

ST. MARK YOUTH DEVELOPMENT PROGRAM:  
AN EVALUATION OVER THE PERIOD OF DECEMBER 9, 1975 THRU JULY 31, 1975



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PREPARED FOR  
THE MAYOR'S CRIMINAL JUSTICE COORDINATING COUNCIL  
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BY  
COPELIN AND ASSOCIATES, INC.

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## TABLE OF CONTENTS

	PAGE
List of Tables	-ii-
Introduction: Scope and Content of Evaluation.....	1
Methodology .....	2
TSA: Original Goals, Objectives and Procedures.....	6
TSA: A Brief History of Program Operations From December 9, 1974 to July 31, 1975 .....	16
TSA: An Evaluation of the Level of Services Offered Between December 9, 1974 to July 31, 1975 .....	19
Conclusions: A Recapitulation.....	48
Recommendations .....	52
Appendix A .....	54

LIST OF TABLES

	<u>PAGE</u>
TABLE 1 A Schematic History of TSA: December, 1975 thru July 31, 1975.....	18
TABLE 2 Basic Skills Levels of 36 TSA Participants at Entrance .....	20
TABLE 3 Current Academic Status of Terminated Students as of July 31, 1975 .....	23
TABLE 4 Absenteeism Rate of Participants in Nine Week Academic Session for 32 Participants .....	24
TABLE 5 Student Absenteeism Rate by Class.....	25
TABLE 6 Levels of Actual Counseling Service by Month.....	28
TABLE 7 Proposed Verses Actual Levels of Career Testing in Percentages .....	33
TABLE 8 Individual and Group Visits of Students With Career Specialist by Month .....	34
TABLE 9 Percentage Placed in Jobs Related to Career Choice or Interest .....	35
TABLE 10 Estimated Membership in TSA, Number of Youths Entering and Number Terminated by Month.....	38
TABLE 11 Percentage of Proposed Enrollment Levels Actually Attained for Each Activity Component by Month .....	39
TABLE 12 Relevant Demographic Characteristics of the TSA's Net Membership in Percentage .....	40
TABLE 13 Number of Youths Terminated Between 12/74 and 8/75 by Reason for Termination.....	41
TABLE 14 Relevant Demographic Characteristics of Persons Terminated from TSA .....	42
TABLE 15 Types of Offenses by Current Status With Program .....	43
TABLE 16 Referral Sources of Net Student Membership in TSA in Percentages .....	44

## INTRODUCTION: SCOPE AND CONTENT OF EVALUATION

The St. Mark's Community Center Youth Development Program, or the Treme Street Academy as it is more commonly called (TSA), was awarded a \$56,836 grant by the Law Enforcement Assistance Administration (LEAA) and the Mayor's Criminal Justice Coordinating Council (CJCC) for the period from December, 1974 to August 31, 1975.

In an effort to determine whether or not the monies awarded to TSA were utilized under the same conditions of the allocation, this evaluation was undertaken. More specifically, the evaluation will assess the congruence between the services actually delivered by TSA between December, 1974 and July 30, 1975 and those originally outlined in their initial grant proposal. July 31st is used as a cut-off point here purely for the convenience of the evaluator since a draft of the evaluation had to be prepared by the 15th of August.

The outcomes of this evaluation will be two. First, the staff of TSA will be forced to consciously evaluate their own achievements and successes. Second, CJCC will receive information which will be useful in its determination regarding whether or not to refund TSA; and if so, under what circumstances.

METHODOLOGY

The goal of this evaluation was to ascertain the degree of congruence between the program which was funded by CJCC based on the original proposal and the program which actually operated between December 9, 1974 and July 31, 1974.

The goal was achieved by performing the following tasks between July 1 and August 20, 1975:

1. A thorough reading of the original proposal was conducted and the proposed goal and related procedures were extracted.
2. Monthly progress reports to CJCC from TSA staff during the period December, 1974 to June 1, 1975 were read to note any reported changes in the goal or procedures.
3. A set of questions were devised designed to test the degree to which the program was meeting its original service delivery commitment.
4. Observation of TSA operations through interviews with both current and past staff members, selected students and parents and attendance at various meetings.
5. A review of the files of the program to ascertain the numbers and types of participants as well as the extent of documentation of services provided to members.

The original proposal was read and analyzed under activity one so that the evaluator could understand the goals and procedures it outlined. By goals here we mean the things TSA was created to do and by procedures we mean the ways the program intended to actualize the goals.

As a result, the original goals and procedures for the program were extracted from the proposal. These goals and

procedures fell into eight natural program components. Thus a description of the original goals and procedures of each component was written (See section entitled "TSA: Original Goals and Procedures").

The goals for each component and the total program were delineated here so that the evaluator could get a "feel" for the purposes of the program and the indicated procedures. However, since this evaluation is concerned only with an assessment of the delivery of services, the goals will be discussed only as regards their compatibility with the related procedures.

The monthly and grant adjustment reports were read as the second activity in an attempt to see if TSA had indicated changes in either the goals or procedures of a particular component. If any such changes were noted, they became part of the descriptions described above.

The questions generated under activity three were designed to measure the degree the procedures outlined for each component were actualized by the program staff between December 9, 1974 and July 31, 1975. In some cases these questions were merely re-statements of the procedures. This was the case if the procedure was stated in quantitative terms. For example, one procedure said that each student would see a counselor at least twice per week. Thus the question devised to assess the degree to which this was accomplished was merely; Did each student see a counselor at least twice per week between December 9 and

July 31, 1975? However, in most cases the procedures were not stated in such clear quantitative terms. In these situations, the related questions were stated in as precise quantitative terms as could be devised from content of the original procedures.

Activities four and five were the steps involved in the on site part of the evaluation. At this point, information was gathered so that the questions developed under activity three could be answered. This information was gathered in four ways. First, staff members were questioned to ascertain: (1) if they were aware of the procedures they were supposed to perform; and (2) the degree they actually carried out the procedures. Selected students and parents were questioned to assess whether they actually received the services the staff had indicated they were getting.

Next, information was obtained from students and parents. Here a random selection process was attempted. However, in most cases the first choices were not available. Therefore, most of the information obtained in this way was from a self-selected sample. This could have caused considerable bias to occur in this part of the data.

Data was also drawn from the files kept by members of TSA's staff. These files included personal data, counseling, academic and extra-curricular activities files.

Last data was generated merely as a result of the fact that the evaluator spent some 100 man hours at the physical

facilities of TSA. This is subjective data, however, and will thusly be sparesly used.

At various points in the section entitled "Analyses of Delivery of Services," data from the above source will be cited as we answer particular questions. At any point, the particular source will be cited.



TSA: ORIGINAL GOAL AND OBJECTIVES AND PROCEDURES

The following statements on the original goals and objectives and brief history of the St. Mark's Community Center was drawn from two documents: (1) An Application for Grant (from SLEPA 1) submitted by the St. Mark Community Center to the Louisiana Commission on Law Enforcement (LCLE); and a series of monthly Subgrantee Narrative Progress Reports (form SLEPA 5) submitted by the Project Director and the Mayor of the City of New Orleans to LCLE.

