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EXECUTIVE SUMMARY

The mission of the Institutional Services Division is to provide temporary residential care and effective intervention treatment to delinquent youth which will result in a delinquency-free lifestyle once they are released into the community.

The program objectives follow from this mission statement and can be categorized according to three essential parts of their mission: (1) temporary residential care, (2) effective intervention and (3) delinquency-free lifestyle.

The program objectives have been operationalized and data have been collected since 1974. This report focuses on the attainment of these objectives during the four year time period from 1974 to 1978.

The results of this analysis are summarized below:

- (1) Only one center decreased the percent of youth in care beyond eleven months. Other centers increased or remained the same in the percent released after eleven months.
- (2) All centers provided effective intervention as stated in program goals. This was true across attitudinal, behavioral, and educational variables.
- (3) The percent of youth arrested after three months has declined slightly (from 28% to 25%). The arrest rate after twelve months has also decreased (from 54% to 48%).

INSTITUTIONAL SERVICES

EVALUATION

1974 - 1978

U.S. Department of Justice
National Institute of Justice

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I. INTRODUCTION

In January, 1973 the Social Services Evaluation and Analysis Section in conjunction with Institutional Services Division began an evaluation of services for seriously delinquent youth placed in state-operated institutions. An enormous amount of information has been gathered since that time. In the past, much of what has come from this evaluation effort has been a basic reporting of trends over the years. This report pulls together information collected over four years in an attempt to determine the effectiveness of the Institutional Programs in meeting the program mission. Of particular importance, we have looked at many variables to determine which ones may affect a youth's outcome after leaving these programs. The mission of the Institutional Services Division is as follows:

"To provide temporary residential care which offers effective intervention and comprehensive programming designed to produce positive social identity, and worthy self-concept, and survival skills for each youth entering the system and which leads to an early return to permanent placement and a delinquency-free lifestyle", (Pinckney memo of July 22, 1976).

This mission statement is operationalized into specific program objectives which are reviewed in the body of the report and are summarized in Table 1.

Descriptions of the state's juvenile delinquency programs, and reorganization and policy changes which have occurred during the years are also included.

Table 1

MISSION STATEMENT, PROGRAM GOALS, MEASUREMENT INSTRUMENTS

MISSION STATEMENT	PROGRAM GOALS	MEASUREMENT INSTRUMENTS
1. Temporary residential care through	1. Decrease the percent of youth remaining in care beyond eleven months.	Length of Stay - Institutional Records
2. Effective intervention resulting in	1. Improve self-concept and increase personal responsibility.	Youth Opinion Poll
	2. Decrease delinquency attitudes.	Youth Opinion Poll
	3. Improve protection of youth and staff from physical harm.	Behavior Checklist
	4. Improve protection of community from harm by youth.	Truancy Return Report
	5. Raise the educational grade level.	Stanford Achievement Test
3. Delinquency-free lifestyle	1. Decrease percent of youth arrested or charged within three and twelve months of release.	Community Care Follow-up Questionnaire (outcome scale)

II. THE TREATMENT PROGRAM

A. Introduction

This section of the report presents an overview of the intake process, a description of the various treatment programs and a review of the recent reorganization at Maxey.

B. Intake

Placement following adjudication and commitment to the state is the responsibility of the community care worker located in the county Department of Social Services. In general, the worker tries to match the need of the youth to the program capabilities and space available. The worker arranges admission directly with that program (which could be private, community or institutional). Direct intake is used at all institutional centers except Intensive Treatment and Green Oaks. Each center is geographically aligned to receive youth from specific areas of the state.

Male youth for which placement is a problem are admitted either directly from the county or transferred from the centers to the Maxey Reception Case Planning and Assistance unit (CPA). CPA holds up to 25 youth and serves a diagnostic/placement function. While in the CPA unit, youth are given educational and psychological tests and are interviewed by assigned counselors. Youth also participate in Arts and Crafts, Woodshop, and Physical Education programs. After all staff have observed a youth, he is discussed in the staff's daily meetings. Placement is the responsibility of the intake staff. They consider the needs of the youth, the program and the space available in making this placement. A decision is then made to place the youth in any of the three Maxey Centers, Green Oak Center, Adrian, Intensive Treatment, in some cases the Youth Camps, and possibly community or mental health placements.

The criteria for the type of intake and eventual placement is not formally published or standardized.¹ The community worker and intake counselors assess a youth's needs by interviews, family histories, past criminal behavior, and any other information available about the youth. Once subjectively determining what the youth needs, the worker or counselor selects the program which will best address these needs and contain the youth.

Upon admission to either a program or the Reception Center, a youth is photographed, given personal necessities, and admission forms are completed and filed in the youth's case record.

C. Program Descriptions

The following section is a brief description of each program and treatment type. Included are: treatment used at each facility and recent reorganizations.

1. Treatment Models

Positive Peer Culture (PPC), operative at Maxey Boys Training School and Adrian Training School, and Guided Group Interaction (GGI), operating at Green Oak Center are the primary treatment modalities practiced in the institutional program.

In both programs the emphasis of treatment is on a group model. Each group is composed of nine or ten youths who, with the assistance of an adult group leader, assist each other in preparing for release to the community.

The camps, Arbor Heights Center, and Intensive Treatment Programs use individual treatment models. A discussion of the treatment programs in order of their security follows. In general, Intake, Intensive Treatment Program and Green Oak Center are considered high security facilities. Adrian and Maxey are

¹ With the exception of the DSS policies that (1) status offenders cannot be placed in a training school; and (2) all youth adjudicated for a serious felony must be placed in a training school.

considered medium security. Camps and Arbor Heights are low security placements, (see Table. 2).

2. The Programs

a. Arbor Heights Program

The Arbor Heights Program is a coed, community-based program which admits neglect as well as delinquent youths. A team management approach is implemented, and several types of therapy are utilized including surrogate parents and behavioral contracting. The youth population generally have special needs and may have individualized problems that prevent them from functioning in the group treatment model.

b. Job Orientation - Camps Shawono and Nokomis

Though the Camps offer one-to-one as well as group counseling for their male populations, their programs are best distinguished by a particularly unique emphasis on job orientation. While Maxey BTS and Adrian TS youth take pre-vocational classes, the Camps' youths actually function as job trainees on a daily basis. A cooking/baking program at the Camps provides the boys with a set of useful skills. The Department of Natural Resources supplies equipment and crews, jointly supervising the boys in various projects like planting trees and maintenance. They are also involved in building and trades courses, service stations, and janitorial services, as well as a special program offered at Kirkland College in automotive service and welding.

c. Positive Peer Culture - Maxey & Adrian

Positive Peer Culture, as the name suggests, stresses positive attitudinal changes using the group as the agent of change.

Its basic philosophy, stated simply in Positive Peer Culture,

by Harry H. Vorrath, is described as:

"containment and modification of delinquent behavior accomplished by giving the individual a positive role in a group process and subculture specifically designed to help young people help themselves."¹

One dominant assumption of the program is that each person has a responsibility for his/her behavior as well as the behavior of the other group members; therefore, the participants will feel that the program is their own. Another underlying assumption is the belief that there exists a "universal desire of man to be of service to his fellow man".

Providing problem solving opportunities which require the youth to help and care for themselves and others in the context of the group is given central attention in the PPC program. The vehicle used for attaining this goal is a daily meeting held between the peer group and an adult group leader. The purpose of this meeting is twofold. The behavior of the individual members evidenced during the day in the living-unit and at school is examined, and reasons and solutions for problems are determined.

Upon this base of the peer group, a culture or sub-culture common to all members is developed out of commonly perceived needs and goals.

