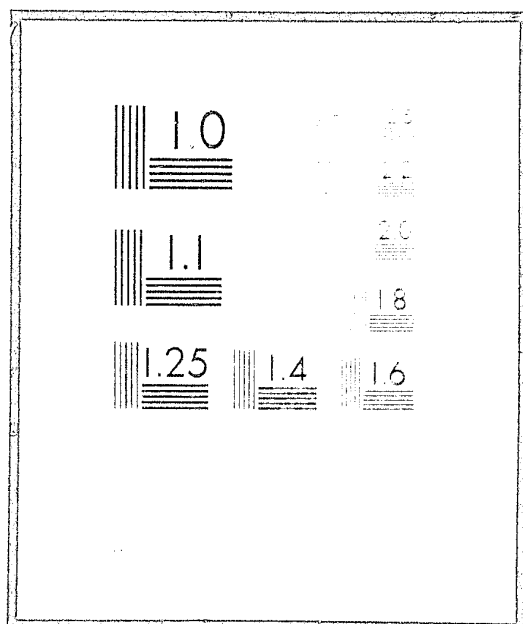


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State of Washington

# JUVENILE PAROLE LEARNING CENTERS

25207

1971-1973

State of  
Washington  
Department  
of Social & Health  
Services



**Charles R. Morris**  
Secretary

**Milton Burdman**  
Deputy Secretary

**Division of  
Community Services**

**Maurice A. Harmon**  
Deputy Director

**Office of  
Juvenile Rehabilitation**

**Thomas G. Pinnock**  
Chief

**Juvenile Parole Services**

**Lloyd A. Bates**  
Supervisor

**Glen A. Rudolph**  
Assistant Supervisor

JUVENILE PAROLE SERVICES

REGIONAL ADMINISTRATORS AND EDUCATIONAL CONSULTANTS

Region I

Administrator  
Educational Consultant

Lyle B. Newport  
Kevin O'Reilly

Region II

Administrator  
Educational Consultant

Michael R. Nixon  
Walter (Joe) Sutton

Region III

Administrator  
Educational Consultant

Robert E. Thornton  
William D. Wiley

Region IV

Administrator  
Educational Consultant

John R. George  
John Krueger

Region V

Administrator  
Educational Consultant

Dale D. Smith  
Ralph E. Sherfey

7

STATE OF WASHINGTON  
JUVENILE PAROLE SERVICES

SUMMARY AND EVALUATION OF LEARNING CENTER PROGRAM

1971-73

Report Prepared By Donna D. Schram, Ph.D.  
Consulting Psychologist to the Learning Center Program

April, 1974

## ACKNOWLEDGMENTS

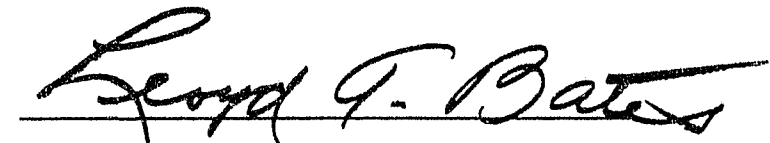
The assistance provided to Dr. Schram by the Educational Consultants in furnishing data for the preparation of this report is gratefully acknowledged.

It should be noted that the Learning Center program in each of the five administrative regions is under the immediate supervision of the Educational Consultant, who is under the administrative direction of the Juvenile Parole Regional Administrator. The Learning Centers are an integral part of the overall statewide Juvenile Parole Services program.

We also wish to express our sincere appreciation to Dr. Louis Bruno, State Superintendent of Public Instruction, and his staff (Olympia, Washington), for their work in launching the Learning Center program in August, 1971.

The continuation and expansion of the Learning Center program beyond the first two years (1971-73) of operation (during which time it was largely financed through a Law and Justice grant), would not have been possible without the technical assistance and support provided through the office of Dr. Frank Brouillet. Dr. Brouillet is Dr. Bruno's successor.

Appreciation is also expressed for the support and cooperation of the local school districts in which the Learning Centers are located; and for their contribution to the successful achievement of the educational component of the Juvenile Parole Services program.



Lloyd A. Bates, Supervisor  
Juvenile Parole Services

LEARNING CENTERS OF WASHINGTON STATE

JUVENILE PAROLE SERVICES

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LEARNING CENTERS OF WASHINGTON STATE  
JUVENILE PAROLE SERVICES

BACKGROUND

Educators and correctional personnel are aware of the re-entry difficulties experienced by youth who return to public schools from juvenile institutions. Some juveniles demonstrate hostile acting-out behaviors, poor or inadequate socialization skills, emotional and self-concept problems, academic retardation and basic skill deficiencies. Upon re-entry these juveniles are frequently identified by peers and school personnel as unwelcome troublemakers. As a consequence, the community frequently acts to reinforce further alienation and isolation from the values, attitudes and behaviors necessary for a nondelinquent orientation.

The impact of these difficulties was made apparent by a school enrollment survey conducted at the end of the 1970-71 academic year. Only 482 (30%) of the 1,600 paroled youth in Washington State were involved in school or vocational pursuits. For the most part, the remaining 1,100 paroled juveniles were not involved in activities which would equip them for meaningful and productive lives. Upon close scrutiny, it was determined that some of these youth could be assimilated into modified programs within their community schools or alternatives provided by local school districts. However, there was a sizeable group which was sufficiently deficit in social or academic skills for whom satisfactory infusion into existing programs was impossible.

When the Learning Center concept was initially conceived, inquiries were circulated on a nationwide basis about similar programs. The information returned was essentially negative in tone and indicated that no similar programs were in operation. This meant that Juvenile Parole Services had no prior model upon which to pattern the development of a program. Juvenile Parole Services had the opportunity to create a unique program which integrated school services and education into what became known as "Learning Centers."

DEVELOPMENT OF THE LEARNING CENTER CONCEPT

The fact that this programming impasse should develop in a state with a myriad of alternative and modified school programs raised a question relative to the quality and effectiveness of the working relationship between the educators and social service personnel who had supervisory responsibility for these youngsters. Extended discussions with line educators and parole counselors revealed distinct differences in philosophy, tradition, expectations, tolerance levels and in general behavior management perspectives. It appeared that these differences between the educational and social service models were very real factors in the inability of educators and parole counselors to work effectively in a unified manner. The main concerns of the counselors were treatment, protection of the parolees' rights and crisis intervention. Educators, on the other hand, were concerned with attendance, task completion and appropriate behavior. It appeared the educational community was looking for and insisting upon more refined behaviors than was the parole counselor; however, closer examination revealed that both models shared one common concern -- the learning of new skills.

The Learning Center was conceived out of these realities. It was hypothesized that if a learning situation could be developed which would provide for sufficient program flexibility it would be possible for educators and juvenile parole counselors to focus on a common model. It was determined that juvenile parole counselors and educators were concerned with essentially the same three areas of learning: accountability for time, completion of tasks and working under authority.



Having identified the learning as a major concern to each model, the task then became the development of activities designed to channel the students' efforts in a manner designed to maximize accountability. The learning activities encompassed everything from academic skills to outdoor recreation, crafts and basic living skills.

In order to maximize the strength of each model (educational and social service), it was critical that a working relationship between Juvenile Parole Services and public schools be developed which would minimize the model differences. This was achieved through a negotiated agreement which placed each of five Juvenile Parole Services educational consultants in the position of Learning Center supervisors. Educational consultants, by virtue of this agreement, became accountable to both the school district and Parole Services. The accountability to Parole was inherent in the position; however, accountability to the school district was an added responsibility. The educational consultants who functioned in this expanded capacity had the responsibility for grant writing, budget, educational personnel selection, curriculum and general supervision. The fact that the educational consultant positions were Parole positions, though filled by certified educators, served to alleviate much of the mistrust or lack of confidence which Parole staff normally felt toward school personnel. Conversely, the fact that these positions were filled by certified educators acceptable and accountable to the school district served to alleviate their concerns relative to the placement of educational staff in such a program.

