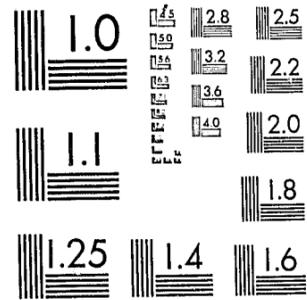


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Final Report
of the
U.S. Office of Education/Teacher Corps,
Law Enforcement Assistance Administration/
Office of Juvenile Justice and Delinquency Prevention
Interagency Agreement

U.S. Department of Justice
National Institute of Justice

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Grant # LEAA-J-IAA-030-6

This document results from a 1976-79 Interagency Agreement between the Office of Juvenile Justice and Delinquency Prevention, OJJDP and the Law Enforcement Assistance Administration (LEAA) and the Teacher Corps of the U.S. Office of Education. The agreement provided both agencies with the opportunity to explore different strategies and better respond to their mandated responsibilities. OJJDP was charged with developing strategies for improving the education of troubled youth although there was no long history of direct involvement with local education agencies. The interagency agreement provided an entre into the schools that OJJDP did not have previously. For Teacher Corps the interagency agreement facilitated expanding the educational strategies for working with troubled youth in classroom settings. OJJDP provided the two million dollars that served to support a School Crime Intervention Component (referred to as Activty II) at each of the ten Teacher Corps Youth Advocacy projects. The sites were in the following cities:

- | | | |
|---------------------|---|---|
| Phoenix Arizona | - | Arizona State University/
Phoenix Public Schools |
| Stockton California | - | California State University/
Stockton Public Schools |
| Denver Colorado | - | Loretto Heights College/
Denver Public Schools |
| Atlanta Georgia | - | Atlanta Consortium/
Atlanta Public Schools |

Chicago, Illinois	Northeastern University/ Chicago Public Schools
Indianapolis, Indiana	Indianapolis Public Schools
Bradley/Milford, Maine	University of Maine/ Bradley/Milford Schools
Baltimore, Maryland	Morgan State University/ Baltimore City Schools
Farmington, Michigan	Oakland University/ Farmington Public Schools
Burlington, Vermont	University of Vermont/ Burlington Public Schools

Student Initiated Activities (SIA) was the major concept driving the ten projects. The SIA model is grounded in the spirit of youth participation. The difference is that SIA goes beyond involvement of youth to initiation. Adults in their relations to youth are expected to provide support and guidance vis-a-vis direction and control.

Each project was committed to demonstrate how the SIA model could be used to reduce crime and its associated fears in school settings.

Testing of the SIA model took as many forms as there were projects.

Each project made its own contribution to our knowledge of how the student resources could be maximized in order to create an improved school climate.

This final report documents the strategies employed and attempts to make recommendations on the basis of those strategies that appeared to be most effective.

Cross Project Evaluation:

The main purpose of the Activity II cross project evaluation was to assess the utility of a student initiated activities approach to improving school climate. That is, efforts were directed toward testing the SIA concept as a general intervention strategy under varying circumstances, and not evaluation of the individual strategy under project, per se. The latter is more properly the business of the individual projects; evaluation components.

Essentially, the questions addressed were these: Under what circumstances have SIA's been effective in ameliorating problems of school crime, violence and disruption? What other benefits derive from the implementation of SIA's in schools? What strategies and under what conditions have they been most effective in implementing the concept? What have been the major impediments to successful implementation of the SIA concept? What combinations of models and strategies merit further consideration and development?

Staff members from each of the Activity II projects can answer some of these questions in terms of their own experiences with the SIA concept; but others can only be answered, or even considered from a comparative perspective. Only perhaps as an article of faith can we even be certain at this point that the concept of student initiated activities is a practical and effective strategy under all circumstances. As a start toward answering the questions suggested above we need to consider

what we have learned about SIA's from the various efforts of the individual projects. And to do this, we need to consider variation among them as well as their commonalities.

Sources of Variation in Activity II Projects:

A comparative assessment of the Teacher Corps Activity II demonstration program must contend with two major kinds of variations among the individual projects: (1) those that are functions of project location, and (2) those that are functions of project design.

Prominent among the locational variables is the nature of the community in which the project site school(s) is located. The backgrounds, experiences, concerns and aspirations of a school's student population are likely to vary from one kind of community to another. This fact has obvious implications for the introduction of SIA's. For example, students with different kinds of prerequisite skills training tend to be able to manage SIA's. Students with different concerns and aspirations are likely to generate different kinds of projects. Recently released findings from the Violent Schools - Safe Schools Study indicate that the patterns of violence and disruption in schools also vary with the size and nature of the school community. As a beginning, we can distinguish among rural, suburban and urban school settings. The last category can be further divided between schools/communities with relatively homogeneous student populations, and those with heterogeneous populations. The empirical evidence

indicates that the presence of clear ethnic, racial or economic divisions in the school population is an added potential source of student friction and violence. Equally important, such divisions seem to be a relevant factor in the development of implementation designs for SIA's.

A second significant location variable is the age range of the target student population. The site schools for Activity II projects include both junior high schools and senior high schools. The "Violent Schools - Safe Schools Study" indicates that, on a nationwide basis, there are significant differences in the types and levels of violence, vandalism and other school disruptive behavior between the two secondary grade levels. For an SIA intervention model, other important differences can be expected. The SIA concept presumes student assumption of responsibilities, and implies certain levels of student maturity and skills. Further, SIA's logically proceed from student concerns and interests. Seventh and 8th graders can be expected to differ in all these areas from 11th to 12th graders. Thus we need to consider what levels of responsibility and initiative can reasonably be expected from each age group. And we need to understand what are primary concerns of each age group -- their issues, problems and frustrations.

Obviously a myriad of other site location features could be added to the list -- e.g., size of site school population, region, economic

condition in the area, and so forth. However, combining type of community and grade level alone gives a typology almost equal to the number of projects in Activity II. See table #1.

