

Palama
PALAMA SETTLEMENT
IN-COMMUNITY TREATMENT PROGRAM

A PRELIMINARY REPORT
April 1981 - March 1982

by
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IN-COMMUNITY TREATMENT PROGRAM

BACKGROUND

The Palama Settlement In-Community Treatment Program (ICTP) originally began in 1970 with the intent of reducing and/or eliminating drug abuse, law violations and status offenses among youths (ages 12-17) referred to the program from the Family Court. It attempted to address these problems through the development of an intense, comprehensive, day treatment and out-patient program.

In 1977, with the availability of matching state and federal funds through the National Institute of Drug Abuse (NIDA), Alcohol & Drug Abuse Branch (ADAB), a comprehensive drug abuse program was developed. Funds were also received from the Law Enforcement Assistance Administration (LEAA) for a similar program for law violators and status offenders. A comprehensive youth services system was designed to include an array of therapeutic approaches such as Transactional Analysis (TA), Rational Emotive Therapy (RET), Actualizing Human Potential (AHP), Contracting of Personal Efforts (COPE) and the "ohana" or extended family approach. Previously, the primary intervention tool was Guided Group Interaction (GGI).

In 1980, the drug abuse and law violation/status offense programs were combined; and an eclectic approach based on Reality Therapy became the primary therapeutic tool within the group setting. Changes also occurred in the educational component of the program i.e. the modular system which was later suspended after a brief trial.

Currently, a major portion of the program is funded by the State through the Family Court of Honolulu. Referrals from other sources (i.e. Catholic Social Services, Queen Liliuokalani Children's Center and the Hawaii Youth Correctional Facility) and self-referrals are accepted.

PROGRAM GOAL AND OUTCOME OBJECTIVES

The goal of the In-Community Treatment Program (ICTP) is to attempt to help its youthful participants to:

- a) learn to observe and abide by the ordinances and statutes of the community in which they reside; and
- b) to reduce and/or eliminate substance abuse usage.

The program will achieve this goal by enabling the participants to reinstate among themselves, a positive sense of self-esteem, self-concept, and confidence; to develop a positive attitude toward learning and the related activities associated with successful school experiences; and to strengthen the participating youths' basic repertoire of common behaviors necessary for academic and social adjustment in the home, school and community.

In order to effectively evaluate achievement of the above-stated goal, the following outcome objectives were outlined in the Final Report (YDRC Report #263) and agreed upon by the Board's Program Committee and the ICTP staff.

Given the opportunity to participate in the In-Community Treatment Program for a period of six months or longer, the successful youth will be able to:

1. Establish a 100% attendance record at the Palama Settlement for a period of four (4) consecutive weeks.
2. Establish a promptness rate (for program attendance) of 95% or better for a minimum period of four (4) consecutive weeks.
3. Achieve on a standardized norm-referenced instrument, a grade equivalent gain, in basic academic skills (language, reading, and math) that is greater than 3.0 or a reading placement level of 9.0, whichever is greater.
4. Demonstrate the ability to assume personal responsibility for completion of negotiated academic tasks, at a rate of 75% or better.
5. Demonstrate the ability to apply knowledge about their own aptitudes, interests and abilities as indicated by the development of a personal career plan that is realistic, specifies at least three alternative long-range goals and a hierarchy of objectives to achieve the goals.
6. Demonstrate growth in the ability to locate and secure jobs as indicated by pre-post differences to paper-pencil (or verbal) responses to hypothetical situations with alternatives that indicate varying degrees of job seeking abilities.
7. Exhibit growth in realistic and favorable attitudes toward the world of work, at a rate of 75% or better, by the completion of negotiated work contracts.
8. Demonstrate growth in social adjustment skills as evidenced by no recorded law or status offenses for a period of twelve (12) consecutive weeks.
9. Demonstrate the ability to become a productive and contributing member of society by completing at least one (1) non-compensated personal or public service project at Palama Settlement or other agency.
10. Demonstrate a reduction and/or elimination of drug abuse behaviors as evidenced by a minimum of 90% "clear" record for a period of four (4) consecutive weeks.

DESCRIPTION OF THE PROGRAM

The following is a description of the program as it existed during the reporting period from April 1981 to March 1982. The

changes that have occurred since and which are currently in operation will be reviewed in the next evaluation report.

The In-Community Treatment Program (ICTP) provides individual counselling, group therapy, kinetic activities, remedial education and enrichment experiences (i.e. "vocational education" field visits and fun outings to the beach).

In meeting the physical growth and development needs of the youngster, a nutrition and health component was developed. It involved "hard" (i.e. basketball and volleyball) and "soft" (i.e. arts and crafts) kinetics and a breakfast (which was later discontinued) and a lunch feeding program. Before acceptance into the program, all participants are required to take a physical examination either at their private physician's office or the Kaumakapili Walk-In Clinic.

A major component of the program is the Learning Center, which is structured to provide an alternative educational setting where individual students can find success by achieving at his/her own rate. Upon enrollment, the student is given a battery of tests* including the California Achievement Test to determine the level of his/her basic academic skills in language, reading and mathematics. Thereupon, the learning manager individually assigns appropriate academic materials according to the student's level of ability.

All activities are completed independently or within small instructional groups. Weekly monitoring and assignment of academic work insures the student's progress in learning.

*i.e., Test of Conceptual Utilization, Rotter Internal-External Control Evaluation, Interest Inventory.

Based on an open classroom design, the student in the Learning Center functions under a contingency management system emphasizing token economy. The points earned can be exchanged for immediate rewards such as candies and cigarettes or saved for a larger expenditure (i.e. record or clothing) in the future.

Contracting, begun in September 1980, is also negotiated, depending on the individual student. The Learning Center contracts are negotiated weekly on the student's behavior in the program. While contracts originating in the group sessions have a longer time period, generally one month. Completion of the contract enables the student to attend kinetics on Fridays and/or "fun" outings during the week.

Typically, the student spends approximately nine (9) hours per week (3 hours per day on Mondays, Tuesdays and Thursdays) in the Learning Center. Wednesdays are designated as days for outings; and because of the half day schedule on Fridays, only kinetics and group sessions are planned.

The following is a typical schedule for the week:

Mondays, Tuesdays and Thursdays:

9:00 - 12:00	Learning Center
12:00 - 12:30	Lunch
12:30 - 1:30	Group Session
1:30 - 2:30	Kinetics

Wednesdays: all day outings

Fridays: half days

Kinetics

Group Sessions

The group therapy sessions are held four (4) times a week for about an hour per session. Each youngster is rated by the group leader on his/her participation level (i.e. topic, personal, feeling) within the group. A drug use rating is also completed for each youngster on a daily basis.

Periodic CAT testing (about every 3-4 months) is administered to gauge the student's academic progress. The average length of stay in the program is 6 to 12 months. Upon completion, the youth is placed on an outpatient status for a period of three (3) months and is expected to report back to the program at least once a week.

STAFFING

For the current reporting period, April 1981 to March 1982, the In-Community Treatment Program (ICTP) consisted of the following staff:

David Kam - Project Director (from September 1981)
Karel Ling - Project Director (up to October 1981)
Terry Ono - Youth Specialist
Ed Nakamura - Youth Specialist
Alex Celebrado - Youth Specialist (from December 1981)
Duval Dutro - Youth Specialist (up to September 1981)
Georgianna Chock - Secretary

Assisted by the following Learning Center staff:

David Fujihara
Sharleen Tokimura
Lynn Yasutomi
Keith Inouye

DESCRIPTION OF THE EVALUATION STUDY

This evaluation design is based on a descriptive approach whereby appropriate data is presented as it relates to the specified outcome objectives. The attainment of all objectives will determine the overall program's effectiveness and the students' success in the program. Depending on the nature of the data, some statistical analyses will be presented where appropriate. In such instances, a pre-post design is instituted with no equivalent control group.

Table 1 displays the evaluation strategy utilized in measuring the achievement of each outcome objective. All data and information were extracted from the client folders and project files by the ICTP staff. Samples of the program forms and evaluation instruments used are exhibited in Appendices A to G. The Client Information, Contract Completion and Group Rating forms were developed in cooperation with the staff. These forms were devised to extract the necessary information from the clients' files. Periodic meetings were held to clarify the data collection instruments and to revise as needed. The other forms incorporated in this evaluation were already being utilized within the program.

The achievement criteria listed for preceding levels (I, II, III) are presented solely for informational purposes. The ultimate criteria of a successful student within the program are based on achievement of the outcome objectives.

This report covers the period from April 1981 to March 1982. Where appropriate, the student population is divided into those who were already in the program as of April 1, 1981 (N=36) and

Table 1

DATA COLLECTION STRATEGY FOR THE IN-COMMUNITY TREATMENT PROGRAM (ICTP)

<u>OUTCOME OBJECTIVES:</u>	<u>DATA SOURCE:</u>	<u>EVALUATION INSTRUMENT:</u>	<u>REQUIRED DATA:</u>	<u>ASSESSMENT TIME:</u>
Given the opportunity to participate in the In-Community Treatment Program for a period of six months or longer, the successful youth will be able to:				
1. Establish a 100% attendance record at the Palama Settlement for a period of four (4) consecutive weeks.	Palama Settlement Staff	Attendance form	a) # of days present/absent	Recorded daily on Monthly form
2. Establish a promptness rate (for program attendance) of 95% or better for a minimum period of four (4) consecutive weeks.	Palama Settlement Staff	Attendance form	a) # of days tardy	Recorded daily on Monthly form
3. Achieve on a standardized norm-referenced instrument, a grade equivalent gain, in basic academic skills (language, reading, and math) that is greater than 3.0 or a reading placement level of 9.0, whichever is greater.	participating youths	California Achievement Test	a) grade equivalent scores and standard scores	Pre & Post
4. Demonstrate the ability to assume personal responsibility for completion of negotiated academic tasks, at a rate of 75% or better.	weekly contracts	Completion of Weekly Contract Record Form	a) # of points participant earned/possible to earn on weekly basis while in program	Weekly
5. Demonstrate the ability to apply knowledge about their own aptitudes, interests and abilities as indicated by the development of a personal career plan that is realistic, specifies at least three alternative long-range goals and a hierarchy of objectives to achieve the goals.	participating youths	Career Oriented Activities Checklist (Monitor, Inc.)	a) percentile & stanine scores	Pre & Post
		Student Career Aspiration Survey (YDRC, revised 1981)	a) responses to each question	Pre & Post

cont.

<u>OUTCOME OBJECTIVES:</u>	<u>DATA SOURCE:</u>	<u>EVALUATION INSTRUMENT:</u>	<u>REQUIRED DATA:</u>	<u>ASSESSMENT TIME:</u>
6. Demonstrate growth in the ability to locate and secure jobs as indicated by pre-post differences to paper-pencil (or verbal) responses to hypothetical situations with alternatives that indicate varying degrees of job seeking abilities.	participating youths	Career Maturity Inventory: Competence Test - Part 4 (Looking Ahead)	a) percentile & standard scores	Pre & Post
7. Exhibit growth in realistic and favorable attitudes toward the world of work, at a rate of 75% or better, by the completion of negotiated work contracts.	participating youths	Job Application Procedures Test (Monitor, Inc.)	a) percentile & stanine scores	
8. Demonstrate growth in social adjustment skills as evidenced by no recorded law or status offenses for a period of twelve (12) consecutive weeks.	Police Probation Officer	Completion of Weekly Contract Record Form	a) # of points participant earned/ possible to earn on weekly basis while in program	Weekly
9. Demonstrate the ability to become a productive and contributing member of society by completing at least one (1) non-compensated personal or public service project at Palama Settlement or other agency.	Agency(ies) receiving services	Law Violations form	a) reported law or status offenses	Continuous
10. Demonstrate a reduction and/or elimination of drug abuse behaviors as evidenced by a minimum of 90% "clear" record for a period of four (4) consecutive weeks.	participating youths	Record of Services Rendered	a) list of agency(ies) receiving service b) type of service rendered c) # of hours of service	Continuous
		Daily Group Session Rating form	a) "clear" record (or no colors noted)	Daily

<u>ACHIEVEMENT LEVEL CRITERIA:</u>	<u>DATA SOURCE:</u>	<u>EVALUATION INSTRUMENT:</u>	<u>REQUIRED DATA:</u>	<u>ASSESSMENT TIME:</u>
LEVEL I:				
Given the opportunity to participate in the In-Community Program for a period of four (4) weeks or longer, the successful youth will be able to:				
a. Maintain an average attendance rate of 90% or better for each four (4) week period.	Palama Settlement Staff	Attendance form	a) # of days present/absent	Daily Recorded on Monthly form
b. Maintain an average promptness rate of 75% or better for each four (4) week period.	Palama Settlement Staff	Attendance form	a) # of days tardy	Daily Recorded on Monthly form
c. Earn a weekly average of ___ points for participation in non-academic enrichment activities (kinetics, outings, etc.) for each four (4) week period.	weekly contracts	Completion of Weekly Contract Record Form	a) # of points participant earned/possible to earn on weekly basis while in program	Weekly
d. Earn a weekly average of ___ points for participation in and completion of assigned academic tasks in the Learning Center for each four (4) week period.	weekly contracts	Completion of Weekly Contract Record Form	a) # of points participant earned/possible to earn on weekly basis while in program	Weekly
e. Earn a positive weekly rating of 50% or better for participation at the "topic" level (Level A) in the GROUP for four (4) consecutive weeks.	Palama Settlement Staff	Daily Group Session Rating Form	a) participants' ratings	Daily
f. Be charged with no more than one (1) law or status offense during a four (4) week period.	Police Probation Officer	Law Violations form	a) reported law or status offenses	Continuous
g. Exhibit 75% "clear" record for each of four (4) weekly periods.	participating youth	Daily Group Session Rating form	a) "clear" record (or no colors noted)	Daily

cont.

<u>ACHIEVEMENT LEVEL CRITERIA:</u>	<u>DATA SOURCE:</u>	<u>EVALUATION INSTRUMENT:</u>	<u>REQUIRED DATA:</u>	<u>ASSESSMENT TIME:</u>
LEVEL II:				
Given the opportunity to participate in the In-Community Treatment Program for a period of eight (8) weeks or longer, the successful youth will be able to:				
a. Maintain an average attendance rate of 95% or better for a four (4) week period.	Palama Settlement Staff	Attendance form	a) # of days present/absent	Recorded Daily on Monthly form
b. Maintain an average promptness rate of 80% or better for a four (4) week period.	Palama Settlement Staff	Attendance form	a) # of days tardy	Recorded Daily on Monthly form
c. Earn a weekly average of ___ points for participation and behavior conduct in non-academic enrichment activities (kinetics, outings, etc.) for a four (4) week period.	weekly contracts	Completion of Weekly Contract Record Form	a) # of points participant earned/possible to earn on weekly basis while in program	Weekly
d. Earn weekly average of ___ points for participation in and completion of assigned academic tasks in the Learning Center for a four (4) week period.	weekly contracts	Completion of Weekly Contract Record Form	a) # of points participant earned/possible to earn on weekly basis while in program	Weekly
e. Earn a positive average rating of 50% or better at the personal level (Level B) in the GROUP for four (4) consecutive weeks.	Palama Settlement Staff	Daily Group Session Rating Form	a) participants' ratings	Daily
f. Observe the ordinances and statutes of the community with no reported law or status offenses during a four (4) week period.	Police Probation Officer	Law Violations form	a) reported law or status offenses	Continuous
g. Exhibit 80% "clear" record for each of four (4) weekly periods.	participating youths	Daily Group Session Rating form	a) "clear" record (or no colors noted)	Daily

cont.

<u>ACHIEVEMENT LEVEL CRITERIA:</u>	<u>DATA SOURCE:</u>	<u>INSTRUMENT:</u>	<u>REQUIRED DATA:</u>	<u>ASSESSMENT TIME:</u>
LEVEL III:				
Given the opportunity to participate in the In-Community Treatment Program for a period of twelve (12) weeks or longer, the successful youth will be able to:				
a. Maintain an average attendance rate of 100% for a four (4) week period.	Palama Settlement Staff	Attendance form	a) # of days present/absent	Recorded Daily on Monthly form
b. Maintain an average promptness rate of 90% or better for a four (4) week period.	Palama Settlement Staff	Attendance form	a) # of days tardy	Recorded Daily on Monthly form
c. Earn a weekly average of ___ points for performing assigned responsibilities in the non-academic enrichment activities (kinetics, outings, etc.) for a four (4) week period.	weekly contracts	Completion of Weekly Contract Record Form	a) # of points participant earned/possible to earn on weekly basis while in program	Weekly
d. Negotiate and complete weekly basic academic skills contracts with an average weekly accuracy rate of 80% or better for a four (4) week period.	weekly contracts	Completion of Weekly Contract Record Form	a) # of contracts completed at 80% accuracy level	Weekly
e. Negotiate and complete 75% of weekly career/vocational development contracts for a four (4) week period.	weekly contracts	Completion of Weekly Contract Record Form	a) # of contracts completed	Weekly
f. Earn a positive average rating of 80% or better for participation at the "personal" level (Level B) in the GROUP for four (4) consecutive weeks.	Palama Settlement Staff	Daily Group Session Rating Form	a) participants' ratings	Daily
g. Earn a positive average rating of 75% or better at the "feeling" level (Level C) in the GROUP for four (4) consecutive weeks.	Palama Settlement Staff	Daily Group Session Rating Form	a) participants' ratings	Daily

cont.

ACHIEVEMENT LEVEL CRITERIA:

DATA SOURCE:

EVALUATION
INSTRUMENT:

REQUIRED DATA:

ASSESSMENT
TIME:

h. Successfully complete at least (4)
GROUP negotiated SOCIAL SKILLS contracts.

Palama Settlement
Staff

Group Contract

a) dates when contracts were
completed

Continuous

i. Observe the ordinances and statutes of the
community with no reported law or status
offenses during an eight (8) week period.

Police
Probation Officer

Law Violations form

a) reported law or status offenses

Continuous

j. Exhibit 85% "clear" record for each of
four (4) weekly periods.

participating
youths

Daily Group Session Rating
form

a) "clear" record (or no colors
noted)

Daily

LEVEL IV:

(Refer to OUTCOME OBJECTIVES 1 to 10)

Additional Data/Information:

- a) Participants' age, sex, ethnicity (available in Palama Settlement In-Community form), residence, school, school/court status (available in Palama Settlement Personal History Form)
- b) Narrative description of program including specific activities, i.e. counseling, group therapy, academic instruction activities, job sampling/career or vocational guidance/training. Specify dates, duration, and content of sessions/activities.
- c) Individual record of law violations (at pre-prog. and follow-up level)
- d) Follow-up placement and other outcome data/information for each client.

those who were accepted since then (N=40). Otherwise, the total population under study is seventy-six (76).

The evaluation process was complicated by the fact that this was an on-going, year-round program which had undergone several program and staff changes during this period. Therefore, a formative evaluation approach had been undertaken which attempted to describe and monitor a program as it continuously developed and changed, including measurement of impact upon the target population. In addition, several program components were not yet incorporated during this reporting period and therefore, no data were available to assess those objectives.

POPULATION DESCRIPTION:

A comprehensive data collection instrument was devised (refer to Appendix E for sample Client Information Form) for extracting from each client's files a variety of pertinent information (i.e. demographic data, educational background/experiences, referral information, law violations, and follow up status). Table 2 exhibits the data obtained from this form.

In summary, almost four times as many male clients (N=60) were admitted to the program as compared to females (N=16). The mean age at admission was 15.4 and ranged from 13-18 years of age. The average length of stay in the program was 34 weeks (8 1/2 months) with a range of 1 to 91 weeks (or 23 months).

About 36% of the clients were Hawaiian or part-Hawaiian, 22% were Cosmopolitan (other than part-Hawaiian), and 13% were Samoan, with other nationalities making up the remaining 28%. Chinese, Koreans, and Indo-Chinese ethnicities were not represented.

