The effectiveness of new dimension community treatment center: correlation of success and failure

Kimberlyn Quovodice Willingham
Clark Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations
Part of the Criminal Law Commons

Recommended Citation
ABSTRACT

CRIMINAL JUSTICE ADMINISTRATION

Kimberlyn Quovodice Willingham

B.A. Paine College, 1989

THE EFFECTIVENESS OF NEW DIMENSION COMMUNITY TREATMENT CENTER: CORRELATION OF SUCCESS AND FAILURE

Advisor: Dr. K.S. Murty

Thesis dated May, 1992

This study examined the success and failure rates among noninstitutionalized black male delinquents aged 13 through 17 years from the Atlanta New Dimension Community Treatment Center of Georgia. Those who succeeded and those who failed were compared along the following dimensions: (1) family structure; (2) educational achievement; (3) social class; (4) seriousness of offense; and (5) alcohol-drug use. The data required for this study were collected using 50 successful case files and 50 failure case files. The study sample was drawn from one Atlanta community treatment center (CTC).

The study findings disclose: (1) Those delinquents coming from an Intact family are more likely to succeed; (2) those with higher educational achievement will be more likely to succeed; (3) those who are products of middle class are more likely to succeed; (4) those delinquents with less serious offenses are more
THE EFFECTIVENESS OF NEW DIMENSION COMMUNITY TREATMENT CENTER: CORRELATION OF SUCCESS AND FAILURE

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
KIMBERLYN QUOVODICE WILLINGHAM

DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION

ATLANTA, GEORGIA
MAY 1992
ACKNOWLEGEMENTS

First, Giving honor and the highest praises to God for making this thesis possible.

Thanks to my advisor, Dr. K.S. Murty for helping me find the path to success. Thanks to Dr. Julian Roebuck for helping me turn this mountain into a mole hill. Thanks to Mr. Carl Walker for urging me to continue in the struggle for success. Sincere thanks to Mr. James Usanga for always being that motivation that I needed. I proudly acknowledge Mrs. Estella Funnyé for her patience and inspiration.

Thanks are extended to members of my beloved family: My Mother, Sheryl A. Willingham, Father, Dallas Willingham, Sister, Twanta M. Willingham, and Grandmother, Georgia M. Cooper, for their prayers, career guidance, emotional support, encouragements, and everlasting love throughout the years enabled me to come thus far yet again accomplishing another task set before me. In loving memory: My Grandfather, Alfonzo D. Cooper, Great Grandmother, Floyd Moore and Uncle, Herman Maxwell, for if they were here "oh how happy they would be."

Special thanks to my Pastor, Dr. James Washington, Jr. for his advice, spiritual inspirations and love.

Finally, thanks to Mr. Willie Anthony for allowing me to use data in completing this mission; to the staff of New Dimension CTC, I say thanks.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGEMENTS</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES.</td>
<td>v</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Source of Data</td>
<td>2</td>
</tr>
<tr>
<td>CHAPTER II. REVIEW OF LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>Treatment Programs from the Literature</td>
<td>13</td>
</tr>
<tr>
<td>A Profile of New Dimension Community</td>
<td>21</td>
</tr>
<tr>
<td>Treatment Center</td>
<td>21</td>
</tr>
<tr>
<td>Summary of Review of Literature</td>
<td>27</td>
</tr>
<tr>
<td>CHAPTER III. HYPOTHESES AND METHODOLOGY</td>
<td>28</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>28</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>30</td>
</tr>
<tr>
<td>Study Sample and Data</td>
<td>31</td>
</tr>
<tr>
<td>Collection Procedure</td>
<td>31</td>
</tr>
<tr>
<td>Methodology</td>
<td>33</td>
</tr>
</tbody>
</table>
CHAPTER IV 
ANALYSIS OF DATA ................................................................. 35 
Family Structure ................................................................. 35 
Educational Achievement ..................................................... 37 
Social Status ................................................................. 37 
Seriousness of Offense .......................................................... 37 
Alcohol and Drug Use .......................................................... 41 

CHAPTER V 
SUMMARY AND CONCLUSIONS ............................................ 43 
Conclusion ........................................................................ 43 
Additional Findings ........................................................... 53 
Recommendations from the Author ........................................ 54 
To Treatment Agents .......................................................... 54 

BIBLIOGRAPHY ................................................................. 57
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>The Combined Distribution of New Dimension Community Treatment Center Black Male Delinquent by Family Structure</td>
</tr>
<tr>
<td>A.2</td>
<td>The Combined Distribution of New Dimension Community Treatment Center by Educational Achievement</td>
</tr>
<tr>
<td>A.3</td>
<td>The Combined Distribution of New Dimension Community Treatment Center by Social Status (Income)</td>
</tr>
<tr>
<td>A.4</td>
<td>The Combined Distribution of New Dimension Community Treatment Center by Seriousness of Offense</td>
</tr>
<tr>
<td>A.5</td>
<td>The Combined Distribution of New Dimension Community Treatment Center by Alcohol and Drug Use</td>
</tr>
<tr>
<td>S.1</td>
<td>Distribution of New Dimension Community Treatment Center Black Male Delinquents by Family Structure</td>
</tr>
<tr>
<td>S.2</td>
<td>Distribution of New Dimension Community Treatment Center Black Male Delinquents by Educational Achievement</td>
</tr>
<tr>
<td>S.3</td>
<td>Distribution of New Dimension Community Treatment Center Black Male Delinquents by Social Status (Income)</td>
</tr>
<tr>
<td>S.4</td>
<td>Distribution of New Dimension Community Treatment Center Black Male Delinquents by Seriousness of offense(s)</td>
</tr>
<tr>
<td>S.5</td>
<td>Distribution of New Dimension Community Treatment Center Black Male Delinquents by Alcohol and Drug Use</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Statement Of The Problem And Its Importance

This evaluative research project is designed to ascertain the characteristics associated with success and failure of the Atlanta New Dimension Community Treatment Center; in an effort to determine the effectiveness of the program. The independent variables utilized for measure follow: (1) family structure; (2) educational achievement; (3) social status; (4) seriousness of offense; and (5) alcohol and drug use.

Comparisons were made between 50 males who had not been arrested or charged with a delinquent or criminal act(s) over a one year period of time (successes); and 50 males who had been arrested or charged with delinquent or criminal act(s) as defined by the juvenile and superior court (failures).

Scope of the Study

This is a cross-sectional analysis of the Atlanta New Dimension Community Treatment Center's success and failure cases in an effort to determine the effectiveness of the program. The study focuses on a one year (1990-1991) period of time and is limited to the State of Georgia.
Source of Data

The data were collected from group-case files from a randomly selected sample of 50 success case files and 50 failure case files.