Table #1. Activity II Project Sites by Type of Community and Grade Level.

	Jr. High/Middle School	High School
Rural	Bradley/Milford, ME	
Small City/ Suburban	Farmington, MI	Burlington, VT Phoenix, AZ
Urban, Homogeneous	Baltimore, MD	Atlanta, GA
Urban, Heterogeneous	Indianapolis, IN Stockton, CA	Chicago, IL

It is likely that the projects listed in the non-urban categories would not have been selected by OJJDP if the School Crime Intervention Component had not been added to the existing Teacher Corps Youth Advocacy Program. Needs assessments for these four sites do not show the same high rates of school crime, vandalism, violence, disruption and school failure as in the urban project sites. It is nevertheless fortuitous that these projects were included in Activity II since problems of school disruption, school alienation and "youth in trouble" do exist in these locations.

The inclusion of these four projects offers an opportunity to assess the utility of student initiated participation models in these acute situations. This may serve as a demonstration experiment in "preventive social medicine" since all indications are that school disruption and violence are increasing in suburban areas, small cities and rural sections of the country.

The second primary source of variation in the Activity II projects derives from their own theoretical orientations and implementation strategies. Each of the projects has a somewhat different "philosophy." This is embodied in assumptions about the causes of and remedies for student violence and youth alienation, assumptions about relative priorities in light of the assessment of the target student population's needs. In part, the philosophy of each project reflects the degree to which its staff members are committed to the SIA concept itself.

None of the projects has limited its mission to direct interventions to reduce school crime and disruption; all assume that these behaviors are symptomatic of more pervasive youth problems. Nonetheless, the projects do vary in terms of the direct linkages between the component they have developed and the issue of school crime/violence/disruption. School vandalism and student misconduct have been made the central focus for student initiated activities in some projects; in others, SIA's have reflected a much broader range of interests and concerns. Several projects have stressed the connection between disruptive behavior and youth feelings of powerlessness and alienation. This

theoretical model has been used as a launching pad for strong SIA components. Where emphasis has been given to peer pressure explanations for misconduct there has been a greater tendency to develop activities such as values clarification training, peer counseling, and group recreational programs. Where there has been emphasis on the relationship between basic skills deficiencies, school failure, and disruptive or criminal behavior, the SIA concept has been deemphasized in favor of more concentrated efforts to develop the survival skills of the target population. As a group the projects in urban settings have placed much greater stress on the relationship between community conditions and student disruptive behavior, and consequently, greater stress on building community support groups and parental involvement.

Each project has unique style in terms of the specific combination of component activities it has implemented and emphasized. Its style basically reflects its underlying theoretical assumptions, its philosophy. But in part it is also a reflection of necessary responses to the situation factors in the site location.

The site location remains the least common denominator considered as we go through the process of reviewing and making an analysis of project components. The experience has been that more than any other factor, location tends to shape project goals and outcomes. It is not surprising to also find that the level of support from the local school administration for Activity II and the SIA concept account for a large measure of that location importance.

Style Variations

Style variations may be expressed as general orientations. Three that have been identified are school centered, community-centered and university-centered. Each of the projects can be placed according to its orientation relative to one of these terms.

A university orientation is associated with emphasis on such activities as curriculum development, development of training programs for teachers and other such components. A school orientation is associated with direct staff intervention with target students, Activity II classroom components for the target population, and teacher inservice workshops. A community orientation is associated with emphasis on community based activity centers and non-school SIA's, cooperative ties with local agencies, and social research in the community.

The cross project evaluation of the Activity II demonstration program does not assume that there is any one best approach to the reduction of school disruptive behavior through student initiated activities. Considering the complexity and variation among all of the Activity II projects, such a simplistic approach would not allow due consideration for the potential contributions of each. Indeed, there is great advantage in the kind of variation described, given the innovation nature of the SIA intervention model. Under the limited time and resource constraints of the current OJJD - funding for Activity II, no single project could have devoted equal attention to the many ramifications of SIA implementation. And of course, no single project could have

generated the variety of locational variables. Across projects, however, a kind of division of labor has occurred, wherein the particular strengths of one project complement those of another.

This final report considers three topics:

- A. Youth Advocacy Activity II goals and objectives
- B. Implementation models for SIAs
- C. Lessons learned as a result of this effort. Many of these were directly reported by the individual projects. Some represent findings resulting from the comparative evaluation.

Cross Project Evaluation Activities:

Thus far the cross project evaluation effort has been based on two main activities: Systematic analysis of the individual projects' proposals and quarterly reports; and site visits. All have served to develop comparative documentation of the Activity II demonstration program.

Analysis of project reports and other documents has focused on theoretical models (basic assumptions, rationales for specific activities and other statements of project orientation) and on the pattern of activities or components actually implemented.

In order to focus on the pattern of activities it was necessary to develop a systematic procedure that had the flexibility to respond to a broad range of activities on the one hand and yet be sensitive

enough to detect subtle differences that manifested themselves in project operation. This same procedure had to be powerful enough to provide useful information without requiring project staff to make major changes in existing reporting systems. Throughout the demonstration project there was a high level of sensitivity to the importance of resisting the temptation to make data gathering and providing information an additional task for the staff. Therefore, through negotiation, the format of periodic reports that were already a required part of the program, were tailored to serve the needs of the cross project evaluation as well as administrative requirements of the grants. Further, the procedure had to be capable of providing feedback to project managers who may have had a desire to amend policies, procedures or other program elements based on an objective reading of past efforts.

After considerable negotiation and review of preliminary data already available, the procedure that was introduced was called the major component Activity Analysis (MCAA). This procedure was tailored to satisfy the considerations mentioned above. The MCAA further served the following purposes: (a) to establish a data base from which congruity between stated theoretical models and implementation activities can be assessed; (b) to analyze developmental trends within projects; and (c) to analyze developmental trends and similarities among Activity II projects.