Table 2

DATA FROM CLIENT INFORMATION FORM

A. Admissions Information

		<u>N</u>	<u>%</u>
1) Project ID:	DA	55	72
	LS	20	26
	LV	<u>1</u>	<u>1</u>
	Total	<u>76</u>	<u>99*</u>

2) Admission Date:

<u>Period</u>	<u># Mos.</u>	<u>N</u>	<u>%</u>
Jan. - Mar. 1982	(1-3)	10	13
Oct. - Dec. 1981	(4-6)	5	7
July - Sept. 1981	(7-9)	11	15
Apr. - June 1981	(10-12)	16	21
Jan. - Mar. 1981	(13-15)	9	12
Oct. - Dec. 1980	(16-18)	5	7
Apr. - Sept. 1980	(19-24)	14	18
Pre - Apr. 1980	(25+)	5	7
"1980"		<u>1</u>	<u>1</u>
Total		<u>76</u>	<u>101*</u>

3) # Weeks in Program:

	<u>N</u>	
1 - 13	17	
14 - 26	5	
27 - 39	13	mean = 33.7
40 - 52	9	median = 34
53 - 65	9	range = 1-91
66 - 78	2	
79 - 91	3	
No Data	<u>18</u>	
Total	<u>76</u>	

4) Age at Admission:

	<u>N</u>	<u>%</u>
13	4	5
14	12	16
15	21	28
16	29	38
17	9	12
18	<u>1</u>	<u>1</u>
Total	<u>76</u>	<u>100</u>

*due to rounding

Age at Date Form Completed:		<u>N</u>	<u>%</u>
14		6	8
15		12	16
16		18	24
17		29	38
18		10	13
19		<u>1</u>	<u>1</u>
Total		<u>76</u>	<u>100</u>
5) Client's Sex:		<u>N</u>	<u>%</u>
Male		60	79
Female		<u>16</u>	<u>21</u>
Total		<u>76</u>	<u>100</u>
6) Client's Ethnicity:		<u>N</u>	<u>%</u>
Part-Hawaiian		25	33
Cosmopolitan		17	22
Samoan		10	13
Caucasian		7	9
Filipino		4	5
Japanese		4	5
Micronesian		3	4
Hawaiian		2	3
Puerto Rican, Black, Other		3	4
No Data		<u>1</u>	<u>1</u>
Total		<u>76</u>	<u>99*</u>
7) Family Residence:		<u>N</u>	<u>%</u>
Kalihi		39	51
Central:			
Pearl City	3		
Salt Lake	3		
Halawa Hgts.	2		
Aiea	<u>2</u>		
		10	13
West Honolulu:			
Papakolea/Tantalus	3		
Kewalo	2		
Makiki	1		
Nuuanu	<u>1</u>		
		7	9
Rural:			
Kaneohe	3		
Wahiawa	1		
Waipio	1		
Waipahu	<u>1</u>		
		6	8

*due to rounding

Mid Honolulu:			
Palolo	3		
McCully/Moiliili	<u>2</u>		
		5	7
East Honolulu:			
Kapahulu	2		
Diamond Head	1		
Waikiki	<u>1</u>		
		4	5
Transition House		2	3
No Data		<u>3</u>	<u>4</u>
Total		<u>76</u>	<u>100</u>

8) Living Situation at Time of Admission:

	<u>N</u>	<u>%</u>
With Mother	33	43
Both Parents	25	33
With Relatives	6	8
With Father	4	5
With Legal Guardians	3	4
Shelter Facility	2	3
With Foster Parents	1	1
No Data	<u>2</u>	<u>2</u>
Total	<u>76</u>	<u>99*</u>

9) Father's Occupation:

	<u>N</u>	<u>%</u>	<u>Adjusted %**</u>
Unskilled	11	15	31
Skilled	10	13	29
Semi-skilled	5	7	14
Disabled	2	3	6
Retired	2	3	6
Unemployed	2	3	6
Managerial	1	1	3
Professional	1	1	3
Military	<u>1</u>	<u>1</u>	<u>3</u>
	35	47	101*
Missing Data:			
Deceased	5	7	
No Data	28	37	
None	8	<u>11</u>	
	<u>41</u>	<u>55</u>	
Total	<u>76</u>	<u>102*</u>	

*due to rounding

**missing data eliminated from percentages

10) Mother's Occupation:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Housewife	39	51	66
Semi-skilled	7	9	12
Unskilled	6	8	10
Skilled	3	4	5
Managerial	3	4	5
Retired	<u>1</u>	<u>1</u>	<u>2</u>
	59	77	100
Missing Data:			
No Data	14	18	
None	<u>3</u>	<u>4</u>	
	<u>17</u>	<u>22</u>	
Total	<u>76</u>	<u>99**</u>	

11) Family's Gross Income*:

	<u>N</u>	<u>%</u>
Welfare	8	19
\$5000 or less	5	12
\$6-10,000	15	36
\$11-15,000	6	14
\$16-25,000	2	5
\$26-30,000	2	5
\$36-40,000	<u>4</u>	<u>10</u>
	42	101**

B. Referral Information

1) Date of Initial Referral:

	<u>N</u>	<u>%</u>
Jan. - Mar. 1982	7	9
Oct. - Dec. 1981	6	8
July - Sept. 1981	11	14
Apr. - June 1981	13	17
Jan. - Mar. 1981	8	11
Oct. - Dec. 1980	8	11
July - Sept. 1980	8	11
Apr. - June 1980	6	8
Jan. - Mar. 1980	4	5
July - Dec. 1979	<u>4</u>	<u>5</u>
	75	99
Missing Data	<u>1</u>	<u>1</u>
Total	<u>76</u>	<u>100</u>

*34 missing cases (44.7% of 76)

**due to rounding

2) Source of Referral or Agency:

	Primary		Secondary		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Family Court	71	93	1	1	72	94
Alt. for Youth			1	1	1	1
Dept. of Social Serv. & Hsg.	1	1	2	3	3	4
Kalihi-Palama Mental Health Clinic, Lanakila			2	3	2	3
Child Protective Services Unit			1	1	1	1
Hawaii Youth Corr. Facility	2	3			2	3
Parent	1	1			1	1
Lokahi			1	1	1	1
Papakolea Recrea- tion Center			2	3	2	3
Hawaii State Hospital	1	1	1	1	2	2
Total	<u>76</u>	<u>99*</u>				

3) Reason for Referral:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Drug Usage	14	18	20
Educational Neglect	1	1	1
Drug & Educational Neglect	3	4	4
Drug & Law Violation	23	30	33
Drug & Status Offense	1	1	1
Drug, Law Violation & Status Offense	1	1	1
Law Violation & Status Offense	12	16	17
Law Violation & Educa- tional Neglect	3	4	4
Law Violation	8	11	11
Hawaii Youth Correctional Facility Parole Status	2	3	3
Status Offense	1	1	1
Law Violation, Educational Neglect, Beyond Control	1	1	1
	<u>70</u>	<u>91</u>	<u>97*</u>

Missing Data:

No Data	3	4
None	3	4
Total	<u>76</u>	<u>99*</u>

Factor in Referral:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Drug Usage	42	55	60
Educational Neglect	8	11	11
Law Violation	48	63	69
Status Offense	14	18	20
Hawaii Youth Correctional Facility Parole Status	2	3	3
Beyond Control	1	1	1
	(N=76)		(N=70)

C. School Information

1) <u>Regular School Last Attended:</u>	<u>N</u>	<u>%</u>
Dole Intermediate	11	14
Kalakaua Intermediate	10	13
McKinley High	7	9
Kaimuki High	5	7
Farrington High	5	7
Washington Intermediate	5	7
Pearl City High	4	5
Roosevelt High	3	4
Olomana	3	4
Waianae High	2	3
Aiea Intermediate	2	3
Kaimuki Intermediate	2	3
Kalaheo High	2	3
Central Intermediate	2	3
Castle High	2	3
Hawaii School for Girls	1	1
Moanalua High	1	1
King Intermediate	1	1
Jarrett Intermediate	1	1
Barbers Pt. Elementary	1	1
Kailua High	1	1
Aliamanu Intermediate	1	1
Waipahu High	1	1
Kauai High	1	1
Radford High	1	1
(1 missing; 1.32% of 76)	<u>75</u>	<u>98*</u>
Summary:		
High School	35	46
Intermediate	35	46
Elementary	1	1
Hawaii School for Girls	1	1
Olomana	3	4
Total	<u>75</u>	<u>98*</u>

2) Last Quarter Information**:

	<u>N</u>	<u>Mean</u>	<u>Med</u>	<u>Hi</u>	<u>Low</u>
Absences	10	33.4	34	53	14
Tardies	5	5	4	12	2
GPA	4	1.94	1.15	4	.7

*due to rounding

**low N's

3) Highest Grade Completed:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
6th	2	3	4
7th	3	4	6
8th	16	21	30
9th	17	22	32
10th	10	13	19
11th	4	5	8
12th	1	1	2
	<u>53</u>	<u>69</u>	<u>101*</u>
Missing	<u>23</u>	<u>30</u>	
Total	<u>76</u>	<u>99*</u>	

4) Problem Behavior Recorded:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Non-Attendance	46	61	82
Non-Attendance & Other	9	12	16
Punched Teacher	1	1	2
	<u>56</u>	<u>74</u>	<u>100</u>
Missing Data	<u>20</u>	<u>26</u>	
Total	<u>76</u>	<u>100</u>	

5) Special Educational Experiences:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
SMP/Special Education	7	9	30
Olomana	4	5	13
**Alternative Learning Center	4	5	13
Job Corp	3	4	10
**KP Alt. LC	2	3	7
YMCA Alternatives for Youth	2	3	7
Learning Disability Class	2	3	7
**Spec. Mgt. Prog./Spec. Ed. & Extended Proj. Alternative Program	1	1	3
**Kalakaua Alternative Learning Center	1	1	3
Diamond Head Mental Health Center	1	1	3
Alternative School on Big Island	1	1	3
Child & Family Service	1	1	3
LS	<u>1</u>	<u>1</u>	<u>3</u>
	<u>30</u>	<u>38</u>	<u>105*</u>
Missing Data	<u>46</u>	<u>61</u>	
Total	<u>76</u>	<u>99*</u>	

*due to rounding

**all similar/same programs

D. Employment Information

1) Employment Experiences:	<u>N</u>	<u>%</u>
Full-Time Job:		
None Held	63	83
No Data	13	17
Part-Time Job:		
None Held	54	71
No Data	13	17
Yes	9	12
2) Employment Length in Months:	(N=7)	
Mean	6.3	
Median	3.1	
Range	2-24	

E. Prior Drug/Arrest Record and Family Court Information

1) # of Status Offenses:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
One	16	21	40
Two	9	12	23
Three	8	11	20
Four	5	7	13
Five	2	3	5
	<u>40</u>	<u>54</u>	<u>101*</u>

Mean = 2.2 Median = 1.9

Missing Data:

No Data	13	17
No Status Offense	23	30
	<u>36</u>	<u>47</u>
Total	<u>76</u>	<u>101*</u>

2) # of Prior Law Violations:	(N=64)	<u>Totals</u>
-------------------------------	--------	---------------

Property-Type Offenses: (N) 145

Theft (4), Theft 1st (16), Theft 2nd (9),
Theft 3rd (42), Burglary (6), Burglary
1st (23), Burglary 2nd (9), Criminal
Trespass (4), Criminal Trespass 2nd (2),
Simple Trespass (2), Trespass (4),
Criminal Property Damage (5), Criminal
Property Damage 2nd (1), Criminal Property
Damage 4th (1), Robbery 2nd (4), Auto
Theft (2), UCPV (8), Stolen Moped (1),
Shoplifting (1), Possession of Stolen
Mail (1)

Violations Against Person/Living Animal Offenses: 18

Injurious Behavior (2), Assault 3rd (13),
Cruelty to Animals (3)

Miscellaneous:

46

Probation Violation (9), Prostitution (6),
Runaway (5), Beyond Control (4), Promo.
Intox. Cpd (3), Promo. Det. Drug 2nd (2),
Promo. Det. Drug 3rd (1), Possession of
Drugs (2), Drinking in Public (1), Open
Lewdness (1), Harassment (2), Terroristic
Threat (1), Stayed Mit. (1), Educ. Neglect
(2), Curfew (2), Fireworks Violation (1),
Air Gun Violation (1), Escape 2nd (1),
Traffic Violation (1)

Total Recorded Violations 209

MEAN = 3.3

3) Family Court Involvement:

No Results Due to Insufficient Data

A. # Months Under Family Court: N = 1
B. Days at Detention Home: N = 2
C. Admissions to Detention Home: N = 1

4) Alcohol, Drug, or Substance Abuse:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Yes	73	96	97
No	2	3	3
No Data	<u>1</u>	<u>1</u>	
Total	<u>76</u>	<u>100</u>	<u>100</u>

If Yes:

A. Involvement in Other Drug-Related Programs:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Yes	1	1	1
No	63	83	85
Other	<u>10</u>	<u>13</u>	<u>14</u>
	74	97	100
Missing	<u>2</u>	<u>3</u>	
Total	<u>76</u>	<u>100</u>	

B. Months Since Discharged: (N = 11)

Mean = 10.3
Median = 8.0
Range = 1-48

F. Current Status

1) Program Completion Status:	<u>N</u>	<u>%</u>	
Completed Program	26	34	
Left Before Completion	32	42	
Continuing	18	24	
Total	<u>76</u>	<u>100</u>	

2) Why Left Early:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Incarcerated	2	3	6
Rule Non-Compliance	25	33	78
Other (Runaway, Pregnancy, Not Interested)	5	7	16
	<u>32</u>	<u>43</u>	<u>100</u>

G. Discharge Information

1) Discharge Date:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
April 1982	1	1	2
January-March 1982	11	14	19
October-December 1981	16	21	28
July-September 1981	14	18	24
April-June 1981	15	20	26
January-March 1981	1	1	2
	<u>58</u>	<u>75</u>	<u>101*</u>

Missing Data:			
No Data	10	13	
Not Applicable	8	11	
	<u>18</u>	<u>24</u>	
Total	<u>76</u>	<u>99*</u>	

2) Months in Program:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
1 - 3	12	16	22
4 - 6	10	13	18
7 - 9	12	16	22
10 - 12	12	16	22
13 - 18	7	9	13
19+	2	3	4
	<u>55</u>	<u>73</u>	<u>101*</u>

Mean = 7.98
Median = 7.6
Range = 1-21

Missing Data:			
No Data	11	14	
Not Applicable	10	13	
	<u>21</u>	<u>27</u>	
Total	<u>76</u>	<u>100</u>	

3) # Days in Program: (N = 6)

Mean = 12.8
Median = 8.5
Range = 1-45

4) Status Offenses in Program: N = 3; 1 each

5) # of Law Violations While in Program:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
One	12	16	63
Two	4	5	21
Three	2	3	11
Four	<u>1</u>	<u>1</u>	<u>5</u>
	19	25	100
Missing Data:			
No Data	16	21	
No Law Violations	<u>41</u>	<u>54</u>	
	57	75	
Total	<u>76</u>	<u>100</u>	

6) Type of Law Violation:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Auto Theft	6	8	33
Probation Violation	4	5	22
Other (i.e., possession of dangerous drugs, burglary, shoplifting, probation violation, terrorism, harassment)	8	11	44
	<u>18</u>	<u>24</u>	<u>99*</u>

Missing Data:		
No Data	23	30
No Law Violations	<u>35</u>	<u>46</u>
	58	76
Total	<u>76</u>	<u>100</u>

7) Drug Abuse in Program:	<u>N</u>	<u>%</u>
Yes	68	89
No	1	1
Missing Data	<u>7</u>	<u>9</u>
Total	<u>76</u>	<u>99*</u>

8) # Detention Home Detainments:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
One	16	21	64
Two	6	8	24
Three	2	3	8
Four	<u>1</u>	<u>1</u>	<u>4</u>
	25	33	100

Mean = 1.52
Median = 1.28

Missing Data:

No Data	16	21
No Detainment at Detention Home	35	46
	<u>51</u>	<u>67</u>
Total	<u>76</u>	<u>100</u>

9) # Days in Detention Home:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
One	8	11	35
2 - 3	3	4	13
4 - 5	6	8	26
6 - 7	4	5	17
8 - 9	<u>2</u>	<u>3</u>	<u>9</u>
	23	31	<u>100</u>

Mean = 3.7
Median = 3.6

Missing Data:

No Data	19	25
No Detainment	34	45
	<u>53</u>	<u>70</u>
Total	<u>76</u>	<u>101*</u>

10) Type of Placement After Program Discharge:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Parent-Guardian	41	54	80
Shelter Facility	5	7	10
Relative	3	4	6
Foster Parent/Home	<u>2</u>	<u>3</u>	<u>4</u>
	51	68	<u>100</u>

Missing Data:

No Data	20	26
No Placement Completed	5	7
	<u>25</u>	<u>33</u>
Total	<u>76</u>	<u>101*</u>

11) Total # Educational Credits Earned in Program:

	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
0.5 - 2.5	8	11	17
3.0 - 5.0	14	18	30
5.5 - 7.5	16	21	34
8.0 - 10.0	8	11	17
11.5	<u>1</u>	<u>1</u>	<u>2</u>
	47	62	<u>100</u>

Mean = 8.75
Median = appx. 5.3

Missing Data:

No Data	13	17
No Credits Earned	14	18
	<u>27</u>	<u>35</u>

12) Educational Placement:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
Regular Classroom	22	29	56
Family Court	9	12	23
Special Class	4	5	10
Job Corp	2	3	5
Hawaii Youth Correctional Facility	1	1	3
Booth Home	<u>1</u>	<u>1</u>	<u>3</u>
	39	51	100

Missing Data:

No Data	23	30
No Placement	14	18
	<u>37</u>	<u>48</u>
Total	76	99*

13) Grade Entering:	<u>N</u>	<u>%</u>	<u>Adjusted %</u>
8th	1	1	4
9th	1	1	4
10th	13	17	46
11th	8	11	29
12th	<u>5</u>	<u>7</u>	<u>18</u>
	28	37	101*

Missing Data:

No Data	28	37
No Grade Placement	20	26
	<u>48</u>	<u>63</u>
Total	76	100

14) Employment Status at Discharge:

	<u>N</u>
Full-Time	2
Part-Time	4

(data missing for 70 cases)

H. Follow-up Information

1) Arrest & Violation:

3 cases with one arrest each in 3 months after discharge.

All other information regarding arrests and violations are missing.

2) Educational Status:

	<u>3 Months</u>		<u>6 Months</u>		<u>12 Months</u>	
	<u>N</u>	<u>Adj</u>	<u>N</u>	<u>Adj</u>	<u>N</u>	<u>Adj</u>
Secondary School	22	81	11	79	3	60
Apprenticeship	3	11	1	7	1	20
Others	2	7	2	14	1	20
	<u>27</u>	<u>99*</u>	<u>14</u>	<u>100</u>	<u>5</u>	<u>100</u>
Missing Data	49		62		71	
Totals	<u>76</u>		<u>76</u>		<u>76</u>	

3) Attendance and GPA:

Data for all variables are missing.

4) Employment Status:	<u>3 Months</u>	<u>6 Months</u>	<u>12 Months</u>
	<u>N</u>	<u>N</u>	<u>N</u>
Full-Time	3	2	1
Part-Time	5	1	
Job Corps	1		
	<u>9</u>	<u>3</u>	<u>1</u>
Missing Data	67	73	75
Totals	<u>76</u>	<u>76</u>	<u>76</u>

The majority (51%) had family residences in the Kalihi area. Many clients (43%) lived with their mothers at the time of their admission to the program, with 33% living with both parents (including step-parents).

The father's occupational data was available for less than half of the cases. Of these, 31% were employed in unskilled jobs, 29% in skilled and 14% in semi-skilled occupations. Most mothers (66%) were housewives. Gross income data on 45% of the families were missing. Nineteen percent of the families were on welfare assistance and a total of 48% reported a family gross income of \$10,000 or less.

The overwhelming majority of the cases (95%) were referred by Family Court. Law violations and drug usage were respectively a referral factor in 63% and 55% of all cases.

In terms of their last school attended, the clients were evenly divided between intermediate and high school (35 cases each). The majority of valid responses (43 of 53 cases) last attended the 8th, 9th, or 10th grades. Although non-attendance was a factor in fifty-five (55) of the valid cases, data for the previous quarter (i.e. absences, tardies and GPE) were missing from most of the records. Information on special educational experiences were available for thirty (30) of the cases indicating that 40% of the population have had such previous experiences. A majority of the clients have had no employment experience previous to entering the program.

Over half (53%) of the population have had at least one status offense on their Family Court records (mean = 2.2). Of the sixty-four (64) with available data, the average number of

law violations was 3.3 with the majority of the violations involving property-type offenses.

Almost all the cases (96%) had prior records of alcohol, drug and/or substance abuse. However, a majority (83%) were not involved in any other drug-related programs previous to attending the Palama program. The programs a few were involved in included: Nuuanu YMCA, Salvation Army Boys Home, Youth Intake Center and Hale O'pio.

A total of twenty-six (26) clients (34%) had "completed" the program as of March, 1982; thirty-two (32) or 42% had left the program before "completing" and 18 (24%) were still in the program. Of those who left before completing the program, twenty-five (25) or 78% were discharged for rule non-compliance, two (2) were incarcerated and five (5) were listed as runaways, pregnant or simply not interested in the program.

