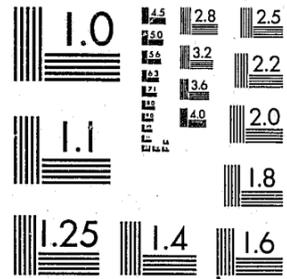


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ANNUAL
EVALUATION
REPORT
OF
EDUCATIONAL
PROGRAMS



DEPARTMENT
OF
HEALTH
AND
REHABILITATIVE
SERVICES

YOUTH
SERVICES
PROGRAM

PLANNING
COORDINATION
UNIT

81094

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State of Florida
Department of Health and Rehabilitative Services
Youth Services Program Office

1977
ANNUAL EVALUATION REPORT
OF
EDUCATIONAL PROGRAMS

Prepared By:
Planning Coordination Unit
June, 1977

NCJRS

SEP 9 1981

ACQUISITIONS

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HIGHLIGHT FINDINGS AND RECOMMENDATIONS

A. Basic Skills Achievement

Training Schools

1. The average student entering a training school is six years behind his expected grade level of achievement in the basic skills areas of reading, math and language. He is functioning on about the fifth grade level when he should be functioning on the eleventh grade level.

2. Most of the youth entering training schools are suffering from the same disability--an inability to READ. The definition of functional literacy has been variously set at the fourth or sixth grade reading levels. Forty-one percent of the youth entering training schools are performing below the fourth grade level in reading, while 62 percent are performing below the sixth grade level.

3. Last year's (1976) evaluation report showed an increase in achievement rates for each institution when compared with the 1975 report. Except for one school, McPherson, this year's report shows a continuation of the trend. There was a slight decrease in math achievement at McPherson but reading achievement at McPherson fell from an average of 1.6 months gained per month in the educational program to less than one month gain per month (.8 month per month). A possible explanation for this decrease is that the McPherson School was without the services of a Title I reading teacher during the period evaluated. The following table shows the reading achievement rates for the students studied in this and the two previous evaluation reports. It reflects the consistent improvement in achievement that has occurred since the 1975 report. The Florida School for Boys at Okeechobee continues to show the best performance in reading.

Rates of Reading Achievement

<u>Training School</u>	<u>FY 1973-74</u>	<u>Calendar Yr 1975</u>	<u>Jan-June 1976</u>
Dozier	.3 mo/month	1.1 months/month	1.8 months/month
Okeechobee	1.8 mo/month	2.1 months/month	2.6 months/month
McPherson	1.0 mo/month	1.6 months/month	.8 months/month
Lancaster	1.1 mo/month	1.3 months/month	1.7 months/month
All Schools	1.1 mo/month	1.6 months/month	1.9 months/month

START Centers

1. The average student entering a START Center is about four years behind his expected grade level of achievement in the basic skills areas of reading, math and language. The average youth is functioning on or about the sixth grade level at entrance when he should be functioning on a tenth grade level.
2. The average youth entering a START Center is functioning on a sixth grade level (6.2) in reading. However, while only 27 percent of the population was achieving below the fourth grade level at entrance, 65 percent were achieving below the sixth grade level.
3. Though achievement rates in the basic skills areas of reading, math and language are not as high as reported in last year's report, START Center students are continuing to show favorable achievement in the basic skills. Data reporting can still be improved and there still is a need for closer monitoring of the testing programs.

Recommendations:

Place greater emphasis on the reading program in the training schools and START Centers. This increased emphasis could take the form of centering the entire academic and vocational program around a reading focus.

Monitoring procedures should be explored to insure optimal evaluation of the differences in achievement rates between facilities and to insure the necessary improvements in testing procedures.

B. Vocational Training

1. About half (53%) of the students furloughed from training schools receive vocational training. FSBO continues to show the largest percentage receiving training (63%). McPherson had the lowest percentage receiving training (33%).
2. Training school vocational programs, because of the relatively short average length of stay for students, are limited in the amount of job readiness training they can provide. Nevertheless, students leaving training schools with some vocational training have greater success in getting jobs than do those with no training. This finding, however, is most attributable to the success achieved by the Okeechobee school where 52% of the youth receiving vocational training were placed in jobs when they got home. Only 32% of those without vocational training got jobs.

Recommendations:

Expand and improve vocational and career education programs, provide a broader range of vocational exploratory experiences for students. Give greater attention to the establishment of appropriate vocational education programs for female offenders.

C. Placement and Follow-Up

Training Schools

1. There exists a number of studies that show a relationship between job availability and the level of criminal activity. Unfortunately, youth furloughed from training schools are continuing to experience difficulty in obtaining job placements. Thirty-four percent of the youth studied were placed in jobs upon their return home. This is far below the percentage that has received job placements in the past. For example, in fiscal year 1973-74, 48% of training school youth were placed in jobs when furloughed.
2. In this year's study, 33% of the population were not placed in school or a job when furloughed. Close to half of the students furloughed from the McPherson and Lancaster Schools, 44% and 45% respectively, were not placed upon their return home. The Okeechobee School had the lowest percentage (27%) of students not receiving a placement.
3. Looking at initial placements by the HRS district to which students were furloughed, a wide variation is found in the type of placement received. Some districts, such as District X, had a high percentage of students getting jobs, while other districts, like District I, had a high percentage of students returning to school. Some districts, such as District V, had many students not receiving a school or job placement.
4. A youth furloughed from a training school is most likely to maintain his initial placement if placed in a job. The follow-up study found that 65% of the youth who were still under parole supervision had maintained their initial job placement. Seventy-nine percent of those honorably discharged from supervision had maintained their job placement. A youth is least likely to maintain his initial placement if placed in both school and a job.
5. This year's evaluation, consistent with 1975 and 1976 evaluations, finds that youth who get jobs soon after furlough are more likely to succeed on aftercare than are the youth who only enter school or those who neither go to school nor get a job. More than half (59%), of the youth who were successful on aftercare were working when they were honorably discharged from supervision. Only 12 percent of those who failed on parole were working when their supervision was discontinued.

START Centers

1. Unlike training schools, youth furloughed from START Centers tend to return to school rather than enter employment. Seventy-four percent of the population studied returned to school when furloughed (65% school only, 7% school and job). Only 16 percent entered employment (9% job only, 7% school and job). A relatively small percentage (19%) did not receive an initial school and/or job placement when furloughed.