Many of the techniques of PPC were refined from Guided Group Interaction (GGI), an older program, presently operative at Green Oak Center.

d. Guided Group Interaction - Green Oak Center

Though the GGI functions basically like PPC, the latter is a more encompassing treatment model which applies its unique guidelines more stringently. More flexibility is apparent in the GGI program. For example, a youth may not always be accompanied from one locale to another by his fellow group members. Additionally, psychiatric consultation for the more emotionally disturbed cases is sometimes prescribed and applied.

¹ Harry H. Vorrath and Larry K. Brendtlo, Positive Peer Culture, (Chicago: Aldine, 1974).

But, the differences between the two programs are minimal.

e. Intensive Treatment Program

The Intensive Treatment Program located at the Maxey campus is a program alternative to the group treatment program and differs from it in several ways. The male youths admitted are generally more immature and often have highly individualized emotional problems as well as previous records of placements in mental treatment facilities. Different types of therapy are used including one-to-one counseling, and a higher ratio of staff per youth prevails.

D. Reorganization at Maxey - (1974-78)

Physical Setting

Until October, 1974, Campus Center A and Campus Center B each operated six halls with approximately 20 males in each hall. At that time, two halls from Campus A and Campus B joined to form Campus Center C, which had not functioned for over a year. Thus, the three centers at Maxey housed males in four of their six halls. These three centers are now called Sequoyah, Olympic, and Summit Centers, respectively.

In October, 1976 each center opened one additional hall and in April, 1978 opened their remaining halls and are now housing youth in all six of their halls. Institutional administration cites an increase in admissions as the reason for the expansion.

Policy Revision

Two Policies have had a major effect on institutional population. In July, 1976 the status offender policy prohibited placing status offenders in institutions. In October, 1976 a policy was issued requiring all serious offenders be placed in institutions. This filled the institutions with more serious offenders and eliminated truants and incorrigibles from their care.

Table 2
INSTITUTIONAL PROGRAM ALTERNATIVES

	POPULATION SERVED	TREATMENT MODALITY	SERVICES PROVIDED	SPECIAL FEATURES
ARBOR HEIGHTS	Neglect and delinquent males and females 11 to 17 years of age.	Surrogate Parent behavioral contracting.	Diagnosis, treatment, counseling, and special education program, medical and religious services.	Low security.
YOUTH CAMPS	Delinquent males 15 to 18 years of age.	Individual counseling and work experience.	Voluntary educational programs, vocational training, recreational activities, many of which are community-based. Work-trainee program, medical and religious programs.	Low security.
MAXEY:				
SEQUOYAH OLYMPIC SUMMIT	Delinquent males 12 to 18 years of age.	Positive Peer Culture	Group treatment, regular and special education, career/vocational education "exploratory" program, driver's education/varied recreational program, medical, dental, religious, and psychological services.	Medium security.
ADRIAN	Delinquent males and females 12 to 18 years of age.	Positive Peer Culture	Group treatment, regular and special education, seven "hands-on" occupational exploratory programs, physical education/varied recreational programs, drivers education, medical, dental, psychological, and religious services.	Medium security, co-education treatment.
INTENSIVE TREATMENT	Delinquent males who manifest considerable emotional problems requiring individual treatment, 12 to 18 years of age.	Individualized clinical services.	Psychological, counseling, medical, and religious services, special education and recreational programs.	High security.
GREEN OAK CENTER	Delinquent males who exhibit special behavioral difficulties which make them unsuitable candidates for an open program, 12 to 18 years of age.	Guided Group Interaction.	Group treatment, special education, psychiatric, recreation, medical, and religious services.	High security.

III. EVALUATION OF THE MISSION STATEMENT

A. Introduction

The mission of the Institutional Services Division is:

"To provide temporary residential care which offers effective intervention and comprehensive planning designed to produce positive social identity, a worthy self-concept and survival skills for each youth entering the system and which leads to an early return to permanent placement and a delinquency-free lifestyle."¹

In essence the mission is to:

- (a) Provide temporary residential care
- (b) Through effective intervention
- (c) Which leads to a delinquency-free lifestyle.

All the components of the mission statement will not be assessed in this report. Many parts refer to complex social psychological variables that cannot be systematically measured (i.e., positive social identity). Other parts have not been operationalized by program personnel (i.e., permanent placement).

Moreover, the evaluation effort has developed organically in response to issues, concerns, organizational change and programmatic innovations. As such, some goals and their measurement are not part of a coordinated evaluation framework.

The mission statement and program goals were established within the Institutional Services Division. The measurement instruments used to operationalize these goals were a joint product of the Institutional Services Division and the Quality Control Unit of the Department.

In general, the Institutional Services Division is accomplishing its mission statement with varying degrees of success. The "temporary" nature of a youth's stay has shown some increase. This is due, in part, to community

¹ Pinckney memo of July 22, 1977 found in Appendix A.

and court pressures for longer stays reflecting more concern for community protection from youth.

Nonetheless, the Institutional components are providing some effective intervention, particularly with respect to skill training and educational attainment.

However, the degree to which youth are moving into delinquency-free permanent placement remains a problem as reflected in the continued high recidivism and the relatively unstable living situation of many youths twelve months after their release.

Each of the three essential components of the mission statement will now be reviewed in detail.

B. Temporary Residential Care

1. Introduction

Temporary residential care is measured by the length of stay. Length of stay is defined as the actual number of days a youth spends in their program, (excluding trancies). The total number of days in program for the released youth is calculated to obtain the average length of stay for each separate center (i.e., Maxey).

Program Centers are responsible for determining the length of time a youth spends in its program. The length of stay is thus not accumulated when a youth moves from one program to another. If a youth does not remain in a program at least thirty days he/she will not be considered released from that program. If a youth is inappropriately placed in a program it is assumed that they should be moved within the first thirty days.

2. Program Goals

The program goal that operationalizes the "temporary residential care" portion of the mission statement is:

(a) decrease releases occurring after 11 months.

Data on this variable is presented in Table 3. Figures 1 and 2 display the trends in average lengths of stay from 1974 to 1978 for Adrian and Maxey. Only Adrian females have decreased the releases occurring after 11 months. Other programs either increased or remained the same. As stated, this goal is not being achieved in institutional services. A minimum acceptable rate of youth released over 11 months should be considered as an inducement to goal attainment.

3. Discussion of Findings

(a) Adrian Training School's Length of Stay

Prior to 1977 the length of stay for females was 2-3 months longer than for males in comparable programs. At that time status offenders comprised a large percent of the female population. Status offenders pose a particular problem to treatment programs in that their problems are not as readily apparent as the more serious offender, thus more time is spent identifying problems before they can be worked on. In 1977 status offenders were no longer admitted to institutions, resulting in a change of population at Adrian. Concurrently the length of stay began to drop. Currently, female lengths of stay are at a level equal to males at Adrian (but still one month longer than at Maxey). Adrian Training School staff policy rather than variation in youth characteristics may have the greatest influence on the length of stay at Adrian.

(b) Discussion of Length of Stay

Length of stay appears to be controlled by several factors.