In the original proposal, TSA is described as a neighborhood juvenile rehabilitation program, having as its major goal the reduction of the juvenile crime rate among Treme youths in the program by cutting their recidivism rate by 50%. This goal was to be met by the creation of five activity components-- academic, counseling, recreational and arts, career awareness and goal development and advocacy. According to the proposal, a participant may be enrolled in one or more of the activity components. However if the student is enrolled in the academic component, he must also be enrolled in the advocacy and counseling component.

Each of these components was designed to achieve one or more of the following objectives:

1. Redirect the negative behavior pattern of the youths;
2. Establish positive and realistic career goals in the minds of the youths;

3. Minimize the debilitating outside pressures on the youths;
4. Provide positive physical and cultural outlets for the youths;
5. Help the youths to continue their formal education in some way; and
6. Offer each youth at least one career goal, training program or job option by the point of his/her dismissal.

As indicated earlier, the goals and objectives of the total program were to be implemented through five activity components. In addition, the original proposal outlined three additional components-- one for staffing, one which described participants and one for self-evaluation. Below are brief descriptions, taken from the original proposal of the particular goals and procedures related to each component.

I. ACADEMIC COMPONENT

Goal

According to the proposal, this is the core of TSA. It has as its main goal to "provide an alternative educational atmosphere for students who have not performed well in traditional school settings."<sup>1</sup>

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<sup>1</sup>  
An Application for Grant, pp. 6-5.

### Procedures

The school will secure forty students between the ages of 12 to 16 basically from the Treme Area. Upon entrance, each student will be tested to determine their basic skills levels. Then, for each student, a plan of study will be developed (by the staff) taking the basic skills levels and academic goal of the student into account. The student will then begin his plan of study at the end of which he will be prepared to further pursue his academic and/or career goal.

The curriculum of the school will interface the experiences of the urban, generally minority youth into its attempts to address the basic needs of the students.

## II. COUNSELING COMPONENT

### Goal

The overall goal of this component is to discover and deal with the personal problems of program participants in ways which supplement the work being done in other aspects of the program. The staff here will deal realistically and firmly with the problems of each participant.

### Procedures

Each student will meet with a counselor upon application to the program when a file will be begun on him. The counselor and the student will discuss the student's personal and academic situation and the ways the program might be helpful to him. If it appears the program might be helpful to the applicant, the counselor

gathers information on the student's academic, social, demographic and judicial histories from the relevant sources. As a result of a syntheses of this information, the counselor decides whether or not to recommend the admission of the applicant to one or more of the program's components to a committee composed of the counselor, project director, community advocate, head teacher and career resource specialist. A final decision regarding the status of the applicant's admission into TSA is then made.

If accepted, the new participant meets again with the counselor and together they develop a plan of program involvement, presumably relying upon the needs of the students and the decisions of the entrance committee.

Regular meetings of at least once per week will occur with each student and the counselor during which the participant's progress in the program and goals are discussed. In those instances where emotional or psychological factors warrant it, the counselor will see the participant as often as necessary.

In addition to the above, the counselor will provide other staff members with pertinent information gained in counseling sessions. This component is designed to service seventy participants presumably also youths between 11 and 16 years of age basically from the Treme area.

After a period, decided upon at the time of admission, but normally not more than thirty-six weeks, the participant will be dismissed from the program and will be assisted with placement into a school, job situation or GED preparation.

### III. ADVOCACY COMPONENT

#### Goal

The goal of this component of TSA is to negate those external forces which inhibit, retard or prevent a participant's progress in the program. The staff here will therefore serve as the facilitating link between the community and the program.

#### Procedures

Immediately after the student is accepted into the "full program" the community advocate will visit his home.<sup>2</sup> The community advocate thereafter remains in contact with the student's family to keep him fully informed of the participant's progress. Through him the parents will offer any suggestions, criticisms or advice regarding their child or the program.

If the student is on parole, the community advocate will meet with his probation officer so that the efforts of the parole officer and the program may be co-ordinated. If the new participant is in school, the appropriate school personnel will be contacted. However, if the new participant is not currently in school, the community advocate will visit the School Board.

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<sup>2</sup>  
The full program means being admitted to all of the activity components of the program.

In addition to the above, the advocate will be on call to participants, parents and other program staff to intervene on the behalf of the students with the judicial or school system.

#### IV. CAREER DEVELOPMENT AND GOAL DEVELOPMENT COMPONENTS GOAL

##### Goal

The main purpose of this part of the program is to help participants establish career goals. To achieve this goal, the staff here will strive to broaden the participant's outlook on the future, and will co-ordinate the academic and career awareness aspects of the program so that the participants realize how they interface.

##### Procedures

Each student with the help of the career specialist will develop meaningful career goals taking into consideration their personal interests, aptitudes, educational skills and ambitions. The career specialist will put the youth in touch with persons or programs which may be helpful to them as they try to make career choices. Last, the students will be provided with opportunities to "experience" their chosen careers first hand.

The specialist will also inform the academic staff of the student's career tendencies or choices so that they can influence his academic plan of study and vice versa. A program participant will meet at least twice weekly with the career specialist either individually or in groups.

Seventy students will be served by this component.

V. RECREATION AND ARTS COMPONENTGoal

To allow for those individuals with athletic potential to develop that potential while also providing physical education on a regular basis for all the participants is the main goal of this segment. It will also serve as the primary mechanism through which project identification and individual cooperation will be forged.

Procedures

A part of each day's program at TSA will involve physical exercise and training under qualified supervision. These activities will include team sports, individual sports, music, dance, art exercises, and quiet games.

This component will serve seventy students.

VI. STUDENT COMPONENTGoal

To get the type of participant described in the proposal.

Procedures

1. To enroll forty students in the academic component;
2. To enroll seventy students in the career development and goal orientation component;
3. To enroll seventy students in the counseling component;
4. To enroll seventy students in the recreation and arts component; and
5. To enroll forty students in the advocacy component.

The numbers above are indicated in the proposal for each component. Demographic characteristics of the students are only discussed in regards to the academic component, but we will assume here that they were meant for all the students. Thus for each component the students are to be between 12 and 16 years of age, basically from the Treme area and having had at least one confrontation with the judicial system.

## VII. STAFF COMPONENT

### Goal

To hire the personnel necessary to carry out the five activity components of the program and perform self-evaluation.

### Procedures

To hire the following personnel with the indicated minimal qualifications:

1. Director-- administrative experience, and familiarity with budgeting procedures, grant writing, the City of New Orleans, City governmental and social service agencies, juvenile courts and the probation system.
2. Counselor-- a degreed person with experience counseling delinquent youth. Must be familiar with the juvenile court, probation processes in New Orleans, the suspension procedures of the Orleans Parish School Board and the City's Youth Service Bureau.
3. Career Resource Specialist-- must have familiarity with curriculum materials, diagnostic tests and hold counseling skills.
4. Community Advocate-- must have a thorough knowledge of the local community and a good working relationship with other agencies in the area. It is preferable that this person will have worked previously in Treme and have a knowledge of the schools in the neighborhood, other community resources and the areas with the highest incidence of crime.

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3  
This was an obvious misnomer in the original proposal. This person more aptly should have been called a curriculum resource specialist.



