the non-residential services group. There were no ethnic differences for males. In terms of age, for both sexes (but more so for males), the oldest and youngest groups were over-represented among non-residential services. Regarding adjudication, most non-residentially serviced youngsters were Volunteers (76% of the males, 90% of the females) and very few were PINS, JDs or YOs.

Among those youngsters serviced in residential programs, those in Single-Stay patterns were slightly more likely to be male (82%, compared to 79% for all residential patterns), and JDs (72% compared to 67% for all residential patterns). The Transitional pattern group had a higher percentage of Blacks than did other patterns, for both males and females, and had a higher percentage of Restrictive JDs (13% of the males in this group, compared to 3% overall). A disproportionately high percentage of youngsters in the lowest age category were found among the Incremental and Mixed patterns, and there were proportionately fewer females among Straight patterns (12% compared to 21%) than among residential youngsters generally. Finally, youngsters in Foster Care were disproportionately White (56% of Foster Care youngsters, compared to 39% generally) and were more likely to be female (31%) than were youngsters generally (21%). In addition, Foster Care youngsters were much more likely than other residential services groups to be Volunteers (and less likely to be JDs), and to be sixteen or older.

D. FINDINGS: Impact of Program Services

The findings relating to the impact of program services on youngster outcomes focus on the four areas of education, employment/employability, self-esteem/self-concept, and behavior/recidivism as measured in various fashions at completion of at least a minimum stay (three months) in residential program and/or at follow-up in the community. In this summary, the relationships among outcomes within areas are discussed, as well as those between relevant pre-intervention variables and outcomes. Finally, the impact of program services is reviewed, in the light of multivariate analyses which tested for possible spurious or suppressed relationships.

(1) Education

For males, educational improvement while in program was related to fewer problems in education at follow-up; for both sexes, attending a school program at follow-up was related to having fewer educational problems. In terms of pre-intervention measures, "positive" school situations at intake were generally related to positive situations at follow-up.

When program services were examined, it was found that youngsters serviced in non-residential programs had fewer educational problems at follow-up than did those serviced residentially; however, these youngsters also had fewer problems at intake. Length of stay in residential program was also positively related to education outcomes, and among youngsters serviced residentially, those serviced in Non-Community-Based programs made more progress in education than did those in Community-Based programs (including Foster Care and Alternative Residential programs). This pattern was especially strong for males. The analyses of program social climate showed

that for males, those with Expressive social climates and for females, those with Supportive/Structured social climates were more effective than others in impacting on School Problems.

(2) Employment

While change in orientation to work (while in program) was not significantly related to employment status at follow-up, various measures of employment status at follow-up were related such that having a positive attitude toward work was related to being employed, for both males and females.

For males, Non-Community-Based programs were more successful than Community-Based programs in improving orientation to work, and programs with Person-Oriented and Expressive social climates were also more successful than others. Length of stay in residential program was positively related to employment outcomes in general.

(3) Self-Esteem

While various measures of change in self-esteem/self-concept as measured after residential stays of six months were related (extent of self-labeling as "bad", as "sick", self-esteem, extent of conforming self-concept), these in-program change measures were not significantly related to follow-up ratings of self-esteem. This suggests that the in-program changes were not long-lasting, or that the two measures (youngster self-ratings, and YST worker ratings) were not compatible. Self-esteem at intake was positively related to that at follow-up, indicating a consistent pattern of self-assessment in DFY youngsters.

Change in self-esteem (as measured by the Self-Concept Inventory scales) was not related to program category or level. However, youngsters with certain movement patterns differed from others. Males with Foster Care Only patterns had more serious, and females in Non-Residential patterns, less serious problems with self-esteem than others. Among youngsters serviced residentially, longer stays were associated with more positive ratings of self-esteem.

Multivariate analyses confirmed these findings, and uncovered an additional one, which had been suppressed at the bivariate level because of the intervening role of background characteristics. Specifically, when controlling background characteristics, youngsters serviced in Community-Based programs were more likely than those serviced in Non-Community-Based programs to experience positive change in extent of self-labeling as "bad" (Justice Label). It may be the case that for some youngsters, less dramatic intervention (community-based) results in progress in this aspect of self-labeling.

(4) Behavior/Recidivism

Various measures of behavior/recidivism were related as expected. Those youngsters who made less improvement while in program were more likely than others to be rated as having delinquent behavior problems at follow-up, and to be arrested. The only important relationship between pre-intervention measures of behavior and outcome measures was that of the extent of youngster self-labeling as "bad" at intake, and delinquency at follow-up; males who strongly indentified as "bad" at program intake were more likely than others to be arrested upon return to the community.

For males, Non-Community-Based programs were found to be more effective than Community-Based programs in improving youngster behavior while in program; the most dramatic differences were between Level IV programs and Community-Based programs. The findings for females were different, as females in Community-Based programs made more progress in behavior than those in Non-Community-Based programs.

When program social climate was examined, it was found that for males, Expressive and Person-Oriented programs generally produced the most improvement in behavior while in residence and Supportive/Structured and Acting-Out programs the least. For females, Supportive/Structured programs were the most effective in improving behavior. Certain movement patterns were found to be related to behavior. Males with Straight patterns were more likely than others to be in correctional facilities at follow-up. For both males and females, length of stay in residential program was related to delinquent behavior problems such that males with less than three months and females with less than one month of stay were more likely than others to have delinquency problems. Finally, as expected, male youngsters with Re-entry patterns (who returned to residential programs from Aftercare) were significantly more likely than others to have been arrested at follow-up.

(5) Relationship Among Outcomes Across Areas

Youngster outcomes in the areas of education, employment/employability, self-esteem/self-concept, and behavior/recidivism were found to be related to other outcomes within the same area quite frequently; outcomes were also related across areas. Youngsters who were rated as experiencing little progress in a specific area more often than not experienced little progress in others as well. For example, male youngsters who had experienced little improvement in the areas of education and family problems while in program were more likely than other youngsters to have been arrested at follow-up. In addition, youngsters who were employed or who had positive school situations were less likely than others to be arrested or to be rated as having serious delinquency problems at follow-up.

The relationship among outcomes across areas was such that typically, the various dimensions of a youngster's life were of similar status, such that very positive or very negative conditions in a particular area were generally accompanied by similar conditions in others. Although there were exceptions to these patterns, (i.e., inverse relationships among outcomes for some youngsters), these patterns were clearly exceptions to the general finding.

E. Interpretation of Findings: Some Thoughts

The theory, operations, objectives and goals of the Division, as understood by the authors were discussed in Chapter II. It was argued that underlying Division programming were poorly articulated components of more formal theories of delinquency intervention: differential treatment and community-based intervention. In this section, the central findings of the study are reviewed and interpreted in light of these objectives.

1. Intake Decision-Making: Sorting Out the Youngsters

At the heart of any system endorsing differential treatment of any sort, as represented by the matching of clients with programs according to specific needs and resources, are the methods of determining which clients are to be matched with which programs. In the absence of such a classification system, be it formal or informal, the adequacy of client/program matching becomes questionable. The Study found no sophisticated intake decision-making system to be in operation in the Division; placement decisions were not systematically made using clearly defined treatment-relevant criteria. Intake decision-making appears to have been made very informally across the Youth Service Teams (who are the key intake decision-makers), the key factors being adjudication, geography (home community), sex and bed space availability. No standard system was in place for the assessment of youngster needs toward the selection of appropriate intervention strategies. During the Study, the Division initiated the use of the Problem-Oriented Service Plan (POSP), based on Lawrence Weed's work in medicine; although promising as a monitoring device, the POSP does not represent a method of classifying youngsters for the purposes of intervention selection and would not have systematized intake decision making.

In our opinion, the Division must refine its intake decision-making in such a fashion as to provide clear indicators for decision-makers at that point in the process. The current experience is unproductive for many reasons, not the least of which is that given the absence of such decision-making criteria: (1) counter-productive mixtures of youngsters in various programs can occur; (2) different informal policies develop within different groups as substitutes for formal policies; (3) the agency is deprived of the occasion to really learn a great deal from the treatment of youngsters, since it remains unclear as to exactly which youngsters are going where, to receive what kind of service. The issues surrounding this latter point (what kind of service) merit separate discussion.

2. Intake Decision-Making: Sorting Out the Programs

In order for systematic youngster/program matching to occur, both youngsters needs and program resources must be categorized in some formal manner. The Division's categorization of programs, as represented by its program "Level" system, was found to be poorly conceptualized and not very easily adapted to clinical decision-making. Program characterizations as made in the Level system (Chart II.2) are all too general to inform intake decision-makers. Partly because of this problem, the Study undertook the measurement of program social climate at the unit-level, in order to better grasp the real content of individual programs. This investigation showed that the Level groupings did not reflect program social climate, as there was frequently greater variation within group than between groups regarding

social climate. In addition, it was found that non-community-based facilities were more frequently classifiable using this kind of measure, and were more frequently classified as programs offering some structured treatment environment than were community-based programs. This finding suggests that community-based programs in the Division are both heterogeneous and difficult to categorize, implying the absence of a model for these programs. In our opinion, this lack of a clear model regarding the community-based programs was a factor in their inferior performance when compared to non-community-based programs. It might well be the case that the non-community-based programs have more established and stable climates because the programs have been around longer and have consequently had more chance to independently develop some more coherent program models. It might also be the case that these programs are more effective because they control more of their residents' environment (school, recreation, interaction with the community, counseling) than do the community-based programs, and keep their residents for a longer period of time. Length of stay in program as well as movement among programs are critical dimensions of intervention, and the findings relating to these dimensions require some interpretation.

3. Movement Among Division Programs

Although the notion of gradual reintegration of youngsters back to the home community is endorsed by the Division, there exists no clear policy regarding this facet of service. As discussed in Chapter VI, the examination of youngster movement among programs yielded a number of major tracks of movement, permitting a better understanding of what kinds of youngster movement occurs in the Division; why these movements occur was much more difficult to interpret. Many different patterns involving movement to similar, lower or higher program restrictiveness were found, although many youngsters (more than one-third of the Study sample) experienced only one residential program during their terms with the Division. Given the absence of comprehensive policy regarding the movement of youngsters among residential and non-residential programs, it is difficult to assess the extent to which the movement patterns found were the ones intended.