The first step in the MCAA was to review all proposals and develop a universe of those major project/component areas that addressed the overall goals of the entire Activity II effort. The universe was subject to expansion of a later date when other components may have been introduced as a result of the needs assessments and other project experiences. The universe was expanded and reconstructed during the Fall of 1977. The revised MCAA coding list includes fourteen categories, most with two or more sub-categories. These are:

- 4.0 School/Community Advisory Councils
- 5.0 Teacher Corps Staff Training
- 6.0 Site School Staff Inservice Training
- 7.0 Training for Adult Role Group Participants
(e.g., parents, police officers, agency representatives)
- 8.0 Training for Student Participants
- 9.0 Academic tutoring/Counseling Programs
- 10.0 School Curriculum Development
- 11.0 Formal Organization for Student Participants
- 12.0 Work Skills Training Activities
- 13.0 Group Recreational Activities
- 14.0 SIA Project Action Teams
- 15.0 Community Based Activity Centers
- 16.0 Ethnographic Survey/Analysis of Site School Community
- 17.0 Film/Videotape Documentation of Project Activities

Although the MCAA has many advantages, the method is dependent upon the written reports received from projects. The written quarterly reports do not give a complete picture of all project activities. Often they raise questions that need to be clarified in some way. Written reports also often lack the sensitivity to project subtle differences in orientation and emphasis. Therefore the MCAA was supplemented with on-site visits.

The MCAA served to structure each of the on-site visits. A trained participant observer generated a set of features to be reviewed during each visit based on questions raised by the MCAA. At one level, the visit was used to clarify ambiguities that may have appeared as a result of the MCAA. The visits also served as a reliability check for the MCAA. Through review of the MCAA with project staff, the observer could determine whether or not MCAA data were current and consistently coded across projects. The on site visits provided a better sense of the milieu in which projects operated. By using an outside observer to report on the projects within the context of their own environment, the many difficult-to-detect situational features such as the kind of community surrounding the site schools or the staff attitudes existing in the schools were documented.

The site visits helped to identify the processes of SIA implementation in order to chart directions for further development of those models. Perhaps one of the more useful purposes served by the visits was the ability to provide feedback and some limited technical assistance to staff.

This combination of report analysis and on-site visits has yielded data which suggest a number of trends among the Activity II projects during the term of the interagency agreement. These are described briefly on the next three sections of this report. The first deals with trends in each of the fourteen (14) major component areas that have been analyzed. The second and third discusses some specific observations related to considerations for implementation of the SIA concept.

Cross Project Trends in Major Component Activity Areas:

The following comments have been restricted to the eight 11th cycle Youth Advocacy Projects. The Denver and Baltimore (10th and 12th cycle) projects did not enjoy the same level of consistent funding throughout the life of the 2 year interagency agreement because they were on a different funding cycle. Therefore, it would be inaccurate to report the same kind of tracking that was used with the 11th cycle projects. The specific charts which include all the MCAA breakdowns appear in Appendix A.

4.0 School Community Councils

Initially six of the eight projects proposed the formation of a school community council. Of these, four proposed using student representatives. By the fifth quarterly report, only one of the six functioning school community councils included student members. During the first project year, only 1/3 to 1/2 of the Activity II projects reported functioning councils.

On the basis of site visits, it appears that councils were under reported. Review of the tables under Appendix A, shows a separate pattern of reporting councils. The site visits revealed that there was a bias toward underreporting because there was continuity and continuing functioning of the councils. Site visits also indicated that these councils appeared to be proforma organizations with little real responsibility. School community advisory councils were generally found at those projects with a greater emphasis on community based activities.

In addition, those projects which place the greatest emphasis on actual SIA implementation tended to develop functioning student-adult SIA teams which for a large degree supplanted school/community advisory councils. The reader should refer to section fourteen below (SIA action teams).

5.0 Staff training

Teacher Corps project staff training activities- conferences, workshops and the like (discounting participation of Activity I interns in Activity II) - were only sporadically reported by almost all projects in their quarterly reports. During the first half of 1977 (2nd and 3rd quarters) only 1/3 of the projects reported staff training activity components; by the 5th quarter (October - December, 1977) none of the quarterly reports

described formal staff training activities, apart from participation by individual staff members in various conferences.

In contrast, site visit observations indicated that much of the staff development for Activity II had been an on-going informal process at most of the projects. The MCAA of the quarterly reports submitted failed to reveal the full extent of staff training activity.

6.0 Site School Staff Inservice Training

Six of the eight project proposals described inservice training activities. In fact, all eight projects implemented some activities - most commonly, Activity II staff - conducted workshops and conferences. Half the projects reported teacher training activities continuously through all six quarters. Six of the projects reported university - credit inservice programs for site school teachers. Five projects specifically mentioned these for the 4th quarter i.e., teachers inservice, specially university credit programs increased during the summer, as one might expect.

While teachers' inservice had been a feature of all eight projects during at least two (2) of the four (4) reporting periods it is clear from the quarterly reports that the emphasis on teacher training components had not been equally great. This is supported by observations made during the project site visits.

7.0 Training for Adult Role Group Participants

Five project proposals included plans for training adult role group representatives other than teachers. Three of these proposals specifically called for training activities for the parents of the target student population as separate components. In one of these cases, parent training components had been successfully implemented on an ongoing basis.

Training of other adult role groups has been more successful although sporadic (at least in its reporting) except for one project which has had a strong training program for non-teacher adults throughout.

In general, both the MCAA and site visit observations indicate only limited success in attracting parents in a vaguely identified category called "community adults" to formal training activities. This inability of most projects to develop wide community/adult participation extended to SIAs as well.