2. START students placed in school upon their return home maintain their school placement. A follow-up study of youth under parole supervision found that 75 percent were still in their initial school placement.

Recommendations:

General revenue funding should be sought to continue the CETA Job Placement Coordinator positions that have received temporary funding in Districts IX, X, and XI. Funding is needed for the 1978-79 Fiscal Year. A position should be established in each of the eleven HRS districts.

Aftercare and Probation counselors should place greater emphasis on service brokerage and advocacy activities in attempting to get Youth Services clients back into school and into jobs and keeping them there. This approach would require less than currently exists on one-to-one and group counseling.

INTRODUCTION

The Florida Legislature has stipulated, Sub-section 959.25(5), Florida Statutes, that the Youth Services Program Office of the Department of Health and Rehabilitative Services "shall conduct continuous evaluation of its educational programs and shall report annually to the legislature and to the commissioner of education." The Program Office has prepared an annual evaluation report of its educational programs since 1969. In 1974 the Youth Services Planning Coordination Unit was given the responsibility of conducting this evaluation. This is the fourth annual evaluative report prepared by that unit. The ultimate purpose of evaluation is a contribution to program effectiveness.

This evaluative report is essentially quantitative in nature. It is founded in data collected on basic skills achievement, vocational training, placement and follow-up. Focus is upon the outcome or effect of the educational experience on the youth leaving training schools and START Centers; those programs with in-house educational components operated by the Department. In addition, evaluative information of a qualitative nature is presented on the contracted programs of the Eckerd Camps and the Associated Marine Institutes.

Florida Statutes, 959.25(1), points out that students in Youth Services educational programs "by reason of their commitment to state custody, are as a group the most seriously socially maladjusted children in the state. It is recognized that a meaningful compensatory educational and work readiness program is an essential component of the treatment process for youthful offenders."

In keeping with the above, personal and social adjustment is the number one priority area in Youth Services educational programs. The following paragraph from the philosophy of education, as spelled out in the 1976-77 Educational Plan, describes the interrelationship between personal and social adjustment and a student's educational achievement:

Central to the education philosophy of Youth Services is the conviction that personal and social development is of primary concern; that increases in educational achievement is part of such development; that participation in the experiences necessary to acquire the knowledge, skills and attitudes to permit career development decisions reinforces such development; that enrichment programs facilitate and enhance such development; that vocational exploration generates an awareness of viable alternative life styles which further increases the chances for such development to occur and that a program of this nature represents a meaningful rehabilitative approach.

The objectives of these educational programs concentrate on basic skills development and vocational education.

Basic skills development, vocational education, placement and follow-up, were the areas addressed in last year's evaluation. This year's evaluation is focused on the same components, allowing a comparison of the performance of students furloughed in each of the two evaluative periods.

THE EVALUATION DESIGN STRATEGY

The 1977 education evaluation employs the same evaluation design used in last year's evaluation. The approach was to clarify relevant informational needs and to collect, analyze and report the information to satisfy those needs. Program objectives are a focus of evaluative activity, but the overriding consideration is the type of questions about which relevant individuals desire answers. The following evaluation questions address the information considered most relevant for program decision making.

Evaluation Questions

Basic Skills Achievement

1. What are the grade levels of achievement in reading, math and language for students when entering each program?
2. What are the achievement rates (months gained per month in the program) in reading, math and language for students furloughed from training schools and START Centers?
3. How many students are achieving below the fourth and sixth grade levels in the basic skills area of reading at entrance?
4. Is there a relationship between rates of achievement and length of time in the program?

Vocational Training

5. How many students in training schools and START Centers receive vocational training?

Placement

6. How many students furloughed from training schools and START Centers are placed in school and/or a job when furloughed?
7. Does the type of initial placement vary between HRS districts?
8. How many of the students receiving vocational training are placed in school and/or a job when furloughed?

Follow-Up

9. Do students maintain their initial school and/or job placements?
10. Is there a relationship between reading achievement and success when furloughed?

The populations evaluated are those students furloughed from training schools and START Centers during the first six months of 1976 (January 1-June 30). A by-product of the 1975 evaluation report was the establishment of a data collection procedure whereby achievement and IQ data are reported monthly by each facility on educational data cards. The cards are then keypunched and the data computerized. Because of this procedure, educational data is gathered on each student furloughed from START Centers and training schools. There were 1323 students furloughed from training schools and 85 furloughed from START Centers during the six month evaluation period. Data cards were received on all but 3% (39) of the 1323 students furloughed from training schools. However, cards were not received on 21% (18) of the 85 students furloughed from START Centers.

For some years now, Title I of the Elementary and Secondary Education Act of 1965 (E.S.E.A.) has made available compensatory education funds to Youth Services to supplement its on-going educational programs. Training schools and START Center students who score below the fourth grade level on the reading and math subtests of the achievement test at entrance and/or are at least two grade levels below their age level grade equivalency meet the criteria for participating in the Title I compensatory reading and math programs.

Evaluation questions were developed and an attempt was made to collect data that would reflect the performance of the students in these special Title I programs. The data received were incomplete and not uniformly reported. As a result, an analysis of performance in Title I programs is not included in this report. However, it should be noted that a new achievement test has been implemented statewide (as of January 1, 1977) and there have been improvements made in the reporting of Title I data. It is expected that an analysis of performance in special Title I programs will be included in next year's evaluation report. An evaluation of Youth Services Title I programs is prepared annually by the Youth Services Title I Coordinator.

Placement and follow-up data were compiled and reported for the same populations by the field counselors of the district field offices in each student's home community. A follow-up stat card was used to report this data. The data include information on vocational training received in the treatment facility, initial and subsequent placements. The data were compiled in December, 1976.

A randomly selected sample of students (33% of those furloughed) was chosen to represent the Dozier and Okeechobee training school populations in the placement and follow-up study. The entire furlough populations were used to represent the McPherson and Lancaster schools. Compared below are the study populations used and the actual sizes of the populations furloughed from each institution.