- (1) Youth need
- (2) Outside pressure
- (3) Administrative policy

The ideal length of stay would be that exact time the youth has solved

Table 3
 LENGTH OF STAY
 PERCENT IN CARE BEYOND 11 MONTHS

	July-December 1974	1975	1976	1977	January-June 1978
Maxey	33% N=113	32% N=250	31% N=214	44% N=245	39% N=152
Adrian					
Males	47% N=15	44% N=18	17% N=42	32% N=41	63% N=30
Females	60% N=63	64% N=101	62% N=76	57% N=63	49% N=31
Green Oak	16% N=56	41% N=75	42% N=81	45% N=82	41% N=41
Intensive Treatment	0% N=12	9% N=23	11% N=19	23% N=17	25% N=8
Camps	0% N=62	0% N=176	0% N=183	0% N=141	0% N=70

Figure 1

LENGTH OF STAY FOR MAXEY BOYS TRAINING SCHOOL

(Time Truant Subtracted)

Reported in Days

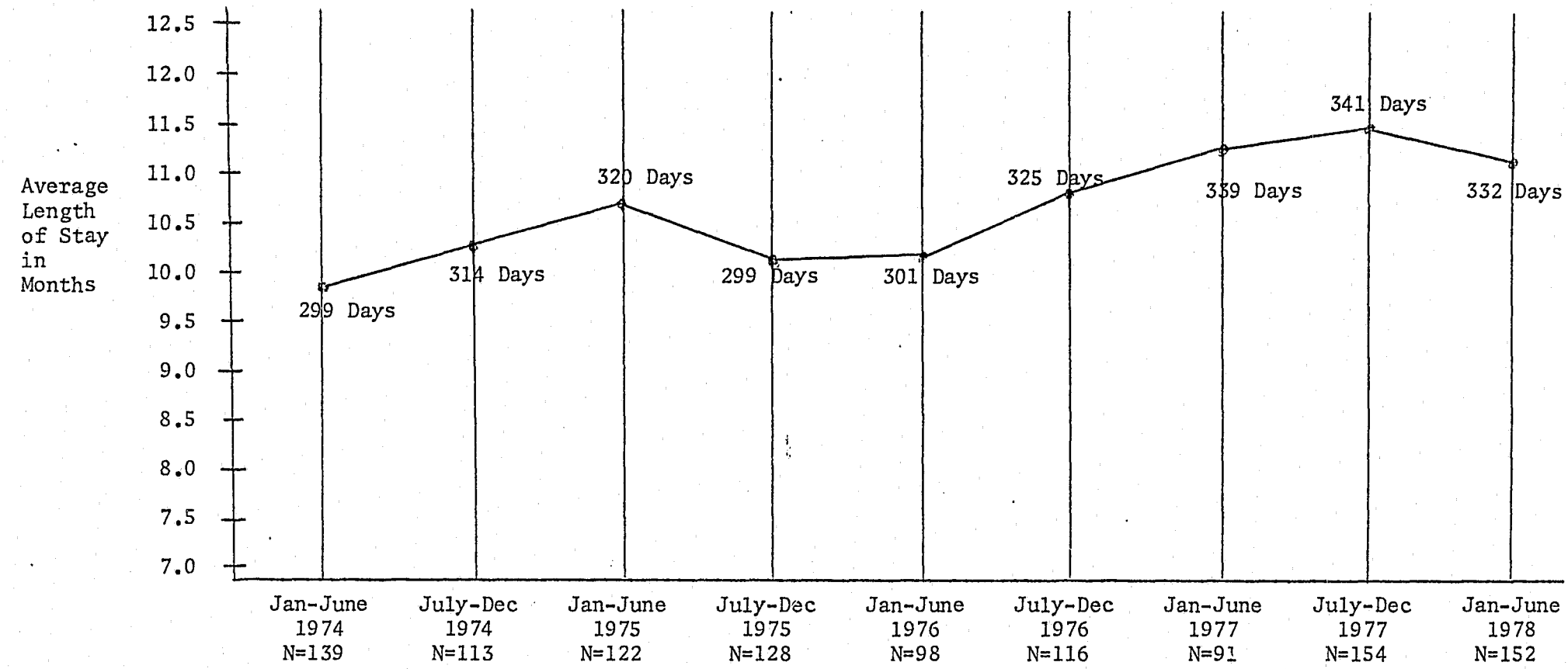
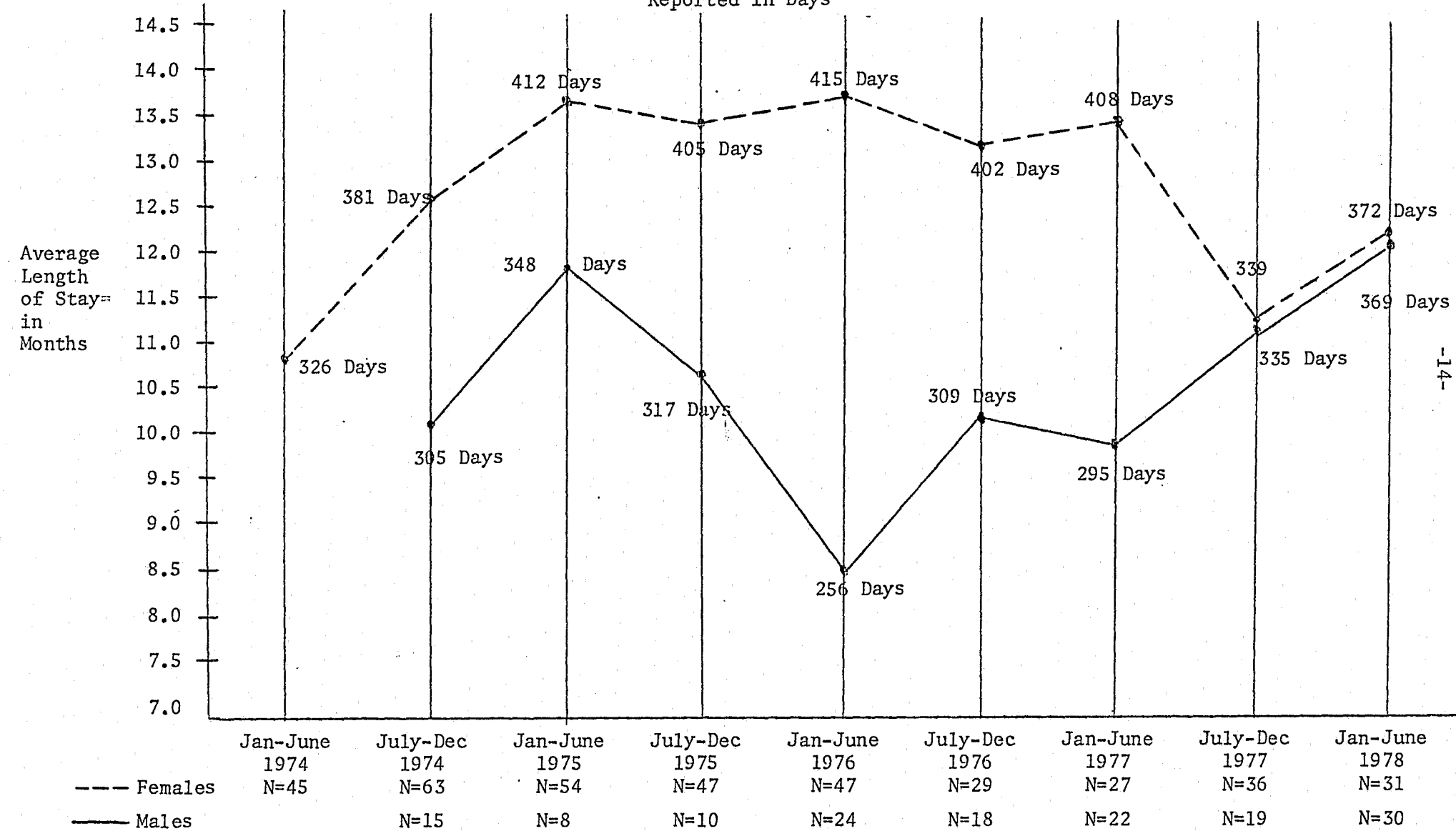


Figure 2

LENGTH OF STAY FOR ADRIAN TRAINING SCHOOL

(Time Truant Subtracted)
Reported in Days



his problems or has received the maximum benefit from a program. Of course, each line staff has his definition or sense of when that occurs. In practice, most staff would be likely to keep a youth a bit longer just to test the youth's readiness before actually releasing him or her.

