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ABSTRACT

In March 1975, the American Public Welfare Association's Youth-Community Coordination Project (Y-CCP) began to develop a coordinated youth services system in Tacoma/Pierce County (and four other sites around the country), funded by National Discretionary LEAA funds from the National Instute for Juvenile Justice and Delinquency Prevention. The Y-CCP developed a local data base to facilitate the coordinated planning process. A social Area Analysis identified three kinds of census tracts in the city after analysis of 33 social indicators from 1970 census data. A Youth Needs Assessment was administered to 1,109 youth from grades seven to twelve in Tacoma Public Schools. A Community Resources Questionnaire was distributed to youth serving agencies. A followup survey was distributed to 42 of those agencies to obtain a comparison of their perception of youth needs that could be compared to the youth perspective, and gaps in services identified. A Systems Development survey was conducted with administration of key statutory agencies in the city. In addition, the Y-CCP stimulated coordination activities using the data as an organizing tool. The Youth Concerns Committee was identified as the most realistic starting place for planning efforts. Membership was increased, and 25 appropriate representatives of various service clusters were selected. (Author/JM)

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YOUTH-COMMUNITY COORDINATION PROJECT

Research Results and Organization for Planning
Tacoma, Washington

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The Youth-Community Coordination Project is funded by a discretionary grant under the Law Enforcement Assistance Administration and is directed by the American Public Welfare Association, 1155 16th Street, N.W. Suite 201, Washington, D.C., Edward T. Weaver, Executive Director, Jerry B. Hissong, Project Director.

UD 016560

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Efforts to coordinate youth services have been underway for several years in Tacoma. Each strategy has built on the experience of those preceding.

In March of 1975, the American Public Welfare Association's Youth-Community Coordination Project began to build on these previous efforts. The Project was funded by National Discretionary LEAA funds from the new Office of Juvenile Justice & Delinquency Prevention under a joint contract by the American Public Welfare Association (APWA), the City Department of Human Development, and the Washington State Department of Social and Health Services to facilitate the development of a coordinated youth services system in Tacoma/Pierce County, and four other sites around the country.

Youth-Community Coordination Project (Y-CCP) operated under the assumption that lack of coordination between the juvenile justice and public welfare system, and other major institutions providing services to youth, results in cost increases and reduced efficiency and effectiveness in delinquency prevention and youth development efforts.

The Y-CCP utilized research instruments and a theoretical model developed for the Department of Health, Education, and Welfare, office of Youth Development by the Behavioral Research and Evaluation Corporation of Boulder, Colorado. A local data base was built to facilitate the coordinated planning process by providing:

1. A Social Area Analysis that identified three kinds of census tracts in the City after analysis of 33 social indicators from 1970 Census data (see figure A - Social Area Map).

2. A Youth Needs Assessment was administered to a probability sample of 1109 youth from grades 7-12 in Tacoma Public Schools. The survey was administered by youth hired by the City during the summer of 1975 and drew a sample from each of the three social areas in the City. (see figure B - Demographic Characteristics of sample.) Information gathered will be described later in more detail.

3. A Community Resources Questionnaire was distributed to youth serving agencies in cooperation with a overall human services survey conducted by the Department of Human Development. A follow-up survey was distributed to 42 of those youth serving agencies to obtain a comparison of their perception of youth needs that could be compared to the youth perspective, and gaps in services identified.

4. A Systems Development survey was conducted with administration of key statutory agencies for youth in the City: schools, police, court, and welfare. This model is designed to demonstrate how relationships among agencies can be systematically analyzed and system functioning improved. This instrument will be utilized as specific agency relationships are identified to study in more depth.

5. Impact studies can be designed for youth serving programs to measure:

   (a) perceived access to desireable social roles
   (b) perceived negative labeling
   (c) alienation
   (d) self-reported delinquency

   These are provided as appropriate programs are identified as part of an effort to encourage ongoing evaluation of youth services that can be incorporated into the planning process. The variables measured are contained in the National Strategy For Youth Development (see figure C).