Since the movement of youngsters among programs is a critical element of the rehabilitative experience, it is our opinion that such decisions should be based on clearly expressed rehabilitative policy, and ideally should be based on viable theories of delinquency intervention. Unless this is done, the movement process is likely to be confusing to facility staff, evaluators, and most importantly, to the youngsters themselves. It has been argued that among the few broadly shared characteristics of delinquents is the experience of a mixed-message home and school environment which becomes too confusing to cope with. The establishment of a formal system of youngster movement among services would certainly be an important contribution toward the reduction of such messages in the intervention process.

4. Program Impact

The finding that male youngsters serviced in non-community-based programs generally improved more than did those serviced in community-based programs (especially in the area of behavior/recidivism) suggests that some critical element of rehabilitation is better provided by the non-community-based programs than those community-based. Given the finding of more stable, classifiable (in terms of social climate) environments among male non-community-based programs, it may be the case that these programs are more effective

in part because they are better organized and offer a more consistent treatment environment. As discussed in Chapter V, the "community-basedness" of community-based programs was not at all dramatic; in fact, non-community-based programs on the whole were rated higher than or similar to community-based programs regarding program utilization of community resources and community interaction with program. Since it has been argued that the "community-basedness" of community programs represents a critical element of their treatment, it may be the case that Division community-based programs were occasionally less effective than non-community-based programs because of the relative absence of this feature. In any event, the community-based programs appear to have been less stable and less structured, and serviced youngsters for a shorter period of time.

The finding that females serviced in community-based programs generally made more improvement in the area of behavior/recidivism than those serviced in non-community-based programs may be interpreted in a number of ways. First, the non-community-based programs operated for females do not have the long history and stability that many of those operated for males do; secondly, as discussed in Chapter IV, female delinquents differed dramatically from male delinquents across several important dimensions, and may simply be better suited for the community-based environment.

F. Toward a More Effective Delivery of Service: Some Final Thoughts and Recommendations

The Division's central shortcoming in its delivery of service to youngsters is a common one in large human services agencies. Simply put, the theoretical underpinnings of rehabilitation operations have been lost sight of, resulting in a less organized approach to delinquency intervention. This kind of non-theory-based approach leads to many difficulties, not the least of which is that it becomes difficult to determine what is working (since what is intended is not very clear) as well as why. Consequently, the program development function is hard-pressed in its effort to replicate the effective programs and modify those deemed to be ineffective.

It has been widely suggested that the salient elements of delinquency intervention programs can be discovered only through rigorous research in programs which represent legitimate theory-based efforts. If it is the case that enlightened program development occurs only when this kind of research is available as a guide, then the Division would do well to concentrate its efforts in the areas of more comprehensive conceptualizations of youngster needs and program resources, toward a more visable, formal system for service delivery. Such a concentration would represent a first step toward sophisticated program development, since, if nothing else, it would allow for a better grasp of differential program impact, without which program development is at best unenlightened.

Based on the findings of the Study, the authors recommend that the Division address itself to the following areas: (1) the assumptions of delinquency causation and intervention upon which its programs are based, (2) the nature of its youngster population, (3) the specific content of its intervention programs and their rationale, and (4) the process by which these intervention programs are evaluated. The relationships among these dimensions are displayed in Figure VIII.1.

1. One of the central findings of this study is that of the absence of clearly conceptualized assumptions regarding delinquency causation and intervention. It is recommended that the Division address this shortcoming by clarifying its positions regarding causation and intervention. As briefly reviewed in Chapter I, there exists different theories of delinquency causation which imply different methods of intervening with delinquenct youngsters. Since the cause(s) of delinquent behavior has hardly been explained away conclusively in any approach, it is incumbent upon agencies such as the Division to design programs based on various assumptions of causation which are deemed to be particularly persuasive, given the context of Division operations. The clarity of the assumptions upon which intervention programs are based is almost as critical as the content of the assumptions, since it is this clarity which permits meaningful delivery of services and program development.

2. Although Division operations imply the matching of different kinds of youngsters with most appropriate programs, the study found no systematic method of placement decision-making at entry or subsequent to first placement. It is recommended that the Division carefully reassess its clientele in terms of (a) whom it should be serving, (b) the intervention relevant differences among those whom it should serve, and (c) the techniques which are to be utilized in the identification of these intervention-relevant needs and the use of these data at intake and subsequent points in the delivery of service.

Currently, the Division services a wide variety of youngsters ranging from volunteers with no offense records to juvenile offenders who have been convicted (as adults) for very serious offenses. The problems which these youngsters exhibit vary considerably, and call for different kinds of programming. It has been argued that non-offenders should not be serviced by agencies dealing primarily with offenders because of the possibility of self-labeling among the non-offenders as a result of this association. The Division should address this issue and establish policy regarding client entry into its services.

In the field of human services, there is no substitute for client-specific, intervention-relevant data. If it is the case that different strategies are to be utilized with different youngsters, then the salient differences among these youngsters must be reliably measured, and clearly understood by all staff at intake and in programs. A number of classification systems have proven to be effective in the treatment and management of delinquents; the Division should investigate such systems toward the development of more formalized intake and placement procedures based on a more systematic categorization of the needs of its youngsters.

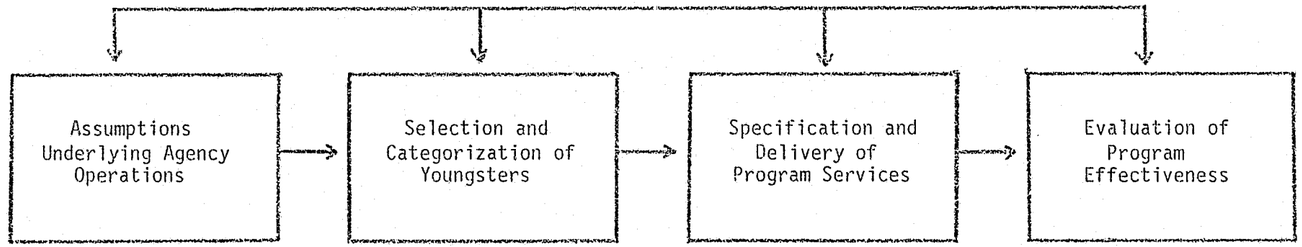
3. The Study found a relative paucity of formal planning and documentation surrounding the specific intervention strategies of different programs. Although youngsters are placed in different programs in order to receive different services, the content of those services were very difficult to ascertain. It is recommended that the Division move toward the elaboration of the content of its various treatment programs such that the critical elements of these practices are clearly understood. Ideally, the content

of delinquency treatment programs is derived from and attached to assumptions about delinquency causation as well as a matching of programs with appropriate clients. In order for this system to be developed in the Division, the delinquency intervention strategy operationalized in various programs must be clearly conceptualized and documented, and staff must be trained in its use. The theory underlying the particular treatment(s) must be understood, as well as the resulting objectives and goals.

4. Given the lack of specific program objectives, it is difficult for the Division to assess the relative effectiveness of its different programs. It is recommended that the Division develop more specific objectives and goals for different youngsters and programs such that program effectiveness can be more systematically evaluated. This capacity represents the final segment of the model illustrated in Figure VII.1, and is the origin of the feedback loop to the other dimensions. Unless a strong program evaluation capability is developed and maintained, the program development function in the agency will remain fundamentally unenlightened regarding the specific experiences of programs. In other words, it will not be possible to determine, with any degree of confidence, "what worked" for whom, and how. Of course, it will not be possible to determine "what worked" unless specific success criteria are established. It may well be the case that different expectations apply to different youngsters and programs, and that program effectiveness must be measured according to these different expectations. This situation would argue all the more for the careful assessment of individual programs according to their own objectives and goals.

Figure VIII.1

Relationships Among Key Elements of Agency Operations



1. Theories of delinquency causation and intervention
2. Content of agency operations

1. Agency mandate from legislature
2. Characteristics of youngsters referred

1. Program services Content, duration intensity
2. Matching of youngster needs with program resources

1. Program objectives and goals for specific groups of youngsters
2. Techniques for measurement of goal attainment
3. Techniques for feedback of findings

APPENDIX A

DATA COLLECTION INSTRUMENTS

APPENDIX A.1

COMMUNITY-ORIENTED PROGRAMS ENVIRONMENT SCALE (COPES)
SUBSCALES AND DEFINITIONS

COPES SUBSCALES AND SCORING

INVOLVEMENT

Item Number	Scoring Direction	
9	T	Residents put a lot of energy into what they do around here.
11	T	This is a lively, active place.
22	F	A lot of residents just seem to be passing time here, not getting into the program.
30	T	This program has many social activities. (parties, dances, trips)
33	T	Residents are proud of this program.
52	T	Talks here are very interesting.
60	T	Residents often do things together on the weekends.
62	F	Very few residents ever volunteer to do things around here.
73	T	Residents are pretty busy all of the time.
99	T	There is a strong feeling of togetherness among people in this program.

SUPPORT

Item Number	Scoring Direction	
2	T	Staff always compliment a resident who does something well.
15	T	The more together residents here help take care of the less together ones.
27	T	Staff have a lot of time to encourage residents.
38	T	Staff know what the residents want.
47	T	Residents almost always help each other out.
57	T	Staff are very interested in keeping in touch with residents once they leave the program.
67	T	Staff almost always show up for their appointments with residents.

SUPPORT (Continued)

Item Number	Scoring Direction	
70	T	Residents share things alot around here.
78	T	Residents are given a great deal of individual attention here.
81	T	The staff go out of their way to help new residents get to know other residents here.

SPONTANEITY

Item Number	Scoring Direction	
8	T	Residents are strongly encouraged to speak their minds freely.
14	F	Residents usually hide their feelings from each other.
26	T	Residents set up their own activities here whenever they feel like it and are in the mood.
37	F	When residents here disagree with each other, they keep it to themselves.
46	T	Residents say anything they want to the staff.
56	F	It is hard to tell how residents are feeling here.
66	T	Residents can usually do whatever they feel like in this program.
77	F	Residents usually hide their feelings from the staff.
85	T	Staff strongly encourage the residents to show their feelings.
94	F	Residents are careful about what they say when staff are around.

AUTONOMY

Item Number	Scoring Direction	
1	T	Residents can leave the program whenever they want to visit friends, go shopping, etc.
13	T	Residents can wear whatever they want.
25	T	Residents vote on what happens in this program.
36	T	Residents' suggestions are almost always put into effect here.
45	T	Many residents play a part in keeping this program going.
55	T	Residents can leave here anytime without saying where they are going.
65	T	Staff very often give in to pressure from residents.
76	T	Staff like it when residents act like leaders here.
93	T	Staff strongly encourage residents here to be independent.
102	T	Staff usually want to listen to residents' complaints.

