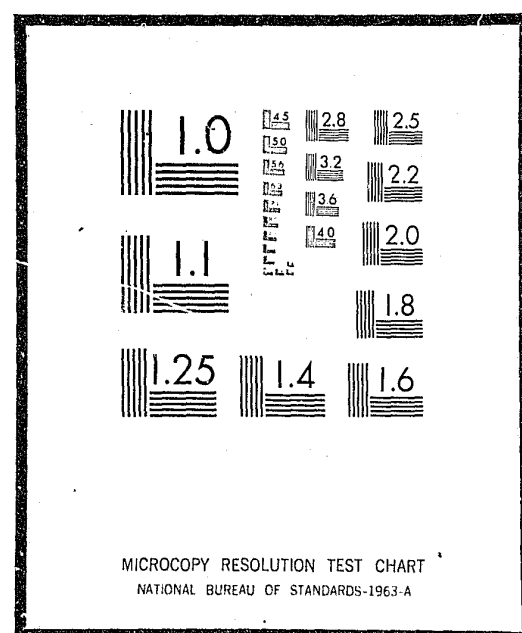


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EVALUATION REPORT  
ON  
THE PARENT DELINQUENT EDUCATION PROGRAM

SUBMITTED TO:  
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AJP30

## RATIONALE

The staff of the Parent Delinquent Education Program sought an external evaluation of its activities for the 1974 school year in order to assess the progress and effectiveness of the program to date. Also this appraisal was considered important in aiding in the identification of any areas needing modification so that the program design would have the most realistic opportunity of maximizing its impact in the coming year. After discussions with the project director it was determined that a formative or interim evaluation would be most responsive to the above goal. The format of the evaluation was established in an effort to:

1. Provide the project director and staff with information concerning the extent to which significant elements of the project have been implemented, and
2. Provide information about the progress being made toward achievement of the project's overall goals.

The activities covered in this report include: data collected regarding whether the intended activities were actually carried out, an audit of documentation that planned procedures were accomplished, and recommendations for the improvement of project procedures implemented for assessment of the project at the conclusion of the coming year.

## INTRODUCTION

This Formative Evaluation Report covers the period from September 1, 1974 to June 15, 1975, and summarizes the activities and findings of the Parent Delinquent Education Program. More specifically, it discusses those project goals and objectives which received significant attention during this period.

- PROGRAM GOAL 1: TO MODIFY BEHAVIOR INTERFERING WITH FAMILIAL RELATIONSHIPS, SOCIAL ADJUSTMENT AND LEARNING IN THE CLASSROOM.
- PROGRAM GOAL 2: TO HAVE THE CHILD EXPERIENCE ACADEMIC AND SOCIAL SUCCESS.
- PROGRAM GOAL 3: TO CHANGE ATTITUDES TOWARD LEARNING AMONG THOSE CHILDREN WHO HAVE, MORE THAN USUAL, NEGATIVE ATTITUDES TOWARD THEIR SCHOOL, THEIR TEACHERS, THEIR PARENTS AND THEMSELVES.
- PROGRAM GOAL 4: TO IMPROVE ACADEMIC SKILLS OF THOSE CHILDREN WHO DO NOT POSSESS THE BASIC SKILLS NECESSARY FOR NORMAL PROGRESS WITHIN THEIR CLASS PLACEMENT.
- PROGRAM GOAL 5: TO MODIFY PARENT'S BEHAVIORAL PATTERNS AS THEY RELATE TO THEIR CHILD-REARING MODALITIES.

Activities

The mission of the project as was defined in the original grant application was to respond to the needs of potential delinquents and devise behavior modification prescriptions to be used by the parent counselors, parents and teachers. In addition, the parents of enrolled students were to be involved in periodic discussion sessions which related to their ability and need to relate to others about issues of child rearing practices. This triad intervention methodology was employed in order to coordinate and facilitate positive activities designed to minimize problems and maximize the development of socially appropriate be-

havior as well as provide the youngster with problem solving skills. Youngsters were to be referred to the program through a school-based system. The behavior patterns exhibited by these youngsters are displayed in Table 1.