The first level of analysis is descriptive and focuses on the characteristics of the total sample. Then the two groups are compared on the dimensions of the study. Profiles of each of the two groups are constructed on the basis of family structure, educational achievement, social class, seriousness of offense, and alcohol and drug use. A T-test statistical technique was used to disclose the significance of observed differences between success and failure; which may constitute the effectiveness of the Atlanta New Dimension Community Treatment Center.
CHAPTER II
REVIEW OF LITERATURE

There are no research findings in the literature concerning the success and failure cases among the Atlanta New Dimension Community Treatment Center Male Delinquents in an effort to determine the effectiveness of the program. The rational for the dimension of study follow:

1. **Family Structure**

   One of the most important factors influencing delinquent behavior is the family setting and structure. It is within the family that the youth internalizes those basic beliefs, values, attitudes, and general patterns of behavior that give direction to subsequent behavior (Canter, 1982). Since the family is the initial transmitter of the culture (through the socialization process) and greatly shapes the personality characteristics of youth, considerable emphasis has been given to family structure, function and processes in delinquency research (Canter, 1982). A great deal of research focuses on the crucial influence of the family in the formation of behavior patterns and personality. To the young child, home and family are the basic sources of information about life (Canter, 1982). It seems that in contemporary society, the family "home" has in many cases been replaced by a "house" where a related group of individuals reside, change clothes, and occasionally eat (Canter, 1982).
There is no doubt that the stability and continuity of a family may be shaken when the home is broken due to loss of a parent through death, separation or divorce.

The American family unit has changed considerably in the last fifty years. Large and extended families, composed of various relations living close together, at one time provided mutual aid, comfort, and protection. Today, the family is smaller and has relinquished many of its socialization functions to specialized organizations and agencies that exert a great amount of influence in the education, training care, guidance, and protection of children (Sterne, 1964).

This often results in normative conflict for the youth who find their attitudes deferring from the views and standards of their parent(s). This situation is further complicated by the fact that the father's employment and outside activities often keep him away from the home many hours during the week. In addition, an increasingly large number of mothers are joining the work force. This leaves the care and training of children in the hands of baby sitters and nurseries. These steps have brought more economic wealth to the family, but they may have made it more difficult for parents to give constructive guidance, proper supervision and protection to their young (Sterne, 1964).

2. **Education**

In our society, education has become recognized as one of the most
important paths to success. As a result, the educational system formerly
performed by the family is now performed by schools (Fenwick, 1982). The total
social well-being of the youth, including health, recreation, morality, and academic
achievement, has become a concern of educators. The child is expected by his
parent(s) and by society to succeed in life, but the child from a poor family where
culture values differ from those of middle-class America, encounters many
difficulties early in school (Schafer and Polk, 1967).

Although some of the difficulties may be partially attributable to early
experience in the family and neighborhood, others are created by the educational
system itself. The label "low achiever" or "slow learner" may be attached shortly
after, and sometimes even before, entering the first grade, based on the
performance of other family members who preceded the child in school (Shafer
and Polk, 1967). Expectation levels for the child may be reduced and teachers
may expect little academic achievement as a result. Identification as a "slow
learner" often sets into motion a series of reaction by the student, his peers, and
the school itself, which may lead to negative attitudes, frustrations, and eventually
to a climate where school becomes a highly unsatisfactory and a bitter experience
(Shafer and Polk, 1967).

According to William Kravaceus, school may not directly cause delinquency,
but it may present conditions that lead to delinquent behavior, thus causing failure
in both school and society.
When aspirations for success in the educational system are blocked, the youth's self-assessment, the value of education, and of the school's role in his life may progressively deteriorate (Kravaceus, 1945). Unless the youth is old enough to "drop out" of this highly frustration experience, the only recourse may be to seek others within the school who find themselves in the same circumstance. Although the presence of others who share the frustrating experience of the educational system may be a satisfactory alternative to dropping out of school, the collective alienation may lead to delinquent behavior (Kravaceus, 1945). Many theorist like Kravaceus, agree that negative experience in school act as powerful energies which help project delinquency and failure. Achievement and self-esteem if not achieved in school may be satisfied in the peer group or violent gangs. In many ways the school contributes to delinquency by failing to provide meaningful curriculum to youth in terms of future goals. Success in school increases one's chances for success and adjustments elsewhere.

3. Social Status

In the 1950s and 1960s, a number of studies emerged focusing upon the relationship between social class and delinquency (Merton, 1955). These studies suggested that socioeconomic status was a major contributing factor in delinquency. Recent research suggest, the actual relationship between social class and delinquency may be that social class is important in determining if a particular juvenile becomes part of the official statistics, not in determining if a
youth will actually commit a delinquent act or acts (Short and Nye, 1956).

Studies of self-reported delinquency have shown little or no differences by social status in the actual commission of delinquent acts (Short and Nye, 1956). However, research suggest that middle-class youths are involved in delinquency to a far greater extent than that of lower class youth. Joseph Scott and Edmund Vaz, for example, concluded that the middle-class delinquent adheres to specific patterns of activities, standards of conduct, and values different from his parents (Scott and Vaz, 1963).

Some years ago youth had more in common with their parent(s), such as attitudes and outlook on life. However, today’s youth are securely entrenched in a youth culture, juveniles are opened to the influence of peers and generally conform to whatever behavior patterns my prevail (Scott and Vaz, 1963). By participating in and conforming to the youth culture, status and social success are achieved through peer approval.

Scott and Vaz argue that the bulk of middle delinquency occurs in the course of customary nondelinquent activities but moves to the realm of delinquency as the result of a need to be different or to start something new. Peer recognition for young males may be a reason for senseless acts of destruction of property. While evidence suggests that youths from all social classes may become delinquent, the subculture theorists maintain that many delinquents grow up in lower social class areas.
According to Richard Cloward and Lloyd Ohlin, the type of delinquency exhibited depends part on the type of slum in which youths grow up. The slum that produces professional criminals is characterized by the close-knit lives and activities of the people in that community (Cloward and Ohlin, 1980). Cloward and Ohlin describe this subculture as a "criminal subculture" in which youth are encouraged and supported by well-established conventional and criminal institutions (Cloward and Ohlin, 1980). Another researcher, Walter B. Miller, in his study of lower class and middle class norms concludes that a delinquent subculture is inherent in lower class standards and goals (Miller, 1980). Miller suggests that by conforming to lower-class norms, pressure toward delinquency is inevitable and is rewarded and respected in the lower class value system. Miller also suggests that lower class youth, who become delinquent, are primarily conforming to tradition and values held by their families, peers and neighbors (Miller, 1980). Johnson suggests, however, that even given distinctions, there is no reason to expect that social class will emerge as a "major correlate of delinquent behavior, no matter how it is measured" (Johnson, 1980).