#### GOALS

The rehabilitation program of Juvenile Parole Services, of which the Learning Center was to become an integral part, had as its goals: (1) improvement of social skills to that point where the juvenile could function legally and comfortably within society; and (2) a decrease in the frequency of delinquent behavior as defined by law. The specific contributions of the Learning Centers were anticipated to include re-entry into school and completion of the term in which enrolled, passage of examinations necessary for a General Education Development (GED), enrollment in community college, increase in basic academic skills, enrollment in vocational schools and employment. With these goals in mind, the concept of Learning Centers began to grow and develop.

FINANCING AND ADMINISTRATION

Throughout the beginning of 1971, discussions were held between Mr. Lloyd A. Bates, Supervisor of Juvenile Parole Services, and Dr. Newton Buker from the Office of the Superintendent of Public Instruction (SPI) for the State of Washington. The Department of Planning and Development (SPI) aided Juvenile Parole Services in obtaining funds from the Washington State Law and Justice Planning Office and guaranteed support monies which would be generated by school attendance.

Educational consultants were located in Juvenile Parole offices in Seattle, Tacoma, Everett, Spokane and Yakima. It was the responsibility of these consultants to negotiate with local school districts to develop the most effective means of Learning Center program administration, supervision and curricula development.

By agreement, most educational staff were selected jointly by local school district administrators and educational consultants, who acted in concert with Parole administration. The final decision on staff selection was usually left to the educational consultant. This procedure was deemed critical if appropriate staff were to be selected. Teachers were selected more on the basis of personal strength, creativity and flexibility than subject matter speciality.

LOCATION

With one exception, the Learning Centers are located within the physical structure of the Juvenile Parole Services regional offices. The exception is the Seattle Learning Center, which is located across the street in a leased house. If the social science and educational models were to interlock, proximity of personnel was a necessity. Thus, when the five Learning Centers opened in the autumn of 1971, the services provided by teachers complemented those already offered by parole counselors, drug consultants, family therapists, resource specialists and community volunteers.

#### TARGET POPULATION

The target population was that group of juveniles under parole supervision who were least able to profit from other programs. This was particularly true in the many instances of juveniles who, because of severe deficits in academic achievement, were unable to successfully re-enter traditional public school programs. In addition, the release of youth from juvenile institutions often failed to coincide with the beginning of academic terms in local schools. Thus, the Learning Centers provided the opportunity to increase specific areas of skill development and to "buffer" re-entry to local schools.

It was also agreed at the outset that Learning Centers would accept some juveniles under the supervision of probation services or youth unable to attend other local schools for a variety of disciplinary reasons. Thus, the Learning Centers served a variety of troubled youth who had been or were likely to be involved in delinquent acts.

#### REFERRALS

All students who enrolled in Learning Centers did so voluntarily. Although referrals from school districts, probation services, Public Assistance and other agencies were accepted, most referrals originated from juveniles under parole supervision, institutional staff or parole counselors. Although the referral mechanism varied somewhat from one Center to another, most applications were reviewed in a three-way conference between the counselor, the student and the educational consultant or teacher. If the student were willing to commit himself/herself to identifiable goals, he and a staff member evaluated his academic status and social maturity to develop a program which would move him through a series of measurable steps to his goal.

A verbal or written contract was established between student and teacher which clearly stated the objectives to be reached in a specified period of time. If the student were unable to fulfill the contract, it was renegotiated and the terms of the new contract affirmed. This provided a precisely understood agreement of expectations of both the student and teacher.

The core of the Learning Center program was the development of an individualized program in which a student could achieve. Students received constant feedback in regard to their own academic and social progress independent of the performance of age or grade mates. In this way, each program was a noncompetitive, realistic, success-oriented set of expectations tailored to the individual.

## LEARNING PROGRAMS

Most students enrolled in one of six general learning programs. Although the programs were not mutually exclusive, students generally selected areas most consistent with their academic and social skills. These learning program categories consisted of the following:

A. Improvement of basic skills.

This learning program was developed to provide intensive remedial education in mathematics and reading. Achievement in these two areas was fundamental to the development of all other areas of academic achievement.

B. Earn credits toward graduation.

This program was designed to provide a "terminal" experience; i.e., students were expected to graduate from the Learning Center. This program was particularly appropriate for students who were capable of grade-level achievement, but could not or would not return to public school. Students who were released from institutions "out-of-phase" with the school term, or who lacked only a few credits, were often placed in this program.

C. School re-entry.

Those who enrolled in the school re-entry program were viewed as short-term students. The learning experiences offered at the Centers were designed to prepare or assist the re-entry process for those students who were temporarily suspended from public schools or were recently released from institutions.

D. General Education Development preparation.

This learning program was developed for older students who had discontinued their formal education in the eighth, ninth or

tenth grades. The attainment of credits necessary to receive a high school diploma would often require several years. Therefore, students with sufficient academic skills often prepared to seek a GED rather than a high school diploma.

E. Vocational evaluation.

The vocational program was designed for students who had either completed their high school education or for whom further education was not appropriate. Vocational development or employment placement was the purpose of this program.

F. Improve social skills.

Occasionally, students were referred to the Learning Centers for nonacademic reasons. The major deficiencies demonstrated by some students were social rather than academic. The intent of the Center, therefore, was the provision of an environment in which appropriate social behavior could be reinforced and inappropriate behavior could be discouraged. Program activities often focused upon living skills and recreational activities (discussed in the next section).

CURRICULA

The curricula of the Learning Centers consisted of basic courses or individual programs in reading, mathematics, science, literature, geography, history and contemporary world problems. The development of basic skills in these areas was achieved through a variety of educational techniques, including classes, individual tutoring, teaching machines and programmed learning packages. However, accumulation of school credits for achievement was an infrequent reward which did not sustain growth for many of these students. In response to the need for more frequent rewards, several Learning Centers reinforced appropriate social and academic performances with points which could be exchanged for small rewards and special privileges on a daily basis.

The opportunity to participate in field trips contributed to a change of pace from the classroom and was also used as a reward for appropriate behavior. Students visited airports, craft shops, industries, colleges, freighters, television and radio stations, farms and dairies. Participation in recreational activities such as hikes, picnics, biking, skiing, concerts and movies was also contingent upon performance. In this way, some of the rewards of learning were made available immediately and provided strong incentives to maintain the students' personal objectives.

In addition to the acquisition of academic skills, the teaching staff of all Centers strongly encouraged the development of creative abilities such as crafts, acting, writing and music. Although opportunities varied from one Center to another, most programs offered instruction in candlemaking, leather work, batik, weaving, pottery, painting, stained glass work, guitar and special forms

of music such as jazz, blues and rock. One Center published a newspaper with items of interest to other peers in the community. This same Center also presented four performances to the public of the drama entitled, "The Children's Hour". The students designed their own sets, read for their parts and added their own interpretation to their roles.

Lack of "traditional" facilities for physical education required Learning Center staff to develop a variety of unique courses. Since most Centers were located in Juvenile Parole facilities, no basketball courts, baseball diamonds, etc., were available. Most Centers established agreements with juvenile institutions, local schools, colleges or YMCA's for use of gymnasiums, pools and equipment. Several Centers were given free access and lessons at ski resorts and students who attended ski lessons received credits in physical education.

As the Learning Center staff gained experience, greater emphasis was placed on what was termed "living skills"; i.e., those skills necessary to survive in the real world. These very ordinary skills were often lacking in Learning Center students. Behaviors which were often taken for granted had never developed in some Learning Center students. For some students, comparative shopping, taxes, budgeting, personal hygiene, courtesies, a sense of time, etc., were never learned. Thus, training and experience in living skills took on great importance in such areas as:

- Driver education - approved and accredited by local school districts
- Cooking - from hamburgers to entire Thanksgiving banquets
- Banking - establishment of checking and savings accounts, interest, service charges, etc.
- Budgeting - cost predictions, housing, food, etc.
- Sewing - from buttons to bean bag furniture
- Home decorating - painting, carpeting and furniture

Repairs - elementary carpentry, mechanics, use of tools  
Health - first aid, nutrition, care of teeth, sex education,  
child care  
Job interviews - mock employment interviews and employment ap-  
plications

CHARACTERISTICS OF LEARNING CENTER STUDENTS

Seven hundred and sixty-two students were enrolled in the Learning Centers during the 1971-72 and 1972-73 academic school years. Although the majority of students were male (66%), female enrollments gradually increased throughout the two years of Learning Center operation.

