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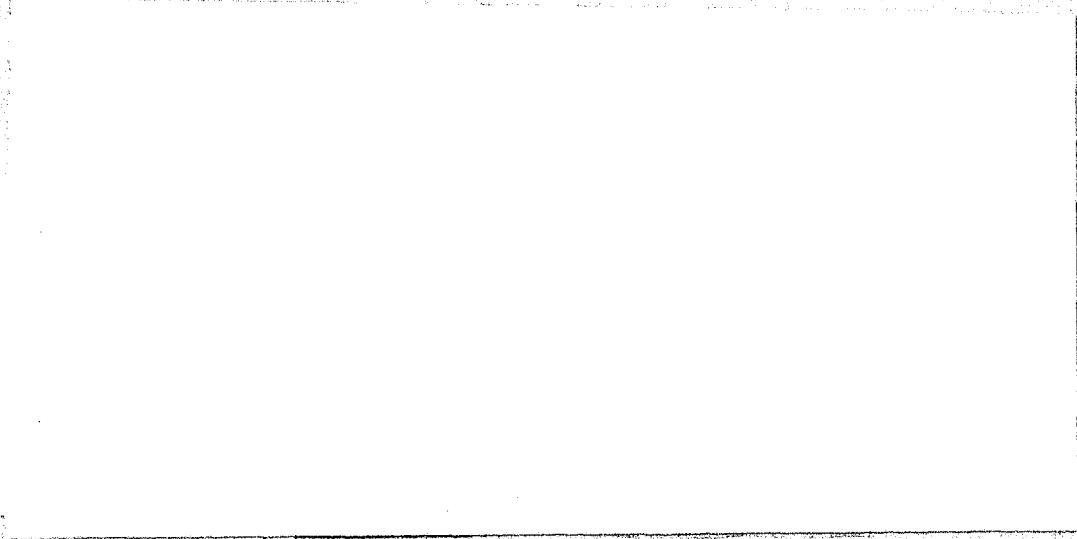
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Purpose: . . .to promote the social welfare of persons resident or located in the greater Saint Paul metropolitan area by all appropriate means, including relief of the poor, care of the sick and aged, care and nurture of children, aid to the disadvantaged and otherwise needy, promotion of physical and mental health, support of rehabilitation and corrections, provision of needed housing and social services, operation of residences and facilities for the aged, the infirm and those requiring special care, and in general the conservation of human resources by the provision of human services responsive to the welfare needs of the community, all without regard to or discrimination on account of nationality, sex, color, religious scruples or prejudices.



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**ST. CROIX CAMPS PROGRAM**

**1990 ANNUAL PROGRAM EVALUATION REPORT**

**Prepared by:**

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**October, 1990**

## INTRODUCTION

This report provides evaluation information on the services provided by the St. Croix Camps Program operated by the Children and Families Services Group of the Amherst H. Wilder Foundation.

The first part of the report (pages 2 - 10) presents client records, service information, budget/financial, and evaluation information assembled for the purposes of the 1990 Program Ratings. This information is supplemented by open-ended comments provided by respondents (pages 11 - 16) in 1988-89.

The second part of the report (pages 17 - 19) presents a summary and discussion of issues to be considered by program managers and staff based on an interpretation of the findings.

1990 ANNUAL PROGRAM EVALUATION REPORT  
DESCRIPTIVE INFORMATION-DIRECT CARE SERVICES

PROGRAM NAME: St. Croix Camps

NO: 770

FIT WITH MISSION AND EMPHASIS

BRIEF DESCRIPTION:

Provides wilderness oriented, short term, structured residential program for adolescents 13-17 referred primarily from Juvenile Court for multiple reasons. Within a structured, consistent environment the St. Croix Camps provide a variety of school, work and outdoor experiences in which campers can experience success for the purpose of increasing self-esteem, social skills and a pro-social behavior so that the youth can return home and function successfully in their school and community. A family program while youth are at Camp is also provided. Two Camps, one for males, one for females, are operated. Some referrals come from Human Services. Year-round school and work experience, as well as survival training and challenge experiences, are integral components of the program.

KEY:

- DNC = Data not collected by record system used in this program.
- NA = Not applicable.
- NAV = Data not available.
- TFC = Too few cases with valid data to compute this statistic.