8.0 Training for Student Participants

All projects incorporated some student training activities throughout the six quarters. The major trend across projects in this area was institution of Activity II student training in the regular school schedule. Initially, as the modality for SIA skills training and development, only two had regularly

scheduled classroom components. By Fall 1977, five (5) projects had implemented Activity II classes at their site schools. This trend is more significant when one considers that half of the projects had also implemented at least some SIA-oriented curriculum components in non-project classes by the 4th quarter. This trend was strongest among the university and school-oriented projects. By contrast the projects that placed the greatest emphasis on SIA implementation did not rely on regularly scheduled classes as a setting for student training activities.

9.0 Academic Counseling Programs

These components were prominently featured in four of the original proposals. In several this component area was intended to be the primary vehicle for impacting the site school population. The emphasis on peer counseling/peer tutoring was linked to theoretical assumptions about the importance of peer pressure and positive peer models in changing disruptive behavior. In three of these four projects the peer tutor/peer counseling model has either dropped entirely or else significantly downplayed. Unfortunately, the quarterly report documentation did not include explanations for this trend. At the same time, two other projects have recently initiated peer tutoring and/or peer counseling. These activities have developed as student initiated activities.

The experience, particularly under the SIA formula, reveals that attempting to use a positive peer counseling tutor format is premature in part because of the design which called for preselecting peer models for the general target population. It also takes considerable time before students become comfortable in the group activities implied by SIA and will willingly accept the role of peer tutor/counselor.

10.0 School Curriculum Development

The trend here is strongly toward increased implementation of SIA curriculum in regularly scheduled classes, both by regular site school faculty who have participated in Activity II inservice programs and by project staff. While none of the projects originally proposed implementation of alternative curriculum available to all site school students, by the end of the program half had implemented such curriculum development at the projects sites. Additionally, a regularly scheduled alternative curriculum for students in the project had been instituted at four sites.

11.0 Formal Name/Organization for Project Participants

Students. Originally only one of the eight 11th Cycle Youth Advocacy Projects proposed creation of a named organization for student participants as part of its implementation strategy. The stated rationale was to create a clear sense of identity

and membership among the participants, and thus build rapport. Interestingly, this project never really implemented the strong symbols of group membership envisioned in its project proposal. By the start of the 1977-78 academic year, however, four other projects had provided a clear corporate name for their student participants. The use of these organizational names was especially prominent among those projects where participating students were enrolled in regularly scheduled, alternative curriculum credit courses instituted by the project.

The matter of group identity resulting from the creation of formal, named Activity II student organizations was given careful attention during the project site visits. In some cases the development of such organizations seemed to be inevitable given the structure of the projects' activities; and as a deliberate device for engendering among student participants a sense of corporate membership as group enterprises it was largely successful. This trend toward creation of formal organization was not without its unwanted side effects however. The most serious was an increased tendency toward "labeling" of both the projects themselves and their active student participants. Parent. Only one project provided a name and organizational structure for parents who participated in project-sponsored

activities. Significantly, perhaps, this was the only one that enjoyed continuous participation and active involvement by a core group of parents.

12.0 Work Skills Training Activities

This category included such activities as job acquisition training, work skills training, apprenticeship programs and job referral programs. Only one project included plans for activities of this sort in its original project design. By the summer of 1977, five (5) of the projects had some kind of job related component activity(ies); with three of these continuing components in this category through the 1977-78 school year. What is particularly significant about this trend is that most of these activities have been student initiated.

13.0 Group Recreational Activities

The MCAA reveals no clear trend in this area. Across project, reporting of these activities is sporadic from quarter to quarter. Predictably, the highest frequency of such activities seems to have been during the Summer and during the final phases of the Activity II program. Based on information gained during site visits, activities in this general category appear to be under-reported in quarterly reports. The stated rationale for these activities varied somewhat: In some cases they

were designed primarily for building group cohesion among student participants; in others they served as a vehicle for experience-based learning activities. In many instances, however, recreational activities become routinely incorporated as part of the reward structure of a behavioral modification approach.

14.0 SIA Action Teams

This structural feature was a consistently reported component of six (6) of the eight (8) projects. In general, it was the basic organizational modality for student initiated activities. MCAA revealed a subtle, but significant trend as the projects progressed: That is, a shift from "project action teams" comprised only of student participants toward increasing reliance on action teams made up of both students and adults for carrying out SIA's. This change became a principal topic of investigation during the last round of project site visits in the final months of the Program). Two quite distinct patterns emerged:

In a few of the projects there was actually a retreat from effort to implement SIA's. Activities described in quarterly reports as products of joint student/adult action teams were in fact almost exclusively initiated by adults, with students playing only a participatory role. Examples included class project assignments, field trips, and group recreational activities used to reward good behavior.

The second pattern represented a real evolutionary progression of the SIA concept. As students gained facility and confidence by initiating group activities on their own, they began to devise more ambitious plans that obviously required some skills and resources that only adults could provide. A genuine sense of role parity began to develop between students and those adults whom they recruited to aid in their later project plans. Equally important, the students began to rely less exclusively on the Teacher Corps staff for assistance; instead they began increasingly to identify as resources and call upon other adults (members of the site school staff, adults from the community, etc.).

15.0 Community Based Activity Centers

Three (3) of the 11th Cycle projects sustained components of this type for two or more consecutive reporting periods (one of these was a multi-site project that utilized community center-based satellite school outposts); by the end of the Activity II Program a fourth project had begun to implement plans for a community youth center. As might be expected, the more community oriented projects tended to develop components of this type, and in two cases these components grew

16.0 Ethnographic Survey/Analysis of Site School Community

Only one project consistently reported activity of this type in its quarterly documentation. For this project, this was a central activity of both project staff and participating students throughout the life of the program.

It became evident during the site visits that staff members from several other projects had conducted analysis of this type at their site schools and in the communities that they served, i.e. the MCAA based on quarterly reports from the projects failed to pick up the full extent of activities in this area. In part, this was due to the informal nature of most such efforts and their lack of culmination in some specific projects included materials based on this kind of ethnographic analysis.