6. A Flow Analysis of the juvenile justice system by analyzing data collected at key decision-making points in the system. Problems in data collection within the system were identified. If these problems can be corrected there will be a way to measure the impact of diversion efforts on the system (see figure D).

In addition to efforts to improve the planning data base, the Y-CCP stimulated coordination activities using the data as a organizing tool. Two planning groups were organized through the cooperative efforts of the Youth Services Bureau and other community agencies.

The Youth Concerns Committee was identified as the most realistic starting place for planning efforts. Membership was increased and 25 appropriate representatives of various service clusters were selected. (see figure E.)

In addition, a Research Team was assembled to provide the technical support needed to do quality planning. Appropriate agencies were identified and persons appointed to the team. (see figure F.)

This action planning process is currently under way and structuring itself to deal with priority planning areas. (see figure G.)

The data from the Youth Needs Assessment has been very helpful in picking priority areas for planning.

The survey contained three conceptually distinct kinds of items:

1. Some items deal with perceptions of youth problems, difficulties and needs related to the major social areas of family, education, work, health, neighborhood, recreaton, and law and justice. (see figure H.)

2. Some items deal with youth attitudes, feelings and behavior, such as their view of access to desireable educational and occupational roles, feelings of alienation, and self-reported delinquency. This established baseline scores for the general youth population that serve as comparison for Impact Studies.

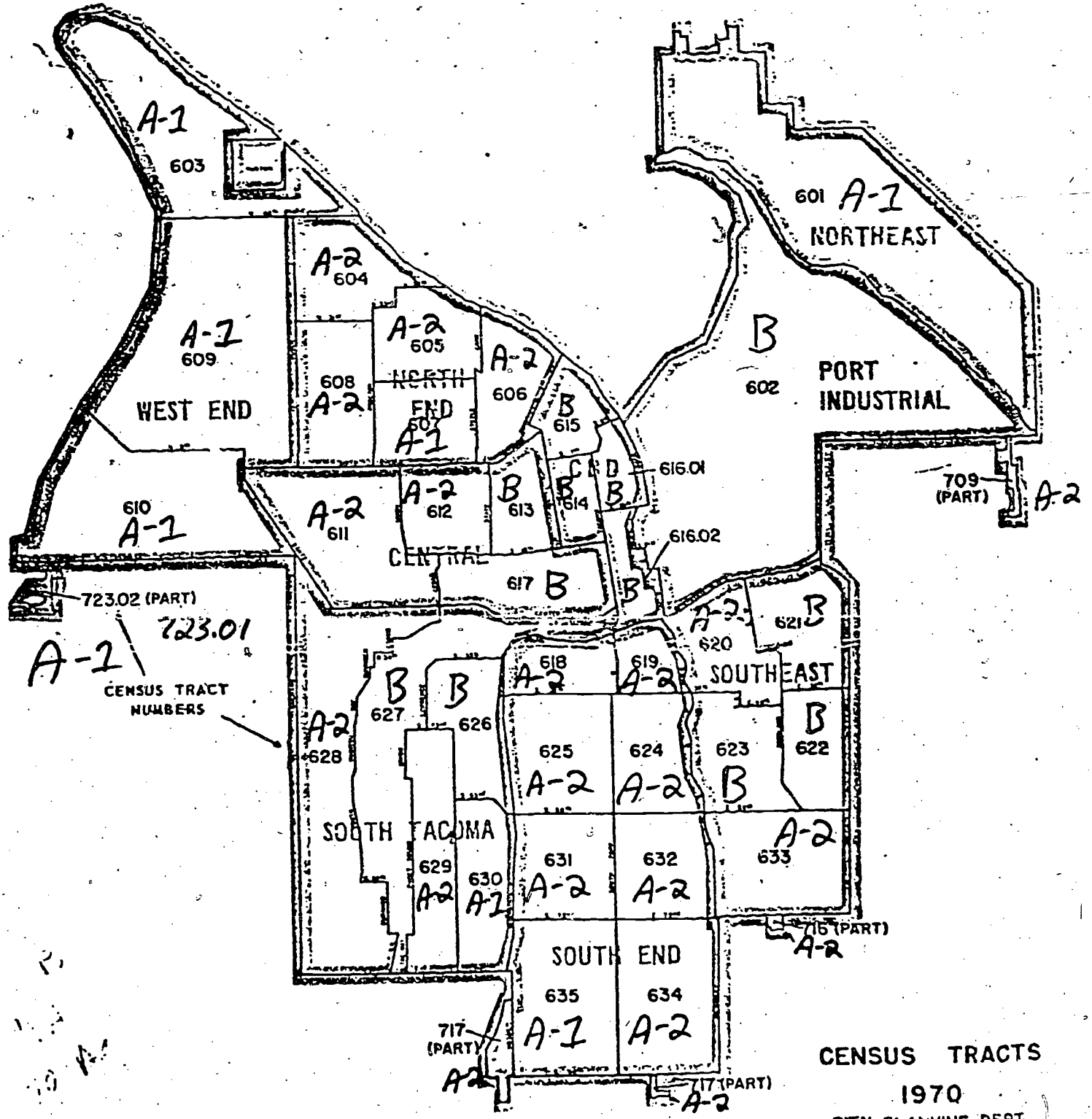
3. Some items deal with youth awareness and perception of existing youth services, and gives a percentage of respondents who have actually used the service.

