National Criminal Justice Reference Service

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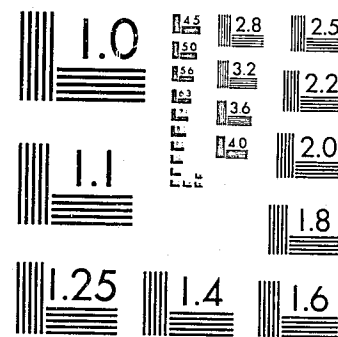
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National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

5/30/84

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PROJECT SERVICE

(REDUCTION AND PREVENTION OF YOUTH PROBLEMS)

October 1, 1970 — May 31, 1973

SEATTLE ATLANTIC STREET CENTER

2103 South Atlantic Street

Seattle, Washington 98144

83315

Project Service, through a grant provided by the Omnibus
Crime Control and Safe Streets Act of 1968 and administered by the
Law and Justice Planning Office of the Planning and Community
Affairs Agency of the State of Washington, has been in operation
for 32 months. This report concerns the final grant period, from
February 1, 1972 through May 31, 1973.

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FINAL REPORT, GRANT #617

Michelle Bell, Project Director

I. Program Description
   A. The goal of Project Service has been "to develop a pro-
      gram for the reduction and prevention of youth problems
      and delinquency within the Model Neighborhood (Central
      Area) of Seattle." The project has sought, through a
      range of services including individual and group coun-
      seling to youth and families, constructive activities
      and referral to other services, to assist 10 to 18 year-
      old youth in the resolution of conflicts with their fam-
      ilies, schools, community and law enforcement agencies.
          Toward this purpose the project has employed and
      trained four part time pre-professional Black social
      workers and one community resource developer, all of
      whom have been assigned the tasks of 1) assisting in
      the development of program goals and objectives, and
      2) designing, implementing and evaluating services for
      youth in conflict.
          Project Service relates to Program Area 71-VIII of
      the State of Washington Comprehensive Plan for Law En-
      forcement and the Administration of Justice. This area
      is specifically concerned with the establishment and
      improvement of community based delinquency prevention
      and youth rehabilitation services. The title provides for
      private agencies to plan and undertake delinquency pre-
      vention projects.
          The Seattle Atlantic Street Center, a private a-
      gency funded by the United Way of King County and the
      United Methodist Church, has had as its primary focus
      the prevention, reduction and control of delinquency
      among youth since 1959. Since then the Center has com-
      pleted a major seven year experimental study entitled
      "Effectiveness of Social Work With Acting-Out Youth,"
      funded by the National Institute of Mental Health, and
      has made a commitment to the continuous improvement and
      evaluation of its services. Project Service has con-
      stituted the most recent effort in improvement and eval-
      uation of services.

   B. As suggested by its goal, Project Service has been con-
      cerned with program development issues, the development
      of an effective service delivery system, as well as with

service output and its effects in preventing and re-
ducing youth problems and delinquency. Both aspects
are essential to good program.

The program objectives incorporate the elements of
program development and program effects. The three
major objectives are:

1. Development of an effective program planning and
management system. This objective is concerned with
the goals and strategy, planning, evaluation,
staffing and training and program maintenance func-
tions.

2. Develop understanding of youth and their problems.
The primary purpose in stating this objective is
to develop, through direct experience with youth,
an operational framework within which to view the
specific needs of Black youth on the individual
familial and societal levels; and through which to
develop program which is appropriate to those needs.

3. Reducing and preventing youth problems and delin-
quency. This objective which directs the inter-
ventive work with youth, has been broken down into
three specific categories of intervention: a) im-
proving the self-image and capabilities of youth;
b) strengthening the family unit; and c) improving
the relationships between youth and social institu-
tions. During the first project year a Program
Breakdown structure was developed to describe graph-
ically the relationship between the program goal,
the three major objectives and the elements com-
prising each objective. The PBS which is presented
on the succeeding page, has proven to be an ex-
tremely useful tool throughout the project, part-
icularly for the purpose of maintaining focus as
the project has evolved. The PBS will serve as a
referent for the following report.

II. Operation
   A. General Statement
      Project Service has operated within the general
provisions of the grant contract..
      Operationally, the development of the service de-
livery system has involved continued efforts to estab-
lish and refine procedures for the administration and
review of program goals and objectives, priorities,
planning, monitoring, evaluation and staff development;
all of which are detailed in the following sections.
      Understanding of youth and their problems, the
operational framework which has structured the inter-

Develop Program for Reduction/Prevention of Youth Problems and Delinquency within Seattle M. N.

Prog. Goal 1	Program Objectives 2	Program Category 3	Program Element 4	Detail 5
	Development of Effective Program Planning and Management System	Goals and Strategy	.Continue to refine goals and objectives .Establish priorities .Develop strategies	.Assist youth locate and use alternatives to delinquent behavior .Youth-families-institutions .Coordination with other program
		Program Planning and Evaluation	.Planning and resource allocation .Organization/Admin .Monitoring .Develop and refine evaluation tools	.Define population/problems .Evaluate effectiveness
		Program Training and Support	.Refine/document worker style .Develop methods to meet youth needs .Program maintenance	
	Develop Understanding of Youth and Their Problems	Individual Family Societal	.Needs of adolescent- physical, emotional, social .Functions of family .Roles and interaction .Societal/cultural restraints	.Needs/problems specific to Black youth .Survival and socialization .The Black family .Institutional racism - its causes/effects
	Reducing/ Preventing Youth Problems and Juvenile Delinquency	Improving Self-Image and Capabilities of Youth	.Education - social .Education - formal .Exploring alternate life styles .Special youth services	.Understanding environment .Black identity/dignity .Academic/vocational alternatives .Make own decisions .Develop/exercise options .Deal with environment in alternate ways .Supports resources
		Strengthening the Family Unit	.Develop understanding between youth and fam- ily .Develop mutual supports .Survival aids and support services	.Awareness of needs .Acceptance of individual .Communication .Strengthen interaction .Stress interdependence .Assist/train in locating resources .Assist in dealing with survival systems
		Improving Relation- ships Between Youth and Social Institutions	Education Juvenile justice	.Improve understanding of youth and their issues .Assist in developing ways to deal with youth in educational context .Assist with plans for youth Help provide alternatives to institutionalization

vention approaches used in the project to deal with
youth problems and delinquency, has evolved as the
staff has gained further experience with youth. The
major conclusions of the staff, related to the nature
of the issues of youth and the implications for service,
are reported in an appendix to Section III.-B., Target
Population.

Youth have received the greatest amount of services,
about 70% to 75% of the effort. Those services have
included a range of individual and group approaches
aimed at improving the self-image and capabilities of
youth. Education, both academic and social, has been
a major area of emphasis. Services have been designed
to improve academic skills; to increase the ability of
youth to deal with the demands of the school setting in
order to remain in school; to explore educational alter-
natives for those unable to continue in public schools.
Social education has been concerned with exposure of
youth to new ideas, people and lifestyles. Youth have
explored blackness, as a way of understanding themselves
and their community and of developing pride and dignity
in themselves as Black people.

Efforts toward strengthening the family unit have
stressed mutual understanding between parents and youth,
improvement of communication, and acceptance of individual
differences in family members. Work with parents has
been aimed at supporting and strengthening the parent
role, including assisting parents to locate and use re-
sources.

Improving the relationships between youth and social
institutions has involved efforts with the public schools
and the juvenile justice system. In the schools, the
staff has served to facilitate the relationships be-
tween youth and school personnel. With respect to the
juvenile justice system the project has offered community-
based program alternatives to institutionalization.

Total youth served during the current grant period
were 148. For the first four months of the period,
February to May, 1972, there were between 80 and 90
youths contacted during a given month. The summer pro-
gram involved 24 youth on an intensive basis. Between
September, 1972 and May, 1973, monthly averages were
between 30 and 35 as the program operated with a re-
duced staff.

B. Personnel

The first objective of program training and support
for the current evaluation period has been the refine-
ment and documentation of worker style. The second has

been continued development of workers' skills.

Written reports submitted periodically by workers have served to document worker style, and refine the skills of workers. Because the reports have also provided much of the qualitative program information of the project, they have also been used for evaluation purposes. The reports have required in increasing degrees the definition of the specific problems addressed in each program approach, the ob ectives of the service, methods employed to attain the objectives, evaluation of outcomes and assessment of the probable factors involved in success or failure.

As a training device the written report has been useful. Workers have benefitted by the opportunity to commit to writing all of the considerations which of necessity have gone into the planning and implementing of program.

As an evaluative instrument, the written report has fallen somewhat short of expectations. First, an inordinate amount of time has been required to familiarize the staff sufficiently with basic concepts of evaluation to allow completion of the reports. Differences among workers in ability to utilize the concepts and in writing skills has also meant considerable variation in the reports. All things considered, however, the reports have provided the most accurate information available on program content; they have provided interesting and meaningful insights about the individual styles of workers; and the reports have provided a vehicle through which the staff have become acquainted with, and in the case of some workers, knowledgable in, the area of evaluative research.

Workers have been encouraged to develop written proposals for each program effort; these proposals have been used to assist workers in thinking through the program details in terms of consistency of problem definitions and proposed intervention; feasibility of the program with respect to resources needed, reasonableness of expectations for the youth participants, and probability of accomplishing the stated objectives. For the workers who have been able to make use of this planning method, learning has been enhanced, and implementation problems have been anticipated and alternatives made available. When the written proposal has not been adopted before program implementation, considerable time and energy have been expended in making the necessary adjustments in program, and program outcomes, or responses of the youth participants, have been much less predictable.

The need for detailed planning of program prior to implementation was never more apparent to the staff than during the summer program of 1972. (See workers' reports on this program in Appendix III.-C.2.) The program undertaken involved several previously untried details. It was the first and only attempt during the project to involve the total staff in a single mass program effort; coordination with other programs - juvenile parole, Neighborhood Youth Corps, and two summer youth programs sponsored by churches - was essential in carrying out the program; the program involved the new notion of youth working with youth; and program content was largely informational and reflective. As can usually be expected, problems developed around each of these areas; some were anticipated and were dealt with reasonably well, others were totally unanticipated and interfered with the implementation of the program. However the major point of learning derived from this venture was the need for careful and detailed planning and follow through. Programs planned for the fall, following the summer experience, were planned more extensively.

In developing and implementing program, individual workers have been encouraged to develop their own special skills and styles in work with youth. During the past year the staff has been better able to recognize individual differences in approach and to discuss and make use of various points of view in program planning and decision making. With increasing openness, the staff members have been able to use one another for individual feedback on proposed program ideas and problems encountered in dealing with clients; they have been able to share and make constructive use of one another's experiences. Probable reasons for this openness have been the increasing sense of competence on the part of individual workers, recognition of individual competence within the staff as a group, and the desire to utilize these skills for the overall improvement of program.

Another training objective for the current period has been the further development of team approaches to work with delinquent youth. As early as the spring of 1971 the staff began working in pairs with certain groups of youth, and the team approach has continued throughout the project.

The use of worker teams has had several implications for service. Initially the team approach served the purpose of developing the confidence of the workers involved. Because the initial guidelines for work with youth were ambiguous, the workers derived some mutual support through developing and implementing projects

together. This also enabled the staff to attempt new program approaches involving larger numbers of youth. For example, with the community church group of 25 youths, the team approach enabled the group to maintain a common focus. The participants of this group had diverse interests; they represented an age range of from 13 to 17; they were both male and female; and the group included several smaller sub-groupings or friendship circles. Each of these factors could have spelled disaster for the functioning of the group. Yet the two ASC workers, together with two adult volunteer advisors from the church, were able to work out a system of mutually supportive roles which allowed the group to develop an effective process. One ASC worker assumed a leadership role for the total group while the other, who had skills and experience in theater and drama, worked with a core group in developing what turned out to be a performing arts ensemble. The other adult volunteers served as coordinators, particularly with the sponsoring church. This group and the functioning of the team of workers evolved over a period of four or five months; in fact during the early stages neither of the ASC workers had much hope for the group's becoming a viable entity because of the diversity of interests of the members. However, because they were able to work together as a team they managed to pull together what eventually resulted in a strong group. The group has provided many valuable experiences for its members and, incidentally, has since continued to function under its own leadership with only occasional ASC assistance.

A more recent example of the differential use of worker skills in teams occured with the tutoring group of Garfield High School and Madrona Middle School students. The worker responsible for the development of the group, a male, from time to time utilized the skills of a female worker for leading group discussion and helping the older students resolve some interpersonal issues in the group. The reasons for bringing in the second worker were: first, it was felt that as a female she could relate to some of the issues the female group participants had raised, and which the male worker felt he had not responded to adequately. Second, because this female worker was (and is) particularly skilled in helping youth discuss sensitive issues it was felt that she could help the group deal effectively with the feelings between the youth; and finally, as one who was slightly removed from the group she was in a position to be more objective about helping to resolve some sensitive problems.

Project Service has attempted to promote an atmosphere in which workers have been able to assess their relative skills and to request assistance, without fear of reprisal or stigma, in those areas where they have felt less competent. In the example cited above, the worker requesting assistance did not feel threatened by what could have been perceived as a weakness. Rather he was able to assess the needs of the group and respond in a responsible manner.

Another use of the team approach has been in the orientation of new staff members. New workers have spent a period of from one to three months working with experienced staff members and gaining direct experience without having to assume complete responsibility for the individuals of groups involved. This approach made possible the hiring of a former participant in the summer program. For his orientation that particular worker assisted with the Garfield-Madrona tutoring group. Even with limited usage, the team approach to orienting and training new staff members has undoubtedly been a factor in maintaining program continuity through changes in personnel. As a training technique it could be expanded far beyond the experience of Project Service.

A final advantage of the use of the team approach in the project is that it has allowed flexibility of scheduling. From time to time, because of the demands on worker time due to both project-related situations and the workers' own class schedules, workers have been unable to attend scheduled group sessions. This has been particularly true for groups which have met regularly two to four times per week. On these occasions the other team member has been able to go ahead with the sessions, thus alleviating disruption in group continuity.

Interestingly, the use of teams has declined in the final six months of the project. As indicated by the evaluation reports of the workers, programs have tended to utilize more individual effort by the staff. For some workers the shift from a team to an individual approach has been a conscious choice and an attempt to develop skills in working with individual youth and smaller groups. Further, the workers have clearly become more confident of what has been expected of them in terms of work performance, and in their own understanding of youth and ability to work effectively with them.

The workers' evaluation of the project reported in Appendix III.-C.3, indicates a greater ability to define their own competence, contributions and interests.

Finally, there has been a clearer sense among workers
of the skills of one another, so that they have been
better able to make use of these skills differentially,
as the need has arisen. They have also been able to
define fairly clearly those areas in which they need fur-
ther training, and, at this point, are ready to make use
of more formalized and specific training materials, (see
worker evaluation reported in Appendix III.-C.3) as
indicated by the staff evaluation.

A final area of concentration during the current
grant period has been the involvement of staff in all
aspects of program - planning, policy and decision
making, program implementation and evaluation. The
primary objective in such broad involvement of the staff
has been to acquain workers as much as possible with
all aspects of social service programs. Toward this
end the staff have been included in providing program
information for use with funding bodies; they have met
with members of the agency's board of directors to dis-
cuss policy and its relationship to program; they have
been involved in decisions on program priorities, in-
cluding certain types of program expenditures; they were
responsible for putting together a part of the agency's
annual meeting presentation to the community. Whenever
possible, administrative decisions have been explained
in order for the staff to understand the processes in-
volved.

The best indication that the staff has gained at
least a rudimentary understanding of the various aspects
of social service programs was given through responses
to items on the workers' evaluation of the project.
There they indicated concern with the extent to which
the program has met the needs of the Black community
and gave some opinions on what could be done to improve
the program.

Finally, during the final months of the program as
the staff has attempted to pull together the experiences
of Project Service, they spontaneously requested fur-
ther discussion of intra-organizational roles, relation-
ships with other programs, relationship of ASC to the
community served, the future of the program and related
issues. The staff request indicates a certain level of
awareness that such issues exist, and it further indi-
cates a professional concern with understanding the
issues.

In conclusion, the objectives of training, both
formal and informal, have been achieved. An exception
is the one element which, in retrospect, would have made
more complete the whole process of training: individual

written evaluations of workers. As it was, verbal super-
vision provided the major method of individual worker
evaluation. However periodic written evaluations would
have provided workers with more definite indications of
growth over time.

II. Appendix
  B. Staff Changes
     The staffing pattern for the project has undergone some
     changes during the current evaluation period, primarily
     as a result of the early termination of the project.
     At the beginning of the grant period, February 1, 1972,
     he staff consisted of the following persons:
     1. George Harrison, Social Worker, part-time.
     2. Ronald Woods, Social Worker, part-time.
     3. Dalwyn Dean, Social Worker, part-time.
     4. William Burton, Social Worker, part-time.
     All four workers had been with the project since its
     inception in October, 1970.
     5. Sharon Carson, Community Resource Developer, full
        time May - December, 1971; maternity leave January -
        May 1972.
     6. Althea Lowe, Secretary, full time.
     7. William Hodge, Research Evaluator, part-time.
     8. Bette Washington, Administrative Secretary/Bookkeeper,
        part-time.
     Two additional social workers were employed through
     United Way funding.
     9. Daniel Roscoe, Social Worker, part-time.
     10. Lillian (Penny) Fails, Social Worker, part-time.

     Staff changes, in order of their occurrence, were the
     following:
     1. Lillian Fails resigned in March, 1972 when her hus-
        band's work required a move to another city. She
        was replaced by Jackie Rabb.
     2. Sharon Carson returned from maternity leave on a
        part-time basis on May, 1972.
     3. Jackie Rabb left the program in June, 1972 to take
        a job more related to his area of study. He was
        replaced by Christina Pullen, who currently holds
        the position.
     4. George Harrison and Ronald Woods resigned in July
        as the result of a salary dispute.
     5. Dalwyn Dean left the program in September to attend
        law school.
     6. Notification that Project Service would not be re-
        newed was received in September. As a result de-
        cisions were made to delete the position of Community
        Resource Developer and move Ms. Carson into a vacant
        Social Worker position; leave a second Social Worker
        position open; hire Edward Prince, a graduate of
        the then just completed summer program to fill the
        third Social Worker position; reduce the secretary
        position to half-time.

     7. Althea Lowe, Secretary, resigned in October when the
        position was reduced to half time. She was replaced
        by Clara Whitaker who had formerly served as Admin-
        istrative Secretary/Bookkeeper to the project. Ms.
        Whitaker served as Secretary through February when
        she resigned because of dissatisfaction with the
        work. She was replaced in March, 1973 by Carolyn
        Edmondson, who currently fills the position.
     8. William Burton was terminated in April, 1973, fol-
        lowing a violent outburst precipitated by a dis-
        agreement with the Project Director.

     Surprisingly, the project experienced little disruption
     as a result of the staff changes occurring in the current
     period. The greatest problem occurred during the summer
     program, when the resignation of two social workers and
     the six week absence of a third worker left the program
     understaffed.

C. Policy Decisions

Refining goals and objectives and establishment of
priorities has occurred continuously throughout the
project. Program content was largely unspecified at
the beginning of the project in order to allow the
maximum possible flexibility in developing approaches
to effectively meet the needs of troubled and delinquent
youth. As approaches have been tried, and experience
with and understanding of youth problems has increased,
the staff has been able to clarify and refine service
objectives and determine priorities. The general ob-
jective of assisting youth to locate and use alterna-
tives to delinquency has included more specific objec-
tives such as locating suitable educational programs,
exploring job opportunities, and placing youth in posi-
tions of helping other youth.

Program priorities and resource allocation have
been determined through assessment by the staff of pro-
gram resources, including workers' time and skills and
funds. Service priority has been given to youth. Fam-
ilies and institutions, while recognized as critical
aspects of youth problems, have received lesser amounts
of project resources. What the issue of establishing
priorities has come down to is this: given the staff
of six part-time, young, Black Social Workers, and
given the available program resources, the goal of
prevention of youth problems and delinquency could best
be served by devoting roughly 75% of the effort di-
rectly to youth and the remaining 25% to their families
and institutions with which the youth were involved.

Organization and administration during the current
grant period has involved the development and refine-
ment of monitoring and reimbursement procedures with
the funding source, the City of Seattle Law and Justice
Planning Office; and improvement of internal organization.

Of particular concern during the early stages of
the grant period was the lack of a dependable procedure
for processing requests for reimbursement and program
revisions through the city office.

Most problems have gradually been cleared up as the
city office has established and clarified these pro-
cedures, although reimbursement has continued to be as
much as two months in arrears.

The omission of Project Service from allocation
plans for 1973 has had the greatest impact on the pro-
ject. Notification was received in September that the
project would not be renewed beyond the current contract
which was due to end January 31, 1973. The third year
for the project would have extended until September 30,

1973; but because the timing of earlier grant periods
had been changed at the request of the State Committee,
the project was mistakenly assumed to be in its third
year of operation and therefore ineligible for renewal.
Upon notification that the project would not be renewed
beyond the current grant, the decision was made to leave
two positions vacant and reduce the Secretary to half
time, revise the budget, and extend the project through
May.

The reduction in staff has meant that fewer youth
have been served since September. But it has also
simplified somewhat the tasks of staff coordination and
supervision and program maintenance. The reduction of
the program effort, both in total length of the project
and in reduced staff, has obviously affected the overall
impact of the project in accomplishing the goal of re-
ducing and preventing youth problems and delinquency.

Internal organization has emphasized the improve-
ment of methods of staff supervision and communication.
Efforts have been made to maintain openness in communi-
cation to develop processes for discussuon and resolution
of concerns and complaints, and to further develop an
atmosphere of confidence and trust. Problems have de-
veloped primarily as a result of unclear communication
of policies or procedures. Several problems have arisen
as a result of the failure of administrators to commun-
icate policy and procedure in written form; attempts
have been made to provide such information in memo form.

It is clear from the experience of the project
that communication, supervision and scheduling among
staff have been greatly complicated by the fact that the
entire staff has been made up of part-time workers, and
to an even greater extent because all have been students
with specific and changing schedules and conflicting
priorities. The latter factor has necessitated flexi-
bility in work schedules and a high degree of indepen-
dence on the part of the staff. The student status
of staff has had some implications for program. On
occasion staff members have been presented with the con-
flict between attending a scheduled court hearing with
a youth, or an important meeting and attending their
own college classes. These problems could have been
resolved by having available some full-time staff to
"pinch hit" when necessary. The original project pro-
posal included a combined staff of part-and full-time
workers; unfortunately, a decrease in funding by United
Way, through which two full-time positions were to have
been provided, necessitated the altering of the full-
time positions to part-time.

D. Collateral Contacts
    Involvement with other agencies, particularly
those relating to the Central Area community, has been
rather extensive. The project has been directly in-
volved with program in public schools (Meany and Madrona
Middle Schools, Garfield and Franklin High Schools) and
the juvenile court and public defenders' office.
An extensive program effort was directed toward developing
a viable youth group within a community church, Grace
Methodist Church. A tutoring group made up of Garfield
and Madrona students has been based in the facilities
of Caritas and has worked cooperatively with that pro-
gram. The summer program of 1972 involved coordination
with the Seattle Public Schools Neighborhood Youth Corps,
the Division of Juvenile Parole and two church-based
recreation programs at First African Methodist Episcopal
and Mt. Baker Presbyterian Churches.
    Less extensive has been involvement with other youth
programs which have served as resources for the project
such as the Central Area Youth Consortium of the City
of Seattle Youth Division.

II.

E. Budget
    The total grant award for the current period was $57,844.00;
the Agency's match provided through United Way of King
County was $39,894.00.
    Revisions of the original budget have been the
following:
    1. Personnel: Community Resource Developer was
       reduced from $5,600 to $3,500. Approved
       August 23, 1972.
    2. Total budget revision to extend project through
       May, 1973. Approved December 21, 1972. Category
       totals reflected the changes, but total grant
       award was not affected.

	Original	Revised
Personnel	$47,895.00	$48,127.52
Consultants	2,500.00	2,541.88
Travel	860.00	555.60
Equipment	0	0
Supplies	6,589.00	6,619.00
TOTAL	$57,844.00	$57,844.00

    3. Requested transfer of $262.27 from Consultants
       to Personnel. All other categories were un-
       changed from the revised budget. Approved May
       17, 1973.
           The revision was requested in order to
       provide a salary increase for the current
       Secretary from $2.75 to $3.00 per hour, based
       on the excellent work performance of that em-
       ployee. Upon approval, the Secretary was given
       the increase retroactive to the March 16, 1973,
       date of the request.

	Revised (December, 1972)	Requested Revision
Personnel	$48,127.52	$48,389.79
Consultants	2,541.88	2,279.61

    4. Requested transfer of funds remaining in Con-
       sultants category to supplies, for program
       expenses. Requested April 23, 1973.

	Revised (December, 1972)	Requested Revision
Personnel	$48,127.52	$48,389.79
Consultants	2,541.88	1,214.90
Supplies	6,619.00	7,141.83

The last request was not approved prior to submittal of
the final request for reimbursement; however the requested

revision was reflected in the final request.

Expenditures for the project followed the guidelines of the proposal. Salaries were within the range suggested by the United Way of King County. Employee benefits included FICA, medical insurance, and unemployment insurance.

Expenditures for Consultants were made in relationship to the summer program. Program Consultants or guest speakers were paid fees ranging from $20 to $30 for two to three hours of consultation. Bette Washington was paid at the rate of $4.75 per hour for her work in planning, coordinating, presenting and evaluating a self-improvement class which was a part of the summer program.

Youth Consultants were paid at the rate of $.40 per hour to augment their Neighborhood Youth Corps salaries of $1.60 per hour. The youth served as counselors and program coordinators for other youth in the program.