4. **Seriousness of Offense**

The less serious the offense is the greater chance for success; whereas the greater the offense the less chance for success; take for example, the following case studies.
Case Study 1

Danny (assumed name) has been arrested for trespassing (which is considered a Public Risk 1 by the Division of Youth Services). He has been placed in an alternate program instead of a Youth Development Center because the juvenile court believes that Danny can be successfully rehabilitated back into society. While under supervision of the alternate program, Danny participates in counseling, group activities, recreational activities, and he attends school on a regular basis.

Danny has not gotten into any more trouble while under supervision of the alternate program; therefore he is released from the program in good standings.

There are many cases such as Danny’s. Danny committed a delinquent act (trespassing), therefore he had to suffer the consequences. Danny understood what he had done was wrong and did not wish to get into anymore trouble.

Case Study 2

Alfred (assumed name) has been arrested for robbery (which is considered a Public Risk 3 by the Division of Youth Services). Alfred is a repeat offender, he has not fulfilled his probation obligation; Alfred has now been turned over to the Division of Youth Service (where he is placed in an alternate program). While in the program Alfred is apprehended (by DYS investigation’s unit) because he has not been attending school and has run away from home. After two days in the Regional Youth Development Center (RYDC) Alfred is released back into the
custody of DYS. He still has to attend the alternate Program, because of Alfred's negative attitude and he finds himself in trouble again. This time Alfred has been arrested for armed robbery (which is a Public Risk 4) and could be considered a designated felon case; which means that Alfred could be turned over to the superior court and tried as an adult. Because Alfred does not realize what he has done wrong he will now spend time in jail.

The Division of Youth Services of Georgia maintains a classification system for committed youth. The purpose of the system is to provide staff with information to (a) assist in placement decisions (b) assist in establishing programming priorities once placement is made, and (c) establish a method for security classification for youth development center placement (DYS Annual Report, 1991). This profile provides an assessment in eight areas:

**Public Risk** - this scale is indicated of the extent which the youth represents a threat to the public. Offense and escape history are considered, and the scale provides guidance in determining whether an Institutional or Community placement is appropriate.

**Level One** - those youth who are committed for offenses such as trespassing, theft (under $500), curfew violation, possession of alcohol, runaway, and simple assault.

**Level Two** - offenses include burglary, theft (over $500), auto theft, and escape.
**Level Three** - offenses include child molestation, vehicular homicide, and robbery.

**Level Four** - include aggravated sodomy, aggravated child molestation, armed robbery, rape, and murder. Designated felony cases are also level four.

**Level Five** - used for superior court commitments.

5. **Alcohol and Drug Use**

There is a great deal of variation in the patterns of alcohol and drug use. The association of drug use and involvement in delinquent activities is also of great interest to researchers (Freeman, 1991). Although youth drug and alcohol use may constitute delinquency in itself, it is also related to other forms of delinquency. Kandel (1974) found that juvenile delinquency contributes to the use of drugs. She found that youth who use drugs tend to have friends who are also users. It is difficult to determine how many crimes are committed by teen-age drug and alcohol users result from any underlying predisposition towards deviance and/or criminal behavior (Robins, 1979).

Elliott and Huizinga (1984) found that serious drug use was related to criminality among youths, and that youths who committed serious offenses were also heavy users of alcohol and other drugs. High involvement in serious drug use was related with high delinquency rates. Gold (1975) found that those who are highly delinquent institutionalized youths are considerably more likely to become users of drug than those who are not institutionalized. However, he also found
becoming a user of illegal drugs does not seem to lead to any important increase in delinquency.

Our society annually spends millions of dollars attempting to apprehend, prosecute, and correct/rehabilitate delinquents. While some of these attempts prove more or less successful with some delinquents, the results are not particularly impressive on the whole. It would seem logical, therefore, to explore the possibilities of concentrating our resources on the programs that might provide better returns. Many authorities interested in delinquency have come to believe that most of our money is spent at the wrong end of the juvenile justice process. Evils do not disappear because people disapprove of them, unless conditions at their roots are changed.

Thus the juvenile justice system must continue to search for beneficial programs outside of institutions for juveniles who do not need confinement (Cressey and McDermott, 1974). Donald Cressey and Robert McDermott feel that these recommendations are highly critical (Cressey and McDermott, 1974). They also indicate that contact with the juvenile justice system is undesirable, and stress the need to concentrate on developing more effective alternative programs. Therefore, we must be able to separate out those juvenile offenders who are more likely to succeed in certain treatment programs from those less likely to do so. This study may help in this direction.
Treatment Programs From The Literature

Berry and Learch (1979) related an alternative to incarceration which uses the marine resources of Florida in its rehabilitative goal. The Jacksonville Marine Institute accepts both boys and girls ages 14-17 who have been adjudicated delinquent. The core of the program advocates changed attitudes through involvement in important environment events. The program is a six month ordeal which includes academic courses as well as high interest courses such as sailing, diving and marine biology. In addition, the students are required to attend work education class which aids in finding employment through teaching proper dress and other interview techniques.

The Jacksonville Marine Institute operates on a token economy with points earned for effort and good behavior in school. Free lunches and concert tickets are given to those earning the most points each month. In addition, participation on long trips and cruises can be "purchased" with points earned in the token economy. The students man the boats and manage the provisions, maintenance, cooking, and navigation. Teamwork is essential on such trips and facilities responsibility for oneself and one's behavior. This program attempts to build character while rehabilitating wayward youths (Berry and Learch). Recent statistics and awards suggest that the Jacksonville Marine Institute is effective and innovative. With a recidivism rate of 13% this program shows great
promise. This program has been awarded the "Achievement Award for Unique and Innovative Youth Project" by the National Council of Juvenile Court Judges in 1974 (Berry and Learch).

**VisionQuest**

Another innovative treatment program for juveniles is VisionQuest which originated in 1973 (Sweeney, 1982). The VisionQuest treatment regimen includes extensive wilderness training, boating trips, education, and group homes for delinquents. This program accepts primarily status offenders for a 12 to 18 month program. The most well-known facet of VisionQuest is the wagon train which takes youngsters several hundred miles across the United States. The participants are required to make and break camp, keep equipment and animals moving, and brave the elements. Each youth takes the responsibilities for his/her horse during the trip. Skills and techniques learned by the VisionQuest Lodge are called into action (Sweeney).