The racial distribution of Learning Center students indicated that minority students were somewhat over-represented in enrollment relative to the population distribution of races in the State of Washington. The total enrollment consisted of 81% Caucasian, 12% Black, 3% Native American, 2% Mexican American and 2% Asian American.

The age distribution of students ranged from 12 to 20 years at the time of enrollment. More than 60%, however, were 16 years old at enrollment and clearly represented the status of juveniles. Although the average age of students was 16.3 years in all Learning Centers, juveniles from smaller communities tended to be somewhat younger, and juveniles from larger communities were older.

The distribution of entering grade levels for students ranged from grade three to grade 12, with an overall average of 10.4. Indeed, the tenth grade emerged as the "problem" year. More than 40% of all students entered at this grade level. The pattern of enrollment suggested that students often experienced academic difficulties in the eighth grade. These difficulties quickly multiplied and peaked at grade ten. Only one-third of the students who completed ten years of school required the services of a Learning Center.

Seventy-seven percent of all students were adjudicated delinquent prior to enrollment; i.e., under juvenile probation or Juvenile Parole supervision. A total of 445 students were paroled from

juvenile institutions or received paroles directly from Cascadia Juvenile Reception-Diagnostic Center. Approximately one-half of these juveniles were paroled from three of the ten institutions: Echo Glen Children's Center (23%), Maple Lane (14%) and Cascadia (12%). The remainder of the students were released from Green Hill School (11%), from the now-defunct Fort Worden Treatment Center (9%), from various youth camps (28%), or were under courtesy supervision from other states (3%).

At the time of enrollment, students selected learning programs consistent with their abilities and their goals. The majority of students were enrolled in what might be characterized as "terminal" programs; i.e., re-entry into public high schools was unlikely or unnecessary. Such terminal programs included preparation for the GED (20%), vocational evaluation and planning (3%) and the accumulation of credits toward graduation (40%). Approximately 34% of the students were enrolled in programs which would prepare them for re-entry into public schools or improve their academic or social skills to that level where re-entry might be possible.

Learning program patterns varied greatly from one Center to another. Students in two Centers tended to enroll in the terminal programs, while students in the other Centers were more suited for eventual public school re-entry.

The average length of enrollment in each Center seemed to reflect the programs of majority choice. The length of enrollment in Centers where re-entry was favored averaged 3.6 months. In contrast, the long-term "credit toward graduation" programs selected in other Centers resulted in lengthier average enrollments of nearly

five months.\*

During the 18-month period of evaluation, students attended 29,488 (73%) of the 40,241 days programmed. This represented the equivalent of 224 school years of 180 days each.

---

\* The average length of enrollment was somewhat misleading. First, only those students who were enrolled in Learning Centers from September - May (1971-72 and 1972-73) were evaluated, despite the fact that Centers were open from ten to 11 months each year. Second, the May cut-off date was artificial and tended to depress the average length of enrollment in all Centers. Although more than 200 students were enrolled on May 31, 1972 and May 31, 1973, these were chosen as terminal dates for the purpose of evaluation.

### EDUCATIONAL OBJECTIVES

Considerable evidence indicated that institutionalized juveniles frequently demonstrated a long history of underachievement in school. The 1970 California Youth Authority Annual Statistical Report estimated that youth committed to California juvenile institutions performed two to three years below grade level. Severe educational deficits of this magnitude made public school re-entry almost impossible.

In anticipation of similar achievement deficits among Learning Center students, the primary educational objective was to increase individual learning levels to that point where the pupil could function and progress toward the accomplishment of personal goals consistent with reasonable expectations. Personal educational goals were defined as follows:

- A. Re-entry into public school and completion of the term in which enrolled.
- B. Earn credits toward graduation from the Center.
- C. Enrollment in college/community college and completion of the term in which enrolled.
- D. Preparation for and completion of the GED.
- E. Completion of specific learning packages.
- F. Where salient deficiencies existed, increase basic skills (reading, math, communication) to a more appropriate level of functioning.

In 1971, several conventional, standardized tests which measured achievement in basic skills were examined and rejected. Some were "pencil and paper" tests which were administered in groups and allowed no personal interaction between tester and student. Others were hours long and seemed more appropriate for administration to highly motivated students.

The Peabody Individual Achievement Test (1970) appeared to

circumvent the major problems associated with more traditional achievement tests. First, this test was new to students who had been exposed to other achievement tests in school, in detention and in institutional facilities. Second, the test required a verbal response to questions which were read and recorded by the examiner. Third, the test allowed personal interaction between the student and the examiner during the 30 to 45 minutes required for administration. Finally, retest contamination was minimal or absent. Students received no corrective "feedback"; i.e., they were not informed whether their responses were correct or incorrect.

The Peabody Individual Achievement Test (PIAT) provided achievement scores in five basic skills: mathematics, reading recognition, reading comprehension, spelling and general information. In addition, a composite of all scores was provided in the form of a "total test" achievement. The degree to which expected achievement deviated from actual achievement provided a foundation from which individualized educational programs were developed.

During the 1971-72 school year, 221 of the 320 enrolled students were administered an initial PIAT. Only 58 students (22%) performed at or above grade level on the total test score. In some instances the total test achievement scores were as much as ten years below grade level. Several students were so deficient that they were unable to score the equivalent of first-grade performance.

During the 1972-73 school year, 379 students were administered an initial PIAT. One hundred and twenty-six students (33%) performed at or above grade level. The remaining 253 students (67%) scored below grade level. Although the degree of underachievement varied considerably, 35 students (9%) were so severely handicapped that



they performed five or more years below grade level on the total test.

The deficiencies were not evenly distributed across all subtests (see Table I). If the PIAT grade equivalents were subtracted from the grade level of students in each Center, a pattern of achievement deficits emerged.

TABLE I. AVERAGE DIFFERENCE BETWEEN GRADE EQUIVALENTS FOR PIAT SUBTESTS AND ACTUAL GRADE LEVEL FOR STUDENTS IN ALL LEARNING CENTERS (N = 600).

Subtests	1971-72	1972-73
Mathematics	-2.2 grades	-1.2 grades
Reading Recognition	-2.1 grades	-1.8 grades
Reading Comprehension	-1.7 grades	-1.3 grades
Spelling	-2.5 grades	-1.2 grades
General Information	-1.3 grades	- .9 grades
Total Test	-1.9 grades	-1.5 grades

First, the average deficits were much more severe during the first year of Learning Center operation than the second year. In general, the greatest deficits were observed on the spelling, mathematics and reading recognition subtests. Somewhat less severe deficits were noted for the reading comprehension and general information subtests. Students enrolled during the 1972-73 school year, although less deficient, scored one or more years below grade level on all subtests except general information.

The primary educational objective of all Centers was to increase individual learning levels. In an effort to measure such increases as a function of Learning Center experience, the PIAT was

readministered to as many students as possible. In some instances, however, a PIAT retest was impossible. A number of students were dropped by the Centers, transferred, changed residences or dropped enrollment without notice. As a consequence, only 278 of the 600 students who received the initial PIAT were retested.

On the basis of PIAT test - retest profiles, it was possible to determine the effect of Learning Center experience upon the achievement of basic skills. Statistical tests were performed to determine if significant increases were obtained for: (1) grade equivalents; and (2) standard scores.

It was important that the average student not only increase his/her level of achievement, but increase it at an accelerated rate to close the gap between achievement level and school grade level. Thus, the data were analyzed in terms of significant increases in absolute achievement (grade equivalents) and achievement relative to others at the same grade level (standard scores).