Those youth who indicated they had particular needs also rated those needs according to the frequency and seriousness of the problem. These three separate dimensions were taken into consideration in selecting priority planning areas by the Youth Concerns Committee and the Research Team. (see figure I.)

Some of the working areas selected (see figure J) reflect important problems from the perspective of youth and some from the perspective agency personnel as reflected in the agency survey. Most relate to institutional changes needed to provide youth with opportunities to be useful, competent, and belong in our community. The goals, policies, and operational strategies also reflect this effort to do coordinated planning and programming that is consistent with the data collected.

Ongoing efforts to achieve sanction for this coordinated planning effort continue.

FIGURE A-

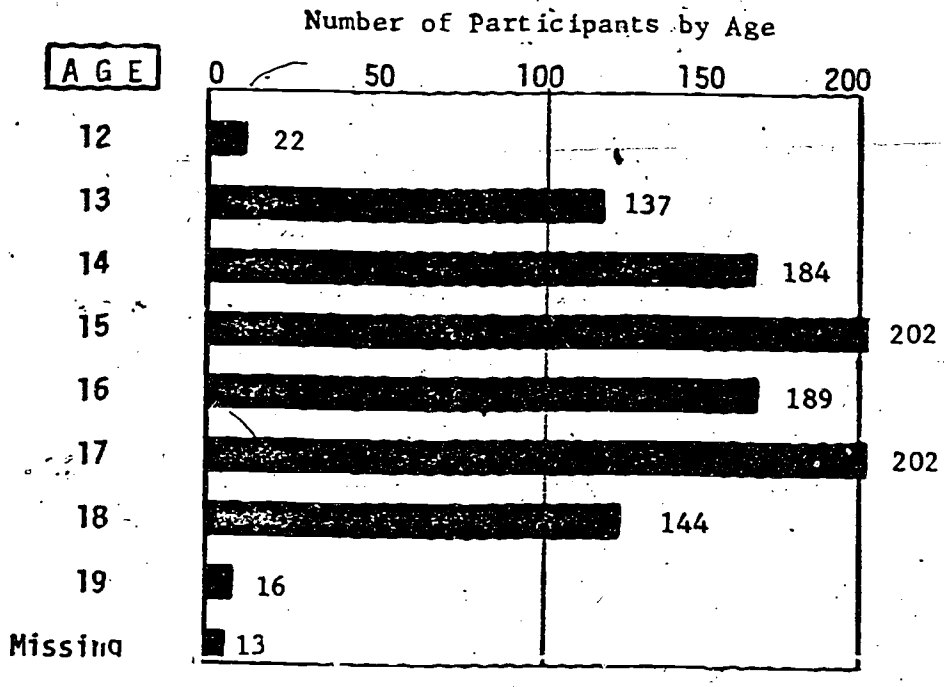


A-1- Upper Income, stable
A-2- Moderate Income, transitional
B Lower Income, unstable