Outside pressures in large part can control the decision to release a youth. For example, the Parole and Review Board must approve each youth's release. If they seldom release youth before 10 months, eventually staff will not recommend release before this time even if they feel the youth is ready. Other agencies, such as the courts, exert pressure on the Department of stop releasing serious offenders early because community safety is at stake. This, in turn, influences the Parole Board and staff in making release decisions. On the other side of the coin, the legislature may exert pressure to release youth earlier resulting in higher turnover and less need for additional bed space and funding.

The administration issues official policy on length of stay for institutions. It considers public opinion, outside pressures, youth needs and in some cases, its own interest in designing a policy which best satisfies these diverse factors; in Michigan 11 months has been established as a target for maximum length of stay of most youth. Eleven months is sufficiently long in the public, courts, and Parole Board's opinion and sufficiently short, for now, to provide reasonable bed space. The goal, to decrease the percent of youth in care over 11 months, reflects the awareness that a number of youth will need treatment beyond 11 months, but due to these other factors most youth should be released prior to this.

Is this too long or too short? At this time, nobody can say. There are many different opinions in the field of corrections. Research has not uncovered any correlations between length of stay and post-release success. However, any factors related to success and possibly influenced by length of stay should be considered when the more political decision of a target length of stay is made.

For example, the amount of educational gain made by students increases the longer they are in care. It is also known that youth at higher grade levels at release have higher success rates. This one fact lends support to a longer length of stay. Of course, other factors and their influence on success would need to be studied before such a decision is made, but a length of stay policy based on such studies would give a basis for a more rational approach to the length of stay issue.

C. Effective Intervention

1. Introduction

Effective intervention is measured by a variety of instruments. Attitude changes are indicated on the Youth Opinion Poll. Behavioral changes are noted on the Behavior Checklist and educational changes are available from the Stanford Achievement Tests.¹

2. Program Goals - Attitude Changes

(a) Improve self-concept and increase personal responsibility.

The scores on the self-esteem and locus of responsibility scales of the Youth Opinion Poll are used to measure this goal. The change results from these scales are reported in Table 4. The findings indicate that this objective was met in all centers.

(b) Decrease delinquency attitudes.

A total of three delinquency scales are used to measure this objective. The change results from these scales are reported in Table 4. This objective was met at all the centers.

(c) Discussion of Youth Opinion Poll as a means of effective intervention.

Changes in scores on the Youth Opinion Poll do not predict successful, delinquency-free outcomes. An analysis of the Youth Opinion Poll showed no correlations between post-release outcomes and test scores. However, this

¹ Information on these instruments are provided in footnotes on the Tables reporting the results of these measurement instruments.

does not necessarily mean the test is of no value. It only means its predictive validity, when attempting to predict post-release success, is low. Other benefits may be reaped through the process of giving this test. First, it demonstrates the acquisition of verbal responses by youth. This benefit while not a measure of program success provides assurance that the youth has recognized if not internalized the concepts which underlie the values being taught by each program. In this capacity, the change score has been utilized by institutional administrators as an index of the degree of impact the program has had on youth. Secondly, by administering this test, staff become aware and are more likely to address specific attitudes in youth. For example, realizing self-esteem is being measured may motivate staff to find ways to help youth in that area.

3. Program Goals - Behavioral Changes

(a) To improve protection of youth from physical harm (by reducing assaults).

This goal is measured by the rate of assaultive behavior.¹

All centers except Olympic, Summit and Intensive Treatment Program have decreased the rate of assaultive behavior² while at the institution thus meeting this objective, (see Table 5). All centers except Olympic and Green Oak Center have decreased staff assaults, (see Table 6). Staff assaults already occur at a low frequency and in general are not a problem at any center.

Adrian males and Arbor Heights have the highest assault rates. The high structure programs (ITP and GOC) which get the most assaultive or disturbed youth have the lowest assault rates. Staff assaults occur very infrequently at all programs with Arbor Heights having the highest staff assault rate.

¹ Assaultive behavior is defined as a physical aggression toward a youth by another youth. This includes fights, attacks with weapons, throwing chairs, etc. Medical attention need not be required by the victim however staff or youth intervention was required to restrain the aggressing youth to prevent harm to the victim.

² Assaultive behavior refers to those assaults occurring while in treatment and not to offenses committed prior to institutional commitment.

Table 4
YOUTH OPINION POLL¹
CHANGE SCORES

	SEQUOYAH	OLYMPIC	SUMMIT	ADRIAN MALES	ADRIAN FEMALES	GREEN OAK	CAMPS	INTENSIVE TREATMENT
Self-Esteem	8.2	7.0	6.5	5.9	7.0	4.8	3.6	3.3
Locus of Responsibility	2.2	1.8	1.7	1.0	1.6	1.6	0.7	1.6
Delinquent Values	-10.7	-10.2	-9.5	-7.5	-11.0	-6.8	-3.2	-10.5

¹ For youth released 1974 through 1977. The change score is obtained by subtracting the score received when youth is admitted from the score received when youth is tested at release. There are 57 items on the self-esteem scale, 20 items on the locus of responsibility scale, and 100 on the delinquency scale. There are actually 9 scales on the Y.O.P., composed of a total of 240 items. Only three scales measure current objectives set forth by institutional services and thus are reported on here.

Table 5
ASSAULTIVE BEHAVIOR¹
(Rates)

CENTERS	7/74-12/75	1/76-12/76	1/77-12/77	1/78-6/78
Maxey-Sequoyah	.060	.063	.017	.018
Olympic	.058	.087	.092	.078
Summit	.059	.062	.064	.081
Adrian-Males	.229	.140	.111	.086
Females	.051	.041	.045	.039
Green Oak	.026	.009	.012	.009
Camps	.053	.038		
Nokomis			.08	.122
Shawono			.0245	.055
Intensive Treatment	.008	.013	.016	.028
Arbor Heights	.252			
Male		.092	.074	.103
Female		.064	.024	.061

¹ The data presented in this table or figure are drawn from the Behavior Check-List. This instrument is designed to measure events which occur during a youth's stay in the institution. Each week the number of instances of each behavior is recorded for each youth. The validity of this data is questionable since the Check-Lists are often filled out late or not at all.

Table 6
RATES OF STAFF ASSAULT¹

CENTERS	7/74-12/75	1/76-12/76	1/77-12/77	1/78-6/78
Maxey-Sequoyah	.008	.002	.001	.002
Olympic	.000	.004	.004	.004
Summit	.008	.003	.002	.001
Adrian-Males	.023	.011	.005	.004
Females	.015	.006	.008	.004
Green Oak	.001	.002	.002	.000
Camps	.001	.000	.000	.000
Intensive Treatment	.000	.003	.000	.000
Arbor Heights	.058			
Male		.093	.072	.028
Female		.072	.028	.076

¹ The data presented in this table or figure are drawn from the Behavior Check-List. This instrument is designed to measure events which occur during a youth's stay in the institution. Each week the number of instances of each behavior is recorded for each youth. The validity of this data is questionable since the Check-Lists are often filled out late or not at all.

- (b) To improve protection of community from harm by youth (by reducing the number of successful trancies while in care).

Truancy is defined as the unauthorized leaving of the training school grounds. The community needs to be protected from additional criminal activity of youth who are committed to institutions. Truancies which result in a youth being in the community for a day or more are considered successful trancies and are a measure of this program goal. It is important that a truancy not "work" for a youth in helping him/her avoid problems and a swift apprehension prevents this. Truancy is viewed as undesirable due to disruption of program and safety to youth and society. Thus, fewer trancies and quicker apprehension is desirable.