Travel expenditures included gasoline and repairs for the two station wagons used in the program, and for mileage for staff using their own cars in the performance of work-related tasks. Field trips for youth were also charged as Travel expenditures.

No expenditures were made for equipment.

Supplies and Operating Expenses were itemized in the budget breakdown. The greatest expenditures in this category were made in connection with program supplies and activities for youth. Examples of expenditures are: attending movies, plays and other events of interest; token gifts for Christmas and other significant occasions; food and group outings to restaurants; attending sports events. Other expenditures in the category were itemized on the budget; they included the project's office supplies, postage, installation and service for additional telephones. A final item charged to the category was the cost of contracted services for reproducing and collating copies of the final report for distribution to other agencies and projects involved in delinquency reduction and prevention among youth. Wanda Ikeda and Nancy Chi performed these services, using the specialized offset printing machine and collator; they were paid $__.__ and $__.__ for their services.

The major proportion of non-salary expenses was provided by United Way.

III. Evaluation
  A. Measures
    Evaluation measures which have been continued and refined are:
    1. Client summary: defines the population served according to sex, age, race, school grade and living situation. This information is derived from the face sheet completed by the youth and worker at the time of intake.
    2. Contact data: describe, quantitatively, the interventive efforts of the staff. Information includes the numbers of contacts by persons contacted (youth, parents, peers, school, law enforcement agents, and community persons); and by hours devoted to contacts. Data are provided through the monthly contact sheets filled out by social workers for each youth.
    3. Exit summary: a questionnaire filled out by the youth at the time of termination from service. The questionnaire elicits responses of the youth on his perception of the service, e.g., reasons for seeking service, whether he feels the service has helped with that (those) problem(s), whether he would return to the agency if he needed help in the future, and whether he would refer others needing help.
    4. Workers' evaluation of the project: A questionnaire submitted to staff twice during the project. This instrument probes workers' views of the program in all aspects, including areas for improvement; workers assessment of their own and others' skills relative to the assigned tasks; feelings about relationships among staff and working conditions.
    5. Written evaluations by individual workers of their service projects: these papers provide specific qualitative information on the effectiveness of program. Considerable effort has gone into training the staff to specify the problems addressed by each program effort, the objectives of the effort, the methods or techniques employed to attain the objectives, the evaluation of outcomes, and assessment of the factors involved in the success or failure of the effort.
    6. Police contact data: data from police records on history and nature of police contacts with project-served youth. These data are correlated with project data and the Empey scale to indicate the relationship between number and severity

of youth offenses before, during and after pro-
ject intervention.

B. Target Population

Project Service was intended to serve the needs of
youth 10 to 18 years old residing in the Model Neighbor-
hood (Central Area) who evidenced behavior which was ei-
ther delinquent or which was indicative of problems that
would, in all probability, result in delinquency or
other dysfunctional acts. Juvenile arrest rates for the
Model Neighborhood according to police department data,
were among the highest in the city.

Through previous programs of the Seattle Atlantic
Street Center, other characteristics of the population
were known. The target youth were predominately Black.
They were known to have serious problems in school, as
evidenced by below average academic performance, alarming
rates of school drop-out, and high rates of parent re-
ferrals and suspensions. With a major avenue of per-
sonal and social success effectively cut off by conflicts
within the school system; and with a process of negative
labelling occurring in conjunction with these conflicts;
the youth were turning to other more accessible means
of achieving recognition and some form of success.

The avenues available to them frequently led to
delinquent acts and contacts with police and the juve-
nile court. Once this process has been begun it has
been extremely difficult to reverse. Therefore the
need for early intervention, at the first signs of con-
flict in the schools or community, was indicated.

Families of the youth evidenced characteristics
which tended to compound the problems of youth. Poverty
was one. Roughly 45% of the families served by earlier
ASC programs were recipients of welfare; another 40%
-45% had incomes which were either barely adequate or
inadequate to provide for their basic needs. Only 10%-
15% of the families had incomes which were adequate be-
yond the basic survival level.

Earlier data collected for Project Service indi-
cated that 41% of youth served lived with one parent,
33% with both parents, and 14% lived alone or with foster
parents. Family disruption, then, was a fact for at
least 55% of the youth.

Observations made by workers of the Center indi-
cated that the physical and emotional energy of the
majority of families was consumed, either directly or
indirectly, by the struggle for survival. That exhausted
parents were unable to provide the necessary supervision,
emotional support and other socialization functions for

their children.

The limitations imposed by institutionalized racism,
in terms of limiting opportunities available to Black
people, have also restricted the accessibility to youth
of desirable, non-delinquent roles. Their choices of
visible role models have been, for the most part, limited
to people whose lifestyles are legal but not particu-
larly desirable, or those which are illegal but desirable.
The contrast here is between people who work in legit-
imate jobs for very little compensation, and those who
work in the illegitimate system - hustlers, pimps, pros-
titutes - and appear to be successful in ways which have
appeal for youth.

In summary, the target population consisted of
Model Neighborhood, Black youth, 10 to 18 years old,
who evidenced academic and social problems in school;
whose families evidenced severe economic problems and
resultant difficulties in meeting the socialization
needs of the youth; and who had limited means and sup-
ports for achieving personal and social success.

Understanding Youth and Their Problems

This second program objective for Project Service was specifically stated in order to indicate the concern of the project with developing a program which is directly responsive to identified needs of youth. An attempt has been made throughout the project to base program decisions directly on experience and firsthand information about the youth population, rather than on assumptions which may or may not hold true. This section attempts to record the findings of Project Service. Some points have been made by others, some may help to provide more understanding of the needs of Black youth. While the project has served mainly youth who were experiencing problems or had been involved in delinquent acts, the staff feel that the concerns of those youth are not unlike the concerns of the general youth population in the Central Area; therefore these remarks are intended to reflect the needs of the bulk of the population of Central Area youth.'

First, the needs of youth, as seen by the staff, are discussed, followed by implications for work with the youth. Second, the relationships between youth and their families are examined, again with implications for work with families. Finally, youth and their relationships with social institutions, together with implications for work with institutions are discussed.

The comments which follow can best be understood in light of the fact that economic need, as both a product and an instrument of institutionalized racism, is the most pervasive factor in the lives of all but a small handful of youth and families served by the project. Roughly 40% to 45% of the families depend upon welfare as their sole means of support; another 40% exist at or below subsistence level. Given this condition, families must devote inordinate amounts of energy to dealing with basic survival needs - food, shelter, clothing - and haven't the time or energy required to provide adequately for the social and emotional needs of family members. Data gathered for the project further indicate that 55% of the youth served have histories of police contacts for dependency, including injurious living conditions, neglect and abandonment.

While the physical needs of youth are generally met, albeit very minimally in some cases, this often occurs at the expense of other critical aspects of their development. This point will be raised again throughout the following discussion.

Youth served by the project range in age from 10 to 19. In discussing differences between age groups the staff has found it difficult to generalize about the characteristics of one or another group; younger youth often show about as much sophistication as the older ones. Some differences do seem apparent. The youngest, 10 to 12 year olds are interested in activities and like to play; they do not see themselves as having serious problems, but are willing to talk openly with workers. With the junior high school age group, 13 to 14, workers have found the greatest variation in both physical and social development. At this age the youth are highly concerned with developing an identity, with becoming "somebody", particularly in relationship to their peers. Individual youth are likely to try out several types of roles, are highly susceptible to the influence of their peers, and are considerably more concerned with impressing their peers than they are with adults. A critical factor during this peer stage is what group of peers becomes the major reference group, because the activities of this group define to a large extent the directions of its individual members.

The older 14 to 16 year olds are seen by the staff as the modal grouping. Youth of this age still have the spontanaeity, creativity and energy of their younger counterparts and have not yet developed the "cool" reserve of older youth. In group work, the 14 to 15 year olds often define the focus for group activities. They also show some willingness to listen to the ideas of workers.

The older youth, 17 to 19 have been more difficult to work with. The staff feel an element of competition between the youth of this age and themselves, particularly where the youth and worker are of the same sex. Most of the staff find it easier to work with persons of the opposite sex. The competition factor is undoubtedly related to the fact that most of the workers are only 4 to 6 years older than the youth of this age. The older youth tend to be less open in discussing their problems; young men are particularly sensitive to what they feel may be a worker's attempt to get into their "business."

One factor which definitely influences to some extent the social development of youth of all ages, but most particularly the males of the older age group, is the generalized expectation in the community to be "cool, tough, and slick," an expectation deriving from the society's definition of the Black male. For some this image or "front" is their identity, the means by which they attain status and visibility in the community. Therefore to maintain one's "cool" under all circumstances, to be tough enough to confront and overcome challenge

to one's status and slick enough to survive "in style" is an ideal to which many youth aspire. It has particular appeal to those youth who have no other means of attaining status or visibility. It is understandable, then, that a young man is willing to defend or maintain his front even when doing so may have serious consequences. For example, if a young man is made to look bad or is embarrassed in front of his peers, his only recourse may be to attack the person responsible. This person is often another peer or a person in authority such as a teacher. The need to maintain this "front" is frequently what brings a young person into conflict with institutions, particularly the schools and the juvenile justice system. More of this will be discussed in considering the relationship of youth to social institutions.

Implications for Work with Youth

The factors described above have some bearing on methods for work with youth.

First, the staff feel that their efforts have been most fruitful in working with groups as opposed to individual youth. Most of the youths' problems relate to the area of socialization and are therefore more easily dealt with in groups. Because the experience of young people in the age range of 10 to 18 is largely based on groups - family, classroom, peers - they feel most comfortable dealing with groups. The amount of learning and the speed with which it occurs appear to be greater in groups, where youth are able to learn from peers as well as from adults. Youth are also less likely to feel the stigma of having problems when these are dealt with in a group rather than on a one to one basis. Finally, because Black youth tend to utilize non-verbal cues in communicating, the group, which serves as an action arena, is particularly well suited for work with these youth.

Groupings which are heterogeneous with respect to age, sex and values appear to have the greatest impact because group members have more to discuss and are able to provide more stimulation for one another. In light of the notion that most Black youth have limited exposure to different lifestyles, the project has constituted serious effort to broaden exposure in as many areas as possible. Work with youth in groups is a part of this effort.

One disadvantage to work with groups is that youth are often reluctant to share personal or sensitive concerns in front of other youth, especially if they are not certain about whether other members will respect their confidentiality. Workers feel, however, that

youth do share such problems indirectly and will indicate to the worker the need for further individual help.

Workers have noted differences between male and female youth in their ability to utilize groups. Females tend to be more responsive to the group situation; one simple explanation is that the supervised group activity is often a means by which female youth who generally have fewer freedoms and privileges than their male counterparts, are able to get away from home. Males, conversely, seem to feel uncomfortable in groups, where the likelihood of self exposure is high. They are subject to greater restrictions in outlets for their feelings. They do, however, seem to be more comfortable in homogeneous groupings, where all members are subject to the same set of general expectations for the masculine role.

Group size has, of course, varied considerably in the project. Groups have ranged from four youth and one worker to twenty-five youth and two workers. Although the staff have expressed varying opinions on the issue of group size and feel that this factor is highly dependent on what the worker is attempting to accomplish, they feel that optimum size is five to six youth for one worker and eight to ten for two workers. Limiting group size in this way allows the worker(s) to be aware of what is occurring verbally, non-verbally and in sub-groups, while still providing enough people to be stimulating.

Frequency of contact with youth, both individually and in groups, has been tested in many variations throughout the project. Some groups have met as often as four to five times per week, with some groups meeting as school classes and some meeting in the community. Individual counseling has occurred on an intensive, three times a week basis, and as infrequently as once or twice a month. While workers feel that frequency of contact should be determined for each situation, they mention several considerations upon which the decision should be based. First, there is general agreement that new clients should be seen regularly and at least once or twice a week, to enable the worker and client to get to know one another, develop a relationship, and establish a working contract. Workers who meet with groups and individuals more than twice a week over an extended period find themselves drained by the experience and feel they would be more sensitive to important issues if they had an opportunity to be away from clients and just think about what they are doing. All agree that effective work with young people requires a constant and high output of energy which needs to be replenished frequently. They feel that it is easier to meet frequently with groups,

where responsibility for interaction is shared among group members, than with individuals, where the worker feels responsible for maintaining the level of inter-action.

Another consideration for frequency of contact is the tendency for some clients to become dependent on the worker to handle problems that arise; dependency tends to increase with frequency of contact. While workers felt that a certain degree of dependency is desirable in the beginning of a helping relationship, a high degree of dependency operates to the detriment of youth who need to experience efficacy in dealing with their own issues.

Ultimately the question of how frequently to con-tact youth must be resolved by consideration of the needs of the youth, their ability to make constructive use of the worker, and the worker's own preferences and ability to tolerate contact.

Youth and Their Families

Over half of the youth served by the project have experienced family dysfunction as indicated by their living situations. Forty-one percent(41%) live with one parent, fourteen percent(14%) live with foster parents or one natural and one step-parent. As was pointed out previously, minimal income or outright poverty is the constant reality for about 80 - 90% of the service pop-ulation. The major effects of poverty on family life are: parents who are physically and emotionally exhausted from the constant struggle for survival; children who become responsible for themselves and often for younger children at an early age, and thus experience independence often before they are equipped to deal with it.

The staff feel that in many families, the traditional functions of emotional support and socialization of youth are either seriously undermined or entirely lacking. Some youth experience no closeness or love sharing; mutual respect between family members and a system of comple-mentary roles are often lacking. Parents who do not have a great deal of time or energy for dealing with their children frequently see their function as one of authority and control, and either don't know how to share and ex-press love towards their children or don't care to. At least one worker feels that "the world has been hard on their parents and they've been conditioned to be hard on their kids;" the worker stressed that these parents do not seem to make a conscious choice to deal with their child-ren harshly in order to prepare them for the cruelties of the world, but rather that they treat their children.

as they themselves have been treated.

Another reason that some parents exercise strict controls over their children is that they are aware of the real dangers that exist in the community and attempt to protect the youth as much as possible.

Some parents just become sick of the constant hassles of survival, and temporarily or permanantly withdraw, physically, and/or emotionally from family life. In some instances, particularly where the entire responsibility for the family rests with a single parent temporary withdrawal by parents is a means of regrouping of "recharging their emotional batteries, and can have healthy results for parents and children alike. For some, however, parent withdrawal becomes permanent, and the results for children can be disastrous.

How do the youth respond to family conditions? Where parents are too busy or too tired to provide de-finite role expectations, evidence of loving or caring, and the kind of continuous supervision that youth re-quire, the youth essentially learn to depend upon them-selves and others for their socialization needs. Their role models become those persons who are available; some-times those most appealing and most available are the hustlers, pimps and prostitutes. (These persons are significant to many youth at one time because they are glamorous, highly visible and at least superficially successful.)

Implications for work with families.

The Project Service staff has concentrated only a small proportion of its efforts on dealing with parents, for a variety of reasons which pertain to both the parents and the workers.

First, the factor which tends to disengage some parents from dealing effectively with their children also prevents them from getting involved in serious efforts to institute corrective measures when the youth exper-ience problems: they are too involved in other issues, including survival, or don't have the energy to establish new relationships with the youth. Workers have experienced a range of parent reactions. Some parents give the illusion of wanting help but are unwilling or unable to commit themselves to the necessary changes; some parents want to use the workers as "babysitters" who will assume parental responsibilities for the youth; still others want to utilize the worker's relationship for friendship, putting the worker in a conflict of roles. Still other parents resent the intrusion of "outsiders" on the sacred territory of the family, and resist or undermine the worker's efforts. A reality is that minority families

are understandably protective of personal matters; the
workers understand and respect family privacy.

The workers feel that their own youth relative to
the ages of parents makes it difficult for parents to
accept their opinions or suggestions. On their part,
the workers feel they do not have the experience or
the expertise to intervene in most families.

A final factor which has affected work with fam-
ilies of youth is the feeling among the staff that
parent roles have been impinged upon too much by certain
social institutions, and that to impinge further would
detract from what remains of the parenting function.
Examples of impingement have occurred in the schools,
where parents are rarely consulted on matters pertaining
to the education and procedural handling of their child-
ren, or are consulted after the fact; in the juvenile
justice system where serious decisions relating to
institutionalization of youth are made with or without
involvement of parents; and public assistance, where
family matters become issues of public record. Where
workers have intervened in families the purpose has been
to restore parent functions and to help parents help
their children.

Youth and Social Institutions

The project has been concerned with youth in their
relationships with schools and with the juvenile justice
system. Indirectly, economic need, cited earlier as the
most pervasive factor in the lives of youth and families
served, and its resultant effects on the conditions
under which youth and families live; and institutionalized
racism as a filtering lens through which the youth, their
families and the community must be viewed; have been the
given conditions under which the project has labored.

First the schools. With few exceptions, youth
served in the project evidence academic problems which
tend to be long-term and chronic in nature. Academic
problems tend to be compounded by offenses which are
categorized under the rubric of behavior or discipline
problems. The latter include rule infractions such as
tardiness and non-attendance, skipping classes, leaving
the grounds during school hours, being in the halls with-
out a pass; and more interpersonal conflicts such as
fighting with peers, talking back to teachers, disrupting
classes. Behavioral or disciplinary issues most often
bring the youth into conflict with school authorities.
These conflicts frequently result in "home referral,"
suspension or other disciplinary action by the school.

The staff has discerned several critical factors

in the problems between youth and the schools. First,
most problems have their origins early in the school
careers of youth when mistakes or slowness in learning
particular material were riduculed by other students or,
more alarmingly, by teachers, and the youth felt embar-
rassment in the learning situation. Some youth learned
to avoid embarrassment or "save face" by diverting the
attention of the class. For some this method of face-
saving also became a way of getting recognition, as the
class clown, or as "the baddest kid in the class." What
began as a reaction to avoid embarrassment became a re-
putation, an identity, a self-image through which the
youth learned to relate to school.

For some youth this pattern has continued through
junior high and high school, with the youth getting
further behind in academic achievement and the schools
giving him "social promotions" without ever dealing with
his learning needs.

Obviously, the youth's methods for saving face and
establishing himself as "somebody" have brought other re-
percussions from the school; the youth has been labelled
as a disruptor or troublemaker, providing reinforcement
for his own self-image as someone to be reckoned with.

Another factor which bears on the relationship be-
tween youth and schools is the value or attitude towards
education held by the youth's parents and the community.
Those youth experiencing the greatest problems receive
some double messages; most parents verbalize the impor-
tance of getting an education but do not or cannot pro-
vide the supports necessary for the youth to do so. For
example, older youth frequently have to stay home from
school to take care of younger children while parents
work or perform some other function necessary to family
survival. Education must, in some instances, take a
back seat to survival.

Some parents are leery of involvement with schools,
either because the schools have contacted them in the
past only when there has been a problem, or because they
have not had the opportunity for much formal education
themselves and are embarrassed by contacts with school
personnel. Consequently they are unaware of what their
children are doing in school. In some cases parents have
felt so threatened that they have undermined the school's
efforts to educate their children.

A final factor in the relationship of Black youth
with the schools relates to conflicts between the values
of the youths' community and requirements of the schools.
The community requires that the youth acquire some recog-
nition, or "be somebody"; that he establish his social

identity or "front", and that he not allow anybody to "mess with" him.

The schools provide only one legitimate means of recognition - academic success. As was pointed out earlier, the youth who do not achieve recognition in this way must either turn to other means or become invisible. The youth served in the project have chosen visibility. The price they pay is conflict with the schools which not infrequently results in the youths' early termination - drop-out or push-out, depending on the point of view - from schools.

The "front" or social identity, is the youth's expression of his individuality, in light of the expectations of his reference group or groups. The "cool, tough and slick" front, which many young men adopt in response to expectations from their community, is not recognized or sanctioned within the schools. There they are expected to work diligently at learning materials selected by others, and to submit to school authority. Youth who do not adapt their "fronts" to the requirements of the school setting do not survive there.

Because the schools do not appear to recognize the importance of the social identity to the youth, there are few opportunities for the youth to save face, i.e., legitimate means by which the youth can avoid embarrassment in the learning situation.

A final factor which creates conflict between youth and schools in the issue of independence. Many youth assume responsibility for themselves and within their families at an early age. They become used to operating with considerable independence and acquire a degree of sophistication relatively early. They see themselves as "young men and ladies" and expect to be treated as such. Adult authority and a whole series of behavioral rules in the school, and the schools' attitude towards them as "boys and girls" is perceived by the youth as an insult.

The problems of youth in schools bear close relationship to their problems within the juvenile justice system. There is frequently a discernible pattern whereby youth who experience continuous failure in school also experience difficulties with the juvenile justice system. A suggested explanation is that, given rather narrowly defined boundaries within which youth may experience legitimate success, including the boundaries prescribed by the schools, those who do not fit within those boundaries turn to illegitimate means of acquiring success.

The community's expectation to be "cool, tough and slick" does not disallow maintaining this front by

illegitimate means as long as one does not get caught. The police contact data for youth served in the project suggest that at least half do get caught, often repeatedly. These youth have failed in their attempts to establish themselves, both in school and outside. Their offenses range from shoplifting, usually of clothing or accoutrements like transistor radios; to auto theft, which gives them a chance to be somebody even for a short time; to fighting, usually in response to affront or insult; to burglary and robbery in order to get items to sell for money.

Significantly, many youth come into contact with the juvenile authorities through running away from home, frequently to escape parental authority. Others are referred by parents for incorrigibility or being out of parental control. Repeated problems lead to institutionalization.

Implications for Work With Youth and Institutions

The major thrust of the project has been to broaden the institutional boundaries within which youth may legitimately express themselves.

In the schools, attempts are made to sensitize school personnel to the reasons behind youths' behavior. Understandably the schools are frequently aware of only the behavior itself and not of the youth's need to protect his social identity or avoid embarrassment. Serious efforts are made to provide for the youths' academic needs; the public schools continue to fail miserably in meeting the learning needs of a significant number of Black youth.

Positive contact between parents and schools is supported. Both parents and school personnel are encouraged to examine their mutual rights and responsibilities toward the youth and his education.

The youth themselves receive considerable attention devoted to helping them broaden their social identity to allow them to relate to expectations of reference groups beyond their own community; exposure to a variety of situations and people is a major means of accomplishing this end.

With the youth involved with juvenile justice system, efforts are directed toward helping the youth establish alternative means of achieving success and recognition within the community.

The project staff recognizes the need for significant changes in social institutions and their responses to youth; delinquency is both a symptom and a product of dysfunction within these institutions. For Black

youth the inequities of racism must be dealt with before
the issue of delinquency can be resolved. In this
opinion the staff is joined by the National Strategy for
Youth Development and Delinquency Prevention which states
in the committee's second working Draft,

> ...(T)he development of a viable national strategy
> for the prevention and reduction of delin-
> quency rests on the identification, assess-
> ment and alteration of those features of
> institutional functioning that impede and
> obstruct a favorable course of youth develop-
> ment for all youths, particularly those whose
> social situation makes them most prone to
> the development of delinquent careers........

CLIENT SUMMARY

February, 1972 - May, 1973*

I - Clients added during Period III
II - Clients served during Periods II and III.
III - Clients served during Periods I, II, and III.

AGES OF CLIENTS: (As of June 1, 1973)	I	II	III	TOTAL
10 - 12	4	0	0	4
13 - 15	13	6	8	27
16 - 18	18	12	35	65
19 and over	6	2	21	29
TOTAL	41	20	64	125

SEX:	I	II	III	TOTAL
Female	22	17	42	81
Male	19	3	22	44
TOTAL	41	20	64	125

RACE:	I	II	III	TOTAL
Black	36	19	64	119
Mixed	4	0	0	4
White	1	1	0	2
TOTAL	41	20	64	125

*Does not include youth for whom records were not complete;
3 youth for II, and 20 youth for III.

SCHOOL GRADE: (As of June 1, 1973)	I	II	III	TOTAL
5 - 6	3	0	0	3
7 - 9	12	8	13	33
10 - 12	17	9	31	57
Not in school	4	3	20	27
Alternative schools	4	0	0	1
College	1	0	0	1
TOTAL	41	20	64	125

PERSON(S) WITH WHOM CLIENT LIVES:	I	II	III	TOTAL
Mother	10	6	26	42
Father	1	0	0	1
Mother/Father	26	8	30	64
Mother/Stepfather	1	0	3	4
Grandparents	1	3	0	4
Foster Parents	1	1	2	4
With Brother	0	0	1	1
Alone	1	0	0	1
Alone, with child	0	0	1	1
Unknown	0	2	1	3
TOTAL	41	20	64	125

C. Results

Items In this section include:

1. Evaluation of Project Service: Police Contact Data. This extensive report covers the total Project Service period, October 1, 1970 through April 30, 1973 (closure was made one month short of the project termination to allow for data collection and analysis). Although this Final Report applies only to the third grant period, the police contact data have not previously been provided for the first two grant periods. Therefore, for purposes of complete evaluation the total report is included.

   The results of these data indicate overall decreases in numbers and severity of police contacts during the time of service; the reductions in police contacts held even after service was terminated. Youth who did not have police records prior to service did not tend to develop records during or after service, suggesting evidence of success in delinquency prevention.

2. Evaluation of the Third Service Period: This paper provides the police contact data for the third and current time period only.

3. Workers' Evaluations of Services: The series of papers provide qualitative program data, as well as the workers' own assessment of the effectiveness. Due to the timing of staff changes, three of the papers were not completed and could not be included in this report.

4. Staff Evaluation of Project Service: Compares two sets of responses by workers to questions regarding their views of the program. Overall, in the second evaluation the workers indicate more positive attitudes towards the program, suggesting growth on the part of both the program and the workers.