FIGURE B

TACOMA YOUTH NEEDS ASSESSMENT

NUMBER OF QUESTIONNIARES RETURNED: 1109



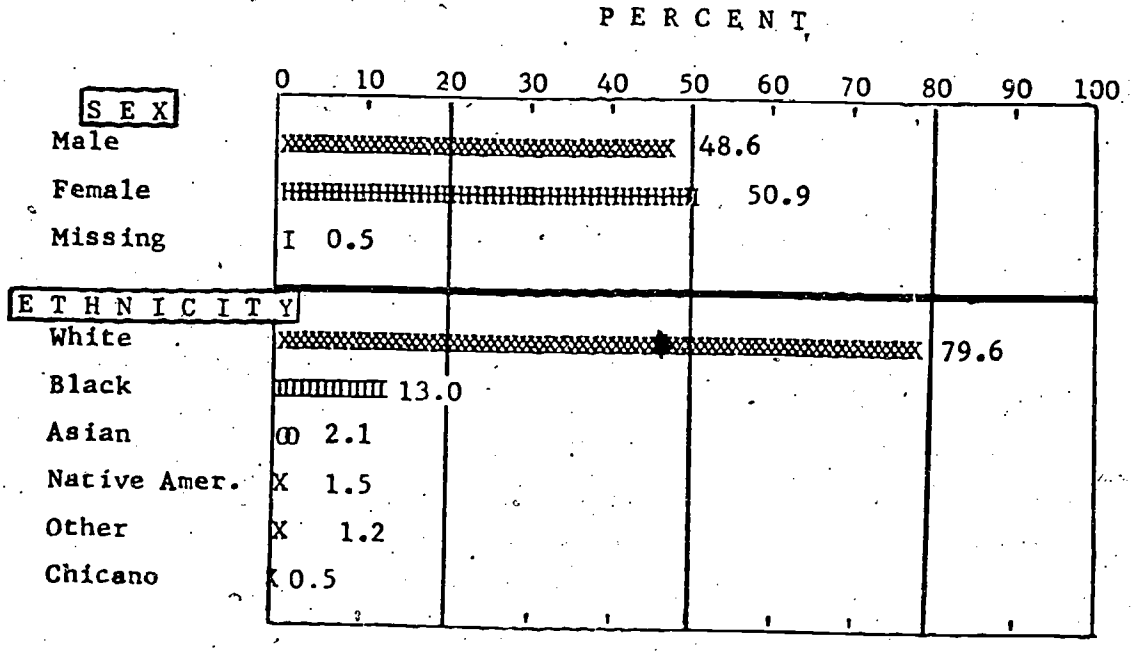
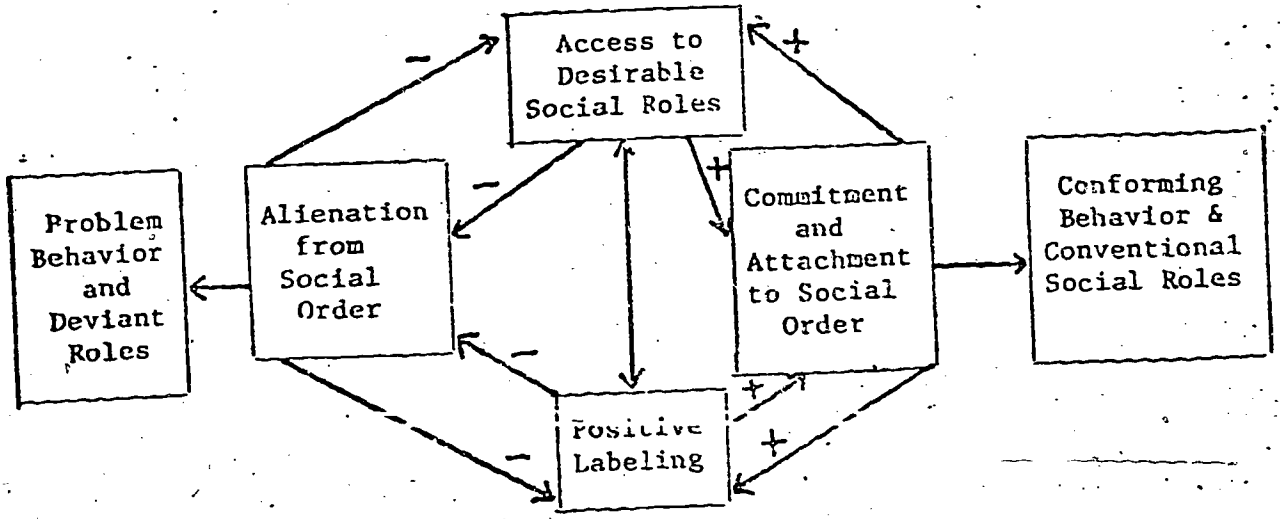


