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Success by the Plateful:
Rates of Successful Vocational Training in
Adjudicated Youth
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The United States has one of the highest rates of juvenile incarceration in the world. Once sentenced to a detention center, it is increasingly likely that a person will spend the rest of their lives rotating in and out of the correctional system due to high recidivism rates. This cycle is not only a financial burden on the state and federal systems but it is also harmful to incarcerated individuals, families, and neighborhoods. Youth Village Resources of Dallas and Café Momentum attempt to break this cycle of recidivism through vocational training pre-and post adjudication. Positive changes in attitudes and beliefs of the youth through vocational training can provide the youth with the job skills and work readiness for a successful future. Surveys, observations, and interviews measure and establish the specific changes in viewpoint of the youth.

Introduction

Once a youth becomes involved with the juvenile justice system and is adjudicated, it is increasingly likely that the youth will spend the rest of their life rotating in and out of correctional institutions. From 2006-2013, 76% of youth convicted of committing a crime were on probation at the time of the offense (New Commitment Profile: Fiscal Years 2006-2013, 2014). 43% of those youth committed a new offense at this time rather than a probation violation (New Commitment Profile: Fiscal Years 2006-2013, 2014). This means that over half of adjudicated youth, will return to the juvenile justice system after their initial sentence ends. It is important that these statistics are lowered, so the youth can have successful and fulfilling futures rather than living a life of crime.

Dallas County Youth Village (DCYV) is a residential facility for male juvenile offenders age 10-17 focusing on structured programming to prepare the youths for a successful life upon their release. DCYV is a very low security campus located in Dallas, Texas. The youth move throughout campus unrestrained without any physical barriers between youth and staff or volunteers. There is one campus supervisor per every eight youth at all times. The supervisors are in charge of the youth's discipline and performance evaluation. DCYV provides the youth with state run programming including a Dallas County charter school, drug and alcohol counseling, family violence counseling and more. While these programs are essential to the youth's treatment and return to the general population, it was recognized that more could be done to provide the youth with the skills and experience necessary for successful futures. Youth Village Resources of Dallas

(YVRD) was founded as a 501(c)(3) organization to provide funding and enrichment programming to further support the residents of DCYV. YVRD runs multiple enrichment programs including a guest speaker program, PREP dog training, and Project SAVE, which includes courses in computer skills, financial literacy, and culinary arts.

The PREP dog training program and culinary arts course were examined using surveys, observation and group interviews to study the youth's attitudes and beliefs as well as the changes in their attitudes, expectations and goals over the duration of the vocational and rehabilitative courses at DCYV. It is necessary to understand the youth, so programming can be tailored to their needs to maximize the youth's success during the course and after their return to their homes and communities.

PREP is held five days a week for three weeks with eight youth enrolled in each course. The enrollment is kept small to protect the safety of the youth and the dogs they work with. The youth work in pairs to train dogs from a local shelter. There is one test given each week of the course covering proper training technique and terminology. The youth learn proper dog handling techniques as well as using simple commands to perform temperament tests. At the end of the three-week course, there is a graduation celebration. At the graduation ceremony, three youth are given awards for their display of leadership and high-test scores throughout the class.

The culinary arts course is held once a week, on Friday afternoons, for six weeks. The North Texas Food Bank teaches a lesson on nutrition and health habits

the first half of each class. During the second half of the class, the youth prepare a healthy meal under the instruction and supervision of two local chefs. The youth learn basic cooking and nutrition skills and many are exposed to new foods. Youth enrolled in the culinary arts course are eligible to participate in Café Momentum events.

Café Momentum is an organization in Dallas, Texas working to open a restaurant staffed by the youth upon their release from DCYV. However, they have not yet opened the restaurant. Currently, Café Momentum hosts various catering events and Pop-Up Dinners. Pop-Up Dinners are held once a month at various restaurants in the Dallas area and serve as fundraising events for the permanent restaurant. Local chefs open their restaurants to Café Momentum. The youth from DCYV prepare and serve the food to eager guests who have purchased high priced tickets to the event. The youth participating in these events are paid \$10 per hour for their work and receive a complimentary dinner before the start of the event. Once the permanent restaurant is open, the youth will work in a one-year internship in which they will progress through various positions in the restaurant. The internship will provide the youth with steady employment and a supportive environment to learn general employment and culinary skills.

It is important the programs like PREP and Café Momentum have research examining their effectiveness in order to achieve maximum success but also so the programs can prove to funders and supporters that their programs are working. Currently, there is very little research on prison treatment programs involving animals and no research examining prison culinary arts programs. In general,

research on juvenile incarceration and programming is severely lacking. If these programs prove successful, they should be expanded and implemented in similar facilities. It is important to understand the attitudes, expectations and beliefs of adjudicated youth and the programs they experience in order to put youth on the right path to a successful future.

Literature Review

Causes of adjudication

The best way to prevent youth from spending their lives rotating in and out of prison cells, as demonstrated by high recidivism rates and severe over crowding in prisons, is to understand the causes of adjudication and the most effective treatment for the youth. Rodriguez, Smith and Zatz (2009) found a hand full of significant factors leading to a youth's incarceration. These factors include things such as race, age, and placement in foster care, an incarcerated father, and a dysfunctional family. They found that young; African Americans with dysfunctional families were the most likely to be sentenced to a detention facility for treatment following an altercation with the law. The increased risk of incarceration for African American males is evident throughout research (McCoy, Walker, & Rodney, 2012, Rodriguez, Smith, & Zatz, 2009, South & Messner, 2000). 30% White and African American youth both come into contact with the juvenile justice system, however, 34% of African American youth are held in detention facilities while only 25% of White youth are held in detention facilities (McCoy, Walker, & Rodney, 2012). The racial inequality in juvenile detention facilities came to the attention of the United States Federal Government in 2002 when they authorized the Juvenile Justice and

Delinquency Prevention Act (Juvenile Justice and Delinquency Prevention Act). The act outlines steps to better protect youth in detention centers, reduce over crowding and reduce racial inequality and overcrowding in juvenile detention facilities. The Disproportionate Minority Contact (DMC) is the final clause of the act, which works to reduce the unequal proportion of minority youth incarcerated.

However, race is not the only factor that increases an individual's likelihood of incarceration. Mental illness increases the likelihood that a youth will be incarcerated. Timmons-Mitchell, Brown, Schulz, Webster, Underwood, and Semple (1997) found that the majority of youth held in detention facilities suffer from a diagnosable psychiatric disorder. Incarceration, an already stressful event in a youth's life, may intensify the symptoms of mental illness while simultaneously inhibiting many common coping strategies (Shulman & Cauffman, 2011). A youth's previous involvement with child welfare also increases the likelihood that a youth will be placed in a detention center rather than an in-home treatment plan. Youth with a history of abuse or neglect are three times more likely to be placed in a detention center upon interaction with the juvenile justice system (Mallett, Miyuki, Stoddard-Dare, & Quinn, 2012).