FIT WITH MISSION AND EMPHASIS (Continued)

		<u>1986-87</u> <u>Budget</u>	<u>1987-88</u> <u>Budget</u>	<u>1988-89</u> <u>Budget</u>	<u>1989-90</u> <u>Budget</u>
<u>STAFF:</u>	FTE's	<u>55.7</u>	<u>56.1</u>	<u>55.9</u>	<u>57.4</u>
		<u>1986-87</u> <u>Actual</u>	<u>1987-88</u> <u>Actual</u>	<u>1988-89</u> <u>Actual</u>	<u>1989-90</u> <u>Objective</u>
<u>VOLUNTEER:</u>	Hours:	<u>360</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Number:	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>PERSONS ENROLLED:</u> <sup>a</sup>		<u>366</u>	<u>407</u>	<u>408</u>	<u>410</u>
<u>PERSONS SERVED:</u> (Direct Service) <sup>a</sup>		<u>364</u>	<u>406</u>	<u>404</u>	
<u>CLIENT CHARACTERISTICS:</u> (Based on Persons Enrolled)		<u>1986-87</u> <u>Actual</u>	<u>1987-88</u> <u>Actual</u>	<u>1988-89</u> <u>Actual</u>	
Percent non-white		<u>15</u>	<u>20</u>	<u>18</u>	
Average age, all clients <sup>b</sup>		<u>15</u>	<u>15</u>	<u>15</u>	
Percent under 18 <sup>b</sup>		<u>100</u>	<u>99</u>	<u>99</u>	
Percent 75+ <sup>b</sup>		<u>0</u>	<u>0</u>	<u>0</u>	
Percent female		<u>49</u>	<u>47</u>	<u>47</u>	
Percent of persons under 18 from single parent families <sup>c</sup>		<u>53</u>	<u>52</u>	<u>52</u>	
Percent in 4 County Service Area <sup>c</sup> (Ramsey, Dakota, Anoka, Wash.)		<u>60</u>	<u>48</u>	<u>44</u>	
Percent in all other counties <sup>c</sup>		<u>40</u>	<u>52</u>	<u>56</u>	
Percent of clients in poverty <sup>c, d</sup>		<u>TFC</u>	<u>TFC</u>	<u>TFC</u>	
Percent of clients near poverty <sup>c, e</sup>		<u>TFC</u>	<u>TFC</u>	<u>TFC</u>	
Percent in all other income categories <sup>c</sup>		<u>TFC</u>	<u>TFC</u>	<u>TFC</u>	

<sup>a</sup> Persons enrolled: persons listed as "open clients" at any time during the designated year. Persons served: enrolled persons who received at least one unit of service during the designated year.

<sup>b</sup> Based on current age.

<sup>c</sup> Based on data no more than two fiscal years old.

<sup>d</sup> Includes persons with incomes below the Federal poverty line.

<sup>e</sup> Includes incomes between 100% and 150% of the Federal poverty line.

FIT WITH MISSION AND EMPHASIS (Continued)

<u>TOTAL NUMBER OF CLIENTS ENTERING PROGRAM</u>		<u>1987-88</u> <u>N=323</u>	<u>1988-89</u> <u>N=316</u>
<u>CLIENT PROBLEMS (AT INTAKE)</u> (Based on persons entering Program during fiscal year with data available)		<u>Percent With Major Problem</u>	
		<u>1987-88</u> <u>(N=315)</u>	<u>1988-89</u> <u>(N=312)</u>
0100	Employment & Financial	0	0
0200	Household Management	0	0
0300	School Behavior, Attendance, & Participation	22	19
0400	Learning/Academic	<1	<1
0500	Family Functioning	5	6
0600	Social & Emotional Health - Sexual	0	0
0700	Physical & Sexual Abuse	1	<1
0800	Social & Emotional Health - Aggressive/Acting Out (Externalizing)	29	32
0900	Social & Emotional Health - Withdrawn/Depressed/Anxious (Internalizing)	2	2
1000	Social & Emotional Health - Other	7	11
1100	Health Related	0	0
1200	Transportation	0	0
1300	Safe & Secure Housing/Shelter/Child Care	<1	0
1400	Antisocial/Delinquent Behavior	34	29

<u>PROBLEM SEVERITY (AT INTAKE)</u> (Based on persons entering Program during fiscal year with data available)		<u>1987-88</u> <u>Percent</u> <u>(N=314)</u>	<u>1988-89</u> <u>Percent</u> <u>(N=312)</u>
Percent of clients whose problems at the time of initial assessment are rated by staff as:			
	Minor*	0	0
	Moderate	<1	0
	Serious or Severe	100	100

\* Includes a small number of clients whose problems were given a severity rating of "none" at intake.