5. Percentage Distribution of Persons Contacted and Duration of Contacts: Indicates that 64% of contacts and 64% of contact hours were concentrated on youth; 11% of contacts and 23% of contact hours were spent in meeting with groups, most of which were groups of youth. To an even greater degree than in previous time periods, services were concentrated on the youth themselves.

6. The Exit Summary: The Youths' Response to Service. In general, the youth perceived their greatest problems to be related to school and home. They were satisfied with the services received, would return in the future if problems arose, and would refer relatives and friends for services.

EVALUATION OF PROJECT SERVICE

Tsuguo Ikeda, Executive Director
Seattle Atlantic Street Center

Introduction

The goal of Project Service, as well as the State Law and Justice Committee who provided the facilitating funds matched with United Way of King County and United Methodist Church, was "to develop a program for the reduction and prevention of youth problems and delinquency within the Model Neighborhood (Central Area) of Seattle."

The assumption was the team of pre-professional and professional social worker, with the former being young university student Black workers, would be able to reduce the youth activities which resulted in police arrest. The focus of this paper will be on whether we were able to reduce the number of police contacts and the seriousness of offenses as well as keeping youth from getting involved with the police in the first place.

To accomplish such a series of objectives was acknowledged as being very difficult and well appreciated by this agency. A seven year experimental and control study funded by the National Institute of Mental Health entitled "Effectiveness of Social Work with Acting-Out Youth" documented that the service of the Atlantic Street Center was not effective in its effort to reduce delinquency.[1,2]

In addition, the Seattle Atlantic Street Center contracted with the Law and Justice Planning Office, Planning and Community Affairs Agency, of the State of Washington for three years to develop a plan document,[3] planning tools,[4] planning document[5] conduct an analysis of funded delinquency programs in the State of Washington[6] as well as provide technical assistance to project directors and regional law and justice planners. This effort substantiated the summary statement by Stratton and Teny:

It is our view that current knowledge regarding delinquency prevention is very limited. This state of affairs is a result of many factors, but it is in part caused by the ad hoc nature of many prevention efforts and the reluctance to impartially and critically evaluate existing theories and practices. Although we do not wish to imply that nothing is known about prevention, we maintain that adequate knowledge can only be developed through careful and critical thinking and research.[7]

Procedures

To evaluate Project Service this study will use the data from a recording system which accounted for exposure time to the service and what impact the service time had in relation to police contact before, during and after services, as well as the severity of those activities. In addition the analysis will be done in the context of comparing adjudicated and non-adjudicated youth. (Police contact for delinquent acts and no police contacts).

Other analysis will look at the frequency of offenses by the youth in service as well as the impact of the service on youth who had no police contact when they became involved in the service of the Atlantic Street Center. A study will be made as to the differential impact remaining with the youth by comparing length of termination period to the behavior of the youth.

In order to assist in the evaluation, the following topics will be briefly reported upon:

> Recording System
> Number of Youth Served
> Background of Police Data
> Non-adjudicated Youth
> Adjudicated Youth
> Service Time Periods
> Differential Impact in Relation to Termination Periods
> Repeat Offender
> Dependency and Delinquency Relationships
> A Summary Statement

Recording System

In order to help in the documentation of the service, Project Service adapted the ASC coded computerized recording system[8] into a simplified check system. By this means we kept tract of who received the service, the amount of time (hours/minutes) of service devoted in each case and the number of contacts with youth, parents, school personnel, law enforcement agents and community persons. Diagnostic categories and intervention technique utilized in the original system were not used in this project.

The evaluation was divided into four exposure units of time:

> Period I, 4 weeks or less;
> Period II, 5 weeks to 26 weeks;
> Period III, 27 weeks to 52 weeks;
> Period IV, more than 52 weeks.

All data were constructed around this time frame.

The total amount of services given in the 31 months of the project was 10,076 contacts with a total time of 15,363 hours.

In reviewing the project period to date, the amount of the service was considerable. By comparison the 24 month test phase of the previous NIMH study generated 17,810 contacts and 16,298 hours. (The latter study involved three full time social workers with Master of Social Work degrees, all White, as opposed to Project Service with six student workers working half time during the school year and full time during the summer months and all Black.)

It seems reasonable to conclude that the service offered in the (NIMH) project was intensive, probably the most intensive rendered in any such experiment.[9]

Number of Youth Served

The total number of youth serviced throughout the 31 months of the project was 242 youth. Actual project period was 32 months but in order to evaluate the project, one month early closure was made for evaluative purposes. There were 15 youth records which were not complete enough to be included in the evaluation so this study is based on 227 youth. (100 adjudicated youth and 127 non-adjudicated youth).

42% of the youth (95) received 27 weeks to 52 weeks of service. The other two significant time periods (5 weeks to 26 weeks and 27 weeks to 52 weeks) totaled 73% of youth which indicates some sustained service effort was given to the majority of the youth.

Background on Police Data

We are aware of past studies that have indicated a great number of youth who commit delinquent acts are not apprehended.[10] This factor should be taken into account in reviewing the following evaluation effort.

The Seattle Police Department was cooperative in providing information on those youth served by the Center during the 31 month time period ending in April 1973. Confidentiality of the data had t' be assured before the data was made available to the Center. Because the personnel for the Research Office of the Police Department had few staff, we were doubly appreciative of the assistance given to the Center on two occasions.

The listed offenses were divided according to whether they occurred before the service, during the service or after the service was terminated. Those youth who had police contacts (adjudicated) and those youth who at the time of intake, had no police records (non-adjudicated) will be documented separately to evaluate the project.

In addition a severity scale indicating the seriousness level of offenses[11] as developed for the Silverlake experiment will be used to weigh the offenses. This scale was developed as the result of judgements by Los Angeles Police Department, Los Angeles Sheriff's Department and Juvenile Court personnel. Although police contacts for reasons of dependency such as injurious living conditions and neglect were recorded for youth served by Project Service, they have not been used in the evaluation for delinquency. They will be considered in a separate section.

To give an indication of the scale used, 1.4 weight was for curfew violation, 2.1 for shoplifting, 3.0 for assault and 4.6 for burglary and robbery.

Non-adjudicated Youth

The youth who received the service were used as their own control group comparing before, during and after service.

Of the 127 youth (see Table I) with no Police (delinquent) contacts at intake, 8 youth obtained police contact during the service. Of the 8 youth only one of them continued to have police contact after services were terminated. However, an additional 11 youth had police contacts after termination of services or a total of 19 youth (15%) for the 31 month project period.

The accumulative total of severity of offenses during the service was 35.1 and 81.3 after termination of service. The overall increase was from 0 (no police contact/severity) at intake to

81.3 collective sum for 11 youth.

The overwhelming majority of the non-adjudicated youth remained in that same status.

Adjudicated Youth

The number of police contacts was reduced during the service from 502 to 94 and after termination of the service to 132 or 74% reduction in police contacts. The accumulative severity level of police contacts at intake was 111.4; during the service this figure was reduced to 262.6 or a 76% reduction. (The greater length of the period involved prior to the service is obvious but also is the factor that juveniles from ages 15 to 17 do commit the greatest number of offenses as processed by the juvenile court. Most youth were in this age range at termination of service. Termination and/or April 30, 1973 when the project evaluation was closed the accumulative severity level was 319.7 or a 71% reduction from the intake period.

Service Time Periods

An arbitrary grouping of time was done with those youth who were interviewed and encouraged to participate but within a month declined the services for a variety of reasons. They were placed in the 4 weeks or less group. The other groupings were 5 to 26 weeks, 27 weeks to 52 weeks and more than 52 weeks.

The first time period (see Table II) is so brief an exposure to the service that little value is placed on the fact that as of April 30, 1973, the number of police contacts were reduced by 61% or that the severity level was reduced by 59%. However, in comparison to all the other three time periods, the first time period had the least percentage of reduction. From a cost effectiveness standpoint, the second period of time might be sufficient and termination made at that time. During this period a reduction of 79% reduction of contacts was made as well as, a 78% reduction on severity levels in comparison with the level at intake.

The youth who had more than a year's service did measure up to the second time period but an interesting reduction of effective ss during the third time period is difficult to explain.

Exposure to the service by time periods (see Table III) analysis shows very little difference between Period II and Period III so a set of factors other than hours of service was involved for the lower impact during Period III.

Differential Impact in Relation to Termination Periods.

All data were restructured from Table I and grouped within the same four time periods for the number of weeks following termination of the service. (See Table IV) As example there are

TABLE II DIFFERENTIAL IMPACT
IN RELATION TO EXPOSURE PERIODS   35
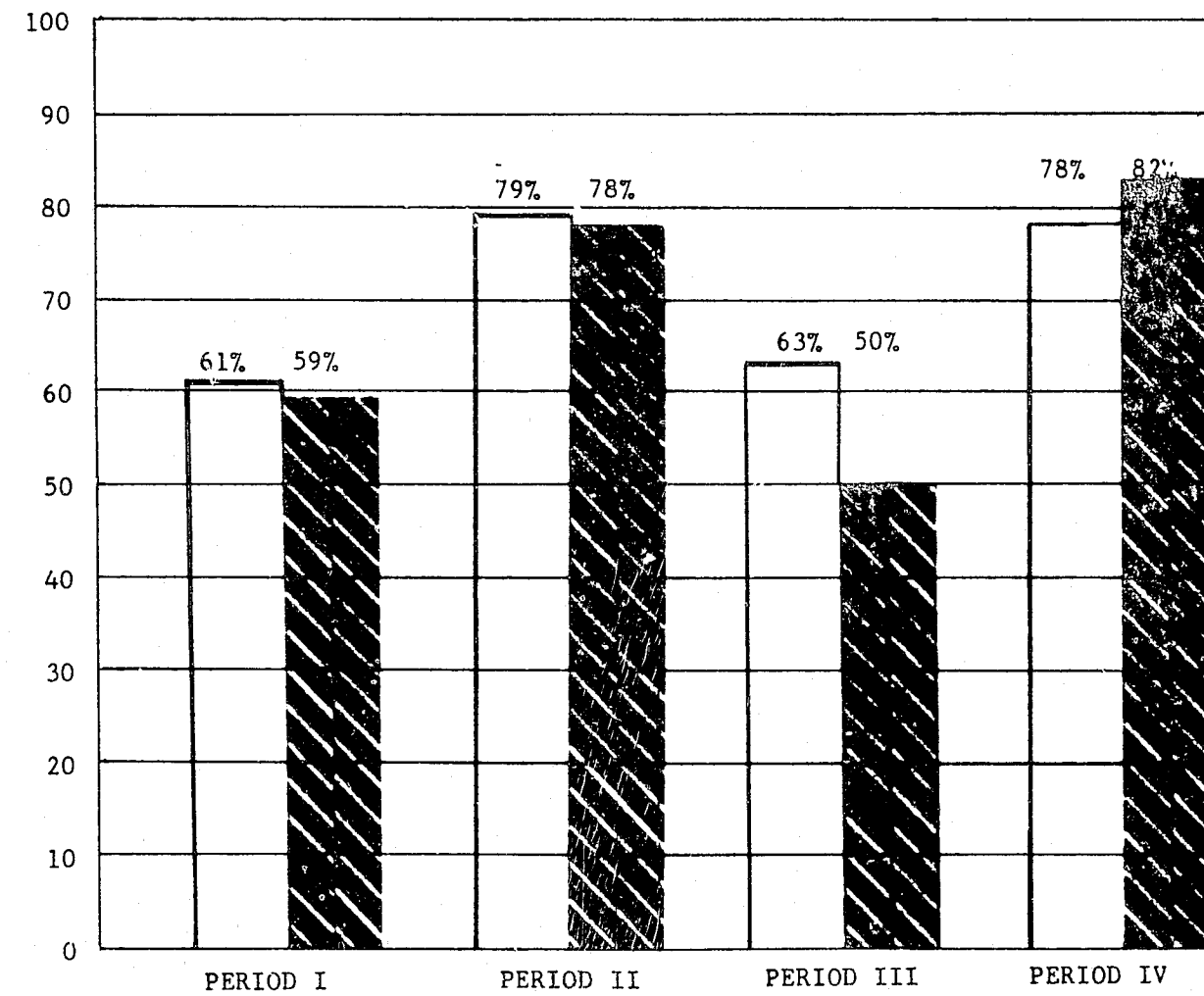
% of Police Contact Reduction

% of Severity Reduction

TOTAL NUMBER: 100 Adjudicated Youth

TABLE III

AVERAGE EXPOSURE SERVICE BY TIME PERIODS.

TIME PERIODS	NO. YOUTH	HOURS OF SERVICE	AVERAGE PER YOUTH
I	36	307	8.52
II	71	4806	67.69
III	95	6042	63.6
IV	25	4144	165.75
TOTAL	227	15,299	67.39

some youth who are still receiving services. They would get a "0" termination period and therefore be grouped in Period I, four weeks or less.

Again data from Period I is not too valid so even though significant reduction of 97% is noted for both contacts and severity, there is little credit given to the project for this result. The time period was too brief to accumulate any police contacts.

Table IV has some interesting statistics which show that Periods III and IV maintained positive reductions. This says that after termination of service from 27 weeks to more than 52 weeks, (little over 1-1/2 years), the positive impact of the service remained at the 72% to 75% levels. This data is so remarkable I don't believe it. Again my surprise is based on no impact and therefore no sustained gains filed in past studies.

Repeat Offender
In an interim report published by the Seattle Law and Justice Office the following statistics were cited.

> I. t was also found that most youth arrested in 1972 for these crimes had previous arrests for either the same offense or an equally serious offense. The average previous police contacts for burglary and robbery offenders reduced 4 per juvenile.[12]

Although the youth in Project Service police data were not restricted to robbery and burglary, the average offense was 7.7. These data suggest the project did address itself to those youth who had problems in repeating police offenses without much change till the Atlantic Street Center intervened with the services.

Dependency and Delinquency Relationships
Of the 100 adjudicated youth 55 of the youth had dependency as the reason for police intervention. Of this number 31 had dependency records prior to delinquency offenses, 3 at mid point of their record and 12 at the end of their police contact sheet. There were 9 cases of dependency only and 45 youth with delinquency only records.

This does suggest one of the major factors was delinquent treatment of the youth by the parents which later resulted in further social problems of the youth reacting delinquently.

Summary Statement
The statistics indicate significant impact using the measure of before and after with the youth as his own control for evaluation purposes. In addition the positive impact stayed with the youth over a half year to a year and a half period of time when

TABLE IV 38

% of Police Contact Reduction

% of Severity Reduction
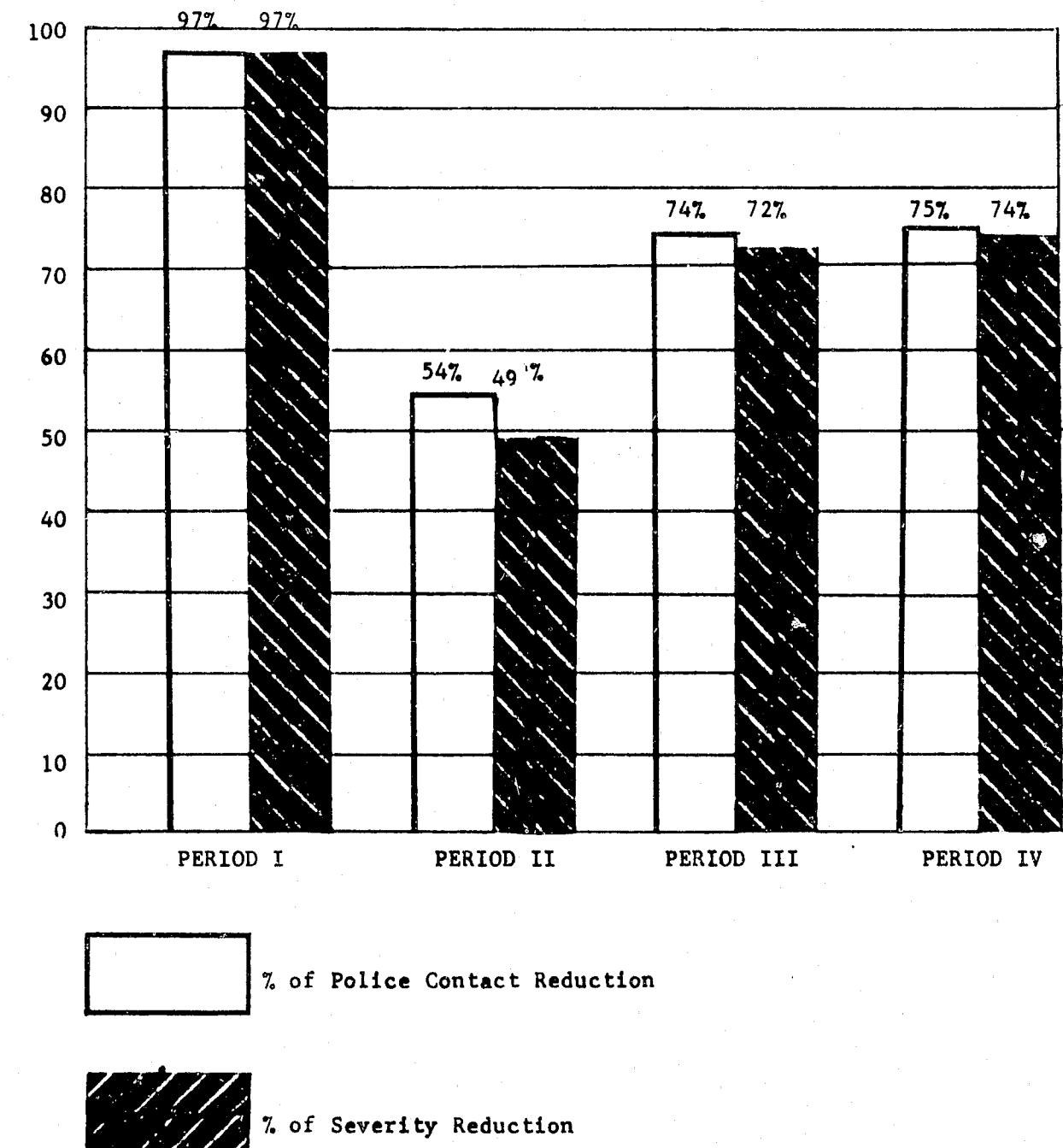
they were not vulnerable to further crime.

The adjudicated youth were a well seasoned group with high levels of police contacts. Reductions were made with this group.

In addition those non-adjudicated youth living in the same general environment and informally relating at times with the adjudicated youth served jointly by the Center social workers, were able in a majority of cases to remain free of such contacts.

Although the above tentative findings are very encouraging, the Atlantic Street Center is determined to continually attempt to refine and define the service and to focus on the results of our social services. We are well aware of what the gaps of knowledge are.

Tribute is due to the total staff who participated in this evaluative process. How many agency's have such committment! If not, why not?

Delinquency is an integral failure of American Society, and is not likely to be erradicated by crash programs. The first requirement for constructive thinking is to plan for long-term study and knowledge development. [13]

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POLICE CONTACT/SEVERITY OF CONTACT

TABLE II OVERTIME - ADJUDICATED AND NONADJUDICATED

SERVICE UNITS	WEEKS OF SERVICE	TOTAL CONTACTS	TOTAL HOURS	POLICE CONTACTS			SEVERITY OF CONTACTS			PERCENTAGE OR CHANGE			
										DURING		AFTER	
				BEFORE	DURING	AFTER	BEFORE	DURING	AFTER	CONTACTS	SEVERITY	CONTACTS	SEVERITY
(16 Youth) WEEKS OR LESS	52*	86	156	75	2	29	173.4	4.2	71.3	3% -97%	2% +98%	39% +61%	41% -59%
(20 Youth)	45**	67	151	0	0	10	0	0	22.8	0	0	+10	+22.8
(40 Youth) 5 WEEKS TO 26 WEEKS	727	1442	2112	267	31	55	600.3	81.5	131.1	12% -88%	14% -86%	21% -79%	22% -78%
(31 Youth)	976	1488	2694	0	2	10	0	4.2	22.1	+2	+4.2	+10	+22.1
(33 Youth) 27 WEEKS TO 52 WEEKS	831	1132	2348	91	26	33	180.2	66.0	89.5	29% -71%	36% -64%	37% -63%	50% -50%
(62 Youth)	1814	2323	3694	0	3	9	0	6.3	25.0	+3	+6.3	+9	+25.0
(11 Youth) MORE THAN 52 WEEKS	1353	1603	2258	69	35	15	157.4	110.9	28.8	51% -49%	70% -30%	22% -78%	18% 82%
(14 Youth)	1321	1435	1886	0	8	4	0	24.6	11.4	+8	24.6	+4	11.4
(100 Youth) *** TOTALS	2963	4763	6938	502	94	132	1111.4	262.6	3197	19% -81%	24% -76%	26% -74%	29% -71%
(127 Youth)	4156	5313	8425	0	13	33	0	35.1	81.3	+13	+35.1	+33	+81.3

TABLE III

AFTER TERMINATION - POLICE CONTACT/SEVERITY OF CONTACTS OVERTIME - ADJUDICATED - NONADJUDICATED

SERVICE UNITS	WEEKS AFTER TERMINATION	TOTAL CONTACTS	TOTAL HOURS	POLICE CONTACTS			SEVERITY OF CONTACTS			PERCENTAGE OF CHANGE			
										DURING		AFTER	
				BEFORE	DURING	AFTER	BEFORE	DURING	AFTER	CONTACTS	SEVERITY	CONTACTS	SEVERITY
4 WEEKS OR LESS (16 Youth)	48	655	1098	119	26	3	269.9	73.2	7.2	22% -78%	27% -73%	3% -97%	3? -97%
(20 Youth)	36	905	1568	0	1	4	0	2.1	13.0	+1	+2.1	4	+13.0
5 WEEKS TO 26 WEEKS (40 Youth)	797	1503	1976	156	21	71	341.3	51.1	174.8	13% -87%	4.5% -85%	46% -54%	51% -49%
(31 Youth)	673	1260	1360	0	1	17	0	3.0	39.7	+1	+17	+3.0	+39.7
27 WEEKS TO 52 WEEKS (33 Youth)	1331	1861	3083	176	43	45	391.2	126.4	109.1	24% -76%	32% -68%	26% -74%	28% -72%
(162 Youth)	2526	2707	4857	0	10	12	0	27.9	28.6	+10	+27.9	+12	+28.6
MORE THAN 52 WEEKS (11 Youth)	748	744	783	51	4	13	109.0	11.9	28.6	8% -92%	11% -89%	25% -75%	26% -74%
(14 Youth)	1134	441	640	0	1	0	0	2.1	0	+1	+2.1	0	0
TOTALS* (100 Youth)	2924	4763	6938	502	94	132	1111.4	2626	319.7	19% -81%	24% -76%	26% -74%	29% -71%
(127 Youth)	4369	5313	8425	0	13	33	0	35.1	81.3	+13	+35.1	+33	+81.3

* 15 Youth inadequate data not included.
(242 Total youth served)

EVALUATION OF THIRD SERVICE PERIOD

(February 1, 1972 - April 30, 1973)

The basic assumption was that the preprofessional social workers working with youth in conflict (adjudicated with police records and non-adjudicated youth with no records) would have a positive effect on the behavior modification of these youth. Expected outcomes were with less conflict with the law in the case of those adjudicated, less percent of contact with larger target population in the category of non-adjudicated youth. In addition there would be less severity of offenses with those receiving the service.

A fuller detailed report entitled "Evaluation of Project Service" will cover the full project period of 31 months minus one month to complete evaluation. The following material will briefly cover the youth served during the third period of the project.

During the third funding period there were 23 youth who began their service during the second period who continued through part of the third period. There were 64 who began during the first period and continued during the third period.

The following Table I indicates 148 youth or 65% of the population (227) were given service. This totaled 5196 weeks which averaged about one contact per youth per week. (6620) contacts and a little less than 2 hours per contact (11,747 hour).

The number of police contacts during the service was reduced by 82% and after the service termination and/or April 30th the reduction was at 91%.

The severity of police contacts during the service was reduced by 67% and after the services were terminated by 85%.

Overall the data indicate there was positive impact as the project was designed. If there are no major errors in the process of arriving at this conclusion, the youth served in the program, the community, Seattle Atlantic Street Center, the Seattle Law and Justice Office and the State Committe on Law and Justice can all be proud of this effort.

TABLE I
TABULATION OF SERVICED GIVEN DURING THIRD PERIOD

FUNDING PERIODS	NUMBER OF YOUTH	NUMBER OF WEEKS SINCE TERMINATION	NO. OF WEEKS	NO. OF CONTACTS	HOURS OF CONTACTS	NUMBER OF POLICE CONTACTS			SEVERITY OF POLICE CONTACTS		
						BEFORE	DURING	AFTER	BEFORE	DURING	AFTER
III	61	1217	1236	1950	4186	303	25	12	377.5	66.0	33.0
II + III	23	444	758	668	1184	44	14	3	93	23.6	8.8
I + II + III	64	2857	3202	4002	6377	102	44	25	232	142.4	63.2
TOTAL	148(65%)	4518	5196	6620	11,747	449	83	40	702.5	232.0	104.0
	of total										
	(227 Youth)						-82%	-91%		-67%	-85%

Annual Evaluation of Project Service
(1971 - 1972)

Introduction

Youth development and delinquency in the Central Area of
Seattle, a multi-racial community primarily comprised of Blacks,
has identified certain weaknesses and inadequacies of institutions
crucial in the socialization of the young. The failures on the
part of specific social institutions as they seek to relate to
young people has impeded and obstructed a favorable course of
youth development. Hence, because of the social situation in the
Central Area, Black youth are more prone to delinquent develop-
ment and deviancy.