5. Teachers (2)-- must be certified with experience working in inner city and problem youth situations.. Must be familiar with the state's requirement regarding high school entrance plus be in contact with the juvenile high schools in the area from which the participants come.
6. Teacher Aide and Assistant-- must have "strong" basic skills, talents in reading, English and math.
7. Recreation Supervisor-- must have experience in organizing and supervising recreation programs for large numbers of youth. The supervisor must also relate well to youth.
8. Clerical-Administrative Assistant-- must have good typing, administrative and bookkeeping skills.

#### VIII. EVALUATION COMPONENT

##### Goal

To collect information necessary to evaluate the achievements of the program and to assess procedures.

##### Procedure

1. To keep statistical records of the following:
  - a. the number of involvements participants have with the law;
  - b. the number of youths on probation at entrance compared to the number on probation at the time of their dismissal;
  - c. the number of youths not in school at the time of their enrollment who are successfully returned to school as a result of the program;
  - d. the number of youths placed in another learning situation upon completion of the Street Academy; and

- e. the number of successful placements in job training programs, vocational rehabilitation programs, or regular jobs upon dismissal from the program.
2. To keep regular reports on the following:
    - a. observations of the parents or other community resources;
    - b. the observed impact of the program on youths by the juvenile parole officer;
    - c. academic progress of the students; and
    - d. self evaluation by the students.
  3. To utilize a team from the New Orleans training network to participate in program and staff evaluations.

This then is, briefly, the program which was funded by LCLEACJ. Except for a reduction in academic services, during the summer months, there is no documentation of long term changes either in program goals or procedures as outlined above.

TSA: A BRIEF HISTORY OF PROGRAM OPERATION  
FROM DECEMBER 9, 1975 - JULY 31, 1975

The St. Mark's Community Center Youth Development Program was awarded its grant by the Criminal Justice Coordinating Council of New Orleans, Louisiana in early December, 1974. By December 9th, the director and the other staff members had been hired and the program officially opened. From the opening of the program until the fourth of February, 1975, the staff busied-themselves decorating their offices, recruiting students, and planning the program. Procedures outlined under the counseling and advocacy components relating to the initial enrolling of students were provided during this period.

On the 4th of February, 1975, the academic component went into operation by offering an orientation for the 28 participants enrolled at that time. This orientation session lasted six weeks or until March 21st, 1975.

At the end of the orientation session, the students went on their Easter vacation. When they returned on the 31st of March, the academic component began nine weeks of regular basic skills classes in mathematics, reading and social studies. The recreation and arts component also began offering services at this point. During this period, March 31st to May 18th, several mini-workshops in the arts were also offered along with classes in physical education.

These activities were culminated with an awards night where students were recognized for their participation and achievements.

Pins with the TSA ensigma were given to all the current students and membership cards and T-shirts were given to students in good standing with the program.

After a two week vacation at the beginning of June, most of the participants in the program began working on Neighborhood Youth Corp jobs for the summer. These students received counseling and guidance throughout the summer. The few students not eligible for these jobs attended summer classes at St. Mark every Wednesday and Friday morning.

Much of the staff time after the end of May was spent planning for the 1975-76 school year and recruiting additional students. The new academic year is scheduled to begin on August 15, 1975.

TABLE 1

A SCHEMATIC HISTORY OF TSA: DECEMBER, 1974 THRU JULY 31, 1975

	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY
Staff Hired and Program Officially Opens	X							
Recruitment Begins	X							
Counseling Component Begins Offering Services in Grant	X							
Advocacy Component Begins Offering Services in Grant	X							
Academic Component Begins Recreation			X					
Academic Component Begins Regular Program				X				
Recreation and Arts Component Begins to Operate				X				
Academic and Recreation and Arts Component Culminate Their Regular Program							XX	
Award Night Celebration Held							XX	
Summer Program Begins								X
Participants Take NYC Jobs								X

"X" indicates activity(s) begins and continues until another activity indicates that it stops or throughout the period listed.  
 "XX" indicates activity(s) is completed during the designated month.

TSA: AN EVALUATION OF THE LEVEL OF SERVICES  
OFFERED BETWEEN DECEMBER 9, 1974 TO JULY 31, 1975

The intent of this part of the report is to measure the degree to which the program conducted by the TSA staff between December 9, 1974 and July 31, 1975, offered the services suggested in the statements on procedures in the preceding section of this report. This will be accomplished in the following fashion. The services related to a component, starting with the five activity components, will be listed. Then information relating to the degree each of the services were offered will be presented. In some cases this information will be tabular. However, in many cases it will not be; either because the necessary tabular information was unobtainable or tabular information is neither necessary or relevant. In those cases with tabular presentation, whenever possible, the proposed levels of services will be compared to actual levels. Last each discussion will have a concluding section.

I. THE ACADEMIC COMPONENT

Explicitly or implicitly according to the original proposal this component was to offer TSA participants the following services:

1. Initial testing of students to ascertain their basic skill level;
2. Individual academic programs for students taking their basic skill level into account;
3. Curriculum with an emphasis on urban life, minority culture and history;
4. Periodic assessment of students to ascertain academic progress; and
5. Aid to those completing this component desiring to pursue their academic goal further.

In addition to the above this component was held the major responsibility for the following:

6. Secure regular class attendance by participants.

TABLE 2  
BASIC SKILLS LEVELS OF 36 TSA PARTICIPANTS AT  
ENTRANCE

TEST	MEAN GRADE LEVEL
READING	4th
MATHEMATICS	4th
LANGUAGE	3rd

The tests given were the California Achievement Test. Only 36 of the 41 students were tested.

SOURCE: Academic Files of TSA

As indicated in Table 2, all but five of the participants were initially tested to determine their basic skills levels. Since only 36 out of a possible 41 students were tested, this service was not perfectly actualized. However the service was accomplished at 90% of the proposed level.

It is very difficult to determine with the use of numerical information the degree to which the second service was offered. Individualized academic programs are not written up; rather they

are acted out. In a direct sense, we can only say here that we were informed by the head teacher that individualized instruction was offered to the students during the nine week session and the summer session. However as a kind of indirect measure we asked a sample of participants if they felt the instruction they received at TSA addressed their particular academic needs, and 80% of them felt that it had. Thus for four of the eight months of the period studied this service may have been performed at the expected level. Thus we may say that TSA accomplished this service at 50% of the proposed level.

The course outlines of two of the three classes offered by TSA during the nine-week session revealed explicit use of information concerning urban life, minority culture and history. They were the social science and reading classes. The third was a mathematics course which is probably a very difficult course to interject this kind of information into as an integral part of the course. The reading books used for the summer classes also placed emphasis in these areas. Thus, we will accept here that this service was offered at 100% of the proposed level for four of the eight months of the examined period. This service then was also accomplished at 50% of the proposed level.

An examination of student files revealed that during the nine week regular session, each student was given at least one exercise per week to determine their academic progress. The content of these exercises varied among the students giving credence to the contention of the head teacher that the students received individualized instruction.



A level at which this service should be delivered was not suggested in the original proposal. Thus we might infer that testing once per week is adequate. Thus, we submit that TSA met this at 100% of the inferred level for four of eight months. Thus again the level here is 50% of the supposed intended level.