SERVICE INFORMATION

SERVICE:	1986-87	1987-88	1988-89	1989-90
UNITS OF DIRECT SERVICE:	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Objective</u>
Clients	<u>364</u>	<u>406</u>	<u>404</u>	
Days	<u>27,249</u>	<u>30,210</u>	<u>29,730</u>	<u>29,200</u>
Average Number of <i>Days</i> Direct Service per Client: ( <i>Days</i> of Direct Service/ Number of Clients)	<u>74.86</u>	<u>74.41</u>	<u>73.59</u>	
INDIRECT SERVICE: (Non-Wilder Only)				
Consultation Hours	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Organizations Served	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Average Number of Hours Consultation per Client Organization: (Hours/ Number of Client Organizations)	<u>0</u>	<u>0</u>	<u>0</u>	
Training Hours	<u>6</u>	<u>0</u>	<u>7</u>	<u>26</u>
Persons Trained	<u>243</u>	<u>0</u>	<u>101</u>	<u>550</u>



FINANCIAL INFORMATION

	<u>1986-87</u> <u>Actual</u>	<u>1987-88</u> <u>Actual</u>	<u>1988-89</u> <u>Actual</u>	<u>1989-90</u> <u>Budget</u>
FISCAL DATA: Expenses:	<u>\$2,094,069</u>	<u>\$2,182,348</u>	<u>\$2,314,307</u>	<u>\$2,403,570</u>
(does not include allocation) Income:	<u>\$2,306,208</u>	<u>\$2,485,007</u>	<u>\$2,532,799</u>	<u>\$2,634,060</u>
Wilder Subsidy:	<u>\$ (212,139)</u>	<u>\$ (302,659)</u>	<u>\$ (218,492)</u>	<u>\$ (230,490)</u>
Ratio of Income to Subsidy	<u>NA</u>	<u>NA</u>	<u>NA</u>	
Subsidy Per Client:	<u>\$ NA</u>	<u>\$ NA</u>	<u>\$ NA</u>	
Subsidy Per Service Unit:	<u>\$ NA</u>	<u>\$ NA</u>	<u>\$ NA</u>	

## OUTSIDE INCOME SOURCES:

Government Contracts	<u>\$2,257,600</u>	<u>\$2,416,824</u>	<u>\$2,489,804</u>	<u>\$2,592,960</u>
Private Pay	<u>\$ 41,218</u>	<u>\$ 39,214</u>	<u>\$ 41,697</u>	<u>\$ 40,200</u>
Grants/Gifts	<u>\$ 156</u>	<u>\$ 883</u>	<u>\$ 939</u>	<u>\$ 900</u>
Other	<u>\$ 7,234</u>	<u>\$ 28,086</u>	<u>\$ 359</u>	<u>\$ 0</u>

EVALUATION DATA

The St. Croix Camps Program is assessed through an ongoing client survey. Only clients who reside in Ramsey, Washington, Dakota, Anoka and Hennepin counties are included in the ongoing evaluation of the program. A 50 percent random sample of these clients is selected for follow-up. Parents of clients are interviewed via the telephone about their sons or daughters when their children enter camp and again twelve months after their children leave camp. Clients are also asked by camp staff to complete a self-esteem questionnaire when they enter camp and just before they leave camp. Clients' court records are searched twelve months after they leave camp. Data regarding clients' pre-camp and post-camp delinquent activity are collected from court records at the time of the search in order to determine whether there have been any changes in clients' patterns of criminal behavior. These procedures were implemented in July, 1987.

During fiscal year 1987-88, 119 clients left camp and were eligible for follow-up. Seventy-two parents completed both the initial interview and the follow-up interview 12 months after their children left camp for a response rate of 61 percent.\*

Camp staff asked clients in fiscal years 1987-88 and 1988-89 to complete a self-esteem questionnaire when they entered camp and just before they left. Seventy-five clients completed both self-esteem forms in 1987-88 and 94 did so in 1988-89.