TABLE 1  
BREAKDOWN OF ENROLLEES BY BEHAVIORS  
LEADING TO REFERRAL

Low Academic Achievement	Truancy	Disruptive in School
67%	8%	25%

In order to carry out these objectives youngsters and their parents, along with staff parent-counselors, took part in several social activities and excursions. Parent-counselors also were in contact with the referring teacher in order to obtain information regarding the progress students demonstrated in the classroom as a result of either academic tutorial activities or behavioral shaping activities. Appendix A contains a copy of the client data and problem resolution form. Based upon the area of concern the parent-counselors set out to develop specified strategies. Records were maintained describing what activities were attempted to improve the situation as well as dispositional records relative to progress made through these activities.

#### Demographic Data

The Parent Delinquent Education Program was to be involved with one group of youngsters throughout the life of the present grant. However, there was a significant number of youngster turn-overs the first year and replacements were recruited. During the period covered by this evaluation the twelve youngsters presently enrolled participated in the program for the entire year. Of these twelve enrollees 58% are Black, 8% White, and 34% Latin. The mean age of the participants is 10.1 years and the ages range from 9 to 15 years.

The income of the families range from \$3,000 to \$8,000 plus a year, with the average income being \$6,166.67. 34% of the families have both father and mother in the home. Table 2 displays the ethnic composition of the enrollees by income, Table 3 illustrates the income of the enrollees by family size. As may be seen from this table the majority of the participants in the Parent Delinquent Education Program are from the lower social-economic strata.

TABLE 2

ETHNIC COMPOSITION AND INCOME OF CLIENTS IN P.D.E.P.

Income	Black	White	Latin
3,000			1
4,000 to 6,000	3	1	1
7,000 to 8,000	4		2
TOTAL	7	1	4

TABLE 3

FAMILY SIZE AND SOCIAL-ECONOMIC STATUS OF CLIENTS

	3,000 and below	4,000 to 6,000	7,000 to 8,000+
Number of Clients	1	5	6
Average Size of Family	3	4.8	7

Results

The logs of the Parent Delinquent Education Program were reviewed by the Evaluator. This review revealed that the activities originally planned in the grant application had been carried out. The records also indicated that the feedback from Parent and Teacher questionnaires supported the hypothesis that the intervention strategies were bringing about the desired results.

The evaluator randomly selected eight parent questionnaires and examined the responses. The following section presents the responses parents made.

PARENT DELINQUENT EDUCATION PROGRAM EVALUATION

- Has your child progressed since working with the Parent Delinquent Education Program? If yes, how?  
100% responded YES.
- Have you noticed a change in your child's academic achievement? Please comment.  
87.5% responded YES.
- Has your child's attitude changed? If so, how:  
a) positively                      b) negatively                      c) not at all  
All respondents indicated a positive change.
- Do you feel that the Parent Delinquent Counselor is doing an adequate job? Please comment.  
100% responded YES.
- How do you perceive the child's attitude toward the Parent Delinquent Counselor?  
a) Positive                      b) negative                      c) indifferent  
All respondents indicated a positive attitude.
- What is your relationship with the Parent Delinquent Counselor?  
a) adequate contact   b) some contact   c) very little contact  
d) no contact

87.5% indicated A.  
12.5% indicated B.

7. *Has the program helped you in any aspect of working with your child? Please comment.*

100% responded YES.

8. *What improvements would you suggest be made to improve the relationship between the Parent Counselor and child, or Parent Counselor and parent?*

87.15% responded none. There was one request for more trips.

9. *Do you feel you understand the purpose of this program?*

100% responded YES.

10. *Do you feel comfortable with the work of the Parent Counselor? If yes, do you feel the Counselor is giving adequate time to working with your child?*

100% indicated YES.

Further examination of recorded feedback data from teachers yielded similar results. Specifically, five teacher questionnaires were examined. The results of the teacher's comments are presented next.

PARENT DELINQUENT EDUCATION PROGRAM EVALUATION  
(to be completed by the child's teacher)

1. *Do you understand what the Parent Delinquent Education Program is? If yes, please comment.*

100% responded YES.

2. *Have you noticed a change in the child's academic achievement since being involved with the Parent Delinquent Education Program? Please comment.*

60% indicated they noticed a positive academic change.

20% indicated they observed no change.

20% indicated that they noticed a change other than academic.

3. *In your opinion, is the Parent Delinquent Counselor doing an adequate job? Please comment.*

100% responded YES.

4. *What is your relationship with the Parent Delinquent Counselor?*  
 a) adequate b) some contact c) very little contact d) no contact

80% indicated A.

20% indicated B.

5. *Has the child's behavior changed? If so, how?*  
 a) positively b) negatively

All indicated a positive change.