	<u>Study Population</u>	<u>Actual # Furloughed</u>
Arthur G. Dozier School	180	539
Florida School at Okeechobee	175	522
Alyce D. McPherson School	211	211
Lancaster Youth Development	51	51
TOTAL	617	1323

Follow-up data were collected on all students furloughed from START Centers for whom test data cards were received (67 of 85 students). Thus, the number followed-up from each facility is:

Ft. Clinch	14
Putnam	6
Brevard	14
Hillsborough	5
DeSoto	10
Leon	18
TOTAL	67

A total of 683 students (616 training schools, 67 START Centers) furloughed during the evaluation period were followed up in the community to evaluate their initial and subsequent placement on parole. Stat cards were returned by the field offices on 97% of the 683 students on whom data were sought. Of the 662 cards returned, the computer was able to match achievement and follow-up data on 600 students.

The six students furloughed from Putnam START Center only represent the students furloughed in January, 1977. The Center was closed and has not operated since then.

The final component of this year's evaluation report is the section on Youth Services contracted programs. This includes the four Eckerd Camps and the seven Associated Marine Institutes. Staff from the education unit of the Youth Services Program Office visited these facilities and the reports included here are their subjective evaluations of the educational components along with relevant recommendations.

THE STUDY POPULATIONS

Training Schools

Every youth placed in a training school operated by the Department of Health and Rehabilitative Services is enrolled in the institution's exceptional child education program. Vocational education classes are also offered to approximately half of the student population. Enrichment courses are available for those not involved in vocational training.

There were 1323 students furloughed from the four training schools during the evaluation period of January 1, 1976 to June 30, 1976. Shown below are the number furloughed from each institution:

Florida School for Boys at Okeechobee	522
Arthur G. Dozier School	539
Alyce D. McPherson School	211
Lancaster Youth Development Center	51
TOTAL	1323

Of the 1323 furloughed, the training schools prepared test data cards on 1284. Cards were not prepared on 39 of the students furloughed.

During the period of evaluation, the Okeechobee and Dozier facilities were all male institutions.* The McPherson and Lancaster facilities are coeducational. During the period studied, 62% and 22% of the youths at McPherson and Lancaster (LYDC) respectively, were female. About half (51%) of the youth furloughed from training schools were black.

The average (mean) age for students furloughed from each institution was: DOZIER-16.5 years; OKEECHOBEE-16.8 years; McPHERSON-16.2 years; and LANCASTER-17.3 years. The average length of stay for each program was: DOZIER-6.4 months; OKEECHOBEE-6.5 months; McPHERSON-4.7 months; and LANCASTER-11.4 months. The Lancaster program is one in which students are expected to spend a much longer period of time.

The California Achievement Test (CAT) was used to assess each student's achievement (mean grade level) in the basic skills areas of reading, math and language upon entering the training school. Table 1 shows the achievement grade levels in reading, math and language for students entering each facility.

* A reorganization in January 1977 resulted in all training schools becoming co-educational. The program at the Lancaster facility was changed from one of dealing with problem transfers from other training schools to a regular training school program with its own catchment area. Subsequent evaluations will reflect population change due to this reorganization.

TABLE 1

Mean Grade Level Scores for Students at Entrance

Facility	Reading	Math	Language	Total Battery
Dozier	5.3	5.4	4.4	4.8
Okeechobee	5.2	5.1	4.4	4.8
McPherson	5.6	5.5	5.0	5.3
Lancaster	4.8	4.5	4.3	4.5
Entire Population	5.3	5.3	4.5	4.9

The grade levels of achievement for students at entrance is about the same as for the students evaluated in last year's report (total battery grade level score was 5.0). As shown by the mean grade level of 4.9 on the total battery in Table 1, the average student entering a training school is functioning on the fifth grade level in the basic skills areas of reading, math and language. Thus, the average student entering a training school is six years behind his expected grade level of achievement in the basic skills areas. He is functioning on the fifth grade level when he should be functioning on the eleventh grade level. As will be discussed at greater length later in the evaluation, 41% of the youth entering training schools are performing below the fourth grade level. Sixty-two percent (62%) are performing below the sixth grade level; the level many experts on literacy have said is the minimum necessary for literacy and adequate functioning in society.

A further examination of Table 1 indicates that the students at the McPherson School continue to show the highest levels of achievement at entrance even though they are the youngest. The majority of students entering the McPherson School are female which may account for this finding. The students entering Lancaster (LYDC) show the poorest achievement. These youth were sent to LYDC from the other training schools because of acting out behavior and poor adjustment in other training school programs. Thus, the youth with the more serious behavioral problems are also the ones showing the poorest achievement at entrance.

START Centers

There are five Youth Services START Centers located throughout the state and operated for the community-based treatment of youthful offenders. There were six programs but the Putnam START Center was closed after January, 1976. Each program has its own in-house educational program which is basically remedial in nature. All program residents participate in the program of education. Two of the facilities, Brevard and Leon, are for females and house twenty girls each. The three male programs are designed for 25 boys each. The average length of stay for students furloughed during the evaluation period (Jan. 1, 1976 - June 30, 1976) was 4.6 months. The average age at furlough was 15.8 years. Thirty-two percent (32%) of those furloughed were black, 68% were white.

Eighty-five youth were furloughed from START Centers during the evaluation period. Statistical data cards were prepared and reported on 67 of these students. Cards were not prepared on 18 (21%) of the students furloughed. Presented below is a comparison of the number furloughed by each center with the number for whom cards were prepared. DeSoto and Hillsborough START Centers had the largest number of missing cards. The six students furloughed from the Putnam Center were furloughed in January, 1976. As mentioned, the program ceased operation after January.

	Number Furloughed	Number Cards Received
Ft. Clinch START Center	16	14
Putnam START Center	6	6
Brevard START Center	17	14
Hillsborough START Center	10	5
DeSoto START Center	16	10
Leon START Center	20	18
All Centers (TOTAL)	85	67

Consistent administration of achievement tests in START Centers has continued to be a problem. Of the 67 stat cards completed by the centers, pre-test scores were recorded on 55. Consequently, only 65% of the 85 students furloughed from START Centers during the first six months of 1976 were pre-tested on the California Achievement Test. The Brevard and Leon Centers, just as last year, have continued to show the greatest consistency in administering the tests.

Table 2 provides the achievement grade levels in reading, math, and language (California Achievement Test) for those students tested at entrance.