A common response to the high level of youth of minority groups currently incarcerated is that those are the groups committing the most crimes. In reality race is less significant of a factor than residence in an impoverished neighborhood when considering factors that led to arrest (South & Messner, 2000). Race is an insignificant factor when determining arrest but a significant factor in the court's sentencing decision. Neighborhoods are more significant than race because "a

number of social problems tend to come bundled together at the neighborhood level, including but not limited to crime, adolescent delinquency, social and physical disorder, low birth weight, infant mortality, and child maltreatment” (Sampson, Morenoff, & Gannon-Rowley, 2002:446). The neighborhoods youth live in indicate a youth’s socioeconomic status and poverty is one of the largest risk factors for criminal activity along with school troubles, substance abuse, and family members involved in criminal activity (Lichter, 1997, Lyons, Baerger, Quigley, Erlich, & Griffin, 2001). The youth most likely to be placed in detention facilities are those already at higher risk for discrimination. It is essential that the youth be given the treatment, skills and support they need rather than an additional barrier to a successful life.

Effects of family

Families have a dynamic effect on youth both positively and negatively. Frequent visits from family members can greatly reduce the youth’s stress and other psychological effects of incarceration. Monahan, Goldweber, and Cauffman (2012) found that youth who received frequent visit from family members while incarcerated experience improvements in their behavior and psychological health. Family can have such a profound affect on the youth’s psychological well-being because youth rely heavily on family for their coping and stress management skills (Shulman & Cauffman, 2011). The necessity of positive family support continues after the youth is released from the detention facilities. Researchers found high levels of family involvement rather than lengths of stay are the primary cause for reduced recidivism and long term emotional/behavioral improvements (Sells, Sullivan, & DeVore, 2012). If the family is not supportive of the youth’s treatment it

is unlikely the youth will continue to be successful once returned home no matter how long the youth remained in treatment. For this reason, some facilities are implementing “earned release” in which both the youth and the family have to meet specific goals and standards before the youth is returned home (Sells, Sullivan, & DeVore, 2012). These programs ensure that both the youth and the family are prepared for the youth’s successful re-entry to the community. Ultimately, the youth’s success depends largely on the involvement of the youth’s family, the level of stability in the youth’s home, and continued care for the youth and their family (Sells, Sullivan, & DeVore, 2012).

Unfortunately, often times the family presents more of a barrier than a support for the youth’s success. There is a frequently a co-occurrence of adjudicated youth with fathers who are incarcerated as a result of “a combination of variables associated with individual characteristics, family disruption, and social disorganization of the individual’s environment” (Unruh, Bullis, & Yovanoff, 2004:417). Youth with incarcerated fathers are likely to be from unstable homes, which increases the youth’s likelihood of adjudication. Rodriguez, Smith and Zatz (2009:192) found that juveniles with incarcerated fathers and juvenile from dysfunctional homes were more than two times likely to be placed in a detention facility. Ultimately, all factors increasing the likelihood that youth will be incarcerated “relate to court officials’ attributions about good and bad families, and to their assessments of whether the family can provide care, supervision, and control over the youth within the community” (Rodriguez, Smith, & Zatz, 2009:192,196). Families negatively affect youth’s risk for criminal activity and their

likelihood of being placed in a detention center upon arrest when the family is dysfunctional or unsupportive. When families support the youth's treatment and make similar goals and strides with the youth, families can be a positive force in the youth's longtime success. It is important that youth have access to their family to encourage these positive affects, however, separation from the dysfunctional family may occasionally prove necessary in the youth's treatment.

Different types of treatment

Juvenile adjudication and incarceration vary greatly from the adult criminal justice system. Because youth are not fully developed and held to different liability standards, the incarceration of juveniles is also held to a different standard than adult incarceration. Some argue that illegal behavior among youth should be viewed as a cry for help rather than evidence of antisocial behavior (Zivan , Jones, & Diamond, 1965). Youth have few appropriate outlets to fulfill any needs that are not being met and may act out as a way to call attention to their needs. For this reason, it may prove more successful to work with youth than adults because youth have the capacity to change their personalities, attitudes and future more so than adults (Milton, 2007). Youth can readily be molded into productive citizens in a way that adults are often more resistant against. However, if the youth are not motivated to change, any vocational or rehabilitative program will likely be unsuccessful (Zivan , Jones, & Diamond, 1965).

After reading a reasonable amount of the existing literature on juvenile incarceration and adjudication, it seems there is a move away from incarceration for youth. The negative effects of incarceration exceed the impact of many youths'

crimes on the community. Rather than placing large amounts of youth in detention facilities, at home treatments are promoted. Community based programs have shown to be most effective in reducing recidivism rates and more cost effective than traditional incarceration (Hodges, Martin, Smith, & Cooper, 2011). In New York City, “Alternative-to-Incarceration (ATI) programs, which normally focus on rehabilitative efforts for youth while they remain in the community . . . claim on average 18-30% re-arrest rates for youths who complete the program, and less than half of the recidivism rates of imprisonment alone” (Milton, 2007:1). ATI programs provide treatment for youth without removing them from the support networks in place in their homes and communities. Whereas adult incarceration is punitive in nature, juvenile adjudication attempts to rehabilitate rather than simply punish youth for their crimes.

Enrichment and vocational programs

Many detention facilities, both adult and juvenile, use enrichment programs to rehabilitate offenders including animal training programs. Many of the programs are “second chance programs—inmates take unwanted dogs from local animal shelters, provide obedience training and return them for adoption” (Britton & Button 2005:82). These programs parallel the inmate’s impending second chance at life upon their release. Many program participants cited the opportunity to give back and repent for their crimes as the main reason for participation in the program (Britton & Button, 2005). The institutions housing these programs may encourage participation because “programs like this, particularly if they include direct contact between community members and inmates, may provide one of the few

opportunities for bridging the gap between the institution and the community and are relatively inexpensive” (Britton & Button 2005:86). Graduation ceremonies and pet adoption may bring goodwill to the detention centers and inmates from the surrounding community.

While there is little research to support these programs, they are viewed as very successful. Dog training programs can facilitate positive interactions among inmates and prison staff; increase positive behavior among participants, as well as lower recidivism rates (Britton & Button, 2005). Program participants report an “increase in self-esteem and a significant decrease in depression” (Fournier, Geller, & Fortney, 2007:91). These programs have also been found to complement and increase the success of traditional therapy and treatment already in place in the corrections facility (Fournier, Geller, & Fortney, 2007). However, further research is needed to assess the validity of these claims. There is also a need for research into juvenile programs. All of the research discussed above deals with adult offenders and similar programs may affect youth differently.