6. *If there are any further comments, write in the space below.*

60% of the respondents made further comment. 33.3% of this number requested that additional parent-counselors be added to the staff to increase the number of student participants. 66.6% of this group made positive statements with respect to the work of the parent-counselors.

#### Limitations of Findings

The major limitation to these findings is that there has not been quantifiable data collected regarding the rate or degree of improvement of students in the program. This lack of specificity is reflected in the tendency for referrals to be general and nonspecific in terms of the severity of the problems leading to the referral. For example, one of the students enrolled in the project was described as "mischievous" -- a dictionary definition of this term is: causing mischief; playful, teasing; troublesome, irritating; causing harm, injury or damage. The degree to which this was considered a problem was not specified. Therefore, although the teacher and perhaps the parent-counselor had subjective assessment of the extent of the problem, there were no objective data that could be employed to determine the "rate of growth" the student demonstrated.

A second major limitation concerns the student participation, mortality and self reporting. As mentioned earlier in the report the population involved in this year's activity represents a 100% turnover. The drop-out of the original group was due primarily to moving. Such problems are not uncommon in longterm programs, however, because of the small number of youngsters selected to participate in this program, the results of this normal occurrence were more problematic than in projects dealing with significantly larger numbers.

Although reports were made available regarding other's perceptions of the student no objective data was collected regarding how the student saw himself, or his surroundings. Information was obtained through the interaction of the student with the parent-counselor but again not in a manner that allowed for any objective analysis of growth. These limitations are less significant due to the fact that there is substantial information (although subjective) that the program has met the needs of those involved. That is, the sources of referrals, the teachers of the students and review of the teacher and parent reports on student progress indicate that the levels of improvement were such that the teachers felt that the issues leading to the original referral were being handled in a satisfactory and successful manner.

#### SUMMATIVE EVALUATION ACTIVITIES

### Methodology of Summative Evaluation

The purpose of the activities and procedures carried out and described in this section is to collect quantifiable information regarding the impact of the Parent Delinquent Education Program at the conclusion of its last funding period. Two major limitations that were identified in the last section on the formative evaluation report were:

- (1) A lack of measurable objective data
- (2) The sample participant mortality which occurred.

These two areas have been kept in mind in the development of the summative evaluation design. With respect to point two, the parent-counselors will upon notification that a youngster will be leaving the program, administer a post-test using the material to be described shortly. Additionally, a new enrollee will be given a pre-test on a similar instrument. This procedure will insure that data relative to enrollee growth will be collected at any time necessary to insure documentation with respect to impact. Obviously, if it were to occur that one enrollee terminated and a new enrollee was only able to participate for less than four months expectations of the impact of the program for that youngster would not be as great as for those involved throughout. Therefore, in the event of such an occurrence, the data, pre-and post-test scores will be included in the overall summary profile of enrollees but will not be included in any statistical analysis of enrollee scores.

### Instrumentation and Rationale

Appendix B has a specimen of the modified Youth Development Impact Questionnaire. The original questionnaire was designed by H.E.W. for various Youth Services Bureaus, to gather nationwide data on the

impact of various youth intervention programs. The modified, shorter version was developed by the evaluator to look at four critical areas of concern to the Parent Delinquent Education Program. The four areas are: Social Norms, Self Concept, Negative Home Labeling, and Negative School Labeling.

Social Norms focuses on the level of awareness of the enrollees in the P.D.E.P. of appropriate or socially mandated behavior. Questions 1, 2, 4, 5, 7, 9, 10, and 12 deal with social norms.

Self-Concept focuses on the image of oneself that the enrollee wishes to project. It must be emphasized that no attempt has been made to assert that the responses given by the enrollee represents his honest self-appraisal, but rather the data is treated as the image the client wishes to project. The reason for this distinction is that the client may see this as a forum for "bragging" or projecting a "down and out" attitude. Although it may be that such postures are a bit sophisticated for the age range of the clients, this caution was instituted none-the-less. Questions 3, 6, 8, 11, 14, 17, 19, 20, 21, and 22 deal with self-concept.

Negative Home Labeling represents the client's report of how he/she projects him/her self through the eyes of his/her parents. Questions 23, 24, 25, 26, 27, and 28 deal with negative home labeling.

Negative School Labeling represents the same reporting as related to the perceptions of the teacher of the enrollee. Questions



29, 30, 31, 32, 33 and 34 deal with negative school labeling.