It is important to note here that each of three above services were not actualized at all during the first four months of the program's operation, but were performed at 100% of expected levels for the last four. This trend clearly suggests that this 100% achievement level will probably be continued.

We can indirectly determine the delivery level of the fifth service by looking at the percentage of terminated students who are currently in other institutions of learning. This is an indirect test of the delivery level of these services since we do not know how many of these eleven students actually wanted to continue their studies, nor do we know how instrumental TSA staff was in the placement processes. However, it appears that as of July 31, 1975, 45% of the terminated students were either currently in school or scheduled to return to TSA. An additional 18% were actively trying to get into school. But 27% were neither in school at this point nor had plans to go. Thus, while it could be tentatively said that over 63% of the students received this service, the other 37% may not have (See Table 3). One or 10% of the students were unaccounted for.

TABLE 3

CURRENT ACADEMIC STATUS OF TERMINATED STUDENTS  
AS OF JULY 31, 1975

CURRENT STATUS	PERCENT	NUMBER
Currently in School or Scheduled to Return	45	5
Trying to Get Into School	18	2
Neither in School Nor Attempting to Return	27	3
No Information	10	1
TOTALS	100%	11

SOURCE: Academic Files of TSA

An examination of the roll books of the teachers of the three classes held during the nine-week (March 31st to May 8th) academic session revealed that students were absent from reading and mathematics during the period an average of 4 days. They were absent from social studies an average of 3.5 days (See Table 4).

TABLE 4

ABSENTEEISM RATE OF PARTICIPANTS IN NINE WEEK  
ACADEMIC SESSION FOR 32 PARTICIPANTS <sup>1</sup>  
(MARCH 31, 1975 - MAY 28, 1975)

CLASS	AVERAGE NO. OF DAYS ABSENT <sup>2</sup>	NUMBER
MATHEMATICS	4.0	32
SOCIAL STUDIES	4.0	32
READING	3.5	32

SOURCE: Academic Files of TSA

.1

The averages here are computed for only 32 participants which is nine less than were actually reported to have been in the program. However, four of the students never attended regular classes and were given tutoring help. Four students only reported for one day of classes before terminating themselves.

2

These are medians since the distributions here had several very high scores on them which would have severely effected means.

If we compare the total number of days a participant could have been absent to the total number of days the classes were held, we find that each student was absent about 10% of the time (See Table 5). On the face of these figures we can say that TSA met 90% of its commitment in terms of this service. However I was unable to get attendance figures for either the orientation session or summer classes held by this component. It appears that the attendance reports for the orientation session were misplaced by an ex-staff member and the summer figures were requested by the evaluator but never received.

TABLE 5

STUDENT ABSENTEEISM RATE BY CLASS  
(MARCH 31, 1975 - MAY 28, 1975)

CLASS	NUMBER OF DAYS ABSENT BY NUMBER OF PARTICIPANTS	TOTAL NUMBER OF CLASS DAYS BY NUMBER OF PARTICIPANTS	PERCENT OF DAYS ABSENT	PERCENT OF DAYS PRESENT
MATHEMATICS	128	1280	10	90
SOCIAL STUDIES	128	1280	10	90
READING	112	1280	9	91

SOURCE: Academic Files of TSA

Thus, the 90% level may well be inflated. So this figure is a tentative one at best and may not be representative of service delivery for this component.

Six services were outlined in the original proposal for this component to perform. The preceding discussion suggests that two of them-- initial testing of students and getting students to attend classes-- may have been performed at 90% of the proposed levels. This is more clearly true for the former service than for the latter since in that case the achievement level may be inflated.

The other four services, individualizing instruction, generating curriculum with an emphasis on minority culture, periodic testing of students and aiding students desiring additional schooling, were realized at at least 50% of the projected levels. Furthermore, in the case of the first three services, listed above, 100% of the projected levels were accomplished during the last four months of the examination period, clearly suggesting an upward trend.

## II. THE COUNSELING COMPONENT

The services outlined in the original proposal to be accomplished by this component were six in number:

1. Meet with each applicant and discuss how the program might serve their needs;
2. Gather application materials and create a case file for each applicant;
3. Relay information on each applicant to the admissions committee along with a recommendation concerning admissions;
4. Inform students and parents of the admission's committee decision;
5. Meet with each participant, at least once per week; and
6. Meet with participants having emotional or psychological problems as much as needed.

An examination of the files of the intake counselor (the person designated by the program to see all applicants on their initial visit) indicated that she had seen a total of 56 applicants from December, 1974 to July 31, 1975. Each of these applicants had a case file begun on them.

For most applicants, these case files contained at least the following: (1) an application form; (2) a statement from the parents; and (3) a school transcript and (4) a copy of the letter of rejection or acceptance. In each accepted applicant's file there was in addition a contract signaled by the student. In some there was additional information on the student such as his juvenile case record. These files were 95% complete. All of the basic indicated information was in the files of the 51 accepted or rejected

applicants. However some information was missing from the 5 files of applicants whose status was still undetermined. We can say then that the first two services given this component were achieved at 100% of the proposed levels.

As regards the third service, a statement of recommendation to the admissions committee was written for each applicant either admitted or denied admission. We must assume that this information was relayed to the admission committee. Thus we may reasonably say that the third service outlined here was also achieved at 100% of the proposed levels.

In all but 7 of the appropriate files, there was either a carbon copy of a letter of acceptance or rejection to the parents of the applicant. Since there were 51 files where there should have been a letter of this sort, this service was done 90% of the time. Thus the achievement level here is at 90% of the proposed level.

As indicated in Table 6, a manipulation of the files of the counselor at TSA suggests that in larger part the fifth service was not met. In only two of the eight months of the examined period were students seen, at least once per week, by the counselor in either group or individual sessions. However, we should note that these two months were at the end of TSA's regular academic year and there is a strong chance the program will be able to maintain this pace for a longer period next year and throughout the summer period. We should also note that students were seen more than the projected number of times during these two months.



TABLE 6

LEVEL OF ACTUAL COUNSELING SERVICE BY MONTH<sup>1</sup>

	INDIVIDUAL SESSIONS			GROUP SESSIONS	TOTAL
	NUMBER	% OF TOTAL NUMBER	MEAN NUMBER EACH STUDENT SEEN	NUMBER OF TIMES EACH STUDENT SEEN	NUMBER OF TIMES STUDENT SEEN <sup>3</sup>
12-74	0	0	0	0	0
1-75	2	.67	.28	0	.28
2-75	35	11.86	1.68	0	1.68
3-75	46	15.55	1.39	0	1.39
4-75	65	22.03	1.83	8	9.83
5-75	84	28.47	2.50	8	10.50
6-75 <sup>2</sup>	39	13.22	1.25	0	1.25
7-75	24	8.13	.80	0	.80
TOTAL	295	100%		16	

1

These figures reflect only those sessions written up by the counselor. There were probably considerably more since she indicated her files were incomplete.

2

The students were on vacation for two weeks during this month.

3

Total number of times a student seen computed by adding mean number of times seen in individual sessions to number of times seen in group sessions.