Enrichment and vocational programs are also used post-release to facilitate a positive transition back into the community. Due to negative stereotypes and labels of previous incarceration, it is difficult for most individuals to find meaningful employment after their release from a correctional facility. Therefore, vocational programs attempt to “create, strengthen and maintain motivation with a defeated group which is devoid of hope” (Zivan, Jones, & Diamond, 1965:467). While post-release vocational programs are very popular for adult offenders, there are limited programs for youth.

Effective programming, both during and after incarceration, is necessary for the success of adjudicated youth. Most youth come from disadvantaged neighborhoods; homes and communities. In order to prevent them from leading a life that cycles them in and out of correctional facilities the youth must receive vocational and psychological support from the community as well as their family during and after their initial incarceration.

Methodology

I spent seven months in the field collecting data from the PREP and culinary arts class, Café Momentum Pop-Up Dinners, and time spent in the Café Momentum office. During this time I worked as an office assistant at Café Momentum to get a better understanding of the organization and their programs and observed the PREP and culinary arts courses at DCYV. The population surveyed and observed is male ages 14-17 who are at the time of research adjudicated in Dallas County. The youth are predominantly African American and Hispanic. The youth were not asked individually about the reason for their adjudication; however, some offered that information freely in conversation. From observation and conversation it seemed that most youth were adjudicated due to illegal drug and gun possession. However, no specific conclusions can be drawn between the crime of the individual and their progress in the class because that information was not collected in any specific manner.

Neither the course instructor nor the researcher decides the specific sample of youth from within the population at Dallas County Youth Village. The detention center's counselors and caseworkers place the youth into the courses. The youth are

placed into the course with what seems like little consistency. Therefore, there was little control over sampling and a representative sample cannot be ensured. The youth's placement is dependent on their time spent in the detention center, age and behavior. By law, youth must be 16 years old to participate in the culinary class because they are paid for their participation in Café Momentum events.

Surveys, focus groups, and observations were used to attain the data in this study. Surveys were chosen because they best allowed youth to confidentially express their attitudes, beliefs, and aspirations. Confidential surveys allowed the youth to answer questions without fear of retribution from anyone in the detention center including staff and peers. While there is staff from the detention center in the room when the surveys are administered, the staff does not see any of the completed surveys. As adolescent males, there may be a lot of pressure to not show weakness or vulnerability, so if the answers were answered in front of their peers, the youth may not have answered honestly. The surveys can also easily show a change over time. The surveys were given throughout the courses in order to determine if the youths' responses changed throughout the course. In order to enrich the survey data, a focus group and course observations were also used. A focus group was used with the PREP class to probe deeper than surveys allow. Only one focus group was performed due to scheduling conflicts. Both the PREP course and culinary arts class were observed before creating the surveys in order to better understand the content of the course. The culinary course was also observed during to duration of the survey administration. Observations allowed me to better understand the curriculum of both courses and see the way youth interact with each

other, the course instructors, campus supervisors, and myself. However, there are certain limitations of these instruments. The youth are simultaneously receiving court order treatment for a variety of reasons, so the changes in attitudes, beliefs and aspirations may be caused by a combination of these treatments and programs.

All research was conducted at Dallas County Youth Village. Observations for the PREP class were done in the gymnasium and the culinary class is conducted in the cafeteria. In the classes, there are one to two course instructors and one to two campus supervisors who are responsible for the behavior and safety of the youth. Due to campus rules, there is always one supervisor for every eight youths. In addition, there is a woman from the local animal shelter present in the PREP course. The youth are not restrained or placed behind physical barriers when moving around the campus or during the courses. In the PREP class, the youth sit on the bleachers during instruction periods and are moving around on the floor when working with the dogs. In the culinary class, the youth are seated at long cafeteria tables during instruction and moving throughout the kitchen while cooking. This controlled movement allows the youth to interact with each other and the course instructor in a more natural way than a detention center might usually allow.

In order to observe the YVRD courses on the DCYV campus, I was trained as a volunteer with the Dallas County Juvenile Justice Department. I went through an on site training that included information on the youth placed at DCYV, an overview of the campus, and an overview of the YVRD programs. I was also required to pass a background check, which is required of all individuals working with the youth.

These procedures are put in place to protect the youth and better prepare the individuals working with the youth.

In order to gain a working understanding of Café Momentum, YVRD, and the different courses offered on the campus, I shadowed Chris Stimpson, an SMU student conducting research in the culinary arts class the year preceding my involvement. I attended meetings with Stimpson to understand the processes involved with the survey creation and to better understand his research methodology. I also attended the culinary course and a pop-up dinner with the Café Momentum intern, Ellen Green, to gain a better understanding of these events. Stimpson and Green introduced me to the research process, courses instructors, and YVRD and Café Momentum staff. This brief introductory period left me with an initial understanding of the programs and the youth. However, to gain a better understanding of the programs, instructors and staff, and the youth, I chose to observe a full round of both the PREP and culinary arts courses before creating my own measurement tools.

During my observations of the culinary arts course, I continued to distribute the surveys created by Stimpson to gain experience with survey distribution and data collection. These surveys served as an outline for my own surveys. However, I chose to make some changes to the surveys content. Stimpson included questions evaluating the youth's understanding of nutritional information taught in the course. However, I learned the North Texas Food Bank distributes surveys over the youth's understanding of the nutritional information taught in the course. These questions were removed from the surveys because they appeared redundant. As I

began to better understand the relationship between DCYV and YVRD, I removed questions about course placement and experiences in past courses because it became evident that the youth and the course instructors had little, if any, say in which courses they participated in. I instead chose to focus on the relationship between Café Momentum and YVRD and the youth's attitudes and experiences. These changes were based on my preliminary observations, existing literature and research, as well as observations in the Café Momentum office.

I chose to expand my research to include observations and surveys of the PREP course, which Stimpson had not done. This was driven partly by a desire among the YVRD and Café Momentum staff to know more about the effectiveness of the PREP program. There is some existing literature on animal based rehabilitation programs in prisons that supports the effectiveness of these programs and the staff of YVRD and Café Momentum wanted to better understand the effectiveness of their specific program. Simultaneously, understanding the effectiveness of the PREP program would allow us to better understand what is most effective about the culinary class. Are these programs successful because of the rehabilitation and treatment experienced on campus or because of the opportunity for employment and continued support after release through Café Momentum? Comparing and contrasting the effectiveness of PREP, which is a strictly on campus program, and the culinary arts program, which has components on and off campus, can best answer this question.