VisionQuest also operates several residential treatment centers staffed by houseparents and counselors. Again, youngsters take responsibility for chores and meal preparation. In addition, VisionQuest runs a HomeQuest program which prepares the youth for release to his/her home. This preparation includes both individual and group counseling (Sweeney).

The confrontative therapy mode is used is some. Here the juveniles and counselors yell at one another in an attempt to urge the youth to express himself.
VisionQuest counselors claim that this method is also helpful in getting at the root of the juvenile’s behavioral problem, which is often poor family environment (Sweeney). VisionQuest officials are contemplating the addition of a marine resources division to be called OceanQuest. This program would operate like its parent program in philosophy and treatment but would use a different environment asset (Sweeney).

The Wilderness Experience Treatment Program

The Wilderness Experience Program is a division of New Mexico Forensic System’s diagnostic and treatment services for the New Mexico Criminal Justice System. This program is opened to all juvenile offenders who are diverted from the court (Montgomery, 1984). All the participants have some characteristic of antisocial behavior; many are socially impotent in that they exhibit a lack of self-esteem and an inability to solve problems. The major goal of this program is to break old behavior patterns, provide insight into personal strength, and master problem solving (Montgomery, 1984). The program is divided into three phases. Each phase depends upon the completion of the prior phase for its success and these phases are graduated so that a low stress experience is succeeded by a medium street situation (Montgomery, 1984).

The first phase of the training comprises 3 to 5 days of orientation to outdoor living, camping, first aid and hiking. Reality therapy is used to facilitate
trust in one's self and others. The second phase is an actual experience with the wilderness (8-10 days). The last phase is the final exam, this phase tests the skills of each member and requires the coordination of individual abilities and strengths in a highly stressful situation (Montgomery, 1984). At the end of the program, the staff relates this experience to daily life and encourages the individual to use the vital skills used. The wilderness program boasts a 10-15% failure rate (Montgomery, 1984). However the success rate of the delinquents in this program have been and have proven to create delinquents that are more secure, less easily threatened by social situations, more assertive, better able to make decisions, (Peristein and Phelps, 1975).

Day Centers

Day Centers are non-residential, community based alternative schools for delinquent and unruly offenders, in the State of Georgia. Linkages are developed with local community resources and, in particular, with the local school system in order to increase services to youth and facilitate their reentry into the educational system (DYS Annual Report, 1991). Youth referred to the Day Center spend a short period of time (usually less than six months) acquiring the academic and social skills necessary to successfully reenter the local public school setting (DYS Annual Report, 1991). Group, individual and family counseling, are focused on resolving the underlying causes of school-related problems. Day Centers served 230 youth in FY91 as compared to 238 youths served in FY90.
This represents a 3 percent decline (DYS Annual Report, 1991).

**Regional Youth Development Centers**

These centers provide temporary, secure care and supervision for youth who are charged with crimes or who have been found guilty of crimes and are awaiting disposition of their case by juvenile court. Youth committed to the Division of Youth Services are frequently held in secure detention while awaiting placement in one of the Division of Youth Service's programs or facilities. Some of the regional centers operate a short-term, structured, residential treatment program for committed youth as an alternative to a State Youth Development Center placement (DYS Annual Report, 1991). In addition to temporary secure detention, these centers provide remedial education, individual guidance and counseling medical services, recreation, arts and crafts. Each center is required to have weekly religious services for any youth desiring them. Regional Youth Development Center (State of Georgia) admitted 13,939 youth in 1991 and 13,917 in 1990, this represents a 0.2% increase (DYS Annual Report, 1991). Availability of secure and non-secure detention resources resulted in low utilization of adult jails for juvenile offenders (DYS Annual Report, 1991).

**Project Challenge**

Project Challenge, developed under contract with Project Adventure, Inc., provides a six-week community-based experience for committed youth combining
active and compelling experiences, experiential academics, individual and group counseling (DYS Annual Report, 1991). Upon completion of the program, the participants are transferred to after care status. Project challenge served 72 youth in 1990 as compared to the 76 youth in 1991, this represents a 60% decrease (DYS Annual Report, 1991).

**Court Services**

The Court Services Program is a statewide delinquency program, established in 1963 (DYS Annual Report, 1991). The program provides intake, probation, counseling, case management, supervision, detention planning, and after care supervision (in most counties). Intake is the decision-making point at which a youth is later diverted from, or formally processed into, the juvenile justice system (DYS Annual Report, 1991). Probation Services ensure that the youth complies with the requirements of the court. Counseling/Case Management involves developing a plan that the Court Service Worker pursues to rehabilitate the youth and prevent further involvement with the court. Detention planning involves working closely with local juvenile court(s) to determine if the youth poses a threat to the community and is in need of secure supervision. Aftercare Services are provided for those youth returning home from other programs or institutions.

In 1989, a new Intensive Supervision Program was initiated to reduced unnecessary out of home placements. The program opened in light circuits in 1989 and expanded to four additional circuits in 1990 (DYS Annual Report, 1991).

**Specialized Residential Services**

This program provides residential treatment services for delinquent and unruly youth who need more specialized care than the Division of Human Resources' programs currently provided (DYS Annual Report, 1991). These youth either require long-term residential placement or specialized treatment services. Services are obtained from a private sector. Many of the placements are in alcohol and drug treatment programs. In 1990 (State of Georgia), funds were provided to purchase specialized treatment services for sex offenders (DYS Annual Report, 1991). Specialized Residential Services obtained services for 289 youth in 1991 as compared to the 1990 total of 228, this represents a 61% increase (DYS Annual Report, 1991).

**Community Treatment Center**

Community Treatment Centers are relatively small, non-residential, community-based program for delinquent and unruly offenders. Small caseloads permit an intensive, structured treatment format. Although staffed by DYS workers, each Community Treatment Center is an integral part of the local community (DYS Annual Report, 1991). Linkages with private and public sector agencies are promoted in order to increase services to youth and integrate them
successfully into the larger community.

Recreation programs are established to promote physical fitness and appropriate leisure time pursuits. Group counseling deals with problems experienced by these adolescents, (e.g., family relationships, peer pressures, alcohol and drug abuse, etc.) (DYS Annual Report, 1991). Parent(s) are involved in family counseling or parent effectiveness training at some Community Treatment Centers and through other local agencies or private resources (DYS Annual Report, 1991). Community Treatment Centers served 1,260 youth in 1991 as compared to 1,110 in 1990, this represents a 14% increase (DYS Annual Report, 1991).
A PROFILE OF NEW DIMENSION COMMUNITY TREATMENT CENTER

A youth is committed to the New Dimension Community Treatment Center by the Department of Human Resources/Division of Youth Services. Commitment of a youth to the division is often the last disposition of the juvenile court when probation or other alternative services have failed to prevent a chronic or serious offender from returning to the attention of the court. When a youth is committed to the division, a treatment plan is developed which includes counseling, supervision and placement. Possible placements include admission to a youth service, community-based or short term treatment program, admission to a Youth Development Center, referral to an outside agency, or placement in the youth's own home (DYS Annual Report, 1991).