- 17.0 Film/Videotape Documentation of Project Activities
This seems to have been primarily a summer activity. Five (5) of the projects reported filming or videotaping various other project activities in their third quarterly reports (covering summer 1977); only one (1) project included descriptions of this kind of activity in subsequent quarterly reports.

Like the use of ethnographic analysis, this activity was generally under reported. For example, one project -- which was not coded as having this component at all in the MCAA -- made extensive use of both film and videotape throughout the course of the program. This fact was made clear during the site visits; it was simply not mentioned in the quarterly reports.

Four general trends can be summarized from the analysis of individual major component areas: 1) Across projects -

and especially among those with IHE or LEA orientations - SIA oriented curriculum was successfully implemented in classroom settings. 2) Efforts to involve parents of project students were not fruitful, even in those projects which initially placed strong emphasis on the development of an active role for parents. 3) Student participation as advisory council members and as peer tutors/ counselors was not developed as originally planned by many of the projects.

Within the framework of most of the Activity II projects about the only active, decision-making role assumed by students was member of an SIA action team. 4) The development and expansion of several major component activity areas - job related activities, recreational activities, peer tutoring, curriculum development - were the direct result of student initiated activities.

Findings

There are problems of developing various strategies that should be observed. Understanding such patterns can help in timing the overall project implementation. For example, although all projects purposed parent involvement, only one was able to introduce this component early. In that school a parent group was already in place. For the remainder of the projects, parent components were more successfully introduced approximately a year after the project began.

It appeared as if introducing successful programs to reduce crime and its associated fears need not be limited to strategies solely designed to meet those ends. More basic is the notion that well managed programs, attractive experiences that maximize the abilities of disruptive or non-disruptive students will bring about positive results.

General Patterns in SIA Implementation:

Several general patterns in the implementation of SIA's can be identified from the MCAA data and the site visit observations. It should be kept clearly in mind that these generalizations are based on the experiences of only a few demonstration projects and therefore might not hold true under different circumstances.

- SIA's tended to be more strongly emphasized at the lower grade level project sites than at those operating at senior high schools. Admittedly, this assertion rests primarily on "soft data," i.e., assessments of project orientation and observations made over very brief periods. Also, this pattern may be a result of other factors than age level or target population.
- Among the projects located in large cities, those that elected to operate primarily outside of the site school developed stronger SIA components. Because of the more serious school disruptive problems in large city schools, administrative personnel tended to emphasize the need to maintain rigid discipline. In this

context the SIA concept -- and the relaxing of controls over student activities that it implies -- seemed to be regarded as a potentially "dangerous" experiment which ran counter to school policies.

- SIA's directed specifically toward improvement in school climate seemed to consistently avoid issues involving social relations among students. In contrast, projects designed to physically improve the site school or to discourage vandalism were strongly preferred, particularly at junior high schools/middle schools with two notable exceptions this pattern was especially noticeable at schools where school and project staff, students, and the general public media all recognize ethnic group tensions as a major source of disruption and violence. School administrators teachers, and project staff personnel, tended - even more than the students themselves -- to contribute to the "conspiracy of avoidance."

It is clear that far more attention needs to be given to the internal student social organization of schools before implementation of SIA model programs is undertaken. No American school is made up of an egalitarian student collective; the patterns of social differentiation and social stratification recognized by junior high school and high school students are every bit as complex as those of the wider society at large. Feedback from students participating in the 11th cycle Youth Advocacy Activity II projects was unequivocal in stressing that these social divisions are a major

contributing factor to problems of school disruption, violence and, for some students, school failure.

- Related to this pattern was a second trend across projects that seems to be a product of student social differentiation: The 'labeling' of the Youth Advocacy Activity II Programs and their participants. This became a more serious problem in projects where participating students were given a highly publicized group identity and/or where they were all enrolled in alternative curriculum courses. In these situations the Projects came to be seen by the student population in general as "belonging to" and "designed for" only certain kinds of students, and therefore as not appropriate for other categories of students. As most projects specifically recruited students with previous histories of school disruptive behavior, the labels assigned were generally negative (at least initially). At least some students at more than half of the projects visited indicated that they labored uncomfortably under the label they had acquired as a result of their participating in the Youth Advocacy Activity II program at their school.
- The MCAA reveals a clear trend toward implementation of SIA-oriented curriculum in school credit classes - both in regular subject matter areas, and Activity II student training. Paradoxically, emphasis on genuinely student initiated activities and student facility with

the SIA concept appear to be greater at those projects that did not implement a credit course modality for SIA's. If correct, this tentative finding - based primarily on observations made during site visits has implications for teacher training. Some explanation is called for. It may lie in the fact that granting school credit for SIA's automatically changes the definition of the situation. In courses, teachers, not students, have the power and are in control. They make the assignments, decide who ultimately will receive credit and who will not. In this context SIA's are "school work" -- by definition assignments controlled by teachers. Perhaps it is a case of when credit is assigned, the activity loses its attractiveness as a student initiated activity.

Recommendations for Implementing SIA Models

Given the difficulty of establishing an overall school community council with both community and student representatives, early emphasis should be placed on student SIA action teams with a longer range goal of incorporating adults in the SIA action teams. Incorporating students in the SIA action teams seems to have been more successful than incorporation into school community councils. Students should be given a major role in allocation of resources including project staff time and money earmarked

for SIA projects.

One conclusion from the MCAA is that incorporation of SIA training in regularly scheduled school classes seems to have limited actual SIA development. We suspect that in part it resulted from a tendency by classroom teachers to inadvertantly subvert student antonomy through their own dictation of project assignments.

Introducing SIAs in school settings requires that teachers be trained in the philosophy, language and purposes of such programs. Successful projects require that teachers be able to internalize the roles required. They cannot be expected to do this alone.