Finally, the court records of the 1987-88 clients were searched twelve months after they left camp. Searches were completed for 80 clients. Searches were not completed for 39 clients; 11 did not graduate, 7 had files that were not available at the time of the search, one case was inadvertently not searched and 20 clients turned 18 during the year following their camp graduation.\*\*

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\* The data collected from parents whose children left camp in 1988-89 will be reported in next year's program ratings report to allow for enough time to elapse so that all twelve month follow-ups can be completed.

\*\* Once a client turns 18, he/she is no longer under the jurisdiction of the juvenile court and thus, his/her post-camp record is not comparable to his/her pre-camp record.

SERVICE EFFECTIVENESS

	1987-88 Clients	
	Boys Percent (N=38)	Girls Percent (N=42)
Percent with <u>no</u> sustained offenses (those for which clients were found guilty) during the 12 months <u>prior</u> to camp admission.	11	19
Percent with <u>no</u> sustained offenses during the 12 months <u>after</u> camp graduation.	40	60

	1987-88 Clients	
	Boys Percent (N=38)	Girls Percent (N=42)
Mean number (average) of sustained offenses (those for which clients were found guilty) committed twelve months before camp admission and twelve months after camp graduation. <sup>a</sup>		
Mean twelve months before admission	4.08 *	2.52 **
Mean twelve months after graduation	2.24	1.41

	1987-88 Clients	
	Boys Percent (N=38)	Girls Percent (N=30)
Percent of respondents who report that their child received quite a bit of help or a great deal of help from the program.	66	63

	Boys		Girls	
	1987-88 Clients (N=47)	1988-89 Clients (N=53)	1987-88 Clients (N=28)	1988-89 Clients (N=41)
Clients' mean (average) scores on the self-esteem questionnaire at intake and just before they left camp (the higher the mean, the higher the self-esteem; range of scores = 0-10).				
Intake mean	7.40 *	7.72 *	6.32 *	6.83
Graduation mean	8.49	8.38	8.04	7.56

<sup>a</sup> These data were not reported for Program Ratings.

\* Difference between the means is statistically significant (p < .01).

\*\* Difference between the means is statistically significant (p < .05).

	1987-88 Clients	
	<u>Boys</u>	<u>Girls</u>
	(N=37)	(N=32)
<p>Mean (average) behavior problem scores (T-Scores) on the Achenbach Child Behavior Checklist at intake and twelve months after clients left camp: Higher scores indicate more behavior problems.</p>		
Intake score	71.00	75.79
Twelve month follow-up score	60.06	66.28

	1987-88 Clients	
	<u>Boys</u>	<u>Girls</u>
	Percent (N=37)	Percent (N=32)
<p>At the twelve month follow-up, percent of clients improving, remaining the same or deteriorating on the Achenbach Child Behavior Checklist:</p>		
Improved.	50	59
Remained the same.	47	28
Deteriorated.	3	14

<p>Percentage of clients in the "clinical range" on the Achenbach Child Behavior Checklist at intake and twelve months after clients left camp:</p>		
Percentage in "clinical range" at intake.	78	100
Percentage in "clinical range" at the 12 month follow-up.	44	59
Percent moving from "clinical" to "normal" range (intake to 12 month follow-up)	36	41

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\* Difference between the means is statistically significant;  $p \leq .01$ .

CLIENT SATISFACTIONSatisfaction With Core Services

	1987-88 Clients	
	<u>Boys</u> (N=38) <sup>a</sup>	<u>Girls</u> (N=34) <sup>b</sup>
On a scale from 1-5, where 1=very poor and 5=very good, the mean (average) ratings given by parents at the twelve month follow-up to the following aspects of the program:		
Helpfulness of staff.	4.53	4.63
Competence of staff.	4.58	4.61
Staff's ability to deal with clients' needs.	4.47	4.36
Staff's ability to maintain control of clients.	4.53	4.68
Camp school program.	4.41	4.41

	1987-88 Clients	
	<u>Boys</u> <u>Percent</u> (N=38) <sup>a</sup>	<u>Girls</u> <u>Percent</u> (N=34) <sup>b</sup>
Percent of parents who were satisfied, very satisfied or extremely satisfied with the Camp program.	89	94