Goals and Objectives

As a Black Central Area resident and para-professional
social worker at the Atlantic Street Center, I am concerned about
delinquency prevention and control. My primary objective as a
social worker has been/is to provide the most relevant and effec-
tive social service possible for Central Area youth in conflict.
The second objective was to enhance learning and awareness of
youth that were having conflicts in the following areas:
1) family; 2) peer groups; 3) school; and 4) community. The
learning and awareness was promoted by group interaction, coun-
seling, discussions, community guest speakers, newspaper articles,
books, records, films and movies, live plays, etc.. The third
objective was to facilitate youth, families and significant others
in helping them to help themselves. The overall goal was to en-
hance social functioning by means of group interaction.

Purpose and Means

As stated earlier, it is my contention that the institutions
that play a crucial part in the socialization of young people
have obstructed a positive frame of development for youth in the
Seattle Central Area. How? Institutions have failed because
they have not assessed the causes of juvenile delinquency. They
have not initiated relevant policies or strategies on a federal,
state, or local level. Many institutions have negatively labeled
Black youth and have had them committed or stigmatized with a
negative image. Unfortunately, this type of activity is sanc-
tioned by Central Area residents because they too have failed to
address the problem of juvenile delinquency in a systematic and
comprehensive manner.

During the Fall of 1971 until Spring of 1972, I had the
opportunity to work with two separate Black youth groups. My
strategy was to facilitate group participants in trying out and
testing new social roles. This strategy was developed from my
hypothesis that many Black youth in the Central Area are not pro-
vided with ready access to socially accepted, responsible, and
personally gratifying social roles in the areas of family life,
peer groupings, education, and employment. My assumption was

youth can more readily become aware, learn, share and test new
social roles within a group setting. Thus, group interaction be-
came the beginning means of accomplishing the end goals of de-
veloping viable social roles and a positive Black image.

Assessment

In making an assessment of the two groups, it was ironic to
note that both groups were characterized by a majority of females
ranging from 14 to 18 years of age. The reason for this type of
group composition was related to various factors:
1. Females were more enthusiatic about the program and
   readily recruited friends.
2. Females were less threatened about the possibility of
   being stigmatized by outside peers.
3. More females were referred for services than males.
   This indication suggested that behavior problems are more
   quickly identified in females, while similar behaviors
   in males go unattended until more serious problems occur
   and juvenile authorities are involved.
4. Females were more receptive to the idea of communicating,
   sharing, learning and testing new roles.
5. Males were less enthused about the process of group in-
   teraction. The reason for this is related to the
   idealogy that, "a man should be his own man and handle
   his own problems." In essence this meant that Black
   male youth projected and adhered to a masculine role pre-
   scribed by the Black community.

Other group characteristics were: The majority of youth
participants lived with one parent (mother) and had two or more
brothers and/or sisters living at home. In reference to problems
encountered by group participants, the highest conflict areas were
school, family, and community. The following outline will des-
cribe some of the conflict areas.

School Conflicts

1. Creative and innovative teaching was lacking in most of
   the community schools and consequently, students were not
   motivated to learn. Therefore, they were low achievers.
2. Each youth needed more individual attention and direction.
   This was not offered in most cases because of overcrowded
   classes.
3. School administrators and teachers were more concerned
   with behavioral conduct and school maintenance rather
   than student needs.
4. Low-achievers were often labeled as trouble makers and
   cast aside. Thus, they became more involved in delin-
   quent activity.

Family Conflicts

1. Financial problems caused many parents to put emphasis

on survival rather than family unity and love.
2. Because of the emphasis on survival, parents were often too tired or busy to involve themselves with their young.
3. There was often a lack of understanding between youth and parents.
4. Parents in some cases could not provide their youth with socially acceptable, responsible, and personally grati- fying social roles.

Community Conflicts
1. Some youth members had a strong tendency to identify with negative community role models, such as pimps, prosti- tutes, drug pushers, hustlers, etc.. These deviant role models had/have a strong influence on youth because of their high visability, political beliefs, ("buck the system and get rich quick") and the superficiality of being successful.
2. Black families and churches as socializing agencies have failed to perform adequately, thus, many youth have turned away from them to the street culture.
3. Many youth felt that it was expected of them to project an image or "front" of being cool, tough and slick. Otherwise, they would have received little recognition in the community.
4. Some youth had been "busted" or apprehended by police and taken to juvenile authorities because of dysfunc- tional behavior at the time of being confronted rather than being caught in delinquent activity.

Additional data on both groups relates to group size, diffi- culties, and changes (constructive) that I would make if given a- nother opportunity to work with a group.

The difficulties I encountered in both groups related to group size. Both groups were extremely large (Group A - 18 members and Group B - 25 members) and this created problems in planning and developing relevant activities. Group interaction was also hampered because of trust issues, not enough individual attention and recognition, and a lack of intimacy and/or func- tional group solidarity. Although both groups had co-workers, the problem of missing interactions, movements, facial expressions, etc. still existed. In some cases, significant incidents were purposely ignored because the groups were simply too large to adequately handle such situations.

Presently, it is my contention that the size of any group will influence the group's effectiveness and adequacy. Because of my experience and exposure to both groups certain working strate- gies and methods will be changed. In the future, I will give care- ful attention to group size - maximum of 8 or 10, and I will utilize a female worker. The reason for this is; I work better with females, most Black youth groups that I have encountered

have a high female attendance and participation, and last but certainly not least, young male and female workers provide the recipient with a choice of possibly two role models.

Outcome
The outcome of utilizing a group interaction approach to facilitate youth in developing positive social roles and images was very successful in terms of youth learning to satisfy their own needs. In summation, by developing skills in social func- tioning, planning, interrelating, learning, sharing, developing new attitudes, changing dysfunctional behaviors, and utilizing relevant resources; the majority of group participants were able to achieve some degree of success and satisfaction.

Summary Statement
It is my opinion that an interactional approach to group work is one method of helping Black youth to develop positive images and new social roles. The success of both groups was re- lated to the therapeutic conditions (an environment of helping one another) that the total group provided. My input as a group worker was also significant in influencing change in group members. By utilizing conceptual constructs, I was able to help those who wanted change and those who were not sure what they wanted.

In concluding, I would not want any reader of this paper to formulate the opinion that an interactional group approach is ideal and functional in every group situation. It is not! It is an approach that can be very effective depending on one's personal treatment philosophy and the needs of the recipient. One major lesson that I learned with both groups was, regardless of one's personal techniques and diversified capabilities, he is only human, therefore, he has faults and weaknesses and can only accomplish so much.

Danny Roscoe

THE FRANKLIN HIGH SCHOOL CLASS AND INDIVIDUAL STUDENTS

Ron Woods, Social Worker

The Franklin High School class, Social Awareness, which was begun in March, 1971 by two Atlantic Street Center workers as an alternative credit class for marginal or borderline students was discontinued after the end of the fall semester in January, 1972. Reasons for discontinuing the class were: 1) students needed individual help beyond what the class could offer; 2) the two workers found that their own college class schedules did not permit their meeting with the class during the scheduled four hours per week. In order to follow up with the work already begun, the workers continued to meet individually with the six remaining members of the class, all girls, until the end of the school year. In addition, Mr. Woods worked with one girl who was self-referred and four young men; of the young men, two were referred by school administrators, one was referred by a drop in center and the last one was referred by the courts. All of the youths were subjected to the same type of program during this time period.

Mr. Woods describes the problems, the methods utilized to alleviate the problems, and the results of these efforts below.

All of the youths are living in the Central Area and have been struggling with increasingly serious problems in their efforts to use the schools. For many, the educational experience along with the problems of being poor members of disorganized and transient families and a maturing youth in an adult world, has had debilitating effects on their subsequent social and psychological development. At the same time, teachers, parents and other personnel have encountered serious obstacles and frustrations in trying to assist these youths. The burden of failure has been shifted without thought to either the children and their parents or to the educational system. Such polarization has produced mistrust, misunderstanding and hostility between the youths, parents and school systems, while the real problems remain obscure.

There has been an attempt to depolarize the issues confronting the clients and their parents. Through increased contact with the parents and extensive interviews with the youth themselves, a better level of communication and understanding has resulted between the parents, counselor and youths. This is viewed as a very important step because the counselor is now at liberty to create a program of action that has the backing of

the parents. Approximately 70 percent of the time was devoted to the youth, 20 percent to parents and 10 percent to counselors, with concentration on encouraging all three groups to deal directly with one another.

Because of the similarity in the nature of the problems confronting the clients, and individual analysis of the treatment effect is not warranted. It has been pointed out to the youth and their parents that the behavior patterns produced by a society also serve to reduce variations in individual behavior. Social pressure has limited the way in which they may express themselves and interact with others. The goal then has been to compensate for this loss of freedom by making the youth aware of the need to predict, anticipate, and cope with the behaviors of others; specifically parents, school personnel, peers and other persons in the community.

The results of such an effort are extremely difficult to evaluate. While one girl will soon graduate from high school and is planning toward attending college in the fall, another young man has been expelled from school for the rest of the year. The other ten are still in school but are still borderline students. This is in no way an indication of the success or failure of the counseling techniques. It does suggest, however, that there is a difficulty in determining what the criteria of counseling effectiveness should be. There are at least three major possibilities. The simplest and most obvious procedure is to rely on the expressed opinion or attitude of the persons receiving counseling. It can be argued with some conviction that the basic evidence as to the effectiveness of the service rendered is what the recipient thinks about it. In this case, nine youths and six of the parents contacted, reported that they were pleased with the services rendered and felt that they had been helped. The other two youths were unable to make a definite decision one way or the other. There are certain social conventions that make for positive findings in evaluations planned this way. When anyone asks a person whether he feels better or worse as a result of some experience, it seems to be more natural for him to report an improvement than a decline.

Another approach to the evaluation problem is to make some assessment of the behavior of the persons counseled. In this case it must be reported that all counselees have exhibited a definite improvement in their behavior since the counseling started. The fact that all but one student have managed to stay in school attests to some behavior changes; at the outset of counseling most of the students were on the verge of expulsion because of their apparent inability and/or unwillingness to control their behavior in school. The specific problems, such as fighting with other students, disrupting class, cursing teachers and skipping classes, have been decreased if not eliminated.

The other criterion for evaluation, personality change, is more applicable to the six high school girls who were members of the class. In their case one can evidence definite personality changes. The girls evidenced increasing responsibility for planning for their own futures. They were also able to assume some responsibility for their past problems and began to look for constructive solutions. Even the attitudes they displayed toward the class changed from indifference or outright hostility to interest and positive participation. These changes may be attributed to a number of sources other than the direct counseling. For example, age, social setting and peer group are all influencing variables. However, there is little doubt that the counseling had a definite effect on this change. In the younger youth, personality changes such as those noted are not readily noticeable.

In the future, I hope to put some of the applicants in a "wait" group to be counseled later. Thus their status, without counseling, can be assessed at the end of a period in which counseling is provided for the other group. This technique should provide a more definite index of change. Also, there will be an effort to compare the results of my program with the programs of the other workers, thus evaluating the significance of the features that have been added.

A GROUP OF MIDDLE SCHOOL STUDENTS

November, 1971 - May, 1972

Penny Fails and Jackie Rabb, Social Workers

The following narrative account of a group of middle school students illustrates how two project workers approached the same group in slightly different ways. The group was begun by Penny Fails in November, 1971. When she left the program the following March, she requested to have the group continue under the leadership of Jackie Rabb, her successor, until the end of the school year. The two worked together to make the transition as smooth as possible.

As both workers have since left the program, the account has been constructed from supervisory notes.

Seven girls, 12 and 13 years old and seventh graders at Meany Middle School, comprised the group. Referred for group services by the counselor; all of the girls exhibited academic performance below the average for their grade and age, although the counselor and teachers perceived the girls to be capable of average performance or better. A second problem area in school related to behavioral or disciplinary difficulties - skipping classes, fighting with peers, causing disruptions in class, irregular attendance, and other infractions of school rules. Only one group member showed evidence of emotional disturbance; she was seen indivudually as well as in the group.

With this group, the worker devoted the major effort towards the youth themselves, or about seventy percent of the total time. The focus was on the behavioral problems of the students within the school, with emphasis on using the group to help individual members develop new and constructive ways to deal with the school setting.

Minimal contact was made with families; only about 5% of the total time was spent in parent contacts because the worker felt that the issues between the students and the school could be most effectively dealt with by the students themselves. There was particular concern with helping the girls to assume responsibility for their own behavior in their relationships with the school. Parent contacts served the purpose of keeping parents informed of group progress.

Contacts with the school institution, and mostly with the

referring counselor and teachers, consumed about 25% of the total time. These contacts were devoted to keeping the school personnel aware of progress in the group, alerting them to observations that could be helpful to school personnel in dealing with the students, and particularly to helping to improve the understanding of the students by the school personnel. It was observed by the worker that some conditions within the school were interfering with both the academic and behavioral performances of the girls. However, institutional change was not the primary focus of service, given the limited time and scope of service and experience of the worker.

The group met weekly in the school for 10 one hour sessions during school hours. Meeting time and place, dismissals of the participants from class and other structural arrangements were made by the counselor, attesting to the legitimate function of the group sessions within the school setting. In addition, the group went on several activity outings such as roller skating, a visit to the waterfront, and movies in order to assist in the development of group relationships.

The worker planned to use the group to discuss and help the girls consider their behavior in class and in the halls in light of school expectations, so they could understand why and how they got into trouble, i.e., kicked out of class, sent to the office, placed on home referral (temporary suspension ended by a parent conference). The girls exhibited the same behavior in the group that got them into trouble in class. Their problems rested mainly in their inability to settle down to the tasks at hand, and their desire to gossip about other students, make jokes and laugh, test out new roles, and especially to see whether they could make the worker "lose her cool". Gradually the girls were able to develop controls for themselves and each other; by the end of ten sessions they were able to spend at least half of the group time discussing their school problems. One of the girls was unable to use the group in this way due to the more serious nature of her problems; she was dropped from the group and worked with on an individual basis.

The worker assessed that the group's effectiveness with the students was limited to the group situation in terms of actual behavior changes. Although the girls did show some understanding of their problems, they were not able to do much about them beyond the group.

The group was taken over for the last 9 sessions by a new worker who was male. While he intended to carry on the group where the previous worker had left off, he found that the girls had difficulty settling into discussion of personal issues with him. Given the limited time remaining until the end of the school

year, he chose to shift the group's focus to deal with the academic area. All of the participants were having academic problems and the subject area was less personal and one which the girls were able to deal with more readily. Also the worker had a particular interest in academics.

Roughly 85% of the contacts were made with the youths themselves, 5% with parents, and 10% with school personnel. The previous worker had assessed that more effort with school personnel had produced very little effect, that significant effect could only be realized through large scale efforts, and had therefore recommended to her successor that he devote the bulk of his time to the students.

The objective of the second worker was to develop the students' academic skills through interesting material and a disciplined approach to learning. The material utilized related to the Black experience from a historic/social/economic/political perspective. The worker was initially astounded when he observed how little the students knew about this area. The approach was oral presentation and discussion, with most of the material gathered and presented by the worker. The group also went on three outings, again to assist in developing relationships between the worker and group members.

The worker noted an increase in the interest of group members in the subject matter of the group; they were able to recall material from one group meeting to the next and raised questions about the material presented. The worker assessed at the end of the nine week period that the students were really beginning to show interest and improvement in their attitudes toward learning. However, there was very little or no carryover into their regular classes, in which they expressed disinterest, even boredom. He concluded that one reason for their poor performance in regular classes was lack of interest. He also noted that the students took a long time to settle down and begin work during each session, just as they had had difficulty in the earlier stages of the group. He concluded that the school setting offered considerable social stimulation for the students, but that the structure offered little control which would have allowed students to begin work at each new class period.

The worker felt it was unfortunate that the end of the school year came just as the students were showing improvement in their attitudes toward learning the subject matter and in the development of study skills. However, both workers felt that more attention should have been directed toward the institution, as there were significant numbers of students who evidenced similar difficulties, suggesting that certain conditions within the school needed correction.

A.S.C. SUMMER PROJECT EVALUATION

Sharon Carson, A.S.C. Worker

My interest in the summer program was:

1. Providing for recently paroled youth(s) from the state's institutions an alternative to going immediately entirely back into his past environment which would supply nearly all of the same pressures as before confinement. I feel that it is very important for youth(s) coming out of the institutions to have a period of relief from their old environment in order that they can have a period of time to change their heads from "lock-up" promises into viable working solutions for themselves, so that, they can survive in society without being locked up.

2. I felt that counseling younger group II persons would help older group I persons have a greater insight into their own problems and perhaps be able to sort out where they have been in relation to where they are now and where they hoped to go in the future, along with giving some serious thought as to how they will accomplish the goal they have for the future. I felt it would also give help to the group II, younger persons, and an opportunity to realize where they did not want to go in the future and perhaps be able to map out an alternative for themselves.

3. Providing a summer job to Black central area youths along with possibly giving them some knowledge of the society they live in and provide them with some Black awareness.

4. I felt it would give me an opportunity to obtain some experience in understanding young Black youths and gain knowledge as to how best to help the youths and how to help them prepare to be able to begin to solve their problems.

5. Providing experience for myself in planning and implementing a project. I wanted the summer program to be a learning experience for myself as well as the youth we hoped to serve.

My input into the program was limited because of the fact that I was on maternity leave in the planning of the summer program and because my role in the program was to be a supportive one. Therefore, I considered my role in the program to be a helpful

one but none of vital importance in the putting together of the program nor in the outcome of the program.

My expectations of the program were generally positive. I expected:

1. To provide a positive experience to both the staff and to the youth participants of the program.

2. I expected to provide Black youths with information, ideas and solutions that would help them solve or make adjustments to their individual problems.

3. I expected to provide summer jobs for Black central area youths.

4. I expected to get an experience in group leadership and participation. I wanted to gain an experience in group planning of a project and to be able to offer my input into the planning experience.

The program's outcome in relation to my expectations was good. There were some failures, but also, some good things that happened. I learned from both the failures and successes. I felt my expectations were realized in these areas:

1. I felt that we did accomplish fairly successfully to provide a positive experience to both the staff and to the youths served. The staff, in my view, probably benefitted most in that they were able to realize what the planning of a project should entail and what areas we should have developed more and what we should have included in the planning but did not. It also provided the staff with the opportunity to get first-hand feedbacks from the youths as to where they were coming from on issues and gave us some clues as to how we could better be able to exert change in the youths' living patterns that are harmful to him/her.

2. Information to the youth(s) was provided in the forms of lectures by the staff members, consultants from the areas in which the week was focused (ie., ex-con, ex-college football player, nutrition specialist, etc.), and from the youth(s) himself.

3. Summer jobs were supplied to all of the youth(s) in the program through the N.Y.C. funds made available to the Center for payments to the youth(s) who participated in our Summer Project. We were able to supply twenty-four

Black youth from the Central Area.

4. The experience I obtained in the process of group planning was one that will always be of value to me in future references. I would like to participate again in the planning of a project; some things I would add to the process would be the use of consultants from the area in which you wish to effect change, more detailed description of timing would be constructed and purposes and roles would be defined more clearly.

5. The staff was able to, in my estimation, function as a teaching unit reasonably well considering it was the first experience of this nature for nearly all of the staff. The staff was able to compensate for one another's weak areas in a way that made the staff a pretty effective unit; this took awhile but I did feel that it did occur.

I will attempt in the following section to create a brief synopsis of what occurred in the Summer Project:

WEEK I - THE FAMILY

The family was being discussed as a complete unit. The preparation of the subject was done well by the staff lecturer. Some of the materials covered during the week were ones of religion in relation to family, responsibility and contribution of oneself to the family, etc..
I spent most of this week in orientation, since I was just entering into the project. Mostly, what I saw happening that week was an establishing of roles, (ie., roles in relation to staff to group; group to staff; group to each other; staff to each other.)
The group responded well to the week.

WEEK II - INSTITUTIONS

Although this week was loosely scheduled it was a successful week. The group was able to maintain good control. A film and a speaker were featured to reinforce the picture of what institutions are and what happens to you once you become part of an institution in the role of the accused. The speaker, an ex-convict from Walla Walla State Penitentiary, told of his history involving juvenile institutions and finally the State penal institution. The film was one on penitentiary life.
I think this week might have hit home the fact that once you are the accused of a criminal act you have little control over your destiny, mostly, because of the simple fact that you are Black and secondly too poor to acquire a concerned lawyer.

A discussion of how responsible one is for his own actions was discussed with the majority of the youths and two staff persons professing the belief that they were not as responsible for their actions as was their environment. Three persons believed that this could be reasoned to a point but at some point in every person's life you have to become responsible to yourself and not permit yourself to fall into the bag of being subject to the will of circumstances and become your own person and will your own life.

No agreement was reached.

WEEK III- ORGANIZED CRIME

This topic was poorly presented and prepared. This was mostly due to the termination of a staff member and the failure to properly prepare for his vacancy. The material presented was based on the movie "The Godfather", the material left by the terminated staff member and other material gathered together by the entire staff. The group had difficulty in relating to large scale crime that is well organized. I felt the reasons for this were perhaps the inability of the staff to properly prepare the subject and because of the fact that they were not familiar with organized crime, or at any rate, it is not as open as in some parts of the country.
Control in this week was very lapse. On Tuesday the group was dismissed early because of the complete disorder and restlessness among the group members. The factors might have been, first, the youth had become fairly familiar with the staff and had some ideas of what they could get away with and were testing their ideas and second, because the staff was not more assertive in establishing control because they were operating on the premise that control was a group thing and not a staff position. The poorly prepared and loosely scheduled week was also an important factor. It was decided by the staff at this point that a tighter schedule would have to be maintained throughout the remainder of the project and that the staff would have to take a firmer stand with the group at times when the group was having difficulty in controlling themselves.
A picnic was planned for the coming Friday because of the group's restlessness. The picnic became a hassle when two of the group members became involved in a grocery store theft of cigarettes on the way to the picnic area. The two members physically assaulted a store clerk when he attempted to apprehend them. No charges were pressed by the store but the staff felt that it was grounds for termination for the two group members. The members of the youth group felt that this was unfair action because; 1) the group was not consulted as a unit, 2) they felt the termination of one of group members was not warranted because the youth was just 15 years of age and had a good conduct record up

until the time of the present problem. The group did feel, however, that the termination of the older youth was justified because he had been warned of his activities and their adverseness to the group. I felt an agreement with the youth in the matter of the 15 year old. Although the client was under my supervision I was not consulted in the matter and therefore could not at the time of the decision offer my input.

Another incident that occurred on the day discussed was one of fighting between two youths; the youths were suspended for two days from the project. One of the youths returned to the program and one did not.

WEEK IV - SPORTS

This was a tight, well presented week. The group was in a lot better control of itself than the previous week. More outside presentation would have helped the week. Especially for those who were not sports orientated. The relationship of Blacks and sports was an interesting presentation.

WEEK V - BLACK DRAMA AND THE ARTS

This was perhaps the most interesting week for the youth in the program as well as the staff. Group participation was high. The self-improvement component in the project had previously planned to visit the S.O.I.C. audio-visual center and it was decided by the staff that this would be expanded to include not only members of the class but the whole group. The group brought their drums, dancing costumes, their singing voices and some of the group participated in two-way discussions and were able to see themselves perform as they would appear on television. A talent show was also prepared by the group to be presented on the last day of the project. One field trip to a recording studio was part of the weeks activities.

To conclude the summer project the youth and staff had dinner at the Edgewater Inn.

SELF-IMPROVEMENT CLASS

These classes were presented by Bette Washington. The classes were well presented and prepared in a manner in which they were well understood and interesting.

Topics were presented in make-up, nail care, wardrobe planning, hair care, nutrition and many other areas of interest to young women who wish to be well presented at all time.

The classes were somewhat sparsely attended during the last weeks. I felt that this was primarily because; 1) it was not a mandatory class, 2) some of the ladies preferred the recreation alternative offered, 3) some of the young women thought they were

already "together" and did not need the classes, 4) some thought the class was not for them because they were not interested in doing any of the things presented.

As previously stated the final session was attended by the entire group visit to the S.O.I.C. audio visual Center. I felt that the instructor presented her course well and went through some changes to present experts in nearly all areas discussed.

My explanation of what happened in the project was that the staff learned from the experience some of the components that should be included in planning a project. That is, the need for more detailed and time scheduled planning, the need for the staff to function as a unit with as little disruption as possible visible to the youth in the project, that when preparing a project for a particular segment that a representative of the segment should be used on a consultant basis if not on the planning committee.

The changes at some point that would have made my efforts more fruitful is hard to answer. Because of my inability to accept the project as something I was a part of rather I felt like an outside person attempting to follow what was happening inside of the project. Perhaps, if I had participated more in the planning of the project and had been designated a role besides that I would be a supportive person to the project and not a key figure, I could have felt that my effort was more worthwhile and fruitful in the project.

MY ASSESSMENT OF THE SUMMER PROGRAM 1972

Bette L. Washington

I. My interest in the Summer Program was to help develop the individual potential of the young people involved to work for themselves, by only becoming aware that the potential even exists. I had very strong feelings of the need for an older Black person to help young Black people become aware of themselves.

A. Input - Operation Self-Improvement.
   Operation Self-Improvement was a seven session component to the regular Seattle Atlantic Street Center, Project Service Summer Program, which met once a week for three hours. I prepared the sessions on a weekly basis, allowing 1-1/2 hours for a guest speaker* and 1-1/2 hours of self-improvement discussion instructed by myself.

B. Expectations
   The expectations were for the young people to believe in themselves and to apply strategies to make their self images more positive to themselves, to gain self respect by generating respect from others, to enter into society being their own leaders, letting their individual selves be their guide. Pride in ones self through personal care and grooming would generate into a way of life - pride in dress represents pride in work, home, family, a way of life.