Only three (3) cases (one each) of status offenses were recorded for those involved in the program. However, nineteen (19) clients committed a total of thirty (30) law violations while in the program. In addition, sixty-eight (68) or 89% of the clients were known to have abused drugs. A total of twenty-five (25) persons are reported to have been detained at the Detention Home an average of 1.5 times each with a reported mean stay of 3.7 days.

Forty-seven (47) clients earned a mean of 8 3/4 educational credits while in the program. Upon being discharged, twenty-two (22) enrolled in regular classes. A total of forty-one (41) were living with their parents or guardians at the time of discharge. And, only six (6) reported being employed at discharge.

RESULTS:

Given the opportunity to participate in the In-Community Treatment Program for a period of six months or longer, the successful youth will be able to:

Outcome Objective #1: Establish a 100% attendance record at the Palama Settlement for a period of four (4) consecutive weeks.

Outcome Objective #2: Establish a promptness rate (for program attendance) of 95% or better for a minimum period of four (4) consecutive weeks.

Graph 1 presents the attendance and promptness rate for the total population over a period of one year. Each student's average attendance and promptness rate per week were computed and totaled for a group average which was then plotted on the graph. Students no longer in the program were not included in the totals resulting a progressively smaller N population.

Graphs 2 and 3 shows the breakdown by groups (pre-April 1st and post-April 1st populations). The average rates per six months for each group are shown below:

Table 3

AVERAGE ATTENDANCE AND PROMPTNESS RATE

	<u>Pre-April 1st</u>		<u>Post-April 1st</u>		<u>Total Population</u>	
	1st	2nd	1st	2nd	1st	2nd
	6 mos.	6 mos.	6 mos.	6 mos.*	6 mos.	6 mos.
weeks	1-24	25-48	1-24	25-41	1-24	25-48
Attendance	80.5	78.0	80.8	88.4	80.3	79.8
Promptness	65.4	61.0	66.3	75.7	65.4	63.8

*data available for only 17 weeks of the second 6 months.

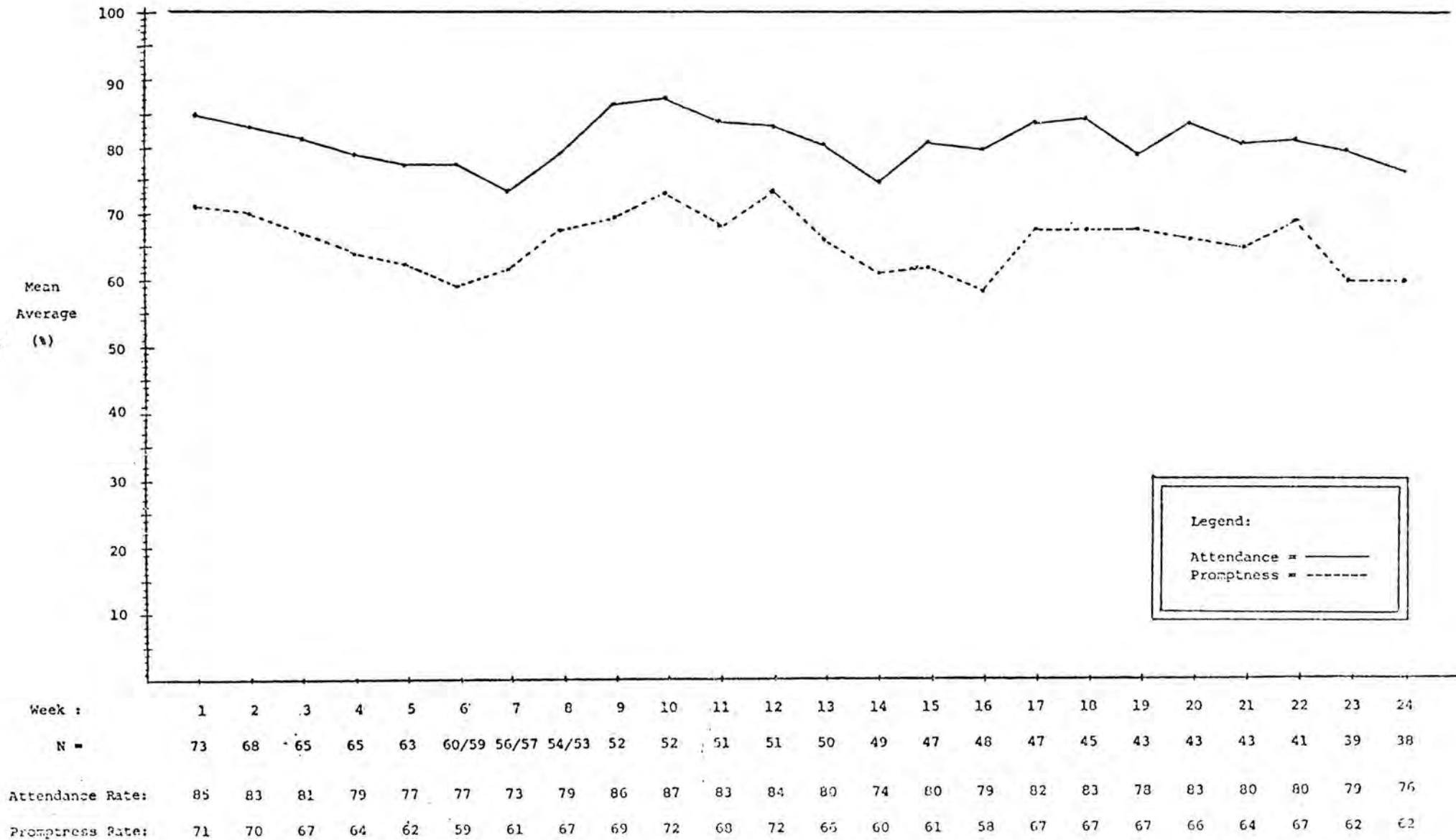
Those students entering the program after April, 1981 had a better overall attendance and promptness rate particularly during the second 6 month period than those students entering the program earlier. (Note: The population number is small particularly during the second 6 months; therefore caution is advised in making conclusive statements based on this data.)

Graph 4 displays the number of students (and % rate) who attained 100% attendance and 95% promptness for four (4) consecutive weeks.[@] (Note: Each four (4) week period is not mutually exclusive.) The highest percent rate (38%, N=9) of students attaining 100% attendance for four (4) consecutive weeks occurred during Weeks 26-29 (after six months in the program).

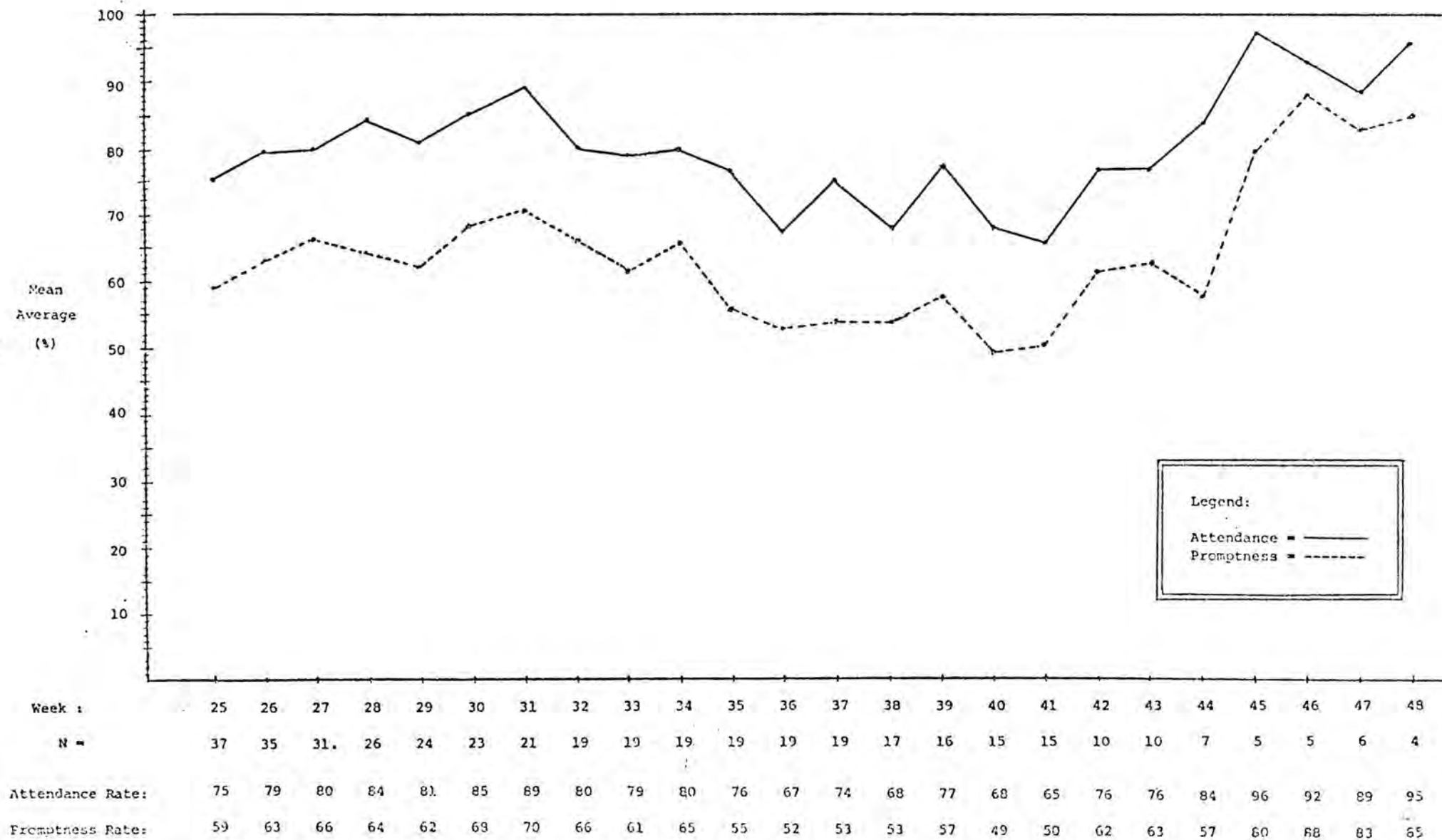
The same weeks (Weeks 26-29) were also one of the highest points in the promptness rate (13%, N=3). The following four (4) week period (Weeks 27-30) further showed a 13% promptness rate. The only higher rate (14%) was recorded for Weeks 9-12.

@ Graph only includes those cases with available data.

Graph 1
ATTENDANCE AND PROMPTNESS RECORD
FOR THE TOTAL POPULATION

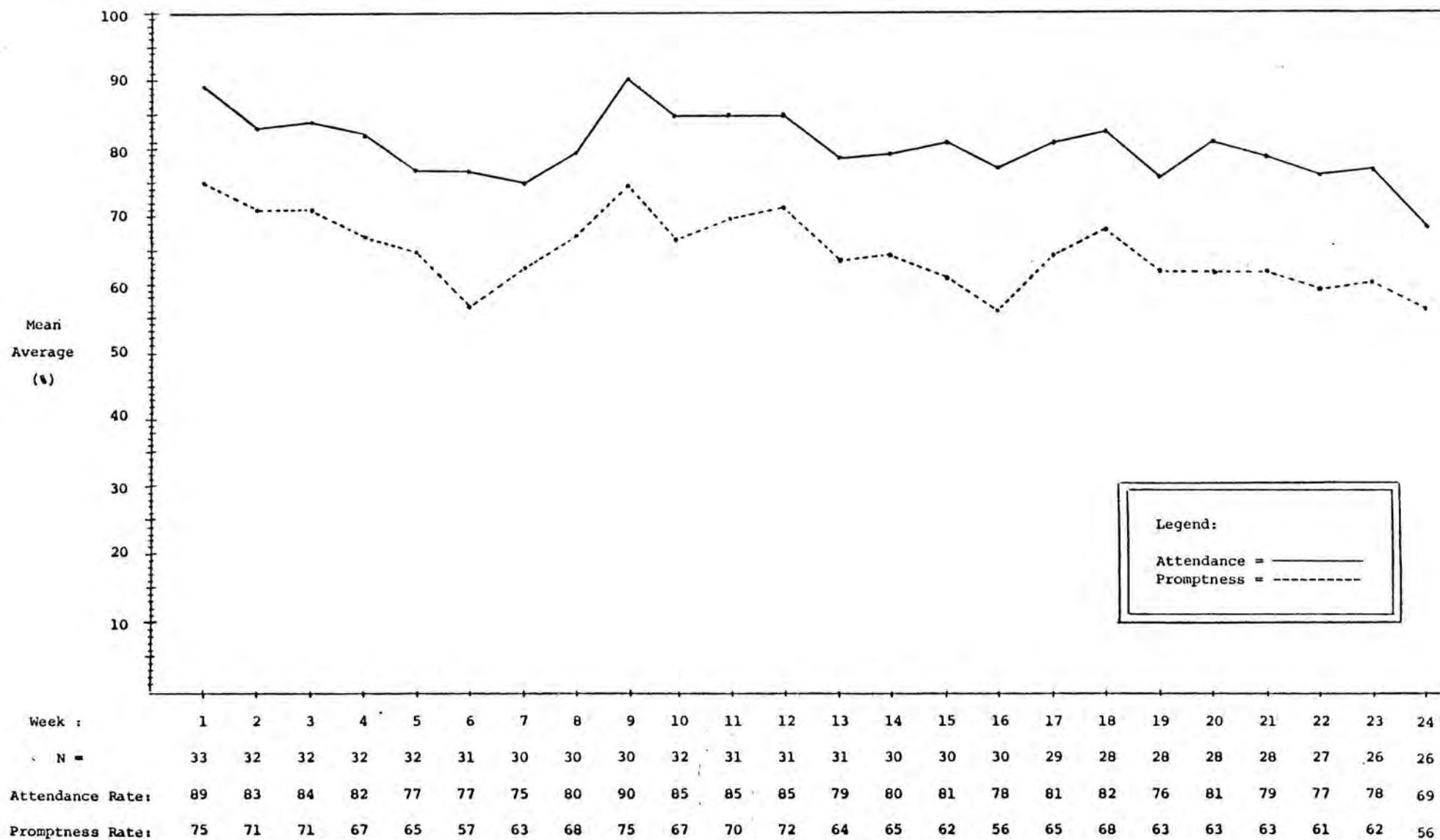


Attendance and Promptness Record for the Total Population (cont.)

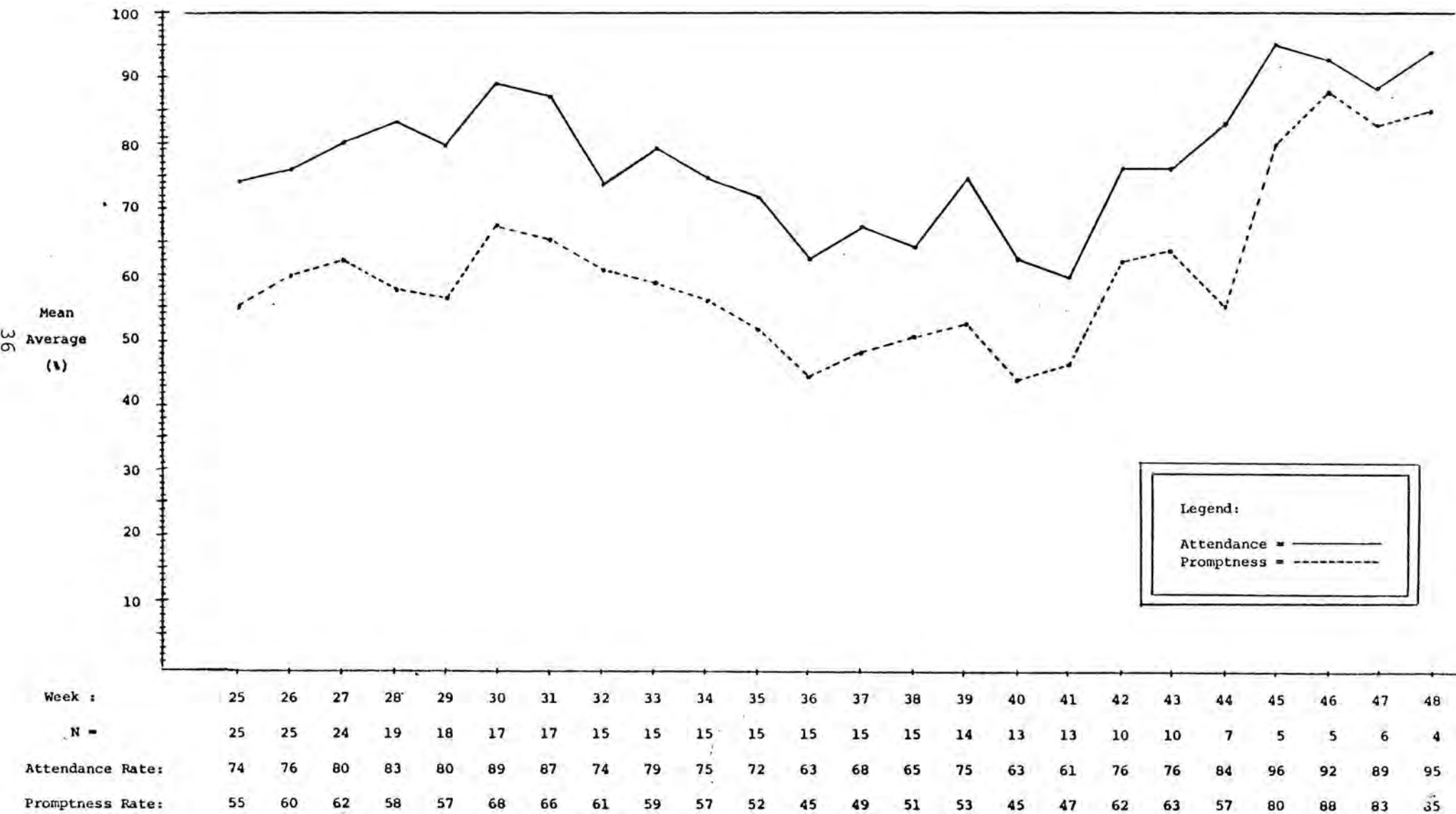


Graph 2

ATTENDANCE AND PROMPTNESS RECORD
FOR THE PRE-APRIL 1st GROUP

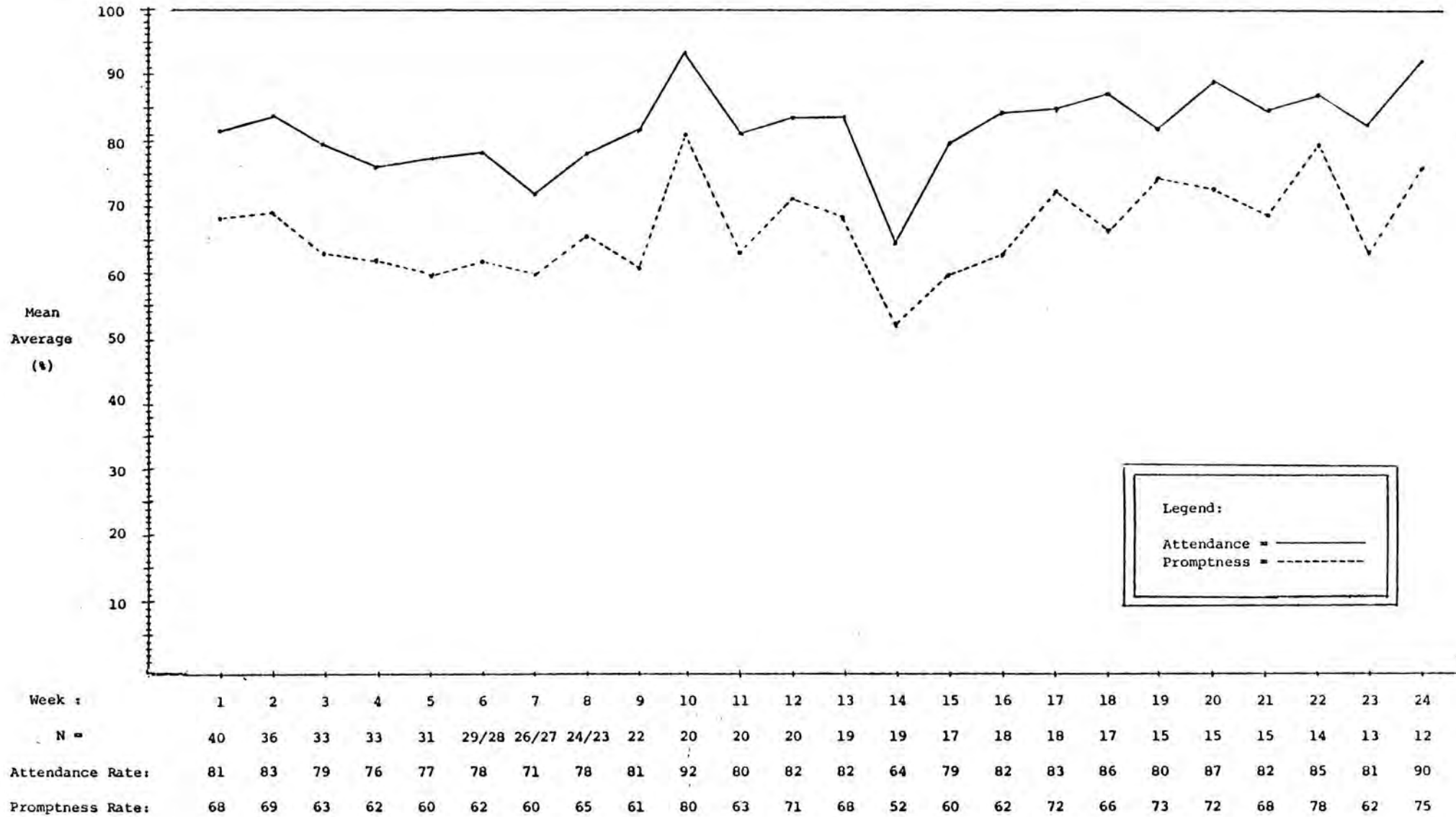


Attendance and Promptness Record for the Pre-April 1st Group (cont.)