TEACHER CORPS YOUTH ADVOCACY PROGRAM, ACTIVITY II
SCHOOL CRIME INTERVENTION COMPONENT
MAJOR COMPONENT ACTIVITY ANALYSIS

1.0 Project Location

- 1.1 Large city (SMSA = 500,000 or more)
- 1.2 Medium city (SMSA = 100,000 - 500,000)
- 1.3 Small city (SMSA = 25,000 - 100,000)
- 1.4 Suburban area
- 1.5 Rural area

2.0 Project Activity Site(s)

- 2.1 Single school site
- 2.2 Multiple school sites
- 2.3 Public junior high school or middle school
- 2.4 Public senior high school
- 2.5 Alternative learning center or satellite facility of regular public school
- 2.6 Correctional school
- 2.7 Non-school site(s)

3.0 Site School Population Size

- 3.1 Under 100 students
- 3.2 100 - 499 students
- 3.3 500 - 999 students
- 3.4 1000 - 2499 students
- 3.5 2500 or more students

- 4.0 School/Community Advisory Council
 - 4.1 Both student and adult role group representatives.
 - 4.2 Only adult role group representatives
- 5.0 Teacher Corps Staff Training
 - 5.1 Seminars, workshops, conferences, etc.
 - 5.2 College credit, intern pre-service training
- 6.0 Site School Staff Inservice Training
 - 6.1 University credit course work
 - 6.2 Seminars, workshops, conference, ect.
 - 6.3 Training conducted by Teacher Corps staff
 - 6.4 Training conducted by others
- 7.0 Training for Adult Role Group Participants (other than teachers)
 - 7.1 Separate training component
 - 7.2 Joint with teacher training components
 - 7.3 Joint with student training components
 - 7.4 Training conducted by Teacher Corps staff
 - 7.5 Training conducted by others
- 8.0 Training of Student Participants
 - 8.1 Seminars, workshops, conference, etc.
 - 8.2 Regularly scheduled classes
 - 8.3 Adjudicated/disruptive students only
 - 8.4 Both adjudicated/disruptive and non-disruptive students

- 8.5 Training conducted by Teacher Corps staff
- 8.6 Training conducted by others
- 9.0 Academic Tutoring/Counseling Programs
 - 9.1 Academic tutoring/counseling by Teacher Corps staff
 - 9.2 Peer tutoring/counseling by student participants
- 10.0 School Curriculum Development
 - 10.1 Academic credit alternative curriculum for participating students only
 - 10.2 Alternative curriculum available to all site school students
- 11.0 Formal Organization for Student Participants
 - 11.1 Formal organization, etc. for student participants
 - 11.2 Formal organization, etc. for adult community role group participants
- 12.0 Work Skills Training Activities
 - 12.1 Job acquisition training
 - 12.2 Vocational skills training
 - 12.3 Work apprentice program with local industry, business, etc.
 - 12.4 Job referral program
- 13.0 Group Recreational Activities
- 14.0 SIA Action Teams
 - 14.1 Adjudicated/disruptive students only (with Teacher Corps staff)
 - 14.2 Both adjudicated/disruptive and non-disruptive students

- 14.3 Student and adult role group representatives
 - 15.0 Community Based Activity Centers
 - 15.1 Youth recreation activities
 - 15.2 Youth/adult learning and community development activities
 - 16.0 Ethnographic Survey/Analysis of Site School Community
 - 16.1 Survey/analysis (beyond general needs assessment) by Teacher Corps staff, or consultants
 - 16.2 Survey/analysis by project participants
 - 17.0 Film/Videotape Documentation of Project Activities
-

MAJOR COMPONENT ACTIVITY ANALYSIS CODE TRANSLATION KEY

<u>Original (June 30) Code Number</u>	<u>Revised (November 30) Code Number</u>	<u>Original (June 30) Code Number</u>	<u>Revised (November 30) Code Number</u>
1.0	4.0	6.0	14.0
1.1	4.1	6.1	14.1
1.2	4.2	6.2	14.2
2.0	5.0*	6.3	14.3
3.0	6.0	7.0	9.0
3.1	6.1	7.1	9.1
3.2	6.2	7.2	9.2
4.0	7.0*	8.0	15.0
4.1	7.4	8.1	15.1
4.2	7.5	8.2	15.2
5.0	8.0	9.0	16.0*
5.1	8.1	10.0	11.0*
5.2	8.2	11.0	12.0*
5.3	8.3	12.0	13.0
5.4	8.4	13.0**	10.0*
5.5	8.5	14.0**	17.0
5.6	8.6		

*additional, new subcategories added

**component added after 6/30

MAJOR COMPONENT ACTIVITY ANALYSIS SUMMARY:
Arizona State University School Crime Intervention Program

MCAA Category	Report Period and Dates by Month						
	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6
site data	1.1	1.1	1.1	1.1	1.1	1.1	1.1
	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	2.4	2.4	2.4	2.4	2.4	2.4	2.4
	3.5	3.5	3.5	3.5	3.5	3.5	3.5
4.0	4.1	4.1	4.2	4.1	4.2		4.2
5.0				5.1		5.1	5.1
6.0			6.1	6.1	6.1	6.1	6.1
			6.2	6.2	6.2	6.2	6.2
			6.3	6.3	6.3		6.3
			6.4	6.4	6.4	6.4	6.4
7.0						7.1	
				7.2	7.2		
	7.3	7.3	7.3	7.3	7.3	7.3	
	7.4	7.4	7.4	7.4	7.4	7.4	
			7.5	7.5		7.5	
8.0	8.1	8.1	8.1				
				8.2	8.2	8.2	8.2
	8.4	8.4	8.4	8.4	8.4	8.4	8.4
	8.5	8.5	8.5	8.5	8.5	8.5	8.5
			8.6	8.6	8.6	8.6	
9.0				9.2	9.2	9.2	9.2
10.0	10.1	10.1	10.1		10.1	10.1	10.1
11.0				11.1	11.1	11.1	11.1
12.0				12.4	12.4		
13.0			13.0	13.0	13.0	13.0	13.0
14.0	14.2	14.2		14.2	14.2	14.2	14.2
	14.3	14.3	14.3	14.3	14.3	14.3	14.3
15.0							15.1
16.0			15.2				
17.0							