SOURCE: Counseling Files at TSA



In conclusion, we must say that the services outlined in the original proposal for this component were, in the main, met at 100% of the projected levels. Only in the instance where they were to meet with each participant once per week did this component fall short of its mandate. However, this may well have been the most important part of its mandate. But even in this instance, TSA more than fulfilled its obligation for two of the eight months examined.

### III. ADVOCACY COMPONENT

This component was charged to do the following:

1. Make an initial visit to the home of every accepted applicant soon after acceptance;
2. Seek out the pertinent probation officer and/or school or school board official to indicate the program's acceptance of a particular student;
3. Keep parents informed of their child's progress in the program;
4. Get suggestion from parents for the betterment of the program; and
5. Be on call to participants and parents to intervene on the part of the participants with the school or judicial system.

The first charge to this component demanded the community advocate to make a visit to the homes of each of the 41 participants soon after they were selected. He reported that he had actually been only 27 of the homes as opposed to the 41 he should have visited. Thus this charge was met at 66% of its projected level.

The delivery level of the second assignment of this component was difficult to determine short of talking to all of the affected

persons. This procedure would have taken a considerable amount of time, so an indirect measurement procedure was used. The trip sheets<sup>4</sup> of the community advocate were examined for the period between January 1, 1975 and June 30, 1975. This examination revealed he made 16 trips to schools, the School Board office or the Probation Department of the Police Department. Now if we suppose that each of these visits were to inform the appropriate official about the program's acceptance of one student, less than 50% of the students received this service. However, it is quite likely that one visit was made for several students. This I am told was the case. Furthermore, since quite a few of the students were referred to them by the institutions in question, a simple phone call to inform the personnel at them of the student's application status was probably sufficient. Thus it is probably true, that all students received this service in some way.

In regards to charge number three, it was performed but not by this component. Statements were sent to parents each month after February by the director indicating the academic and social progress of their children. The community advocate serves here to visit the homes and talk to the parents of those students having adjustment problems. His trip sheet showed 12 such visits during the examined period or visits to 29% of the student's homes. Since no level of delivery was suggested in the proposal relating to

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<sup>4</sup>  
A listing of the places the community advocate visited on official program business compiled for mileage reimbursement purposes.

this component, we might infer that monthly reports are sufficient. There we suggest that the program met its charge totally in terms of this service.

The community advocate had no hard evidence indicating he had attempted to get suggestions from parents concerning the program. No letters were sent out or other recorded attempts made in this regard. However a sample of parents spoken to indicated that they felt free to make suggestions to the community advocate if in fact they had any. Therefore, while it is impossible to ascertain a level at which this service was performed, it is probably incorrect to say that it has been completely overlooked.

The delivery level of the last service listed in this section is also very difficult to quantify. According to the community advocate, he was asked to perform this service three times-- each time the situation concerned a student in trouble with the judicial system. However only one of the three students involved was located to verify the availability of the community advocate when he was needed. Thus we have no direct way to judge the advocate's behavior here. It does appear that all of the parents and students interviewed were aware of this function of the advocate and would not hesitate to request aid from him should the need arise.

The level at which the services outlined for this component has been delivered has been difficult. Largely this is a function of the kind of information needed to directly ascertain the level; it is time consuming and difficult to gather. For only two of the six

services-- keeping parents informed and making initial visits-- were we able to ascertain relatively accurate levels of delivery, these levels being 100% and 66% respectively. For the other three services, we can safely only say that they may have been performed at a reasonable level, at least, there are no indications to the contrary.

#### IV. THE CAREER DEVELOPMENT AND GOAL AWARENESS COMPONENT

According to the original proposal the staff of this component was to perform the following:

1. Test each student to determine his career interests, aptitudes, educational skills and ambition's levels;
2. Make attempts to help students develop meaningful career goals;
3. Meet with participants at least twice weekly; and
4. Give students the opportunity to "experience" three chosen careers.

Table 8 shows the actual levels at which the three tests intended for the entire population was given. The usual reason cited for the discrepancy between the levels was that the students dropped out of the program before the test could be administered. However, this commitment was, at least, 90% fulfilled.

TABLE 7  
 PROPOSED VERSUS ACTUAL LEVELS  
 OF CAREER TESTING IN PERCENTAGES

TEST	PROPOSED LEVELS	ACTUAL LEVELS
CAREER INTEREST	100 %(41)	90 %(36)
CAREER APTITUDE AND SKILLS	100 %(41)	90 %(36)
CAREER AMBITIONS	100 %(41)	92 %(37)

SOURCE: Career Files at TSA

It is difficult to quantify the delivery level of the second service, since the service was not originally quantified. How many attempts are expected here? Apparently attempts to help students develop meaningful career goals have occurred on both the individual and group levels.

For nine weeks all of the participants were engaged in a workshop on careers. The workshop dealt with such issues as preparation for a career, availability of careers and how to look for a job.

Several reported individual attempts at this have also occurred. For example, one student interested in nursing has been taken to a vocational high school which offers a program in practical nursing so that she could become aware of the enrollment procedures. These activities are not a part of any records however. Of the students I interviewed, all but one indicated that they had had some individual guidance in this area. This evaluator would give the program a 90% rating in this area.

TABLE 8

INDIVIDUAL AND GROUP VISITS  
OF STUDENTS WITH CAREER SPECIALISTS BY MONTH

MONTH	INDIVIDUAL SESSION	GROUP SESSIONS PER STUDENT	TOTAL NUMBER OF TIMES EACH STUDENT SEEN
12-74	0	0	0
1-75	0	0	0
2-75	0	0	0
3-75	0	0	0
4-75	2	4	4
5-75 <sup>1</sup>	30	4	5
6-75	4	2	2
7-75	0	4	4
TOTALS	36	14	

SOURCE: Career Files at TSA

<sup>1</sup>  
Plans were made during this month for NYC job placements.

The third procedure listed here indicates that participants should meet twice weekly with the career specialist. This means that each student should have seen, in either individual or group sessions, the career specialist eight times per month. But as we see in Table 9, at no point were students seen this many times by the career specialist. The most they were seen was five times during the month of May. At best, this service was performed at 62% of the proposed level, and at

worst 0% of the proposed level. The average level for the total examination period was about 25% of the expectation. The average for the last four month period was about 50%.

When asked their career choice, only 5 or 12% of the students had made a reasonably firm career choice. However all made a tentative choice. Whenever possible, the jobs found for the 22 students placed in Neighborhood Youth Corp summer positions were related to their indicated career choice or interest. As the Table 10 below suggests, this was achieved in more than 50% of the cases. Thus we can speculate that this charge was met at about that level.

TABLE 9.  
PERCENTAGE PLACED IN JOBS RELATED  
TO CAREER CHOICE OR INTEREST

JOB AREAS	% INDICATING INTEREST IN THE AREA	% INDICATING NO INTEREST IN AREA	TOTALS
COMMUNICATION	58	42	100
LEGAL	67	33	100
SOCIAL WORK	85	15	100
OTHER	30	70	100

SOURCE: Career Files at TSA

We can conclude that two of the four procedures designated to this component were performed at very reasonable levels, 90% of the expectation. The expectations that the staff of this component should meet with each student twice per week and give students the opportunity to "experience" their chosen careers was not so well attended to. The first expectation was apparently accomplished, over the entire period, at less than 25% of the projected level. However, the program's staff showed drastic improvement over time in this area, achieving nearly 50% of the projected level during the last four months. The former expectation was achieved at levels slightly above 50% of the assumed projection.