FIGURE C

Youth Development Model



+ = high access, positive labeling

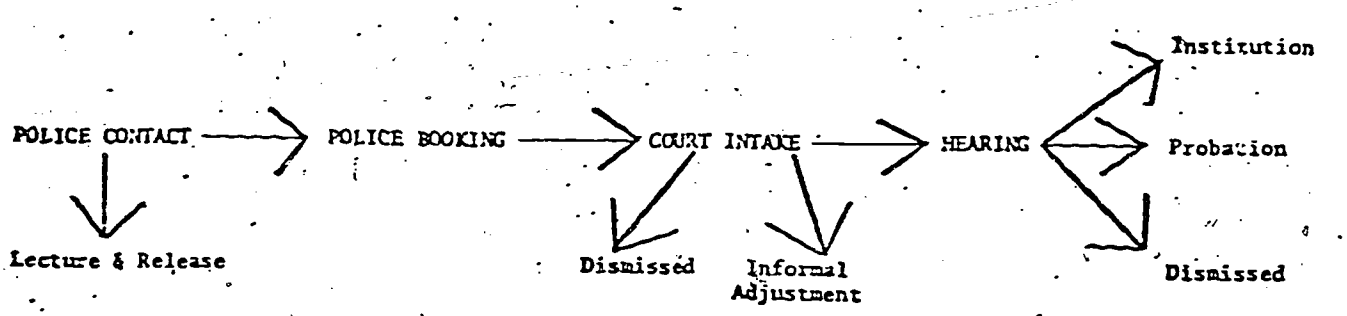
− = low access, negative labeling

T-3

T-4

FIGURE 1

Consider the diagram below:



This is a picture of a fairly typical arrangement of the police and courts as they engage in processing youth. The policeman contacts a youth on the street, and either lectures and releases him or takes him to the station for booking. At the station it may be decided to release the youth to his parents without charges or to send the youth to court intake. At court intake a decision must be made to dismiss the case, make an informal adjustment or schedule the youth for a hearing. And a hearing may result in institutionalization, probation or the dismissal of the case. How does it come about that youth are handled this way by police and courts? First of all, the policeman is required by law to detain persons who appear to be acting in violation of the law. The policeman's responsibility is *legal* and is governed by statute. It may also be police department *policy* which determines which violations warrant an official arrest and which may be satisfied by a lecture and release. The policy may dictate how much latitude a policeman can exercise in releasing youth after initial contact. For example, in some places all contacts must be recorded, while in other cases many contacts remain "informal", i.e., unrecorded. In addition, there are the *practices* of the individual policemen as they go about doing their job,