II. My point of view of the goals of the program were to fulfill all of the expectations, stated previously, to cover all of the subjects offered in a professional finishing school; personal care, body grooming, diet and nutrition, exercise, posture, job-interviewing and job etiquette.

III. The outcome of the program compared to my expectations were somewhat paralled. All of the subjects to be covered were covered. The interest could have been greater so that all of the young ladies of the group could have benefitted. But then again, self improvement isn't for everyone, only those who have positive attitudes of themselves and have the desire to apply strategies to overcome faults and recognize assets.

IV. My explanation of what happened this summer was: It was a good learning experience for the staff and the youth involved. Everyone came away with something. There was a feeling of people who had been exposed to a new approach.

*Guest Speakers - people from the community at large with special talents who were willing to share their knowledge.

They all seemed better equipped to deal with other people from all levels of society.

V. The changes which would have made my efforts more fruitful would have been to be more selective in the guest speakers, better screening of their approach to their subjects, working with a more interested group, and now that I've had the experience I feel as though some previous experience would have been helpful to me.

It was interesting to see the young ladies respond to the information and unwind from the lunch session and also from the group discussions which were held in the morning in the main Atlantic Street Center building. The improvement classroom setting was the cottage, which was a welcome change for the group.

When I first came in contact with the group some were ready to quit their jobs because of the feelings and emotions which were brought forth in the group discussions held by the social workers. They seemed to be experiencing the frustration of suddenly having to become involved in finding themselves, and recognizing their motivation and the realization that life is what each one of them had to make for themselves.

The first session was very encouraging and was enjoyed by all that participated. The basic exercises were introduced, allowing for more advancement as the sessions continued and progressed. Also, conversation, personal care, visual poise, walking procedures, hand carriage, posture and picture taking were involved in the first session.

I found the group to be a very good audience. They were very interested in the information and as the sessions continued they responded with questions which were to be answered or worked on in the following sessions and weeks.

The second session we had a guest speaker, Mrs. Helen Webster Rollins. She is a color-analyst who discussed the colors to wear according to your skin color, hair and way of life. Two of the young ladies were used in the demonstration, one light complexioned the other dark complexioned. Mrs. Rollins used different color swatches of material of all types to demonstrate her subject. The response of the girls was interesting because of a different approach to a very common subject, how to plan a wardrobe based on color.

The idea of exposure was one of the key focuses of the class. We basicly wanted to introduce information which could be stored in their memory banks. Some and most of the material they could use right now but as people are they use what can be applied now and store the rest and use it as needed for different times in their lifes. To know the answer without additional research is a benefit that they

will become aware of as time goes by.

Exercise was always the beginning of the second half of the sessions with the focus being to apply this course as a means of body preservation and good health.

Care of the hands was discussed. The group performed a complete manicure of their hands. Products were purchased in advance and booklets by Cutex were given to each of the group members on hand care.

The response was good and as the weeks past they were more aware of their own feminine charm, which only required a few hours a week to maintain.

In the third session Mrs. Susan Cone discussed employment opportunities which were available with special education and the proper diet needed to maintain good health. The boys were included, about twelve of them, in this session. Mrs. Cone is a member of the board of directors of the Center. She is also a dietitian by profession. The group's reaction to her was somewhat of a surprise. They realized they would have to be more recitative. It gave the social workers a good point to work on.

The second half of the third session was focused on facial care. Egg facials, steam facials and washing the face was performed by the group. Basic makeup was also introduced. The group response was good.

The fourth session was somewhat of a disappointment, as a scheduled guest speaker representing Bonnie Bell Cosmetics was unable to attend without any notice to me. This session was filled in with a very informative discussion of what to wear when and wardrobe care. The group found that they could learn quite a bit by learning to be good listeners.

Enua Green was the guest speaker during the fifth session. She is a professional beautician. It was good to have her speak as so many of the group don't go to the beauty shop to pick up a lot of helpful information about care of the hair. So we brought the beauty shop to them through Enua's discussion of her profession.

In the sixth session Mr. Joe Lyon, Manager of the Rainier Branch of Seattle First National Bank and also treasurer of the Board of Directors for the Center, was the guest speaker. The boys were also included in his 1-1/2 hour discussion about how to make your money work for you by using a bank, by using a checking account. He also discussed how to establish credit, the proper I.D. and the employment opportunities in banking. The response was good, the interest was high. Mr. Lyon, in a later discussion with me, stated, he would like to have another discussion with the group because he felt the need for educating young people to be aware of their money handling potential. One session there just was not enough time.

The second half of the session followed with more

advanced exercises - visual poise, modeling and wardrobe planning discussions, and also a scarf demonstration. As this was our last regular regular meeting, a general review was featured. Pictures was taken to compare the first session's pictures to the last one. A picture was given to each of the group members of themselves.

The seventh session was held at S.O.I.C.. We were given the opportunity to use their audio-visual equipment. The setting was very good as the persons performing were in one room and the others could watch on three TV screens in another room. The show went very well for something that wasn't really planned. We had eighteen persons participating, boys included. Our program was set up as a talk show with interviewing, vocal singers, musical performing and dancers. The play back of the tape was very good and will be kept on file with S.O.I.C. as a community involvement program.

The group reaction was good. It gave some of them the first chance to see themselves perform or even talk, to see how they look to themselves and others. They were inspired to put on other shows at the Center during their last week. It was a lot of fun and a good experience for myself acting as the director.

SUMMER PROGRAM EVALUATION

Chris Y. Pullen

Since this was the first effort at conducting a summer program I feel that overall it turned out quite well. There were a few things that could have been more organized, such as the planning of the program. I feel that anytime a program is implemented all the details should be intact. I would say that was one of our weaknesses.

As for goals and objectives we set to: 1) supply youths with jobs; 2)a. help keep young people from returning to any type of institution, or b) in the case of group II persons to familiarize them with the conditions of correctional institutions so that they wouldn't be as prone to go a first time. 3) I wanted also to establish an open relationship in terms of group I to group II. I didn't feel that the two groups really knew each other, maybe there just wasn't enough time. If there had been, I think each would have gained a feeling of belonging. It would have been easier to share experiences.

Orientation took a little longer than expected but once we got into the various educational components things began to pick up. As with most young people it took them a little while to warm up to us. I think they wanted to find out what things each of us was trying to do and the methods or technique each used. So that they could decide what direction to take in terms of their treatment towards us.

There were a few who participated and shared their experiences with the group. Though not all wanted to talk about their experiences and family situation most were good listeners, and in some cases they would talk on a one to one basis with the workers.

About midway through the program a committee was elected to plan programs on a weekly basis; I think this went fine the first couple of weeks, then the committee were either late coming in or else they didn't come at all. At the same time some staff members were having dissention among themselves and the young people were picking up on this. I feel this is one thing that must be improved on. After all, how can you help someone else if you are not able to help yourself? I am glad however, that it was obvious enough to the kids that something was wrong. By this time the staff had enough common sense not to try and smooth it over but

let the group know what was happening.

Among the young people there were problems also, among these; (a) Two or three young ladies couldn't get along with each other at first; with a little help this was taken care of. (b) Two young men had to be terminated. (c) Two other young men got into a fight and were suspended for two days. One quit as a result of this. Another good thing was the fact that everyone had an opinion, good or bad. On this account I don't believe anyone got a deal that was bad. Staff didn't try to play "big dog" and were able to admit when they were wrong.

Over the eight weeks educational components were introduced to the group. Each staff member had a week for their specific topic except for music and drama which were combined in the last week. All in all there were six topics; "The family" showed youths ways of dealing with society, religion and home life. This topic showed them that what happens in their respective family happens in most all homes.

"Correctional Institutions" were studied on all levels. Young people who had been there didn't want to return and others who hadn't been there didn't want to go. There were also guest speakers, one ex-con and two parole officers.

"Organized Crime" didn't really go very far because the person with the information was unable to present his material. Two staff members tried as best they could to fill in, however, the group began to get restless and bored. This had to be the worst week.

"Sports" was an interesting area; it introduced us to many of our great Black athletes. I for one found out about many that no one ever speaks about. Two guest speakers provided us with new experiences in their lives as pro-ball players and would be ball players.

"Music and Drama" was the final week of the program. Many things took place such as field trips to S.O.I.C.'s audio studio, a recording studio. Many young people joined in with poetry, dancing and acting. The whole week was quite filled. There were also self-improvement classes for the young ladies. This taught them how to wear make-up more effectively, proper dress, dieting and many other things helpful to young ladies.

Though we had our weak points we also had many good points. I think this was a definite learning process for all of us and with the knowledge gained from this program I hope we'll be able to put together more effective programs in the future.

SUMMER PROGRAM EVALUATION

William Burton, Social Worker

As workers at Atlantic Street Center we as a group decided to develop a Summer Program which would create an on-the-job working and learning experience for youth in conflict within the Central Area. As a staff our first experience was to pull together all the parts of the program. The following are some of the most important problems the staff dealt with:
1. Finding a funding source which turned out to be N.Y.C.
2. Talking with Probation and Parole Officers to see if we could find clients for the job. We had to look at a few things in choosing clients;
   a. whether the client was getting parole early from the institutions.
   b. whether the staff as well as the Probation and Parole Officers felt the clients would fit into a program like ours.
Unfortunately this did not work out because the Probation and Parole Officers could not come up with enough names of clients that were getting parole early. As a staff we took to the schools to find our clients that were in conflict and students we felt had some direction in life.

Introduction of Week 1 - 2

The first two weeks were basically weeks in which the Staff and Group I got to know one another. (Group I had arrived but not all members were present.) For the first two weeks ASC workers outlined the educational components along with Group I's responsibilities to Group II. We broke down into small groups to discuss Group I's views in response to the educational components. We returned to the meeting all feeling the educational components would be a good idea. Also we discussed ideas on field trips in which we planned to take Group II students. In the meeting we discussed some ideas on what to do for the Group I & II boys while Bette Washington's Self Improvement class was going on for the young ladies. I felt as a member that the young men should take time out for some recreational activity. I also heard from a few young ladies that would like to take part in such an activity. After going over the program and explaining it in detail we took a break to go see the "Godfather" which later had to do with one of our educational components.

Second Week - We were still trying to get more Group I and Group II people. In order to prepare Group I for a working relationship with Group II we did some role playing. We also made up a time table in which we planned to use the first week that Group II arrived. ASC staff did role playing with Group I people so that Group I could in fact do and learn more techniques about individual counseling. This week set the stage for the first educational component, "The Family."

"Family" - Third Week
(Presented by ASC worker Danny Roscoe)
Most of this week dealt with family situations. Some of the Group I people were telling some experiences they had with their families and they were very open about it. This I felt was very good in that most of the Group I & II listened and participated well. Danny Roscoe did an outstanding job in leading these discussions and he was able to make Group I and II feel somewhat at ease.

At this point the Group I felt they needed to elect officers to a committee whose job was to develop programs and present them back to the group. To end the week we went to see "Malcolm X". This film dealt with the life of Malcolm X. There were discussions on the film and the committee planned for the next week, which had to do with correctional institutions.

"Correctional Institutions" - Fourth Week
(Presented by ASC Worker Ron Woods)
This week I felt was not well organized because the worker who was giving the presentation was leaving the program. We took a visit to a HalfWay House, also we had a few speakers. I got some feedback from Group I & II that the visit to Half Way House was not a meaningful experience.

Even though a few things were negative there were some positive things that came out of this week.

We had a pretty good session when this brother from Walla Walla came to rap to the group about prison life and the conditions that existed there. I was positive that the group as a whole could relate to a lot of experience this brother had had. He gave a good insight on how prison life effected his life now that he was out on his own.

Organized Crime - Fifth Week
(Presented by Sharon Carson)
Again, one of the workers was leaving work. Sharon had only a weekend to prepare for Organized Crime. The group began to discuss a little about the Mafia in relationship to the movie "Godfather". We tried to get Group I and II to see the gap between Organized Crime and just petty crime.

It was this week that some of Group I people were terminated, because of their action before a picnic. We had picnics anytime we felt the group needed to come together.

"Sports" - Sixth Week
(Presented by Bill Burton)
Most of the discussions were led by myself. The discussions dealt with the history of Black sports and how it effected the Sports World today. We went over the following areas: football, baseball, horseracing, basketball, tennis and golf. We talked

about some of the best Black athletes in all these sports areas.
As a group we discussed racism within collegiate and professional
sports. We had two speakers who related their experience in high
school, college and professional sports. Most of the students
had a hard time relating to my coaching skills and I sensed a few
of them getting bored. My feelings are that they got exposed to
a lot of things that they did not know about sports before. All
in all a good week, I felt.

"Black Music & Drama" - Seventh Week
     (Presented by Chris Pullen & Dalwyn Dean)
     With the termination of some students and the absence of others,
we had a smaller and more workable group. Chris did a good job
in presenting some of the history of music. We played records of
some of the most known Black artists to see the different styles
and what was being said in each of the records. In the middle of
the week Dalwyn took over discussing Drama and its background.
Group I and II seemed to be very interested in everything that
was being presented. On the last week of the program we had to
have a way to end the program in style. We ended the program with
the following activities: a play given by some students and ASC
staff; a jam session with ASC workers and Group I & II participating
in dancing and poetry; field trip to S.O.I.C. where they were
able to perform in front of a camera and had the tape played back
so that they could see themselves in action. The last activity
was a dinner at the Edgewater Inn, where awards were given.

Assessment of the Summer Program

  I. Input & Expectations
      A. I wanted to provide an integrated experience, i.e. ex-
          plore the relationship between field trips, jobs and
          other aspects of the program.
      B. I wanted to provide an interesting experience in relation-
          ship to the Black Sports World, i.e. Black Athletes.
          I also wanted to study racism in collegiate sports to-
          day.
      C. Assist youth in learning to work with one another and
          also staff members. This I felt was demonstrated at
          times.
      D. Assist youth to formulate some type of long and short
          term goals.
      E. Assist Group I in developing Program for Group II people.

  II. Goals of the Summer Program from my point of view.
       First I would like to state that the goals that I had for
       the summer program were not the goals that I had at the
       end of the program. This I felt was because of not having

enough time to plan out all areas of the program. The fol-
lowing are the goals that I had at the beginning of the pro-
gram.
   1. Provide interesting/meaningful jobs for 36 people.
   2. To assist young people to reduce, avoid, or end involve-
       ment with legal institutions, i.e. getting off pro-
       bation or parole, and staying out of juvenile court or
       institutions.
   3. To assist young people to establish some long and short
       term goals for themselves.
   4. To provide an integrated experience, i.e. to look at
       relationships between subject areas discussed, work
       placement for Group II, field trips and ASC staff.
   5. To learn from each other's experience through relation-
       ships between ASC staff, and young people. (Group II)

  III. How did the Program outcomes compare with my expectations?
        The problem was time, along with coordination with other
        agencies, i.e. N.Y.C., and Probation and Parole Officers.
        I felt that another reason why the programs outcomes did
        not compare with my expectation was because of the term-
        ination of two staff members. Even though the staff term-
        ination could not be avoided I felt in order to have a pro-
        gram that functions properly you have to have all staff
        members functioning in full capacity.

  IV. What changes at any point during the program would have
       made your efforts more fruitful?
       1. I would have liked to see Group I & II carry on the
           meetings by themselves with little help from ASC staff.
       2. I would have liked to see Group I & II breaking down
           into groups to discuss problems or issues that had con-
           fronted them.
       3. I felt that the staff was too easy on the discipline.
           I felt that the staff members should have made all
           disciplinary actions toward the group. I did not feel
           that the group, all through the program, dealt with
           the disciplinary action with responsibility.
       4. The staff should have made sure each Group I person and
           Group II person had a staff person to talk to on a one
           to one basis. This would have enabled both groups to
           relate any problems or issues that arose.
       5. The staff should have made sure that Group II persons
           had job placements at the beginning of the program.

Summary
     I feel that the summer program was a fruitful experience be-
cause even though we as a staff had some problems getting handles
on the program planning, both Group I & II, I felt experienced

greatly from the educational components and activities that were
given. If I was to do this same program again I would work more
on making it their program and also let them take part in all the
planning parts.

Evaluation of ASC's Summer Program
(1972)

Introduction
     Last summer, I had the opportunity to work at the Atlantic
Street Center as a para-professional social worker. My task was
to work with a "special group" of twenty-four Black youth, ranging
in age from 14 to 21. These young people had been selected from
various juvenile institutions and the Neighborhood Youth Corps.
All youth participants had had diverse behavior problems and con-
flicts in school, family situations, and the Black community in
general.

Purpose and Goals
     The purpose of the program was to provide young Blacks with
significant job opportunities. All youth were paid $1.60/hr. by
NYC and some of the older participants who functioned as coun-
seling aids were paid an additional $.40 by ASC. The goals of
the summer experience were:
     1. To provide Black youth with meaningful employment and an
         opportunity for them to improve their self-image.
     2. To provide youth with an opportunity to interact and
         learn from one another.
     3. To enhance social functioning by means of group inter-
         action.
     4. To facilitate youth in developing socially acceptable,
         responsible, and personally gratifying social roles in
         the areas of family life, peer groups, school, and the
         general community.

Expectations
     I, along with all the ASC staff members wanted each youth
participant to be receptive to the notion of working together,
learning, sharing, and improving social functioning. It was felt
that the youth could develop and test new social roles by becoming
more aware and understanding of others and self.

Personal Input
     During the planning stage of the program, I made little
significant input. The reason for this was, I wanted to be demo-
cratic rather than autonomous and authoritarian. I felt each
staff member had various capabilities and everyone deserved an
opportunity to make some type of contribution. After the planning
phase and during the beginning stage of the youth group's develop-
ment, I took a more active role. I began to pick up cues from
the youth; show understanding, warmth and concern; give direction,
and develop some type of structure for the group to function by.
After the period of getting acquainted, setting expectations, and
developing some ideas about what we wanted to accomplish as a
group, I took an active part in leading "rap" sessions. Unfor-
tunately, the more vocal and aggressive staff and youth

participants dominated these sessions, and were perceived by the less aggressive members as being the leaders. In this stage of development, I was often caught up in trying to give everyone a chance to have their say and exercise the concept of differential relating. However, I found myself relating more to the aggressive members and unconsciously sanctioning their behavior and leadership role. During the latter stage of the program, I became less restrictive, verbal and active. This strategy placed more responsibility on the total group, thereby encouraging the group to plan and organize for themselves.

Successes and Outcomes

The outcome of the ASC summer program was somewhat successful and beneficial to all participants. I believe that individual youth learned to satisfy their own needs through the group experience. They were able to learn about the significance of planning and social functioning. Some were able to try different social roles that were more functional. Others were able to gain a better understanding of themselves and others. Last but not least, many youth were able to acquire a sense of self-worth and status.

Program Difficulties

It is my opinion that the summer experience would have been more sucessful if additional time had been given for programmatic planning. This problem led to other problems such as:

1. Staff members having different concepts about what the program was supposed to do and how;
2. A lack of understanding about group dynamics and development;
3. A lack of skills and expertise in dealing with all the variables of groups and group dynamics;
4. Timing was sometimes poor and this caused some youth to become frustrated and act-out;
5. The program was trying to accomplish too much in a short period of time. (7 weeks)

Summary Statement

Personally I gained momentous understanding and skills of planning, organizing and working in a group setting. I presently feel that I have enough expertise to do extensive group work. However, if I were to become engaged in another group effort like the ASC's summer program, I would spend considerable time planning, organizing, and systematizing each element of the program effort. Program components such as goals, objectives, purpose, methods, and possible outcomes would be studied intensively. The finishing touch would be to make sure that every staff member had the capabilities and understanding to carry out such a program.

Danny Roscoe

ASSESSMENT OF THE SUMMER PROGRAM 1972

Michelle Bell, Project Director

As the project director, my interests in the summer program were two-fold: first it offered a fresh approach to summer programming for young people, and second it afforded the opportunity for new learning and experience for the staff.

Inputs

My inputs were related mostly to the structuring of the program. In the planning stage, my role was to assist the staff in puting together their ideas in a workable structure; to raise questions regarding various aspects of the proposed program; and to assist in dealing with certain systems. This included helping juvenile parole and juvenile court in getting referrals for potential Group 1 people, Neighborhood Youth Corps in getting job slots and funding for the participants, and agencies which later provided job placements for Group 2 people. Planning of content areas was left to the staff. Initially I did not plan to be directly involved in implementing the program. My expected role was to coordinate with NYC and the other agencies involved, to serve as a back-up person for staff, and to serve as a facilitator in helping the staff address and work out the snags and problems which invariably arise in a program. Due to an unanticipated shortage in staffing, I became involved in the implementation which was fun and good experience, but which left little time for the other critically needed functions.

Expectations

Expectations for the program were centered around:
A. providing interesting content which would introduce young people to new ideas and information and broaden their awareness of the community.
B. involving youth in the planning and presenting of program for themselves.
C. providing a setting-the group-for developing and trying out new roles and relationships with peers.

Expectations for the staff included:
A. gaining experience in all phases of program operation-planning, implementing, and evaluating.
B. sharing of tasks and responsibilities among staff with development of a sense of "togetherness".
C. learning the continuous process of assessment and re-organization during the implementation phase.

Goals

Goals, from my point of view were:
- A. to provide interesting, meaningful employment for youth.
- B. to develop a high level of participation by youth in the planning and presentation of the program, ie., to make it their program.
- C. to stimulate young people who had been in institutions or in trouble with the system, to develop some understanding of where they were and establish some goals for the future.

Although the staff established other goals, these three were primary for me.

Outcomes

A. Program and Youth

As could be expected youths responded to program content individually. That is, three to six persons displayed high levels of interest and participation in each of the various content areas; while the remainder of the group showed either some or no interest. It was necessary to point out several times that what seemed "boring" or uninteresting to some was of interest to others. There was also a tendency for the youths to "turn off" those areas in which they felt they had little or no interest. In these instances the staff, and later members of the group, pointed out the need to be alert to new subject areas and information which could be of use at some later time. Another issue which became important was that of courtesy, which meant being quiet to permit those who were interested in a subject to hear what was being presented.

1. "The Family". Presentation of this area involved one staff and two Group 1 youths. The goals were "to make everyone familiar with their own family situation; to show them that what goes on in their family goes on in all families. The presentation included discussion of family types by composition, family functions, and processes for handling problems and tasks. Although many youths were initially reluctant to share information about their own families, others were very open. Issues raised included:

   a. differences in where youth are coming from and where parents are coming from. The group concluded that there is not a real "generation gap", but rather differences in areas of concern.

   b. the conflict between the need for youth to develop independence and self identity and the pressure to conform to parent expectations - "doing for yourself" vs., "doing for your parents"; most of the youths acknowledged this conflict, but most felt that they had to be responsible to themselves in order to be "strong".

   c. "Showing respect" in the family; this led to discussion and comparison of the types of controls utilized by parents, ie., psychological ("saying things that will hurt you") vs. physical ("going to the blows"). While families of the youths operate differently in this area, the sharing of experiences helped the youths recognize the pros and cons of each method.

   d. religion, and the relationships between family, church and community. Again, experiences varied considerably, but the discussion helped to draw necessary links between family and community. The importance of the church in the history of Black people was emphasized. Most of the youths had not considered religion in this light, and expressed attitudes varying from tolerance of others' religious views to personal participation.

   At the end of the week, the group felt it had accomplished its goal; and everyone expressed some better understanding of his or her family.

   This was one of the more successful topic areas for the group. There was a high level of interest, perhaps because the area related to virtually everyone. The level of active participation was not particularly high, with only about 1/4 to 1/3 of the youths involving themselves in discussion. However, the level of attentiveness was high with very little disruptive activity. Another factor which probably contributed to the success was that this was the first topic area to be presented, even though it was the fourth week of the program, and the presentation was structured following three weeks of relatively unstructured activity.

2. "Correctional Institutions". The goal of this presentation was to show the relationships between the penal system and the rest of the system". The presentation included the sharing of experiences in

correctional institutions, first by members of the
group who had been in juvenile institutions, and
then by two former inmates of the state maximum
security prison at Walla Walla. Two adult parole
officers shared information on their roles in the
system; and, an attorney practicing in the office of
the public defender was able to provide information
on the legal system and how it operates with respect
to people of varying social statuses, and Black
people in particular. Finally, the group visited
one of the recently opened pre-release houses.

Discussions which seemed to stimulate the most interest
were those involving direct report by former inmates.
The young people were surprised to hear of the living
conditions within institutions, as if this aspect of
corrections had not been considered. As could be
expected, the young people decided they definitely
did not care to spend time in an institution.

The second significant point was that the legal
system operates against some groups of people,
particularly Blacks, and that the person accused of
a crime has very little, if any control over how
that system deals with him.

The group became involved in a heated discussion of
how one can stay out of trouble. Many expressed the
opinion that they were highly subject to influence
from their friends; and that even when they had de-
termined not to do anything for which they could be
"busted", a friend could talk them into a break-in
or other "easy money" activity. Unfortunately this
discussion broke down into an argument on the issue
of the degree to which one is or is not subject to
influences, and touched only briefly on important
factors of examining the conditions under which one
is subject to be influenced to become involved in an
illegal "easy money" activity. The point that should
have been made is that when one has little or nothing
to lose he is risking little except his time.

Overall, the area was successful. It was one of the
better planned presentations, with very little unstruc-
tured time and many interesting events. The subject
area was at times difficult for the youths to grasp,
particularly as the discusion moved into the complex
legal processes and away from personal reports.

3. "Organized Crime". The goal of this presentation

was to make the youths aware of the extent of organ-
ization and skill involved in organized crime, and
to point out the parallels and relationships between
organized crime and legitimate organizations.