#### V. THE RECREATION AND ARTS COMPONENT

This the last of the five activity components was originally charged to provide the following services:

1. Some form of physical activity in each day's program;  
and
2. Some outlets for the creative spirits in the students.

To accomplish the first service, this component created five classes:- Basketball I, Basketball II, Volley Ball I, Volleyball II, and swimming. Each student was involved in three of the courses as a part of his regular academic day. These courses lasted from March 31st to May 28th. After that point, activities in this component apparently ceased.

We don't know the attendance rate of the students in these classes. Unfortunately the roll book of the instructor here has been lost.



Nine workshops were scheduled to occur to accomplish the second service between March 31st and May 30th. They included workshops in music, arts and crafts, drama, video-taping and woodworking. The students I interviewed indicated that they did occur, but only two of the six also said they attended one. Other than this verbal reporting, I have no way to ascertain whether they were actually held and the level of student participation.

In conclusion we can say that the two services given this component were seemingly adequately attempted and probably well accomplished. However because of a lack of information here we have no way to determine the degree the students were involved in either the physical education classes or the arts and crafts workshops and therefore cannot assess delivery of services.

#### VI. THE STUDENT COMPONENT

The following were the objectives of this component:

1. To recruit, at least, 40 students for the advocacy and academic components.
2. To recruit, at least, 70 students for the counseling, recreation and arts and career development and goal orientation components.
3. To make sure these recruited students are between 12 to 16 years of age, basically from the Treme Area and have had at least one confrontation with the judicial system.
4. To recruit these students from the juvenile court, school board, juvenile probation office, city welfare, other community agencies, police department and through personnel contacts.

A systematic examination of the case files of all participants in TSA between December 1974 and July 1974 revealed that a total of

41 students had been successfully recruited for the program, all of which were enrolled in all five of the program's activity components. However, during no month were there more than 36 students actively enrolled.

TABLE 10

ESTIMATED MEMBERSHIP IN TSA:  
NUMBERS OF YOUTHS ENTERING  
AND NUMBERS TERMINATED BY MONTH

MONTH	NUMBER OF YOUTH ENTERING	NUMBER OF YOUTHS TERMINATED	NET MEMBERSHIP	ADJUSTED NET MEMBERSHIP
12-74	0	0	0	0
1-75	7	0	7	7
2-75	21	0	28	28
3-75	8	3	36	33
4-75	5	2	41	36
5-75	0	3	41	33
6-75	0	3	41	30
7-75	0	0	41	30

SOURCE: Member Case Files

Table 12 reveals that at no point did the TSA staff reach 100% of the proposed levels of enrollment in any of the components. The closest they came was in April, 1975 in regards to the academic and advocacy components when they achieved 90% of the proposed levels. The other three activity components, at best, achieve only 50% of the proposed levels.

TABLE 11

PERCENTAGE OF PROPOSED ENROLLMENT LEVELS ACTUALLY ATTAINED  
FOR EACH ACTIVITY COMPONENT BY MONTH

ACTIVITY COMPONENT	DEC. 1974	JAN. 1975	FEB. 1975	MARCH 1975	APRIL 1975	MAY 1975	JUNE 1975	JULY 1975
ACADEMIC	0	18	53	83	90	83	75	75
ADVOCACY	0	18	53	83	90	83	75	75
COUNSELING	0	10	30	47	50	47	43	43
RECREATION & ARTS	0	10	30	47	50	47	43	43
CAREER DEVELOPMENT & GOAL ORIENTATION	0	10	30	47	50	47	43	43

SOURCE: Member Case Files

This peak also occurred during the month of April, 1975. Since April, 1975, the levels have remained more or less constant suggesting that the program is keeping those participants it has and therefore needs only to recruit additional ones.

An examination of these files also showed, as indicated in Table 13 that the average participant in the program held most of the proposed demographic characteristics. The average participant was male, lived in the Treme area and was between 12 to 16 years of age. The average participant had not however had contact with juvenile authorities. When asked to explain this the director of the program indicated that it was purely a function of the fact that only 20 students with juvenile offenses were referred to them and they accepted 18 of those referred. When asked to explain the somewhat low percentage of students from the Treme area (68%) again she suggested it was a function of the referral process and the fact that they would not turn down a student who was not from the area.

TABLE 12

RELEVANT DEMOGRAPHIC CHARACTERISTICS  
OF THE TSA'S NET MEMBERSHIP IN PERCENTAGES

SEX	PLACE OF RESIDENCE		JUVENILE OFFENSES		AGE		
Male	70	In Treme	68	Yes	44	12-16	100
Female	30	Outside Treme	32	No	66	Other	0
TOTALS	100		100		100		100

SOURCE: Member Case Files at TSA

Of the 41 students accepted into the program between December 1, 1974 and July 31, 1975, 11 were terminated. Table 14 indicates the reasons for this action. It is important to note here that no enrollee terminated as a result of having successfully completed the program. This was a result of the fact that no student academically eligible for "graduation" wanted to do so and no student other than one who was terminated was close to the mandatory dropping age of 17. All of the terminated students were then "aborted" cases. Most were terminated because they were repeatedly absent from academic classes or were consistently disruptive of program activities.

TABLE 13

NUMBER OF YOUTHS TERMINATED BETWEEN 12/74 AND 8/75,  
BY REASON FOR TERMINATION

REASON FOR TERMINATION	NUMBER	% OF TOTAL
GRADUATION	0	0
EXCESSIVE ABSENTEEISM	3	27.27
DISRUPTIVE BEHAVIOR	6	54.54
SELF TERMINATION	1	9.09
OTHER	1	9.09
TOTALS	11	100.00

SOURCE: Member Case Files and Counselor Information at TSA

An analysis of the demographic characteristics of the terminated youths shows that they are quite different from the students who remained in the program.

TABLE 14  
RELEVANT DEMOGRAPHIC CHARACTERISTICS  
OF PERSONS TERMINATED FROM TSA

SEX	PLACE OF RESIDENCE		JUVENILE OFFENSES		AGE		
Male	80	In Treme	35	Yes	63	12-16	100
Female	20	Outside Treme	65	No	37	Other	0
TOTALS	100		100		100		100

SOURCE: Member Case Files at TSA

As Table 15 indicates, the terminated youths are more likely to be male, live outside of Treme and had been in trouble than are their compatriots. While the first two differences are interesting, they do not seem important here except by suggesting that females and persons living inside Treme for some reason(s) may adjust to TSA better than males and those living outside of TSA. However the fact that such a large proportion of these terminated students have had dealings with the judicial system is quite important. If TSA is to function primarily as a deterring agency for juvenile offenders, it cannot turn them away without just cause. So the question here becomes, was there sufficient reason for this unfortunate circumstance?