All the centers have met this goal except Intensive Treatment Program and Green Oak Center, which have had an increase in truancy over the past four years, and the camps, which have remained relatively stable for the last three years, (see Table 7).

An average of 24% of Positive Peer Culture (Maxey and Adrian) youth truanted in the 77/78 year. This is down from over 50% in the 74/75 year. This is due in part to the emphasis placed on a quick apprehension which discourages other youth from attempting to truant.

Green Oak Center has experienced an increase in the percent of youth truanting for undetermined reasons. Most of their trancies do occur while a youth is off-grounds (with staff or visitors) or on a leave of absence. Camps have remained relatively stable (47%) for the last three years.

Analysis shows a lower success rate after release for those youth who truant. Also, lower truancy rate is related to higher productivity.

Statistics based on return from truancy reports (these are received on all youth who truant, whether for 20 minutes or longer than a day) show that only 17% of the youth truanting in 1977 committed felonies while truant.

Table 7

PERCENT OF YOUTH TRUANTING BY CENTER

CENTERS	1974-75		1975-76		1976-77		1977-78	
	%	N	%	N	%	N	%	N
Sequoyah	48%	88	37%	76	29%	62	19%	114
Olympic	59%	87	57%	69	50%	64	36%	87
Summit	66%	53	48%	81	31%	83	18%	106
Adrian - Males	40%	139*	13%	127*	8%	40	24%	49
Females					9%	56	7%	67
Green Oak	29%	96	30%	70	39%	87	54%	81
Camps	30%	161	45%	157	50%	139	47%	141
I.T.P.	33%	12	53%	11	62%	21	65%	17
TOTALS	47%	636	37%	591	36%	552	28%	662

* Figures included males and females combined.

Thus, truant youth are not a high risk to the community but they are a more difficult youth to treat.

4. Program Goals - Educational Changes

(a) To raise the Educational Grade Level.

The Stanford Achievement Test (SAT) is administered to each youth at entry and release from the program. This instrument is comprised of a battery of tests which measure the grade level in such areas as paragraph meaning, arithmetic computation, etc. The SAT battery median is used as an overall index of a youth's grade level. By combining this data with the average length of stay an average increase in educational level per year is obtained.

The average educational gain has climbed steadily since 1974. This past year (July, 1977 - June, 1978) youth gained an average of 1.8 grade levels per year in program. The amount of gain varies across programs (see Table 8), but each center has met its goal in this area. This gain is outstanding when one considers that most youth come in at a 5th to 6th grade level, at an average age of sixteen, having gained only .5 grade level per year in the public schools. The high emphasis placed on education (basic, vocational and driver's education classes and GED preparation for those eligible, and peer and staff support) seems to be well worth the effort and cost of these programs.

(b) Discussion of Educational Achievement and Success.

The education level at release appears to have an effect on a youth's outcome (whether he's arrested or not). Though not statistically significant, there is a high association between educational levels and lower arrest rates at three months after release:

<u>Grade Level at Release</u>	<u>3 Month Arrest Rate</u>	
0 - 4.9	27.6% (24)	Based on 435 youth released in 1977
5.0 - 7.9	22.7% (41)	
8.0 - 12.0	17.4% (29)	

This might be expected in that a youth functioning at a higher grade level is more employable (can fill out job applications, read want ads) and is possibly more likely to attend school (educational attainment may be comparable to his peers, he may have more confidence in his ability to learn having had successes while in program).

As with the post-test scores, the entry scores also seem to be a predictor of outcomes. Those entering who are tested below a 5th grade level have a higher three-month arrest rate than those above this level.¹

<u>Grade Level at Entry</u>	<u>3 Month Arrest Rate</u>	
0 - 4.9	27.7 (43)	Based on 436 youth released in 1977
5.0 - 7.9	18.7 (35)	
8.0 - 12.0	17.0 (16)	

This poses special problems because over one third of the youth admitted are functioning under a 5th grade level. Institutional administration is beginning to give special attention to this group in terms of their educational programming.

As expected, the longer a youth remains in program the more educational gain he shows. The amount gained (difference between pre and post-test) has no effect on a youth's subsequent chances of being arrested after release.

¹ The persistence of this relationship at twelve month outcomes is yet to be measured.

Table 8
INDEX OF EDUCATIONAL ACHIEVEMENT*

	74/75	75/76	76/77	77/78
Sequoyah	+ .94	+1.14	+1.46	+1.96
Olympic	+1.20	+1.35	+1.59	+1.53
Summit	+1.04	+1.28	+1.35	+1.60
Adrian Males	+ .81	+ .69	+1.06	+ .71
Females	+ .61	+ .52	+ .76	+1.25
Green Oak	+ .94	+1.20	+1.57	+1.68
Camps - Nokomis	+2.24**	+2.49**	+4.01	+3.26
- Shawono			+1.14	+2.10
I.T.P.	+1.62	+1.42	+1.36	+1.68
Arbor Heights	N/A	N/A	N/A	N/A

* Index = $\frac{\text{Post SAT} - \text{Pre SAT}}{\text{Avg. LOS in Days}} \times 365$ = Average gain per year in program.

** Includes Nokomis and Shawono combined.

D. Delinquency-Free Lifestyle

1. Introduction

When a youth has completed the program at his institutional center and has been released to the community for three months, the community care worker is called to determine the outcome status of the youth. Specific questions ask (1) whether the youth has had any contact with the police or court following release, (2) if the youth has a job or is enrolled in school and (3) what his/her current placement is. If a youth has had contact with police the type of crime is recorded.

Outcome results are gathered on 98 percent of all youth at three months and on 90 percent through twelve months. The most important goal of institutional treatment is decreasing the percentage of youth arrested after release. The first three month period is a critical time since two-thirds of all arrests occurring the first year take place during the first three months.

2. Program Goals - Decrease Arrest Rate 3 and 12 Months after Release

Discussion of Findings:

Table 9 presents three month arrest data and Table 10 presents twelve month arrest data. Approximately 25% of those released from institutions have been arrested within three months and 48% have been arrested within twelve months. The trends from 1974 to 1977 indicated that three month arrest rates have declined slightly for the 1977 year (28% to 25%) and the twelve month rates have been reduced also (54% to 48%).

Post-release success rates vary by program center. These differences may be a result of types of youth served or treatment modality used.

Closer inspection reveals very little statistically significant differences between treatment modalities and their ability to rehabilitate youth.¹

¹ Based on a study of 422 youth released in 1977 (see Appendix B).

Table 9
ARREST OUTCOMES AT THREE MONTHS FOLLOWING RELEASE

CENTER	7/74 - 12/75 (Baseline)		1/76 - 12/76		1/77 - 12/77	
Sequoyah	27%	N=159	24%	N=63	23%	N=77
Olympic	26%	N=144	36%	N=66	26%	N=77
Summit	31%	N=130	31%	N=87	19%	N=83
Adrian - Males	21%	N=33	26%	N=43	20%	N=40
Females	12%	N=165	5%	N=75	8%	N=63
Green Oak	36%	N=125	41%	N=81	37%	N=81
Nokomis	30%*	N=260	30%*	N=181	34%	N=80
Shawono					20%	N=69
I.T.P.	40%	N=35	11%	N=19	56%	N=18
Arbor Heights-Males	17%	N=18	25%	N=4	0%	N=7
Females	10%	N=10	25%	N=4	0%	N=3
TOTALS	27%	N=1,087	28%	N=623	25%	N=598

* Figures include both camps.