The Group 1 people had had the opportunity to see
"The Godfather", which displayed the tight "family"
organization of the Mafia. The discussion also
covered the areas of political system, huge business
trusts and monopolies, and the mass media.

The subject area was very difficult for the group to
grasp. Understanding required considerably more
information on the nature of organizations than could
be given in the short time allowed. Also, the two
persons who originally developed the subject area
were not available to present the material, and the
remaining staff had not been able to do sufficient
background work for the presentation. This combi-
nation of problems, together with insufficient organ-
ization, made this one of the least successful
presentations of the program. The young people be-
came frustrated and then bored when they were not
able to grasp the complex nature of topic, and the
staff became discouraged when their attempts to make
the subject meaningful did not pan out.

4. "Sports". The goal for this presentation was to
familiarize the group with the relationship of Black
people to sports. The presentation covered the role
of Black people in the history of sports, with parti-
cular attention to racism and development of sports
as one of the few areas in which Black people have
been permitted to participate and excel.

Two guest speakers presented their own experiences
in sports, from high school through college and
professional football. The presentation included a
discussion of football, basketball and baseball, and
of coaching techniques.

This presentation contained considerable detail; and,
it was well planned and thoughtfully presented.
Several young people were involved in the planning,
although due to some problems which arose with two
participants which resulted in termination, they were
unable to present their material. Some of the young
people complained about the subject being "boring",
but others were highly interested.

5. "Music and Drama". Although no goal was specified

for this presentation, the activities and materials were directed toward providing the youths with some understanding of the history and development of music and drama. Discussion included the history of jazz and blues, from Africa through the experience of Black people in America. Records of many types were played in order to demonstrate the points of discussion. Music as a multi-billion dollar industry provided information for those considering careers in music. A history of drama and the involvement of Blacks in the theater was also given.

Activities included a visit to SOIC's audio visual studio, with everyone having the opportunity to perform and view themselves on video tape. The group also visited a local recording studio, and learned what is involved in making musical recordings. Group members became involved in presentations for the group; African dancing, playing drums, presenting a one-act play, and writing and reading poetry.

This presentation was highly successful in several respects. First, the level of participation by youth was the highest of any area with at least half of the group involved. Second, the subject was familiar in one respect or another to everyone, so participation was relatively easy to generate. The youth seemed to enjoy the preparation at least as much as the actual presentation. Finally, the activities for the week were sufficiently varied to maintain interest. The fact that the presentation occurred during the final week of the program probably contributed to its success.

6. "Self-Improvement Classes". These special classes were presented once a week for the duration of the program. Topics included care of the body - exercise, diet, hair, fingernails, etc; wardrobe selection, coordination and care; and developing and improving upon management. The classes were offered on an experimental basis, to determine whether they could be offered as part of the regular ASC program.

This was the one program area in which the young people did not participate in the planning. The staff member presenting the material also structured the presentations. This factor may have been significant in the resulting level of participation. For, while all of the young ladies participated in the first four clases, the last four classes were sparsely attended.

Another factor was that many of the young ladies considered themselves very "together" at the outset and expressed disinterest in the subject area. Those who continued to participate seemed interested in self-improvement and were attentive during the sessions and learned from the classes. If the classes are offered again, the participants will probably be selected on the basis of expressed interest in self-improvement and may even be involved in the planning and presentation of subject matter.

In general, the most successful - ie., interest holding, and reaction and thought provoking - program activities were those which:

a. were carefully planned and structured.
b. involved the youth in both the planning and presentation.
c. were varied.

When any of the three criteria were not met, the group displayed restlessness, boredom and disruptiveness. They also confronted the staff on several occasions when it appeared that the person doing the talking didn't "have his program together"; when "you (staff) didn't ask us if we wanted to talk about this, so how can you expect us to discuss it"?, or when discussion was not broken up by a field trip or other activity - "all we ever do is discuss".

The dynamics within the group of young people were, to put it mildly, extremely complex. Much of what occurred was beyond the scrutiny of the staff, since it took place before and after work. Comments here are limited to some general observations concerning the processes in the group.

A significant factor in the development of the group and in the outcome of the program was that the group never developed a stable pattern of relationships, due to the constant movement of people into and out of the group. This factor also interfered with the group's getting itself together enough to assume control of the program - ie., the program never became theirs.

Orientation for Group 1 was marked by a mutual process of "feeling out" by the youth and the staff, defining and redefining what the program was to be about and what the involvement of individual persons would be, and establishing the "rules" or processes

by which the program was to operate. There was also
the unanticipated opportunity for Group 1 to inter-
view and hire additional persons to fill the ranks,
which brought the bonus of establishing within the
group the boundaries of the role of a Group 1 person.
Five of the twelve Group 1's were hired by the group.
The rules were tested. Two people were dropped be-
cause of sporadic attendance during the first week.
The group was not interested in people who were not
"for real".

The second week brought down the "high" generated by
the first week. While the Group 1 people were pre-
pared to become involved in counseling and helping
the younger Group 2's, this program element never
materialized to any significant degree. This resulted
in real frustration for the young people. The rules
and processes were tested and re-tested. Frustration
among both youth and staff mounted and resulted in
several shouting matches. After many confrontations
between youth and staff, the group decided to have
no more shouting or swearing; and by the fifth week
the group was able to handle its problems and con-
frontations without total chaos. The second week
ended with a picnic which helped tremendously in
bringing the group together and raising the spirits
of both youth and staff.

The third week was marked by extreme dissention be-
tween two staff members and the administrator which
resulted in the resignation of the two staff members.
This had a marked effect on the group and particularly
for those youths who had been working directly with
the two staff members. In retrospect, it would have
been best handled if the two persons had ended their
involvement with the program immediately. However,
both continued with very sporadic participation,
prompting questions from the group such as "why is
_____ always leaving? He ain't never here".

It was also during the third week that the group
decided to select a planning committee of three
youth and two staff. This represented the attempt
of the group to bring some organization and structure
to the program.

As noted above, the fourth and fifth weeks of the
program were probably the most successful in terms
of organization, participation and feeling tone
within the group. During those two weeks the plann-
ing committee was also operating at its best.

The sixth week marked another downturn in the pro-
gram. The problems with the presentation on
Organized Crime have already been remarked. The
group planned another picnic, with the expectation
that the change of pace would bring the group toget-
her as it had in the second week. However, the
event was marred by two incidents which resulted in
the termination of three Group 1 people. Two were
fired on the basis of a decision by staff and the
third quit after he had been suspended for two days.
The group disagreed with the staff's decision to
fire one of the young men on the basis that he had
not broken any rules prior to the incident. Further,
the youths felt that the issue should have been
brought before the group before a decision was made.
Whether these events were a stimulus to or a symptom
of group disintegration is uncertain; however,
during the final two weeks of the program attendance
was low and sporadic, even among some youths who
had previously had good attendance.

B. Staff

The staff did gain experience in all phases of program
operation-planning, implementing and evaluating. The
extent of learning which occurred relative to each area
will only become clear when all staff have had sufficient
opportunity to write final evaluation reports and to
reflect on the total experience. One issue which became
very clear, and which may have come as a surprise to
some staff, was the need for continuous critical assess-
ment and adjustments in order to keep the program in
operation.

The staff did share increasingly in tasks and respon-
sibilities as the program went on. The development of
a sense of "togetherness" or mutual responsibility did
occur in some degree, despite the serious problems
during the early part of the program. A significant
factor was that staff members had the opportunity to
observe one another within the program. This helped to
dissolve much of the secrecy which had previously crippled
the staff throughout the project in terms of making use
of constructive criticism and the resources among the
staff.

Evaluation

Several explanations for what happened during the summer have
been offered. To recap briefly:

Successes seemed to depend on planning, structure, involvement of the youth and variation in pace and type of activity. Some significant relationships developed between youth and youth, and staff and youth, which helped to bring about some feelings of satisfaction; and which helped the group maintain itself to a degree during the more difficult moments. Individually, some young people, and particularly the older members of the group, developed some understanding of where they were headed. For some this was nowhere - and a few became motivated to continue their education. Several young people learned to listen critically to what was being presented, and then to raise questions on the validity of what was said.

Failures seemed to be the result of incomplete pre-program planning, due in part to the inexperience of the staff in putting together a program of such complexity; and, uncertainty in relationships with one another which resulted in inadequate communication and misunderstanding. Complications in implementing the program, ie., the excessive time involved in recruiting and interviewing Group 1 people, foul-ups and lateness in recruiting sufficient numbers of Group 2 people - contributed to a sense of program failure among youth participants and staff as well. Staff absences during the early part of the program and the later resignations played havoc with time and temperaments, so that many opportunities for re-grouping and learning for staff were not capitalized upon.

The difficulty which the staff had in dealing with the program during the early planning stages should have been heeded more carefully. The program as planned was too complicated in terms of the scheduling required. Simplification would have helped in the clarification of purpose, which would have made the implementation a simpler task.

After the second or third week, when it became apparent that the expected numbers of Group 2 people would not be available, some changes in the defined tasks of Group 1 should have been made. For example, it might have been beneficial to both Group 1 and Group 2 people if more time for individual counseling had been scheduled. This would have served several purposes - more specific learning in the area of counseling for Group 1's, development of relationships between Group 1's and Group 2's, greater involvement in the program of Group 2's, and more variation in program activities. As it was, most of the Group 1's never had enough work to keep them busy and their orientation to the job as worthwhile work was seriously altered.

The issue of the need to involve Group 2's to a greater extent was raised by the staff, but some restructuring of program would have been required in order to achieve this purpose.

The injection of energizers for the staff, beginning with the second week, would have helped. As it was the staff burned out quickly and this fact was certainly transmitted to the young people.

Chris Pullen, Social Worker

Instead of working with a group I decided to do counseling on an individual level. I felt it might be easier to relate to my clients on a one to one basis because I would be able to spend more time with each one. I also wanted to get used to counseling on my own.

All but one of my clients is female and range in age from 13 to 19 years, the male being the oldest of them. They were referred to me in different ways, one by his mother, another by juvenile court, two by their boss. I had known one from the summer program and another one I had known before. I felt that with a little direction they would be able to find something more constructive to do with their time and energy than fight, steal, get high or kicked out of school. I think that the conditions each has at home usually reflect the way most young people act. If they are shown love and kindness at home, they tend to give love and kindness to others. If they are shown hatred or resentment, they tend to hate and resent those around them . . . or so it seemed to be in most all of these cases.

Client #1 - female, 16 years, was on home referral from Garfield. The reason being that she was pregnant and found it very difficult to attend the first three periods of the day. Most of these mornings were spent being sick. I had first come into contact with this young lady during a previous summer program in which she participated. I didn't see her again until I saw her at Garfield and she told me her problem. She didn't feel that she could make it at Garfield under the present circumstances, but that she could at the Special Counseling and Continuation School where the girls shared the same interest; the birth of their new babies and a desire to continue school. In order to enroll her in this school it was first necessary that she be enrolled in a present school and not on home referral. After talking with the principal she was reinstated at school, taken off home referral and in the same swift motion transferred to the SCCS. Though the school problem had been alleviated, there still was the pregnancy to contend with. The girl's mother was deceased and the father did not live in this city. I didn't think that trying to play the role of mother or father was what was needed, so I decided to relate to her as a person who had been in the same position as she and even attended the same school. At the same time I wanted her to realize that her pregnancy did not make her less of a young lady and that she didn't have to be ashamed.

I met with her 2 or 3 times a week and together we set about rebuilding her self image. We had long talks about her positive points. Instead of staying shut up in her home we did different things; i.e., went to the zoo, football games, movies, and even movies on child birth. Unfortunately she lost her baby in the fifth month, but even through her pain she was able at this point to realize, as she said, that she had to make it. She is now attending Queen Anne High School and is maintaining reasonably good grades.

Clients #2 and #3 - twin sisters attending Garfield had a deep rivalry with each other. No matter what one said the other disagreed. Each thought the other thought she was cool. They rarely spoke to each other without it ending in a heated argument with name calling, clothes tearing, or hiding one another's things. I had known these girls for a couple of years and felt that one reason they were having such a hard time accepting each other was because they were trying so hard not to be anything alike, and that they refused to admit that they shared many of the same interests; both like sports, both got good grades and both respected their parents. I began working with them by trying to point out the likenesses between the two of them but this didn't work because they said the reason for their likenesses was because alone they couldn't find fault with each other. What happened however was that one had worn something belonging to the other and somehow or other it got torn. This started the arguing all over again. The last approach I tried was playing the role of the villain. I picked them both up and we went to a pizza ria. One of the girls wasted pizza in her lap and immediately I started laughing at her and told the other how sloppy her sister was. It was like I had personnally slapped her face because she told me to be cool, that was her sister and nobody talked about her sister. Afterwards I asked the "sloppy" sister what she thought about her sister defending her and they looked at each other and smiled, less than five minutes later they had each admitted that they loved each other and that if they worked with each other rather than against one another they would get more accomplished.

Client #4 - male 18 years. This person was head strong and most of his time was spent getting in trouble, getting high and gambling. He didn't spend much time at home because he and his father didn't get along. He hadn't been in school for a year and it had become boring. To him everything that was happening happened anywhere but at home or school. His mother referred him to me because she felt that he really wanted to do more than he was. When I first contacted him, he was leary because I was a female. After a few meetings he began to loosen up and expressed his desire to go to college. I told him what was needed and he decided to take the G.E.D. Test. I tutored as much as possible but he failed. The officials at Everett Community College had

told him as soon as he completed the G.E.D. test he would be able to enter the school. After he found out he had failed he decided to bag the whole thing and go back to his old habits. What I tried to impress upon him was this: that one setback didn't mean the world was coming to an end; that he could take the test again. I thought the main reason he had failed was because he had built up such anxiety over one part that he wasn't able to remember what was what. I had to find a way to help him loosen up again so I went about this by seeing him about 3 times a week; we would go somewhere and discuss the part of the test he had missed and things that had bothered him by attacking the things day by day. When he felt confident enough to retake the test , he did and passed. He entered E.C.C. for a quarter, and he now attends Seattle Community College and is on the basketball team. His grades are good and he is able to see for himself the value of education, and most important he really feels a sense of pride in himself and his accomplishments.

Client #5 - This girl is 13 years old and attends Asa Mercer Jr. High. Because her mother was white and her father Black she received harassment and ridicule from her peers. She was also ridiculed because she was an obese person; it wasn't that she ate a lot but that she was just very big-boned. She was also very emotional and would cry and go off from school to be alone. The girl's mother wanted to find out why her daughter didn't have any friends but the girl wouldn't talk to her mother because she resented the fact that her mother was white. She didn't feel that she had any positive points. Although she was a pretty girl, was nice and kept B+ grades her mother kept telling her to do better and she kept telling her how large she was getting. It was hard for her to think anything of herself because she thought her mother disapproved of her. The girl wouldn't wear skirts or dresses because that's when her peers laughed the most; she had become very self conscious.
        The first time I asked her to say three positive things about herself, she thought it was silly. The next time I saw her she told me about ten positive points she had; not that she thought she had, but actually had. After that when I would see her, she would make it a point to do something to her appearance to make her look more feminine. Once it was a colored scarf, then maybe she would fix her hair in a new style or wear slacks and tops that actually matched. (She had been wearing baggy jeans but was beginning to shy away from them.) I talked to her mother and asked her if she would help by saying more positive things to her daughter, i.e., you look nice or I'm really proud of your grades. The mother said she would because she realized she had been pushing the girl too hard.
        I still see the girl but only occasionally and to hear the

latest gossip. She is no longer ashamed of being large and she's beginning to enjoy herself. This girl has a new boyfriend, wears make-up and occasionally wears a dress when she goes out.

Client #6 - Girl 17 years old, referred to me by Juvenile Court, where she was being detained for trying to use a stolen charge card and running away from home. This girl had been adopted when she was quite young. When her father died last year the girl started to have trouble it seems. She would stay out all night, she was seen getting out of the car with a man in his late twenties. The mother felt the girl was a habitual liar and thief and that she disrupted their home and harassed the other children. It was the mother's opinion that the girl could not do anything, so therefore she should not be made to do anything. She stated the girl was not capable of learning and was well below normal intelligence. The girl had been in the youth center for more than a month when I first met her. The mother told me the daughter could not go home. She thought a group home in Spokane would be good because then if the girl decided to run, she would have further to go. Later she decided that if I would be responsible to find the girl a new home, get her in school and see her regularly it might even be better for her but she doubted it. After visiting a couple of group homes and foster homes the girl decided on one she thought would be good for her. She was enrolled at Franklin High in a special vocational program and I tried to begin to counsel her. The first three or four weeks it was rough because she wouldn't return my phone calls or keep appointments we had made. When I finally did see her, I made it plain that she was going to have to get it together so we could make some arrangements and get some progress wheels turning. After this talk we began to relate to each other. She had begun to open up with me and tell me things that were on her mind. She was on the track team and attending classes. However, the next weekend she and her mother got into an argument and her mother slapped her four times before the brother could pull her off the girl. The next week the girl had a fight at school and was suspended. Although she had been told not to return until a guardian went to school in her behalf, the next day she did; and had another fight. The principal decided she could not return to that school. The next weekend she tried to commit suicide because she felt no one cared or loved her.
        What I tried to do with her was to help her understand that she had to learn to deal with the situations around her. It was found out that the girl's mother had misused her from early childhood and made her feel inferior to the other kids. Now it was time for her to be responsible for herself. The foster mother told the girl that she was welcome to join their family as a permanent member. This was a real positive move for the foster mother to make because it made the girl feel wanted and cared for.

Now we are able to discuss some things that are on her mind and she is planning for her own future. The girl is enrolled at Immaculate High School and is no longer up on the idea that her mother doesn't care for her because now she can rely on her own ability to make it.

These people all share one common interest; the need to be accepted. This is an important factor in our lives because no man can exist within himself. I've tried to help each of these people understand and relate to their situations, search for meaningful ways to fulfill their lives, and build on the positive points that each possess.

PROJECT SERVICE EVALUATION

September, 1972 - March, 1973

Daniel Roscoe, Social Worker

Introduction

In September 1972, I designed an intensive counseling program operated on the concept that many Black youths are placed in detention because there are not enough viable alternatives available in the community to meet the extreme needs that these youth exhibit. The program was also designed to sensitize and influence the juvenile court system in becoming more aware of the Black community and the social/psychological dilemmas of Black youth.

Program Goals and Objectives

The purpose of the program was to design, implement, and evaluate a demonstration project for juvenile delinquency and detention in cooperation with the King County Juvenile Court and the Public Defenders Office.

The program had the following objectives:
1. A program designed to provide intensive counseling (3 sessions weekly) and the channeling of youth into significant social/psychological activities.
2. To implement the program in cooperation with the King County Juvenile Court and Public Defender's Office.

Program Goals:
1. To reduce youth involvement in delinquent activities.
2. To influence the juvenile court system in better understanding the Black community and the social/psychological dilemmas of Black youth.
3. To provide a viable alternative to the present system of confinement of juveniles prior to adjudication and disposition.

Program Design and Implementation

Development of Program Design

The essential concept of the program was to provide an alternative to (secure) detention for juvenile delinquents by involving them in a community program. As a worker, my goals were to help each of the four youths assigned to stay out of trouble, to provide services that would benefit each individual family, and to positively influence the court system in better understanding and treating Black youth.

The basic program was designed to apply to both males and females, but for some unknown reason only males were referred.

Role of Worker

As a part-time social worker at the Seattle Atlantic Street Center, I contacted the juvenile court and Public Defender's Office, explaining the program and requesting case referrals. Both agencies responded enthusiastically and within two days I received five referrals. The criteria used for selecting case referrals were:

1. The youth be between the ages of 13 and 19.
2. The youth and his parent(s) be in agreement to the program.
3. Youth selected would not be related to worker. Example; relative, close friend, etc...
4. Notorious cases would not be accepted.

This selection process was beneficial in recruiting youngsters that I felt capable of dealing with. However, I had continuous problems selecting youth that were self-motivated and responsible enough to attempt to help themselves. Hence, in spite of my efforts most youth continued to be involved in delinquent activities after joining the program.

After determining that a youth should be placed into the program, a meeting was set up to meet the youths' parent(s) and to explain the program. Usually a juvenile court social worker would notify the parents by phone of my intent to make contact with them and their child.

Techniques and Methodologies

The technique used in helping all youth involved in the program was by means of intensive casework counseling and recreational activities which provided a learning experience. Some examples of the various kinds of activities were movies and plays portraying the diverse life-styles of Black people. This type of activity often helped youth to gain a better understanding of self and the historical and present life conditions of Black people. Movies and plays also provided an opportunity to discuss alternative behaviors and roles that are socially acceptable and personally gratifying. Other activities used were taking boys to basketball games, curio shops, dinners, and having them in my home. These activities were enjoyed by the youth and it was a means of providing alternatives to delinquent type activities.

Because of the youth's problem areas of poor self-concept; low motivation; lack of "coping" skills and the lack of positive role models that they could identify with, many conflicts occurred in socialization. It was my concern and aim to develop close rapport, reliable, trusting, and working relationships that would enhance socialization. In essence, to facilitate the youngster's in developing better coping skills, I became a BIG brother demonstrating love, concern, support and understanding.

Outcome and Results

During the program's operation all four youth participants committed new offenses after court release and seemingly there were no significant changes or differences in their delinquent behaviors. Three of the youth are presently residents of correction institutions and only one remains in the community, and he is on supervised probation.

Despite the lack of success in reducing youth involvement in delinquent activity, other goals and objectives were accomplished. For example:

1. Parents and community people became more involved with their youth.
2. A good relationship was established between the Seattle Atlantic Street Center, Juvenile Court, and the Public Defender's Office.
3. Juvenile court is more sensitive to the Black community and presently invites community residents to unit staff meetings.
4. Community programs have proven to be a possible alternative to residential correction institutions.

Program Faults and Needed Changes

One fault of the program was the inability to get youngsters to understand their social/psychological dilemmas and to do something for themselves. Another fault was the state of apathy which they have been labeled and conditioned to. This is something that is very difficult for young and/or older people to cope with. Last, because of my personal committments and time schedule of working part-time, attending college full time, and heading a household, I was exhausted and rapidly burned myself out.

If I were to attempt a similar program again certain changes would be made. Example:

1. I would be more cautious and selective in accepting referrals.
2. More contact would be made with the parents for the purpose of facilitating them in understanding and helping their youth.
3. I would make use of interactional groups rather than continuing with casework methods. Young people have a tendency to interact and learn more about socialization in groups.
4. I would set reasonable expectations for myself and youth in service.
5. Time factors would be given considerable attention. How much time does the youth and his family need? - how much time can I allow them in addition to taking on other cases? - how much time can I give without burning myself out?

6. A team effort, (2 workers) would be used to supervise
   (lead) small groups (6 - 8). This measure would en-
   hance group diagnosis; it would insure constant coverage
   of cases; it would be an aid to worker morale, and it
   would allow periods of brief rest from tiresome and
   draining responsibilities.

Summary

In conclusion, the Intensive Counseling Program demonstrated
the need for utilizing the intuitive skills of community residents
and the resources in community programs. The need for community
input in changing institutions was also made quite evident. The
King County Juvenile Court is presently in the process of trying
to better understand the Black community and developing better
treatment techniques in meeting the needs of youth and parents.
Possibly this new strategy of recognized and accepted community
input into established institutions will be the primary factor in
eliminating juvenile delinquency.

PROGRAM EVALUATION

Sharon Carson

The persons I chose to serve had problems with school and the
family. Most of the clients were youths who were having problems
adjusting to the school in terms of repeated tardiness to school
and class, absenteeism, the inability to accept adult authority
and general acts of defiance that would prevent the youth from
getting the value out of the school that the youth will need for
his future growth.

The family problems are often related to the youths inability
to accept his parents as a source of authority, as credible people.
This I was to find often stemmed out of the parents, themselves,
not being mature human beings and had not become secure enough in
themselves to become a source of security and trust to the youth.
This was often portrayed in the parents' double meanings for the
youth - you don't do this - but I do; I love you, you're my child
but don't put any hassles on me, don't rock my thing; blaming the
child continously for their misery.

The troubles the youth had in the community were ones of
showing lack of self control. They were involved in thefts from
community grocery stores and other businesses. They were often
in the streets taking drugs etc..

In the program areas that I worked I would estimate that most
of my time was spent with schools (40%). The primary objective
here was to help the youth adjust to the schools in some way so
that he could get the values he needed from the school situation.
I spent some time with both counselors in the schools and the
youth. I spent approximately 15% of my time improving the self-
images and the capabilities of the youth. This was done with an
activity group with informal counseling. I spent approximately
15% of my time on the family unit. I preferred because of my in-
experience in family counseling to refer the family to another
agency specializing in family counseling. I did continue to
service the family after referral along with the referred agency.
The remainder of my time was spent in preparation, consultation,
office and staff meetings.

I worked with a group of Meany Middle School students, along
with a counselor from the "Title VIII" program, because I felt
that school was a problem area for a large percentage of Black
youths. The problems arose, in most instances, from tardiness,
absenteeism, class disruptions, social peer problems, and the in-
ability to sucessfully relate or communicate with teachers and

others in an authoritarian (position). My input into the Meany Middle School situation was hoped to be one of having a group situation made up of youth having some of the problems above. Some of the students were having all of the problems listed. The main idea was to have the group members recognize some of the problems they were having and as a group be able to function in the capacity of forming group decisions, as well as, encouraging individual decision making or how to avoid the problems they were having so that the problems would not stand in the way of the primary purposes of school; firstly academic learning; secondly, social.