TABLE 2

Mean Grade Levels for Students at Entrance

Facility	Reading	Math	Language	Total Battery	N
Ft. Clinch	6.9	6.3	6.9	7.2	9
Putnam	6.1	5.2	5.2	5.5	5
Brevard*	6.2	5.1	5.3	5.6	13
Hillsborough	6.8	5.8	6.1	6.0	5
DeSoto	4.8	5.4	3.9	4.5	9
Leon*	6.2	5.5	5.3	5.5	14
Entire Population	6.2	5.6	5.4	5.7	55

* Female Programs

TRAINING SCHOOLS
RESULTS OF DATA ANALYSIS

Basic Skills Achievement

An objective of Youth Services educational programs is to "provide an assessment of each student's interest, potential and academic achievement as a basis for planning an academic and vocational program. Training school's educational programs use the California Achievement Tests (CAT) as a diagnostic tool for individual instructional planning. It is also used to evaluate change in group performance on a school-wide and statewide basis. The CAT gives a measure of achievement in terms of grade equivalency on three sub-tests (reading, math and language), and the total battery. This evaluation report provides data on student performance in the basic skills areas of reading, math and language.

The grade level of achievement upon entrance is established by the administration of the CAT. The level of achievement upon exit is established by administration of a second form of the CAT. The difference between the grade level scores on the two test forms indicates the grade levels lost or gained between pre-testing and post-testing. A rate of gain or loss is established by dividing the number of months of achievement gain or loss by the number of months between pre-testing and post-testing. The average public school student is expected to achieve at the rate of one month gained per one month of instruction.

All training schools supposedly follow a standing rule that if a new student was previously in the program and had not been out more than three months, his old post-test score would be used as his new pre-test score. This guideline has not been followed as stated, particularly at the Florida School for Boys at Okeechobee (FSBO).

Upon checking, it was found that 20% (101) of the 519 stat cards received from FSBO used pre-test scores that preceded their new admission date by more than three months. Twenty percent of the students entering FSBO were not pre-tested when they should have been. A total of 126 (including the 101 at FSBO) of the scores reported from training schools were not used in the computations because their pre-test date preceded their date of admission by more than three months.*

Table 3 gives the average (mean) rate of achievement (months gained per month in the program) in the basic skills areas of reading, math and language for students furloughed from training schools during the six months evaluation period (January 1, 1976 to June 30, 1976).

* Another 48 cases were excluded from the computation of achievement rates for training schools because of incomplete data. As a result, 976 cases were used in computing achievement rates for training schools.

TABLE 3
Average Achievement Rates (Months gained per month in program)

Facility	Reading	Math	Language	Total Battery	N
Dozier	1.8 m/m	1.6 m/m	2.7 m/m	2.3 m/m	469
Okeechobee	2.6 m/m	2.7 m/m	3.1 m/m	2.7 m/m	346
McPherson	.8 m/m	2.0 m/m	3.5 m/m	2.0 m/m	117
Lancaster	1.7 m/m	1.3 m/m	1.5 m/m	1.5 m/m	44
All Schools	1.9 m/m	2.0 m/m	2.9 m/m	2.4 m/m	976

When compared with last year's evaluation report, achievement rates at each institution, except McPherson, improved over previous results (1976 evaluation report), while the rate of achievement in language did increase at McPherson, there was a decrease in the rate of gain in reading and math. The decrease in math was slight (from 2.1 m/m to 2.0 m/m) but the reading achievement at McPherson fell from an average of 1.6 months gained per month in the program (1975 calendar year) to less than one month gain per month in the educational program (18 month per month). This decrease is substantial, especially considering the large increases achieved by other programs. One possible explanation for the decrease is that the McPherson School was without the services of a Title I reading teacher during the evaluation period.

The Okeechobee School continues to show the best performance in reading. The Dozier School showed the greatest increase in rate of gain in reading (1.8 months gained per month). In the previous evaluation, the Dozier students were achieving at the rate of 1.1 months gained per month in the program.

The definition of functional literacy has been variously set at the fourth or sixth grade reading levels. Dr. Janet Carsetti, Director of Project READ, American Correctional Association, has stated that a sixth grade reading level is the minimum necessary for literacy and adequate functioning in adult society.

During the present evaluation period, 41% of the students were achieving below the fourth grade reading level at entrance. Sixty-two percent were achieving below the sixth grade level. At exit 33 percent were achieving below the fourth grade level (a 8% difference) and 52 percent were achieving below the sixth grade level (a 10% difference). As would be expected, by the superior rate of gain, the Florida School at Okeechobee showed the greatest decrease in those achieving below the fourth grade (10%) and sixth grade (11%) levels between entrance and exit. Forty-one percent of the youth entering FSBO were achieving below the fourth grade level while only 31 percent of these same students were achieving below the fourth grade level at exit. The McPherson School showed only a 1% difference. Thirty-two percent were achieving below the fourth grade level at entrance but 31 percent were still below fourth grade at exit.

Federal E.S.E.A. Title I compensatory education funds are made available to Youth Services educational programs to supplement the on-going educational programs in the basic skills areas. Students who score below the fourth grade level on the reading sub-test of the achievement test and/or are at least two grade levels below their age level grade equivalency meet the criteria for participating in a Title I remedial reading program. A past survey at one institution (FSBO) indicated that 85% of its population was eligible for Title I services. This year's finding that the average training school student is achieving six years behind his expected grade level indicates the percentage may be higher.

Remedial reading assistance is provided in training schools through Title I teacher aides assigned to the regular learning laboratories and through special reading laboratories staffed by Title I reading teachers. In the special reading labs students are worked with on an individual basis. Because of this, a relatively small percentage of eligible students receive services in the special Title I remedial reading laboratories. The effort to evaluate the performance of students in Title I programs was unsuccessful because the data were incomplete and not uniformly reported.

Do achievement rates increase with the amount of treatment received? Is there a relationship between the length of time in school and the rate of achievement? Students are tested prior to entering the educational program and just before leaving it. The time between testing reflects the period of instruction or amount of treatment received. Table 4 gives the achievement rates in reading, math and language for three different ranges of time between testing. Results indicate an inverse relationship between the period of instruction and the rate of gain. The shorter the length of time in the training schools, the higher the achievement rates. The highest achievement rates were achieved by those students with the shortest time of instruction (less than 3 months). Those in the program the longest showed the lowest rates of achievement in the basic skills. These results are consistent with previous evaluation findings.

A possible explanation for this finding is that students staying in the training schools the shorter length of time are more highly motivated to achieve than those who stay longer. The reinforcement (promotions in rank for example) they receive for their greater effort to achieve, results in higher achievement rates as well as earlier releases.