Once I had completed my preliminary observations of the PREP and culinary arts courses, I created outlines for the surveys including the concepts I intended to

study. These outlines were given to the course instructors for approval. I met with the PREP and culinary arts instructors to discuss their expectations for the surveys and approval of the concepts. This meeting ensured that the questions were appropriate in style and content for the youth. This meeting also ensured that the instructors were satisfied that the surveys properly assessed the varying aspects of the course and would be helpful to both my research and their own instruction. After the surveys were created, I sent copies to the instructors for approval. I presented the surveys to the CEOs of both Café Momentum and YVRD along with other staff. The staff was able to give any suggestions for modification at that time and the surveys were approved by both organizations. The culinary arts surveys could then be distributed to the youth. Unfortunately, it was at this time that communication between the PREP instructors and myself broke down. The instructors failed to respond and the surveys could never be put in the field.

Ethical Considerations

This population requires intense ethical considerations. As a researcher, working with minors is always a sensitive population and working with adjudicated minors is even more so. Before I began my observations, focus groups, and survey administration, I was cleared and vetted as a volunteer in the Dallas County Juvenile Department. I went through all the proper background checks and training required of all volunteers. During the research period measures were taken to protect the youth's identity. Their names were not put anywhere on the surveys or in any parts of the research. Each participant was given a number that was used to match the individual's first and second survey to allow the data to show change over time. The

list that corresponds to an individual's name and survey number was destroyed after the second survey was administered. Once the surveys were written, I sent them to the CEO of YVRD and Café Momentum as well as the course instructors to ensure that the questions were written at a level the youth could understand and the content of the surveys would not get anyone in trouble including the youth, researcher, and staff of any organization involved.

In order to ease any anxiety that might be caused by the presence of a stranger with a notepad, I introduced myself at the beginning of each course. I stated that I was a student from SMU doing a senior sociology research project. I explained that I would be observing the class and taking notes on what I observed. I attempted to be as transparent as possible without influencing the youth or instructor's behavior. I answered any questions that the youth or staff had about my research. However, detention center staff, instructors, and youth were not permitted to view my field notes or completed surveys. This was an attempt to protect the youth's responses and to create an atmosphere in which the youth could be honest in their responses and interactions in the classroom.

While an attempt was made to produce an atmosphere of honesty and security, the presence of a known researcher can lead to bias and a change in behavior of the youth. As a young female in an all male juvenile detention center, it was difficult to blend in. While my initial presence in the detention center may have caused the youth to alter their behavior, the extended duration of my presence lessened this affect. When I first arrived at the detention center, the youth were surprised to see me but after a few classes my presence was expected. As I spent

more time in the setting, my presence had less of an impact on the youth's behavior. In addition, my status as a college student may have affected the way the youth viewed me. SMU is a private university in a very affluent part of Dallas with a stereotype of having a very affluent student population. The youth may have viewed me differently as an SMU student than they would have if I were a student at another university. I was conscious not to show signs or discuss my personal life and socioeconomic status. However, the youth did ask me many questions about college life ranging from how to apply, pick a major and their personal goals. When discussing higher education, I made a point to discuss alternative paths than a private four-year university. I believe these conversations and my continued presence worked to build a positive relationship between the youth and myself.

PREP Class

The PREP class includes up to eight youth per cohort. The size of this class is limited because of the space and control necessary for working with live animals. There is no age limit for this class because there is no direct opportunity for employment during this course. Because of this, PREP tends to be one of the first classes youth are placed in during their time at DCYV. The youth in the class I observed were ages 14-16. Three of the youth were still in the intake process during the beginning of the course, shown by the orange jumpsuits the youth are required to wear through that process. Four of the youth were African American and the other four were Hispanic.

With limited prior research to prepare me for fieldwork, I began by observing the three-week course in order to grasp a better understanding of the

course structure, objectives, and the youth's experiences. While the class meets five days a week, I chose to observe only two to three days a week. The course instructor assured me that most days of the course ran very similarly, so it would not be necessary to observe all five days. In addition to my observations, there was a focus group with the eight youth from the course. The youth were gathered in a conference room on campus and asked about their experience in the course including what they liked and disliked, skills learned, and their interest in job training and employment. As the youth responded to the questions, I recorded their comments on my computer. The youth's responses were coded for examples and explanations of the youth's comfort with animals, anger/conflict management, working with others, attitude to DCYV and the PREP class, the youth's educational and career aspirations, as well as their ideas about masculinity. To improve the data from the focus group there should be multiple focus groups. These groups should include only four of the youth and ensure that partners do not end up in the same group. It was difficult to discuss their experience working with partners while that partner was sitting in the same room. It is important that the youth feel they are able to safely and honestly discuss their experiences in the course.

After observing the three-week course, reading existing literature on dog training programs with adjudicated populations, and speaking with the course instructors and youth, I created three surveys to be administered once a week. The surveys included 25-30 statements that the youth were able to rate on a scale of 1-5 noting if they agreed or disagreed with the statement. In order to study changes in the youth's attitude over time, many statements are present on more than one

survey. The survey assesses the youth's comfort with animals, anger and conflict management, attitude toward their partner, Dallas County Youth Village, the course and masculinity as well as their educational and career aspirations.

Throughout the course, it is expected that the youth's comfort with animals should increase by spending more time and working closely with the dogs. In the beginning of the class, the course instructor asked if any of the youth were afraid of dogs but no one raised their hands. However, when the youth were paired with their dogs it became obvious that many were nervous. Working with these animals frequently can reduce this anxiety.

Similarly, many believe, including the course instructors and CEO of YVRD, that working with animals can help with the youth's anger and conflict management. Questions over these topics were included in the survey to determine if any changes are actually occurring. Conflict management is also addressed by having the youth work in pairs throughout the class. On the first day, the youth are randomly assigned to a partner that they will work with for the duration of the course. While some partners worked well together, others clearly struggled. Questions were placed on the survey to determine if the youth were learning effective strategies to work with new people and overcome differences and disagreements within a partnership.

It is also important to understand the youth's attitudes towards DCYV and the PREP class. It is important to know if the youth feel that they are receiving the help and support that they need. If the youth believe the course instructors or DCYV staff do not care about the youth's success or future, the treatment and goals of

these enrichment programs may not be achieved. These programs attempt to build the skills the youth will need to become productive citizens in society. A part of being a productive citizen is education and employment. Both YVRD and Café Momentum all encourage the youth in their educational and employment goals. The survey attempts to gauge the youth's current aspirations and the way those aspirations change over time. If the youth's aspirations are clearly understood, programming can be implemented or tailored to best fit the youth's needs.

The final concept included in the survey and research is the youth's attitudes and ideas about masculinity. During my observations it became apparent that the youth were eager to prove their manhood by showing little emotion other than anger or happiness. Their limited range of emotion and history of criminal behavior led me to question whether these youths might be attempting to demonstrate their masculinity through their strength, aggression, and sexual prowess. Their actions driven by compensatory masculinity may have driven them to engage in the illegal behavior that resulted in their time at DCYV. The surveys attempt to gauge their attitudes towards aggression, sexual prowess and masculinity.