The statistic of choice was the significance of the difference between scores for correlated samples or the "difference" test.\* All tests were directional, with  $p \leq .05$  the criterion for significance. This level of significance required that the improvements must be so great that they would not be expected by chance more than five times in every 100 occurrences.

\* The most convenient formula for this expression was:

$$t = \frac{\bar{S}D}{\sqrt{[N\bar{S}D^2 - (\sum D)^2]/(N-1)}} \quad \text{with } N-1 \text{ degrees of freedom}$$

The significance of the "difference" tests for grade equivalents from all Learning Centers is presented in Table II. An asterisk indicates that significant improvements were obtained for the appropriate subtests in the school year specified. Consistent improvements were noted for all subject areas except spelling. Note that statistically significant increases were obtained in mathematics, reading recognition, spelling, general information and total test scores for the combined Learning Centers during the 1971 school year and the 1972 school year. The increases were so great, in fact, that most of the improvements would happen by chance less than once in ten million occurrences.

TABLE II. SIGNIFICANT IMPROVEMENTS IN PIAT RETEST GRADE EQUIVALENTS BY LEARNING CENTER (1971 and 1972 SCHOOL YEARS).\*

Subtest	Seattle		Tacoma		Spokane		Everett		Yakima		Combined	
	71	72	71	72	71	72	71	72	71	72	71	72
Math	*	*	*	*	*	*	*	*	*	*	*	*
Rdg. Recgn.		*	*	*	*	*	*	*	*	*	*	*
Rdg. Comp.		*	*	*	*	*	*	*	*	*	*	*
Spelling		*	*	*			*	*	*	*	*	*
Gen. Info.	*	*				*	*	*	*	*	*	*
Total Test	*	*	*	*	*	*	*	*	*	*	*	*

\* Asterisk indicates statistically significant improvements.

It was not enough to determine that students learned basic educational skills and thereby elevated their performance on the PIAT. It was also necessary to determine the degree to which those students with skill deficiencies "caught up" with grade level expectations. For example, a first-quarter tenth-grade student might be retested four months later as a second-quarter tenth-grade student.

Potentially, the retest grade equivalent scores could increase by one-quarter of a school year without affecting deficiencies relative to new grade level expectations. Thus, if the student were initially two grade levels below other first-quarter tenth-graders, he/she would remain two grade levels below on retest, since the new reference group would consist of second-quarter tenth-graders. The test-retest analysis of standard scores, however, provided a measure of the degree to which Learning Center students demonstrated increased achievement relative to their appropriate grade level.

TABLE III. SIGNIFICANT IMPROVEMENTS IN PIAT RETEST STANDARD SCORES BY LEARNING CENTER (1971 and 1972 SCHOOL YEARS).\*

Subtests	Seattle		Tacoma		Spokane		Everett		Yakima		Combined	
	71	72	71	72	71	72	71	72	71	72	71	72
Math	*	*	*	*			*	*	*	*	*	*
Rdg. Recgn.		*	*	*		*	*	*	*	*	*	*
Rdg. Comp.		*	*	*	*	*	*	*	*	*	*	*
Spelling							*	*	*	*		
Gen. Info.	*	*				*	*	*	*	*	*	*
Total Test		*	*	*	*	*	*	*	*	*	*	*

\* Asterisk indicates statistically significant improvements.

It is obvious from Table III that significant gains varied among Learning Centers and within Learning Centers from one year to another. The combined scores for all Centers, however, demonstrated that students improved significantly in relation to their grade level reference group on all subtests except spelling. In other words, achievement improvements overmatched those of the reference group and significantly reduced the gap between them.

The degree to which the gap was reduced between the achievement

of the reference group and the Learning Center students was illustrated most reliably in the total test subtest. During the 1971-72 school year, the average student increased total test performance by an equivalent of .9 grades in 3.6 months while earning .42 of a grade of credit. Thus, achievement was accelerated nearly three times the expected rate and more than twice the rate of credit accumulation.

This achievement was repeated during the 1972-73 school year. The average student who was retested increased total test performance by an equivalent of 1.1 grades in 5.2 months, while earning .52 of a grade of credit. Therefore, achievement was accelerated at nearly twice the expected rate and twice the rate of credit accumulation.

#### SOCIALIZATION OBJECTIVES

One of the basic objectives of the Learning Center program, as stated in the Law and Justice contract, was the "...improvement of social skills to that point where the pupil (could) function legally and comfortably within society and (could) progress toward individual goal accomplishment." The development of those social skills depended upon the acquisition of acceptable and mature behaviors which were compatible with nondelinquently oriented expectations, perceptions and responses. The Learning Center provided one vehicle whereby social skills might be improved; i.e., inappropriate behaviors might be weakened and more appropriate behaviors might be strengthened. In an effort to focus on the social behaviors of Learning Center students, the Jesness Behavior Checklist (BCL) was selected to provide an index and progress report of the behaviors of each student within the framework of recognized discriminating items.

The BCL consists of 80 items which measure 14 bipolar behavioral factors (clusters of behaviors which tend to occur together). The behavior units are of a kind that are typically used to describe the appropriate and inappropriate actions of others. Thus, the items are based on directly observable behaviors which (presumably) are subject to change and relevant to the diagnosis of critical behavioral deficiencies.

The teachers were responsible for rating students at two different periods. The original rating occurred 30 to 45 days after enrollment and the final rating was conducted at the termination of services or at the end of the school year.

Although it was technically possible for two or more teachers

to rate the same student, the Learning Centers adopted the single-rater method; i.e., one teacher provided both the pre- and post-ratings for individual students. Each item was rated on a scale from one to five which ranged from strong agreement through strong disagreement as a description of the behavior of the student. Although the single-rating method failed to provide the "averaged" view that multiple ratings offered, it was more convenient and easier to monitor. Thus, balanced ratings were somewhat compromised for the sake of expedience.

All scoring was performed by computer. Behavior cluster scores below the 50th percentile were in the "negative" direction; i.e., they were below the norms established by the delinquent reference group on which the Checklist was standardized. If the scores were extremely low, particular problem behaviors were pointed out within the context of the specific scale.

The usefulness of the Checklist was intended to be both internal and external. Those behaviors which were obvious problems could be discussed with students (discretionary) and possible alternatives suggested or encouraged. In addition, the Checklist scores provided a method whereby changes in social behavior could be monitored over time.

It was impossible to analyze each scale item separately. Instead, an averaging technique was used which reduced the 14 scale scores to one score. The single score represented the average of the combined scale scores. Such averaging obviously sacrificed the analysis of each factor, but it provided a single measure of social behavior and changes in such behavior over time.

Considerable variation in the distribution of average Checklist

scores was noted from one Center to another. The average scores for students in one Center were exceedingly high (61% were 70 or above). The scores from other Centers were more evenly distributed. The distribution of initial scores from the combined Centers indicated that approximately one-half (55%) scored an average of 50 or above across factors. This was very close to the expected distribution of 50% of the scores above 50 and 50% of the scores below 50.

A test - retest analysis of the averaged Checklist scores was conducted within each Center to measure behavior changes over time. The results of the statistical tests indicated that the average Checklist scores did not increase significantly in any Learning Center. The averaged Checklist scores for combined Centers showed a considerable net increase. This increase, however, failed to reach statistical significance. Thus, although the scores improved, the average improvements in social behavior were relatively small.

The external measure of social behavior was provided by the Jesness Behavior Checklist. During the 1972-73 school year, a companion test instrument, the Jesness Inventory, was also used to measure improvements in self-perception of students.

The Jesness Inventory is one method for classification of delinquent youth into one of nine Interpersonal Maturity Level (I-level) subtypes. The basic theory from which I-level classification originated was set forth by Sullivan, Grant and Grant in 1957. In summary, this is a socialization theory which stresses that human development proceeds in successive stages from neonatal dependence to adult maturity, role-taking ability and interpersonal maturity. At each stage a basic core structure of personality is proposed which

is made up of relatively consistent expectations about the world. This set of expectations influences an individual's perception of, and responses to, that world.