TABLE 4

Achievement Rates by Time Between Testing
(months gained per month in program)

Time Between Testing	Reading	Math	Language	N
Less than three months	3.4 m/m	2.8 m/m	4.1 m/m	66
Three to six months	2.3 m/m	2.4 m/m	3.5 m/m	526
More than six months	1.3 m/m	1.3 m/m	1.6 m/m	369
				961

Vocational Training

The 1976-1977 Educational Plan places high priority on vocational education, even higher than the need for achievement in the basic skills areas of reading and math. According to the Plan, "it is essential that the Youth Services education program provide motivation and opportunity for vocational education that includes employability skills, vocational skills and vocational exploration skills." Evaluations in the past have recommended greater emphasis on the development of employability skills and the provision of a broader range of vocational exploratory experiences for students. Though those areas still need attention, vocational skills training is being provided to a large percentage of training school students.

Table 5 gives the percentage and number of students furloughed from training schools during the first six months of 1976 that received vocational skills training while in each facility. This information was provided by the district field offices and was collected on follow-up data cards. The information is included on the Youth Services educational transcript which goes to the field counselor when the student returns to the community. Results are based on the total population of students furloughed from McPherson and Lancaster and a sample (one third) of the population furloughed from Dozier and Okeechobee during the six months evaluation period. Because of this, a weighting procedure is used in calculating the percentage receiving vocational training for "all schools." This allows for each school to be proportionately represented in the calculation of the "all schools" variable. The weighting procedure is described in the appendix.

TABLE 5

Percentage of Students Receiving Vocational Training
at Each Training School

Facility	% Receiving Training	Number of Cases
Dozier	51%	78
Okeechobee	63%	92
McPherson	33%	60
Lancaster	58%	22
All Schools	53%	252

Using the weighting procedure, we find that 53% of the students furloughed from training schools received vocational training. This is five percent less than the percentage receiving training during the previous evaluation period (calendar year 1975). This decrease appears to be the result of a 14 percent decrease in the percentage receiving vocational training at the McPherson School. The same percentage of students at the Okeechobee and Lancaster facilities received training this evaluation period as recorded in the previous evaluation, 63 percent and 58 percent respectively. Just as found previously, Okeechobee had the highest percentage receiving training and McPherson the lowest.

Initial Placement

Youth are furloughed from training schools when they have progressed to the point of being ready for release to parole supervision in their home communities. This parole is for an indeterminate period of time and discharge from supervision depends upon when each youth shows he is prepared to assume responsibility for himself in society. A field services counselor is assigned to each youth during his parole period. The counselor's primary responsibility is supervision and he assists his client in obtaining employment, arranging a school program and maintaining adequate living arrangements. Obtaining an initial school and/or job placement is considered essential to a successful parole period. As the following paragraphs will show, a large percentage of youth go without a placement after leaving the training schools. Because of other responsibilities, field counselors are limited in the assistance they can provide for placement.

Data was collected on the initial placement of students received during their first two weeks at home. Though the ages of students in the furlough population range from about thirteen to nineteen years, a large percentage of these students do not return to school. Most have experienced problems in public school and prefer not to return. Unfortunately, they are experiencing greater difficulty in finding jobs.

Youthful offenders fall into the age group with the highest unemployment rates. It is a safe assumption that delinquent youth have greater difficulty in obtaining employment than do other youth their age. Last year's evaluation found a tremendous decrease in the percentage of youth leaving training schools who were able to get a job. According to that study, only 28 percent of the youth leaving training schools in 1975 were able to get a job within their first two weeks at home. In fiscal year 1973-74, 48 percent were able to obtain employment.

This year's study finds that the same trend continues. Only 34 percent of the youth furloughed from training schools during the first six months of 1976 were able to obtain employment (26% job only, 8% school and job). Forty-one percent returned to school (33% school only, 8% school and job). The 33 percent returning to school only is probably due to the fact that many youth were of compulsory school age. Most alarming of all is the finding that 33 percent of youth furloughed received no placement in either school or job upon returning home. Table 6 gives, for each training school, the percentage placed within their first two weeks at home.

TABLE 6

Initial Placement by Facility (Percentages)

Placement	Dozier	FSBO	McPherson	LYDC	All Schools*
School Only	36%	29%	36%	21%	33%
Job Only	23%	35%	13%	30%	26%
School and Job	8%	9%	7%	5%	8%
Neither	33%	27%	44%	45%	33%
N =	157	149	187	38	531

* Percentages are weighted; see appendix for explanation

The Florida School for Boys at Okeechobee (FSBO) had a large percentage, 44%, of students getting jobs while the Dozier School had a large percentage, 44%, returning to school. Most notable for McPherson and Lancaster is the finding that nearly half of the students, 44% and 45% respectively, were not placed. The small percentage (20%) of students from McPherson getting jobs is possibly due to the fact that the majority of students at McPherson are female. Female offenders show better academic performance than do male offenders. Students entering McPherson (62% female) are achieving at a higher grade level in each of the basic skills areas than are the males entering the other institutions. This, along with the greater difficulty for females to obtain employment, probably influences their return to public school.

Table 7 shows the percentage of vocationally trained students placed when furloughed. Students leaving training schools with some vocational training have greater success in getting jobs than do those with no training. Thirty-seven percent (28% job only, 9% school and job) receiving vocational training got jobs when furloughed while only 26 percent of the students not receiving vocational training were placed in jobs. This difference is statistically significant (chi square test, .01 level of significance) but it is due primarily to the results achieved by the Florida School for Boys at Okeechobee (FSBO).

More than half (52%) of the youth receiving vocational training at FSBO were placed in jobs (either job only or school and a job) when furloughed. Thirty-two percent of FSBO students without training obtained employment, a 20% difference. There were, however, two schools (Dozier and Lancaster) where students without any vocational training were more successful in obtaining employment than were students who received vocational training. While 28 percent of the Dozier students with vocational training were initially placed in a job, 34 percent of those without training entered employment. Thirty-three percent of the youth vocationally trained at Lancaster were placed in jobs but 35 percent of the students without training were placed in jobs. Current vocational training efforts in these institutions seems less likely to result in employment.