Satisfaction With Other Aspects of Service

	1987-88 Clients	
	<u>Boys</u> (N=38) <sup>a</sup>	<u>Girls</u> (N=34) <sup>b</sup>
On a scale from 1-5, where 1=very poor and 5=very good, the mean (average) ratings given by parents at the twelve month follow-up to the following aspects of the program:		
Amount of time staff spent with clients.	4.41	4.61
Attitude of staff toward clients.	4.57	4.65
Adequacy of the information staff gave to the parents about their children's progress.	4.37	4.10
Staff's willingness to talk to parents.	4.55	4.34

<sup>a</sup> Because of missing data, the number of cases on which items are based varies between 36 and 38 for boys.

<sup>b</sup> Because of missing data, the number of cases on which items are based varies between 28 and 34 for girls.

OPEN-ENDED COMMENTS

In addition to the quantitative indicators of client satisfaction and program effectiveness, parents were asked the following open-ended questions:

1. Can you think of any specific aspects of the program at St. Croix Camps that were especially satisfying to you?
2. Do you have any suggestions for improving the program?

Below are the responses parents gave to these questions when they were interviewed.

Can you think of any specific aspects of the program at St. Croix Camp that were especially satisfying to you?

- The ability of the staff to "hang in there" with him even though he was giving them a lot of problems. This was the only residential program that he completed even though he didn't get very high ratings.
- Overall program. They combine nurturing-caring with firmness and consistency.
- Helped him (the son) to understand responsibility, discipline better.
- The wood "ricks" chopped, got children more out of program by the amount they chopped. He learned a lot, he's going to take into the future.
- He got some culture.
- Availability of counselors to kids. Able to talk about problems. Confidence in confidentiality of staff.
- I like the way they look at overall picture of child. Emphasize the good as well as the bad. Excellent program!
- Physical exercise, solo expedition, the completely structured environment.
- She learned responsibility at camp, consequences for behavior.
- I liked the way they helped my son grow up and how well.
- The way staff was able to maintain control of my daughter. The way the staff worked to build the kid's self-esteem.
- Taught him respect.
- The physical activities were good. Teamwork, loading wood was good. Their solo was beneficial to him, learning survival skills.
- The discipline: they weren't overly harsh. Staff punished the kids when they needed it and counseled them too. Child wasn't unhappy, he was comfortable there.
- Worked with self esteem. Got her in touch with her feelings. Discipline was good.
- They took time to talk to my child.
- There's a day and night difference in him in terms of his attitude; he still doesn't make right choices but he hasn't gotten in trouble yet; there is so much better communication between us.
- Counselors were good. They really got to know her, helped her.
- Schooling quite good.
- Very strict about the rules. Thought consequences were fair and worked well for them.

Can you think of any specific aspects of the program at St. Croix Camp that were especially satisfying to you? (Continued)

- They made her go to school and she went, they kept in control (other places didn't control her temper).
- They taught them about self-esteem.
- The building back up of her self-worth. Learning cooperation, team effort. The solo, I think that's a wonderful idea.
- Communications between staff and client.
- Counselors extremely caring. Good program to help them control their own behavior and build self-esteem.
- The staff. Giving the girls the feeling that they are somebody.
- Teaching consequences of behavior and responsibility in schooling.
- The way they were able to keep her under control.
- Dealt with her and her dad very well.
- The communication was good.
- One-on-one with me and staff and him.
- The solo that they did at the camp.
- Liked the control; and the respect that the kids had when they returned, like army life, it builds a sense of belonging, collectiveness, that is good.
- What they did in the school program. He got better grades and more credits done in 4 months than in the past 2 years of public school. He can't get along with public school teachers. At camp, his immature behavior was accepted by them and he could work within that. They understood he's not a bad kid, just immature, no one else does.
- I think the trips/excursions he went on were helpful. The kids can see how they can rely on themselves. The solo, it was good. It gave them a chance to depend on themselves, use their skills that they learned. The program they had on the last day when they graduated was good, telling their experiences and how they made it through them.
- The school program was great. It helped get our son interested in school again.
- The follow-up. The kids keeping contact with each other impressed me.
- Really helped her self-esteem.
- Survival training, work itself.