There was no data to analyze from the surveys since they were not put into the field. All data from the PREP course comes from observations, the focus group, and prepared surveys, which were not administered. The surveys were not administered due to a failure of communication from the course instructor. Field notes from observations and the focus group were coded for the concepts included in the survey. These characteristics were marked if a topic or behavior was directly discussed in class or among the youth, as well as the youth's behavior. Future

research is needed to better understand the direct effects of the PREP course among the youth.

Culinary Arts

The culinary arts program enrolls up to 16 youth per class. The youth must be 16 years old to participate because of the employment opportunities available through Café Momentum. During my time observing the classes, the majority of youth were African American and Hispanic with a small minority of Caucasian youth. The surveys are distributed the second and fifth week of the culinary arts class. I originally planned for the surveys to be distributed the first and sixth week of the course but the North Texas Food Bank (NTFB) has their own surveys and tests the first and last class. I moved my surveys in order to prevent the youth from becoming overwhelmed or fatigued from too much paperwork. Stimpson gave three surveys but I found that the surveys were too repetitive and the youth became annoyed with three surveys and the NTFB's paperwork. I chose to distribute two surveys instead of three to ease the anxiety of the youth. The surveys are 25 to 35 questions in length and take about 20 minutes to complete.

The surveys focus heavily on the youth's attitudes and expectations towards their release from DCYV because the participants in the culinary arts class tend to be toward the end of their time at DCYV. There are high expectations for the youth's behavior because of the opportunity to work with Café Momentum. These events happen off the DCYV campus, so the youth must demonstrate good behavior to be allowed to leave campus. This level of behavior takes some time to reach. It is important to understand the youth's attitudes, fears, and motivations towards

release. If these can be understood, programming and training can be improved to negate these fears and better prepare the youth for a successful release. Similarly, it is important to understand the way the youth view Café Momentum. The youth must feel comfortable and open toward Café Momentum in order for the organization to properly reach and aid the youth.

The culinary arts program and Café Momentum are framed as vocational training programs, so course instructors hope to see a change in the youth's career aspirations over the six weeks. It is also hypothesized that the youth's educational aspirations may change as their career aspirations change. The youth may develop a drive for education that is a result in a change in their career aspirations. However, the surveys cannot specifically state whether a change in one leads to a change in the other. Further research would be necessary to see if there is a causal relationship between career and educational aspirations in the youth.

The surveys evaluate the youth's attitudes toward DCYV. It is important to know whether the youth feel supported. In order for the treatment and programming in place at DCYV to be fully effective, the youth must feel comfortable and supported in that environment. This concept is also measured in the PREP survey. It is important that this concept appear on both surveys because while there may be some Youth that are in both classes, the overlap is not 100%. Even if every youth participated in both classes, their attitude toward DCYV may have changed over the course of their time at DCYV.

The culinary arts survey also attempts to evaluate the youth's attitudes and experiences with masculinity. This concept is expanded beyond the PREP survey to

also examine personal relationships within the scope of masculinity. While observing the culinary arts class it became apparent that a few of the youth were fathers. I began to wonder if sexual prowess and fatherhood was a way for the youth to prove their masculinity. Similarly, because this class is focused on vocational training, their increased employment opportunities may change the way they demonstrate masculine traits.

The final concept of the culinary arts survey is the youth's attitude toward the culinary arts class. It is important to understand the youth's view of the class in order to learn effective ways to communicate and work with the youth. This is also a tool to ensure that the youth are learning and recognize they are learning what the course instructors intend for the youth to learn.

Many of these questions have an increased validity because the questions are derived from Stimpson's surveys and have been tweaked and edited many times to yield better results. Five questions on these surveys have been distributed to past cohorts to increase reliability. This also allows more data to be collected increased the reliability of the data. Analyzing these data for multiple groups allows me to consider the effectiveness of Café Momentum programs. If I only had one cohort of data I would feel less confident about the effectiveness of Café Momentum.

However having 4 cohorts means I can verify effects in different groups of guys. This is important because based on my observations each cohort has slightly different experiences based on how many pop-ups they can attend, who they work with from Café Momentum, and their overall Café Momentum experience.

The surveys are analyzed using SPSS analytics software. The data is analyzed for statistical models and to identify the change in responses over the six weeks of the course. The field notes from classroom observations are coded for the survey concepts. The notes are coded every time a youth, instructor or staff directly discusses or acts on a concept listed above.

Pop-Up Dinner Observations

The youth enrolled in the culinary arts class have the opportunity to participate in Café Momentum Pop-Up Dinners. These dinners are held once a month at local restaurants in the Dallas area. There are typically one to two dinners during the six weeks of the culinary arts class. However, not all the youth will be able to participate in a dinner. The youth's ability to participate in the dinner is determined by their disciplinary standing at DCYV and be at least 16 years old. Because these events are held off campus the youth must have the proper disciplinary standing to be allowed to leave the campus. The youth are brought to the dinner location in DCYV vehicles by two campus supervisors.

The week before the dinner, the youth participate in a three to four hour training to teach the youth restaurant serving and preparation techniques. On the day of the event, the youth typically arrive at the venue two to three hours before the dinner is scheduled to begin. They must set up and prepare the tables and food for the event. I observed the preparation, main event, and clean up of three dinners. At two of these dinners, I observed the dinner from the main dining rooms. One dinner, I observed from inside the kitchen to see what the youth learn while working in the kitchen. The observations from the dining room and kitchen gave

me a well-rounded understanding of the youth's experiences. I also attended one dinner as a guest to better understand the experiences of the guests and the interactions between guests and the youth.

At the dinners, I wrote notes on a pad of paper that I carried with me throughout the dinner. I would rotate around the dining room to see different interactions and speak with a few of the guests and the youth. I talked with the youth informally throughout the dinner to gauge their feelings throughout the dinner. I had a few guests approach me throughout the dinner asking me what I was writing about and introduced myself as an SMU student observing the dinner for a school project. However, most of the time I was not questioned.

I took notes of the instructions and training held before the dinners listening for the topics discussed and survey concepts. During the dinner, I noted conversations overheard among guests, youth and the staff of the restaurant and Café Momentum. After the dinner ended, I continued to observe the youth's participation and discussion while also helping with the clean up. The pop-up dinners were an excellent time for me to talk with the youth and get to know them better. This created a stronger rapport with the youth and a great deal of information about their experiences and attitudes towards Café Momentum, YVRD, and the culinary arts class.