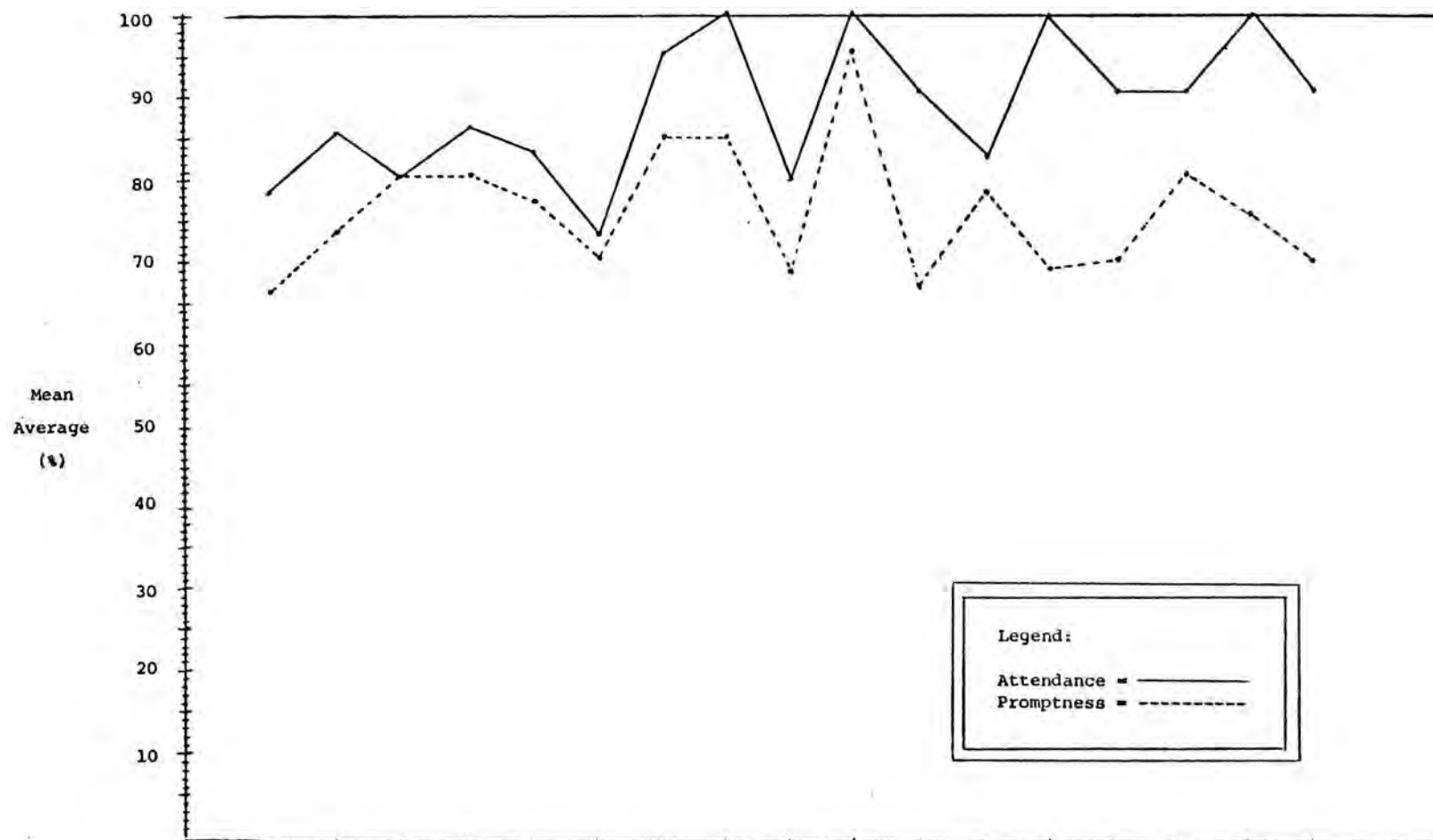


Graph 3

ATTENDANCE AND PROMPTNESS RECORD
FOR THE POST APRIL 1st GROUP



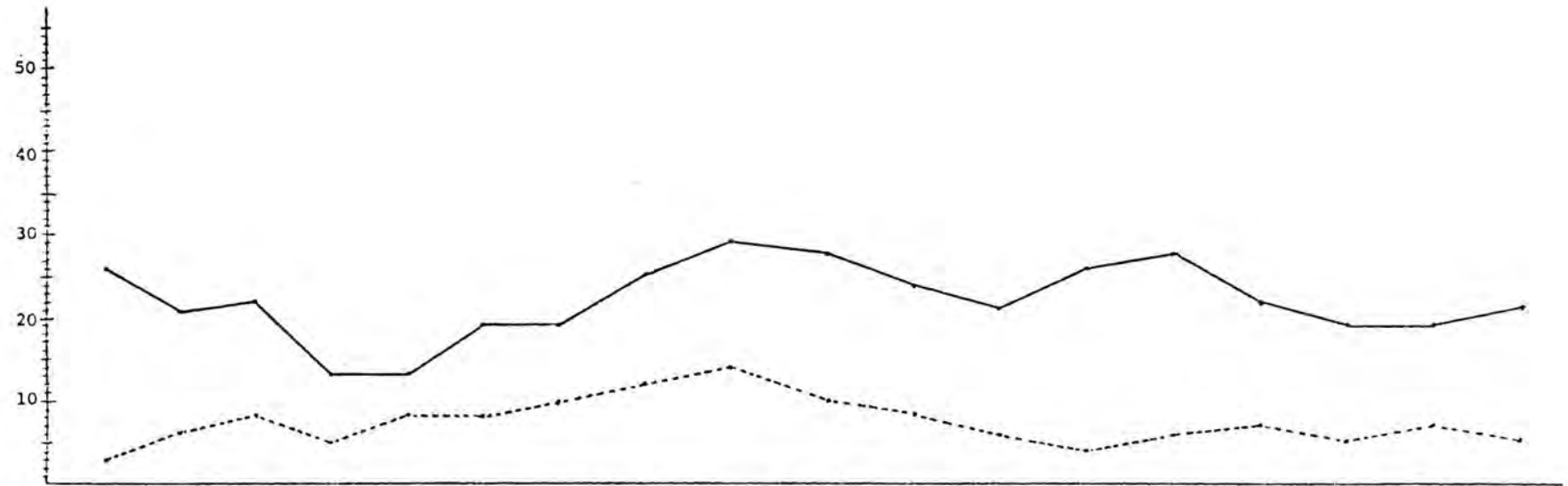
Attendance and Promptness Record for the Post April 1st Group (cont.)



Week :	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
N =	12	10	7	7	6	6	4	4	4	4	4	4	4	2	2	2	2
Attendance Rate:	78	85	80	86	83	73	95	100	80	100	90	83	100	90	90	100	90
Promptness Rate:	66	73	80	80	77	70	85	85	68	95	67	78	68	70	80	75	70

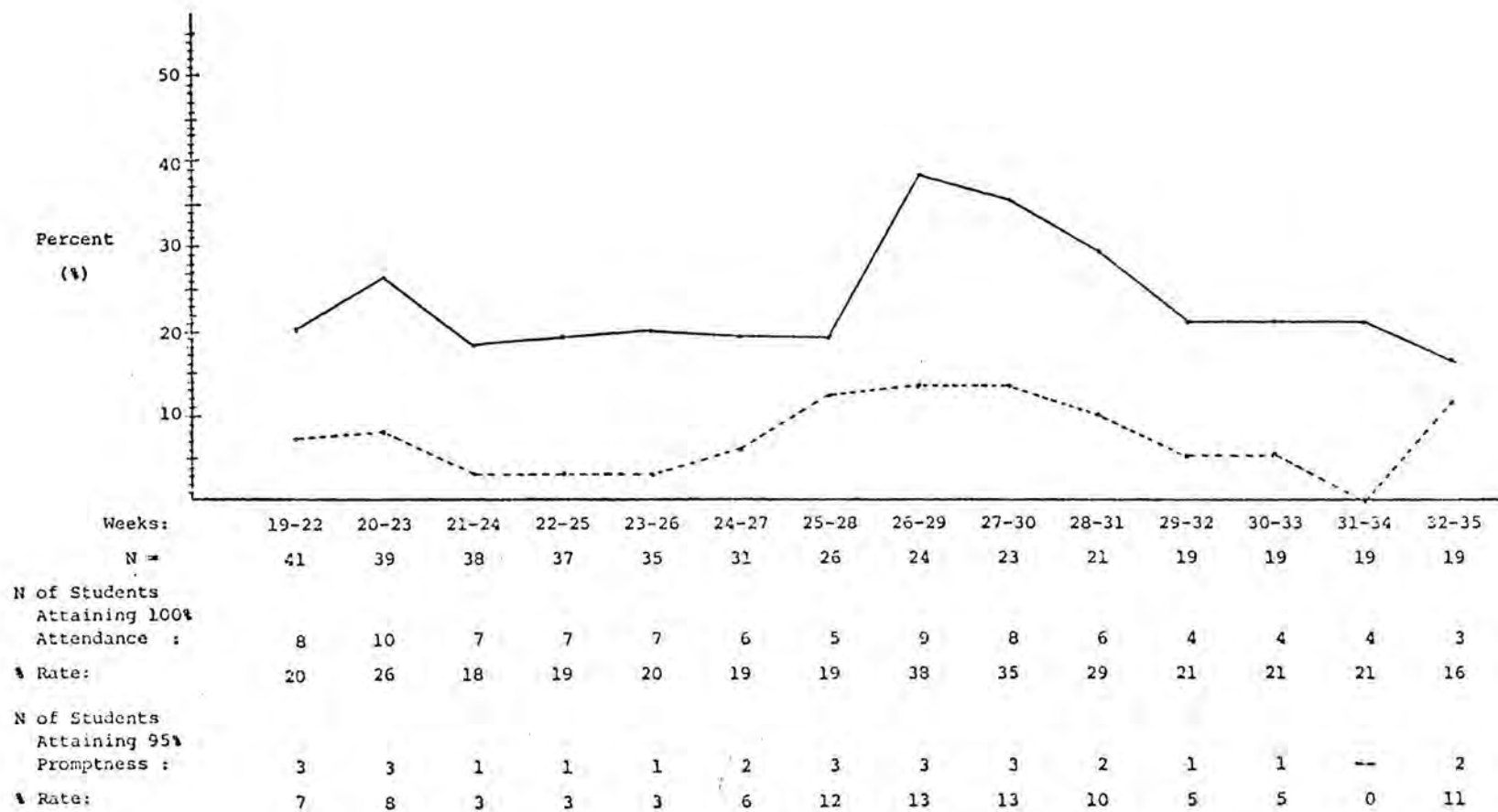
Graph 4

NUMBER OF STUDENTS WHO ATTAINED 100% ATTENDANCE RATE
AND 95% PROMPTNESS RATE FOR FOUR (4)
CONSECUTIVE WEEKS

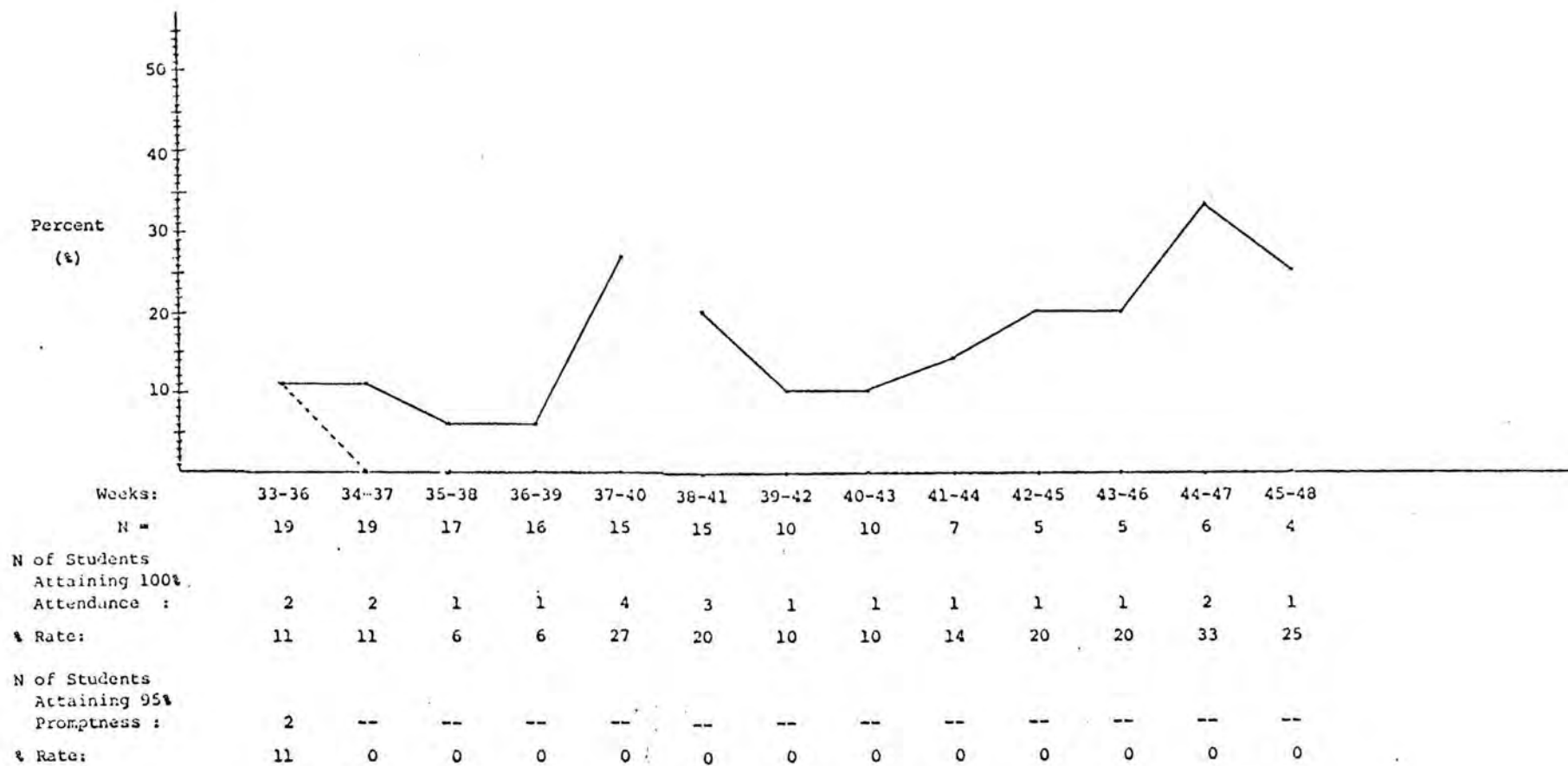


Weeks:	1-4	2-5	3-6	4-7	5-8	6-9	7-10	8-11	9-12	10-13	11-14	12-15	13-16	14-17	15-18	16-19	17-20	18-21
N =	65	63	59	56	53	52	52	51	51	50	49	47	47	47	45	43	43	43
N of Students Attaining 100% Attendance :	17	13	13	7	7	10	10	13	15	14	12	10	12	13	10	8	8	9
% Rate:	26	21	22	13	13	19	19	25	29	28	24	21	26	28	22	19	19	21
N of Students Attaining 95% Promptness :	2	4	5	3	4	4	5	6	7	5	4	3	2	3	3	2	3	2
% Rate:	3	6	8	5	8	8	10	12	14	10	8	6	4	6	7	5	7	5

Students who attained 100% Attendance Rate and 95% Promptness Rate (cont.) pg. 2



Students who attained 100% Attendance Rate and 95% Promotness Rate (cont.) pg. 3



Outcome Objective #3: Achieve on a standardized norm-referenced instrument, a grade equivalent gain, in basic academic skills (language, reading, and math) that is greater than 3.0 or a reading placement level of 9.0, whichever is greater.

The results for all students completing the California Achievement Tests (CAT) old (Forms A & B) and new (Forms C & D) forms are presented in Table 4. Significant increases were shown in almost all areas except for Spelling, the language area between the first and 3rd test administration and the Reference Skills area between the first and the 4th test administration.

Tables 5 and 6 show the breakdown by population groups. The Pre-April 1st group showed a greater number of significant increases between the 1st and 4th test administration than previous comparisons. The Post-April 1st group showed significant gains particularly in the Math area for each comparison between tests.

Tables 7 and 8 exhibit the results for those students who were administered the new battery of CAT test (Forms C & D; 1977, 1978). Increases were shown particularly between the 1st and 2nd administration in all areas except Spelling; while increases were shown between the 1st and 3rd administration in the areas of Reading, Reference Skills and Math and between the 1st and 4th test administration in the areas of Math and Total Language.

The average increases in the major areas between each test administration are indicated on Table 9. The greatest average increase between the 1st and 2nd test administration occurred in the Reference Skills area particularly with the Pre-April 1st

group. Between the 1st and 3rd administration, increases of over one (1) grade level occurred in the areas of Reading, Reference Skills and Math, while increases between the 1st and 4th tests occurred in all areas except Spelling.

Table 10 presents the number of students who attained a grade equivalent increase of over 3.0. The actual number of students who attained the minimum criteria decreased although the percent of the total population still in the program increased.

A total of eight (8) students scored at least 9.0 or above on their reading test for the first and second test administration.* The number declined to seven (7) students on the third test.

*not necessarily the same students scoring 9.0 or above on both tests.