PRACTICAL ORIENTATION

Item Number	Scoring Direction	
3	T	Residents must make detailed plans before leaving this program.
16	T	School or job training is considered very important in this program.
28	F	Most residents are more concerned with the past than with the future.
39	T	It is important that residents show that they are making progress in the program.
48	T	In this program it is important to teach residents how to solve real problems.
58	T	Residents are expected to make specific plans for the future.

PRACTICAL ORIENTATION (continued)

Item Number	Scoring Direction	
68	T	There is a lot of talk about exactly what residents will be doing after they leave the program.
79	T	Residents are taught useful new skills in this program.
86	F	Staff care more about how residents <u>feel</u>, than about their everyday sort of problems.
95	T	Residents must make specific plans before they leave this program.

PERSONAL PROBLEM ORIENTATION

Item Number	Scoring Direction	
7	T	Residents often talk about their pasts.
20	T	Residents tell each other about their deep, personal problems
32	T	Residents often discuss their sexual activities.
41	T	Personal problems are openly talked about here.
51	T	Residents are often asked personal questions by the staff.
61	T	Staff are mainly interested in learning about residents' feelings.
72	T	The residents very often talk with each other about their personal problems.
83	T	Staff like it when residents talk about their personal problems with each other.
89	T	Very often, staff encourage residents to talk about their personal problems.
98	T	Staff strongly encourage residents to talk about their past.

ANGER AND AGRESSION

Item Number	Scoring Direction	
10	T	Residents sometimes play (practical) jokes on each other.
18	T	Staff want residents to show their anger openly here.
23	F	It's hard to get people to argue around here.
34	T	Residents often complain or bitch about things.
43	T	Staff here always start arguments.
53	T	Residents often criticize or joke about the staff.
63	T	Residents argue very often here.
74	T	Staff here think it is a healthy thing to argue.
84	T	Residents become angry here very often.
90	T	Staff sometimes argue with each other in front of other people.

ORDER AND ORGANIZATION

Item Number	Scoring Direction	
6	T	Residents here follow a regular schedule every day.
19	F	Some residents look messy.
31	T	Residents activities are carefully planned.
35	F	Things are sometimes very confused (mixed up) around here.
50	T	This is a very well run program.
71	T	The staff make sure that this place is always neat.
82	F	Our livingroom is often messy.
87	F	When residents have appointments with staff, they are very often kept waiting.
88	T	Staff let residents know that they like it very much when the residents are neat and orderly.
97	F	This place usually looks a little messy.

CLARITY

Item Number	Scoring Direction	
12	T	Residents always know when staff will want to see them.
24	T	Residents always know when different staff will be working.
40	T	Everyone knows who's in charge here.
44	T	If a resident breaks a rule, he or she knows what the staff will do.
54	F	People are always changing their minds here.
64	T	If a resident's program (schedule) is changed, staff always tell him or her why it was changed.
75	T	Residents almost always know when staff think they are ready to leave the program.
91	F	There are often changes in the rules here.
92	T	Very often, staff explain in detail what this program is about.
101	T	Residents know exactly what the rules here mean.

STAFF CONTROL

Item Number	Scoring Direction	
4	T	Staff order the residents around here.
17	T	Once a schedule is worked out for a resident, the resident must follow it.
21	T	It is important to carefully follow the rules here.
29	T	Staff often punish residents by taking away their privileges.
49	F	Residents can call staff by their first names.
59	T	Residents who break the rules are punished for it.

STAFF CONTROL (continued)

Item Number	Scoring Direction	
69	F	Residents may interrupt staff when they are talking.
80	T	Residents will be shipped out to another program or discharged from this program if they don't obey the rules.
96	T	The staff make the rules here and make sure that people follow them.
100	T	If a resident fights with another resident, he or she will get into real trouble with the staff.

APPENDIX A.2

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (CIES) SUBSCALES AND DEFINITIONS

CIES SUBSCALES AND SCORING

INVOLVEMENT

Item Number	Scoring Direction	
1	T	The residents are proud of this unit.
10	T	Residents here really try to improve and get better.
19	T	Residents on this unit care about each other.
28	T	There is a lot of group spirit on this unit.
37	T	Residents put a lot of energy into what they do around here.
46	F	The unit has very few social activities.
55	T	A lot of things around here get people excited.
64	T	Discussions are pretty interesting on this unit.
73	F	Residents don't do anything around here unless the staff ask them to.
82	T	This is a friendly unit.

SUPPORT

Item Number	Scoring Direction	
2	T	Staff have a lot of time to encourage residents to do better.
11	T	Staff are interested in following up residents after they leave the program.
20	T	The staff help new residents get acquainted on the unit.
29	T	The more mature residents on this unit help take care of the less mature ones.

SUPPORT (continued)

Item Number	Scoring Direction	
38	F	Residents don't often help each other.
47	T	Staff go out of their way to help residents.
56	T	Staff are involved in resident activities.
65	F	Counselors don't have much time to encourage the residents to do better.
74	T	Staff like it when residents do things together as a group.
83	T	The staff know what the residents want.

EXPRESSIVENESS

Item Number	Scoring Direction	
3	T	Staff want residents to show their feelings.
12	F	Residents hide their feelings from the staff.
21	T	Staff and residents say how they feel about each other.
30	T	People say what they really think around here.
39	T	Residents say anything they want to the counselors.
48	F	Residents are careful about what they say when staff are around.
57	F	When residents disagree with each other, they keep it to themselves.
66	F	It is hard to tell how residents are feeling on this unit.
75	T	On this unit staff think it is a healthy thing to argue.
84	(filler item)	Residents on this unit hardly ever argue.

AUTONOMY

Item Number	Scoring Direction	
4	T	When residents make suggestions about the program, staff take their advice.
13	T	Staff want residents to be leaders on the unit.
22	T	The staff give residents a lot of responsibility.
31	T	Residents have a say about what goes on here.
40	F	The staff don't like criticism.
49	T	Staff like residents to start their own activities.
58	T	Staff often give in to pressure from the residents.
67	T	Staff want residents to be independent (to think for themselves).
76	T	Residents get to vote on some of the rules for this unit.
85	(filler item)	Staff want residents to make their own decisions.

PRACTICAL ORIENTATION

Item Number	Scoring Direction	
5	T	In this place, staff really want you to make plans for discharge from the program.
14	T	Staff want residents to plan for the future.
23	T	Staff want residents to learn new ways of doing things.
32	T	There is a lot of talk about what residents will be doing after they leave the unit.
41	F	Staff care more about residents' inner feelings than about residents' everyday sorts of problems.

PRACTICAL ORIENTATION (continued)

Item Number	Scoring Direction	
50	T	In this unit, staff think that job training for residents is very important.
59	T	Residents here are expected to work toward their goals.
68	T	In this unit, there are many different ways for helping residents solve their problems.
77	T	Residents must make plans before leaving the unit.
86	T	It is very important here to help residents handle their everyday sorts of problems better (for example, saving money, taking care of your own things).

PERSONAL PROBLEM ORIENTATION

Item Number	Scoring Direction	
6	T	Staff want residents to share their personal problems with each other.
15	T	Residents often talk about their personal problems with other residents.
24	T	Personal problems are evenly talked about.
33	T	Discussions on the unit are often about understanding personal problems.
42	T	Staff are mainly interested in learning about residents' feelings.
51	F	The staff hardly ever ask the residents personal questions.
60	F	Staff would like it better if residents didn't talk about sex.
69	T	Staff try to help residents understand themselves.

PERSONAL PROBLEM ORIENTATION (continued)

Item Number	Scoring Direction	
78	F	Residents hardly ever discuss their sexual lives.
87	(filler item)	Residents cannot openly discuss their personal problems here.

ORDER AND ORGANIZATION

Item Number	Scoring Direction	
7	T	The staff make sure that the unit is always neat.
16	F	The day room lounge is often messy.
25	F	The unit usually looks a little messy.
34	T	This is a very well organized unit.
43	F	Things are sometimes very disorganized around here.
52	F	Many residents look messy.
61	T	Residents' activities are carefully planned.
70	F	Counselors sometimes don't show up for their appointments with residents.
79	T	The staff set an example for neatness and orderliness.
88	T	Residents are hardly ever kept waiting when they have appointments with the staff.

CLARITY

Item Number	Scoring Direction	
8	F	Staff sometimes argue with each other.

CLARITY (continued)

Item Number	Scoring Direction	
17	T	If a resident's program is changed, someone on the staff always tells him/her why.
26	T	When residents first arrive on the unit, someone shows them around and explains how the unit operates.
35	F	Staff are always changing their minds here.
44	T	Staff tell residents when they're doing well.
53	T	If a resident breaks a rule, he/she knows what will happen to him/her.
62	F	Residents are always changing their minds here.
71	F	Residents never know when a counselor will ask to see them.
80	F	Residents never know when they will be transferred from this unit.
89	T	The residents know when counselors will be on the unit.

STAFF CONTROL

Item Number	Scoring Direction	
9	T	Once a schedule is arranged for a resident, he/she must follow it.
18	F	Residents may criticize staff members to their faces.
27	T	Residents will be transferred from this unit if they don't obey the rules.
36	T	All decisions about the unit are made by the staff and not by the residents.
45	T	The staff often punish residents by restricting them.

STAFF CONTROL (continued)

Item Number	Scoring Direction	
54	F	Staff don't order the residents around.
63	T	If one resident argues with another, he/she will get into trouble with the staff.
72	T	The unit staff regularly check up on the residents.
81	F	Residents can call staff by their first names.
90	(filler item)	The staff do not allow sexual behavior by the residents.

APPENDIX A.3

SELF-CONCEPT INVENTORY

NYS DIVISION FOR YOUTH

SELF-CONCEPT INVENTORY

PLEASE SUPPLY THE MISSING INFORMATION.