#### Behavioral Checklist

A behavioral checklist was developed to collect the opinions of the teachers of each of the clients, relative to the enrollees department in school. However, difficulty in obtaining feedback from a number of teachers led to eliminating the checklist at this time. An attempt to use this instrument will be made again once school opens in the fall.

#### Administration

The MD Impact Questionnaire was administered by the Parent-Counselors to the enrollees and their parents. All but two of the clients and their parents completed the questionnaire. Since one of the aims of the Parent Delinquent Education program was to aid parents in dealing more effectively with their children, parents were asked to respond to the questionnaire the way they thought their child would.

The purpose for this was based upon the assumption of the evaluator that it is not unreasonable to assume that one of the critical elements of improved parent-child relationships is the high level of understanding of a youngster's thinking and feelings by parents.

#### Results

Table 4 illustrates the average scores by category obtained by the parents in responding as they believed their children would to the same questions. Table 5 provides the average scores by category obtained by the enrollees.

A score between 56 and 80 on the Social Norms section represents

a high level of reported awareness of appropriate or expected behavior. While a score between 70 and 100 indicates a high reported self-concept. Negative Home Labeling and Negative School Labeling was scored as follows: a score of 0 to 16 indicates a reported high degree of negative labeling, a score of 18 to 24 a moderate amount of negative labeling and a score of 36 to 48 represents minimal amount of negative labeling. Therefore as a score departs from 24 and approaches 36 it may be concluded that the reported negative perceptions of the client by a parent or teacher is approaching zero.

The following tables illustrate the relationships between how the parents predicted their children would respond to the questions and how the children actually responded.

TABLE 4  
AVERAGE SCORE OF PARENT PERCEPTIONS OF  
THEIR CHILDREN'S RESPONSES BY CATEGORY

	Social Norms	Self-Concept	Negative Home Labeling	Negative School Labeling
Mean	56.6	71.9	33.7	33.3
Standard Deviation	10.26	19.9	11.48	10.6

TABLE 5  
AVERAGE SCORE OF YOUNGSTERS'  
RESPONSES BY CATEGORY

	Social Norms	Self-Concept	Negative Home Labeling	Negative School Labeling
Mean	50.2	61.2	28.6	29.4
Standard Deviation	14.33	21.9	9.60	9.07

As may be seen from tables 4 and 5 the difference between the prediction of the parents as a group and the response of the youngsters as a group on Social Norms is 6.4, for Self-Concept 10.7, Negative Home Labeling 5.1 and for Negative School Labeling 3.9. Closer examination of the two groups was conducted through running a correlation on the two sets of scores. The correlation coefficients indicate how close the two groups are. The possible range of correlation coefficients is -1 to +1.

TABLE 6  
CORRELATION AND COEFFICIENT OF DETERMINATION  
BETWEEN PARENT'S PREDICTIONS AND ENROLLEES  
ACTUAL RESPONSES BY CATEGORY

	Social Norms	Self-Concept	Negative Home Labeling	Negative School Labeling
Correlation	.70	.514	.631	.535
Coefficient of Determination	.49	.27	.40	.29

The coefficient of determination indicates the strength of the relationship, that is, it indicates how well knowing the parent's prediction would lead you to correctly identify what the response of the youngster is. As can be seen from the above table in almost 50% of the cases the parents were accurate in their predictions for Social Norms. The lowest prediction-accuracy was on self-concept with 27% accuracy.

#### Discussion and Limitations

The information collected to date serves only as pre-test data and will be compared to the data collected at the end of the school year, in an effort to determine how much, if any, change has occurred. However, there has been no data collected to date on a sample of youngsters and parents not participating in the project. The lack of a control

group would make it difficult to attribute any improvement in scores on the MD Impact Questionnaire to the Parent Delinquent Education Program. Therefore, attempts will be made in the fall to get a random sample of matched youngsters and parents to be pre- and post-tested. Such a control group will provide needed information for meaningfully interpreting the correlation coefficients and coefficient of determination obtained on the pre-test.

#### Conclusion

The activities and procedures reported in this section represent the efforts to be carried out in the forthcoming and final year of the present grant for the Parent Delinquent Education Program. It is felt that these procedures will sufficiently document the program and its impact to allow comprehensive assessment of the program, as well as providing a detailed description of the program should the results suggest its adaptation by others as a useful intervention model.