According to Sullivan, et al., not all persons proceed through the entire socialization process. Some individuals become fixated at one level or another. I-level theory differentiates between seven levels of integration. It is necessary to make psychological integrations at one level before movement to the next level can be accomplished.

Although interpersonal maturity is a general theory of personality development, it has been advanced as one explanation of delinquency. Of the seven levels of integration described by Sullivan, et al., research has indicated (Jesness, C. F., 1969) that large numbers of delinquent youth are concentrated on levels 2, 3 and 4. Subtypes within each maturity level have been further distinguished on the basis of characteristic behavioral and perceptual patterns. Thus, nine delinquent subtypes made up of two I-2 subtypes, three I-3 subtypes and four I-4 subtypes have been identified.

Below is a description of each I-level and subtype. The descriptions are quoted directly from Sequential I-Level Classification by Carl F. Jesness, et al., (1973) and represent the most recent products of experience and research.

#### Maturity Level 2 (I-2)

The two subtypes, Unsocialized Aggressive (Aa), and Unsocialized Passive (Ap), in the second maturity level are much alike in their characteristics. The I-2 perceives the world in an egocentric manner, being concerned primarily with his own needs. His behavior is impulsive and he shows limited awareness of its effect on others. He blames others for denying him, but does not understand why they do this or what they expect of him.

His perception of reality is often distorted, but in spite of present difficulties and conflicts, he is optimistic about the future and frequently makes unrealistic plans. On the other hand, he feels he is a "receiver of life's impact;" unfortunate things just happen to him.

He frequently expresses resentment toward adults and complains about not having his desires fulfilled. In an attempt to achieve gratification, the I-2 attaches himself to anyone who shows kindness or gives him something. He lacks ability to handle frustration or control incoming stimuli. ...he has little conception of interpersonal differences and has difficulty explaining, understanding or predicting the behavior and reactions of others. As a result, some I-2's react suddenly, sometimes violently, seldom expressing remorse about their behavior. Under stress, the I-2 may attempt to withdraw from the situation. An appearance of complete docility often hides feelings of resentment and being misunderstood.

The I-2 suffers poor peer relationships and is often the subject of scapegoating. He has few social skills, and his attempts at relating often appear insincere and clumsy. Delinquency seems to stem from poor impulse control or inability to cope with external pressures, including those exerted by his peers.

The most important differentiating characteristic between the Ap and the Aa is in the nature of their response to frustration or demands: the Aa more typically reacts in a hostile or aggressive manner; the Ap complains or passively withdraws.

#### Maturity Level 3 (I-3)

The I-3 attempts to manipulate his environment to get what he wants. In contrast with the I-2, he is aware that his own behavior has something to do with whether or not he gets what he wants. Efforts to attain his ends may be in the form of conformance to the perceived power structure or "conning" and manipulation. The I-3 seeks structure in terms of rules and formulas for behaving in the immediate social context. He tends to deny the existence of personal problems, describing his difficulties as external and resulting from a conflict between himself and his environment. Although the I-3 may have learned to play a few stereotyped roles, he does not empathize fully with others. He has difficulty perceiving personality and behavioral differences among others; and his conceptions of them are usually limited to the roles these people fulfill (mother, father, mechanic) or are presented in terms of stereotyped, socially desirable descriptions (hardworking, nice, friendly, etc.).

Immature Conformist (Cfm). The Cfm perceives himself as less adequate than others. He may, however, describe himself to others as "average" or "normal". The Cfm feels that he is expected to conform to the standards of controlling or "giving" figures and assumes their "power" to be overwhelming if he does not meet their expectations. His

response is to the immediate power structure, and he may behave somewhat unpredictably in the eyes of his peers. For this reason he may not be a close member of the group. Although the Cfm is somewhat pessimistic and anticipates rejection by adults, he has not given up trying to form satisfying relationships.

The Cfm responds to the world with a rather inflexible formula. He earns acceptance through immediate conformity to the actual or perceived demands of others. When this fails he forces others to reject him due to his misbehavior. The Cfm is dominated by his need for social approval and yields as easily to pressure from the peer group as from adults.

Resentment may be present, but these feelings are normally repressed or suppressed; he appears fearful, passive and seeks approval for his behavior.

The Cfm does not consider himself to be a delinquent, and the delinquency seems to be the direct result of: an attempt to gain peer approval; escape from disappointing, indifferent or rejecting adults; or in an effort to earn rejection due to his perceived failure to live up to the demands made on him.

Cultural Conformist (Cfc). The Cfc considers his life to be comfortable, effective and satisfactory, and he usually rejects the idea of making changes in himself. He rarely admits to problems, but when he does, he usually attributes them to the external world (school, probation department, etc.).

His formula for bringing about desired outcomes is surface conformity to the power structure. He seems comfortable with his delinquent self-label and often defends his behavior as being a means of meeting his own demands in a rejecting society.

The Cfc is alienated toward adults and prefers to rely on peers for social approval and for satisfaction of his needs. He gravitates toward delinquently-oriented peers since his experiences make this group most predictable to him... Anxiety tends to be related to situations which generate uncertainty. Delinquency seems to be an attempt to gain or maintain peer acceptance, prove masculinity or gratify material needs.

Manipulator (Mp). The Mp maintains much the same self-satisfied attitude toward life as does the Cfc, and he is especially reluctant to make a serious commitment to change.

As the name implies, the Mp's formula involves manipulation to control others in order to satisfy his own needs. Use of this formula is rigid and apparently self-reinforcing. Since the Mp only seems to assimilate that part of incoming information congruent with his frame of reference he does not appear to learn much from experience. He appears to be reinforced by the means (the manipulative process itself) rather than the result of his efforts.

The Mp perceives the world in terms of power and control, and he fights those in power both subtly and overtly. It is important for him to be in a controlling position, or

at least be able to manipulate those who are in power.

Antisocial behavior is accepted as part of his life, a way of out-smarting others and "dealing-out" what they deserve. Since he considers the motives of others to be the same as his own, that is to "get others before they get you," he feels that people will try to "use" him.

Although initially capable of making a positive impression on others, the Mp usually alienates both adults and peers. His delinquency is usually an attempt to gain or maintain control, a direct gratification of impulses or an expression of hostility.

#### Maturity Level 4 (I-4)

The I-4 has internalized a set of standards by which he judges his own and others' behavior. He may experience guilt about his failure to live up to those standards. Sometimes it is not guilt over self-worth but conflict over values that create problems. For those I-4's who manage to avoid internal conflicts, the difficulty arises from admiration and identification with delinquent models. Those at the I-4 level show some ability to look for and understand reasons for behavior, and show some awareness of the effects of their own behavior on others and others behavior on them.

Neurotic, Acting Out (Na). The Na is characterized by the presence of guilt based upon the internalization of a negative or "bad" self-image. As a result, anxiety is not situationally determined but is constantly with him. The Na attempts to overcome immediate problems without necessarily trying to uncover or unravel long-standing conflicts...

Friendships with peers are made on a very selective basis. With adults the Na usually anticipates a parent - child relationship focused on attempts to control his own behavior; and since he expects adults to treat him in an authoritarian manner, he constantly "tests" adults to determine whether or not they are supportive figures or persons to whom he can relate...

Delinquency for the Na is often the acting-out of either a family problem or a long-standing internal conflict, particularly a conflict involving the internalization of a parental or authority image. Therefore, the delinquency is a function of some private problems and does not simply reflect a desire for material gain or a response to peer pressure.

Neurotic, Anxious (Nx). The Nx, like the Na, is characterized by internalization of the "bad me" self-image. Anxiety, a constant factor..., is typically related to perceptions of self as inadequate and to chronic internal conflicts.