FIGURE E

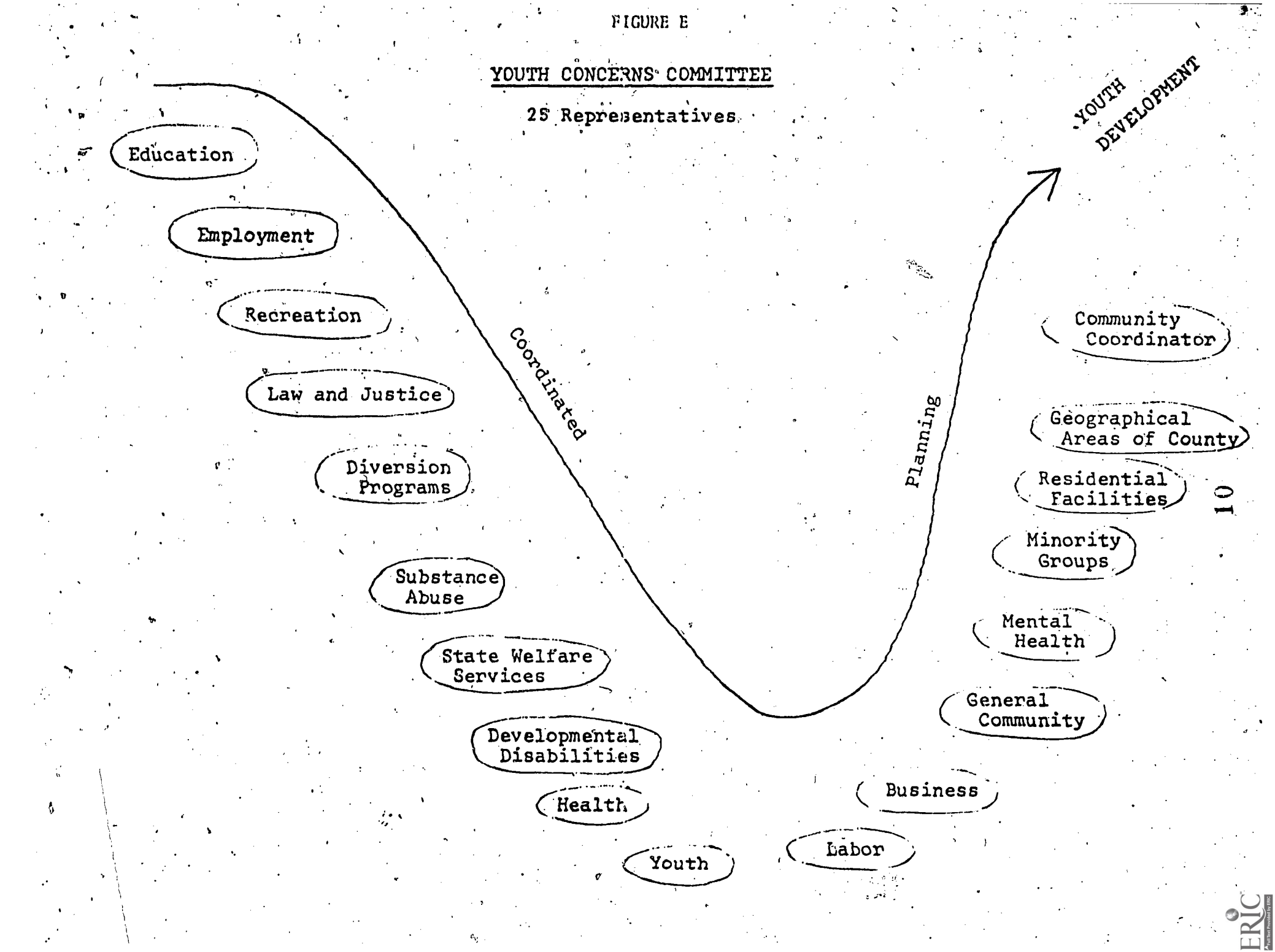

YOUTH CONCERNS COMMITTEE
25 Representatives
Education
Employment
Recreation
Law and Justice
Diversion Programs
Substance Abuse
State Welfare Services
Developmental Disabilities
Health
Youth
Coordinated
Planning
YOUTH DEVELOPMENT
Community Coordinator
Geographical Areas of County
Residential Facilities
Minority Groups
Mental Health
General Community
Business
Labor