Limitations and Generalizability

Overall, this research is limited in its generalizability due to obstacles with sampling, survey distribution, and variation in experience. The sample studied is not representative of the general population of juvenile detention centers. Because the

YVRD, Café Momentum, and the course instructors control which youth are placed in the courses, the sample cannot be controlled. Therefore, the research cannot be generalized to all youths in juvenile detention centers nationwide. The data from the PREP class is severely limited because the surveys were not put into the field. Further research is needed to assess the effectiveness of the PREP program. The data from both classes is limited due to the vast differences in the youth's background. For some youth, these may be their first classes focusing on interpersonal skills but other youth may have taken many classes focusing on similar skills. The youth's previous experience to treatment and training will effect their reaction to the programs.

The culinary arts class is also limited in its generalizability and assessment for two reasons. The first limitation is that the program's effectiveness cannot be fully assessed until Café Momentum opens its full time restaurant and solidifies its programming. Until that time, the true effectiveness of Café Momentum will not be known. Further research is necessary once the restaurant opens its doors. The second limitation of the culinary arts program is the limited generalizability due to the variations in experiences. The youth involved in the culinary program have very different experiences depending on the number of dinners attended, the total amount of exposure to Café Momentum they experience while at DCYV, and if they choose to work with Café Momentum after they are released from DCYV. Further research is needed to better understand the effects of the youth's varying experiences with the culinary program and Café Momentum.

Survey Distribution

Distributing the PREP and culinary arts class surveys can be done by anyone, regardless of their research experience. It is important that the outlined steps below be strictly followed. These steps are to ensure the high quality of the data collected and also uphold the proper ethical obligations of social science research.

Preparation

Before administering the surveys, there are a few vital steps of preparation. Obtain a copy of the class roster from the course instructor. The instructors will receive the roster on the first day of class and will allow the researcher to copy a list for data collection. Give each student a corresponding number, one through eight or one through 16. Simultaneously, number the surveys with the same numbers assigned to the youth. There is a space on the top right corner of the survey for numbering. This assigned number will be used for every survey administered to the youth during the particular course. If a youth participates in both the PREP and culinary course, it is not necessary that they receive the same number. Once the youth and the surveys have been properly numbered and labeled the surveys are ready to be administered.

On the day the survey is to be administered make sure to bring enough copies of the surveys and pens for each youth in the class. The campus supervisors will ensure that all pens are returned to the researcher at the end of the class. It is also suggested that the researcher bring a few extra copies to the class in case new students are added to the class or various other reasons. If new students are added to the course, assign the youth a survey number following the procedures listed

above. Youth may also leave the class in between surveys. This is not an uncommon problem. Simply, skip their survey number for survey distribution during the rest of the course.

Administering the Surveys

When the researcher arrives in the class, she should introduce herself and explain the purpose the visit. Identify as a researcher and briefly explain that the surveys are an attempt to understand the youth's attitudes and experiences. Ensure the youth that there are no right and wrong answers to this survey because it is not a test. Explain to the youth that they may skip any questions that they do not want to answer but they are encouraged to fill out the survey as completely as possible. Ensure the youth that the individual surveys will not be shown or discussed with any of the DCYV or YVRD staff, so there is no need to worry about their answers affecting their status on the campus. They are not to put their names on their surveys to ensure the confidentiality of their answers. Ask the youth if they have any questions before the surveys are distributed. If there are any questions, address them but if not, begin to distribute the surveys and pens¹.

Social scientists must be very cautious working with human subjects and this process calls for heightened attention when working with incarcerated youth. Therefore, It is essential that the youth are told that the surveys are confidential and not shown to the DCYV or YVRD staff. This will increase the validity and reliability of the data collected. It is important the youth feel safe and comfortable filling out

¹ A sample introduction script can be found in the Appendix.

these surveys as honestly as possible. It is also important that the youth are informed about the nature of the survey and their right to skip questions.

To distribute the surveys call the youths name and give them the survey with their assigned number. It is essential that the youth receive the correct numbered survey. If they do not, it will be impossible to track individual changes in attitudes and belief throughout the course. It will also be more difficult, if not impossible, to correct any errors in the data. After all surveys have been handed out, remind the youth again to not write their name on the surveys and they are encouraged to ask questions if they do not understand something on the survey. Instruct the youth to complete the survey silently and they should turn the survey face down once they are finished. Once all youth have completed the survey collect the surveys do not begin reviewing their responses but immediately place them in an envelope, folder, or bag. This gives the youth confidence that their answers are confidential and unknown to the campus staff. Thank the youth for participating in the survey and ask them if they have any final questions. Before leaving tell the youth that there will be another survey to fill out later in the course.

The researcher should repeat this process every time surveys are distributed. After the initial survey, the introduction of the researcher can be shortened but it is important that the youth are frequently reminded that their answers will be confidential and there are no right or wrong answers. The youth are eager to please and disprove the stereotypes that they believe any researcher might hold. Therefore, it is important that the youth are made to feel as comfortable as

possible when answering the surveys. The data from the survey can be evaluated using various statistical analysis software programs.

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Appendix

Sample Introduction

Hello. My name is Rebecca. I am a senior sociology major at SMU. I have a survey for you guys to fill out today. These surveys are just to understand what you guys are thinking and feeling. This is not a test, so there are no right or wrong answers. Don't write your name on the survey. Only my professor and I will see the completed surveys, so you don't need to worry about anyone at DCYV or YVRD seeing your answers. These will not affect your points in any way. If you don't want to answer a question, you don't have to but we encourage you to fill these out as completely and honestly as you can. Remember, only me and my professor will see them. If you have any questions or don't understand anything please ask me. Are there any questions before we begin? PAUSE. Ok then, let's get started! Once you are done don't just flip your paper over. Remember, don't write your name on the survey.

Culinary Arts Survey 1

Culinary Arts and Nutrition Program

Please circle the number that matches the best with how you feel or believe about the following statements,

1.....2.....3.....4.....5
STRONGLY - DISAGREE - NEITHER - AGREE - STRONGLY
DISAGREE Agree

Release/Home

When answering these questions, please think about the home and people you have spent the most time with.

1. I am looking forward to returning to my family outside Youth Village.
 1.....2.....3.....4.....5
 Strongly Disagree Strongly Agree
2. I am looking forward to returning to my friends outside Youth Village.
 1.....2.....3.....4.....5
3. I am worried about being released.
 1.....2.....3.....4.....5
4. It will be hard to stay out of trouble when I go home.
 1.....2.....3.....4.....5
5. I think it will be hard to get a job once I am released from Youth Village.
 1.....2.....3.....4.....5
6. I think it will be difficult to complete school once I am released from Youth Village.
 1.....2.....3.....4.....5
7. I know someone who can help me find a good job.
 1.....2.....3.....4.....5
8. Working in a restaurant is a good job.
 1.....2.....3.....4.....5

9. My family is supportive of my goals.

1.....2.....3.....4.....5

Café Momentum

Please answer these questions based on what you know about Café Momentum.