One way to determine this is to compare the level of delinquency between those persons terminated and those who were not. In other

words, compare the extent to which those students on probation who were terminated were incorrigible to those who were not terminated. Table 15 is the result of that comparison and we see that a larger percentage of the terminated students committed more serious crimes. This suggests that TSA may have had just cause to have terminated them.

TABLE 15  
TYPES OF OFFENSES BY CURRENT STATUS WITH PROGRAM<sup>2</sup>

<sup>1</sup> OFFENSES	CURRENTLY ENROLLED	TERMINATED
NO CHARGE	3 (28%)	1 (13%)
STATUS	0 ( 0%)	0 ( 0%)
MINOR	4 (36%)	2 (29%)
SERIOUS	4 (36%)	4 (58%)
TOTALS	11 100	7 100

<sup>1</sup>  
See Appendix A for the guide used to categorize offenses.

<sup>2</sup>  
These figures are based on the most serious offenses of the participant.

SOURCE: Files of the Probation Department of the Orleans Parish Juvenile Court.

All of the students were recruited from one of the sources listed in the original proposal in that the sources were almost totally exhaustive of all possible avenues. However none were recruited from the city's welfare department. As shown in Table 17,

most were recruited from the Probation Department of the Orleans Parish Juvenile Court, the Orleans Parish School Board, and through personal contacts.

TABLE 16

REFERRAL SOURCES OF NET STUDENT MEMBERSHIP  
IN TSA IN PERCENTAGES

HIGH SCHOOLS	PROBATION DEPARTMENT	PERSONNEL CONTACT	SCHOOL BOARD	TOTAL
.9	30	31	30	100

In conclusion, we have seen that TSA never met its proposed recruitment levels during the examined period, but it has leveled out at about 50% of the goals. The recruited student did hold most of the major characteristics outlined in the proposal and were referred by the appropriate agencies.

#### VII. THE STAFFING COMPONENT

This component had two responsibilities associated with it in the original proposal. They were:

1. To hire the persons to fill each of the staff positions outlined in the proposal, and
2. To hire persons for the positions holding, at least, the minimal requirements.

Persons have been hired at TSA to fill all of the positions outlined in the original budget. There was a person hired to fill each position by December 9, 1974. However, according to the proposal, TSA was supposed to have hired two certified teachers with



LEAA funds, however they hired only one. This was a result of the fact that a teacher was placed in the program by the Orleans Parish School Board at their expense. The released funds were used by the program to hire one additional counselor.

There appears to be a definite need for an additional counselor. However a problem arises in that the program never informed CJCC of this major change in the budget allocation.

As a result of reading the resumes of all current staff personnel, we found that all of the present and past staff members held the minimal qualifications for their position, with one major exception. Neither of the two counselors had a degree, although the resume of one indicated considerable experience in the area. Since there are 8 persons hired on federal funds in the program staff and all but 2 met the basic requirement criteria, we can say that this function was achieved at 80% of its expected level.

The staffing component has been very successful in terms of meeting its commitments vis-a-vis the original grant. All personnel were hired by the 9th of December, shortly after formal receipt of the grant, and 80% of the staff meets the basic criteria stated in the proposal.

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There have been two changes in staff personnel since the program began. One instructor and the first career resource person has left the program.

### VIII. THE EVALUATION COMPONENT

This the last of the component parts of the grant had three services to perform:

1. To compile basic statistical information;
2. To obtain regular reports from parents, parole officers and students about their assessment of the program; and
3. Utilize a team from the New Orleans Training Network for staff evaluation.

The raw data necessary to compile the reports, for the most part, is available. However it is not always readily available. Some of the demographic information on students is not in the case files. Reasons for acceptance, rejection and termination weresometimes not available. The current whereabouts of terminated students is not kept in a handy file and so forth. Usually information is only systematically pulled together when it is time for the monthly progress report to CJCC. I would give the program a qualitative score here of 70% of an ideal situation. In other words, I found that 70% of the time I could get the information I needed for my analysis in a reasonable period of time.

As of July 31, 1975, the second service had not been given any attention.

In terms of the third projection, a team from the network is not used, but one person from the group has been utilized for 2 days each month since February.

This component has had mixed success. It received a quantitative score of 70% of ideal levels from this evaluator for its

achievement of the first task, a zero score on the second task,  
and a probable 100% score for the third.

CONCLUSIONS: A RECAPITULATION

This report has attempted to evaluate the Treme Street Academy's Operations from December, 1974 to July 31, 1975. The degree to which each component has delivered the services given to it in the original proposal has been examined and conclusion drawn.

Six services were outlined in the original proposal for the academic component to perform. The preceding discussion suggests that two of them-- initial testing of students and getting students to attend classes-- may have been performed at 90% of the proposed levels. This is more clearly true for the former service than for the latter since in the latter situation the achievement level may be inflated.

The other four services-- individualizing instruction, generating curriculum with an emphasis on minority culture, periodic testing of students and aiding students desiring additional schooling-- were realized at at least 50% of the projected levels. Furthermore, in the case of the first three services listed above, 100% of the projected levels were accomplished during the last four months of the examination period, clearly suggesting an upward trend.

The services outlined in the original proposal for the counseling component were in the main met at 100% of the projected levels. Only in the instance where they were to meet with each participant once per week did this component fall short of its mandate. However this may well be the most important part of its mandates. But

even in this instance, TSA more than fulfilled its obligation during the two of the eight months examined.

The level at which the services outlined for the advocacy component have been delivered has been difficult. Largely this is a function of the kind of information needed to directly ascertain the levels; it was time consuming and difficult to gather. For only two of the six services-- keeping parents informed and making initial visits-- were we able to ascertain relatively accurate levels of delivery; these levels being 100% and 66% respectively. For the other three services, we can only safely say that they may have been performed at reasonable levels, at least, there are no indications to the contrary.

Two of the four procedures designated to the career development and goal awareness component were performed at very reasonable levels, 90% of the expectation. The expectations that the staff of this component should meet with each student twice per week and give students the opportunity to "experience" their chosen careers was not so well attended to. The first expectation was apparently accomplished, over the entire period, at less than 25% of the projected level. However, the program's staff showed drastic improvement over time, in this area, achieving nearly 50% of the projected level during the last four months. The former expectation was achieved at levels only slightly over 50% of the assumed projections.

The two services given to the recreation and arts component were seemingly adequately attempted and probably well accomplished. However because of a lack of information here, we have no way to determine the degree the students were involved in either the physical education classes or the arts and crafts workshops, and therefore could not assess delivery of services.

We have seen that TSA never met its proposed recruitment levels during the examined period, but it has leveled out at about 50% of that goal. The recruited student held most of the major characteristics outlined in the proposal and were referred to the program by the appropriate agencies.

The staffing component has been very successful in terms of meeting its commitments vis-a-vis the original grant. All personnel was hired by the 9th of December, shortly after formal receipt of the grant and 80% of the staff met the basic criteria stated in the proposal.

The evaluation component has had mixed success. It received a quantitative score of 70% of ideal levels from this evaluator for its achievement of its first task, a zero score on its second task, and a probably 100% score for the third.