However, several youth variables appear to be related to success. They are sex, aggressiveness, number of prior offenses and productivity. Across these variables females achieve higher success rates than males. Their offense histories prior to commitment did not affect their success. For males, on the other hand, several differences appear. The more aggressive the youth, the more favorably he responds to institutional treatment. This finding is supported by an earlier study (May, 1978)¹ conducted on a broader base of youth in residential and community care. Success was also related to the number of prior offenses. Youth with five or more offenses prior to commitment had the lowest success rate. In other words, repeat offenders are the hardest to rehabilitate, as would be expected. Finally, productivity proved to be related to success as it has in previous studies. It will be discussed more fully in the next section.

¹ Max, Laurence, Comparative Outcome Study in Smith, Robert, Max Laurence, Residential Facilities Project (Lansing, 1978), Department of Social Services.

Table 10

ARREST OUTCOMES AT TWELVE MONTHS FOLLOWING RELEASE

CENTERS	RELEASE PERIODS			
	7/73 - 6/74	1/75 - 12/75	1/76 - 12/76	1/77 - 6/77
Sequoyah	46% (N=352) ^a	50% (N=88)	44% (N=63)	53% (N=32)
Olympic	46% (N=352) ^a	60% (N=82)	54% (N=66)	64% (N=28)
Summit	46% (N=352) ^a	61% (N=92)	57% (N=83)	33% (N=30)
Adrian (Males)	54% (N=26)	73% (N=15)	52% (N=42)	45.5% (N=22)
Adrian (Females)	18% (N=141)	24% (N=103)	25% (N=75)	25.5% (N=27)
Green Oak	68% (N=53)	53% (N=72)	60% (N=78)	56% (N=39)
Camp Nokomis	47% (N=154) ^b	62% (N=96)	59% (N=88)	39% (N=46)
Camp Shawono	47% (N=154) ^b	45% (N=99)	46% (N=84)	39% (N=31)
I.T.P.	56% (N=9)	75% (N=24)	59% (N=17)	86% (N=7)
Arbor Heights (Males)	40% (N=10)	50% (N=8)	50% (N=6)	43% (N=7) ^c
Arbor Heights (Females)	14% (N=7)	0% (N=3)	0% (N=3)	43% (N=7) ^c
TOTALS				
Males	52% (N=604)	56% (N=576)	54% (N=527)	48% (N=242)
Females	19% (N=148)	24% (N=106)	24% (N=78)	29% (N=34)

^a Computed as one Maxey figure.^b Computed as one Camps figure.^c Computed as one Arbor Heights figure.

3. Program Goals - Increase Percent of Youth Employed or Enrolled in School Within Three Months of Release

a. Findings:

When a youth has been released from a center for three months, contact is made with his/her community care worker to determine the job/school status of the youth.

Until recently, (July, 1974), participation in the community was not viewed as an important consideration in evaluation and, in fact, the existing data should be approached and interpreted cautiously because of some obvious problems. For example, a youth is generally attending school in the public school system from September to June, thereby inflating the categories "school full" and "part-time" for that nine months. It is also important to remember that (1) employment may be more accessible in some areas than others, (2) some community care workers are more active in job placement for their youths, and (3) some youths are more eligible than others for work because of their older age.

Both school enrollment and working are combined into a productivity measure for youth released. These data are presented in Table 11. In general, approximately 56% are in some type of productive activity three months after release. The percent of youth who are involved in productive activity after three months has gone up ten percent from 1974 (from 46% to 56%).

One observation about productivity is worth mentioning. Although the low rate of job/school participation remains relatively the same for all institutions, this was not the expectation, (Table 14). Since the Camps Nokomis and Shawono have more job-oriented treatment programs, it was expected that more youths released from these centers would work upon release. However, opportunities in the job market may not be as abundant in the rural settings to which the boys are released.

b. Discussion of Findings:

The importance of school or work for a youth immediately following release cannot be denied but the relationship between productivity and a positive outcome may be more complex than once thought. A 1975 study revealed the arrest rate for youth in jobs was 5%, those in school 22%, and for non-productive youth 30%.¹ Logically this was a valid finding since a steady income may make crime less attractive. The immediate financial rewards of a job may reduce the climate for crime and create a sense of independence and a feeling of pride. Thus, if we get a youth a job he will be less likely to engage in further criminal activities. Current findings based on a study of 422 youth released in 1977 leads us to believe this is only partially the case. Youth who are productively involved still achieved higher success rates than those who were not but there was no difference between youth in school or those in jobs. Staying productive was more important than the type of productivity. In fact, of the non-productive group half had been productive at some point during the follow-up period - and it was this group which showed the lowest success rate. Only 20% of our sample were never productive after their release. This may emphasize the importance of giving youth skills which will help them to maintain themselves in a job or in school. It simply is not enough to just find them a job: providing skills and opportunity to maintain a productive level of functioning is a key to post-release adjustment.

Youth types were compared to productivity rates to determine which youth were more likely to remain productive. Truancy was the only factor significantly related to productivity; the more truancies a youth had while at the institution the less likely he was to stay productively involved once returned to the community. Truancy-prone youth appear to be the most difficult to maintain in the community.

¹ Institutional Services Report 1974-76, Research and Analysis Division, Department of Social Services.

Although job or school placement for youths after release remains an important goal for institutional staff, once a youth is released his/her community care worker must assume a more major role for his/her productivity in the community. Unfortunately, workers cannot always insure a youth's entry into school or the job market, and even when there is a productivity plan they are not able to guarantee permanent attendance in it. For this reason, both the institutions and community care must ultimately share the responsibility for a youth's productivity status in the community within three months of a youth's release. Accountability becomes even more difficult to establish twelve months after release. This is true of arrest outcomes as well as productivity outcomes.

Table 11
PRODUCTIVITY^a THREE MONTHS FOLLOWING RELEASE

CENTERS	RELEASE PERIODS		
	7/74 - 12/75	1/76 - 12/76	1/77 - 12/77
Sequoyah	49% (N=149)	54% (N=63)	61% (N=76)
Olympic	46% (N=144)	52% (N=66)	55% (N=71)
Summit	46% (N=130)	63% (N=87)	59% (N=83)
Adrian - Males	55% (N=33)	47% (N=43)	57% (N=40)
Adrian - Females	44% (N=185)	45% (N=75)	57% (N=63)
Green Oak	46% (N=125)	35% (N=80)	40% (N=80)
Camps	46% (N=268)	41% (N=182)	58% (N=146)
I.T.P.	40% (N=35)	47% (N=19)	44% (N=18)
Arbor Heights - Males	54% (N=13)	75% (N=4)	50% (N=6)
Arbor Heights - Females	29% (N=7)	50% (N=4)	100% (N=4)
TOTALS	46% (N=1,079)	47% (N=623)	56% (N=587)

^a Productivity refers to being enrolled in school or working.

E. Summary of the Mission Attainment

The Institutional Services Division has met with varying degrees of success in attaining the various elements of its "mission". Length of stay has shown some increase over time, partly in response to pressure from the community and courts to retain the youth in custody. The felony offender policy, has limited the population to youth who are more aggressive adding to the pressures for secure and longer stays. Although progress is noted with respect to educational gains and full recidivism, rehabilitation is frustrated throughout the continuum of services to youth. The institutions are vigorously pursuing solutions to the increasing pressures that have arisen out of a growing delinquency problem. To the extent that they provide custody and educational programming, they are undoubtedly succeeding in providing some effective and valuable intervention.

The relatively high recidivism rates suggest that there is room for improvement in post-release community follow-up care; this would require increased cooperation between the various sectors of the Office of Children and Youth Services to provide more stringent case management, from adjudication through eventual rehabilitation and attainment of a "delinquency-free lifestyle". The Institutions can only be accountable for a small part of the overall failure of the Department, schools, and community in stemming the tide of delinquency.

APPENDIX A:

Institutional Objectives 1975, 1976

Institutional Division Operations #6

September 29, 1975

To: Institutional Directors

From: Vergil M. Pinckney, Division Director
Institutional Services Division

SUBJECT: 1975 to 1977 Program Objectives and Measurements.