The Nx shows a greater desire than the Na to establish friendship with both adults and peers... The Nx is as likely as the Na to expect a parent - child relationship with adults, but is more willing to accept considerable parental or adult guidance if it will earn him the approval and personal acceptance he seeks.

Situational Emotional (Se). The Se evidences no long-term psychoneurosis or psychopathy, but does experience distress or conflict over some current problem. This conflict, which has precipitated the Se's involvement in delinquent activities, could have involved personal and family problems or environmental situations. He is somewhat naive and lacking in critical awareness; thus he sometimes falls into problem situations.

He is able to relate to others in a selective, noncompulsive manner. He develops friendships which are personal in nature as opposed to association with whomever fulfills the friendship role.

His self-image is relatively positive and nondelinquent. Although he shows pride and self-respect, the Se will ordinarily judge his own misbehavior severely and wish to compensate for the difficulty he has caused others.

Cultural Identifier (Ci). The Ci, non-neurotic in nature, has internalized the value system of the delinquent subculture. Some may perceive inequities and injustices along socio-economic and racial lines and, as a result, show antipathy for the core (middle-class) culture. Others identify with a delinquent subculture. The Ci suffers little from anxiety and defines most problems he may have as conflicts between himself and his environment.

The Ci is flexible in that he can shift roles according to the requirements of a particular situation. He responds to others mainly in terms of their integrity, having little liking for hypocrites or "phonies", and he respects those who stand up for their convictions even though he may not personally agree with their values.

He perceives himself as adequate, independent and self-responsible. He considers himself able to function in both delinquent and nondelinquent worlds. He takes pride in living up to his own standards, which often include a stance of attacking society. His delinquency, then, is viewed more or less as a successful manner of attaining his ends and as expressing both loyalty to delinquent peers and contempt for the core culture.

Although criticism has been leveled at the validity of I-level theory as an explanation of delinquency or a model for differential treatment (Gibbons, D. C., 1969), the application of the theory is programmatically useful. The tools developed to diagnose I-level and subtypes provide a systematic index of the level and changes in perception of self and others during Learning Center enrollment. In this sense, the tools themselves assume a value beyond the interpretation of I-level theory.

The aforementioned Jesness Inventory is one such tool. It is a standardized scoring method designed to classify subject responses into I-level and subtype. Only those items which statistically discriminate between previously identified delinquent subtypes are included. The Jesness Inventory consists of 155 true - false items which are designed to measure the self-perceptions of the behavior of juveniles in a variety of situations. Carl F. Jesness (1966) first designed the Inventory to distinguish potentially delinquent from nondelinquent children. In addition, the Inventory provides a means whereby personality typologies (Interpersonal Maturity Levels) are also identified.

The Inventory scores 11 personality characteristics. Three of the 11 characteristics are empirical scales based upon item analysis of responses from known delinquent and nondelinquent criterion groups. Seven scales are devised from cluster (factor) analysis of combinations of responses. The final scale is based on a "regression equation which combines attitude syndromes and personality traits into an index most predictive of acting-out potential."

It is this last scale, called the asocial index, that was most useful to the Learning Centers. The asocial index is the most predictive of delinquent behavior. In general, it refers to a disposition to resolve problems of personal adjustment in socially inappropriate ways. A short paper by Jesness, entitled "Status of the Jesness Inventory" (1970), explains the predictive value as follows:

With a variety of samples ... almost two standard deviations ... separated the mean scores of known nondelinquents from means obtained by adjudicated, institutionalized delinquents. Mean scores of delinquents with lesser histories, and lesser potential for persistent, chronic delinquency, such as those on probation, have been as expected, somewhere between these

two extreme groups...

The initial cutting point for predicting future delinquent involvement on the basis of the asocialization index is 66, a value which differentiates known delinquents and nondelinquents with a probability of 90%. Thus, any score of 66+ is sufficient to predict a high probability of future delinquent involvement.

Thus, the Jesness Inventory was useful as a treatment tool and a measurement tool. The original, or pretest, provided an indication of I-level and subtype information which might be useful in individual program development. The Inventory also provided the "asocialization index", or a possible predictor of those students who might become involved in future delinquent activities.

The purpose of the Inventory retest was measurement. Improvements in student perceptions of self and others would improve I-level scores; i.e., I-level scores would increase. Simultaneously, such improvements would decrease the asocialization index scores, particularly if the scores were 66 or above on the original test.

A total of 263 students were administered an original Jesness Inventory. Although there was considerable variation from one Center to another, only 17% of all students scored 50 or below on the asocial index, while one-half of the nondelinquent reference group on which the test was based scored 50 or below. The students of real concern, however, were those who scored 66 or above (delinquency predictor). Across Centers, a total of 40%, or 105 students, were in the "high-risk" delinquency range.

There was no question, therefore, that the asocial indices provided a subjective validation of the "high-risk" nature of the student population. Essentially, four of every ten students were predicted to engage in subsequent delinquent activity. The degree to

which that prediction was true will be discussed in the next section.

One of the primary goals of the Centers was to complement the treatment efforts of Juvenile Parole staff in the development of non-delinquent and socially accepted behaviors. Since the asocial index was intended to predict such behavior, it was anticipated that a test - retest analysis of the asocial index might provide a measure of reduction in delinquency potential. In order to determine whether such a reduction occurred, a "difference test" between pre- and post-indices was conducted for: (1) all retested students; and (2) those retested students who scored 66 or above on the original test.

Analysis of the change in asocial indices upon retest indicated a slight decrease, but those decreases were not statistically significant. Thus, there was no overall reduction in index scores.

A similar analysis was conducted to determine whether those students who scored 66 or above (high delinquency potential) significantly reduced their index scores on retest. The results of those tests indicated that the reductions were large and statistically significant for students in all Centers. The difference test for all "high-risk" students combined indicated that the reduction which occurred would happen by chance less than five times in 10,000 occurrences. Thus, the reduction was real and occurred among those students with the greatest predicted potential for future delinquent behavior.

The Jesness Inventory also provided the means whereby students could be classified by interpersonal maturity (I-level and subtype) and changes in maturity could be measured over time. The distribution



of I-levels derived from the pretest indicated that similar patterns were observed in all Centers. In summary, the major results indicated:

- A. Relatively few students were classified at the lowest maturity level; i.e., I-2. All but one of the 14 low-maturity students were further subtyped as Asocialized Passive (Ap).
- B. Approximately one-third of all students were classified as I-3's. Although there was some variation, the scores were fairly evenly distributed among the Immature Conformist (Cfm), Cultural Conformist (Cfc) and Manipulator (Mp) subtypes.
- C. The majority of students was classified at the highest maturity level; i.e., I-4. Two-thirds of all I-4 students were subtyped Neurotic Acting-Out (Na). Substantially fewer were subtyped Neurotic Anxious (Nx), or Situational Emotional (Se). Only one student was subtyped Cultural Identifier (Ci).

Thus, most students were quite mature at the time of enrollment, but tended to doubt their own ability or competence. Delinquent behavior for these youth is often the reaction to frustration or the means to peer approval and personal acceptance.

Since most students were classified at the highest level of maturity on the original Jesness Inventory, it was impossible to note "improvements" in I-level on retest. However, it was possible for those students classified as I-2 or I-3 on the original test to increase their I-level on retest.

Indeed, students originally classified as I-2's did not remain I-2's on retest. In general, such students tended to be classified as I-4's on retest. In contrast, those students classified as I-3's on the original test tended to remain I-3's on retest.

The difference between the movement noted in I-2 students and the apparent lack of movement noted for I-3 students was difficult to explain within the context of I-level theory. The number of students was so small, however, that it was impossible to draw firm conclusions.

In summary, those social behaviors of students which were rated by teachers showed minimal improvements. In general, the behavior ratings remained fairly static between test and retest. Those tests taken by students themselves indicated that nearly one-half were predicted to have a high potential for future delinquent acts. The retests of these same students demonstrated a significant reduction in that potential. Finally, most students were rated as quite mature but: (1) were unable to deal with frustration; or (2) suffered from persistent anxiety. Those who were rated as very immature tended to make great gains, while those rated at the mid-level of maturity tended to remain at that level. The expected socializing influence of the Learning Centers was not nearly so potent or dramatic as the educational influence.