Staff

**Unit Director** is responsible for overseeing the entire staff and the delinquents committed to his or her center. He or she holds individual counseling sessions both youth and parent(s) or guardians. He or she is also responsible for individual conferences with staff members.

**Court Service Worker** provides intake, direct casework, counseling and referral services to youth referred to the juvenile for alleged delinquent or unruly act(s).

**Job Coach** is responsible for confirming the youth's compliance with his/her
conditions of supervision e.g., attending employment training, going to work, etc.

Secretary-Typist is responsible for organizing youth’s case file, setting up appointments for both the Unit Director and the Court Service Worker and typing all forms and memos. The Unit Director, Court Service Workers, Job Coach, and the Secretary-Typist work together to make the Atlanta New Dimension Community Treatment one of the best CTC’s in the State of Georgia.

Mission

To the troubled child, the staff seek to instill healthy values, morals and philosophies. They encourage him or her to view life in a "New Dimension".

Philosophy

The staff believe that their objective of providing treatment and supervision should be implemented in the least restrictive environment as possible. Successful rehabilitation should only be measured by the success made in the natural environment (home, school, job, etc.). Therefore, we do not just attempt to induce positive changes in the individual but to strengthen his or her’s support structure (family, peers, significant others, etc.) which influences the individual’s behavior. When a change in environment is necessary, the goal is to reunite the family as soon as possible.
**Goals & Objectives**

1. To provide effective comprehensive treatment services for troubled youths.
2. To provide effective treatment services in the least restrictive environment.
3. To preserve, strengthen and/or reestablish family unity.
4. To instill feelings of self-worth, pride in accomplishment, motivation and perseverance.
5. To deter troubled youths from recidivism and entrance into the Adult Correctional System (Georgia Department of Offender Rehabilitation).
6. To establish and maintain healthy values and perspectives.
7. To prevent delinquency, unruliness and negative patterns of behavior.
8. To assist youths in setting and reaching personal goals.
9. To provide components for good decision making.
10. To accept the responsibility for self-behavior.
11. To provide substance abuse treatments, rehabilitation and education.
12. To establish and reinforce patterns of independence.

**Components**

New Dimension Community Treatment Center of the Georgia Department of Human Resources/Division of Youth Services provides treatment and supervision for delinquent, unruly and troubled youths committed to the Division of Youth Services. Prevention Services are also provided for those youths not committed
to the Division. Committed youths length of stay is determined by their completion of the requirements of the Merit Treatment System Program (MTS). The MTS program is a reward system based on the youth's Public Risk, and will be addressed at a later time. A youth committed to DHR and assigned to New Dimension CTC is released from detention, and placed in orientation for a 60 day trial period. After the 60 days if accepted, he or she is placed on the MTS program, placed under the Conditions of Placement Contract and under a specialized treatment plan. He or she receives a specified number of points to obtain in order to be released, based on the Public Risk.

While on the 60 day trial and orientation period, the Court Service Worker assigned, assesses the needs of the youth and tailors them into the treatment plan. The type of Treatment Services implemented are determined by the youth's needs. The following Treatment Services are provided:

1. Individual Counseling
2. Family Counseling
3. Group Counseling
4. Alcohol and Drug Counseling (free screening)
5. Vocational and Employment Training and Counseling
6. Educational Tutoring
7. Career Planning
8. Social Cultural Activities
9. Educational Presentations
10. Organized Recreation
11. Prevention Services
12. Resources Referrals

New Dimension CTC sponsors and organizes Parent-Community Groups quarterly. These include parent effectiveness training and parent night activities. As part of New Dimension CTC's Prevention Services Program the staff invite none committed youths to participate in Group Services on Monday, Tuesday and Wednesday weekly and provide services to any youth from the school system and Juvenile Probation System which has been identified as needing Prevention Services.

**Merit Treatment Service Program (MTS)**

Delinquents entering New Dimension Community Treatment are classified by Public Risk (1-5). The Public Risk level helps determine the length of stay (or when a youth may be eligible for release from the center). If a delinquent is a Public Risk 1, his/her stay will be six months, Public Risk 2, will be eight months, Public Risk 3 will be nine months, Public Risk 4 will be 12 months, and Public Risk 5 will be 18 months. During this time the delinquent accumulate points for the
following: 1 point per day for attending the center, 1 point per day for attending school or work, and 1 point per day for abiding by the rules and regulations in the home. Once these points have been accumulated the parent(s) or guardian will sign a sign off form. School attendance will be checked and New Dimension will check their points to see if they match the points of the delinquent.

The history of the Atlanta New Dimension Community Treatment Center speaks for the center's many achievements. The staff has successfully accomplished its task in rehabilitating delinquents. Residential support needs, medical needs, alcohol and drug treatment needs, educational and vocational needs, and employment needs have all been met by the staff; thus producing high school graduates, college students, military men, and hardworkers.
Summary of Review of Literature

In brief, the review of literature discloses the following findings: (1) Family structure is important for the positive growth of delinquents. (2) The importance of education is beneficial for personal growth and preventing juvenile delinquency. (3) Lower class studies show that most serious delinquents come from the lower social class. (4) The seriousness of the offense (Public Risk 1-5) helps in determining those delinquents who will succeed and those will not succeed while under the supervision of the Atlanta New Dimension Community Treatment Center. (5) There is a great deal of variation in the patterns of alcohol and drug use. The use of alcohol or drug may activate juvenile delinquency. (6) Beneficial programs are important to rebuild morals, values, respect for others, respect for one's self, and self-esteem. (7) Juvenile prevention programs are important educationally (academic functioning and vocational training needs); residentially (family needs or out-of-home placement); and alcohol and drug treatment (provide an assessment of substance abuse problems) for the successful rehabilitation of delinquents.
CHAPTER III
HYPOTHESES AND METHODOLOGY

The literature reviewed in Chapter II suggests the formulation of the following study hypotheses.

HYPOTHESES

1. Those delinquents coming from an intact family (both father and mother present) are more likely to succeed while under the supervision of New Dimension CTC; whereas delinquents who live in a single parent home (divorce, separation, death, or parent unknown) will be more likely to fail while under the supervision of New Dimension CTC.