This memorandum represents the third up-date in as many years in the development of the Institutional Services Division's program objectives and means of measurement. These objectives/measurements have been finalized through management conferences at each of the Institutional Centers and at a Division Directors' meeting on 9/25/75.

These objectives define a program direction for all D.S.S. personnel involved with institutionalized youth and an evaluation of the measurement data will be a major factor in assessing program effectiveness, not only for institutional programs but for the total continuum of Delinquency Services for these youth.

Institutional Center Directors should make certain that their staff teams buy-in to these objectives and clearly understand that their program performance is being assessed in terms of these objectives.

Division Mission

To provide temporary residential care which offers effective intervention and comprehensive programming designed to produce positive social identity, a worthy self-concept, and survival skills for each youth entering the system and which leads to an early return to permanent placement and a delinquency-free life-style.

OBJECTIVES

1. Self-concept and Personal Responsibility:

- (a) Cause youth to improve in the way they perceive themselves.
- (b) Increase the acceptance of personal responsibility for life consequences.

MEASUREMENTS

- (a) Self-esteem scale of the Youth Opinion Poll.
- (b) Locus of Reinforcement scale of the Youth Opinion Poll.

OBJECTIVES:

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MEASUREMENTS:

2. Socialization:

- (a) Decrease the adherence of youth to delinquent values and attitudes.
- (b) Replace these negative values with values and behaviors which foster caring, concern and helping.

- (a) Delinquent value scales of the Youth Opinion Poll.
- (b) 1. Nurture scale of the Youth Opinion Poll.
2. Helping Behavior Scale of Behavior Checklist.

3. Survival Skills:

- (a) Raise the educational performance level of students.
- (b) Increase percentage of students who are employed or enrolled in community school programs 3 months after release.
- (c) Increase percentage of eligible students completing G.E.D. and Drivers Education course work.
- (d) Cause students to complete a variety of special interests, occupational and personal survival courses.

- (a) Stanford Achievement Test educational achievement gains.
- (b) Job/School Outcome Scale of the Community Care Telephone Questionnaire.
- (c) 1. Percentage of completions (eligible students) of high school equivalency programs.
2. Percentage of completions (eligible students) in Drivers education programs.
- (d) Educational transcripts will document the number of completions in swimming and life-saving, first aid - O.D. aid, occupational clusters, etc. courses.

4. Length of Stay:

- (a) Increase percentage of youth released within 4-7 months.
- (b) Decrease percentage of youth remaining in care beyond 11 months.

- (a) and (b) Length of stay compilations from Data Center.

5. Institutional Environment:

- (a) Increase ability of Health and Safety Committees to monitor health/environment conditions in their centers.
- (b) Increase number of health/environment problems raised and resolved by Health and Safety Committees.

- (a) Percentages of reliability on Inspection Records performed separately by committees and by medical personnel.
- (b) Monthly Progress Reports of Health and Safety Committees.

OBJECTIVES:

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MEASUREMENTS:

6. Protection:

(a) Improve protection of youth from physical harm.

(b) Improve protection of community/staff from harm by youth.

- (a) 1. Assaultive behavior scale of the Behavior Checklist. (Also self-injury and possession of drugs scales).
2. Health maintenance reports.
3. Unusual Incident reports.
(b) 1. Reduction in number of successful truancies while in care.
2. Reduction in number of recorded instances of offenses committed while on truancy.
3. Staff assault scale of the Behavior Checklist.

7. Outcome Measures:

(a) Decrease the percentage of youth arrested/charged within 3 months of release from each Center.

(b) Actively assist Community Care in decreasing the percentage of youth arrested/charged within 12 months of release.

(a) Outcome Scale of Community Care Telephone Questionnaire.

(b) Outcome Scale of Community Care Telephone Questionnaire.

Any questions relating to either the Objectives or the Measurements should be directed to one of the Institutional Center Directors or to the Division Director's office.

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TO REPLACE OPERATIONS LETTER #6, DATED SEPTEMBER 29, 1975

INSTITUTIONAL DIVISION OPERATIONS LETTER #6

July 22, 1976

Institutional Division Administrative Staff.

Vergil M. Pinckney
Vergil M. Pinckney, Director
Institutional Services Division

SUBJECT: 1976/1977 Program Objectives and Measurements.

This memorandum represents the most recent up-date in the development of the Institutional Services Division's program objectives and means of measurement. These objectives/measurements have been finalized through management conferences at each of the Institutional Centers and at a Division Directors meeting on May 27, 1976 and will be now used to assess program performance.

These objectives define program direction for all D.S.S. personnel involved with institutionalized youth and represent the "what" in expectations for institutional personnel. Center Directors and staff teams should proceed to define their "how" objectives within the framework of these guides. In the event that a "how" objective conflicts with a "what" objective, negotiation must occur.

It is recommended that you supply a copy of this directive to each employee under your administration.

DIVISION MISSION

To provide temporary residential care which offers effective intervention and comprehensive programming designed to produce positive social identity, a worthy self-concept, and survival skills for each youth entering the system and which leads to an early return to permanent placement and a delinquency-free life-style.

OBJECTIVES

1. Self-concept and Personal Responsibility:
 - (a) Cause youth to improve in the way they perceive themselves.
 - (b) Increase the acceptance of personal responsibility for life consequences.
2. Socialization:
Decrease the adherence of youth to delinquent values and attitudes.
3. Survival Skills:
 - (a) Raise the educational performance level of students.
 - (b) Increase percentage of students who are employed or enrolled in community school programs three months after release.
 - (c) Increase percentage of eligible students completing G.E.D.
 - (d) Increase percentage of eligible students completing Drivers' Education coursework.
4. Length of Stay:
 - (a) Maintain percentage of youth released within 4 - 7 months.
 - (b) Decrease percentage of youth remaining in care beyond 11 months.
5. Institutional Environment:
Comply with licensing environmental requirements.

MEASUREMENTS

- (a) Self-esteem scale of the Youth Opinion Poll.
- (b) Locus of Reinforcement scale of the Youth Opinion Poll.
- Delinquent value scales of the Youth Opinion Poll.
- (a) Educational achievement test gains.
- (b) Job/School Outcome Scale of the Community Care Telephone Questionnaire.
- (c) Percentage of completions (eligible students) of high school equivalency programs.
- (d) Percentage of completions (eligible students) in Drivers' Education programs.
- (a) and (b). Length of stay compilations from Data Center.
- By Licensing Division's inspection and report.

cc:

OBJECTIVES

6. Protection:
 - (a) Improve protection of youth from physical harm.
 - (b) Improve protection of community from harm by youth.
 - (c) Improve protection of staff from harm by youth.
7. Outcome Measures:
 - (a) Decrease the percentage of youth arrested/charged within three months of release from each Center.

MEASUREMENTS

- (a) 1. Increase the percentage of youth returned within 24 hours of a truancy from the Center's campus.
2. Reduction in the number of assaultive incidents that result in the need for first aid or medical attention; or which require intervention by staff and/or youth to prevent injury, as recorded on the Behavior Checklist.
- (b) Reduction in the number of instances of offenses committed while on truancy, as recorded on the Truancy Return Report Form.
- (c) Reduction in the number of staff assault incidents that result in the need for first aid or medical attention; or additional assistance in controlling youth behavior, as recorded on the Behavior Checklist.
- (a) Outcome Scale of the Community Care Telephone Questionnaire.

cc: John T. Dempsey, Director, Department of Social Services
Lois Lamont, Director, Citizens Services Administration
John Vielbig, Director, Bureau of Social Services
Gerald Hicks, Director, Office of Children and Youth Services
O.C.Y.S. Division Directors
County Directors
Prevention Specialists, O.C.Y.S.
Placement Specialists, O.C.Y.S.
Licensing Consultants, D.S.S.