## HABILITATION OBJECTIVES

The most important goal of all Learning Centers was the habilitation of students with a history of delinquent behavior. Academic achievement and improved socialization were important attainments only if the students continued to function within legal norms. Thus, in concert with other services provided by Juvenile Parole Services, the Learning Centers attempted to decrease the frequency of delinquent behaviors which might result in incarceration, commitment to a juvenile institution, or revocation of parole. Habilitation, however, was not solely defined as the absence of delinquent behavior. It was also the attainment of more appropriate alternatives and the development of a life style which was satisfying and productive to the student and to the community. This section shall address itself to this two-leveled analysis of the extent to which habilitation was accomplished.

A. Students Who Completed Programs. One hundred and ninety-eight students completed Learning Center programs or terminated for essentially "positive" reasons.

1. Completed GED Preparation. A total of 55 students completed, prepared for and passed the tests necessary for a GED.
2. Re-entered Public School. Thirty-eight students re-entered public school. It was noted that very few female students re-entered public schools. Most female students were enrolled in programs which would lead to graduation from the Centers.
3. Graduated. Forty-two students graduated from Centers.
4. Employment. Thirty-seven students secured employment

primarily through the efforts of the Learning Centers staffs.

5. Miscellaneous. A total of 27 students terminated for a variety of "positive" reasons, including college entrance (ten), vocational school enrollment (nine) or enlistment in the armed services (eight).

B. Students Who Terminated for "Neutral" Reasons. Neutral terminations consisted of all enrollment withdrawals which resulted from circumstances which made continuation difficult or impossible. Most of the neutral terminations were the result of residence changes (54), although one student developed a serious illness and two students married.

C. Students Who Failed Programs. Two hundred and eleven students terminated programs for "negative" reasons. Nearly one-half of these negative terminations consisted of students who voluntarily withdrew their enrollments. Thus, these students represented the "dropouts of the dropouts" and repeated a previously demonstrated rejection of educational programs.

1. Voluntary Dropouts. Approximately 90% of the 108 dropouts who were administered an initial PIAT performed two to ten years below grade level. Severe academic underachievement was a consistent characteristic of students who voluntarily withdrew from the Centers.
2. Students Who Were Dropped from Enrollment. A total of 50 students were withdrawn from the Centers by staff. Although there was a variety of reasons for such action, the most frequent were poor attendance and/or poor

performance. Again, as in the case of those who voluntarily withdrew, these students also scored poorly on the PIAT.

3. Parole Revocations, Leave Terminations and Commitments.

The most significant failures were those students who were returned to institutions or committed to them after enrollment. This failure occurred under three circumstances: (1) revocation of parole status; (2) termination of extended leaves from a juvenile institution; and (3) commitment.

Forty-one (5%) of the 762 students were sent or returned to juvenile institutions during their enrollment. Nine students (1%) were new commitments, while 32 students (5%) were institutional returns.

Since Juvenile Parole Services has legal authority for supervision of paroled students, a more systematic analysis was undertaken of the 32 students who failed parole. Ninety-four percent of the parole failures who received an initial PIAT scored below grade level. These students performed at an average of 5.16 years below grade level. The behavior profiles of these students indicated severe immaturity and social misconduct. In this instance, the combination of underachievement and inadequate social skills provided powerful predictors of parole failure.

A rather tenuous comparison was made of the parole revocation rate of Learning Center students and all other juveniles under parole supervision. The comparison was subject to question, however, since students admitted to the Learning Centers were not representative of the entire population of paroled youth. A logical argument could be made that these students were greater risks than the average youth

under parole supervision. These students were enrolled because the services or opportunities available in the community were not suited to their needs; i.e., either the youth or the communities lacked the resources which would lead to successful adjustment. Thus, these students probably represented a sample heavily biased in the direction of parole failure.

Despite this bias, qualified comparisons were made. The overall parole failure rate was 16% in the years 1971 and 1972. Since no students attended Learning Centers for an uninterrupted 12-month period, it was necessary to compute years on the basis of the number of months enrolled for all paroled students divided by 12 months. This provided an index of the number of man-years of enrollment in relation to the 32 failures. During the two years of Center operation, a total of 157.8 man-years was recorded. Total man-years divided into the 32 failures represented a 20.9% parole revocation rate, or a rate somewhat higher than the 16% observed among all paroled youth in Washington State.

Learning Center - Institution Relationship.

One aspect of the rehabilitation potential of the Centers was the degree to which institutional staff used them as viable community resources. The frequency with which a juvenile's access to a Learning Center influenced the length of the institutional stay, detention time in county facilities or the decision for diagnostic parole provided a within-system "confidence quotient".

The number of students whose detention time decreased as a result of access to a Learning Center was difficult to determine. In most instances, the parole counselor was required to interpret the

actions and recommendations of the judge of the juvenile court; i.e., whether or not it appeared that the decision was based upon access to a Center.

Instances of detention time decreases were recorded for 20 students. A decrease in detention time for 20 students does not appear large, but a later analysis will indicate that only a small number of students were ever placed in detention facilities.

A decrease in the institutional stay of eight students was directly attributable to access to a Center. Cascadia Diagnostic Center paroled nine juveniles at the "screening" level to attend Learning Centers. Thus, a total of 17 students were paroled early -- a condition which benefits the juveniles and taxpayers alike. In summary, the Learning Centers did influence the length of institutional and detention treatment and provided the opportunity for more frequent use of diagnostic paroles.

#### DELINQUENCY/RECIDIVISM INDEX

No accurate method has been developed to determine the rate of delinquent activity or recidivism. Many delinquent acts are not reported to the police; once reported, many juveniles are not apprehended; and once apprehended, many juveniles are not detained.

The best factual evidence of the potential extent of delinquent activity was the police record of juvenile contacts. This was the first choice to evaluate the delinquent activity of Learning Center students. Use of the juvenile contact records, however, was hampered by two considerations. First, a record of juvenile contacts was just that -- a contact. In some instances, juveniles contacted in regard to particular delinquencies were cleared at the time of contact. Therefore, the record of contacts alone could bias the evaluation since the juveniles were not always involved in delinquent acts.

The second consideration was access to the information. Each police or sheriff's department maintained records which were available only to that department. An accurate record of juvenile contacts would require a manual search through the files of dozens of police jurisdictions. Because of these considerations, a second method was developed.

Rather than monitoring police contacts, all Centers reported the number of students and the delinquencies for which they were detained in county detention facilities. This information was reported on a monthly basis and verified through the daily detention registers distributed by the juvenile courts. This provided the best available method to determine the number of students and the kinds of offenses for which judicial action was required.

During the first two years of Learning Center operation,

relatively few students were detained. In addition, some of these students were detained for dependency or incorrigibility rather than criminal acts. To differentiate between reasons for detention, a three-part analysis was conducted. Part I offenses (serious -- usually felonies if committed by adults); Part II offenses (less serious -- usually misdemeanors if committed by adults) and non-criminal detentions (dependency or acts which were not criminal if committed by adults) were evaluated separately.

Table IV presents the number and kinds of offenses for which Learning Center students were detained from 1971 to 1973. Part I offenses accounted for 50% of all criminal offenses. The most frequent of the Part I offenses was auto theft (13), which was followed closely by burglary (12). Only seven of these offenses were "violent" crimes; i.e., forcible rape (one), robbery (two), aggravated assault (one), nonaggravated assault (two) and purse snatch (one).

A large number of the offenses were the less serious Part II offenses (34). The most frequent of these offenses concerned drug-oriented activities (possession, use, sale of narcotics or alcohol). The remainder of the Part II offenses represented a variety of misdemeanor violations.