Table 4

CALIFORNIA ACHIEVEMENT TEST RESULTS
FOR TOTAL IN-COMMUNITY TREATMENT PROGRAM POPULATION
APRIL 1981 TO MARCH 1982

	1st Test			2nd Test			1st Test			3rd Test			1st Test			4th Test	
	GE	SS	N	GE	SS		GE	SS	N	GE	SS		GE	SS	N	GE	SS
Reading:																	
Vocabulary	6.1	473	51	6.6**	490*		6.1	468	31	7.1*	503*		6.0	463	17	6.7	497**
Comprehension	5.9	475	51	6.4	492		5.8	472	31	7.0**	520**		5.5	459	17	6.8**	507*
Total	6.0	467	51	6.6**	489*		6.0	464	31	7.2*	515*		5.7	454	17	6.8**	503*
Reference Skills	5.8	490	39	6.7**	514**		5.4	482	21	6.7**	521**		5.0	474	8	6.6	518
			(GE)						(GE)						(GE)		
			35						19						7		
			(SS)						(SS)						(SS)		
Math:																	
Computation	7.3	478	51	7.2	497**		6.2	462	30	7.3*	500*		6.1	454	17	8.0*	530*
Concept	5.9	460	51	6.6*	488*		6.0	463	30	6.8	497**		5.9	455	17	7.4*	513*
Total	6.2	467	51	6.9*	489*		6.1	463	30	9.5	494**		6.0	460	17	7.8*	515*
Language:																	
Mechanics	5.1	481	51	5.5	493		5.2	476	30	8.2	489		5.2	471	17	6.7	523**
Usage	5.4	476	50	5.6	488		5.4	481	30	5.6	495		5.3	474	17	6.0	495
Total	5.3	466	51	5.7	485**		5.4	471	30	6.0	484		5.4	459	17	6.2	504*
Spelling	6.5	503	51	6.7	510		6.8	510	30	7.0	528		6.3	487	17	6.2	515

* = p<.01

** = p<.05

GE = grade equivalency score SS = standard score (or scale score) N = number of students
--

Table 5

CALIFORNIA ACHIEVEMENT TEST RESULTS
FOR PRE-APRIL 1981 POPULATION
APRIL 1981 TO MARCH 1982

	1st Test			2nd Test			1st Test			3rd Test			1st Test			4th Test	
	GE	SS	N	GE	SS		GE	SS	N	GE	SS		GE	SS	N	GE	SS
Reading:																	
Vocabulary	6.1	467	32	6.7**	487**		6.1	463	22	7.4**	509*		6.2	462	14	7.2	513*
Comprehension	5.9	471	32	5.9	468		5.9	470	22	7.5**	541*		5.8	465	14	7.5*	525*
Total	6.0	462	32	6.4	474		6.0	461	22	7.7*	532*		6.0	457	14	7.4*	522*
Reference Skills	5.9	499	20	7.2**	535		5.7	495	12	6.9	535		6.1	517	5	7.0	538
									(GE)						(GE)		
									10						4		
									(SS)						(SS)		
Math:																	
Computation	7.9	479	32	7.3	495		6.3	462	21	7.2	495**		6.3	455	14	8.2*	535*
Concept	6.2	463	32	6.7	484**		6.3	466	21	7.1	503**		6.1	458	14	7.7*	523*
Total	6.4	470	32	6.9**	485		6.3	465	21	7.1	494		6.2	463	14	8.0*	521*
Language:																	
Mechanics	5.3	479	32	5.6	487		5.3	479	21	5.7	491		5.8	486	14	7.0	532**
Usage	5.6	476	31	5.8	488		5.7	487	21	6.1	510		5.6	479	14	6.2	498
Total	5.4	465	32	5.8	483		5.7	474	21	6.3	492		5.8	466	14	6.5	511**
Spelling	6.8	504	32	7.2	516		6.9	508	21	7.4	535		6.7	491	14	6.7	526

* = $p < .01$ ** = $p < .05$

GE = grade equivalency score
SS = standard score (or scale score)
N = number of students

Table 6

CALIFORNIA ACHIEVEMENT TEST RESULTS
FOR POST-APRIL 1981 POPULATION
APRIL 1981 TO MARCH 1982

	1st Test			2nd Test			1st Test			3rd Test			1st Test			4th Test	
	GE	SS	N	GE	SS		GE	SS	N	GE	SS		GE	SS	N	GE	SS
Reading:																	
Vocabulary	6.2	482	19	6.5	495		6.0	479	9	6.2	489		5.5	467	3	4.2	424
Comprehension	6.0	482	19	7.3*	533*		5.8	475	9	5.9	469		4.0	432	3	3.9	427
Total	6.1	475	19	6.9*	516*		5.9	470	9	6.2	473		4.6	438	3	4.0	415
Reference Skills	5.7	483	19	6.2	495		5.0	467	9	6.5	505		3.2	415	3	6.0	492
Math:																	
Computation	6.3	477	19	7.1**	499		5.9	462	9	7.5*	512**		5.4	446	3	7.1**	505**
Concept	5.3	456	19	6.5**	495**		5.3	454	9	6.3	483		5.0	444	3	5.8	470
Total	5.9	463	19	6.8**	495*		5.7	459	9	6.9**	495**		5.3	448	3	6.6**	488**
Language:																	
Mechanics	4.8	484	19	5.4	503		4.7	468	9	13.9	483		2.6	405	3	5.0	484
Usage	5.2	475	19	5.4	488		4.6	468	9	4.5	461		3.7	453	3	5.0	480
Total	4.9	467	19	5.6	487		4.6	463	9	5.2	466		3.3	427	3	4.8	474
Spelling	6.1	502	19	6.1	500		6.6	513	9	6.1	513		4.6	471	3	4.3	462

* = $p < .01$ ** = $p < .05$

GE = grade equivalency score
SS = standard score (or scale score)
N = number of students

Table 7

CALIFORNIA ACHIEVEMENT TEST RESULTS
FOR FORMS C & D POPULATION
APRIL 1981 TO MARCH 1982

	1st Test			2nd Test			1st Test			3rd Test			1st Test			4th Test	
	GE	SS	N	GE	SS		GE	SS	N	GE	SS		GE	SS	N	GE	SS
Reading:																	
Vocabulary	6.0	475	40	6.7*	497*		5.8	470	21	7.4*	519*		5.8	472	8	6.5	493
Comprehension	5.8	476	40	6.7*	506**		5.7	473	21	7.4**	535**		4.9	458	8	6.2	491
Total	5.9	468	40	6.8*	502*		5.8	466	21	7.5*	525*		5.3	456	8	6.3	498
Reference Skills	5.8	490	39	6.7**	514**		5.4	482	21	6.7**	521**		5.0	474	8	6.6	518
			(GE)						(GE)						(GE)		
			35						19						7		
			(SS)						(SS)						(SS)		
Math:																	
Computation	7.3	478	40	7.1	494		5.9	458	21	7.4*	507*		5.0	429	8	7.4*	511*
Concept	5.6	458	40	6.4**	488*		5.6	460	21	6.9**	504**		5.0	447	8	7.2*	509*
Total	5.9	464	40	6.7*	489*		5.7	456	21	7.1*	502*		5.0	438	8	7.3*	511*
Language:																	
Mechanics	4.8	479	40	5.5**	503**		4.7	471	21	9.1	483		4.2	461	8	5.9	503
Usage	5.3	474	39	5.8	499**		5.1	485	21	5.5	497		4.7	468	8	5.9	480
			(GE)														
			40														
			(SS)														
Total	4.9	466	40	5.8*	495*		4.9	474	21	5.8	480		4.5	458	8	5.8**	490**
Spelling	6.6	515	40	6.9	520		7.0	527	21	6.9	529		6.3	510	8	6.2	520

* = p<.01

** = p<.05

GE = grade equivalency score
SS = standard score (or scale score)
N = number of students

Table 8

CALIFORNIA ACHIEVEMENT TEST RESULTS
 FOR FORMS C & D POPULATION WITHOUT CASES ATTAINING CEILING LEVEL[@]
 APRIL 1981 TO MARCH 1982

	1st Test		2nd Test	1st Test		3rd Test	1st Test		4th Test
	GE	N	GE	GE	N	GE	GE	N	GE
Reading:									
Vocabulary	5.7	38	6.4*	5.2	18	6.5**	5.4	7	5.5
Comprehension	4.9	35	5.8**	4.7	17	6.1**	4.9	8	6.2
Total	5.3	36	6.1*	4.9	18	6.6**	4.9	7	5.4
Reference Skills	5.5	37	6.4**	5.0	19	6.1	5.0	8	6.6
Math:									
Computation	7.3	40	7.1	5.9	21	7.4*	5.0	8	7.4*
Concept	5.5	39	6.2**	5.3	19	6.3	5.0	8	7.2*
Total	5.9	40	6.7*	5.7	21	7.1*	5.0	8	7.3*
Language:									
Mechanics	4.4	38	5.1**	4.3	20	8.9	4.2	8	5.9
Usage	4.9	35	5.1	4.3	18	4.3	4.7	8	5.9
Total	4.8	38	5.4**	4.6	20	5.5	4.5	8	5.8**
Spelling	6.6	40	6.9	7.0	21	6.9	5.7	7	5.2

[@] Scores of 12.9+ (ceiling level) were eliminated from this table

* = $p < .01$

** = $p < .05$

GE = grade equivalency score
 N = number of students

Table 9

AVERAGE INCREASES IN THE MAJOR ACADEMIC AREAS
FOR EACH POPULATION GROUP

Test Administration:	1st - 2nd					1st - 3rd					1st - 4th				
	Pre Apr.1	Post Apr.1	Total	Forms C/D	Forms C/D w/o Ceiling Level Cases	Pre Apr.1	Post Apr.1	Total	Forms C/D	Forms C/D w/o Ceiling Level Cases	Pre Apr.1	Post Apr.1	Total	Forms C/D	Forms C/D w/o Ceiling Level Cases
Total Reading	+ .4	+ .8	+ .6	+ .9	+ .8	+1.7	+ .3	+1.2	+1.7	+1.7	+1.4	- .6	+1.1	+1.0	+ .5
49 Reference Skills	+1.3	+ .5	+ .9	+ .9	+ .9	+1.2	+1.5	+1.3	+1.3	+1.1	+ .9	+2.8	+1.6	+1.6	+1.6
Total Math	+ .5	+ .9	+ .7	+ .8	+ .8	+ .8	+1.2	+3.4	+1.4	+1.4	+1.8	+1.3	+1.8	+2.3	+2.3
Total Language	+ .4	+ .7	+ .4	+ .9	+ .6	+ .6	+ .6	+ .6	+ .9	+ .9	+ .7	+1.5	+ .8	+1.3	+1.3
Spelling	+ .4	-0-	+ .2	+ .3	+ .3	+ .5	- .5	+ .2	- .1	- .1	-0-	- .3	- .1	- .1	- .5

Table 10

NUMBER OF STUDENTS WHO ACHIEVED A GRADE EQUIVALENT
GAIN GREATER THAN 3.0

Test Administration:	1st - 2nd			1st - 3rd			1st - 5th			1st - 6th		
	# of Students	Total N	%	# of Students	Total N	%	# of Students	Total N	%	# of Students	Total N	%
Reading:												
Vocabulary	2	51	4	2	17	12	-	-	-	-	-	-
Comprehension	4	51	8	3	17	18	-	-	-	-	-	-
Total	4	51	8	2	17	12	-	-	-	-	-	-
Reference	7	39	18	2	8	25	-	-	-	-	-	-
Math:												
Computation	5	51	10	3	17	18	1	6	17	1	1	100
Concepts	4	51	8	1	17	6	-	-	-	-	-	-
Total	3	51	6	2	17	12	1	6	17	1	1	100
Language:												
Mechanics	5	51	10	4	17	24	-	-	-	-	-	-
Usage	3	50	6	2	17	12	1	6	17	-	-	-
Total	6	51	12	2	17	12	-	-	-	-	-	-
Spelling	6	51	12	2	17	12	2	6	33	-	-	-

*No 3.0 gain recorded between 1st & 4th test administration

Outcome Objective #4: Demonstrate the ability to assume personal responsibility for completion of negotiated academic tasks, at a rate of 75% or better.

The data presented herein are based on the information compiled from the students' weekly contract record extracted from their files. The written contracts which began in September 1980 are a combination of academic tasks and appropriate behaviors required of the students while in the program.

Table 11 displays the contract completion rate for pre- and post-April 1981 students and the total population enrolled in the program during this reporting period. The average completion rate for the total population did not reach the 75% projected point until the 12th month in the program. (However, the number of cases is too small to be of much significance.) The average completion rate for the first 10 month period ($m = 39.3\%$) fell far below the anticipated goal.

In analyzing the number of individual students who actually attained the 75% rate, the post-April 1981 group had a higher percentage of students completing their contracts than the pre-April 1981 group. Refer to page 53 for a graphic presentation of the same data. Interestingly, a decline occurred for many students in both groups during their second month in the program.

Table 11

IN-COMMUNITY TREATMENT PROGRAM
CONTRACT COMPLETION RATE*

Months in Program:	<u>Pre-April 1981</u>				<u>Post-April 1981</u>				<u>Total Population</u>			
	N	Ave. %	# attaining 75% or better	% of Total N	N	Ave. %	# attaining 75% or better	% of Total N	N	Ave. %	# attaining 75% or better	% of Total N
1	34	52	12	35	35	51	14	40	69	51	26	38
2	34	36	6	18	25	31	5	20	59	34	11	19
3	33	46	10	30	21	43	6	29	54	45	16	30
4	29	29	4	14	17	43	6	35	46	34	10	22
5	27	36	4	15	15	50	5	33	42	41	9	21
6	25	26	2	8	12	52	3	25	37	35	5	14
7	15	37	2	13	8	56	3	38	23	44	5	22
8	12	46	4	33	5	55	3	60	17	49	7	41
9	8	38	2	25	3	58	2	67	11	43	4	36
10	6	50	2	33	3	42	1	33	9	47	3	33
11	2	88	2	100	2	50	0	0	4	69	2	50
12	1	75	1	100	-	-	-	-	1	75	1	100
13	1	50	0	0	-	-	-	-	1	50	0	0
14	1	100	1	100	-	-	-	-	1	100	1	100
15	1	100	1	100	-	-	-	-	1	100	1	100

* only students with available data are included.

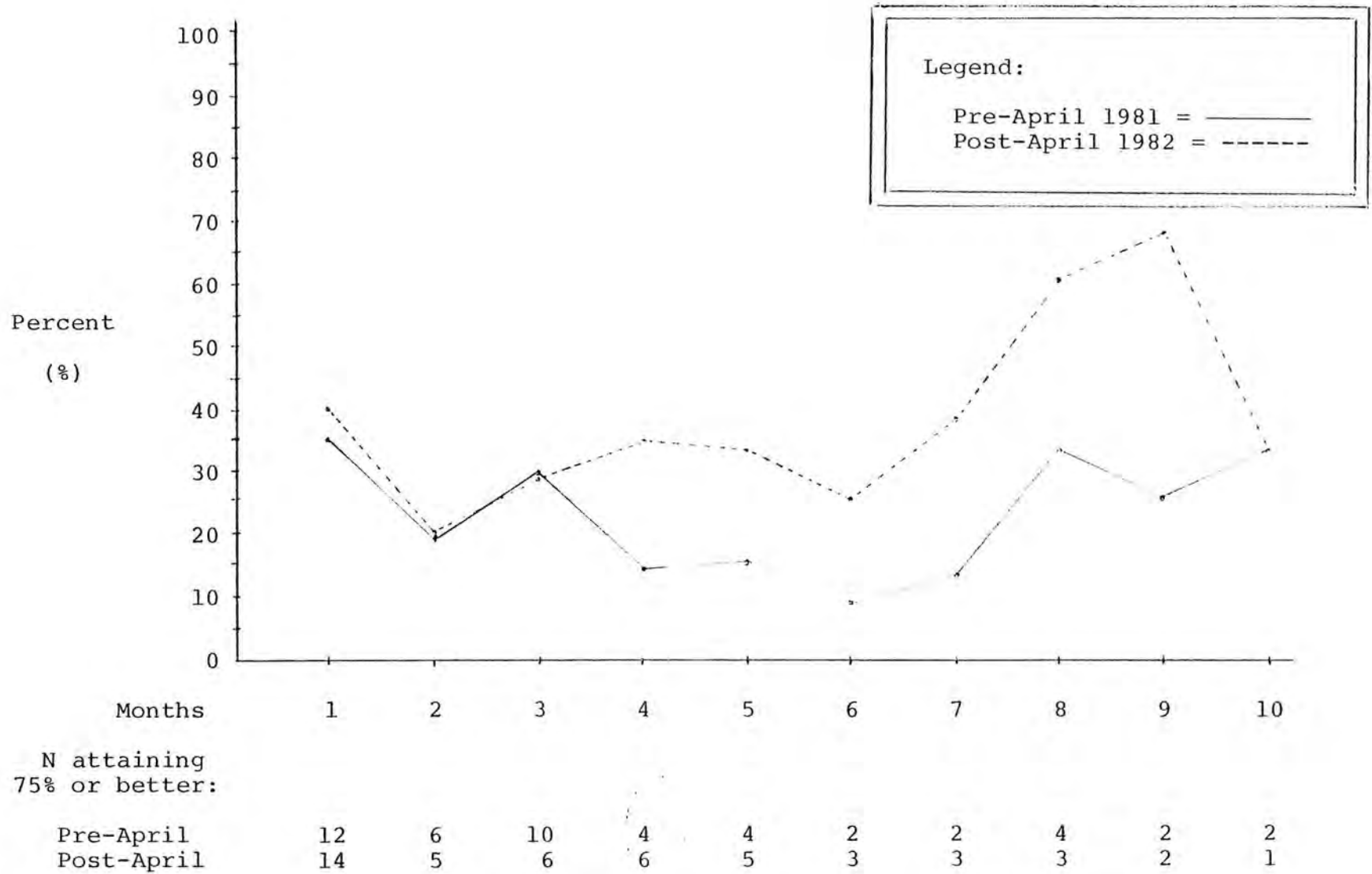
@ total N is too small for conclusive statements to be made.

Absent days are included as incomplete.

Vacations and students on outpatient basis are excluded from totals.

Graph 5

IN-COMMUNITY TREATMENT PROGRAM
CONTRACT COMPLETION RATE FOR PRE/POST APRIL 1981 POPULATION GROUP



Outcome Objective #5: Demonstrate the ability to apply knowledge about their own aptitudes, interests and abilities as indicated by the development of a personal career plan that is realistic, specifies at least three alternative long-range goals and a hierarchy of objectives to achieve the goals.

Outcome Objective #6: Demonstrate growth in the ability to locate and secure jobs as indicated by pre-post differences to paper-pencil (or verbal) responses to hypothetical situations with alternatives that indicate varying degrees of job seeking abilities.

Outcome Objective #7: Exhibit growth in realistic and favorable attitudes toward the world of work, at a rate of 75% or better, by the completion of negotiated work contracts.

The Career Development component has not as yet been incorporated into the current treatment program. Therefore, these objectives cannot be assessed since no information were available.

Outcome Objective #8: Demonstrate growth in social adjustment skills as evidenced by no recorded law or status offenses for a period of twelve (12) consecutive weeks.

The reader is directed to Table 2, Data From Client Information Form, Section G, #4 - #9, for related information. In summary, a total of nineteen (19) clients had recorded law violations while in the program; forty-one (41) had no recorded offenses while no data was available for sixteen (16) cases. Also, a total of 68 (or 89%) of the clients were reported to have used some form of drugs while in the program.

Additional data were collected on an in-house form (the Arrest Chart) indicating the type and number of arrests before the client entered the program, during the program and after program completion. Table 12 summarizes this information. A drastic reduction in status offenses (particularly runaway charges) and law violations is indicated in the data.

Dates of each offense were not obtained therefore, a determination of no recorded offense for a period of twelve (12) consecutive weeks cannot be made at this time.

Table 12

	STATUS OFFENSES										TOTAL STATUS	LAW VIOLATIONS																								TOTAL LV	TOTAL N OF RECORDED OFFENSE	TOTAL ARRESTS												
	Algun/Wh Gun	Alcohol/Possession & Purchasing	Curfew	Education Neglect	Incorrigible	P.I.N.S.	Poolhall	Runaway	Truancy	Assault 1st		Assault 2nd	Assault 3rd	Attempted Burg. 1st	Attempted Burg. 2nd	Attempted U.C.P.V.	Beyond Control	Burglary 1st	Burglary 2nd	Crim. Property Damage	Crim. Trespass	Disorderly Conduct	Harassment	Probation Violation	Profanity	Promotion of Detr. Drugs	Promotion of Gambling	Promotion of Intox. Comp.	Possession of Marijuana	Robbery 1st	Robbery 2nd	Sim. Trespassing	Shop Lifting	Theft 1st	Theft 2nd				Theft 3rd	Trespass	Terror Threatening	Unatho. Cont. of Prop. Vehicle	Unlawful Inhalation of Volatile Subs	Injurious Behavior	Violation of Fireworks	Prostitution	Minor in Possession of Alcohol	Cruelty to Animals	Attempted Theft	Open Lewdness
Pre-Program	1	-	12	4	7	1	3	55	-	83	1	1	9	2	-	13	24	7	7	3	1	2	10	1	5	1	1	1	1	3	5	1	4	16	8	41	1	1	8	2	2	1	4	2	1	1	1	191	75	274
During	-	1	-	-	-	-	-	11	1	13	-	-	-	1	1	-	2	1	-	-	1	5	-	-	-	-	-	-	-	-	-	3	1	-	4	1	-	-	-	-	2	-	-	-	-	-	22	25	35	
Post	-	-	-	-	-	-	-	2	1	3	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4	4	

Outcome Objective #9: Demonstrate the ability to become a productive and contributing member of society by completing at least one (1) non-compensated personal or public service project at Palama Settlement or other agency.

This program component was not instituted during this reporting period therefore, this objective cannot be assessed.

Outcome Objective #10: Demonstrate a reduction and/or elimination of drug abuse behaviors as evidenced by a minimum of 90% "clear" record for a period of four (4) consecutive weeks.