CARD NUMBER 1 — 1

INSTRUMENT 7 — 2

LETTERS (LAST NAME) 3 4 5

CASE NUMBER 6 7 8 9 10 11

SEX M=1 F=2 12

DATE OF BIRTH 13 14 15 16 17 18

REGION/DISTRICT 19 20

FACILITY CODE Ø Ø — 21 22 23 24 25 26

DATE OF SCI ADMINISTRATION 27 28 29 30 31 32

ADMINISTERED BY _____ 33 - 52 (INTERAGENCY MAILING LABEL)

FACILITY NAME _____ 53 - 72 (INTERAGENCY MAILING LABEL)

CARD NUMBER 2 — 1

(DUPLICATE COLS 2-11)

(PUNCH QUESTIONNAIRE CODES COLS 12-78)

Rev. 4/24/78

NEW YORK STATE DIVISION FOR YOUTH
COMMUNITY PROGRAM EVALUATION

I. Each of the following statements could be used to describe someone. Circle the number that shows how well each statement describes you.

		Very Well	Pretty Well	A Little	Not At All
1.	I often wish I were someone else.	1	2	3	4
2.	I find it very hard to talk in front of a group.	1	2	3	4
3.	There are lots of things about myself I'd change if I could.	1	2	3	4
4.	I always know what to say to people.	1	2	3	4
5.	I can make up my mind without too much trouble.	1	2	3	4
6.	I'm a lot of fun to be with.	1	2	3	4
7.	I get upset easily at home.	1	2	3	4
8.	It takes me a long time to get used to anything new.	1	2	3	4
9.	I'm never unhappy.	1	2	3	4
10.	I'm popular with people my own age.	1	2	3	4
11.	My family expects too much of me.	1	2	3	4
12.	My family usually considers my feelings.	1	2	3	4
13.	I give in very easily.	1	2	3	4
14.	I always do the right thing.	1	2	3	4
15.	It's pretty tough to be me.	1	2	3	4
16.	Things are all mixed up in my life.	1	2	3	4
17.	Other people usually follow my ideas.	1	2	3	4
18.	I never worry about anything.	1	2	3	4
19.	I have a low opinion of myself.	1	2	3	4
20.	There are many times when I'd like to leave home.	1	2	3	4
21.	I often feel upset about the work I do.	1	2	3	4
22.	I'm not as nice looking as most people.	1	2	3	4
23.	If I have something to say, I usually say it.	1	2	3	4
24.	My family understands me.	1	2	3	4
25.	Most people are better liked than I am.	1	2	3	4
26.	I usually feel as if my family is pushing me.	1	2	3	4
27.	I often get discouraged at what I'm doing.	1	2	3	4
28.	Things don't usually bother me.	1	2	3	4
29.	I can't be depended on.	1	2	3	4

II. Circle the number that shows how much you agree or disagree with each of the following statements.

		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1.	You don't get much fun out of life.	1	2	3	4
2.	You feel as capable and smart as most people.	1	2	3	4
3.	You feel you have little influence over the things that happen to you.	1	2	3	4
4.	Becoming a success is mainly a matter of luck; hard work doesn't help very much.	1	2	3	4
5.	The wise person lives for today and lets tomorrow take care of itself.	1	2	3	4
6.	It is hard to get ahead without breaking the law now and then.	1	2	3	4
7.	Most bosses will have it in for you and give you a hard time.	1	2	3	4
8.	Most people cannot be trusted.	1	2	3	4
9.	Most work is dull and boring.	1	2	3	4
10.	You feel happy.	1	2	3	4
11.	In your spare time, you have something to do that you like to do.	1	2	3	4
12.	You feel like a failure.	1	2	3	4
13.	You get even with people who wrong you as soon as you can.	1	2	3	4
14.	Teachers have had it in for you and have given you a hard time.	1	2	3	4

		A Lot	Some	A Few	Almost None
15.	How many enemies do you feel you have?	1	2	3	4

		Excellent	Reasonably Good	Not Very Good	Very Unlikely
16.	What do you think your chances of becoming a respected and law abiding member of your community are?	1	2	3	4

III. Each of the following terms could be used to describe someone. Circle the number that shows how well each term describes you.

		Very Well	Pretty Well	A Little	Not At All
1.	Someone who is sort of mixed up.	1	2	3	4
2.	Someone who is well liked.	1	2	3	4
3.	Someone who is a good citizen.	1	2	3	4
4.	Someone who is an unhappy person.	1	2	3	4
5.	Someone who gets into fights a lot.	1	2	3	4
6.	Someone who is often upset.	1	2	3	4
7.	Someone who is a bad kid.	1	2	3	4
8.	Someone who is messed up.	1	2	3	4
9.	Someone who gets along well with other people.	1	2	3	4
10.	Someone who gets into trouble.	1	2	3	4
11.	Someone who needs help.	1	2	3	4
12.	Someone who is liked by staff.	1	2	3	4
13.	Someone who does things that are against the law.	1	2	3	4
14.	Someone who has a lot of personal problems.	1	2	3	4
15.	Someone who is a respectable person.	1	2	3	4
16.	Someone who breaks rules.	1	2	3	4
17.	Someone who is liked by the neighbors.	1	2	3	4
18.	Someone who is emotionally disturbed.	1	2	3	4
19.	Someone who will spend time in jail.	1	2	3	4
20.	Someone who will do okay in life in things like school, jobs, having a family, and so on.	1	2	3	4
21.	Someone who will need help for personal problems.	1	2	3	4
22.	Someone who will get into trouble for things he/she does.	1	2	3	4

APPENDIX A.4

PROGRAM DESCRIPTION FORM

Revised 7/24/79

NEW YORK STATE DIVISION FOR YOUTH

PROGRAM DESCRIPTION FORM

1. Card # 1/1
2. Instrument 8/2
3. Facility 3/3 Ø/4 /5 /6 /7 /8
4. Unit of Facility[1] (See Instructions) /9 /10
5. Round of Data Collection /11 /12
6. Date of Program Description Short-Form Completion[2] /13 /14 /15 /16 /17 /18
7. Age at Admission[3] of Youngsters in Program:

	Typically[4]
a. % 12 years or younger	/19 /20 /21
b. % 13 years old	/22 /23 /24
c. % 14 years old	/25 /26 /27
d. % 15 years old	/28 /29 /30
e. % 16 years old	/31 /32 /33
f. % 17 years old	/34 /35 /36
g. % 18 years old or older	/37 /38 /39

8. Sex of Youngsters in Program:
   a. % Male /40 /41 /42
   b. % Female /43 /44 /45
9. Ethnicity of Youngsters in Program:
   a. % White /46 /47 /48
   b. % Black /49 /50 /51
   c. % Puerto Rican /52 /53 /54
   d. % Other (include other Hispanic) /55 /56 /57
10. Number of Youngsters in Program: /58 /59 /60
11. Budgeted Capacity: /61 /62 /63
12. Proximity of Program to Youngsters' Home Communities:
    a. % of youngsters who come from same county as program /64 /65 /66
    b. % of youngsters who come from county contiguous to county of program /67 /68 /69

12. Proximity of Program to Youngsters' Home Communities: (continued) — Typically
    c. % of youngsters who come from county non-contiguous to county of program /70 /71 /72

    TOTAL = 100%

13. "Home" Region of Youngster in Program:
    a. % of youngsters who come from same region as program. /73 /74 /75
    b. % of youngsters who come from region different than that of program /76 /77 /78

    TOTAL = 100%

Card # 2/1

DUPLICATE 2-12

14. Last School Grade Completed[5] by Youngsters at Admission to Program:
    a. % completing grades 1 - 2 /13 /14 /15
    b. % completing grades 3 - 4 /16 /17 /18
    c. % completing grades 5 - 6 /19 /20 /21
    d. % completing grades 7 - 8 /22 /23 /24
    e. % completing grades 9 - 10 /25 /26 /27
    f. % completing grades 11 - 12 /28 /29 /30
15. Legal Status of Youngsters in Program:
    a. % Volunteers /31 /32 /33
    b. % PINS /34 /35 /36

15. Legal Status of Youngsters in Program: (Cont'd)

	Typically
c. % JDs	37 38 39
d. % Restricted JDs	40 41 42
e. % Youthful Offenders	43 44 45
f. % Juvenile Offenders	46 47 48
g. % Other	49 50 51

16. Admission Status of Youngsters in Program[6]:

a. % new	52 53 54
b. % transferred from residential service	55 56 57
c. % transferred from aftercare	58 59 60
d. % other	61 62 63

17. Number of youngster admissions to program between April 1, 1978 - March 31, 1979. 64 65 66

18. Number of youngsters admitted to program between April 1, 1978 - March 31, 1979 who stayed less than one (1) month[7] 67 68 69

19. # and % of youngsters discharged between April 1, 1978 and March 31, 1979 who stayed in program longer than one (1) month but:

	Number	Percent
a. less than 4 months	70 71 72	73 74 75
b. 4-7 months, 29 days	13 14 15	16 17 18
c. 8 months or more	19 20 21	22 23 24

Card # 3/1

DUPLICATE 2-12

20. Number of budgeted full-time staff — Number: 25 26 27

21. Number of budgeted Part-time staff — 28 29 30

22. Number of Interns/Volunteers (who work with youngster(s) at least once a week, for one hour). — Typically: 31 32 33

23. Ethnicity of full-time and Part-time program staff:

a. % white	34 35 36
b. % black	37 38 39
c. % Puerto Rican	40 41 42
d. % other	43 44 45

24. Age of Full-time and Part-time program staff:

a. % 20 and younger	46 47 48
b. % 21 - 25	49 50 51
c. % 26 - 30	52 53 54
d. % 31 - 35	55 56 57
e. % 36 - 40	58 59 60
f. % 41 - 45	61 62 63
g. % 46 - 50	64 65 66
h. % 51 and older	67 68 69

25. Sex of Full-time and Part-time staff in program:

a. % male	70 71 72
b. % female	73 74 75

26. Geographic location of program: (1 = rural; 2 = suburban; 3 = urban residential; 4 = urban commercial) 76 77

27. Type of planning area: (1 = metropolitan planning area; 2 = developmental planning area; 3 = regional coordinating area.) 78 79

APPENDIX A.5

RESIDENTIAL PROGRAM SURVEY

(Revised 7/24/79)

INSTRUCTIONS
for completing
SUMMARY OF YOUNGSTER'S PROGRESS
RESIDENTIAL PROGRAM SURVEY

This is a two-part summary of the progress made by the youngster named below while he or she was in residence at your program. The first part asks your opinion about the degree of improvement the youngster made in 18 potential problem areas. These categories are intentionally general and you may wish to be more specific in the comment section at the end of the questionnaire.

The second part asks you to rate the contribution certain factors made to the youngster's progress. Again, you should feel free to comment further at the end of the survey. Also feel free to incorporate the opinions of other staff who may be more familiar with certain aspects of the youngster's program. Please seal the questionnaire in the envelope provided and return it to the program director.