TABLE 7

Initial Placement for Students with Vocational Training

Placement	Dozier	FSBO	McPherson	Lancaster	All Schools*
School Only	33%	25%	22%	19%	28%
Job Only	23%	39%	17%	24%	28%
School and Job	5%	13%	9%	9%	9%
Neither	39%	23%	52%	48%	35%
N =	78	92	58	21	249

* Percentages weighted; see appendix for explanation.

Even though only 26% of the McPherson youth receiving vocational training were placed in jobs within two weeks of their return home, only 18 percent of those without vocational training were able to get a job. Fifty-two percent of the students receiving vocational training at McPherson were not placed within two weeks of their return home.

The Department of Health and Rehabilitative Services is organized statewide into eleven service districts covering all Florida counties. Table 8 gives a breakdown of initial placements for students furloughed to each HRS district (principle city indicated) from all training schools.

TABLE 8
Initial Placements by HRS Districts

HRS District	School Only	Job Only	School and Job	Neither	N
I (Pensacola)	53%	21%	0	26%	19
II (Tallahassee)	43%	29%	8%	20%	35
III (Gainesville)	31%	23%	3%	43%	35
IV (Jacksonville)	29%	20%	10%	41%	71
V (St. Petersburg)	37%	3%	0	60%	30
VI (Tampa)	40%	23%	11%	26%	35
VII (Orlando)	27%	18%	11%	44%	66
VIII (Ft. Myers)	31%	22%	9%	38%	68
IX (West Palm Beach)	26%	31%	7%	36%	58
X (Ft. Lauderdale)	17%	44%	6%	33%	36
XI (Miami)	41%	24%	9%	26%	78
TOTAL					N = 531

Some of the more noteworthy findings indicated by the above table are:

- a. District I (Pensacola) had the largest percentage (53%) of students returning to school. None in the population studied (19 students) were placed in both school and job. Districts II, VI and XI were other districts with a large percentage returning to school.
- b. While District X (Ft. Lauderdale) had the lowest percentage of students entering school, it had the highest percentage of training school students obtaining employment. Half, 50%, of the students furloughed to District X got a job within two weeks of their return. Districts II, VI and IX also had large percentages of students getting jobs.
- c. District V (St. Petersburg) had only 3% of its training school students to find employment upon return home. All other districts had at least 20% to obtain an initial job placement.
- d. According to data provided by field counselors, 60% of the students furloughed to District V were not placed within their first two weeks at home. Districts III, IV and VII had more than 40% of its students not receiving an initial placement.

These findings show wide variations between HRS districts in the school and/or job placements received by youth when furloughed from training schools. Some districts have greater success in placing students in jobs while others have relatively large percentages getting jobs. Several districts have been unsuccessful in getting students placed in either school or a job. Why such large differences between districts? What needs to be done to improve performance in getting more youth placed upon returning to their home communities? These are questions that need to be addressed immediately.

Follow-Up (Subsequent Placement)

When placement and follow-up data were reported by field counselors in December 1976, students furloughed during the evaluation period (January 1 to June 30, 1976) had been in the community for a period ranging from five to eleven months, depending upon their date of furlough. Sixty-three percent were still under active parole supervision. Others' supervision had been discontinued for honorable (honorably discharged) as well as less than honorable (recommitted or revoked, probation or commitment by adult court, absconded from supervision) reasons.

The youth still under parole supervision had been supervised an average of seven and a half months. An effort was made to evaluate the extent to which they had maintained their initial placement. Table 9 gives the percentage of students still in their original placement when the follow-up data were collected.

TABLE 9

For Youth Still Supervised, Percentage Still in Initial Placement

Initial Placement	Percentage	N
School Only	57%	63
Job Only	65%	54
School and Job	44%	12
Neither	53%	51

The greatest change in initial placement occurs with those placed in both school and a job. The youth placed in a job only have the highest percentage maintaining their initial placement. Forty-seven percent of those not initially placed are subsequently placed. Fifty-three percent, however, of those not originally placed are still without a placement after at least five months at home.

How well do the youth who succeed or fail on parole maintain their initial placements? Evaluation data shows that the youth honorably discharged from parole supervision tend to maintain their initial school or job placement. Those who fail on parole (supervision discontinued for less than honorable reasons) tend to maintain their school placement but not their initial job placement. Table 10 shows, for both (honorable and less than honorable), the percentage of students still in their initial placement when their supervision was discontinued.

TABLE 10

Percentage of Youth Still in Initial Placement when Supervision Discontinued

Initial Placement	Reason Supervision Discontinued	
	Honorable	Less than Honorable
School Only	74%	81%
Job Only	79%	29%
School and Job	0	25%
Neither	38%	69%
	N = 48	N = 49

A relationship does appear to exist between being placed in school or a job and success on parole. Only 38 percent of the successes (honorable discharges) not originally placed were still without a placement when discharged. However, 69 percent of the failures (less than honorable) were without a placement when their supervision was discontinued. A chi-square test finds this difference to be significant at the .05 level of significance. The youth honorably discharged were on

parole an average of six months. Those who had their supervision discontinued because of problems in adjustment (less than honorable) were supervised an average of five months.

Table 10 shows that youth initially placed in both school and a job do not maintain this type of placement. This was also found to be true for the youth still under supervision.

Previous evaluations have found that the youth furloughed from training schools adjust more successfully to parole if they are working rather than attending school. This year's evaluation results as presented in Table 11 show the same to be true. Fifty-nine percent (52% job only, 7% school and job) of the youth honorably discharge from supervision are working when their supervision is discontinued. Only 12% (8% job only, 4% school and job) of the youth who fail on parole for "less than honorable" reasons (recommitted or revoked, committed to adult court, runaway) are working when their supervision is discontinued. This difference is statistically significant at the .001 level and is not due to chance.

Table 11 provides a comparison of the percentages of students in each placement category at initial placement and at the time parole supervision is discontinued (honorable and less than honorable).

TABLE 11

Comparison of Initial Placements and Placements with Parole Supervision Discontinued

Placement Category	Initial Placement	Reason Supervision Discontinued	
		Honorable	Less than Honorable
School Only	33%	23%	39%
Job Only	23%	52%	8%
School and Job	8%	7%	4%
Neither	36%	18%	49%
	N = 531	N = 85	N = 73

Thirty-one percent (23% job only, 8% school and job) of the total population were initially placed in jobs. This is still much smaller than the 59 percent working when honorably discharged from supervision. Also notable is that only 18 percent of those honorably discharged were neither in school or working when their supervision was discontinued. Half (49%) of those who failed (less than honorable) on parole were neither attending school nor working when their parole supervision ended.