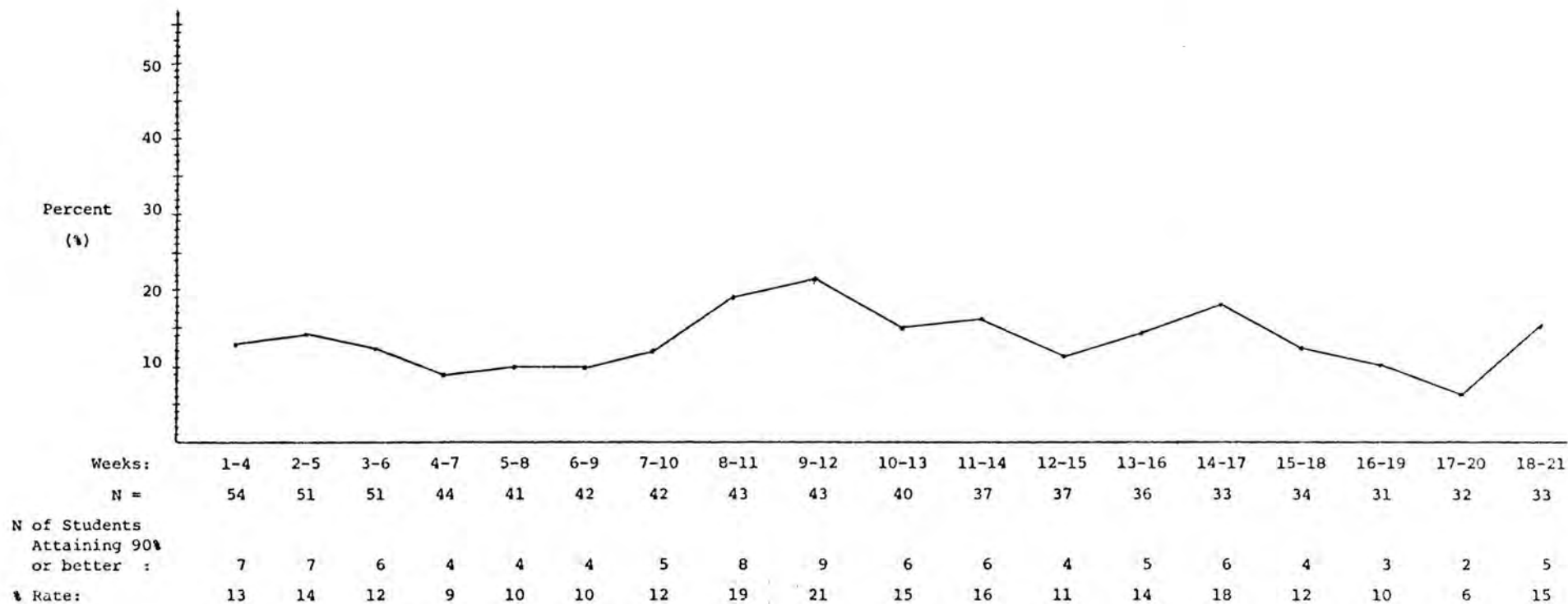
Graph 6 displays the number and percentage rate of students attaining 90% "clear" record or better for a period of four (4) consecutive weeks. The percent rate is based on the number of students enrolled in the program during that four-week period of available data. Therefore, the N population decreases over time.

For the first 6 months (from weeks 1-4 to weeks 21-24) the average percent rate was 13. While, the rate from weeks 21-24 to weeks 45-48 increased slightly to 15%. The number of students attaining 90% "clear" record or better remained less than ten (10) for any 4-week period.

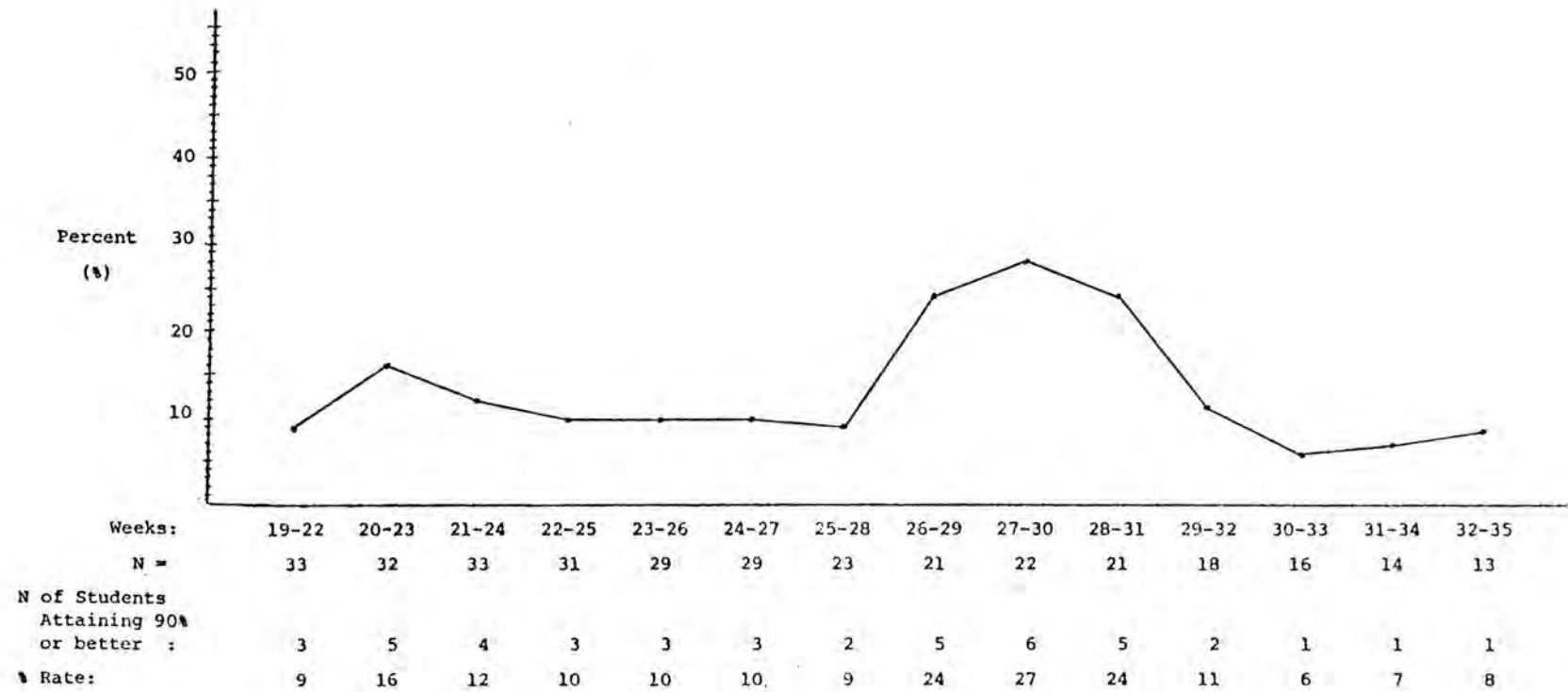
Graph 6

NUMBER OF STUDENTS WHO ATTAINED 90% DRUG CLEAR RATE
FOR FOUR (4) CONSECUTIVE WEEKS

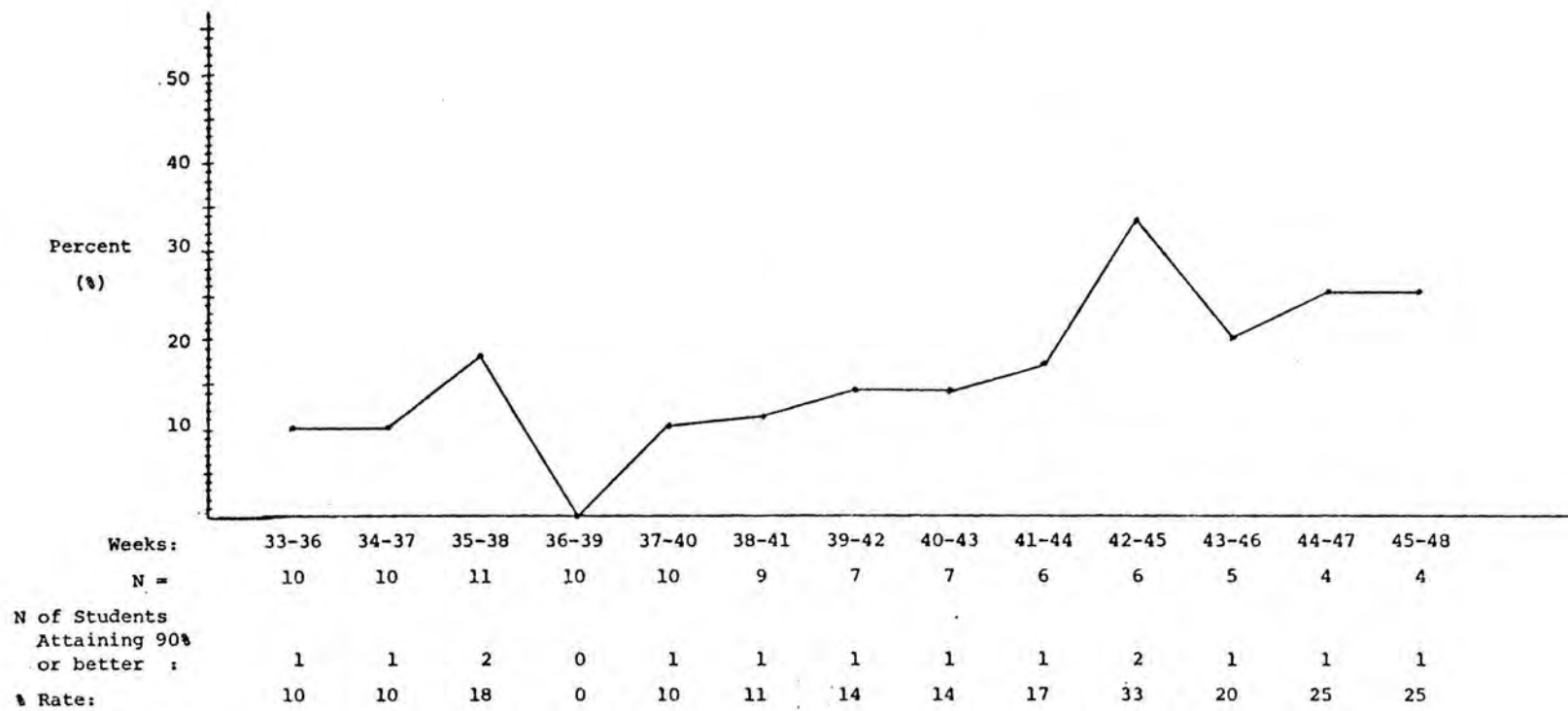
59



Students who attained 90% Drug Clear Rate (cont.) p. 2



Students who attained 90% Drug Clear Rate (cont.) p. 3



ADDITIONAL DATA AND INFORMATION:

The Daily Group Session Ratings were used to measure the communication skills of each participant in the group (refer to Appendix C for sample rating form). A subjective determination of individual member's participation level was made immediately after each group session.

After four (4) weeks in the program (Level I), the student was expected to perform on the "topic" level approximately 50% of the time. After eight (8) weeks in the program (Level II), he/she was expected to perform at least 50% of the time on the "personal" level. And, at Level III (after twelve [12] weeks in the program), the minimum criteria rose to 80% for "personal" and 75% for "feeling" levels.

It is assumed that the student will improve his/her communication skills from "topic" level to the "feeling" level the longer he/she remains in the program. Therefore, the "topic" level should decrease as the "feeling" level of participation increases.

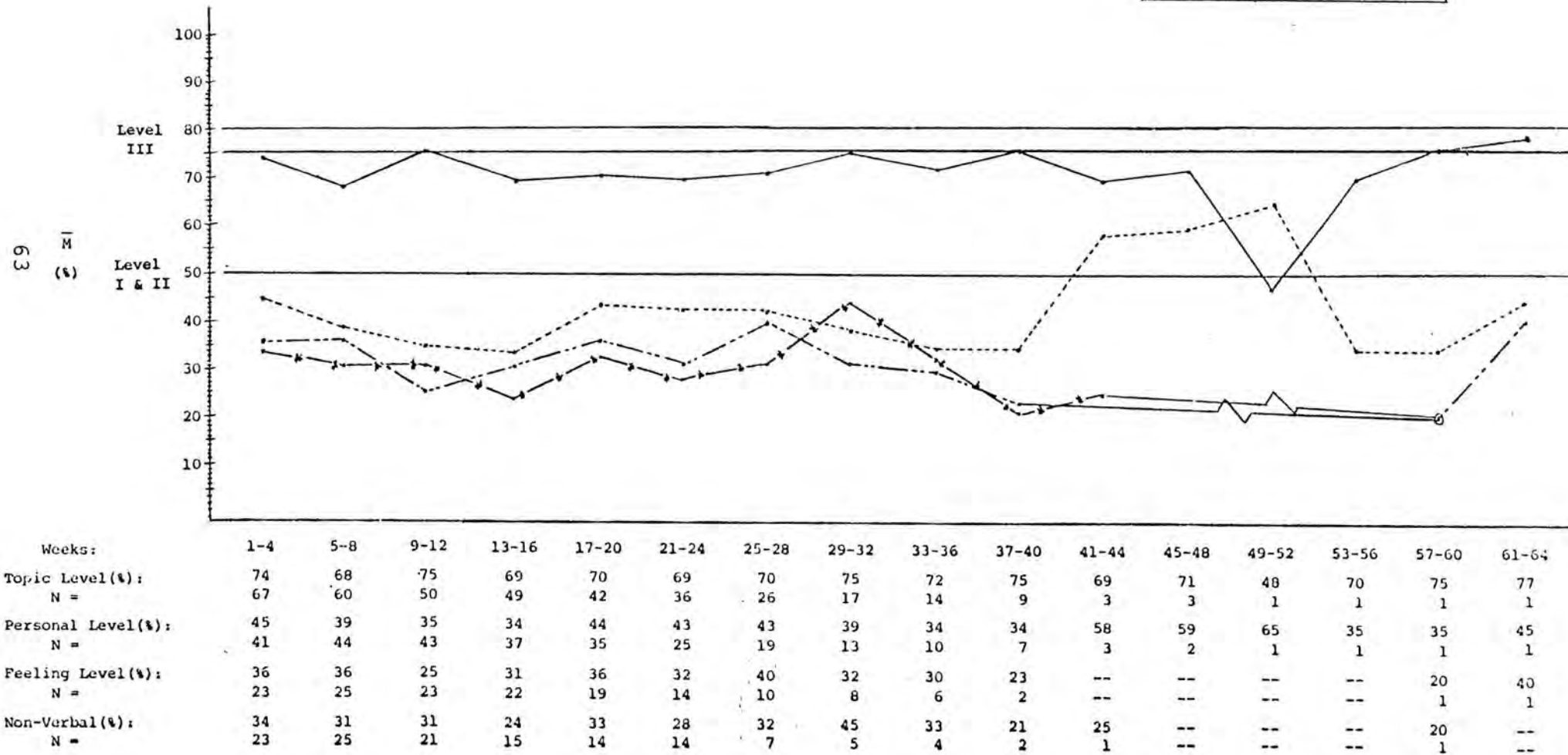
The average group ratings for the total program for each four (4) week period are presented in Graph 7. After weeks 37-40, the total N decreases significantly causing major changes in the average ratings. The previous nine (9) months indicate very little changes in the content level of the group sessions.

Graph 7

IN-COMMUNITY TREATMENT PROGRAM
GROUP RATINGS FOR TOTAL POPULATION

Legend:

Topic Level = ———
Personal Level = - - - - -
Feeling Level = - · - · -
Non-Verbal = * * * * *



STUDENT PROFILE COMPARISON

Table 13 presents a comparison of data on the Client Information Form between those students who successfully completed the program (N = 26) and those who left before completion (N = 32). Except for the following four areas, there is statistically no difference between the profiles of program completers and non-completers. And, therefore, the differences can be explained as random occurrences.

The four differences were: 1) dates participants entered the program; 2) the number of credits earned while in the program; 3) educational placement after the program; and 4) time spent in the program.

A high percentage of non-completers (56%) had entered the program between April - September 1981. In comparison, only 12% of the completers entered during the same period. These findings should take into consideration variables such as staff turnover, policy changes either with the program or the referring agent and program changes occurring during this interval that may have affected student participation.

Those completing the program earned an average of 6.5 educational credits while non-completers earned an average of 4.0. This may be correlated with the length of stay in the program; more credits can be earned if the student remains longer in the program. The non-completers spent a significantly shorter time (21.7 weeks) in the program as compared to completers (48.5 weeks).

After leaving the program, 81% (adj.) of the completers as compared to 31% (adj.) of the non-completers returned to the regular classroom. Also, a higher percent of non-completers (50% vs. 5% for completers) joined the Job Corps. Caution is advised since data is missing for a large number of cases.

Non-completers (61% - adj.) were more likely to have been living with their mothers at the time of admission than completers (38%). In addition, mothers of non-completers were more likely to be housewives (78% compared to 50% for completers).

Only a slight difference is noted in the participants' age at the time of admission. Completers were slightly younger ($M = 15.2$) than non-completers ($M = 15.7$). Supporting this finding is the fact that a larger number of non-completers last attended high school (59%) whereas most of the completers were attending an intermediate school (54%).

Finally, both groups were found to be statistically identical in terms of drug/alcohol abuse before and during the program and very similar in terms of their fathers' occupation.

Table 13

COMPARISON OF DATA ON THE CLIENT INFORMATION FORM
BETWEEN THOSE WHO COMPLETED THE PROGRAM & AND NON-COMPLETERS

A. Admissions Information

1. Project ID:	<u>Completers</u>		<u>Non-Completers</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
DA	18	69	25	78
LS	8	31	7	22

2. Admission Date:		<u>Completers</u>			<u>Non-Completers</u>		
<u>Period</u>	<u># Mos.</u>	<u>N</u>	<u>%</u>	<u>Cum</u>	<u>N</u>	<u>%</u>	<u>Cum</u>
10/31-3/82	(1-6)	1	4	4	3	9	9
4/81-9/81	(7-12)	3	12	15	18	56	65
10/80-3/81	(13-18)	8	31	46	5	16	81
4/80-9/80	(19-24)	8	31	77	6	19	100
Pre-Mar 80	(25+)	5	19	96	0	-	
"1980"		1	4	100	0	-	
		26	101*		32	100	

3. Number of Weeks in Program:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>Cum</u>	<u>N</u>	<u>%</u>	<u>Cum</u>
1-13	3	11	11	14	44	44
14-26	0	-	11	5	16	60
27-39	5	19	30	8	25	85
40-52	7	27	57	2	6	91
53-65	6	23	80	3	9	100
66-78	2	8	88	0	-	
79-91	3	11	99*	0	-	
	26	99*		32	100	
Mean	= 48.5			Mean	= 21.7	
Median	= 44.5			Median	= 21.0	
Range	= 4-91			Range	= 1-58	

*due to rounding

4. Age at Admission:		<u>Completers</u>		<u>Non-Completers</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
13		3	12	0	-
14		4	15	3	9
15		7	27	11	34
16		10	38	12	38
17		1	4	6	19
18		1	4	0	-
		<u>26</u>	<u>100</u>	<u>32</u>	<u>100</u>
		Mean = 15.2		Mean = 15.7	
		Median= 15.4		Median = 15.7	

Age at Date CIF Completed:

	Completers		Non-Completers	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
14	1	4	0	-
15	6	23	3	9
16	1	4	11	34
17	11	42	14	44
18	6	23	4	13
19	1	4	0	-
	<u>26</u>	<u>100</u>	<u>32</u>	<u>100</u>

5. Client's Sex:	Completers		Non-Completers	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	22	85	24	75
Female	4	15	8	25

6. Clients' Ethnicity:	Completers			Non-Completers	
	<u>N</u>	<u>%</u>	<u>Adj *</u>	<u>N</u>	<u>%</u>
Part-Hawaiian	9	35	36	9	28
Cosmopolitan	7	27	28	8	25
Samoan	3	11	12	5	16
Caucasian	1	4	4	4	12
Japanese	1	4	4	2	6
Other	4	15	16	4	12
	<u>25</u>	<u>96</u>	<u>100</u>	<u>32</u>	<u>99**</u>
No Data	1	4		0	