INSTITUTIONAL DIVISION OPERATIONS LETTER #6

July 14, 1977

To: Institutional Division Administrative Staff.

From: *Vergil M. Pinckney*
Vergil M. Pinckney, Director
Institutional Services Division

SUBJECT: Program Objectives and Measurements for Period
October 1, 1977 through September 30, 1978.

Attached are the 1977-78 Institutional Division's program objectives and their measurements which have been developed from inputs at all levels within the Division and which reflect some significant refinements over the 1976-77 objectives. Although the primary deliberations have been inside the Institutional Division, these objectives have been approved and reflect Department of Social Services' policy for services to youth who are under Institutional Division's care. Center Directors, staff teams and community services staff are to use these objectives in establishing strategies for the achievement of each.

Response or questions relating to these objectives and their measurements should be directed to the appropriate Center Director or to my office.

cc: John T. Dempsey, Director, Department of Social Services
Lois Lamont, Deputy Director, Citizen Services Administration
Fred Lawless, Deputy Director, Field Services Administration
Paul M. Allen, Deputy Director, Departmental Services Administration
A. John Vielbig, Director, Bureau of Social Services
Richard Higley, Director, Placement Services Division, O.C.Y.S.
Richard Friz, Director, Delinquency Prevention Division, O.C.Y.S.
John Cole, Director, Protective Services Division, O.C.Y.S.
Area Managers, Bureau of Field Operations
Local Directors
Faye Harrison, Chairman, Parole and Review Board
Licensing Consultants

INSTITUTIONAL SERVICES DIVISION
PROGRAM OBJECTIVES 1977-78

To provide temporary residential care which offers effective intervention and comprehensive programming designed to produce positive social identity, a worthy self-concept, and survival skills for each youth entering the system and which leads to an early return to permanent placement and a delinquency-free life-style.

OBJECTIVES

MEASUREMENTS

1. Self-concept and Personal Responsibility:

- (a) Cause youth to improve in the way they perceive themselves.
- (b) Increase the acceptance of personal responsibility for life consequences.

(a) Self-esteem scale of the Youth Opinion Poll.

(b) Locus of Reinforcement scale of the Youth Opinion Poll.

2. Socialization:

Decrease the adherence of youth to delinquent values and attitudes.

Delinquent value scales of the Youth Opinion Poll.

3. Survival Skills:

- (a) Raise the educational performance level of students.
- (b) Maintain/increase percentage of eligible students (as determined by staff team using the H. S. completion criteria) who pass the G.E.D. tests.
- (c) Maintain/increase percentage of eligible students passing Driver Education course work.

(a) Educational achievement test gains.

(b) Percentage of these students passing the G.E.D. tests..

(c) Percentage of these students passing Driver Education course work.

4. Length of Stay:

Release youth in the minimum length of time, as required by their needs, and decrease the percentage of youth who remain in care beyond eleven months.

Length of stay computation from Data Center by 0-3, 4-7, 8-11 and over 11 month categories.

OBJECTIVES (continued)

5. Institutional Environment:

- (a) Comply with licensing environmental requirements.
- (b) Development of environmental standards at each Center by the Health & Safety Committee.

6. Protection: of youth, community, and staff from harm.

- (a) Reduction in the number of youth assaults on youth which require first aid or medical attention.
- (b) Reduction in the number of incidents of youth assaults on staff which require first aid or medical attention.
- (c) Truancy: Reduce the incidents of truancy; increase percentage of youth returned within 24 hours; and reduce the number of outstanding truants.
- (d) Reduce the number of offenses committed while on truancy.

7. Outcome Measures:

- (a) Increase percentage of students who are employed or enrolled in community school programs three months after release.
- (b) Decrease the percentage of youth arrested/charged within three months of release from each Center.

MEASUREMENTS (continued)

- (a) As documented by the Licensing Division's evaluation studies.
- (b) Completion of an environmental standards document at each Center.

- (a) As documented by Behavior Checklist.
- (b) As documented by Behavior Checklist.

- (c) As documented by Center truancy statistics and the six-month reports.

- (d) Return from Truancy report form.

- (a) Job/school outcome scale of the Community Care Telephone Questionnaire.
- (b) Outcome Scale of the Community Care Telephone Questionnaire.

APPENDIX B

Success Rate by Program
(1977 Study)

SUCCESS RATE BY PROGRAM OF RELEASE
by Variables*

VARIABLES	PPC (F)	PPC (M)	GGI	CAMP
RACE				
Non-White	(33)	76	85	77
White	(86)	78	56	77
OFFENSE CLASS				
Non-Aggressive	88	(71)	(0)	73
Aggressive, Non-Injurious	95	76	59	77
Aggressive, Injurious	95	80	82	(78)
AGE AT ENTRY				
Less than 14	(71)	78	(100)	(83)
15	96	73	69	76
16	95	78	65	75
Greater than 17	(100)	82	75	82
AGE AT RELEASE				
Less than 14	(100)	(80)	(100)	(100)
15	(100)	82	(100)	77
16	84	72	73	71
Greater than 17	1100	79	68	80
PRIOR OFFENSES (NUMBER)				
One	93	75	71	68
Two-Four	94	80	75	82
Five-Seven	(NA)	58	(33)	73
PREVIOUS PLACEMENTS				
None	(100)	84	69	83
One	(86)	81	79	62
Two-Three	91	66	73	88
Four or more	93	69	(50)	(67)

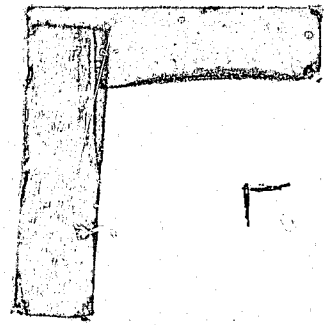
SUCCESS RATE BY PROGRAM OF RELEASE (cont.)

VARIABLES	PPC (F)	PPC (M)	GGI	CAMP
ACTUAL LENGTH OF STAY				
0-3 months	NA	NA	NA	(75)
4-7 months	100	88	79	76
8-11 months	80	75	68	87
11-15 months	100	79	67	NA
15 or more months	87	67	(67)	NA
TOTAL LENGTH OF STAY				
0-3 months	NA	NA	NA	(67)
4-7 months	100	88	79	76
8-11 months	80	76	68	82
11-15 months	100	75	70	NA
15 or more months	86	73	(63)	NA
TRUANCY				
None	94	77	77	76
One	(100)	78	55	83
Two-Three	(0)	77	NA	71
Four or more	NA	(50)	(0)	(67)
EDUCATIONAL LEVEL AT ENTRY				
0-4.9	94	67	74	76
5-7.9	90	85	68	75
8-12	100	86	(71)	79
EDUCATIONAL LEVEL AT RELEASE				
0-4.9	(89)	66	77	78
5-7.9	89	80	59	73
8-12	100	81	85	78

SUCCESS RATE BY PROGRAM OF RELEASE (cont.)

VARIABLES	PPC (F)	PPC (M)	GGI	CAMP
EDUCATIONAL LEVEL CHANGE				
Less than .25	(100)	76	80	74
.25-.5	83	90	(50)	72
.5-.75	(100)	91	(75)	(88)
.75-1.0	(100)	74	(100)	(67)
1.0-1.25	(83)	50	(67)	(78)
1.25 or more	95	78	68	81
PRODUCTIVITY				
School	94	90	100	83
Job	1100	92	83	85
Never Productive	87	71	36	72
Discontinued Productive	91	41	54	59

*Figures in parentheses were based on small N sizes and may not be an accurate representation of the true success rate.



END