The school had informed me, also, that some of the social problems the school was having were related to Black/White feelings some of the students were having toward the opposite race. On this basis I chose to have an interracial group. I felt that, hopefully, in the group setting the students would be better able to get to know and understand the two races, as well as, the individuals of both races. I supposed that through this interaction a tolerance of race differences would be accomplished. Both the student and the school would benefit from the "tolerance" in that the student could concentrate that energy on academics and so that the school could spend more time dealing with other social and academic problems of the student.

I personally felt that the group should be a heterogeneous group consisting of male and female youths. The problems I hoped to deal with of tardiness, absenteeism, etc. did not confine themselves to either male or female students and, therefore, the group did not have to be geared toward one sex but could include all youths who had these problems - ie. male and female youths.

In relation to ASC, the problems being addressed are ones that would improve the relationship of the youth and the social institution of school.

The group consisted of five female adolesants, four male adolesants and a Title VIII school counselor. A description breakdown of the students follows:
I. Male participants
   A. Four male adolescents. Three of the males were fourteen years of age and one was thirteen years of age. Two were in grade seven and two in grade eight.
   B. Two of the youth were interracially mixed and two were Black students.
   C. Three of the male youths were from two parent homes and one from a one-parent matriarchial home.

The commonality of the four male youths included tendencies

of skipping classes so that they could meet with their friends and smoke in the restroom or on the school grounds; leaving the school ground to go to nearby stores, houses of friends etc.; being in the halls, which is considerably more risky because of the security guards stationed in the halls to prevent students from being in the halls when they are supposed to be in classes. The students are in the hall, most generally, only when they are lucky enough to obtain a pass for the bathroom, they are then able to offer an excuse for their hallway activity; and disrupting classes.

All of the male students have been given "home referrals" at least once. A "home referral" is when a student is referred home for the amount of three days minimum and the student must return with parent or the parent must contact the school. In some instances the student can return sooner if an immediate response is retained by the parent and the youth has not been previously disciplined by a "home referral".
II. Female participants:
   A. The five female adolescents consisted of three fourteen year olds, one fifteen year old and one thirteen year old youth.
   B. Two of the female youths are White and three are Black.
   C. Four of the female youths are from two parent homes and one is from a home with her grandparents (maternal).

The commonality of three of the female youths are tendencies to skip classes for the purpose of going into the bathroom to smoke; and going off the school grounds to the store to get something to eat; disrupting class because they don't like the teacher or the subject being taught.

Four of the female youth have spent time on "home referrals".

Two of the females were picked by the counselor as peer members of the group. These two youths didn't really have any problems with school. One of the female youth peer members was given a "home referral" because she was in a fight with a male student who attended the school because he was teasing and hitting her. The youth was put on home referral and the boy involved was also put on "home referral".

The tools I planned to use to effect change in the group's behavior pattern were;
   1. Discussions----this would cover what a person's responsibility is to himself and to anything he participates in, such as, school, our group, community groups etc..

2. Having the students constructively approach teachers and other adults in authority with problems they are having in regard to them. One of the ways suggested to do this was by inviting those individuals to the group meetings as guests and to constructively discuss the matter with the guest and hear the other side of the story in order that the youths can perhaps make some compromises along with the guest so that things can function more smoothly for the benefit of the student and school personnel.

3. Having the youth plan and participate in activities and tasks to be done by the group as a unit so that the youth could know how to function in a group situation and relate that knowledge to the school.

My expectation of the group was, even if it was only marginal, that I could create some positive change in most of the youths participating in the group. I permitted the group to talk freely on any subject that was of interest to the group. I attempted to listen carefully to the conversation of the youths and relate what was being said by the youths to their present school situations and how their ideas and attitudes effected the school. This approach was effective in that many of the youths began to require a certain amount of order in the group so that they could make progress in the areas of interest to the group. The youths were able to relate this to the need for rules and regulations that the school administered for control and conditions that were agreeable to academic teaching and learning.

The problems I experienced were related to:

1. The counselor I worked with had chosen the group members and unknown to him involved three female leaders and one male leader in the group. The three female leaders were friends and dominated the other two White female members. The male leader did not participate regularly in the group in the beginning but began to participate regularly in the group when a money making project was planned for a group activity at the end of the program year. The youth had the ability to carry the other two male leaders and so the male youths became the better participants of the group. The female youth leaders were less able to function as a total group instead of a group within a group. The first planned car wash was one of the things that caused the female youth leaders to become more separate because two of the leaders, after the group had planned the car wash, decided not to participate because of a later invitation to go to lunch with a club they were involved with outside of

the group. The one female leader confronted the other two on the fact that what they did was wrong because as group members they were obligated to refuse the later invitation because of the commitment they had made to the group to wash cars for the group. There was, also, an outside confrontation going with the female leaders but this was not discussed by the group; I felt it contributed to breaking up the group within the group and allowed at least three of the female members to participate in the whole group. Two of the female members are not, as yet, able to function well with the whole group but have made improvements.

The problems most readily cited as having been effected by the groups are:

1. One male student has improved greatly from the group situation according to his progress reports by his teacher. The teachers of the youth have commented on the fact that the youth had practically no communication with them or the other students before attending the group, but as of his recent progress reports has improved greatly in classroom participation, as well as academically. The youths' ability to communicate has improved greatly in the group, also.

2. Two male students who frequently skipped school and classes along with a low participation in the group classes improved in their attendance to school, classes and the group. The attendance to school and class had improved fairly well, about 60%, but the attendance to the group improved almost 100%. Self-control while in their classes was also reported as improving.

3. One of the male students cited above began to improve in school attendance more in relation to his twin brother rather than the group. I say this because I feel that the group has helped him but he plays the "protector" role in relation to his twin brother. The brother has very little self-control and is seldom attending school. The brother after a long school suspension was re-instated in the school. The youth began to attend school more regularly after the brother was re-instated than before. The youth did say, however, that the group did help him and he thought that it would help his brother. The brother was not admitted to the group because the group had just began to function as a group and we felt that an addition would cause disruption that we could not afford because of a time factor.

4. One male youth has not been on "home referral" since

group attendance, and the other two male youths have
had at least one "referral" since the group, but
teachers and counselors have reported a reduction in
acting-out activity since group participation.

5. Racial remarks exchanged at the beginning of the
group have become almost non-existent toward one
another and about 90% in relation to teachers, coun-
selors and other adult authorities.

6. All of the female youths have had improvements in
class attendance and "home referrals" have been min-
imal (not more that once - one female youth has not
been "referred" at all).

7. Class room disruption has decreased among the female
youths since the group.

I found the experience of working with the schools was a
learning one in terms of how the school functions and the expec-
tations of the school in relation to the student and vice versa.
I would attempt to work in a school setting again.

I had one individual client. The client was a female, twelve
years of age and came from a family consisting of both parents and
two siblings.

When the youth came to me she had recently been picked up
for shiplifting from a department store. She had shoplifted over
$200.00 worth of merchandise with some of her friends. Consequently,
she was referred to the Social Agency Referral Program by the
juvenile division of the police department. SARP in turn referred
her to me. The youth was also having school problems involving
disruptions in the hallways and classes, tardiness and mouthing her
teacher, counselors and other adult authorities in the schools.
The youth was also having difficulty getting along with her parents,
mainly her mother. She was having problems getting along with her
brother and sister and staying out late or not coming directly
home from school until late.

My object with the youth was helping her find better ways of
relating to her family, school, and other adult people. I also
hoped to support and assist her in finding other avenues or areas
in which she could find more personal satisfaction than she was
experiencing at that time.

I felt that she needed help in all the available areas pro-
vided by the Center.

The methods I chose to use with this youth were:
1. Discussions with the youth about her problems and
ways in which she could minimize the reaction of the

school, her family and community that labeled her as
a troublemaker, disrespectful to adults and her
parents etc..

2. Talking with her parents about the youth and discussing
their responsibilities to the youth and hers to them.
We also discussed the family unit and how it functions.

3. To talk with the youth and her family jointly to air
out differences and perhaps find some solutions so
that they could live in some kind of harmony that
would encourage the family to help each other with
their individual problems.

4. Talk to the school about the youths' problems in the
school and suggest some ways in which they could help
the youth become a better student.

I found that I kept getting screwed up with my counseling of
the client because of the family situation. I concluded that a
large percentage of the problem I was having here was due to the
lack of constructive parental guidance and discipline. The father
contributed very little to the family situation; outside of his
role as a provider he appeared to do little talking with the child-
ren or administering discipline to them. The mother was emotional
and unstable, and often used tranquilizers when things became to
heavy for her. The mother also worked outside of the home. The
mother would talk, argue, cry and threaten as a way of discipline
with the youth but was unable or unwilling to stand by a discipli-
nary measure, such as restrictions, withholding budget allowances,
time schedules etc.. The mother would quite often attempt to
bribe the youth with buying or giving her everything she wanted with
the supposition that she would be a good girl. This, needless to
say, did not accomplish good behavior in the youth.

At this point in time I decided to lessen the time spent
counseling the youth and put more time into counseling the mother
about family interaction and responsibility among members of the
family to each other, as well as to the individual member, him/her
self.

The approach I used in this was discussions with the mother.
I didn't know - I didn't make much progress in this approach be-
cause the mother was also an expert in shifting responsibility,
verbally sanctioning more discipline, more acting like a family
unit, and more assigned responsibilities of the family members.
The mother would fail in her attempts and find excuses, such as,
she has to go to bed at 9 o"clock and can't control late tele-
phone calls and return calls by the youths' peers, the youth throws
so many fits that the mother's nerves couldn't stand it etc.. I
approached the idea that she bring the father into a role that was
more supporting to her in disciplinary areas and she said, and the

father indicated, that he felt he couldn't get involved with this or the counseling. The father was always polite but never open for any counseling or increased activity on his part as a parent in the household.

The youth began to have increased problems in the school which she was attending. Upon investigation, I found that the school was anxious to have the youth attend another school closer to her home. The youth had attended the present school in the past school year and had built quite a reputation for herself. The principal decided to suspend the youth but gave the mother an alternative of transferring the youth to the closer school and therefore, not have a suspension on the youth's school record. The mother transferred the student because she, the father, the school and I agreed that this would be better for the youth under the circumstances. The youth's teachers said that she did not cause the disturbance in the classroom as in the past year, but that she still had a reputation in hallways which sometimes caused the youth to be late in attending her classes.

I felt that my services were not adequately taking care of the clients' immediate problems and that the family needed to have more professional help in solving their problems, so, I referred the family with their consent to a mental health agency which specialized in family counseling. I continued to see the youth and family and will do so until the end of the project year. The positive things that might have accrued from my counseling were to create a climate where the parents could pinpoint some of the problems and they were able to draw some ideas of how they could help in solving some of the problems they were having or at least allieviate to a degree of compromise the problems, so that they could function as a family unit satisfactorily. The mother became aware of the need to expose her children to social and cultural activities so that they could learn the process of communication and participation in activities outside of the family unit, and that they were able to get a more healthy view of what was happening to the youth, that some of her activities were "normal" for a youth in her particular phase of adolescence and that they should reinforce the positive things in the youth's behavior instead of using any activity that was "acting out" as a confirmation of the youth being an incorrigible youth.

I feel that it may be worth the Center's time to train or hire a person who has skills in family counseling that could work with families and assist the other workers with problems they may encounter in family counseling.

The second group I serviced was made up of five female youth who have various social, family and school problems.

The primary intention of this group has been to expose its members to social activities in the company of an adult they could talk to and who could give them some direction and advice in areas that the youths were having problems.

This group was set up for this purpose because only two members, who were sisters, lived in the parental home. These two sisters' home consisted of one parent, the mother, who had twelve other children to care for. The mother's whole thing had become a way to provide financial support for herself and her fourteen children and she had little time to spend with them in social activities. The other members consisted of:

1. A fifteen year old youth who has recently been transferred from one grandmother's home to the other grandmother's home. This grandmother has already ten grandchildren and foster children in her home. Social activities with the youths are almost impossible. They do engage in going fishing together which can combine as a social activity while providing food for the family.

2. A fourteen year old youth who has been in a series of foster homes and is not attending school at the present time. This youth's mother has been in and out of mental institutions and because there was not a father in the home the children were placed in foster homes. The youth and her sister were usually placed in the same home until the youth became involved with the juvenile authorities and the Youth Detention Center because of use of drugs. The sister was replaced with the mother who is now out of the institution but the youth was not able to go with her mother. Instead, she was assigned to another foster home. There is one other youth in the home who is also fourteen years old. This youth often remarks that the youth will end up like her mother, "locked-up". The youth is lonely and although presently she has a reasonably good foster home she was still in need of some supervised social activities.

3. The fifth youth is a fourteen year old youth who lives with her grandmother and is five months pregnant. The youth is not presently attending school but intends to re-enroll in the fall and leave her child in the school day-care center. The youth's grandmother is alone with the two grandchildren and must work part-time and, therefore, does not have the time or energy to actively participate in social activities with her granddaughter.

This program achieved some successes in that I was able to

keep one youth in school that was about to be expelled for the
remainder of the year. I was able to expose them to the community
and places in the areas that they lived both culturally and en-
viromentally and I was able to help one youth prepare herself for
an on-coming child. I was able to enroll her in the Red Cross
exercise for expectant mothers and help her choose some of the
necessary things she would need to have for the baby when she
returns home from the hospital.

The meetings quite often were held in restaurants, on the
beach etc.; the primary purpose was to get the clinical "social
worker--client" feeling out of the setting so that the group could
function as a social group. Visits to the ocean, Port Townsend -
Whidbey Island, theaters, plays, etc., were part of the program.
I don't know how you would measure the success of this group but
the members were presented with experiences they had not been
exposed to before and they said in our last discussion meeting
that the group had helped them individually. We discussed each
other's problems and situations and attempted to provide ideas
and ways in which the youth could change a situation or ways that
they could adjust to their situations. The members of the group
felt that they had benefitted from the group and that they would
like to attend and participate in such a group again. Better still,
they had concluded it would be good if they could remain a group
with the same members because they had adjusted to one another and
could earnestly discuss problems without embarrassment or loosing
face since they were well acquainted with each other.

SUMMER PROGRAM

Dalwyn Dean, Social Worker

Although I was not responsible for the original idea of the
summer program, I did help in the planning and organization of
the program. About a month before the program began the staff
met to discuss what problems we expected to have and set up an
outline of a program which was to be finally approved by the
youth counselors.

I expected the program to be an enjoyable learning experience
for all concerned because the program was to be structured in such
a way that there would be several smaller group sessions made up
of a worker, two Group I youths (youth counselors) from institu-
tions 15 to 18 years of age and two Group II youths 14 to 15 years
of age. I had hoped there would be an opening up in these smaller
group sessions that was not possible in a larger group setting
and by participating in activities together that the group would
come closer together.

The main goal as we saw it before the summer program began
was to free some brothers and sisters from institutions a little
earlier and to keep some youths in the youth center from being
sent up by giving them a job, personal supervision (since each
worker was responsible for two youths who had been in institutions
or who were going to be sent up - these youths would be referred
to as Group I workers), and individual counseling would be avail-
able to the youths.

A problem we had had the previous summer was finding jobs
for the young men and women we were working with and we had
planned that not only would we give them a job but a chance to
learn and benefit from the experience of the Group I workers. The
youths we had been working with would mostly make up this second
group which would be referred to as Group II workers and also any
younger youths 14 to 15 years of age, who might be freed from
institutions would be in this group.

We had hoped that the Group I worker would not only have a
job (being youth counselors) this summer but would get some per-
sonal counseling themselves on what the Group I's future goals
would be, such as taking the G.E.D. in order to get a high school
degree, helping them decide if they wanted to go to college, etc.
We had also hoped that the group I workers would be better able
to relate to the Group II youths since they were closer in age
than we were.

I came into the Summer Program in the final two weeks, al-
though as I said I had been present during the initial planning.

I understand that many of the problems had been ironed-out during the first six weeks of the program.

My first day of the program there was a crisis. Two Group I youths were fired and two youths were suspended two days for fighting. The two youths who were fired were involved in stealing a pack of cigarettes from a grocery store while going on a picnic and jumping on the security guard. Some questions raised by workers and youth about this incident were: whether the whole field trip should have been cancelled at that very moment? Whether the worker was in a sense responsible for the act because the youths had said that they were going to "liberate" the item prior to leaving the car and entering the store?

Before even meeting with the youths, the workers had met on the Friday of the incident and had either thought about their recourse of action and/or discussed it over the weekend. So that the Monday I came to work the staff had pretty much come to a decision, although they regretted making it. One novel thing about these meetings with the staff was that it was a "first" because previously they had met with the youths before making any administrative decisions instead of deciding things amongst themselves, although the Friday of the incident the staff had met with the youths involved and informed them that they might be terminated.

It appeared to me that the staff didn't want to sever relations with the youths involved but at the same time the staff knew that they couldn't just overlook the incident. The staff had evidently been getting feedback from the youths that they were overlooking too much and the youths wanted the staff to make more decisions and stick by them.

Before confronting the rest of the youths the staff met the two youths, who were to be terminated, individually, and explained to them that their actions could not be tolerated. The staff also advised the youths that the staff felt they needed some counseling and that the staff would be willing to offer them this service but both youths declined the offer saying they didn't need counseling (as an observer I can honestly say if someone had offered to counsel me, under the same circumstances I would have declined also because after being fired I wouldn't want to be counseled by the same people who had fired me.)

The other youth workers objected strongly to the decision of the staff, but after a heated discussion things seem to settle back to normal. Since I didn't have any other experience with the group, I was unable to really tell the effect of the termination on the group, but other workers felt that it had a good effect because the group knew that the staff would exert authority and there were limitations as to what would be accepted.

The program I came back to was practically a new program. One major reason for the difference in the program was that we didn't get the youths we wanted. I had known we were having problems getting Group I and II youths before I left, we were going to use some of our regular youths because there weren't enough youths on probation or in institutions who would qualify for Group I and most of our younger regular youths had jobs or were too young.

When I left for six weeks to attend C.L.E.O. (Council on Legal Education) we had fewer Group I youths than we planned to have but we had hoped that later we might be able to add to the number that we had, but another problem came up - we had fewer Group II people than we expected. There were not enough Group II people for each Group I person to have two youths to counsel, therefore the whole program was restructured. Instead of having large and small group sessions, everybody met together in one big group. Since there were not enough Group II youths, the Group I youths never were able to do any counseling.

Another reason for the change in the program was that we lost a member of the staff, in addition to people who were on leave in the beginning of the program and there were inner staff problems which I understand probably had some overlapping affect on the summer program.

I feel the major reason for the change in the summer program was the lack of planning. I feel we could have easily used two weeks to a month to clean up some last minute planning before any youths started in the program. Problems were bound to come up anyway even if the program was tightly organized but by having a lot of questions left unanswered (such as the number of youths, job placement, etc.) just complicated everything.

I don't know what happened the first five weeks but it seemed to me that the staff lacked enthusiasm (the reason might have been the program didn't turn out the way we had planned) and that this lack of enthusiasm probably had some effect on the youths.

I only really can talk about the last two weeks of the program but I felt that there was too much sitting around and listening to lectures which were informative but were not necessarily interesting to the youths. Also, since the Group I workers were complaining about not doing any counseling, maybe some kind of group sensitivity session would have been in order.

If we were to have such a program again, I would make the program more structured. By more structured, I mean the Group I and II people would be given more definite responsibilities.

The youths, themselves, seem to feel that they would work more comfortable if they knew what the boundaries were. (This was demonstrated by the fact that tension between the group tended to relax after the staff had made a definite step in firing and suspending the youths, I mentioned before, whose conduct was considered to be irresponsible).

Even if the program didn't turn out as expected, I think that it was a learning experience for all concerned. I can honestly say that there was a visible maturity and awareness of the staff as a group and individuals. The staff appeared, at least to me, to be a much closer group, there were fewer inner staff outbreaks and I think as a whole workers were considering a different direction in working with youths than Black Awareness. One worker, after watching the enthusiasm and interest the youth's exhibited in working on plays, peotry reading and playing musical instruments; considered using these type of activities to reach youths.

GROUP EVALUATIONS

Dalwyn Dean, Social Worker

During the academic year of 1971 - 1972, I worked with three groups of youths as well as continuing individual counseling.

I worked with one group of youth out of Grace United Methodist Church. The group, was originally organized for church purposes only but the pastor decided that the young people of the church needed to become more culturally aware. A co-worker, Danny Roscoe, and myself began to work with the group with the intent of setting up a Black Awareness program. We ran into a great many obstacles to this endeavor:
1) The group was too diverse---
   a) The ages ranged from 12 - 17 years of age. (male and female)
   b) The young people were at different levels of awareness and maturity.
2) In addition to my co-worker, the pastor and myself; there were too many other adult people involved with the group, whose ideas differed from ours as to the function, purpose and direction of the group.

My experience with this group was an excellent learning experience. At times Danny Roscoe and I entertained the idea of just leaving the group because we were lost as to what to try next.

The young people as a whole didn't enjoy the discussions on Black Awareness because they felt that they had heard it all before and those young people who took interest in the discussion eventually lost interest because there really wasn't a _real_ cultural exchange because it was always the same people who really discussed all the time.

The first time Danny and I felt we were reaching the young people was around Christmas time, when we as a group were going to put on a play for the church. The group had gone to see a play at Black Arts West and had really enjoyed it. They were interested in putting on their own play. After putting a lot of time and work on the play, some of the adults and two of the young people in the church decided it wasn't appropriate for the youth group to put on in the church. The problem wasn't so much the fact that they disagreed as much as the way they disagreed. The dissenter's of the group had waited until the play had pratically been completed and then proceeded to go into a long discussion on Christianity. At this point Mr. Roscoe and myself realized that there were two diffenent philosophies as to the direction of the group. Probably the most constructive result to come out of this outbreak of temper, emotions and philosophies

was Danny and I realized that before we could teach Black Aware-
ness or really do anything, we as a group needed to sit down and
formulate our own organizational principles. With the reorgan-
ization the group grew smaller but this was ideal because we had
a much more workable body.

The group began to do a lot of things not only recreational
type things but they put on variety type shows for the church
which they organized for the most part and put on by themselves.
They even had a Bike-A-Thon to raise money equally for Sickle Cell
Anemia, necessities for the parsonage and the group's treasury.

Towards the summer Mr. Roscoe and I decided to leave the group
because there really wasn't any need for us anymore. The group
was ready to function on their own - Prior to our working with the
group, the young people never decided things on their own, in-
stead they waited for adult direction but by Spring they were
making their own decisions.

I really enjoyed working with this group and I think they
enjoyed working with us.

I also had two groups at Meany Middle School which were sup-
pose to be made up of some of the "problem girls" in the school.
The best way to describe these two groups is through comparison
because they were so very different.

One group was mostly made up of 8th graders and the other
mostly 7th graders. The older group was made up of girls who
tended to be the leaders in the school, while the younger group
consisted largely of the biggest competitors to the "leaders".

Both groups started out with the idea of being Black Awareness
groups but actually neither group was ready or willing to deal
with that subject, although the older group tried to superficially.

I worked with a counselor in the older group and although we
didn't see eye to eye on everything we were able to work well to-
gether. The older group was very good at planning and doing things
together mostly because they were friends before joining the group.

On occasions the group functioned as a therapy session, when
the other girls felt a particular member of the group needed to
be told she "needed to get herself together" or a particular
crisis came up concerning one or several girls that needed to be
discussed. Partially through funding from Title A Program (a
school program for activities for underprivileged students) and
A.S.C., we were able to take field trips - also the girls organized
a lunchroom sale of popcorn and pop to raise their own spending

money.

The younger group wasn't as successful. Half the time they
were cutting classes. They never really functioned as a group
because they were too busy fighting among one another and talking
about each other behind each other's back. I never was very
successful in getting the girls to repeat what they said when the
person talked about was present. We tried to organize field trips
but these were always just halfway successful. My biggest regret
about the group was it never functioned as a group.

STAFF EVALUATION OF PROJECT SERVICE

William H. Hodge, Research Evaluator

The final report for #553, submitted in January of 1972, included an evaluation of Project Service by the para-professional social workers. This report is a presentation of a follow-up evaluation by the staff and a comparison of current findings to those of the first evaluation. In sum, this evaluation is an in-depth presentation and examination specifically concerned with the ASC workers' perceptions of attitudes towards Project Service. It attempts to explore the relationships between the staff at most levels, and the future of the project, as these are perceived and responded to by the youth social workers.

For the current evaluation there are five(5) respondants as compared with seven(7) for the first. Of the present five staff members, three participated in the first evaluation. As there are only five respondants, each response is about 20% of the total percentage of 100% for all five cases. On items where there are mutual choices available the percentage per respondant decrease but still account for a misleading proportion. Hence, consider the percentages mostly for shifts in response category proportions and for directions. The magnitude of change simply gives some sense of the changes over the year.

The staff has a generally positive attitude towards the ASC program. Of the five choices available to the respondants ranging from "very good" to "leaves a lot to be desired" they chose the first two: "(a) very good", (2), and "(b) all right" (4). This was somewhat better than the first evaluation, where five of seven cases responded "all right." This implies an improvement of 32% over the first evaluation.

All of the workers reported that they have gotten useful training in the area of social work through association with the ASC program. The choices were:

	Current Responses	First Responses
a. on the job	3	2
b. do it yourself	1	3
c. with counsel and advice	3	1

The instructions were to respond to all of the choices in the order most appropriate. Their responses were equal for "on the job" and "with counsel and advice", with only one responding at all to "do it yourself". In the first evaluation half of the responses were "do it yourself". In response to the question of

whether or not the counsel or advice they had gotten from the professional staff was adequate for their needs, workers reported "yes" (3) and "at times" (3) with one reporting both. None reported "no". Of the six reporting in the first evaluation, five chose "at times". This shows an improvement of some 28%, or a movement from a feeling of being on their own to one of receiving guidance and counseling.