2. Those delinquents with aspirations to learn and remain in school (educational achievement) and graduate are more likely to succeed while under the supervision of New Dimension CTC; whereas those delinquents who have repeating disciplinary problems, behavior problems, get expelled, or drop out are more likely to fail while under supervision of New Dimension CTC.

3. Those delinquents who were products of the middle class are more likely to succeed while under the supervision of New Dimension CTC; whereas
those delinquents from the lower class (with lower class values) are more likely to fail while under the supervision of New Dimension CTC.

4. Those delinquents with less serious offenses are more likely to succeed while under the supervision of New Dimension CTC; whereas delinquents with higher Public Risk are more likely to fail while under the supervision of New Dimension CTC.

5. Those delinquents who do not use alcohol or drugs are more likely to succeed while under the supervision of New Dimension CTC than their counterparts.
Definition of Terms

**Delinquent** - A person who indulges in behavior that violates laws pertaining to minors.

**Division of Youth Services (DYS)** - A branch which falls under the Department Human Resources and provide for the protection, care, training, and supervision of certain children and youth of the state.

**Drug User** - A person who uses drugs for non-medical purposes.

**Failure** - Those males who had been arrested or charged with delinquent or criminal act(s) while under the supervision of New Dimension CTC.

**Investigations Unit** - A team of investigators employed by the Division of Youth Services and are responsible for locating and apprehending runaways from Youth Services’ institutions and community programs.

**Regional Development Center (RYDC)** - Provide temporary secure care and supervision of youths who are charged with crimes or who have been found guilty of crimes and are awaiting deposition of their case by a juvenile court.

**Success** - Those males who had not been arrested or charged with delinquent or criminal act(s) while under the supervision of New Dimension CTC.

**Youth Development Center (YDC)** - Residential institutions providing rehabilitation and treatment for those youth committed to the Division of Youth
Services by juvenile or superior courts.

**Study Sample and Data Collection Procedure**

The sample for this study was drawn from a total of 50 success case files and 50 failure case files of black males from New Dimension Community Treatment Center; in an effort to determine the effectiveness of the program. Subjects were aged from 13 through 17, committed to the Division of Youth Services by the juvenile courts for a variety of delinquent activities. A total sample of 100 males had been adjudicated for one of the following offenses: (1) aggravated sodomy; (2) aggravated child molestation; (3) vehicular homicide; (4) robbery; (5) burglary; (6) theft; (7) drug possession; (8) simple assault; (9) trespassing; (10) curfew violation; (11) possession of alcohol; (12) runaway; (13) truancy; and (14) escape. The data were collected through viewing case files prepared by New Dimension Community Treatment Center staff and the officials affiliated with the Georgia Division of Youth Services and approved by Mr. Willie Anthony, New Dimension CTC's Unit Director.
Study Dimensions

A. Family Structure
   (1) Single parent (divorced, separated, death, or parent not known).
   (2) Intact (both father and mother present)
   (3) Guardian (grandparent, aunt, uncle, or others).

B. Educational Achievement
   (1) Doing well in school
   (2) Likely to graduate
   (3) Drop out
   (4) Behavior problems
   (5) Expelled

C. Social Status
   (1) Low income
   (2) Middle income
   (3) Unknown

D. Seriousness of Offense
   (1) Public Risk 1 (trespassing, theft (under $500), curfew violation, possession of alcohol).
   (2) Public Risk 2 (burglary, theft (over $500) auto theft, and escape).
   (3) Public Risk 3 (aggravated assault, child, molestation, vehicular
E. Alcohol and Drug Use

(1) No substance usage
(2) Some substance usage
(3) Substance problem
(4) Rehabilitation

Methodology

In all, 100 case files were reviewed at New Dimension Community Treatment Center, success and failure cases in an effort to determine the effectiveness of New Dimension Community Treatment Center. Both success and failure were measured by the following: fifty males who had not been arrested or charged with a delinquent or criminal act(s) over a 1 year period (1990-1991) - (successes); and fifty males who had been arrested or charged with delinquent or criminal act(s) (failures) as defined by the juvenile court and superior court. All the information of the fifty successes and failures were coded and entered in a 3B15 mainframe computer at Clark Atlanta University for data analysis purposes.
Several computer programs were written and executed by using the Statistical Package for Social Sciences (SPSSX).

The data were analyzed at two levels to fulfill the study objectives. The first level of analysis was descriptive; (i.e., the profile of the total sample) both success and failure groups. These profiles were constructed along family structure, educational achievement, social class, seriousness of offense, and alcohol and drug use variables.

The second group successes and failures were analyzed along five dimensions: (1) family structure; (2) educational achievement; (3) social class; (4) seriousness of offense; and (5) alcohol and drug use.

This chapter also focuses on hypotheses and methodology. Chapter IV focuses on: first, computations of the frequencies for each of the study variables; second, a T-test procedure was adopted to determine the significance of success and failure of those observed delinquents (under the supervision of the Atlanta New Dimension Community Treatment Center); thus contributing to the effectiveness of the program.
CHAPTER IV
ANALYSIS OF DATA

This chapter includes the analysis of the findings regrading the evaluative study on the effectiveness of the Atlanta New Dimension Community Treatment Center: (1) family structure; (2) educational achievement; (3) social class; (4) seriousness of offense; and (5) alcohol and drug use.

1. Family Structure

One of the most important factors influencing delinquent behavior is the family setting. It is within the family that the youth internalizes those basic beliefs, values, attitudes, and general patterns of behavior that give direction to subsequent behavior (Canter, 1982). There is no doubt that the stability and continuity of a family may be shaken when the home is broken due to loss of a parent through death, separation, divorce, or parent unknown. Seventy percent of the respondents belonged to Single parent homes (divorced, separated, death, or parent unknown) as compared to 16 percent that came from Intact families (father and mother present) 14 percent came from families where the guardian (grandparent, aunt, uncle, or others) had custody. Both success and failure are combined to show the overall percentage for the dimensions of study (Table A.1).
TABLE A.1
THE COMBINED FAMILY STRUCTURE
OF NEW DIMENSION CTC
DELINQUENT MALES

<table>
<thead>
<tr>
<th>Combined Family Structure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Parent</td>
<td>70%</td>
</tr>
<tr>
<td>Intact Family</td>
<td>16%</td>
</tr>
<tr>
<td>Guardian</td>
<td>14%</td>
</tr>
</tbody>
</table>

n=100 (total sample)
2. Educational Achievement

In our society, education has become recognized as one of the most important paths to success. Eighteen percent of the delinquents were doing well in school, fifty percent were truant but likely to finish school, ten percent were drop outs, thirteen percent had some type of behavior problem, and nine percent had been expelled. Both success and failure are combined (Table A.2).