*missing data eliminated from percentages
 **due to rounding

7. Family Residence	Completers		Non-Completers		
	N	%	N	%	Adj
Kalihi	18	69	13	41	43
Central (PC, Salt Lake, Aiea, Halawa Hgts)	3	11	3	9	10
West Honolulu (Papakolea/Tantalus, Kewalo, Makiki, Nuuanu)	2	8	4	13	13
Rural (Kaneohe, Wahiawa, Waipio, Waipahu)	1	4	3	9	10
Mid-Honolulu (McCully/Moiliili, Palolo)	0	-	3	9	10
East Honolulu (Kapahulu, Waikiki, Diamond Head)	2	8	2	6	7
Transition House	0	-	2	6	7
	<u>26</u>	<u>100</u>	<u>30</u>	<u>93</u>	<u>100</u>
No Data	0		2	6	

8. Living Situation at Time of Admission:

	Completers		Non-Completers		
	N	%	N	%	Adj
With Mother	10	38	19	59	61
With Relatives	4	15	2	6	6
With Father	3	12	0	-	-
With Legal Guardians	0	-	1	3	3
Shelter Facility	0	-	2	6	6
With Foster Parents	1	4	0	-	-
Other	8	31	7	22	23
	<u>26</u>	<u>100</u>	<u>31</u>	<u>97</u>	<u>99*</u>
No Data	0		1	3	

9. Father's Occupation:

	Completers			Non-Completers		
	N	%	Adj	N	%	Adj
Unskilled	3	11	23	5	16	36
Semi-Skilled	3	11	23	2	6	14
Skilled	4	15	31	3	9	21
Managerial	0	-	-	1	3	7
Military	0	-	-	1	3	7
Disabled	1	4	8	0	-	-
Retired	1	4	8	0	-	-
Unemployed	0	-	-	2	6	14
Professional	1	4	8	0	-	-
	<u>13</u>	<u>49</u>	<u>101*</u>	<u>14</u>	<u>43</u>	<u>99*</u>
Missing Data:						
Deceased	1	4		2	6	
No Data	<u>12</u>	<u>46</u>		<u>16</u>	<u>50</u>	
	<u>13</u>	<u>50</u>		<u>18</u>	<u>56</u>	

*due to rounding

10. Mother's Occupation:	Completers			Non-Completers		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
Housewife	10	38	50	18	56	78
Semi-Skilled	6	23	30	1	3	4
Unskilled	2	8	10	3	9	13
Skilled	1	4	5	1	3	4
Managerial	1	4	5	0	-	-
	<u>20</u>	<u>77</u>	<u>100</u>	<u>23</u>	<u>71</u>	<u>99*</u>
Missing Data:	6	23		9	28	

11. Family's Gross Income:	Completers		Non-Completers	
	<u>N</u>	<u>Adj</u>	<u>N</u>	<u>Adj</u>
Welfare	4	31	4	24
\$5000 or less	0	-	3	18
\$6-10,000	4	31	5	29
\$11-15,000	1	8	4	24
\$16-25,000	2	15	0	-
\$26-30,000	1	8	1	6
\$36-40,000	1	8	0	-
	<u>13</u>	<u>101*</u>	<u>17</u>	<u>101*</u>
Missing Cases:	13	50		47

B. Referral Information

1. Date of Initial Referral:	Completers			Non-Completers		
	<u>N</u>	<u>%</u>	<u>Cum</u>	<u>N</u>	<u>Adj</u>	<u>Cum</u>
Jan. - Mar. 1982	0	-	-	1	3	3
Oct. - Dec. 1981	0	-	-	1	3	6
July - Sep. 1981	0	-	-	8	26	32
Apr. - June 1981	2	8	8	9	29	61
Jan. - Mar. 1981	5	19	27	2	6	67
Oct. - Dec. 1980	4	15	42	3	10	77
July - Sep. 1980	4	15	57	4	13	90
Apr. - June 1980	4	15	72	2	6	96
Jan. - Mar. 1980	3	12	84	1	3	99*
July - Dec. 1979	4	15	99*	0	-	
	<u>26</u>	<u>99*</u>		<u>31</u>	<u>99*</u>	
Missing Data:	0	-		1	3	

*due to rounding

2. Source of Referral or Agency:

	Completers				Non-Completers			
	Primary		Total		Primary		Total	
	N	%	N	%	N	%	N	%
Family Court	25	96	25	96	29	91	30	44
Alt. for Youth	0	-	1	4	0	-	0	-
Dept. of Social Serv. & Hsg.	0	-	0	-	1	3	3	9
Kalihi-Palama Mental Health Clinic, Lanakila	0	-	2	8	0	-	0	-
Child Protective Services Unit	0	-	0	-	0	-	1	3
Hawaii Youth Corr. Facility	1	4	1	4	1	3	1	3
Lokahi SMR PGM	0	-	0	-	0	-	1	3
Papakolea Recrea- tion Center	0	-	1	4	0	-	1	3
Hawaii State Hospital	0	-	0	-	1	3	1	3
# Second Agencies:	3	(N=4)			4	(N=4)		
# Third Agencies:	0				3	(N=3)		

3. Reason for Referral:

	Completers			Non-Completers		
	N	%	Adj	N	%	Adj
Drug Usage	4	15	17	9	28	32
Educational Neglect	1	4	4	0	-	-
Drug & Educational Neglect	1	4	4	2	6	7
Drug & Law Violation	10	38	42	4	13	14
Drug & Status Offense	0	-	-	1	3	4
Drug, Law Violation & Status Offense	0	-	-	1	3	4
Law Violation & Status Offense	2	8	8	5	16	18
Law Violation & Edu- cational Neglect	2	8	8	1	3	4
Law Violation	3	12	13	3	9	11
Hawaii Youth Correc- tional Facility Parole Status	1	4	4	1	3	4
Law Violation, Edu- cational Neglect, Beyond Control	0	-	-	1	3	4
	24	93	100	28	87	102*
Missing Data:	2	7		4	13	

*due to rounding

Factor in Referral:	Completers			Non-Completers		
	N	%	Adj	N	%	Adj
Drug Usage	15	58	63	17	53	61
Educational Neglect	4	15	17	4	13	14
Law Violation	17	65	71	15	47	54
Status Offense	2	8	8	6	19	21
Hawaii Youth Correc- tional Facility	1	4	4	1	3	4
Parole Status						
Beyond Control	0	-	-	1	3	4
	(N=26) (N=24)			(N=32) (N=28)		

C. School Information

1. Regular School Last Attended:

	Completers		Non-Completers	
	N	%	N	%
Kalakaua Intermediate	7	27	1	3
Dole Intermediate	4	15	3	9
McKinley High	3	12	4	13
Farrington High	3	12	1	3
Washington Intermediate	2	8	2	6
Olomana	2	8	0	-
Kaimuki High	1	4	3	9
Pearl City High	1	4	2	6
Waianae High	1	4	1	3
King Intermediate	1	4	0	-
Hawaii School for Girls	1	4	0	-
Central Intermediate	0	-	2	6
Kaimuki Intermediate	0	-	2	6
Kalaheo High	0	-	2	6
Roosevelt High	0	-	2	6
Barbers Pt. Elementary	0	-	1	3
Aiea Intermediate	0	-	1	3
Castle High	0	-	1	3
Kailua High	0	-	1	3
Kauai High	0	-	1	3
Moanalua High	0	-	1	3
	26	102*	31	94*
			(1 missing)	
Summary:				
High School	9	35	19	59
Intermediate	14	54	11	34
Elementary	0	-	1	3
Hi. School for Girls	1	4	0	-
Olomana	2	8	0	-
	26	101*	31	96
			(1 missing)	

*due to rounding

2. Last Quarter Information*:

	<u>Completers</u>		<u>Non-Completers</u>	
	<u>N</u>		<u>N</u>	
Absences	3	(26, 35, 53)	5	(14, 27, 34, 34, 44)
Tardies	3	(2, 5, 12)	1	(2)
GPA	1	(40?)	2	(7, 20?)

3. Highest Grade:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
6th	1	4	5	1	3	4
7th	2	8	9	1	3	4
8th	4	15	18	9	28	38
9th	10	38	45	5	16	21
10th	3	12	14	5	16	21
11th	1	4	5	3	9	13
12th	1	4	5	0	-	-
	<u>22</u>	<u>85</u>	<u>101**</u>	<u>24</u>	<u>75</u>	<u>101**</u>
Missing:	4	15		8	25	

4. Problem Behavior Recorded:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
Non-Attendance	16	62	80	18	56	75
Non-Attendance & Other	4	15	20	5	16	21
Punch Teacher	0	-	-	1	3	4
	<u>20</u>	<u>77</u>	<u>100</u>	<u>24</u>	<u>75</u>	<u>100</u>
Missing Data:	6	23		8	25	

*low N's

**due to rounding

5. Special Educational Experiences:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
SMP/Special Education	5	19	33	2	6	22
Spec. Mgt. Prog./	1	4	7	0	-	-
Spec. Ed. & Extended						
Proj. Alt. Prog.						
*KP Alt. LC	2	8	13	0	-	-
Job Corp	2	8	13	1	3	11
Olomana	1	4	7	1	3	11
*Alternative Learning	2	8	13	1	3	11
Center						
Learning Disability	1	4	7	0	-	-
Class						
Child & Family Service	1	4	7	0	-	-
Kalakaua Alternative	0	-	-	1	3	11
Learning Center						
Diamond Head Mental	0	-	-	1	3	11
Health Center						
Alternative School	0	-	-	1	3	11
on Big Island						
YMCA Alternatives for	0	-	-	1	3	11
Youth						
	<u>15</u>	<u>59</u>	<u>100</u>	<u>9</u>	<u>27</u>	<u>99**</u>
Missing Data:	11	42		23	72	

D. Employment Information

1. Employment Experiences:	<u>Completers</u>		<u>Non-Completers</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Full-Time Job:				
None Held	18	69	27	84
No Data	8	31	5	16
Part-Time Job:				
None Held	15	58	24	75
No Data	7	27	5	16
Yes	4	15	3	9
Type:				
None Held	13	50	19	59
No Data	5	19	8	25
Unskilled	8	31	5	16

*all similar/same programs

**due to rounding

2. Employment Length in Months:

	<u>Completers</u> (N=3)	<u>Non-Completers</u> (N=3)
Mean	3	11
Median	3	6
Range	3	2-24

E. Prior Drug/Arrest Record & Family Court Information

1. # of Status Offenses:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
One	5	19	42	8	25	36
Two	1	4	8	6	19	27
Three	2	8	17	5	16	23
Four	3	12	25	2	6	9
Five	1	4	8	1	3	5
	<u>12</u>	<u>47</u>	<u>100</u>	<u>22</u>	<u>69</u>	<u>100</u>

Mean	= 2.2	Mean	= 2.2
Median	= 1.9	Median	= 2.0
Std Dev	= 1.244	Std Dev	= 1.181

Missing Data:

No Data	2	8	7	22
No Offense	<u>12</u>	<u>46</u>	<u>3</u>	<u>9</u>
	<u>14</u>	<u>54</u>	<u>10</u>	<u>31</u>

2. Family Court Involvement:

No Results Due to Insufficient Data

	<u>Completers</u>	<u>Non-Completers</u>
A. # Months Under Family Court	N = 1	N = 0
B. Days at Detention Home	N = 0	N = 0
C. Admissions to Detention Home	N = 1	N = 0

3. Alcohol, Drug, or Substance Abuse:

	<u>Completers</u>		<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
Yes	25	96	30	94	97
No	1	4	1	3	3
No Data	0	-	1	3	

If Yes,

A. Involvement in Other Drug-Related Programs:

	<u>Completers</u>		<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
Yes	0	-	0	-	
No	22	85	24	75	80
Other	4	15	6	19	20
	<u>26</u>	<u>100</u>	<u>30</u>	<u>94</u>	<u>100</u>
Missing:	0		2	6	

B. Months Since Discharged:

<u>Completers</u> (N=5)		<u>Non-Completers</u> (N=6)	
Mean	= 13.4	Mean	= 7.7
Median	= 5.0	Median	= 8.5
Std Dev	= 19.731	Std Dev	= 3.502
Range	= 1-48	Range	= 3-12

F. Current Status

1. Reason for Leaving Early:

		<u>Completers</u>		<u>Non-Completers</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Incarcerated	NA	2	6		
Rule Non-Compliance	NA	25	78		
Other	NA	5	16		
			<u>100</u>		

G. Discharge Information

1. Discharge Date:	<u>Completers</u>		<u>Non-Completers</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
April 1982	1	4	0	-
Jan. - Mar. 1982	3	12	8	25
Oct. - Dec. 1981	10	38	6	19
July - Sep. 1981	4	15	10	31
Apr. - June 1981	8	31	7	22
Jan. - Mar. 1981	0	-	1	3
	<u>26</u>	<u>100</u>	<u>32</u>	<u>100</u>

2. Months in Program:	<u>Completers</u>		<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
1 - 3	2	8	10	31	37
4 - 6	4	15	6	19	22
7 - 9	4	15	7	22	26
10 - 12	8	31	3	9	11
13 - 18	6	23	1	3	4
19+	2	8	0	-	-
	<u>26</u>	<u>100</u>	<u>27</u>	<u>84</u>	<u>100</u>

Mean = 10.4
 Median = 10.3
 Std Dev = 5.061
 Range = 1-21

Mean = 5.6
 Median = 5.1
 Std Dev = 3.512
 Range = 1-13

Missing Data:

No Data	0	-	3	9
Not Applicable	0	-	2	6
			<u>5</u>	<u>15</u>

3. # Days in Program:	<u>Completers</u>		<u>Non-Completers</u>	
	(N=0)		(N=6)	
Mean	= NA		= 12.8	
Median	= NA		= 8.5	
Range	= NA		= 1-45	

4. Status Offenses in Program:

<u>Completers</u>	<u>Non-Completers</u>
N=1; 1 each	N=2; 1 each

5. # of Law Violations in Program:

	Completers			Non-Completers		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
One	2	8	50	8	25	62
Two	2	8	50	2	6	15
Three	0	-	-	2	6	15
Four	0	-	-	1	3	8
	<u>4</u>	<u>16</u>	<u>100</u>	<u>13</u>	<u>40</u>	<u>100</u>
Missing Data:						
No Data	3	12		5	16	
No Law Violations	19	73		14	44	
	<u>22</u>	<u>85</u>		<u>19</u>	<u>60</u>	

6. Type of Law Violation:

	Completers			Non-Completers		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
Auto Theft	3	12	60	3	9	25
Probation Violation	0	-	-	4	13	33
Other	2	8	40	5	16	42
	<u>5</u>	<u>20</u>	<u>100</u>	<u>12</u>	<u>38</u>	<u>100</u>
Missing Data:						
No Data	4	15		9	28	
No Law Violations	17	65		11	34	
	<u>21</u>	<u>80</u>		<u>20</u>	<u>62</u>	

7. Drug Abuse in Program:

	Completers		Non-Completers	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	26	100	29	91
No	-		1	3
Missing	-		2	6

8. # Detention Home Detainments:

	Completers			Non-Completers		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
One	4	15	67	8	25	57
Two	2	8	33	4	13	29
Three	0	-	-	1	3	7
Four	0	-	-	1	3	7
	<u>6</u>	<u>23</u>	<u>100</u>	<u>14</u>	<u>44</u>	<u>100</u>
Mean	= 1.3			Mean	= 1.6	
Median	= 1.0			Median	= 1.4	
Missing Data:						
No Data	4	15		5	16	
No Detainment	16	62		13	41	
	<u>20</u>	<u>77</u>		<u>18</u>	<u>57</u>	

9. # Days in Detention Home:

	Completers			Non-Completers		
	N	%	Adj	N	%	Adj
One	3	12	50	3	9	25
2 - 3	1	4	17	1	3	8
4 - 5	1	4	17	4	13	33
6 - 7	1	4	17	2	6	17
8 - 9	0	-	-	2	6	17
	<u>6</u>	<u>24</u>	<u>101*</u>	<u>12</u>	<u>37</u>	<u>100</u>
Mean	= 2.7			Mean	= 4.3	
Median	= 1.3			Median	= 4.0	
Std Dev	= 0.516			Std Dev	= 2.839	

Missing Data:

No Data	4	15	8	25
No Detainment	<u>16</u>	<u>62</u>	<u>12</u>	<u>38</u>
	<u>20</u>	<u>77</u>	<u>20</u>	<u>63</u>

10. Type of Placement After Program Discharge:

	Completers		Non-Completers		
	N	%	N	%	Adj
Parent-Guardian	21	81	17	53	77
Shelter Facility	1	4	4	13	18
Relative	2	8	1	3	5
Foster Parent/Home	2	8	0	-	-
	<u>26</u>	<u>101*</u>	<u>22</u>	<u>69</u>	<u>100</u>
Missing Data:	9		10	31	

11. Total # Educational Credits Earned in Program:

	Completers			Non-Completers		
	N	%	Adj	N	%	Adj
0.5 - 2.5	2	8	9	6	19	26
3.0 - 5.0	4	15	17	10	31	43
5.5 - 7.5	9	35	39	6	19	26
8.0 - 10.0	7	27	30	1	3	4
11.5	1	4	4	0	-	-
	<u>23</u>	<u>89</u>	<u>99*</u>	<u>23</u>	<u>72</u>	<u>99*</u>
Missing Data: (or no credits earned)	3	12		9	28	
Mean	= 6.5			Mean	= 4.0	
Median	= appx 6.0			Median	= appx 3.5	

*due to rounding

12. Educational Placement:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
Regular Classroom	17	65	81	5	16	31
Job Corp	1	4	5	8	25	50
Other	3	12	14	3	9	19
	<u>21</u>	<u>81</u>	<u>100</u>	<u>16</u>	<u>50</u>	<u>100</u>
Missing Data: (or no placement made)	5	19		16	50	

13. Grade Entering:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>N</u>	<u>%</u>	<u>Adj</u>	<u>N</u>	<u>%</u>	<u>Adj</u>
8th	1	4	5	0	-	-
9th	0	-	-	1	3	14
10th	9	35	43	4	13	57
11th	7	27	33	1	3	14
12th	4	15	19	1	3	14
	<u>21</u>	<u>81</u>	<u>100</u>	<u>7</u>	<u>22</u>	<u>99*</u>
Missing Data:						
No Data	2	8		15	47	
No Grade Placement	<u>3</u>	<u>12</u>		<u>10</u>	<u>31</u>	
	5	20		25	78	

14. Employment Status at Discharge:

	<u>Completers</u>	<u>Non-Completers</u>
Full-Time	2	0
Part-Time	2	1
Missing	21	31

H. Follow-up Information

1. Arrest & Violation:	<u>Completers</u>	<u>Non-Completers</u>
# in 3 Months	1	2

All other information regarding arrests and violations are missing.

*due to rounding

2. Educational Status:

	<u>Completers</u>					
	<u>3 Months</u>		<u>6 Months</u>		<u>12 Months</u>	
	<u>N</u>	<u>Adj</u>	<u>N</u>	<u>Adj</u>	<u>N</u>	<u>Adj</u>
Secondary School	16	84	8	80	2	67
Apprenticeship	2	11	1	10	1	33
Others	1	5	1	10	0	-
	<u>19</u>	<u>100</u>	<u>10</u>	<u>100</u>	<u>3</u>	<u>100</u>
Missing Data:	7	(27)	16	(62)	23	(88)

Non-Completers

	<u>3 Months</u>		<u>6 Months</u>		<u>12 Months</u>	
	<u>N</u>	<u>Adj</u>	<u>N</u>	<u>Adj</u>	<u>N</u>	<u>Adj</u>
Secondary School	6	75	3	9	1	3
Apprenticeship	1	12	0		1	3
Others	1	12	1	3	0	
	<u>8</u>	<u>99*</u>	<u>4</u>	<u>12</u>	<u>2</u>	<u>6</u>
Missing Data:	24	75	28	88	30	94

3. Attendance and GPA:

Data for all variables are missing.

4. Employment Status:

	<u>Completers</u>			<u>Non-Completers</u>		
	<u>3 Mo.</u>	<u>6 Mo.</u>	<u>12 Mo.</u>	<u>3 Mo.</u>	<u>6 Mo.</u>	<u>12 Mo.</u>
	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>
Full-Time	3	2	1	0	0	0
Part-Time	4	1	0	1	0	0
Job Corps	0	0	0	1	0	0
	<u>7</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>
Missing Data:	19	23	25	30	32	32

SUMMARY & RECOMMENDATIONS

The Youth Development and Research Center (YDRC) has, for the past two years, been involved as the program designers, implementation consultants, staff trainers and evaluators. Because of this unique role, all evaluations have been formative (process-oriented) rather than summative (outcome-oriented) in nature. Based on the results of available data and direct observations of the program's operations, specific recommendations are suggested and submitted for the primary purpose of improving the efficiency and effectiveness of the program.