All of the respondants reported that the resources at ASC have been made available to them when they were needed, which was in keeping with the responses in the first evaluation. Only one(1) of eight(8) at that time responded "no." One of the current staff reported that "there is always room for improvement", but did not elaborate. Rhetorically, does this mean ASC needs more resources? ASC needs to find more ways of maximizing use of what is there? In view of the general reporting herein, the former is suggested as a consideration.

The next items on the program overview probe staff relationships. Responding to whether or not the personnel or interpersonal relationships at ASC were conducive to the type of tasks before them at Project Service, four(4) workers responded "yes" 80%, with one staff member not responding. Compared to six(6) "no" responses of seven reporting in the first evaluation, this shows an improvement of 65%. All of the four(4) reporting agreed that there were few "conflicts" between staff members, much as was reported in the first evaluation. Only one reported that some individual staff members were conflict prone, where the first evaluation showed 4 of 5 responses in the category of conflict. The staff agreed that the air was not "too heavy" at ASC and those problems which should occur in the vein could be rectified in an appropriate manner by the staff. As to whether or not there are "good" relationships between staff members all five(5) workers reported "yes", a 40% improvement over the first evaluation. They were also unanimous in reporting that there were good relationships in the making. New members have been added to the staff over this time as others moved on to other things. This suggests an improvement since the first evaluation when only one(1) of seven(7) reported "yes"; then, three reported "maybe" with one(1) "potential" and one(1) "no". The only comment given on the current evaluation was "possible, but, I don't feel stifled by a heavy atmosphere".

In sum, the staff relationships, "social politics" and "social climate" at ASC are generally healthy and supportive, the conflicts are low and the staff has learned to handle the conflicts that do arise using their own resources and skills. The staff relations are good and conducive to their work environment and service efforts.

With respect to their research responsibilities, i.e., data

collection and evaluations of their individual service efforts, workers reported that their responsibilities were too much four (4) and one(1) "at times". They attributed this to the amount of time involved in research activities. One respondant reported,
"I think another approach (enforcive) would be viable in encouraging the staff to carry out research responsibilities." Three(3) reported that they found value in their research respond-sibilities.
"It helps me to make an objective and subjective assessment of my work."
"Helps me to be more objective about my work."
"...being able to see exact progress, it takes time to have you see the possible worth of what you are doing and what you have accomplished."
So in sum, the youth social workers don't like research but are beginning to see the worth of the endeavor, which is an improve-ment over the last evaluation findings.

The workers totally agree that they have been able to use both the positive and negative responses from the other staff members regarding their work. Only one reported that "at times" they felt the criticisms were personal rather than constructive in intent. This shows a change over time in the staff's responses to criticism. The first evaluation revealed some potentially serious problems in this area. This seems to have been lessened.

In response to the question of whether ASC serves the needs of the Black community, the workers responded that ASC was "some-what" (4) responsive to these needs with one(1) reporting "yes". This comment is indicative of their general responses:
"I do not have a clear perspective of all of the needs of my community. It is (therefore) difficult for me to priorize all the needs",
Reasons chosen from the evaluation questionaire for ASC's only partially meeting the needs of the community were:
1) "goal orientation (definitions and interest in goals)" (2 responses)
2) structural (hierarchical) decisions and information flow (1 response)
3) out of the control of the center's efforts (1 response) (one person did not respond)
Four of the workers reported they had ideas with respect to basic changes needed at ASC that would make it a more viable and func-tional agency in the Black community. This response the researcher interprets as an indication of the staff's growth and not as negative criticisms of the agency, in view of their cumulative responses on the whole of this evaluation.

As an overview the staff has a positive attitude towards the ASC. Their relationships are good and healthy. They learn from

each other. And they feel that ASC can improve with more work on their parts.

In an effort to probe more deeply into their ideas about the ASC program, the staff were asked to indicate areas in which they felt improvements were needed. The responses, according to rank order were:

Rank	Area	Responses	First Evaluation Resp.	First Evaluation Rank
1	methodology	(4)	[4]	3
2	goals	(2)	[6]	1
2	means & processes	(2)	[3]	4
2	definition of problems	(2)	[5]	2
3	nature of personal interests	(1)	[4]	3
3	nature of group interests	(1)	[4]	3
3	training and supervision	(1)	[4]	3

The change since the first survey is clear. They are now concerned with the more formal and professional aspects and concerns of social work, social service, learning, and data collection analysis. This is made more evident with their responses to "how can improvements be made?"

	Current Evaluation	First Evaluation
more work together	4	[3]
talk	3	[2]
writing	3	[3]
counseling for staff directors	3	[3]
counseling for you as individual	2	[1]

Of the five workers the majority chose all the above categories. One of them added,
"inservice training, better understanding of problem areas to develop methods of solutions, identifiable resources, and etc."
This is representative of their general responses. They would like more structured "inservice learning experience", in a more formal class-oriented manner: methology, social research, community organization. They now know their needs and how they can best be met as a learning experience.

The workers report that the program is flexible enough for them to "do their thing" and feel that "maybe, at times", too flexible. But, the workers feel they can be "creative" in this environment, in meeting the challenge of their job. They get the encouragement they need from the staff(5) and don't feel that limitations are placed on their getting a good job done, again five(5) of five(5) reporting.

"Yes", they have learned from being at ASC. It has been a valuable learning experience, both in their relationships with

other "staff", (five-5), and "self" experiences, (five-5). More-
over, they report that these experiences have been shared experi-
ences, via staff meetings and informal discussions. One commented
on this:
   "at least, I like to think so."
In support of this general report they responded in choosing "yes"
to the question, "are you receptive to the ideas and notions of
the other staff members and director?" and, "are...(they).....
receptive to...(yours)?", with unanimity in each case.

   In sum, with respect to the program, the workers still have
a positive attitude towards ASC and show signs of improvement
and growth since the first evaluation. They are becoming more
professional in their concerns and indicate a more realistic
perspective in their criticism and priorities.

   As to the future of the program at ASC, the workers report
in a split majority (two-2) "yes" and three(3) "no") as for
issues, private and/or public that could "hang-up" the functioning
capacity of the ASC program. The only comment was:
   "The program (Project Service) should be funded for about
   a year or two more."

   There were no barriers cited in the response category that
asked whether or not there were any barriers between staff that
needed to be penetrated or broken. Yet, there were some comments:
   "...being able to say something and have it taken just as
   spoken."
   "...staff members have developed good relationships with each
   other...concern...understanding, open communication, sharing,
   togetherness, unity, (and) solidarity."
So, the workers feel that criticism needs to be worked on along
with communications, but are confident that they've made progress,
which is consistent with the improvement by comparison over the
last evaluation.

   The workers unanimously agreed that the program should con-
tinue. And that their work at ASC is more than just a job. For
them, they report, they could work even more effectively in the
future. Their comments:
   "with additional skills-- understanding and method of dealing
   with the problem areas, ASC staff could be a cohesive and
   effective team. Members could learn and share with one
   another, theories and philosophies could be explored and
   developed, staff members could become authorities on delin-
   quency in the central area."
   "I don't really know, but strongly I feel yes. If that should
   be again (more time), we knew each other's expectations and
   abilities."
The above comments stand without need for further commentary and
are indicative of the professional growth of the ASC workers in

their concern for a good, viable and fruitful program effort at
Project Service, and improvement over the first evaluation.

   When asked to list their areas of competence, most learning,
and interests they reported:
   competence:
      "direct service"
      "group and individual counseling"
      "I like people and have (developed) a feeling for them."
      "none"
   learning
      "administration, theoretical, and organizational develop-
      ment."
      "working with youth, group and individual levels."
   interest
      "administration and direct service."
      "M.A. in nursing or medical career."
These comments show that the workers have learned much to help
them do a better job as youth social workers, are still learning
but remain diverse in their career interests and presumably in
what they bring to ASC; again, an improvement over the first
evaluation where workers were able to cite very little in any of
the three areas.

   In rating the competence or ability of the staff on a
scale of one(1) to ten(10), with ten representing the highest,
they reported: self and staff as a whole at 7.4, the project ser-
vice director at 8, the ASC executive director at 8.7, and the
researcher at 8.6. The average rating was 8.00 pts and the
lowest over-all rating per each worker was 6.4 pts. The researcher
interpreted this distribution of points to mean the workers are
over-all pleased with ASC, with above average attachment or
sentiments. They are more critical of "selves" and "workers" as
a team than they are of the administration. Keeping in mind the
unique structure and functions of Project Service, the worth of
the program is a direct reflection of the youth social workers,
and they accept this responsibility. At the same time, the workers
report that on the whole they do a better than average job. From
other information presented herein the workers feel they can do
a better job with more training, resources and time.

   This evaluation indicated that project service has improved,
based on the attitudes and perceptions of the youth social workers.
The workers felt that this work is difficult and demanding, causing
stress in personal relationships and especially with respect to
criticism. But, they feel that they have grown enough and have
demonstrated that they can resolve such matters as they arise.

   The workers feel that they have a good administrative

body that is resourcefull, sensitive and helpful. The program is flexible and allows for change and maintains an environment conducive to their basic creativity and learning. Their criticism is constructive and is aimed at more formal and structured training experiences, and they are eager to make viable suggestions towards changes in program for a more effective program.

In sum, they like the program, belong to the program and want to see it continue to give service and grow.

III.C.-5. PERCENTAGE DISTRIBUTION OF CONTACTS
AND DURATION OF CONTACTS, BY PERSON CONTACTED

February, 1972 - May, 1973

	YOUTH	PARENT	PEER	SCHOOL	LAW ENFORCEMENT	GROUP*	OTHER COMMUNITY	TOTAL
% of Contacts	64%	8%	3%	8%	2%	11%	4%	100%
% of Time	64%	6%	2%	2%	1%	23%	2%	100%

*Group includes all group contacts; other categories refer to
individual contacts.

THE EXIT SUMMARY: YOUTHS' RESPONSE TO SERVICE

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The exit summary questionaire was designed to get general information, from the youths that received services at Atlantic Street Service Center (ASC), concerning how they felt about the services at ASC and how effective the services have been. The questionaire is brief, simple and "to the point". There are eleven items on the questionaire and can easily be cross tabulated and analyzed. The particular information sought was: (1) how long in service, (2) how they felt about the service, (3) has the service helped, and (4) how effective the over-all program has been. We were looking for trends and information that might help the program in the future.

The questionaire was designed to point out contradictory responses and also to enable the researcher to control for certain responses to specify trends and "qualified" attitudinal clusters, towards an explanation of these trends and attitudes.

The Youth social workers, para-professionals in training, administered the questionaire and all follow-up data gathering. The data was gotten periodically and the workers', new at this, had some difficulty getting the data at the beginning of the project. Therefore, the data is incomplete for the full time-span of the project. However, there are enough cases represented, with enough variations in duration of service at ASC and the nature of their problems to provide the cases (sample) for a valid study. So, our sample is to be taken as representative and valid.

Due to the fact that changes in background information and case responses co-vary together the questionaire should also be reliable. In that, the controls for background information and those for perceptions of ASC are a part of the same data collecting instrument. And, each sample includes all of the cases in service at that time.

The only complete sets of data are from the summer project and those still in service. This is due to the lack of experience of the youth social workers, as they were learning their job and subsequent roles in the research efforts at ASC.

The presentation is complete though brief. It is in essence a summary of the data analysis for each period of analysis, along with a comparison between periods and comments.

Summer Program

The youths found out about ASC or were directed to ASC in these ways:

A counselor or advisor	42%	(8)
Other (NYC, SISTER, BROTHER, COUSIN, A "brother")	32%	(6)
A friend	21%	(4)
Another social or community agency	5%	(1)
	100%	(19)

The duration of their service ranged from 8 years to 3 weeks, with an average of 11 months. There was one extrum case for 8 years; without that case the average was 7 months. The median time for duration of service was 3 months. Using our standard categories for duration of service: I, less than 4 weeks; II, less than 26 weeks; III, less than 52 weeks; and, IV, more than 52 weeks, this was the distribution:

I	(2)	15%	10%
II	(5)	38%	26%
III	(0)		
IV	(6)	46%	32%
N/R	(6)	0	32%
	19 (-6)	99% (13)	100% (19)

So most of the cases, 46% of those responding and 32% including the non-responses, fall in Group IV, 38% in Group II (26% N/R), 15% in Group I (10% N/R) and 0% in Group III. There are difficulties in analysis here, by group, due to such a high percentage of non-responses. Yet we'll endeavor to make the effort, assuming the summary of the total responses towards ASC without regard to these catagories will suffice to strengthen this weakness in the data.

As to whether or not they felt that the service at ASC had helped them the youths responded:

Yes	58%	(11)
Somewhat	32%	(6)
Don't know	5%	(1)
No	5%	(1)
	100%	(19)

In response to whether they got the service they were looking for, they responded:

Yes	42%	(8)
Somewhat	42%	(8)
Don't know	16%	(3)
No	0%	(0)
	100%	(19)

Fifty-eight percent (11) felt that they came to ASC with "serious" problems, with 42% (8) reporting "no" they did not have serious problems.

In summary, their responses were positive with respect to the service received at ASC; they reported that ASC, in general, met their expectations. They expected good service and received good service. Their response was much the same whether their problems had been of a serious nature or not.

Their main reasons for coming to ASC were (for the summer program):

A job	59%	(17)
School	14	(4)
Home	14	(4)
Law	3	(1)
Welfare	3	(1)
Comm. Problems	3	(1)
Finances (general)	3	(1)
	99%	(29)

Due to the fact the summer program offered to the youths a stipend from NYC along with service, most of the youths chose "a job", but "school" and "home" accounted for a significant proportion of their responses.

Only 21% (4) had had any prior contact with any agencies for the same reasons as those bringing them to ASC and only 26% (5) since coming to ASC; one of the latter had gone to NYC seeking a job and was at ASC for two weeks(I), the others were 2 months(II) and no information on the others. So, for the summer program there was essentially no less in effectiveness in working with these youths. Moreover, 68%(13) reported that they would return to ASC in the future if it became necessary. To the same item 21%(4) responded "no" and 11%(2) responded "maybe". Of those that responded "no", four(4), only one(1) felt that the service had not helped them and that case reported that they would refer another youth to ASC for help should the need arise.

Of the 19 cases in the summer program 13 were terminating with the summer program; 41%(7) felt that their problems were "basically solved", the other responses were "leaving the area"(3), "other"(2) and "ASC couldn't help me"(1).

In summary, the youths, in a significant majority responded positively towards the services and staff at ASC. They felt that they had gotten good service at ASC, the service was effective, they would send others to ASC and they themselves would return for service(help) if necessary in the future.

Youths Currently in Service

These youths were referred to ASC in these ways:

A counselor or advisor	48%	(16)
A friend	30	(10)
Another agency	15	(5)
Other	6	(2)
	99%	(33)

The average was 8.1 months of service at ASC with one(1) non-response (N/R); the median was 7 months. The range was from one week to two years.

When asked whether or not the service at ASC had "helped" they responded:

Yes	68%	(22)
Somewhat	19%	(6)
No	9%	(3)
Don't know	4%	(1)
	100%	(32)

Of those that responded "no" all had had four or less months of service, with two at four months and one at one month. One case was inconsistent in responses to items on the questionnaire, one incomplete and one undecided on most items. So some 87%(28) of the youths felt that they had been helped by services at ASC. The questionnaires for those that responded "no" were either incomplete or "undecided" with contradictory responses.

As if their expectations were fulfilled concerning the service at ASC they responded:

Yes	50%	(16)
Somewhat	31	(10)
No	7	(2)
Don't know	12	(4)
	100%	(32)

Only one was disappointed, in that they felt they had gotten poor service. The same case reported that they had come to ASC partly "to have fun".

With respect to the nature of the problems that they had come to ASC to solve or resolve, 56%(18) reported that they had had serious problems, 3%(1) "somewhat serious", and 41%(13) reported that their problems had not been serious. So, some

Yes	56%	(18)
No	41%	(13)
Somewhat	3%	(1)
	100%	(32)

59%(19) of the youths had problems that could be considered serious, difficult, or complex as perceived by the youths. All of these youths reported that they could come back to ASC for help in the future and that they would refer others to ASC if they needed help. Of the 18 cases with serious problems only two had

contacted or saw the need to contact another agency while in service at ASC. In general their problems were serious and they felt that ASC could and did help them.

Their main reasons (problems) for coming to ASC were as follows:

"School	42%	(24)
Home"	19%	(11)
Community problems	12%	(7)
A job	10%	(6)
Law	9%	(5)
Welfare	2%	(1)
Finances in general	2%	(1)
Other	2%	(1)
Children (own)	2%	(1)
	100%	(50)

So most of the cases reported that their problems, most of them serious, were concerning "school" and at "home", accounting for 61% of their responses.

When asked if they would refer anyone else to ASC for service the youths responded:

Close friends	39%	(21)
Anyone else	33%	(18)
My parents	13%	(7)
Sisters & Brothers (sibling)	11%	(6)
Children (own)	4%	(2)
	100%	(54)

N/R=2
I should point out that few (2) had children; so, the choice item was (is) poor.

Their responses to the item regarding whether or not they had contacted any other agencies prior to coming to ASC were:

Before   15%(5), and
After   12%(4).

Of those youths that responded "yes" three(3) of their responses account for at least five agencies, the others responding with "many" and "lots". Of these five(5) cases only three(3) contacted and agency after service at ASC. There was only one case that had not done so before service but had after service. And, one youth accounted for two(2) of the five contacts. The latter two cases were in general undecided in their responses: "somewhat" and undecided: contradictory responses. Excepting these two cases, the youths responding on these items had highly positive images of ASC.

Eighty-eight percent, 88%(28) of the youths would return to ASC in the future should the need arise. Only two(2) cases reported "no" and one(1) case reported "maybe". The youth responding

"maybe" was generally undecided in total responses to the questionnaire. This I would say is overwhelmingly positive towards ASC.

It was asked of those leaving or terminating with ASC, "why?" Their responses were:

Problem basically solved	57%	(13)
Going to another agency	12%	(3)
Leaving the area	17%	(4)
ASC couldn't help me	5%	(1)
Other	9%	(2)
	100%	(23)

Of those that were seeking another agency, all of their general responses towards ASC were positive; the same was true for those that were leaving the area. The case that reported "ASC couldn't help me" stated that they had come to ASC in large for "fun". Those that chose "other" added these responses:

"I'm at an age whereby I can better cope with my conflicts."

"Feel secure and independent enough to handle some of my own problems.

The latter responses were gotten by letter and phone by an ASC worker. In sum 86% of the youths were definitely satisfied with ASC even though they were terminating service.

In summary, for the youths still in service, their perceptions of ASC were very positive with a large percentage of the youths reporting in that manner. They had been at ASC from 3-1/2 weeks to two years. Most of them felt that they had gotten what they were looking for, 81% favorable. A good number felt that they had come to ASC with serious problems and difficult problems, 59%, and that ASC had helped them. The school, home and community problems accounted for most of their problem source areas. Some 97%(31) of the youths would refer others to ASC, "close friends" 39% and "anyone else" 33% accounting for most of their choices 72%   Very few of the youths had contacted any agencies prior to service at ASC. And this was reduced in numbers of cases since service at ASC. Eighty-eight 88%(28) of the youths requested that they would return to ASC for help when help was needed; and, 57% of the youths terminating reported that their problems were "basically solved". Of these responses, 86% had over-all positive feelings and perceptions about ASC.

Comparative Distributions and Comments.

Both groups were referred to ASC in basically the same manner and proportions. Most of the summer youths (S) were referred by "friends" and others whereas the current (C) youths were mostly referred by counselors.

	S	C
Counselor	42% (8)	48% (16)
Other	32% (6)	30% (10)
Friend	21% (4)	15% (5)
Another agency	5% (1)	6% (2)
	100% (19)	99% (33)

The range for duration of service at ASC was three weeks to eight years for the current.(C) The respective averages and medians were seven months(S), eight months(C), and three months (S) and seven months(C).

For both groups S and C, the trend seemed to be the longer the service the more the number of cases.

Group		S	C
I	(less than 4 weeks)	10% (2)	3% (1)
II	(5 to 26 weeks)	26% (5)	28% (9)
III	(27 to 52 weeks)	0	33% (11)
IV	(52 Weeks plus)	32% (6)	33% (11)
	N/R	32% (6)	3% (1)
		100% (19)	100% (33)

The youth in both groups, S and C felt they had gotten good or effective service at ASC.

"Has service helped?"

	S	C
Yes	58% (11)	68% (22)
Somewhat	32 (6)	19 (6)
Don't know	5 (1)	4 (1)
No	5 (1)	9 (3)
	100% (19)	100% (32)

Seemingly, the service at ASC met the majority expectation, fully or somewhat, 84% for S and 81% for C.

"Was service as expected?"

	S	C
Yes	42% (8)	50% (16)
Somewhat	42 (8)	31 (10)
Don't know	16 (3)	12 (4)
No	0	7 (2)
	100% (19)	100% (19)

The most number had serious problems or felt that their problems were serious, 58% for S and 56% for C.

"...problem(s) serious?"

	S	C
Yes	58% (11)	56% (18)
No	42 (8)	41 (13)
Somewhat	0	3 (1)
	100% (19)	100% (32)

Though the summer group chose "a job" most frequently, 59%(17), it was partly due to the stipend they knew, in advance, they would receive for participation from NYC. Both groups still ranked the same reasons in the same rank order excepting that of "a job".

"...reasons for coming to ASC?"

	S			C	
Job	59% (17)		School	41% (24)	
School	14% (4)		Home	19% (11)	
Home	14% (4)		Community-		
Community-			Problems	12% (07)	
Problems	3% (1)		Job	10% (6)	
N=29	90% (26)		Law	9% (5)	
				91% (53)	

A great percentage of the youths in both groups responded that they would refer others to ASC for help.

"Would you send others to ASC for help?"

	S	C	
Yes	84% (16)	88% (28)	97% (31)
No	11% (2)	12% (4)	or 3% (1)
Maybe	5% (1)		
	100% (19)	100% (32)	100% (32)*

*This was adjusted due to conflicting choices on the questionnaire.

So, including the "maybe's" and the adjustment* the responses were favorable 91% for Summer and 97% for Current.

"Who would you send?"

	S	C
Anyone	70% (16)	33% (18)
Sibling brothers and sisters	13% (3)	11% (6)
Parents	9% (2)	13% (7)
Friends	9% (2)	39% (21)
Children (own)		3% (2)
	101% (23)	99% (54)

The youths would definitely refer another person to ASC for help; anybody, peers, friends and all.

Most of the youth, S and C, would return to ASC for help if they needed it.

"Would you return to ASC for help?"

	S	C
Yes	68% (13)	90% (28)
No	21% (4)	6% (2)
Maybe	11% (2)	3% (1)
	100% (19)	99% (31)*

*N/R= (1) in C

The number of agencies and youths making the contacts were held constant or reduced in both groups. And in each instance the increment of change was due to one case variance.

"Have you contacted another agency? Before? After?"

	S		C
Before	21%	(4)	16% (5)
After	26% or 21%	(5) or (4)*	13% (4)

*The one case increase was there but a short
period of time, less than three weeks.
The last item on the exit summary was:
"Why are you terminating?", For those terminating:

	*S		*C	
Problem basically solved	41%	(7)	57%	(13)
Another agency	18%	(3)	12%	(3)
Learning area	18%	(3)	17%	(4)
ASC couldn't help	6%	(1)	5%	(1)
Other	18%	(3)	9%	(2)
	100%	(17)	100%	(23)

*Too few cases for valid
percentage interpretation.

The majority of the youths felt that their problems were basically
solved, 41% for S and 57% for C. "Another agency" and "learning
the area" ranked about the same, three and four cases.

In summary, all of the youths in both the summer and current
program of service feel positive and favorable towards ASC; they
would send others to ASC; they feel the service is good and meets
their expectations; and, they too would return to ASC for help
if it were ever again necessary.

DATE:_____   CASE NO:_____

We are trying to strengthen our services and see if we're helping
those who seek our services. Please help us by filling out this
questionnaire.

1. How did you find out about ASC? Or, who directed you to come
   to ASC?
   a. a counselor or advisor   c. a friend
   b. another social or   d. other (specify)_____
      community agency   _____

2. How long have you been receiving service from ASC?_____

3. Do you feel that the service of ASC has helped you?
   Yes_____   No_____   Somewhat_____   Don't know_____

4. Did you get what you were looking for in terms of service?
   Yes_____   No_____   Somewhat_____   Don't know_____

5. Was your main reason for coming to ASC of a "serious" nature?
   Yes_____   No_____

6. The main reason(s) for your coming to ASC was (were) related to
   a. school   d. welfare   g. community problems
   b. home   e. children (yours) h. finances in general
   c. law   f. a job   i. other (specify)_____

7. Based on your own experience with ASC, would you send anyone
   else for services?   Yes_____   No_____

8. Who would you send to ASC for service?
   a. my parents   d. my children
   b. my blood brothers and sisters e. anyone else who
   c. my close friends   needs help

9. How many agencies have you contacted other than ASC concerning
   the same reasons for you having come to ASC?
   a. before coming to ASC_____   b. since coming to ASC_____

10. If you needed help at a later date, would you seek aid, counsel
    or advice from ASC?   Yes_____   No_____
    If no, why not? (Explain briefly)_____.

11. (If you are leaving ASC service) Why will you no longer be
    getting services from ASC?
    a. Problem basically solved   d. ASC couldn't help me
    b. going to another agency   e. I'm tired of the hassle
    c. leaving the area   f. other (specify)_____

END