Can you think of any specific aspects of the program at St. Croix Camp that were especially satisfying to you? (Continued)

- The counseling; when the clients had problems with what they were supposed to do, they were helped.
- Expo that they took, he liked that a lot.
- She really needed someone to talk to, teacher and counselor were very open and willing to talk.
- Client became more self-confident, trips that she took.
- The learning experience that she got. She does reflect on it. It helped her for awhile.
- Self-confidence building part of solo and outward bound, immediate action taken when rules are broken or for bad behavior.
- Way they were able to keep control and motivate them.
- Solo was good, trip to Michigan was good, staff people related well to child, teacher seemed interested, all seemed to take job seriously and really enjoyed job.
- The discipline, with the wood cutting discipline.
- They were willing to talk with her and work with child and try to solve problems.
- The staff were very strong, didn't let clients con them. The reward system was good. The staff were obviously good in communicating with clients.
- Everyone was willing to help.
- Expo at the end.
- The solo project; her increasing maturity.
- The rules and expectations were set up clearly and followed through on. Education, teachers were good. Physical aspect was good. Immediate feedback and consequences for her actions. This helped her.
- The schooling. The staff's way of handling problems, made kids feel that they could depend on someone. Liked that he had a made parent figure to help him with problems. Extremely impressed with the staff. They care more than anywhere else we've seen. They helped change his negative attitude into pluses.
- I liked how they challenged the kids to meet certain expectations and do their best (i.e., the week long camping thing).
- The school element. Kids need the setting to prove they can do well in school. The discipline and extra activities give kids self-images, improve their self-worth.

Do you have suggestions for improving the program?

- Comments: I have a concern and a suggestion, ask in interviews/evaluate, "What were the reasons he was at St. Croix Camp?" and ask in follow-up if they have been improved on, i.e., this child was placed at St. Croix for theft, now he's in prison for auto theft. His behavior problem, crime problem was not solved, even though St. Croix improved his esteem, etc.
- Have more of an outward bound, testing their skills, learn more team work.
- Not enough culture, would like to see more exposure to American Indian culture.
- Lengthening it! Both times child was at St. Croix, it seemed like the kids were just coming around when they have to leave, so they revert to being in trouble once they're out. It's too bad judges don't send them at a younger age, by the time they go it's too late.
- Need to teach child how to act on the outside, in reality, as well.
- Made parents feel like outsiders. Need more discussion between staff and parents. Let swearing go as an okay behavior.
- Have more staff if they are going to deal with kids like him (his special needs).
- Should ease the kids back into the home if they come from somewhere else. Have half-way point between camp and home placement.
- They didn't inform me about her and what had happened to her before coming to camp (street prostitution).
- Have one-on-one counseling for school. Counsel them on schooling options rather than going back to regular school. He did well in school, but after camp he went to school 3 days and then quit. Focus on what's going to happen after camp.
- Make it longer.
- Better communication between parent and St. Croix with split families.
- Should have more counseling meetings in the neighborhood.
- Narrowing the waiting list to a 2 month wait.
- Repeat offenders could use a follow-up to help remind them what they learned at camp. Refresher course.
- Academics could be raised up.
- It was so involved at the camp he couldn't make the transition to freedom, he was too immature to cut it. Have a school, something in between, that can help kids like him. I think he could excel.

Do you have suggestions for improving the program? (Continued)

- Maybe they could offer drug counseling or a counselor on drugs because so many are involved in them. A counselor told him to get help with it when he graduated but he never did.
- Would like to see the sessions longer (like 6 months) and include some counseling/therapy.
- Wishes the court had sent him back for a full 3-month session.
- More activity with family once are settled in or maybe right before release to initiate closeness.
- Follow-up call from staff in month or two would have been nice, he got really close to some of them (realizes this would take time).
- I think that more emphasis should be put on the academic school program, so client's know how important schooling is.
- Keep in touch more often and more closely with parents.
- Have it longer (6-9 month program) for some kids. Particularly kids in the school program.

SUMMARY AND ISSUES TO CONSIDER

Except for the variable, county of residence, the demographic characteristics of St. Croix Camps' clients have been quite stable. For county of residence, the percent of clients living in the Foundation's four county service area decreased over the three year period covered by this report. In fiscal year 1986-87, the percentage stood at 60. By fiscal year 1988-89, it had decreased to 44.