MAJOR COMPONENT ACTIVITY ANALYSIS SUMMARY
California State College-Stanislous School Crime Intervention Program

MCAA Category	Report Period and Dates by Month						
	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6
site data	1.2	1.2	1.2	1.2	1.2	1.2	1.2
	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	2.3	2.3	2.3	2.3	2.3	2.3	2.3
	3.3	3.3	3.3	3.3	3.3	3.3	3.3
4.0							
5.0							
6.0							
	6.2	6.2	6.2	6.2	6.2	6.2	6.2
	6.3	6.3	6.3	6.3	6.4	6.4	6.4
7.0			7.1		7.1	7.1	7.1
			7.4		7.4	7.4	7.4
				7.5			7.5
8.0							
	8.2	8.2	8.2	8.1	8.1	8.1	8.1
					8.2	8.2	8.2
	8.4	8.4	8.4	8.4	8.3	8.3	8.3
	8.5	8.5	8.5	8.5	8.4	8.4	8.4
				8.6	8.5	8.5	8.5
					8.6	8.6	8.6
9.0							
10.0	10.1						
		10.2	10.2	10.2	10.2	10.2	10.2
11.0							
12.0					12.1	12.1	12.1
13.0					13.0	13.0	13.0
14.0	14.2	14.2	14.2	14.2	14.2	14.2	14.2
	14.3				14.3	14.3	14.3
15.0							
16.0							
17.0							

MAJOR COMPONENT ACTIVITY ANALYSIS SUMMARY:
Atlanta University School Crime Intervention Program

Report Period and Dates by Month								
MCAA Category	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6	
site data	1.1	1.1	1.1	1.1	1.1	1.1	1.1	
	2.1	2.1	2.1	2.1	2.1	2.1	2.1	
	2.4	2.4	2.4	2.4	2.4	2.4	2.4	
	3.4	3.4	3.4	3.4	3.4	3.4	3.4	
4.0		4.2	4.2	4.2	4.2	4.2	4.2	
5.0								
6.0	6.2	6.2	6.1 6.2	6.2	6.2	6.2	6.2	
7.0	7.1	7.1	7.1		7.1	7.1	7.1	
	7.2			7.2	7.2	7.2	7.2	
	7.4	7.4	7.4	7.4	7.4	7.4	7.4	
8.0	8.2	8.2	8.1	8.1	8.1	8.1	8.1	
			8.2	8.2	8.2	8.2	8.2	
	8.5	8.4 8.5	8.4	8.4	8.4	8.4	8.4	8.4
			8.5	8.5	8.5	8.5	8.5	8.5
			8.6	8.6	8.6	8.6	8.6	8.6
9.0	9.2		9.2	9.2	9.2	9.2		
10.0		10.2	10.2	10.2	10.2	10.2		
11.0	11.2	11.2	11.2	11.1 11.2	11.1 11.2	11.1 11.2	11.1 11.2	
12.0								
13.0					13.0	13.0	13.0	
14.0		14.2						
15.0								
16.0								
17.0		17.0						

MAJOR COMPONENT ACTIVITIES ANALYSIS SUMMARY
Northwestern University School Crime Intervention Program

Report Period and Dates by Month								
MCAA Category	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6	
site data	1.1	1.1	1.1	1.1	1.1	1.1	1.1	
	2.2	2.2	2.2	2.2	2.2	2.2	2.2	
	2.4	2.4	2.4	2.4	2.4	2.4	2.4	
	3.5	3.5	3.5	3.5	3.5	3.5	3.5	
4.0	4.2	4.2	4.2	4.2	4.2			
5.0		5.1	5.1 5.2	5.1 5.2		5.1		
6.0		6.2 6.3	6.1 6.2 6.3 6.4	6.1 6.2 6.3 6.4	6.2 6.3			
	7.0	7.1	7.1	7.1				
		7.4		7.2 7.4 7.5				
8.0	8.1	8.1	8.1	8.1	8.1	8.1	8.1	
		8.3	8.3	8.3		8.3	8.3	
	8.5	8.4	8.4	8.4	8.4	8.4	8.4	8.4
		8.5	8.5	8.5	8.5	8.5	8.5	8.5
		8.6	8.6	8.6		8.6	8.6	8.6
		9.1	9.1	9.1	9.1	9.1	9.1	9.1
9.0	9.2	9.2	9.2	9.2	9.2	9.2		
10.1			10.1	10.1	10.1	10.1		
11.0	11.1	11.1						
12.0			12.1	12.1	12.1			
13.0						13.0	13.0	
14.0		14.1						
15.0	14.2		15.1	15.2	15.2	15.1	15.1	
16.0	15.2	15.2	15.2	15.2	15.2	15.2	15.2	
17.0			17.0	17.0	17.0		17.0	

MAJOR COMPONENT ACTIVITY ANALYSIS SUMMARY
 Indiana University/Purdue University at Indianapolis
 School Crime Intervention Program

Report Period and Dates by Month							
MCAA Category	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6
site data	1.1	1.1	1.1	1.1	1.1	1.1	1.1
	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	2.3	2.3	2.3	2.3	2.3	2.3	2.3
	3.4	3.4	3.4	3.4	3.4	3.4	3.4
4.0	4.1				4.2	4.2	4.2
5.0	5.1	5.1					
6.0	6.2	6.2	6.2		6.2	6.2	
	6.3	6.3			6.3	6.3	
	6.4		6.4				
7.0	7.2				7.2		
	7.4				7.4		
8.0	8.1	8.1				8.1	8.1
	8.4	8.4	8.4	8.4	8.4	8.4	8.4
	8.5	8.5	8.5	8.5	8.5	8.5	8.5
	8.6						
9.0		9.1	9.1				
					9.2	9.2	
10.0						10.2	10.2
11.0		11.1	11.1	11.1	11.1	11.1	11.1
12.0	12.3		12.1			12.1	12.1
			12.4		12.3	12.3	12.3
13.0							
14.0	14.2	14.2		14.2	14.2	14.2	14.2
	14.3	14.3			14.3	14.3	14.3
15.0			15.1				
	16.1	16.1	16.1	16.1	16.1	16.1	16.1
		16.2	16.2		16.2	16.2	16.2
17.0							