Please complete or correct the following items of information:

1. _____ *
   Youngster's Name

2. _____
   Casenumber (4-9)

3. _____
   Facility Name (12-15)

4. _____
   Residential Unit/Wing/Cottage/Crew** (16-17)

5. _____
   Date Admitted to Program (18-23)

6. _____
   Date Released from Program

7. _____
   Last Date of Residence in Program (24-29)
   (if different from release date)

8. _____
   Name of Person completing this form (30-41)

9. _____
   Title (42-43)

10. _____
    Date of this Evaluation (44-49)

*If for some reason this youngster was in residence at your program for less than 3 months, please indicate this on the form and return it to the program director in the envelope provided. There is no need to complete the survey for such a youngster.

**If the youngster resided in more than one residential unit during his or her stay, please indicate the unit of longest residential stay.

Rev. 7/20/79

SUMMARY OF YOUNGSTER'S PROGRESS
RESIDENTIAL PROGRAM SURVEY

I. SUMMARY OF YOUNGSTER IMPROVEMENT DURING PROGRAM STAY.

For each of the potential problem areas listed below, please rate the degree to which the youngster improved during the time that he or she was in residence at your program. If in your opinion the youngster did not have a problem in a particular area, circle #8, "not applicable;" if the youngster did have a problem, please rate the improvement (#1, 2, 3, or 4). There may be some problem areas for which little or no information existed, and in these cases you should circle #9,"don't know".

1 = no improvement at all: problem was of similar magnitude as when he/she was first admitted to the program.

2 = some improvement: some progress in this area was made.

3 = considerable improvement: progress in this area was substantial.

4 = major improvement: progress in this area was excellent; problem was generally resolved.

8 = not applicable: problem did not pertain to this particular youngster.

9 = don't know: rater/program has no information relative to this particular problem area.

		Please circle the appropriate #					
		1	2	3	4	8	9
1.	Attitude toward self (self-esteem)	1	2	3	4	8	9
2.	Attitude toward family	1	2	3	4	8	9
3.	Family attitude toward youngster	1	2	3	4	8	9
4.	Involvement in delinquent/criminal behavior (include drug sale)	1	2	3	4	8	9
5.	Running away (from home, program)	1	2	3	4	8	9
6.	Truancy	1	2	3	4	8	9
7.	Attitude toward school	1	2	3	4	8	9
8.	Behavior in school	1	2	3	4	8	9
9.	Academic skills/performance	1	2	3	4	8	9
10.	Attitude toward work	1	2	3	4	8	9
11.	Vocational skills	1	2	3	4	8	9
12.	Ability to deal with peers	1	2	3	4	8	9
13.	Physical aggression	1	2	3	4	8	9
14.	Verbal aggression	1	2	3	4	8	9
15.	Ability to deal with authority	1	2	3	4	8	9
16.	Ability to take constructive criticism	1	2	3	4	8	9
17.	Ability to take responsibility for own actions	1	2	3	4	8	9
18.	Use of leisure time	1	2	3	4	8	9

II. SUMMARY OF FACTORS IMPORTANT TO YOUNGSTER PROGRESS.

Please rate the degree to which each of the following factors contributed to this youngster's overall progress (or lack of progress) in program.

1 = no contribution at all: this factor had nothing to do with youngster's progress, e.g., "family support" may be considered of no contribution in cases where family, in the opinion of the program, provided no support. (Note difference with 8, "not applicable.")

2 = minor contribution: this factor made only a small contribution to youngster's overall progress.

3 = considerable contribution: this factor made a moderate contribution to youngster's progress.

4 = major contribution: this factor contributed very strongly to youngster's overall progress.

8 = not applicable: this factor did not pertain to this particular youngster, e.g., "family support" does not apply to youngster who has no family.

9 = don't know: no information available about contribution this factor made to youngster's progress.

		Please circle the appropriate #					
1.	Informal relationship(s) developed with particular program staff	1	2	3	4	8	9
2.	Individual counseling	1	2	3	4	8	9
3.	Group counseling	1	2	3	4	8	9
4.	Peers in program	1	2	3	4	8	9
5.	Academic program	1	2	3	4	8	9
6.	Vocational education program	1	2	3	4	8	9
7.	Work program	1	2	3	4	8	9
8.	Support from family	1	2	3	4	8	9
9.	Youngster strengths/maturation	1	2	3	4	8	9
10.	Recreational program	1	2	3	4	8	9
11.	Community resources	1	2	3	4	8	9
12.	Other (please explain below)	1	2	3	4	8	9

Please feel free to comment on any other factors which you believe were influential in this youngster's progress during his or her program stay.

_____

_____

_____

_____

APPENDIX A.6

YOUTH SERVICE TEAM SURVEY

8/22/79

SUMMARY OF YOUNGSTER'S PROGRESS
YOUTH SERVICE TEAM SURVEY

****

1. Youngster's Name_____
2. Casenumber_____
3. Sex_____
4. Ethnicity_____
5. Adjudication_____
6. Legal Status_____
7. Placement Dates_____to_____
8. Offense code(s)_____
9. Cohort Entry Date_____
10. Admission to Aftercare Date_____
11. DFY Discharge Date_____
12. YST Worker_____
13. YST Address_____
14. Date of this Follow-up_____

****

I. SUMMARY OF YOUNGSTER'S CURRENT SITUATION (as of date of this evaluation).
Please answer each of the following questions relative to the youngster's current living situation. Check the appropriate space.

A. RESIDENCE

1. Where is youngster living now?
___ (01) with family
___ (02) with friends
___ (03) on his/her own
___ (04) DFY independent living
___ (05) DFY or private fostercare
___ (06) in a private facility
___ (07) in a DFY facility
___ (10) in an adult correctional facility
___ (11) other (explain below)
___ (99) don't know

2. In what county does the youngster reside?
___ ( ) _____
___ (99) don't know

3. If youngster is residing in some facility (if answer to #1 was f, g, h, or i), what is the name of the facility?
___ ( ) _____
___ (88) not applicable
___ (99) don't know

B. EDUCATION

1. Is youngster attending school?
___ (1) yes
___ (2) no
___ (9) don't know

2. Is youngster attending school full- or part-time?
___ (1) full-time
___ (2) part-time
___ (8) not applicable
___ (9) don't know

B. (Cont'd)

3. What type of school is youngster attending?
___(1)public academic
___(2)private academic
___(3)public vocational/occupational
___(4)private vocational/occupational
___(5)DFY or other childcare agency
___(6)other_____
___(8)not applicable
___(9)don't know

4. What was the last school grade that this youngster completed?
___(1)4th grade or below
___(2)5th or 6th
___(3)7th or 8th
___(4)9th or 10th
___(5)11th or 12th
___(6)post-secondary level
___(7)ungraded school
___(8)not applicable
___(9)don't know

5. Has youngster graduated from high school or earned a GED?
___(1)yes, high school graduate
___(2)yes, GED
___(3)no
___(9)don't know

C. EMPLOYMENT

1. Is youngster currently employed?
___(1)yes
___(2)no
___(9)don't know

2. Is youngster currently employed full- or part-time?
___(1)full-time
___(2)part-time
___(8)not applicable
___(9)don't know

3. Does the youngster's current employment represent summer employment only?
___(1)yes
___(2)no
___(8)not applicable
___(9)don't know

4. What type of work does the youngster do? (please be as specific as possible, i.e., what sorts of duties does he/she have?
___( )_____
_____
_____
___(8)not applicable
___(9)don't know

C. (Cont'd)

5. What was the longest length of employment (full- or part-time) experienced by this youngster?

___ ( ) number of weeks_____
___ (88) not applicable
___ (99) don't know

6. With respect to the longest held job for this youngster, was his/her employment subsidized in any way (e.g., CETA, Summer Program for Disadvantaged Youth, Job Corps, etc.)?

___ (1) yes
___ (2) no
___ (8) not applicable
___ (9) don't know

D. DELINQUENT/CRIMINAL INVOLVEMENT

1. Since the summer of '78, has the youngster been arrested for criminal or delinquent behavior?

___ (1) yes
___ (2) no
___ (8) not applicable
___ (9) don't know

2. Since then, how many times was the youngster arrested?

___ (1) once
___ (2) twice
___ (3) three times
___ (4) more than 3 times
___ (8) not applicable (youngster never arrested)
___ (9) don't know

3. What was the most serious offense for which the youngster was arrested?

___ ( ) _____
_____
_____
___ (8) not applicable
___ (9) don't know

4. Since the summer of '78, has the youngster been referred to Family Court?

___ (1) yes
___ (2) no
___ (8) not applicable
___ (9) don't know

D. (Cont'd)

5. Did the referral(s) to Family Court result in adjudication?

___ (1) yes
___ (2) no
___ (8) not applicable
___ (9) don't know

6. What was the final adjudication?

___ (1) none
___ (2) adjourned in contemplation of dismissal
___ (3) PINS
___ (4) JD
___ (5) Restrictive JD
___ (6) case pending
___ (7) other_____
___ (8) not applicable
___ (9) don't know

7. What was the final disposition on this adjudication?

___ (01) judgment or sentence suspended
___ (02) discharge with warning
___ (03) probation
___ (04) other at-home supervision
___ (05) placed, DSS or voluntary agency
___ (06) placed, DFY
___ (07) placed, relative or foster-care
___ (10) case pending
___ (11) other_____
___ (88) not applicable
___ (99) don't know

8. Since the summer of '78, has the youngster been indicted by Criminal Court?

___ (1) yes
___ (2) no
___ (8) not applicable
___ (9) don't know

9. If the youngster was indicted, was he or she convicted?

___ (1) yes
___ (2) no
___ (8) not applicable
___ (9) don't know

10. If the youngster was convicted, was he or she sentenced?

___ (1) yes
___ (2) no
___ (8) not applicable
___ (9) don't know

D. (Cont'd)

11. If the youngster was sentenced, what was the nature of the sentence?

___ (01) none/dismissed
___ (02) continuance
___ (03) fine
___ (04) probation
___ (05) county jail
___ (06) juvenile offender status
___ (07) state corrections term (not a j.o. sentence)
___ (10) other _____
___ (88) not applicable
___ (99) don't know

II. SUMMARY OF YOUNGSTER'S CURRENT PROBLEMS (as of date of this evaluation). For each of the potential problem areas listed below, please rate the seriousness of the problem for this youngster at the present time.