APPENDIX A

TAB SHEET

Parent-Counselor: \_\_\_\_\_

Client's Name: \_\_\_\_\_ School of Referral: \_\_\_\_\_

Address: \_\_\_\_\_ Grade Level: \_\_\_\_\_

City: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Age: \_\_\_\_\_ Ethnic Background: \_\_\_\_\_

Statement of Problem:

Steps for Solution:

- 1.
- 2.
- 3.
- 4.

Estimated Date of Completion: \_\_\_\_\_

APPENDIX B

Please respond to each of the following statements by telling me whether you Strongly Agree with the statements, merely Agree, Disagree, or Strongly Disagree.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. Doing bad things are OK if good things result.	1	2	3	4
2. It is sometimes necessary to lie on a job application to get the job you want.	1	2	3	4
3. I feel that I'm a person of worth, at least, equal to others.	1	2	3	4
4. If one wants to get good grades in school, he will have to cheat sometimes.	1	2	3	4
5. It's OK to lie if you are helping a friend.	1	2	3	4
6. I feel that I have many good points.	1	2	3	4
7. You can do well in school without cheating on tests.	1	2	3	4
8. I think I am a failure.	1	2	3	4
9. Even if you lose friends for it, you should tell the truth.	1	2	3	4
10. A person's ability to do a good job will get him one, more than anything else.	1	2	3	4
11. I am able to do things as well as anybody else.	1	2	3	4
12. If you want nice things, you have to be willing to break the rules or laws to get them.	1	2	3	4
13. Hard work and effort lead to getting ahead on a job.	1	2	3	4
14. I don't think I have much to be proud of.	1	2	3	4

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>				
15. Getting into trouble usually happens because you happen to be in the wrong place.	1	2	3	4				
16. Making friends is often the result of being lucky enough to meet the right people.	1	2	3	4				
17. I feel good about myself.	1	2	3	4				
18. If I try hard to make my parents happy, things go well at home.	1	2	3	4				
19. On the whole, I am satisfied with myself.	1	2	3	4				
20. I wish I could have more respect for myself.	1	2	3	4				
21. I certainly feel useless at times.	1	2	3	4				
22. At times I think I am no good at all.	1	2	3	4				
My parents think I am								
23. troublesome	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	helpful
24. good	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bad
25. wild	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	settled
26. disobedient	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	obedient
27. bad mannered	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	polite
28. obedient of the law	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	delinquent

My teachers think I am

- |                            |          |          |          |          |          |          |          |            |
|----------------------------|----------|----------|----------|----------|----------|----------|----------|------------|
| 29. troublesome            | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | helpful    |
| 30. good                   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | bad        |
| 31. wild                   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | settled    |
| 32. disobedient            | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | obedient   |
| 33. bad mannered           | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | polite     |
| 34. obedient of<br>the law | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | delinquent |

APPENDIX C

PARENT DELINQUENT EDUCATION PROGRAM EVALUATION

1. Has your child progressed since working with the Parent Delinquent Education Program? If yes, how.
2. Have you noticed a change in your child's academic achievement? Please comment.
3. Has your child's attitude changed? If so, how:  
a) positively                      b) negatively                      c) not at all
4. Do you feel that the Parent Delinquent Counselor is doing an adequate job? Please comment.
5. How do you perceive the child's attitude toward the Parent Delinquent Counselor?  
a) positive                      b) negative                      c) indifferent
6. What is your relationship with the Parent Delinquent Counselor?  
a) adequate contact      b) some contact      c) very little contact  
d) no contact
7. Has the program helped you in any aspect of working with your child? Please comment.
8. What improvements would you suggest be made to improve the relationship between the Parent Counselor and child, or Parent Counselor and parent?
9. Do you feel you understand the purpose of this program?
10. Do you feel comfortable with the work of the Parent Counselor? If yes, do you feel the Counselor is giving adequate time to working with your child?

PARENT DELINQUENT EDUCATION PROGRAM EVALUATION

(to be completed by the child's teacher)

1. Do you understand what the Parent Delinquent Education Program is? If yes, please comment.
2. Have you noticed a change in the child's academic achievement since being involved with the Parent Delinquent Education Program? Please comment.
3. In your opinion, is the Parent Delinquent Counselor doing an adequate job? Please comment.
4. What is your relationship with the Parent Delinquent Counselor?  
a) adequate      b) some contact      c) very little contact      d) no contact
5. Has the child's behavior changed? If so, how?  
a) positively                      b) negatively
6. If there are any further comments, write in the space below.

**END**