3. Social Status

In the 1950s and 1960s, a number of studies emerged focusing upon the relationship between social class and delinquency. Other studies focused on the social class and success. Seventy-nine percent of the respondents were from the lower class, eighteen percent belonged to the middle class, and three percent of the respondents income was unknown. Both success and failure are combined (Table A.3).

4. Seriousness of Offense

The serious of offense included the following: Those delinquents who had Public Risk 1 were 18%, Public Risk 2 were 24%, Public Risk 3 were 42%, Public Risk 4 were 15% and Public Risk 5 were 1% (Table A.4).
TABLE A.2
THE COMBINED EDUCATIONAL ACHIEVEMENT
OF NEW DIMENSION COMMUNITY
TREATMENT CENTER DELINQUENT MALES

<table>
<thead>
<tr>
<th>Educational Achievement</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doing well in school</td>
<td>18%</td>
</tr>
<tr>
<td>2. Likely to graduate</td>
<td>50%</td>
</tr>
<tr>
<td>3. Drop out</td>
<td>10%</td>
</tr>
<tr>
<td>4. Behavior problem</td>
<td>13%</td>
</tr>
<tr>
<td>5. Expelled</td>
<td>9%</td>
</tr>
</tbody>
</table>

n=100 (total sample)
TABLE A.3
THE COMBINED SOCIAL STATUS OF
NEW DIMENSION COMMUNITY
TREATMENT CENTER MALE
DELINQUENTS

<table>
<thead>
<tr>
<th>Social Status</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Low Income</td>
<td>79%</td>
</tr>
<tr>
<td>2. Middle Income</td>
<td>18%</td>
</tr>
<tr>
<td>3. Unknown</td>
<td>3%</td>
</tr>
</tbody>
</table>

n=100 (total sample)
TABLE A.4
THE COMBINED SERIOUSNESS OF OFFENSE OF
NEW DIMENSION COMMUNITY
TREATMENT CENTER DELINQUENT MALES

<table>
<thead>
<tr>
<th>Seriousness of Offense</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public Risk 1</td>
<td>18%</td>
</tr>
<tr>
<td>2. Public Risk 2</td>
<td>24%</td>
</tr>
<tr>
<td>3. Public Risk 3</td>
<td>42%</td>
</tr>
<tr>
<td>4. Public Risk 4</td>
<td>15%</td>
</tr>
<tr>
<td>5. Public Risk 5</td>
<td>1%</td>
</tr>
</tbody>
</table>

n=100 (total sample)
5. Alcohol and Drug Use

Elliott and Haizinga (1984) found that juvenile serious drug use were related to criminality among youths, and that youths who committed serious crimes were also heavy users of alcohol and other drugs. Some statistics show that respondents from New Dimension Community Treatment Center showed that 46% no involvement in alcohol or drugs, 38% had tried drugs. Both success and failure combined (Table A.5).
TABLE A.5
ALCOHOL AND DRUG USE
THE COMBINED OF NEW DIMENSION
COMMUNITY TREATMENT CENTER DELINQUENT MALES

<table>
<thead>
<tr>
<th>Alcohol and Drug Use</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Substance use</td>
<td>46%</td>
</tr>
<tr>
<td>2. No substance use</td>
<td>38%</td>
</tr>
<tr>
<td>3. Drug Problem</td>
<td>12%</td>
</tr>
<tr>
<td>4. Rehabilitation</td>
<td>4%</td>
</tr>
</tbody>
</table>

n=100 (total sample)
CHAPTER V
SUMMARY AND CONCLUSIONS

This study discloses the success and failure rates among noninstitutionalized black male delinquents aged 13 through 17 from New Dimension Community Treatment Center of Georgia; (1) family structure; (2) educational achievement; (3) social class; (4) seriousness of offense; and (5) alcohol and drug use.

CONCLUSION

HYPOTHESIS ONE

Those delinquents coming from an Intact family (both father and mother) are more likely to succeed; whereas delinquents who live in a single parent home (divorced, separated, parent unknown, or death) will be more likely to fail while under the supervision of New Dimension Community Treatment Center. This hypothesis is not confirmed. Those delinquents (failure) belonging to a single parent home: 76.0 percent; Intact family: 14.0 percent; and guardian: 10.0 percent. Those delinquents (success) belonging to a single parent home: 64.0 percent; Intact family 18.0 percent; and guardian 18.0 percent (Table S.1).
Table S.1: FAMILY STRUCTURE

<table>
<thead>
<tr>
<th>Family Structure</th>
<th>Failure No.</th>
<th>%</th>
<th>Success No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Parent</td>
<td>38</td>
<td>76.0</td>
<td>32</td>
<td>64.0</td>
</tr>
<tr>
<td>Intact Family</td>
<td>7</td>
<td>14.0</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Guardian</td>
<td>5</td>
<td>10.0</td>
<td>9</td>
<td>18.0</td>
</tr>
</tbody>
</table>
HYPOTHESIS TWO

Those delinquents with aspirations to learn and remain in school (educational achievement) and graduate are more likely to succeed; whereas those delinquents who have repeating disciplinary problems, behavior problems, get expelled, or drop out are more likely to fail. This hypothesis is confirmed. Those delinquents (failure) doing well in school: 0.0 percent; those likely to graduate: 40.0 percent; drop out: 20.0 percent; behavior problems: 24.0 percent; and those who get expelled 16.0 percent.

Those delinquents (success) doing well: 36.0 percent; likely to graduate: 60.0 percent; drop out: 0.0 percent; behavior problems: 2.0 percent; and expelled: 2.0 percent. Due to statistical testing (T-Test) Education Achievement is significant in the failure and success rates (Table S.2).
<table>
<thead>
<tr>
<th>Educational Achievement</th>
<th>Failure No.</th>
<th>Failure %</th>
<th>Success No.</th>
<th>Success %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing well (At least C average)</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Likely to complete school (truant, disciplinary problems)</td>
<td>20</td>
<td>40.0</td>
<td>40</td>
<td>60.0</td>
</tr>
<tr>
<td>Drop Out</td>
<td>10</td>
<td>20.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Behavior Disorder</td>
<td>12</td>
<td>24.0</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Expelled</td>
<td>8</td>
<td>16.0</td>
<td>1</td>
<td>2.0</td>
</tr>
</tbody>
</table>
HYPOTHESIS THREE