Reading Achievement and Parole Success

An expanding body of research and professional experience seems to support a correlation between reading disability and delinquency. The 1975 Annual Evaluation Report of Educational Programs found a statistically significant difference in the

reading achievement rates of training school youth who succeeded on parole (honorably discharged) as opposed to those who failed (supervision discontinued for less than honorable reasons). While in the training school, the youth who were eventually honorably discharged from parole achieved at a rate that was three times better than those who eventually failed on parole. A high reading achievement rate correlated with success on parole and low achievement in reading correlated with failure on parole.

The 1976 evaluation found the reading achievement rate for parole successes to be higher than the rate for failures, however the difference was not statistically significant and could have been due to chance. This year's (1977) evaluation data also finds no statistically significant difference in the reading achievement rates for the two groups. In fact, the reading achievement rate for failures is slightly higher than the rate for successes. The youth honorably discharged from supervision achieved at the rate of 1.5 months gained per month in the program. The youth who experienced problems in their parole adjustment (less than honorable) showed an average gain in reading of 1.7 months per month in the training school educational programs. Thus, recent evaluations have not supported the original finding of a correlation between reading achievement and parole success for training school furlougees.

START CENTERS
RESULTS OF DATA ANALYSIS

Basic Skills Achievement

The California Achievement Test (CAT) is also the instrument used to assess the students furloughed to parole supervision from START Centers. Only about half (56%) of the students furloughed from START Centers in 1975 were both pre- and post-tested on the CAT. Improvement has occurred, in that 68 percent of the students furloughed during the first six months of 1976 were both pre- and post-tested. Nevertheless, all students should be pre- and post-tested before furlough. Considering the fact that those properly tested total only 56 students, there is still a great need for more consistency in the START testing program.

Because of the small number of scores with which to work, the analysis of achievement data for START Centers is not as complete as it is for training schools. Table 12 gives the reading, math language and total battery achievement rates for those who were both pre- and post-tested on the CAT.

TABLE 12
Average Achievement Rates (Months Gained Per Month in Program)

<u>Facility</u>	<u>Reading</u>	<u>Math</u>	<u>Language</u>	<u>Total Battery</u>	<u>N</u>
Ft. Clinch	1.4 m/m	2.3 m/m	2.1 m/m	1.9 m/m	11
Putnam	6.6 m/m	5.3 m/m	4.1 m/m	4.5 m/m	4
Brevard	1.4 m/m	2.4 m/m	.3 m/m	1.4 m/m	13
Hillsborough	2.1 m/m	2.5 m/m	2.0 m/m	2.3 m/m	5
DeSoto	2.2 m/m	.4 m/m	2.4 m/m	1.7 m/m	9
Leon	3.7 m/m	5.6 m/m	6.2 m/m	5.8 m/m	14
All Centers	2.5 m/m	3.1 m/m	2.9 m/m	3.0 m/m	56

Most noticeable are the very high achievement rates computed on the students furloughed from the Putnam and Leon Centers. The achievement rates for Putnam are based on only four students. It must also be remembered that all four students were furloughed in January 1976. The program was closed the following month.

In analyzing the achievement of each of the fourteen students furloughed from the Leon START Center, large variations were found in the achievement rates for individual students. There were several students with very high rates of achievement. In reading, two students averaged more than one year's gain in each of the three months they were in the program. Another student averaged a loss in reading of more than six months during each of the two months in the educational program. These results cause one to question the validity of the test results. During last year's evaluation, it was found that Leon START did not record its intelligence test scores correctly. There appears to be a need for closer monitoring of its achievement testing procedures.

Twenty-seven percent of the study population were achieving below the fourth grade level in reading at entrance. However, 65 percent were achieving on the fourth and fifth grade levels at entrance.

At exit, 19 percent of the population were achieving below the fourth grade level in reading, an eight percent difference. Forty-two percent were achieving below the sixth grade level, a twenty-three percent difference.

Data analysis finds that the expected relationship between the rate of achievement and the length of time in the program exists for START Centers as well as for training schools. The shorter the length of time in a START Center, the higher a student's rate of achievement. Students in START Centers educational programs achieved best if they were in the educational program less than three months.

Initial Placement

Youth are furloughed from START Centers when they have progressed to the point of being ready for parole supervision in their home community. Only about half (49%) of the youth released from START Centers during the evaluation period (January to June 1976) were furloughed to parole supervision however. The others were transferred to other residential programs because of the perceived need by staff for further treatment in a different setting. Thirty-six percent of the releases were transferred to training schools and about 14 percent were transferred to other community residential programs (START Centers and Halfway Houses). This study only looks at the performance of those youth considered ready to return to their home community.*

Seventy-two percent of the youth furloughed from START Centers return to school. The majority of these (65%) are placed in school only. Seven percent are placed in both school and a job. Unlike training schools, a very small percentage START Center youth go to work when furloughed. Only 19 percent of these youth do not obtain a school or job placement within their first two weeks at home. Table 13 gives the percentage breakdown for each category of initial placement.

* While 85 youth were furloughed during the evaluation period, placement and follow-up data is analyzed on the 67 students for whom achievement data was received. Placement and follow-up data was obtained on 57 cases. Because of the small population with which to work, the analysis of data isn't as extensive as that done on training schools.

TABLE 13

Initial Placement (All Facilities Included)

<u>Placement</u>	<u>Percentage</u>	<u>Number of Cases</u>
School Only	65%	37
Job Only	9%	5
School and Job	7%	4
Neither	19%	11

Follow-Up (Subsequent Placement)

When follow-up data were reported by field counselors, 54 percent of the furlough population studied were still under active parole supervision. The average length of supervision for those still supervised was close to nine months (8.7 months). Not only do most START furloughees return to school only, but those that do tend to maintain this placement. Table 14 shows that 75 percent of the youth initially placed in school only were still in that placement when followed up.