1 = not a problem at all

2 = not a serious problem: a few deficiencies in this areas, but problems are workable; good potential for improvement.

3 = somewhat serious problem: some deficiencies in this area, and problems will be solved only with a great deal of work; some potential for improvement.

4 = extremely serious problem: many deficiencies in this area; problems will be solved only with intensive intervention; potential for improvement is minimal.

8 = not applicable: problem does not pertain to this particular youngster, e.g., "behavior in school" does not apply to youngster who is not in school.

9 = don't know: YST has no information relative to this particular problem area.

	Please circle the appropriate #					
1. Attitude toward self (self-esteem)	1	2	3	4	8	9
2. Attitude toward family	1	2	3	4	8	9
3. Economic support from family	1	2	3	4	8	9
4. Current residential situation	1	2	3	4	8	9
5. Supervision from parents/parent figures	1	2	3	4	8	9

II. (Cont'd)

	Please circle the appropriate #					
6. Delinquent/criminal behavior (include here drug sale)	1	2	3	4	8	9
7. Status-offense behavior (e.g., truancy, runaways, drug or alcohol use)	1	2	3	4	8	9
8. Attitude toward school	1	2	3	4	8	9
9. Behavior in school	1	2	3	4	8	9
10. Education skills/performance	1	2	3	4	8	9
11. Employment: Job Availability	1	2	3	4	8	9
12. Employment: Attitudes toward work	1	2	3	4	8	9
13. Employment: Vocational skills	1	2	3	4	8	9
14. Ability to deal with peers	1	2	3	4	8	9

FURTHER COMMENTS:

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX A.7

BEHAVIOR SURVEY

NYS Division for Youth

BEHAVIOR SURVEY

Face Sheet

1/1 6/2 Ø/3 Ø/4

5/5 6/6 7/7 8/8

9/9 10/10 11/11 (alpha)

12/12 13/13 14/14 15/15

16/16 17/17 18/18 19/19

20/20 21/21 22/22 23/23

24/24 25/25 26/26 27/27

(skip 28 to 40)
(begin questionnaire in column 41)

During the last six months,

	Never	Once	Twice	Three or more times
1. Did you stay out late at night when you were supposed to be home?	1	2	3	4
2. Did you take something (including money) that did not belong to you and was worth $250 or more?	1	2	3	4
3. Did you take something (including money) that did not belong to you and was worth less than $250?	1	2	3	4
4. Did you break into and enter somewhere to take something?	1	2	3	4
5. Did you take something from a store without paying?	1	2	3	4
6. Did you use force to take money or something else from someone?	1	2	3	4
7. Did you buy, use, or sell something that you knew had been stolen?	1	2	3	4
8. Did you trespass anywhere you were not supposed to go?	1	2	3	4
9. Did you purposely damage or destroy public or private property (for no reason) that did not belong to you?	1	2	3	4
10. Did you skip school without a legitimate excuse when your parents thought you were at school?	1	2	3	4
11. Did you write someone else's name on something (like a check) to get money, or use a stolen credit card to get something?	1	2	3	4
12. Did you take a car and go for a ride without the owner's permission?	1	2	3	4
13. Did you beat up someone who hadn't done anything to you?	1	2	3	4
14. Did you kill someone without meaning to?	1	2	3	4
15. Did you carry a weapon (chain, knife, gun, etc.) for purposes other than self-defense?	1	2	3	4

	Never	Once	Twice	Three or more times
16. Did you rape somebody?	1	2	3	4
17. Did you use a weapon (rock, stick, knife, gun, etc.) while fighting with another person?	1	2	3	4
18. Did you intentionally kill someone?	1	2	3	4
19. Did you use force to get someone to go somewhere they didn't want to go so you could hurt them or get money for their return?	1	2	3	4
20. Did you gamble for money with people other than your family?	1	2	3	4
21. Did you have sexual relations (other than kissing) with a person of the opposite sex?	1	2	3	4
22. Did you take money for having sexual relations with someone?	1	2	3	4
23. Did you purposely set a fire in a building or in any other place?	1	2	3	4
24. Did you drink alcoholic beverages (beer, wine, etc.)?	1	2	3	4
25. Did you sell any kind of drugs other than marijuana?	1	2	3	4
26. Did you use any kind of drugs other than marijuana?	1	2	3	4
27. Did you use marijuana?	1	2	3	4
28. Did you sell marijuana?	1	2	3	4
29. Did you run away from home for more than twenty-four hours?	1	2	3	4

APPENDIX A.8

COMMUNITY LINKAGES AND INTERACTION PROFILE INTERVIEW FORM (CLIP)

I. f. How many residents use community resources to obtain additional counseling services like family counseling, psychological testing and evaluations, sex education, etc.?
(None, Few, Some, Most, All) N=_____

- are the services provided systematically, that is not just on an as-needed basis?
(Yes/No)

- are there any constraints/facilitators?

_____

_____

_____

_____

I. g. Does the program use community resources to obtain staff development services?
(Yes/No)

- if yes, how many of the treatment staff use such services?
(Few, Some, Most, All) N=_____

- are these staff development services arranged by the program as opposed to being sought out by the staff members individually?
(Yes/No)

- are there any constraints/facilitators?

_____

_____

_____

I. h. Does the program ever utilize community resources to obtain legal assistance for the residents and/or their families?
(Yes/No)

- if so, how often?
(rarely, occasionally, often)

- for how many residents?
(Few, Some, Most, All)

- are there any constraints/facilitators?

_____

_____

_____

I. i. Does the program ever use community resources to find alternative living situations, (hostels, etc.) for either residents or referrals from the community?
(Yes/No)

- if so, how many living situations have been developed?
(Few, Some, Many) N=_____

- how often are they used?
(Rarely, Occasionally, Often)

- are they used routinely?
(Yes/No)

- are there any constraints/facilitators?

_____

_____

_____

II. a. Do the residents ever participate in community-sponsored social activities (e.g., block parties, school dances, etc.)
(Yes/No)

- if yes, are they kept segregated?
(Yes/No)

- how intense is the staff supervision (most of the time)?
(Heavy Supervision is Required, Minimal Supervision is Required, No Supervision is Required.)

- are there any constraints/facilitators?

_____

_____

_____

II. b. Do any of the staff members interact with non-DFY community organizations, groups or programs in terms of providing volunteer service such as; serving on advisory boards, members of local groups, voluntary consultant, etc.
(Yes/No)

- if yes, how many staff members do so?
(Few, Some, Most) N=_____

- with how many community organizations?
(Few, Some, Many) N=_____

- are there any constraints/facilitators?

_____

_____

_____

5/2/79
CLIP Interview Form

Program Name:_____ Interviewee(s):_____

(Title Only) _____

Date:_____ Interviewer:_____

I. a. How many residents have jobs in the community?
(None, Few, Some, Most, All) N=_____

- how many of these jobs held by residents are not DFY-sponsored (e.g., non-CETA, Youth Employment Funds)
(None, Few, Some, Most, All) N=_____

- are there any constraints under which this program operates which makes it difficult or impossible to find jobs for the residents in the community? For example, availability, access?

_____

_____

_____

- are there any facilitators?

_____

_____

_____

I. b. How many residents utilize educational services outside the program premises in the community? Educational services include public schools, alternative schools, learning centers, and the like.
(None, Few, Some, Most, All) N=_____

- how many educational resources would you say the program has available for its use?
(None, Few, Many) N=_____

- are there any constraints under which the program operates which makes it difficult or impossible to find educational services in the community for the residents?

_____

_____

_____

- are there any facilitators?

_____

_____

_____

I. c. How many residents are involved with job training activities in the community?
(None, Few, Some, Most, All) N=_____

- how many of these job training activities are non-DFY sponsored?
(None, Few, Some, Most, All) N=_____

- are there any constraints which make it difficult to find job training in the community for the residents?

_____

_____

_____

- are there any facilitators?

_____

_____

_____

I. d. How many residents utilize health care services located in the community? For example, medical services, dental services, planned parenthood, preventive medical services, etc.
(None, Few, Some, Most, All) N=_____

- are these services provided routinely, that is, not on an emergency-type basis only?
(Yes/No)

- are there any constraints which makes it difficult to find health services in the community for the residents?

_____

_____

_____

- are there any facilitators?

_____

_____

_____

I. e. How many residents use recreational resources located in the community (e.g., YMCA's, school gyms, arts and crafts facilities for organized recreation and/or entertainment.
(None, Few, Some, Most, All) N=_____

- how many recreational resources are available for the residents' use?
(None, Few, Many) N=_____

- are these resources used routinely, that is, days are set aside for the program's use of these facilities?
(Yes/No)

- are there any constraints/facilitators?

_____

_____

_____

III. c. (Cont'd)

- for what kinds of services?
  (Tutoring Only, Screening Only, Remedial Education Only, Life Skills Training Only, etc. or combination of services)
- does the program sponsor an educational program for the community youth or their families?
  (Yes/No)
- does the program also serve as an advocate for the community with respect to school-related matters?
  (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

III. d. Do the community members ever request aid from program residents for small chores such as; community clean-up activities, carwashing, lawn mowing, babysitting, etc.?
(Yes/No)

- if yes, how many community members do so?
  (Few, Some, Many)
- how often?
  (Rarely, Occasionally, Often)
- are these requests systematic? (For instance, the program has formed a volunteer service component which the community is aware of and periodically utilizes.) (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

III. e. Does the program ever have interns?
(Yes/No)

- how often?
  (Rarely, Sometimes, Always)
- how many interns?
  (Few, Some, Many)

III. e. (Cont'd)

- how are they referred to program?
  (self-referrals, local educational institutions)
- is the use of interns a part of an on-going relationship with local educational institutions?
  (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

III. f. Do community members ever utilize the program's facilities for recreation or social activities?
(Yes/No)

- if yes, how often?
  (Rarely, Sometimes, Often)
- for what kinds of functions?
  (Social Gatherings Only, Recreation Only, Mix of Activities)
- is this a systematic utilization? (For instance, certain days are set aside by program so that community members can use the facilities.) (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

IV. a. Does the program ever have volunteer workers?
(Yes/No)

- if yes, how many?
  (Few, Some, Many)
- how often?
  (Rarely, Sometimes, Always)
- are they always available?
  (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

II. c. Does the program ever sponsor an "open-house" type event?
(Yes/No)

- if yes, how often?
  (Rarely, Annually, Semi-Annually)
- does the program encourage community residents to visit program on a walk-in basis?
  (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

II. d. Are the residents allowed to move about the neighborhood, that is, to take walks, interact with neighbors?
(Yes/No)

- if yes, how many residents?
  (Few, Some, Most, All)
- how intense is the supervision?
  (Heavy, Minimal, Supervision is not Required)
- are there any constraints/facilitators?