Approximately one-third of all detentions were noncriminal in nature; i.e., they were dependent or incorrigible activities and would not be criminal if committed by adults. The most frequent of these detentions involved runaway (19) or incorrigible behaviors (seven). The remainder consisted of curfew violations, truancy, other minor misbehaviors or the necessity for shelter or custody.

TABLE IV. NUMBER AND KINDS OF OFFENSES FOR WHICH LEARNING CENTER STUDENTS WERE DETAINED FROM 1971 TO 1973 (N = 762 STUDENTS).

Part I		Part II		Noncriminal	
Forcible Rape	1	Drug Violations	29	Runaway	19
Robbery	2	Weapons Violation	1	Unable Adjust	2
Assault/Weapon	1	Prostitution	1	Shelter	3
Assault	2	Prowling	1	Custody	2
Purse Snatch	1	Reckless Driving	1	Incorrigible	7
Burglary	12	Drunk Driving	1	Curfew	2
Larceny (\$50+)	3	Dist. Peace	3	School Misbehav	3
Larceny (Less than \$50)	3	Mal. Mischief	2	Promiscuous	1
Auto Theft	13	Abusive Language	1	Truancy	2
Theft Auto/Access	3	No Operator Lic.	1	Probation Viol.	4
Poss Stolen Goods	1	Trespass	1	-	-
Shoplift	7	Traffic Viol.	1	-	-
-	-	Drunkeness	1	-	-
<b>TOTAL</b>	<b>47</b>	<b>TOTAL</b>	<b>44</b>	<b>TOTAL</b>	<b>45</b>

The offenses for which students were detained did not accurately reflect the number of individual students detained. In some instances the same student was detained more than once or detained once for several offenses. A more accurate representation of the number of students detained and the reasons for detention required a separate analysis.

A total of 89 (12%) of the 762 students were detained while enrolled in the Learning Centers. A further examination of the category of offense for which detention was required indicated a

relatively even distribution across classification categories. Thus, only 33 (4%) of the 762 students were detained for Part I offenses, 29 (4%) for Part II offenses and 27 (4%) for status or noncriminal offenses.

In summary, relatively few students (8%) were detained for criminal offenses. Neither the quantity nor the quality of these offenses represented an intolerable level of criminal activity. The majority of offenses posed relatively minor threats to the person or property of others. In some cases, such as students involved in drug or alcohol offenses, the primary victims were the offenders themselves.

DELINQUENCY PREDICTORS

It was anticipated that the test instruments might function to measure change in academic and social skills over time and predict delinquent occurrences. To undertake the latter analysis, it was necessary to work backwards -- examine the characteristics of those students who were detained for delinquent and noncriminal offenses and determine the presence or absence of particular characteristics and patterns.

First, the characteristics and test results of students involved in criminal detentions (Parts I and II) were examined. The most important descriptive predictor of delinquent activity was sex of the student. A Center-by-Center analysis indicated that males were detained nine times more frequently than females for Parts I and II offenses. Thus, on the basis of enrollment, the sex of the student was a good predictor of delinquent detention.

<u>SEX</u>	<u>DELINQUENT PREDICTOR</u>
Male	9/100
Female	1/100

The academic achievement tests for these same students indicated a rather strange pattern of underachievement. Seventy-four percent of these students scored below grade level, compared to 71% of the total students tested. This indicated that approximately the same ratio of students underachieved in the "delinquent" group and in the total student population. In contrast, however, there was a considerable difference in the amount of underachievement between groups. Those students who were detained for Part I and Part II offenses tested at an average of 2.9 years below grade level, while the total student deficit was 1.7 years below grade level. Thus, many of

those students who were detained were severely deficient in academic skills.

How mature were those students who were detained for Part I and Part II offenses, and was maturity rating a predictor of delinquent orientation? To answer these questions it was necessary to compare the I-level ratings of these students with the distribution of ratings across all students (expected I-level distribution).

From Table V it was apparent that detained students were rated very much like all other students. Therefore, I-level ratings did not distinguish between students who were detained and those who were not.

TABLE V. DISTRIBUTION OF I-LEVEL RATINGS FOR ALL STUDENTS (EXPECTED) AND FOR STUDENTS DETAINED FOR PART I AND PART II OFFENSES.

I-Level Rating	"Expected" Distribution	Parts I and II Distribution	Difference
I-2	5%	7%	2%
I-3	32%	34%	2%
I-4	63%	59%	4%

Finally, the asocial index (delinquency predictor) of detained students was examined. A score of 66 or above was anticipated to predict a substantial likelihood of future delinquent activity. An analysis of the asocial index for Part I and Part II detainees indicated that 60% of these students had scores of 66 or above. Scores of 66 or above were recorded for 40% of the total student population. Thus, the asocial index was associated with delinquent behavior in six out of ten occurrences, or 50% better than the "chance" index.

An analysis of the characteristics of students detained for noncriminal offenses was also undertaken. In contrast to Part I and Part II offenses, these students were usually detained for incorrigible behaviors or status offenses which were not criminal if committed by adults.

Noncriminal detainees were almost exclusively female (82%). Only five males were detained for such offenses. Thus, sex of the student was associated with noncriminal detention in the following ratio and represented the exact reversal of the Parts I and II detainees.

<u>SEX</u>	<u>DELINQUENT PREDICTOR</u>
Male	1/100
Female	9/100

Nearly 40% of the noncriminal detainees scored at or above grade level. Underachievement across these students averaged 1.0 grades, or more than one-half grade better than the total students tested. They appeared to have fewer academic achievement deficiencies than the average student. Similarly, these students appeared more mature than the average student; i.e., they tended to be I-4 level students more often than expected.

Finally, those students detained for noncriminal offenses were not predicted to engage in future delinquencies. According to the asocial index, only 30% of these students scored 66 or more on the index. This was one-half the percentage of students who scored 66 or above and who were detained for Part I or Part II offenses.

In summary, three variables were associated with delinquent detention: (1) maleness; (2) severe academic deficiencies; and (3) a high asocial index. In contrast, almost the reverse of these variables was associated with students detained for noncriminal

offenses: (1) femaleness; (2) minor academic achievement deficits; and (3) a low asocial index.

#### CONCLUSION

The Learning Centers provided an opportunity for alternative educational experiences for nearly 800 delinquent or "problem" youth in five of the largest cities in the State of Washington. Most of these juveniles were institutional returnees or dropouts who found the traditional public school programs too competitive, too unstimulating or too uncomfortable.

The Learning Centers were not the total educational solution for all students, however. Approximately one-tenth of the students repeated their dropout pattern and simply withdrew from the Centers, while another one-tenth of the students were removed by Center staff. Nearly three-quarters of the students, however, either successfully completed educational programs or were still enrolled at the end of each academic year.

The gains in academic achievement were greater than anticipated. The average student performed one-and-one-half years below grade level at enrollment. During the period of enrollment, achievement accelerated at twice the reference rate and diminished by one-half the achievement deficiencies between the Learning Center students and the standard performance of grade mates. Thus, the probability of successful re-entry into more traditional forms of public education was enhanced. In addition, secondary benefits were also realized through the development of more sophisticated skills.

Minimal gains in social ability were noted for most students. In part, this was a function of the behavior of the students, the subjective ratings of teachers and the method of evaluation. Despite the methodological difficulties, it was fair to conclude that small gains were observed, but the gains were not overwhelming.



The extent of delinquent behavior and parole revocation was small. Less than 7% of the students were involved in delinquent detentions or revocation. This was a very low "failure" rate if the "high-risk" characteristics of these students were considered.

Finally, the combination of amazing increases in academic achievement and the relatively low rate of delinquent detention and revocation point to a high degree of success within an educational program which maximized the use of community resources. The usefulness of this program was obvious as one alternative to institutionalization or an appropriate program for already institutionalized juveniles.

Those wishing to learn more about the Learning Center program may write to:

Lloyd A. Bates, Supervisor  
Juvenile Parole Services  
Department of Social & Health Services  
P. O. Box 1788 MS 34-2  
Olympia, Washington 98504

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