TSA has functioned quite efficiently during the period from December 9, 1975. This general conclusion is suggested by the fact that the program has consistently achieved, at least 50%, of the expected levels of its original responsibilities. Furthermore, in a creditable number of instances the program had achievement levels in the 90-100% range. For an action oriented program less

than one calendar year old, this is only slightly short of phenomenal. In addition to having a proposal which was relatively lucid as such documents exist, the successes of this program is a function of its staff which is generally intelligent, well disciplined and highly motivated. They are a highly functional team. This evaluator certainly suggests the program be refunded.

RECOMMENDATIONS

Despite the achievements and successes this program has enjoyed, it has some shortcomings. However, as with all good programs, the staff is aware of most of the shortcomings and is dealing with them presently. The following are some suggestions for changing procedures of the program so that the level of service delivery is increased.

1. Either the basic goal of the program should be changed or more participants with juvenile records should be recruited. The grant is written as one which will deter the recidivism rate of past offenders, but less than 45% of the participants were ex-offenders. Furthermore, in this same light, if the program retains the same goal, it must increase its retention rate of ex-offenders. Perhaps they should seek more low risk ex-offenders or determine how to better serve high risk ex-offenders.
2. The files containing the demographic information on the students should be restructured slightly to include clearer information on the race and sex of a student, the component or components of the program he is enlisted into, reasons for acceptance, rejection and termination, and whether or not the student has a police record.
3. The program staff must make a point of enrolling the numbers of students in each component indicated in the proposal or changing those numbers. This evaluator suggests that the program only enroll the same persons in the academic, career awareness and goal development, advocacy and counseling components. I would also suggest that no more than fifty students are enrolled in these components if the current level staffing remains constant. It is virtually impossible for six persons to offer individualized instruction, general counseling, career counseling and other services to more than that number. Additional students can be enrolled in the recreation and arts component.



4. The head counselor and community advocate and head teacher should keep clearer and more up-to-date files on their delivery of services to participants in their components.
5. The services of the program should be further quantified so that it will be easier for the staff to measure their ability to deliver them and to be measured by external evaluators.
6. The original time period of 36 weeks for a student's tenure in the program should be extended to at least one calendar year in the next grant proposal. (The program staff obviously ignored this time period, and reasonably, during the examined period.

APPENDIX A

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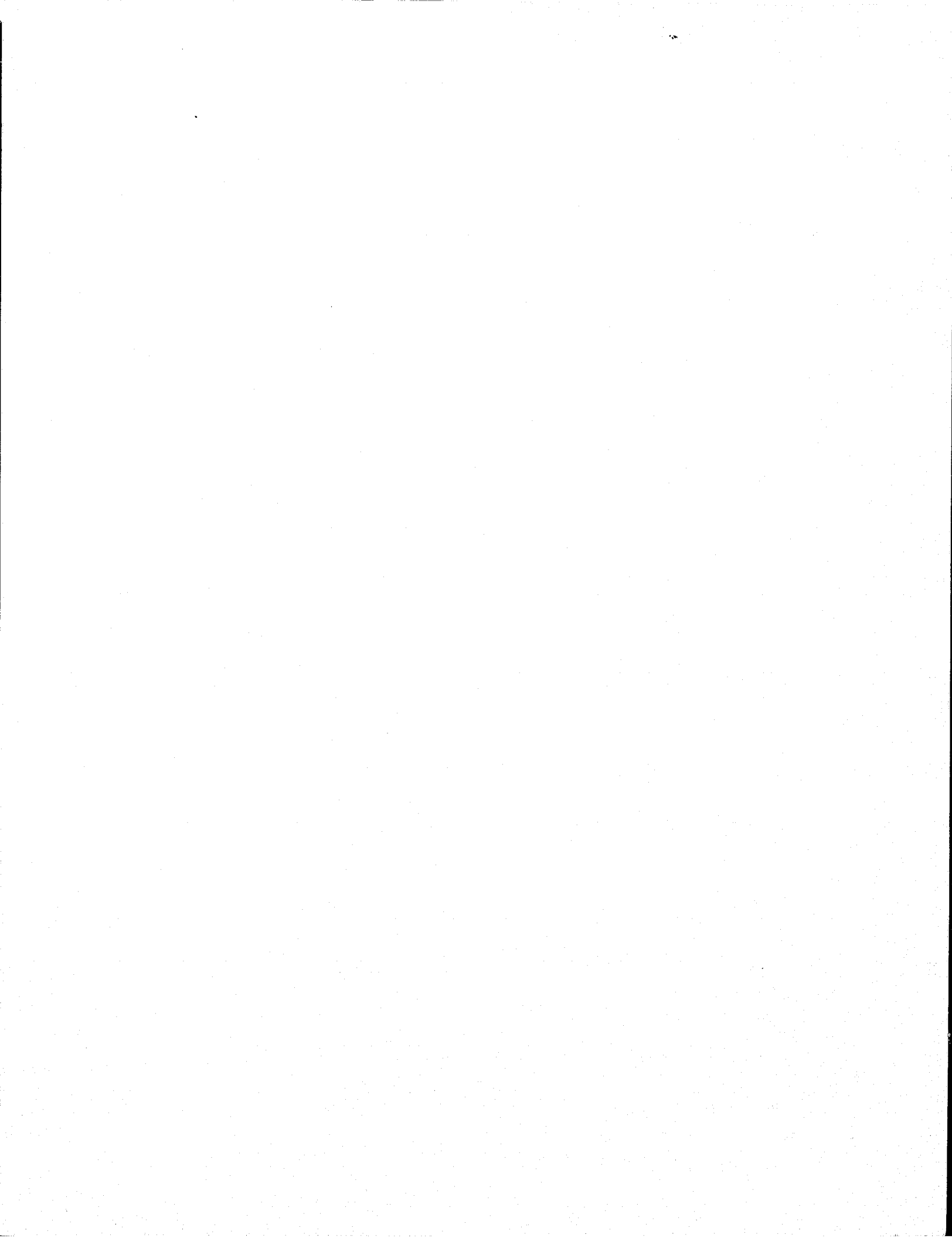
CATAGORIZATION OF JUVENILE OFFENSES

1. No Charge-- A juvenile is booked but the charge is dropped for some reason.
2. Status-- Included only those offenses defined in LSA. R.S. 13:15669 and includes specifically runaway, truancy, and ungovernable and uncontrollable.
3. Minor--
  - Simple Criminal Damage to Property
  - Simple Drunk
  - Criminal Mischief
  - Criminal Trespass
  - Trespass
  - Fireworks
  - Disturbing the Peace
  - Obsenity
  - Bike Theft
  - Loitering
  - Prostitution
  - Crime Against Nature
  - Glue Sniffing
  - Shoplifting
  - Exposing Person
  - Fleeing from Police
  - Possession of Stolen Property
  - Gambling
4. Serious--
  - Murder
  - Rape
  - Armed Robbery
  - Burglary
  - Auto Theft
  - Drug Charges
  - Concealed Weapon
  - Illegal Use of Weapon
  - Assault
  - Possession of Burglary Tools
  - Purse Snatching
  - Battery
  - Escape L.T.I.
  - All Other Adult Criminal Offenses

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Categories 2, 3 and 4 were developed by Mr. Stuart Carroll of the Criminal Justice Coordinating Council for the City of New Orleans



**END**