Those delinquents who were products of the middle class are more likely to succeed; whereas those delinquents from the lower class (with lower class values) are more likely to failure. This hypothesis is not confirmed. Those delinquents (failure) who are products of the lower class: 80.0 percent; middle class: 14.0 percent; and those incomes unknown: 6.0 percent. Those delinquents (success) from lower class: 78.0 percent; middle class: 22.0 percent; and those incomes unknown 0.0 percent. The T-test shows that there is not a significance in success and failure rates (Table S.3).
TABLE S.3: SOCIAL STATUS

<table>
<thead>
<tr>
<th>Social Status</th>
<th>Failure</th>
<th></th>
<th>Success</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Low</td>
<td>40</td>
<td>80.0</td>
<td>39</td>
<td>78.0</td>
</tr>
<tr>
<td>Middle</td>
<td>7</td>
<td>14.0</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>6.0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
HYPOTHESIS FOUR

Those delinquents with less serious offense(s) are more likely to succeed; whereas delinquents with higher Public Risk are more likely to fail. The hypothesis is confirmed. Those delinquents (failure) with Public Risk 1: 12.0 percent; Public Risk 2: 18.0 percent; Public Risk 3: 44.0 percent; Public Risk 4: 24.0; and Public Risk 5: 2.0 percent. Those delinquents (success) with Public Risk 1: 24.0 percent; Public Risk 4: 6.0 percent; and Public Risk 5: 0.0 percent. Due to statistical testing, (T-test) there is a significance between failure and success rates (Table S.4).
### TABLE S.4: SERIOUSNESS OF OFFENSE

<table>
<thead>
<tr>
<th>Seriousness of Offense</th>
<th>Failure No.</th>
<th>Failure %</th>
<th>Success No.</th>
<th>Success %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Risk 1</td>
<td>6</td>
<td>12.0</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Public Risk 2</td>
<td>9</td>
<td>18.0</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Public Risk 3</td>
<td>22</td>
<td>44.0</td>
<td>20</td>
<td>40.0</td>
</tr>
<tr>
<td>Public Risk 4</td>
<td>12</td>
<td>24.0</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Public Risk 5</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
HYPOTHESIS FIVE

Those delinquents who do not use alcohol or drugs are more likely to succeed than their counterparts. Those delinquents (failure) with substance use: 52.0 percent; no substance use: 28.0 percent; drug problem 24.0 percent; and rehabilitation 8.0 percent. Those delinquents (success) substance use: 40.0 percent; no substance abuse 24.0 percent; drug problem 0.0 percent; and rehabilitation: 0.0 percent. Due to statistical testing (T-test) Alcohol and Drug use is significant in failure and success rates (Table S.5).
### TABLE S.5: ALCOHOL AND DRUG USE

<table>
<thead>
<tr>
<th>Alcohol &amp; Drug Use</th>
<th>Failure No.</th>
<th>%</th>
<th>Success No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance use</td>
<td>26</td>
<td>52.0</td>
<td>20</td>
<td>40.0</td>
</tr>
<tr>
<td>No Substance</td>
<td>14</td>
<td>28.0</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Drug Problem</td>
<td>12</td>
<td>24.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>4</td>
<td>8.0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Additional Findings

1. The number of commitments increased by only nine youths, from 3,376 in FY90 to 3,385 in FY91.
2. The alternate plan rate (percent of commitments placed outside DYS institutions) was 66%. The actual number of alternate placements increased from 2,107 in 1990 to 2,236 in 1991.
3. Revocations decreased from 442 in FY90 to 346 in FY91, a decrease of 28%.
4. Commitments for unruly (status) offenses totaled 155 in FY91, a 4% increase from FY90 total of 149. No status offender was placed in YDC.
5. Commitments for designated felony acts (with restrictive custody) increased from 292 in FY90 to 321 in FY91, a 10% increase.
6. Males accounted for 87% if all commitments. The average age at the time of commitment was 15.6 for males and 15.2 for females. Whites accounted for 34% of all commitments; blacks accounted for 66%.
7. No father figure was presented in 59% of the homes of committed youth and no mother figure was present in 5% of the homes.
8. The median school grade completed at the time of commitment was the 6th grade.
RECOMMENDATIONS FROM THE AUTHOR

TO TREATMENT AGENTS

1. Work closely with parent(s) and educate them on the struggles of young black males in our society, thus teaching them to be men and not boys.

2. Emphasize to parent(s) the importance of parental nurturance.

3. Emphasize to parent(s) the importance of a positive parent(s)-child relationship.

4. Emphasize to parent(s) the importance of parent(s)-child communication.

5. Begin seminars on productive child rearing and how to eliminate juvenile delinquency.

6. Help young black males develop their consciousness by attaining self-awareness (identity), self-control (discipline), and self-respect.

7. Help young black males develop their minds by acquiring skills and knowledge useful in everyday life.

8. Help young black males develop positive self-images by the following:
   
   (a) The encouragement of thinking skills and rational applications to maintain children's curiosity and enthusiasm to learn (Kunjufu, 1984).

   (b) Recognize that the majority of black males have not been properly educated, and that this is not the focus of the 1% ruling
class in America (Kunjufu, 1984).
(c) The development of an African frame of the reference, which would be the criteria for image selection (Kunjufu, 1984).

9. One of the primary educator of young black males are parent(s), and they must establish a program within the home which creates positive experiences and opportunities to develop their child's God-given talents.

10. Develop positive black role models for young black males.

11. Advocate the best services for young black males such as, New Dimension Community Treatment Center.

12. Establish high expectations (letting our young black males know that they to can be successful workers at various occupational levels).

13. Create effective supplemental programs, e.g. (Headstart, VisionQuest, etc.).

14. Build independent Black education institutions (Atlanta Preparatory School, Paine College, Atlanta University Center, etc.).

15. Emphasize the importance of putting God first in their lives (therefore overcoming the struggle of oppression).

16. Emphasize the equal status and respect for women as well as men.

17. Emphasize the parenting functions of the male as well as the female.

The development of positive self-images in young black males should be
the main responsibility of the parent(s).

Educators should provide supplemental nurturance and education goals. If parent(s) do not carry out this responsibility, every available institution must take charge to help develop positive self-images in young black males.
BIBLIOGRAPHY


Cloward Richard and Llyod Ohlin, Delinquency and Opportunity (1980).

Donald, R. and Robert A. McDermott "Diversion from the Juvenile Justice System" (January 1974).


Freeman, Carlotta, Differential Drug Use Patterns Among Institutionalized White and Black Delinquents in Georgia (1991), pp. 4-13.


Montgomery, Reid H., "Alternatives To Incarceration for Black Juvenile Delinquents in the USA, "College of Criminal Justice, University of South Carolina Columbia, South Carolina (1985).


Sweeney P. "VisionQuests Rite of Passage" Corrections Magazine (1982), 7(1) 22-23.