_____

_____

_____

II. e. Does the program allow and encourage residents to mix with neighborhood residents, i.e., make friends with neighborhood youth?
(Yes/No)

- if yes, how many program residents?
  (Few, Some, Most, All)
- how many residents actually do have friends from the community?
  (Few, Some, Most)
- does the program sponsor activities to enhance that type of interaction like allowing local youth to visit residents, use the recreational facilities, having parties, etc.)
  (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

III. a. How many referrals for residential service are direct referrals from the community, i.e., non-YST? (None, Few, Some, Most, All) N=_____

- are these referrals strictly from criminal justice agencies like police, courts, probation?
  (Yes/No)

OR

- are these referrals from both criminal justice and non-criminal justice agencies like schools, social service, self-referrals, families, other community programs?
  (Yes/No)
- are there any constraints/facilitators?

_____

_____

_____

III. b. Does the program provide family services?
(Yes/No)

- for whom?
  (Program residents only, community residents only, both)
- how often do community members (i.e., non-program residents) request family services from the program?
  (Rarely, Occasionally, Often)

Does the program also sponsor activities for the community families like workshops, parent effectiveness training, etc.
(Yes/No)

- are there any constraints/facilitators?

_____

_____

_____

_____

III. c. Does the program ever receive referrals from the community for educational services?
(Yes/No)

- if yes, how many youths?
  (Few, Some, Many)

APPENDIX B

REGRESSION EQUATIONS EMPLOYED IN PREDICTING YOUNGSTER OUTCOMES:
ASSESSMENT OF PROGRAM IMPACT

IV. b. Do community members ever advise or consult program administrators?
(Yes/No)

- does the program have an advisory board made up of community members?
(Yes/No)

- if yes, do they participate in program development?
(Yes/No)

- do they participate in the governing and setting of policy?
(Yes/No)

- are there any constraints/facilitators?

_____

_____

_____

IV. c. Does the community ever complain about residents to program staff, police, etc.?
(Yes/No)

- if yes, how often?
(Rarely, Sometimes, Often)

- how supportive are community members about the program?
(Non-Supportive, Mixed, Generally Supportive, Very Supportive)

- are there any constraints/facilitators?

_____

_____

_____

IV. d. Do community members ever contribute funds, clothing, furniture, etc. for residents?
(Yes/No)

- how often?
(Rarely, Sometimes, Often)

- do community members sponsor activities to generate contributions, clothing, etc. for the residents?
(Yes/No)

- are there any constraints/facilitators?

_____

_____

_____

TABLE B1.b

REGRESSION EQUATIONS FOR EDUCATION OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS AND PRE-INTERVENTION MEASURES#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: EDUCATIONAL PROBLEMS SCALE (YSTS)[1]							
Predictor Variables:							
Step 1: Background Variables Set[2]	265	--	--	5.8	--	--	--
Step 2: Program Services Variable - Total Residential Length of Stay	265	.23	.31	15.1	9.3	.016	27.99**
Predictor Variables:[3]							
Step 1: Background Variables Set[2]	133	--	--	4.0	--	--	--
Step 2: Pre-Intervention Control Variable - School Status at Intake Set (IA)[4]	133	--	--	10.8	6.8	--	2.32
Step 3: Program Services Variable - Total Residential Length of Stay	133	.20	.28	18.0	7.2	.016	10.46**

[1]Coefficients have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems).

[2]Includes controls for sex, age at entry, and adjudication (the latter using a "dummy" coded variable set).

[3]Similar regression equations using alternative measures as controls for pre-intervention characteristics were tested yielding results similar to those presented using School Status at Intake. Alternative measures used included Reading and Math Screening scores, Academic Performance - According to Youth, and Academic Performance - According to School.

[4]Using "dummy" coded variable set.

#All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$\leq .01$

TABLE B.1a

REGRESSION EQUATIONS FOR EDUCATION OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS AND PRE-INTERVENTION MEASURES#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: ATTENDING SCHOOL AT FOLLOW-UP (YSTS)							
Predictor Variables:							
Step 1: Background Variables Set[1]	396	--	--	11.6	--	--	--
Step 2: Program Services Variable - Non-Residential Services	396	.25	.17	14.1	2.4	.245	10.97**
Predictor Variables:							
Step 1: Background Variables Set[2]	331	--	--	7.1	--	--	--
Step 2: Program Services Variables*-							
Total Residential Length of Stay	331	.26	.21	11.2	4.1	.006	14.92**
Straight Movement Patterns	331	.10	.11	8.2	1.0	.228	3.63
Predictor Variables:[3]							
Step 1: Background Variables Set[1]	183	--	--	15.1	--	--	--
Step 2: Pre-Intervention Control Variable - School Status at Intake Set (IA)[4]	183	--	--	20.5	5.4	--	2.90*
Step 3: Program Services Variable - Non-Residential Services	183	.08	.06	20.8	0.3	.095	0.70
Predictor Variables:[5]							
Step 1: Background Variables Set[2]	162	--	--	12.4	--	--	--
Step 2: Pre-Intervention Control Variable - School Status at Intake Set (IA)[4]	162	--	--	17.6	5.2	--	2.40
Step 3: Program Services Variables*-							
Total Residential Length of Stay	162	.28	.21	21.2	3.7	.007	7.07**
Straight Movement Patterns	162	.16	.21	21.3	3.8	.405	7.27**

*These variables were entered individually (i.e., independent steps).

[1]Includes controls for sex, age at entry, ethnicity, and adjudication (the latter two using "dummy" coded variable sets).

[2]Includes controls for sex, age at entry, and adjudication (the latter using a "dummy" coded variable set).

[3]Controls for pre-intervention characteristics involving the Non-Residential Services population were hampered because data collection was aimed primarily at residential populations. The presented analysis should be interpreted cautiously.

[4]Using "dummy" coded variable set.

[5]Similar regression equations using alternative measures as controls for pre-intervention characteristics were tested yielding results similar to those presented using School Status at Intake. Alternative measures used included Math Screening score, Academic Performance - According to Youth, and Behavior in School - According to Youth. The only exception to the general finding presented was for the equation controlling for Math Screening score for which no relationship between School Attendance and Total Residential Length of Stay was found. This finding is tenuous due to a small and possibly biased sample (N=80) on which the equation was based.

#All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$p \leq .01$

TABLE B2.a

REGRESSION EQUATIONS FOR EMPLOYMENT OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS AND PRE-INTERVENTION MEASURES#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: EMPLOYED AT FOLLOW-UP (YSTS)							
Predictor Variables:							
Step 1: Background Variables Set[1]	386	--	--	5.7	--	--	--
Step 2: Program Services Variable - Non-Residential Services	386	.08	.13	7.3	1.6	.180	6.37*
Predictor Variables:[2]							
Step 1: Background Variables Set[1]	174	--	--	12.1	--	--	--
Step 2: Pre-Intervention Control Variable - Employed at Intake (IA)	174	.21	.18	15.1	2.9	.120	5.69*
Step 3: Program Services Variable - Non-Residential Services	174	.13	.21	18.8	3.8	.310	7.59**

[1]Includes controls for sex, age at entry, ethnicity, and adjudication (the latter two using "dummy" coded variable sets).

[2]Controls for pre-intervention characteristics involving the Non-Residential Services population were hampered because data collection was aimed primarily at residential populations. The presented analysis should be interpreted cautiously.

#All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$p \leq .01$

TABLE B1.c

REGRESSION EQUATIONS FOR EDUCATION OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS AND PRE-INTERVENTION MEASURES#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: IMPROVEMENT SCALE - SCHOOL PROBLEMS (RPS)							
Predictor Variables:							
Step 1: Background Variables Set[1]	396	--	--	4.7	--	--	--
Step 2: Program Services Variables*-							
Program Category (Scale)[2]	396	-.18	-.25	10.8	6.1	-.363	26.65**
Secure & Non-Community-Based vs. Other Levels[3]	396	.21	.25	10.8	6.2	.543	26.76**
Predictor Variables:[4]							
Step 1: Background Variables Set	244	--	--	6.9	--	--	--
Step 2: Pre-Intervention Control Variable - School Status at Intake Set (IA)[5]	244	--	--	7.8	0.9	--	0.58
Step 3: Program Services Variables*-							
Program Category (Scale)[2]	244	-.20	-.20	11.6	3.7	-.308	9.77**
Secure and Non-Community-Based vs. Other Levels[3]	244	.20	.19	11.2	3.4	.402	8.93**

*These variables were entered individually (i.e., independent steps)

[1]Includes controls for sex, age at entry, and adjudication (the latter using a "dummy" coded variable set).

[2]Program Category was scaled as follows (in order of increasing values): Secure, Non-Community-Based (Levels II, III, and IV), Community-Based Facilities (Levels V and VI), Level VII and Alternative Residential Programs.

[3]"Dummy" coding for this variable contrasted Level I, II, III, and IV programs with Level V, VI, and VII programs.

[4]Similar regression equations using alternative measures as controls for pre-intervention characteristics were tested yielding results similar to those presented using School Status at Intake. Alternative measures used included Reading Screening score, Academic Performance - According to Youth, and Behavior in School - According to Youth and According to School. These tests were completed despite little or no relationship between these controls and the dependent variable.

[5]Using "dummy" coded variable set.