Because of a lack of data, information about the percent of clients in poverty, near poverty, and in all other income categories was not reported. As a result, it is not possible to adequately assess whether the program is serving low income clients. According to program staff, intake information, in some cases, is obtained solely from clients and they do not have adequate knowledge of their family's income. Also, counties require parents, based on their income, to pay for some of the costs associated with their children's stay at St. Croix Camps. Because of this, some number of parents are reluctant to report family income to the program because they are afraid the information will be forwarded to the sentencing county. Program managers and staff may wish to discuss alternative strategies for obtaining client income data.

The three most frequent types of problems exhibited by clients at intake are School Behavior, School Attendance and Participation; Social and Emotional Health-Aggressive/Acting Out; and Antisocial/Delinquent Behavior. All clients entering the program in 1987-88 and 1988-89 were rated by program staff as serious or severe in terms of their intake problems. Needless-to-say, this client population presents a difficult challenge to program staff.

Despite the severe problems experienced by clients when they enter St. Croix Camps, there is evidence that the program is effective in serving them. For example, although many clients continue to engage in criminal behavior (60% of the boys, 40% of the girls) after they graduate from camp, they are guilty of significantly fewer crimes in the year following camp graduation in comparison to the year prior to their camp enrollment. Additionally, the self-esteem of both boys and girls is higher at graduation in comparison to intake.

Parents also see the St. Croix Camps Program as an effective service for their children. Sixty-six percent of the parents of boys and 63 percent of the parents of girls report that their children received quite a bit of help

or a great deal of help from the program. At the one year follow-up, parents report significant positive changes in their children's behavior as indicated by their responses to the Achenbach Child Behavior Checklist. Average T-Scores (total scores) on the Checklist significantly decreased for both boys and girls suggesting clients were exhibiting fewer problems at follow-up in comparison to intake. Also at follow-up, only 44 percent of the boys' scores were in the clinical range in comparison to 78 percent who were in the clinical range at the time of their camp enrollment. For girls, only 59 percent of the scores remained in the clinical range at follow-up compared to 100 percent at intake. These results, although showing "positive" change in clients' behavioral problems, suggest that a substantial minority of clients (36% of the boys, 41% of the girls) were still in need of mental health services one year after their camp graduation.

Despite the fact that a number of clients continued to engage in criminal activity and exhibit behavioral problems, parents were highly satisfied with the St. Croix Camps Program. Eighty-nine percent of parents of boys and 94 percent of parents of girls reported they were satisfied, very satisfied or extremely satisfied with the program. Similarly, parental ratings of staff were extremely high. On a 1-5 scale where 1=very poor and 5=very good, staff received average ratings of at least 4.00 on helpfulness, competence, ability to deal with client needs, and ability to maintain control of clients. Parents were equally pleased with the amount of time staff spent with clients and their attitude toward clients. Parent-staff interaction also received high marks, and the camps' school program was judged to be good to very good (average rating=4.41).

Respondents' high satisfaction with the program is also reflected in their open-ended comments. When asked what aspects of the program were especially satisfying to them, several parents mentioned the school program, the physical activities, and the communication between program staff and clients. Some also felt the experiences at camp strengthened their children's self-esteem. Other parents described the type of discipline exercised by staff members. They appreciated that staff were firm and consistent with their children and that there were consequences if their children misbehaved.

In addition to their praise of the program, parents offered some suggestions for improving it. For example, several parents recommended lengthening the program. Others saw gaps and a need for improvement in the amount of communication families had with camp staff and in the preparation

they and their children received in regard to the transition from camp to home. At least two parents suggested a "half-way house" type of program which would ease clients back into the community. Another parent saw a need for more counseling and discussion with clients and parents about the type of school options available to clients in their communities after camp graduation. These transition issues might be addressed in conjunction with Family/Aftercare Program since helping clients and their families with the transition from camp to community/home is one of its goals.

Finally, although the data just reviewed suggest similar patterns for boys and girls with regard to program effectiveness, there are some gender differences worth noting. The self-esteem of male clients at intake and follow-up tends to be higher than the self-esteem of female clients. Also, according to their parents' judgments, girls exhibit more behavioral problems at both intake and follow-up and are more in need of mental health services at both time periods than boys. Conversely, girls engage in less criminal activity before and after camp than boys. As suggested in last year's annual report, staff may want to discuss what implications these gender differences have for program goals, objectives and programming.