Palama Settlement's In-Community Treatment Program is only one of a few delinquency treatment programs in Hawaii. Through the years, a variety of treatment strategies have been developed and demonstrated at Palama. Past results of the ICTP have been inconclusive and available data have indicated that the current results are in line with the outcomes of most delinquency treatment programs throughout the nation...that is, treatment efforts are most difficult under strained conditions especially with the lack of adequate financing, and have not significantly decreased the delinquent behavior of the target population.

The current outcomes of the ICTP at Palama are less than impressive. However, this does not mean that the ICTP is failing to provide the much needed treatment services. In fact, the program has and continues to fulfill a vital community need - that of providing treatment services to alienated and dysfunctional youngsters who cannot or have not been adequately and appropriately serviced by the established systems.

If the program is to achieve its stated goal, those considered ready for re-entry into the mainstream of society must be sufficiently competent to succeed in the real world. Academic achievement, attendance, socially acceptable behaviors, and task completion behaviors at less than the minimum expectancy levels will result in continued failure for the youngsters; and thereby, increasing the probability that he/she will re-engage in inappropriate behaviors and become caught in the failure cycle once again. The high expectancy level when attained will insure success in the regular classroom and eventual entering into the labor force.

A thorough and conclusive assessment was not possible for a number of reasons. The bottom line for a complete program evaluation is objective and accurate data. This was not the case in the ICTP. Failure to secure and record complete data has been the key element detrimental to the success and effectiveness of the ICTP.

Strict adherence to planned treatment strategies and compliance with treatment methods specific to the identified practice theory are other factors that contribute toward program effectiveness. Direct observations of the ICTP throughout the evaluation period indicated that these factors were apparently not accorded priority among the treatment staff.

At the outset, it should be clearly understood that failure to achieve criterion in each of the outcome objectives does not necessarily mean program failure. It is a measure of current effort and, over a period of program years (vertically) or among

matched programs (horizontally), provides a measure for comparison to determine program effectiveness. Analysis of the outcome measures enables practitioners to identify program variables that can help to change future outcomes and thereby improve the program. It is with this intent, that the following is presented:

Outcome Objectives #1 & #2 - Attendance and Promptness

Based on the reported data, which appears to be inadequate, a relatively small number of target youth achieved the stated criteria (100% for attendance and 95% for promptness over a consecutive four week period). The following recommendations are suggested to improve the attendance rates:

- a. Deploy project staff to help identified truants achieve improved attendance rates.
- b. Increase motivation for attendance and promptness by improving and strengthening the contingency contract system.
- c. Strengthen the reward system with more meaningful and relevant positive reinforcers.

Outcome Objective #3 - Academic Achievement

Although statistically significant gains were reported on the results of the CAT, the increase is not enough for the target population who averaged three to five years underachievement in the basic skills. These youth cannot be expected to return to their regular school and attain academic expectancies without

continued frustration and failure. Moreover, the administration of the CAT frequently, every three (3) months, is questionable. The following recommendations are suggested to improve academic achievement:

- a. Carefully review teaching strategies.
- b. The youth should be provided with more opportunities to demonstrate application of the basic skills as they are learned to improve relevancy of the activity.
- c. Since a considerable amount of time of the youth in Learning Center is devoted to independent study activities, more appropriate self-instruction materials should be utilized. This will minimize direct confrontations with the Learning Center staff, who man the checking station most of the time.
- d. The physical arrangement of the Learning Center should be reassessed to maximize a controlled classroom management system. "Blind" spots should be eliminated and self-direction emphasized. Available staff should be deployed for maximum instructional effectiveness instead of behavioral control.
- e. The educational curricula should be varied to include learning experiences that can help each youth plan for the future rather than merely to secure credits for graduation (which is highly desired but doubted by many of the target youth.) An example of this might be the inclusion of career/vocational education activities that are community-based.

- f. Consistent with the above recommendations (b & c), the instructional program should include life survival skills and competencies. These activities will also prepare the youth to successfully undertake the competency tests (HISTEC) now required of Hawaii's public school graduates.
- g. Consider administration of norm-referenced tests (CAT) annually and criterion-referenced tests (CRT) intermittently.

Outcome Objective #4 - Contract Completions

Again, the results of this objective are inconclusive due to the lack of complete and accurate data. The limited data does indicate, however, that much is needed to strengthen this key feature of the ICTP. Direct observations revealed that despite the awarding of token rewards or "points" for behavioral performances, much negative verbal interaction among the staff and youth and the application of negative reinforcement procedures pervades in the Learning Center. It is recommended that the Learning Center:

- a. Strengthen the reward system with more meaningful positive reinforcements, i.e., greater use of privileges and activities rather than dependence upon tangible rewards. A reward "menu" should be posted so that the youth may "purchase" high strength items such as a free lunch, smoking in designated areas, desired study desk (carrel), etc.

- b. Individualize and establish lower approximations for difficult target behaviors. Dispense rewards for successive approximations.
- c. Incorporate learning contracts for academic activities along with the behavior management contract. Establish minimum daily job completion requirements and accuracy rates.
- d. Provide training activities for contingency management techniques on a frequent and continuing basis, i.e., a few minutes each week during staff meetings to identify and resolve problem behaviors.

Outcome Objectives #5, #6, & #7 - Career Education

It should be noted here that the ICTP and Learning Center staff are now in the process of developing a career/vocational education component for the ICTP. This new component will be implemented during the fall, 1982.

Outcome Objective #8 & #10 - Law Violations & Drug Abuse

Approximately two-thirds of the youth abstained from law violations during the period of their participation in the ICTP. This is significant and confirms the notion that there will be decreased delinquent behavior when youth are meaningfully engaged in organized and supervised activities. However, the incidence of drug abuse did not appear to be affected.

Lacking in this report were data from follow-up activities when the youth was considered "treated" and released to return

to regular school. Moreover, it is not known if any law violations or drug abuse resumed or continued when the youth returned to the mainstream of the open school environment.

The continued high incidences of drug abuse verifies the generally poor outcomes in the other objectives, i.e., attendance, promptness, academic achievement, contract completions. While law violations can be contained with placement of the youth in a controlled environment it was not sufficient to control their drug abuse behaviors. This is evidenced by the apparent lack of self-satisfaction, academic success, poor performance, and over-all appearances of poor self-esteem.

The over-all strengthening of all components of the ICTP should have a positive effect on the outcomes of this objective. Improvements in accurate data collection and reporting are in order. The follow-up program can be strengthened by arranging a transition program with nearby schools, i.e., Farrington High School. Deploying ICTP staff to develop and operate a viable follow-up program as part of the ICTP should be seriously considered.

Outcome Objective #9 - Community Service

There is no acceptable reason why this program component was not established. It is apparent that more rigorous staff training and staff motivation is in order.

General Process Recommendations

Palama Settlement's ICTP can be classified as an "alternative" educational program since it is charged with the responsibility to render educational services and dispense high school credits to the youths assigned by the Family Court. The previously cited analyses and suggestions for program improvement were presented to enable Palama's ICTP to help the youth achieve higher criteria levels in the outcome objectives.

Guidelines specified by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Law Enforcement Assistance Agency (LEAA), U.S. Department of Justice - in their 1980 publication, "Prevention Through Alternative Education", lists four major elements that contribute toward more effective educational programs for youth in trouble with the law. These elements appear to be appropriate for Palama Settlement's ICTP and are herewith presented for serious consideration and implementation.

"1. Individualized Instruction

...alternative schools should assess student achievement levels to determine appropriate course work and to obtain a baseline for measuring progress...student achievement levels will vary, individualized learning approaches are important ...the alternative may simply become another environment in which some students will experience (more) failure due to an inability to keep pace with their classmates and other students will be bored and disruptive because they are held to an unchallenging learning schedule...better student participation in school work and lower delinquency rates (were found) in an alternative education program for delinquent youths which integrated high interest materials into an individualized program learning format. Vocational and academic subjects have also been integrated to teach students basic skills and to maintain their interest in a number of alternative programs.

"2. Reward Systems

The rewards offered to students by the school are external indicators of success...these rewards must be attainable and clearly contingent on their effort and proficiency...Rewards do not have to be limited to traditional grades...Varied reward systems, such as token economies or systems in which credits toward desired goals are offered for academic progress, should be instituted...the ultimate goal of classroom reward systems should be to enhance academic success, not simply to create a classroom of controlled, docile students.

"3. Goal Oriented Work and Learning Emphasis in the Classroom

A work and learning orientation in the classroom can provide a context in which efforts to attain educational goals make sense to students. Individualized learning approaches and rewards contingent on proficiency are likely to require a context in which academic achievement remains valued, if genuine academic success is to be experienced. Without a clear orientation to work and learning in the classroom, even competent and caring teachers are unlikely to succeed in increasing academic achievement, reducing official delinquency, or affecting school dropout rates of their students. Teachers should structure their classes so that students' attention and effort are clearly focused on working to develop cognitive skills and to attain educational goals.

"4. Conducive Physical and Human Factors

a. Small Student Population in the Program

Research has consistently shown correlations between school size and rates of school crime. The National Institute of Education Violent Schools-Safe Schools Report (U.S. Department of Health, Education, and Welfare, 1978)...found school size to be correlated with the incidence of school crime. Large schools had greater property loss through burglary, theft, and vandalism than schools with smaller student populations...alternative schools generally have a small number of students in comparison to the conventional schools from which their students are drawn. Despite the disruptive histories of many of their students, they are usually characterized by "almost a lack of violence" and discipline problems. Their small size may be a contributing factor...

b. Low Student-Adult Ratio in the Classroom

The NIE Violent Schools-Safe Schools Report (U.S. Department of Health, Education, and Welfare, 1978) found that in schools with fewer students each week, there were lower rates of student violence...the physical factor of student-adult ratio is likely to be important for its influence on interactive variables. When teachers work with a small number of students, they have more opportunity to relate to students as individuals, to provide individual attention, and to establish personal relationships...

c. Caring, Competent Teachers

...The NIE Violent Schools-Safe Schools Report (U.S. Department of Health, Education, and Welfare, 1978) indicates that the less students value their teachers' opinions, the greater the property loss due to vandalism and burglary in the school. Process evaluations of alternative schools... have identified teachers as important elements in students' academic success in alternative schools...Teachers' personal characteristics and teaching styles are important for establishing warm relationships of mutual respect with students who have become alienated from traditional schools...The most important characteristic is not special training, but rather a combination of genuine interest in working with troubled students, patience and determination, flexibility, and adaptability to different students. Alternative programs should look for these characteristics in recruiting teachers....

Affective education approaches can enhance positive relationships among students as well as between students and teachers. Numerous affective education curricula, emphasizing decision-making skills, communication skills, conflict resolution skills and, in some cases, clarification of individual values, have been developed...these approaches have shown promise for improving students' attitudes toward school, increasing attendance rates, decreasing disruption and suspension rates, and decreasing school violence and vandalism. Without a structured learning environment focused on incremental development of cognitive skills, however, affective approaches and warm student/teacher relations have not been effective in promoting academic success or preventing delinquency...Warm relationships between students and teachers must be combined with a classroom orientation toward cognitive skill development and academic achievement if the goals of academic success and delinquency prevention are to be achieved.

d. Strong, Supportive Administrator

Finally, strong leadership from the school administrator is essential. The principal, as the director of school activities, sets the "climate" for implementation of the above-listed "success" elements. Moreover, it appears that

the principal directly affects rates of vandalism and violence in schools (U.S. Department of Health, Education, and Welfare, 1978:9). Strong leadership, consistency, and fairness appear to be more important than a particular administrative or management style. Both cooperative school governance and centralized authority have been associated with positive results. The school administrator must encourage implementation of educational approaches which lead to academic success for students, establish a climate of respect for students, and establish fair and consistent discipline procedures.

It is important to emphasize that none of these elements alone is likely to prevent delinquency. It is the combination which holds promise."

Finally, the Executive Director and the Board of Trustees should appropriately recognize and reward efforts of dedicated staff/employees if high levels of teaching and work performance are to be expected and maintained. Such recognition when appropriately and consistently dispensed for specific accomplishments would provide the necessary incentives for higher quality work production.

The ICTP and Learning Center staff at Palama Settlement are to be commended for their full cooperation with the preparation of this report. Their dedication to improve the ICTP is evident in their willingness to identify program weaknesses and to seek solutions to the problems noted in this report.

CODE:

Y - Mellow
O - Medium
R - High

✓ Here on time K-Kinetic
T-Tardy G-Group
A-Absent LC-Learning
E-Excused Center
DH-Detention PO-Probation
Home Officer

PALAMA SETTLEMENT

A T T E N D A N C E

FOURTH

YEAR

[illegible]

PALAMA SETTLEMENT
LEARNING CENTER WEEKLY CONTRACT

LEVEL

NAME: _____ PROGRAM: _____

LEARNING JOBS TO DO	p/p	MON.	TUE.	WED.	THUR.	FRI.
1.						
2.						
3.						
4.						
5.						
TOTAL WEEKLY POINTS						

With the points earned, I will be able to _____

Signed: _____ Date: _____ Signed: _____

Group Facilitator

Student

PALAMA SETTLEMENT

DAILY GROUP SESSION RATING FORM

Client: _____

Group: _____

Date: _____

Group Facilitator: _____

(Dates)

Month:												Comments
COMMUNICATING SKILLS												
1. Verbal												
2. Non-Verbal												
a. Topic Level												
b. Personal Level												
c. Feeling Level												
1. Decision Making												
2. Leadership												
GROUP BEHAVIORS												
1. Attentive												
2. Disruptive												
a. Sitting Up												
b. Lying Down												
c. Falls Asleep												
DRUG COLORS												

Summary of clients progress:

PALAMA SETTLEMENT
IN-COMMUNITY TREATMENT

GROUP CONTRACT

Contract agreement:

Contract time limit:

Student's Signature

Staff Signature

9/24/80: gc

PALAMA SETTLEMENT
CLIENT INFORMATION FORM (CIF)

A. Admissions Information

1) Project ID

1 2

2) Client ID

3 4 5 6

3) Date form completed (mo/yr)

7 8 - 9 10

4) Date of admission to program (mo/yr)

11 12 - 13 14

5) Age at admission

15 16

6) Client's Birthdate (mo/yr)

17 18 - 19 207) Client's Sex: 1 = male
2 = female21

8) Client's Ethnicity:

22 23

1 = Caucasian

2 = Hawaiian

3 = Part Hawaiian

4 = Chinese

5 = Filipino

6 = Japanese

7 = Puerto Rican

8 = Korean

9 = Black

10 = Samoan

11 = Indo-Chinese

12 = Other (specify) _____

98 = Mixed (2 or more other than Part Hawaiian)

99 = Don't know

9) Family Residence: (see codesheet)

24 25

10) Living situation at time of admission:

- 1 = living with mother
- 2 = living with father
- 3 = living with legal guardian(s)
- 4 = living with foster parent(s)
- 5 = living with relative(s)
- 6 = living with friend(s)
- 7 = living in sheltered facility (one mo. or longer)
- 8 = living at Detention Home (one mo. or longer)
- 9 = other (specify) _____

26 27

11) Father's Occupation: (see codesheet)

28 29

12) Mother's Occupation: (see codesheet)

30 31

13) Family's approximate gross income: (see codesheet)

32 33

(skip 34)

B. Referral Information

1) Date of initial referral (mo/yr)

35 36 37 38

2) Source of referral or primary agency: (see codesheet)

39 40

3) Secondary agency(ies): (see codesheet)

a) _____

41 42

b) _____

43 44

4) Reason for referral: (see codesheet)

45 46

(skip 47)

C. School Information

1) Regular school last attended: (see codesheet)

48 49

2) Attendance Record:

a) Number of absences for last completed quarter

50 51

b) Number of tardies for last completed quarter

52 53

3) Highest School Grade Completed

54 55

4) Last recorded quarter GPA

56 57

5) Problem School Behavior(s) recorded: (see codesheet)

58 596) Type of prior special educational experience(s):
(i.e., SMP, LD class, Hale O'pio, Hale o'ulu, Olomana,
Kalihi-Palama L.C., etc.)60 61

(skip 62)

D. Employment Information

1) Employment Experiences:

a) Have held a full-time job (35 hrs. or more per week)
in past 99 = no job held63 64b) Have held a part-time job (less than 35 hours per week)
in past 99 = no job held65 66

2) Length of most recent employment: (actual mos.)

67 68

3) Type of employment: (see codesheet)

69 70

Project ID

Client ID

Card

1 23 4 5 62
7E. Prior Drug/Arrest Record & FC Information1) Types of violations and number of arrests recorded
(within past 12 months):a) Status offense: (actual number)
(inc. runaway, incorrigible, curfew)8 9

b) Law violations: (actual number)

10 1112 1314 1516 1718 1920 21

(skip 22 - 33)

2) Family Court Involvement:

a) Number of months under FC prior to admission to program

34 35

b) Number of days at DH prior to admission to program

36 37 38

c) Number of admissions to DH prior to admission to program

39 403) Any alcohol, drug or substance abuse: 1 = yes
2 = no41

(If yes, answer #4 and #5)

4) Involvement in other drug related programs:

- 1 = yes
2 = no

42

(skip 43 - 44)

5) Months since last discharged from any drug treatment program:

45 46

(skip 47)

F. Current Status

1) Program Completion:

- 1 = completed program
2 = left before completing
3 = continuing in program

48

2) Reason for leaving program before completing:

- 1 = incarcerated
2 = death
3 = referred to another program
4 = discharged for non-compliance with program rules
5 = other reason _____

49

(skip 50)

G. Discharge Information

1) Date of discharge from program: (mo/yr)

51 52 - 53 54

2) Length of stay in program: (complete one)

a) Number of months in program (round off to nearest month)

55 56

b) Number of days in program (include day of arrival & departure)

57 58

3) Number of status offenses committed while in program

59 60

4) Number of law violations committed while in program

61 62

5) Type of violations:

63 64

(skip 65 - 66)

6) Known drug use/suspected drug use while in program

1 = yes

2 = no

67

7) Number of detainments at DH while in program

68 69

8) Total number of days detained in DH while in program

70 71

9) Type of Placement after program discharge:

1 = parent(s)/legal guardian(s)

2 = foster parent(s)

3 = relative(s)

4 = friend(s)

5 = sheltered facility (indicate name)

72 73

6 = foster group home (non-therapeutic)

7 = group home (therapeutic)

10) Educational Status

a) Total number of credits earned while in program

74 75

b) Placement:

1 = returned to regular school classroom

2 = returned to special class

3 = continued in L.C.

4 =

5 =

6 =

76

c) Grade entering

77 78

11) Employment Status (at time of discharge)

1 = working full-time (35 hours +)

2 = working part-time (less than 35 hours)

3 =

4 =

79

Project ID

Client ID

Card

1 2

3 4 5 6

3
7

H. Follow-up Information

1) Arrest and Violation Record

a) Number of arrests after discharge from program:
(actual number)

(1) 3 months (up to & including 3rd month)

Type of violations:

8 9

10 11

12 13

(2) 6 months (from 4th to & including 6th month)

Type of violations:

14 15

16 17

18 19

(3) 12 months (from 7th to & including 12th month)

Type of violations:

20 21

22 23

24 25

2) Educational Information

a) Educational Status:

3 months

26

1 = secondary public/private school

2 = technical school: _____

3 = apprenticeship program: _____

4 = community college: _____

5 = university: _____

6 = others: _____

6 months

27

1 = secondary public/private school

2 = technical school: _____

3 = apprenticeship program: _____

4 = community college: _____

5 = university: _____

6 = others: _____

12 months

28

1 = secondary public/private school

2 = technical school: _____

3 = apprenticeship program: _____

4 = community college: _____

5 = university: _____

6 = others: _____

b) Attendance:

(1) Number of absences since leaving the program:

3 months

29 30

6 months

31 32

12 months

33 34

(2) Number of tardies since leaving the program:

3 months

35 36

6 months

37 38

12 months

39 40

c) Grades: (GPA - any completed quarter/semester)

3 months for period of _____

41 42

6 months for period of _____

43 44

12 months for period of _____

45 46

3) Employment Status:

3 months

47

- 1 = working full-time (35+ hours)
- 2 = working part-time (less than 35 hours)
- 3 =
- 4 =

6 months

48

- 1 = working full-time (35+ hours)
- 2 = working part-time (less than 35 hours)
- 3 =
- 4 =

12 months

49

- 1 = working full-time (35+ hours)
- 2 = working part-time (less than 35 hours)
- 3 =
- 4 =

IN-COMMUNITY TREATMENT PROGRAM

Contract Completion

[illegible]