#All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$p \leq .01$

TABLE B2.c

REGRESSION EQUATIONS FOR EMPLOYMENT OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS AND PRE-INTERVENTION MEASURES#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: IMPROVEMENT SCALE - WORK ORIENTATION (RPS)							
Predictor Variables:							
Step 1: Background Variable Set[1]	339	--	--	3.2	--	--	--
Step 2: Program Services Variables*-							
Program Category (Scale)[2]	339	-.09	-.14	5.0	1.9	-.214	6.51*
Secure and Non-Community-Based vs. Other Levels[3]	339	.12	.16	5.6	2.5	.373	8.54**
Predictor Variables:							
Step 1: Background Variables Set[1]	207	--	--	4.5	--	--	--
Step 2: Pre-Intervention Control Variable -							
Employed at Intake (IA)	207	-.04	-.07	5.0	0.4	-.079	0.91
Step 3: Program Services Variables*-							
Program Category (Scale)[2]	207	-.18	-.18	8.1	3.1	-.315	6.60*
Secure and Non-Community-Based vs. Other Levels[3]	207	.15	.13	6.6	1.7	.306	3.54
Predictor Variables:							
Step 1: Background Variables Set[1]	143	--	--	4.6	--	--	--
Step 2: Pre-Intervention Control Variable -							
Work-Relevant Attitudes (SCI)	143	.01	.04	4.8	0.2	.005	0.24
Step 3: Program Services Variables*-							
Program Category (Scale)[2]	143	-.19	-.21	9.0	4.2	-.351	6.12*
Secure and Non-Community-Based vs. Other Levels[3]	143	.17	.17	7.6	2.9	.376	4.13*

*These variables were entered individually (i.e., independent steps).

[1] Includes controls for sex, age at entry, ethnicity, and adjudication (the latter two using "dummy" coded variable sets).

[2] Program Category was scaled as follows (in order of increasing values: Secure, Non-Community-Based (Levels II, III, and IV), Community-Based Facilities (Levels V and VI), Level VII and Alternative Residential Programs.

[3] "Dummy" coding for this variable contrasted Level I, II, III, and IV programs with Level V, VI, and VII programs

All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p < .05$). Statistical significance of F-ratios given as follows: *$p < .05$ **$p < .01$

TABLE B2.b

REGRESSION EQUATIONS FOR EMPLOYMENT OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS AND PRE-INTERVENTION MEASURES#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: EMPLOYMENT PROBLEMS SCALE (YSTS)[1]							
Predictor Variables:							
Step 1: Background Variables Set[2]	314	--	--	2.3	--	--	--
Step 2: Program Services Variables*-							
Single-Stay Patterns	314	.12	.14	4.3	2.0	.261	6.32*
Foster Care Only Patterns	314	-.10	-.14	4.4	2.0	-.388	6.43*
Total Residential Length of Stay	314	.16	.23	7.4	5.1	.012	16.77**
Predictor Variables:							
Step 1: Background Variables Set[2]	155	--	--	8.6	--	--	--
Step 2: Pre-Intervention Control Variable -							
Employed at Intake (IA)	155	.14	.10	9.5	1.0	.135	1.54
Step 3: Program Services Variables*-							
Single-Stay Patterns	155	.14	.13	11.2	1.6	.243	2.67
Foster Care Only Patterns	155	-.01	-.03	9.6	0.1	-.131	0.13
Total Residential Length of Stay	155	.03	.12	10.8	1.3	.007	2.05
Predictor Variables:[3]							
Step 1: Background Variables Set[2]	86	--	--	10.9	--	--	--
Step 2: Pre-Intervention Control Variable -							
Work-Relevant Attitudes (SCI)	86	-.01	-.09	11.5	0.7	-.010	0.58
Step 3: Program Services Variables*-							
Single-Stay Patterns	86	.09	.13	13.1	1.6	.224	1.37
Total Residential Length of Stay	86	.15	.22	15.7	4.2	.013	5.81

*These variables were entered individually (i.e., independent steps).

[1] Coefficients have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems).

[2] Includes controls for sex, age at entry, ethnicity, and adjudication (the latter two using "dummy" coded variable sets).

[3] Since the SCI measure of Work-Relevant Attitudes was not available on any youngsters in Foster Care, this equation could not include Foster Care Only Patterns.

All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$p \leq .01$

TABLE B.4a

REGRESSION EQUATIONS FOR BEHAVIOR/RECIDIVISM OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: IMPROVEMENT SCALE - BEHAVIOR PROBLEMS (RPS)							
Predictor Variables:							
Step 1: Background Variables Set[1]	273	--	--	3.0	--	--	--
Step 2: Program Services Variables*-							
Program Category (Scale)[3]	273	-.13	-.20	6.7	3.7	-.285	10.44**
Non-Community-Based vs. Other Levels[4]	273	.25	.29	11.1	8.1	.570	23.86**
DEPENDENT VARIABLE: RATING OF DELINQUENT BEHAVIOR PROBLEMS (YSTS)[2]							
Predictor Variables:							
Step 1: Background Variables Set[1]	354	--	--	9.7	--	--	--
Step 2: Program Services Variable -							
Total Residential Length of Stay	354	.17	.26	15.9	6.2	.017	25.32**
Predictor Variables:							
Step 1: Background Variables Set	415	--	--	13.6	--	--	--
Step 2: Program Services Variable -							
Non-Residential Services	415	.16	.04	13.7	0.1	-.142	0.68
DEPENDENT VARIABLE: NUMBER OF ARRESTS SINCE COHORT ENTRY (YSTS)							
Predictor Variables:							
Step 1: Background Variables Set[1]	368	--	--	7.6	--	--	--
Step 2: Program Services Variables* -							
Single-Stay Patterns	368	-.07	-.12	9.0	1.3	-.223	5.27*
Re-Entry Patterns	368	.10	.15	9.8	2.1	.518	8.49**
Total Residential Length of Stay	368	-.18	-.21	11.8	4.2	-.011	17.19**
Predictor Variables:							
Step 1: Background Variables Set	441	--	--	9.2	--	--	--
Step 2: Program Services Variable -							
Non-Residential Services	441	-.18	-.07	9.7	0.4	-.183	2.15

*These variables were entered individually (i.e., independent steps).

[1]Includes controls for sex, age at entry, ethnicity, and adjudication (the latter two using "dummy" coded variable sets).

[2]Coefficients have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems)

[3]Program Category was scaled as follows (in order of increasing values): Secure, Non-Community-Based (Levels II, III, and IV), Community-Based Facilities (Levels V and VI), Level VII and Alternative Residential Programs.

[4]"Dummy" coding for this variable contrasted Non-Community-Based programs (Levels II, III, and IV) with all other program levels.

#All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$p \leq .01$

TABLE B3.a

REGRESSION EQUATIONS FOR SELF-ESTEEM/SELF-CONCEPT OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: SELF-ESTEEM RATING AT FOLLOW-UP (YSTS)[1]							
Predictor Variables:							
Step 1: Background Variables Set[2]	272 males	--	--	1.7	--	--	--
Step 2: Program Services Variables*-							
Foster Care Only Patterns	272 males	-.15	-.17	4.4	2.7	-.562	7.59**
Total Residential Length of Stay	272 males	.31	.32	11.8	10.1	.020	30.19**
Predictor Variables:							
Step 1: Background Variables Set[2]	116 females	--	--	8.1	--	--	--
Step 2: Program Services Variable -							
Non-Residential Services	116 females	.37	.30	16.3	8.2	.816	10.53**
Predictor Variables:							
Step 1: Background Variables Set[2]	140 males	--	--	2.3	--	--	--
Step 2: Pre-Intervention Control Variable -							
Self-Esteem Rating at Intake (IA)	140 males	.23	.23	7.5	5.1	.299	7.34**
Step 3: Program Services Variables*-							
Foster Care Only Patterns	140 males	-.2[illegible]	-.22	12.1	4.7	-1.354	6.95**
Total Residential Length of Stay	140 males	.23	.24	12.8	5.4	.018	8.07**
Predictor Variables:[3]							
Step 1: Background Variables Set[2]	51 females	--	--	10.1	--	--	--
Step 2: Pre-Intervention Control Variable -							
Self-Esteem Rating at Intake (IA)	51 females	.20	.17	12.8	2.7	.204	1.32
Step 3: Program Services Variable -							
Non-Residential Services	51 females	.38	.39	25.8	13.0	1.102	7.36**
DEPENDENT VARIABLE: CHANGE IN SELF-LABELING AS "BAD" (JUSTICE LABEL - SCI)[4]							
Predictor Variables:							
Step 1: Background Variables Set[2]	128	--	--	9.6	--	--	--
Step 2: Program Services Variable -							
Levels V and VI Programs vs. Other Levels[5]	128	.12	.18	12.5	2.9	1.496	3.97*

[1]Coefficients have been reversed for this scale so that higher scores will correspond with more positive outcomes (i.e., less serious problems).

[2]Includes controls for sex, age at entry, ethnicity, and adjudication (the latter two using "dummy" coded variable sets).

[3]Controls for pre-intervention characteristics involving the Non-Residential Services population were hampered because data collection was aimed primarily at residential populations. The presented analysis should be interpreted cautiously.

[4]SCI outcome measures are "regression" change scores representing change through six months in program (described in text).

[5]"Dummy" coding for this variable contrasted Level V and VI programs with Levels I, II, and IV programs.

#All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$p \leq .01$

TABLE B4.b

REGRESSION EQUATIONS FOR BEHAVIOR/RECIDIVISM OUTCOMES INCLUDING CONTROLS FOR DEMOGRAPHIC AND LEGAL BACKGROUND CHARACTERISTICS#

	Number of Cases	Bivariate Correlation Coefficient	Partial Correlation Coefficient	Total Percentage Variance Explained	Increase In Percentage Variance Explained	Partial Regression Coefficient	F-Ratio
DEPENDENT VARIABLE: ARREST AFTER RELEASE FROM PROGRAM, (5 MONTHS RISK, MALES ONLY - SCH)[1]							
Predictor Variables:							
Step 1. Background Variables Set[2]	138 males	--	--	3.2	--	--	--
Step 2: Program Services Variable - Incremental Patterns	138 males	.19	.18	6.3	3.1	.388	4.29*
Predictor Variables:							
Step 1: Background Variables Set[2]	96 males	--	--	4.5	--	--	--
Step 2: Program Services Variable - Single-Stay: 3-6 months[3]	96 males	-.19	-.19	7.8	3.3	-.176	3.16

[1] Sample includes only males age 16 or older on December 31, 1978. Youngsters not at risk five full months or more are ignored. Arrests occurring before the beginning of risk or after five months of risk are ignored.

[2] Includes controls for sex, age at entry, ethnicity, and adjudication (the latter two using "dummy" coded variable sets).

[3] "Dummy" coding for this variable contrasted Single-Stay patterns of 3-6 months duration with Single-Stay patterns of less than 1 month, 1-3 months, and 6-9 months.

All program services variables are presented for which either the bivariate relationship with the dependent variable or the F-ratio (i.e., with controls) was statistically significant ($p \leq .05$). Statistical significance of F-ratios given as follows: *$p \leq .05$ **$p \leq .01$