10. I am interested in this class because I want to work for Café Momentum.

1.....2.....3.....4.....5

Strongly
Disagree

Strongly
Agree

11. I am interested in this class because I have the chance to make some money while at Youth Village

1.....2.....3.....4.....5

12. I am interested in this class because I will get to eat good food.

1.....2.....3.....4.....5

13. I want to work hard in this class, so I might be chosen to work at a Pop-Up Dinner with Café Momentum.

1.....2.....3.....4.....5

14. How did you first hear about Café Momentum?

1. From a friend inside the village.

2. From a friend outside the village.

3. From someone who works in the village.

4. Other: _____

15. I understand how they will choose who gets to work at a Pop-Up Dinner with Café Momentum.

1.....2.....3.....4.....5

Education

Please answer the next questions based on your experiences with school.

16. It is ok for me to drop out of school.

1.....2.....3.....4.....5

Strongly
Disagree

Strongly
Agree

17. I will get my GED or high school diploma.

1.....2.....3.....4.....5

18. I have everything I need to be successful in school.

1.....2.....3.....4.....5

19. School is not important in my home.
 1.....2.....3.....4.....5
20. Job training is more important than school.
 1.....2.....3.....4.....5
21. Receiving an education is the only way to be successful.
 1.....2.....3.....4.....5
22. I would rather have a job than graduate from high school or get my GED.
 1.....2.....3.....4.....5

Dallas County Youth Village

The next four questions will ask about your experience in Dallas County Youth Village so far. Please remember that no one from Youth Village will see your answers.

23. I believe the Youth Village is trying to help me.
 1.....2.....3.....4.....5
 Strongly Disagree Strongly Agree
24. When a supervisor takes my points away, I always know why.
 1.....2.....3.....4.....5
25. I want to learn as much as I can while I am at Youth Village.
 1.....2.....3.....4.....5
26. My family believes Youth Village is trying to help me.
 1.....2.....3.....4.....5

Relationships

Please take a moment to think about the following questions.

27. I have men in my life I can look up to as examples of what it means to be a "good man".
 1.....2.....3.....4.....5
 Strongly Disagree Strongly Agree
28. Cooking is a way I can 'man up' and take responsibility.
 1.....2.....3.....4.....5
29. Illegal activity is a way for me to prove I am a man.
 1.....2.....3.....4.....5

30. Fighting is a way I can prove I am a man.
1.....2.....3.....4.....5
31. Having a girlfriend is a way to prove you are a man.
1.....2.....3.....4.....5
32. There are many different ways to prove you are a man.
1.....2.....3.....4.....5
33. I feel pressure to step up and be a man.
1.....2.....3.....4.....5
34. Fighting is the fastest way to end an argument.
1.....2.....3.....4.....5
35. I know more than one way to deal with my anger.
1.....2.....3.....4.....5
36. People from different backgrounds can work well together.
1.....2.....3.....4.....5

Short Answer

Please take your time and answer the question as fully as possible. If you need more room, write on the back of this page.

What do you think it takes to be a “good man”?

Culinary Arts Survey 2

Culinary and Nutrition Program Survey

Please circle the number that matches the best with how you feel or believe about the following statements,

1.....2.....3.....4.....5
STRONGLY - DISAGREE - NEITHER - AGREE - STRONGLY
DISAGREE **AGREE**

Employment

The next eight questions are going to ask about your beliefs and attitudes about getting a job after you are released from Youth Village. When answering these questions think back on what you have learned during this class.

1. I know how to apply for jobs.
1.....2.....3.....4.....5
2. I think it will be hard to get a job once I am released from Youth Village.
1.....2.....3.....4.....5
3. I know someone who can help me find a good job.
1.....2.....3.....4.....5
4. I know what will be expected of me if I work in a restaurant.
1.....2.....3.....4.....5
5. People from different neighborhoods, backgrounds and lifestyles can work well together.
1.....2.....3.....4.....5
6. In this class, I have learned many skills I can use to get a job.
1.....2.....3.....4.....5
7. This class did more to prepares me for a job than other classes.
1.....2.....3.....4.....5
8. After taking this class, I want to work in a restaurant.
1.....2.....3.....4.....5

Release

These next six questions will ask about your attitudes, beliefs and expectations of being released from Youth Village. When answering these questions think about the home and people you have spent the most time with before coming to Youth Village.

9. I am worried about being released from Youth Village.
1.....2.....3.....4.....5

10. I miss my family and friends at home.
1.....2.....3.....4.....5
11. Cooking is a way I can provide for my family.
1.....2.....3.....4.....5
12. After taking this class, I feel more confident about being released.
1.....2.....3.....4.....5
13. In this class, I have learned skills I can use outside of the kitchen.
1.....2.....3.....4.....5

Café Momentum

The next six questions will ask about your experiences and expectations of Café Momentum. When answering these questions think back on all of your experiences and interactions with anyone who works with Café Momentum. If you have worked at a Pop-Up Dinner include that experience when answering the questions.

14. If you work hard, everyone has a chance to work at a Pop-Up Dinner.
1.....2.....3.....4.....5
15. During this class, I have tried to be on my best behavior and keep my points up so I might be chosen for a Pop-Up Dinner with Café Momentum.
1.....2.....3.....4.....5
16. I think Café Momentum is trying to help me.
1.....2.....3.....4.....5
17. I understand how to contact Café Momentum after I am released.
1.....2.....3.....4.....5
18. When I leave Youth Village, I want to work for Café Momentum.
1.....2.....3.....4.....5

Evaluation of Culinary Class

The last seven questions will ask about your experience in the Culinary Class. Please think back over the entire class as you answer these questions.

19. The chefs in the culinary class are experienced and know about cooking.
1.....2.....3.....4.....5
20. I like working with the chefs in this class.
1.....2.....3.....4.....5

21. After this class, I know more about cooking.

1.....2.....3.....4.....5

22. After this class, I know more about nutrition and eating healthy.

1.....2.....3.....4.....5

23. In this class, I have learned skills I can use outside of the kitchen.

1.....2.....3.....4.....5

24. In this class, I am learning skills that will help me care for my family.

1.....2.....3.....4.....5

PREP Survey 1

Culinary and Nutrition Program Survey

Please circle the number that matches the best with how you feel or believe about the following statements, 1 is strongly agree 5 is do not agree at all:

1.....2.....3.....4.....5
STRONGLY - AGREE - NEITHER - DISAGREE - STRONGLY
AGREE DISAGREE

1. Dogs are smart.

1.....2.....3.....4.....5

2. I get mad very easily.

1.....2.....3.....4.....5

3. I know more than one way to deal with my anger.

1.....2.....3.....4.....5

4. I usually fight or yell when I get mad.

1.....2.....3.....4.....5

5. It is ok to kick or hit a dog when I am angry.

1.....2.....3.....4.....5

6. Fighting is the fastest way to end an argument.

1.....2.....3.....4.....5

7. I like working with new people.

1.....2.....3.....4.....5

8. People who come from different neighborhoods, families, and lifestyles can be friends.

1.....2.....3.....4.....5

9. I can be more successful working with a partner than I can by myself.

1.....2.....3.....4.....5

10. During my time at Youth Village, I hope to learn skills that will help me get a job.

1.....2.....3.....4.....5

11. Being here, at Youth Village, is a waste of my time.
1.....2.....3.....4.....5
12. It seems unlikely that I will graduate from high school.
1.....2.....3.....4.....5
13. Job training is more important than what is taught in school.
1.....2.....3.....4.....5
14. School is very hard for me.
1.....2.....3.....4.....5
15. I enjoy learning.
1.....2.....3.....4.....5
16. I want to work with animals.
1.....2.....3.....4.....5
17. I have no idea where I want to work.
1.....2.....3.....4.....5
18. I am encouraged to find a job I enjoy.
1.....2.....3.....4.....5
19. I know someone who can help me get a good job.
1.....2.....3.....4.....5
20. Anyone can be successful if they work hard.
1.....2.....3.....4.....5
21. I want to work hard so I can win one of the awards at the end of the class.
1.....2.....3.....4.....5
22. I look forward to coming to class.
1.....2.....3.....4.....5
23. I am afraid of being picked on for trying too hard in this class.
1.....2.....3.....4.....5
24. I am afraid of being made fun of for not doing well on the tests.
1.....2.....3.....4.....5
25. Fighting is an easy way for me to show my masculinity.
1.....2.....3.....4.....5

26. It is important for others to see me as a man.

1.....2.....3.....4.....5

27. It is not manly to work with animals.

1.....2.....3.....4.....5

28. It is important that a man provide for his family.

1.....2.....3.....4.....5

29. I feel pressure not to be a pussy/weak/a fag.

1.....2.....3.....4.....5

30. Illegal activity is a way for me to show my manhood.

1.....2.....3.....4.....5

PREP Survey 2

Culinary and Nutrition Program Survey

Please circle the number that matches the best with how you feel or believe about the following statements, 1 is strongly agree 5 is do not agree at all:

1.....2.....3.....4.....5
STRONGLY - AGREE - NEITHER - DISAGREE - STRONGLY
AGREE DISAGREE

1. I have never worked with this kind of dog before.

1.....2.....3.....4.....5

2. Training a dog is hard.

1.....2.....3.....4.....5

3. Working with animals is fun.

1.....2.....3.....4.....5

4. Usually, if I want someone's attention, it is best to yell.

1.....2.....3.....4.....5

5. There are many ways to communicate without speaking.

1.....2.....3.....4.....5

6. I like working with my partner.

1.....2.....3.....4.....5

7. It is easier to work alone than work with a partner.

1.....2.....3.....4.....5

8. I am a good partner.

1.....2.....3.....4.....5

9. I want to learn as much as I can while I am at the village.

1.....2.....3.....4.....5

10. Youth Village is giving me a second chance to be successful.

1.....2.....3.....4.....5

11. I want to graduate from high school.

1.....2.....3.....4.....5

12. Going to college seems impossible.
1.....2.....3.....4.....5
13. When I am at home, it is hard for me to get to school every day.
1.....2.....3.....4.....5
14. My friends would make fun of me if I had a job.
1.....2.....3.....4.....5
15. Even if I am made fun of, I want to do well in my classes at Youth Village.
1.....2.....3.....4.....5
16. I have everything I need to be successful in a job.
1.....2.....3.....4.....5
17. I have everything I need to be successful in school.
1.....2.....3.....4.....5
18. I am learning useful skills in this class.
1.....2.....3.....4.....5
19. I look forward to seeing my dog everyday.
1.....2.....3.....4.....5
20. It is exciting when my dog listens to my commands.
1.....2.....3.....4.....5
21. It is important to me that I do well in the PREP class.
1.....2.....3.....4.....5
22. Anger is the only appropriate emotion for a man to show.
1.....2.....3.....4.....5
23. There are many different ways to prove you are a man.
1.....2.....3.....4.....5
24. I have close relationships with other men (brothers, fathers, uncles, friends).
1.....2.....3.....4.....5

PREP Survey 3

Culinary and Nutrition Program Survey

Please circle the number that matches the best with how you feel or believe about the following statements, 1 is strongly agree 5 is do not agree at all:

1.....2.....3.....4.....5
STRONGLY - AGREE - NEITHER - DISAGREE - STRONGLY
AGREE DISAGREE

1. Dogs are smart.
1.....2.....3.....4.....5
2. Dogs can understand human emotions.
1.....2.....3.....4.....5
3. I learned to like a new kind of dog.
1.....2.....3.....4.....5
4. I know of more than one way to deal with my anger.
1.....2.....3.....4.....5
5. It is easy to make me angry.
1.....2.....3.....4.....5
6. When two people have a problem, yelling is the most effective way to deal with the problem.
1.....2.....3.....4.....5
7. I like to work with people who are different from me.
1.....2.....3.....4.....5
8. You can learn a lot from people who are different from you.
1.....2.....3.....4.....5
9. I think this class will help me get a job.
1.....2.....3.....4.....5
10. Being at Youth Village is a waste of my time.
1.....2.....3.....4.....5
11. You cannot be successful without an education.
1.....2.....3.....4.....5

12. Someone in my family has graduated from high school.

1.....2.....3.....4.....5

13. I want to get my GED instead of a high school diploma.

1.....2.....3.....4.....5

14. School is not important to my family.

1.....2.....3.....4.....5

15. The only reason to have a job is to get money.

1.....2.....3.....4.....5

16. I have someone in my life who is supportive of my career goals.

1.....2.....3.....4.....5

17. I know someone who can help me get a good job.

1.....2.....3.....4.....5

18. I am learning skills in this class that I can use even when I am not working
with dogs.

1.....2.....3.....4.....5

19. I study harder for this class because I know there will be a test on the
informed.

1.....2.....3.....4.....5

20. I have seen big changes in my dog's behavior since the first day of class.

1.....2.....3.....4.....5

21. After taking this class, I am more comfortable around dogs.

1.....2.....3.....4.....5

22. After taking this class, I could train a dog on my own.

1.....2.....3.....4.....5

23. There are men in my life I can look up to.

1.....2.....3.....4.....5

24. It is important for me to protect my image.

1.....2.....3.....4.....5

25. Illegal activity is a way for me to show my manhood.

1.....2.....3.....4.....5