MAJOR COMPONENT ACTIVITY ANALYSIS SUMMARY:
 University of Maine at Orono School Crime Intervention Program

Report Period and Dates by Month							
MCAA Category	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6
site data	1.5	1.5	1.5	1.5	1.5	1.5	1.5
	2.2	2.2	2.2	2.2	2.2	2.2	2.2
	2.3	2.3	2.3	2.3	2.3	2.3	2.3
	3.2	3.2	3.2	3.2	3.2	3.2	3.2
4.0	4.2	4.2		4.1	4.1	4.1	4.1
5.0			5.1	5.1		5.1	5.1
6.0	6.1	6.1					
	6.3	6.3	6.2	6.2			
7.0			6.3	6.3			
			6.4				
			7.1	7.1		7.1	
			7.2	7.2			
8.0			7.4	7.4			
			7.5		7.5		
	8.1	8.1	8.1	8.1	8.1	8.1	8.1
9.0			8.3	8.3			
			8.4	8.4	8.4	8.4	8.4
			8.5	8.5	8.5	8.5	8.5
					8.6	8.6	
10.0	9.2		9.2		9.2	9.2	9.2
11.0							
12.0			12.1				
13.0			13.0	13.0		13.0	13.0
14.0	14.2						
	14.3	14.3	14.3	14.3	14.3	14.3	14.3
15.0			15.1	15.1	15.1	15.1	15.1
			15.2	15.2	15.2	15.2	15.2
16.0							
17.0			17.0				

MAJOR COMPONENT ACTIVITY ANALYSIS SUMMARY
Oakland University School Crime Intervention Program

Report Period and Dates by Month							
MCAA Category	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6
site data	1.4	1.4	1.4	1.4	1.4	1.4	1.4
	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	2.3	2.3	2.3	2.3	2.3	2.3	2.3
	3.4	3.4	3.4	3.4	3.4	3.4	3.4
4.0	4.1						
5.0					4.2		
6.0			6.1	6.1	6.1		
	6.2	6.2	6.2	6.2	6.2	6.2	6.2
	6.3	6.3	6.3	6.3	6.3	6.3	6.3
			6.4	6.4	6.4	6.4	
7.0			7.2				
			7.4				
8.0	8.1	8.1					
			8.2	8.2	8.2	8.2	8.2
	8.4	8.4	8.4	8.4	8.4	8.4	
	8.5	8.5	8.5	8.5	8.5	8.5	8.5
				8.6	8.6	8.6	
9.0				9.2			
10.0			10.1	10.1	10.1	10.1	10.1
11.0		11.1	11.1	11.1	11.1	11.1	11.1
12.0							
13.0			13.0	13.0		13.0	13.0
14.0			14.2	14.2	14.2	14.2	14.2
				14.3	14.3		
15.0							
16.0							
17.0			17.0				

MAJOR COMPONENT ACTIVITY ANALYSIS SUMMARY
University of Vermont School Crime Intervention Program

Report Period and Dates by Month							
MCAA Category	Proposal	2nd 1-3	3rd 4-6	4th 7-9	5th 10-12	6th 1-3	Final 1978 4-6
site data	1.3	1.3	1.3	1.3	1.3	1.3	1.3
	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	2.4	2.4	2.4	2.4	2.4	2.4	2.4
	3.4	3.4	3.4	3.4	3.4	3.4	3.4
4.0	4.1						
		4.2					
5.0	5.1						
6.0	6.1		6.1	6.1	6.1	6.1	6.1
	6.2	6.2	6.2	6.2	6.2	6.2	6.2
	6.3	6.3	6.3	6.3	6.3	6.3	6.3
			6.4	6.4		6.4	
7.0	7.1	7.1	7.1				
				7.2	7.2		
				7.3	7.3		
	7.4	7.4	7.4	7.4	7.4		
8.0	8.1	8.1	8.1	8.1	8.1	8.1	8.1
	8.4	8.4	8.4	8.4	8.4	8.4	8.4
	8.5	8.5	8.5	8.5	8.5	8.5	8.5
9.0	9.2	9.2	9.2				
10.0		10.2	10.2	10.2	10.2	10.2	10.2
11.0							
12.0				12.1			
13.0							
14.0	14.3	14.3	14.3	14.3	14.3	14.3	14.3
15.0	15.2	15.2	15.2	15.2	15.2		
16.0		16.1					
17.0			17.0				

Financial Report of the U.S. Office of Education/Teacher Corps
 Law Enforcement Assistance Administration/
 Office of Juvenile Justice and Delinquency Prevention
 Interagency Agreement

Project	Total Award	Total Expenditures Thru 4/30/79	Unencumbered Balance
Administrative	154,000	148,810	5,190
Program	1,810,851	1,783,517	27,334
Totals	1,964,851	1,932,327	32,524

WHEN INDIVIDUAL PROJECT ACCOUNTS HAVE BEEN CLOSED OUT A FINAL FINANCIAL REPORT WILL BE MADE. THIS FIGURE MAY BE ABOVE OR BELOW THE \$32,524 SHOWN ON THIS ESTIMATE

Equipment Purchases

Project	What equipment was purchased from LEAA funds?	Is purchased equipment being used for continuing project activities?
ALL PROJECTS WERE CONTACTED AND REPORT THAT EQUIPMENT PURCHASED IS BEING USED FOR CONTINUING PROJECT ACTIVITY		

END