TABLE 14

For Youth Still Supervised, Percentage Still in Initial Placement

<u>Initial Placement</u>	<u>Percentage</u>	<u>Number of Cases</u>
School Only	75%	15
Job Only	50%	1
School and Job	-	1
Neither	100%	5
		22*

Follow-up data is not presented on the 66 percent of the START furlough population whose supervision had been discontinued (for honorable and less than honorable reasons). The sizes of the populations were too small for analyses.

* Data missing on seven cases

ECKERD CAMPS
SITE VISITATIONS

Jack Morgan, Youth Services Education Director

Eckerd Wilderness Camping Program is a Therapeutic Program for the Emotionally Problem Child. It is an activation of reality principle and subordination of the pleasure principle through the necessity of living together in a natural setting where survival is contingent upon the recognition of reality. There is continuous group therapy through a process of self and peer examination and understanding of feelings rather than acting on them. The program is geared to the needs and interests of youth and is a partnership between Child, Family, Family Worker, and Camp Staff. The partnership is the basis of transforming basic mistrust into basic trust. The child learns acceptance and tolerance of their families without the need for punishment or retaliation. The child undergoes an identification process of internalization and identification with adults who are secure in their own identities. The program is conducted in an outdoor setting which combines problem-solving, adventure, EDUCATION (utilizing the experience curriculum), self discovery and peer group controls. The program goals are to develop in the child feelings of pride, self-esteem, self-worth and self-discipline, and to graduate children with an adjustment adequate for life.

Monitoring visits have been made to the four camps where Youth Services wards are placed. Great strides have been made in improving educational opportunities in the Eckerd programs. A full-time superintendent of education has been employed who is well qualified in both training and experience. Application for accreditation with the Southern Association of Colleges and Schools has been made with Florida Commission of Secondary Schools. As a follow-up to the application, a visiting committee chairman has been employed to conduct an educational self-study.

Operational and knowledge objectives have been established in (1) Socialization, (2) Citizenship, (3) Basic Skills, and (4) Skills for creative living. Written guides for operational strategies are being developed for each objective.

Recommendations: Extension of the Transitional Classroom now provided at Camp E-MA-CHAMEE to the other three camps.

ASSOCIATED MARINE INSTITUTES
SITE VISITATIONS

Marty Stephens, Youth Services Curriculum Specialist

At the present time there are seven (7) Marine Institutes. They are: Jacksonville Marine Institute (JMI), Dade Marine Institute (DMI), Florida Ocean Science Institute (FOSI), Panama City Marine Institute (PCMI), Pinellas Marine Institute (PMI), Tampa Marine Institute (TMI) and Florida Keys Marine Institute (FKMI).

Monitoring visits have been made to each Marine Institute where Youth Services wards are placed.

Each facility has an excellent education program. Observations indicated that the required minimum of 25 hours per week for a 180 day school is provided. Provision is made for learning opportunities in all the subjects generally provided in the school for children of corresponding age. The curriculum can be classified into the marine oriented subjects and the subjects required for high school graduation. Special emphasis is placed on preparation for the G.E.D. for those students who do not wish to continue their education in a public school setting. The greatest improvement of the education program has been the result of facilities placing more emphasis on employability skills.

The marine oriented programs take advantage of the nearby ocean to develop a program to capture the student interest and imagination, stimulating them to learn.

The Marine Institutes are basically the same. Monitoring visitations indicate that each facility has improved drastically in their quality of adhering to educational instruction as outlined in the contract between the Associated Marine Institutes and the Florida Department of Health and Rehabilitative Services, Youth Services as follows:

- 1) To substantially reduce or eliminate the recidivism of participants in the commission on anti-social behavior.
- 2) To develop in each participant a wide range of vocational skills which will advance the overall career development of each child and enable him to apply this wide range of knowledge and skills in a variety of occupations.
- 3) To encourage further training of both an academic and vocational nature.

The five program components are listed and briefly explained below:

1) VOCATIONAL TRAINING EXPERIENCE

Students are provided practical and academic training in the areas of Seamanship, Scuba Diving, First Aide, Sailing, Marine Maintenance, Dive Shop, Water Safety, Underwater Salvage and Photography in a success oriented and highly motivational atmosphere.

2) INDIVIDUAL AND MANPOWER TRAINING SYSTEM

This program is designed to develop an individual program for each trainee.. from grade level 3.0 to 10.0 in the areas of basic reading, math and English.

3) GENERAL EDUCATIONAL DEVELOPMENT EXAMINATION

This program affords the academically "motivated" student the opportunity of daily guidance in pursuit of the General Education Development Diploma. This preparation is two-fold, including academic preparation in the subject areas covered on the GED Exam, as well as providing guidance in meeting the minimum criteria, under Florida law, for qualification to take the GED Exam. Grade level entrance requirements into the program is grade 10 as determined by the score on the TABE (Test of Adult Basic Education).

4) ACADEMIC LEARNING LAB

The Learning Laboratory is designed to provide students the opportunity to continue their education at their appropriate grade level through the study of credit and non-credit course work in the area of English, math, science and social studies. Individualized and group instruction is given to aid the student in his academic and social development.

5) MARINE SCIENCE

A basic program taught scientific method to provide practical marine science in the classroom local environment in accordance with the needs and interests of the students.

APPENDIX

Weighting Procedure

In the placement and follow-up study of this evaluation, the Dozier and Okeechobee Schools are represented by a sample, 33%, of their furlough population. Because of this, a weighting procedure is applied to calculate on "all schools" percentage for the variables considered in Tables 5 through 7. This allows for each institution to be proportionately represented in the total population variable.

The following weighting procedure is used:

1. The proportion that each school's total furlough population represents in the total population for training schools is calculated. In the total furlough population for training schools, Dozier students represent 40.7%; Okeechobee 39.5%; McPherson 15.9%; and Lancaster 3.9%.
2. Each school's population proportion is multiplied by the percentage for the variable under consideration. The sum of these products equals the average for "all schools."

For example, the following procedure was used to calculate the percentage of students receiving vocational training for "all schools."

<u>Facility</u>	<u>Proportion of Total Population</u>	<u>Percent Receiving Vocational Training</u>
Dozier	40.7 %	51% (based on sample, 33% of pop.)
Okeechobee	39.5 %	63% (based on sample, 33% of pop.)
McPherson	15.9 %	33% (based on total population)
Lancaster	3.9 %	58% (based on total population)

$$(.407)(.51) + (.395)(.63) + (.159)(.33) + (.039)(.58) = 53\%$$

END