FIGURE F

RESEARCH TEAM

8 Representatives

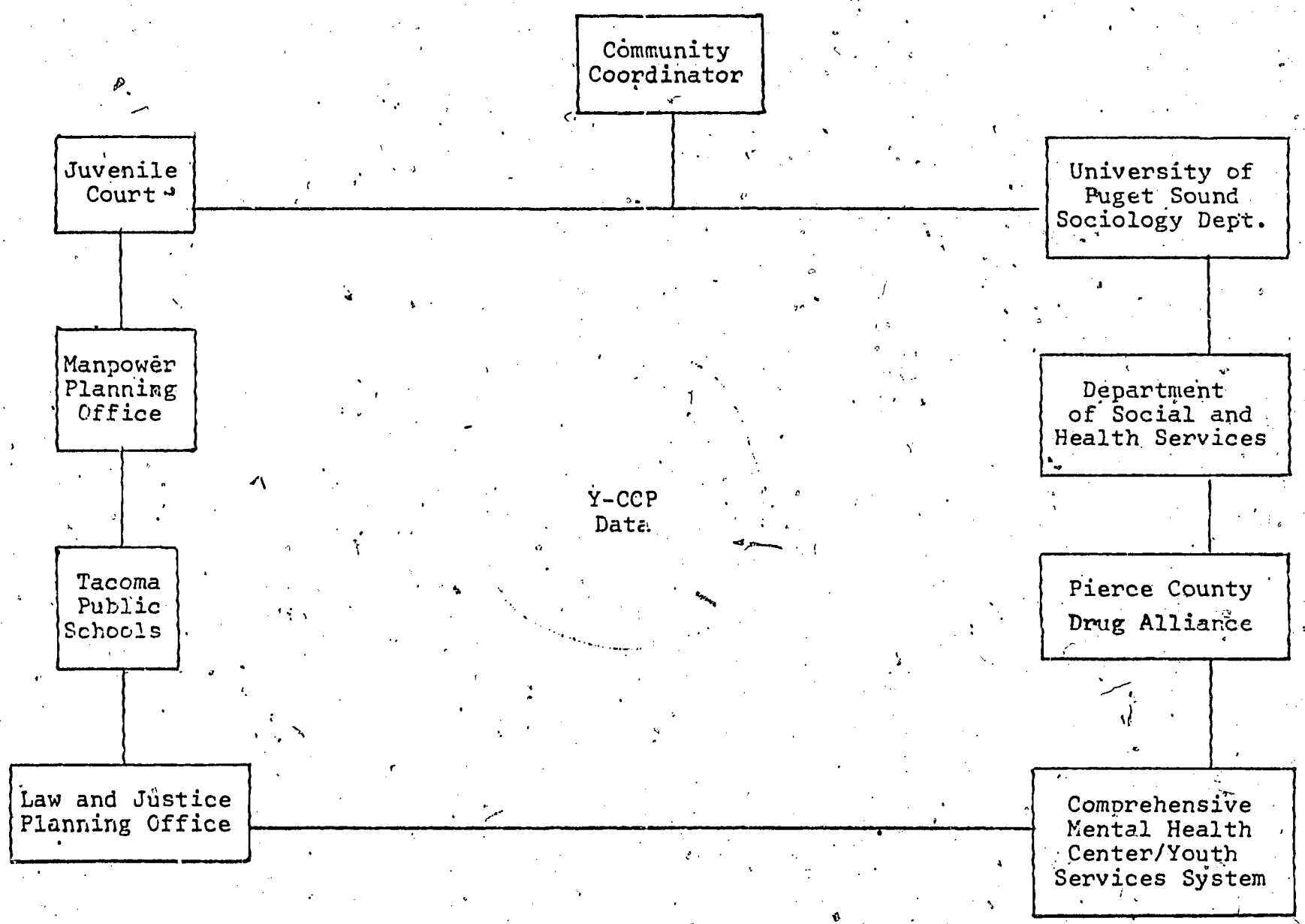


FIGURE G

TACOMA/PIERCE COUNTY

Y-CCP

Action Planning Process

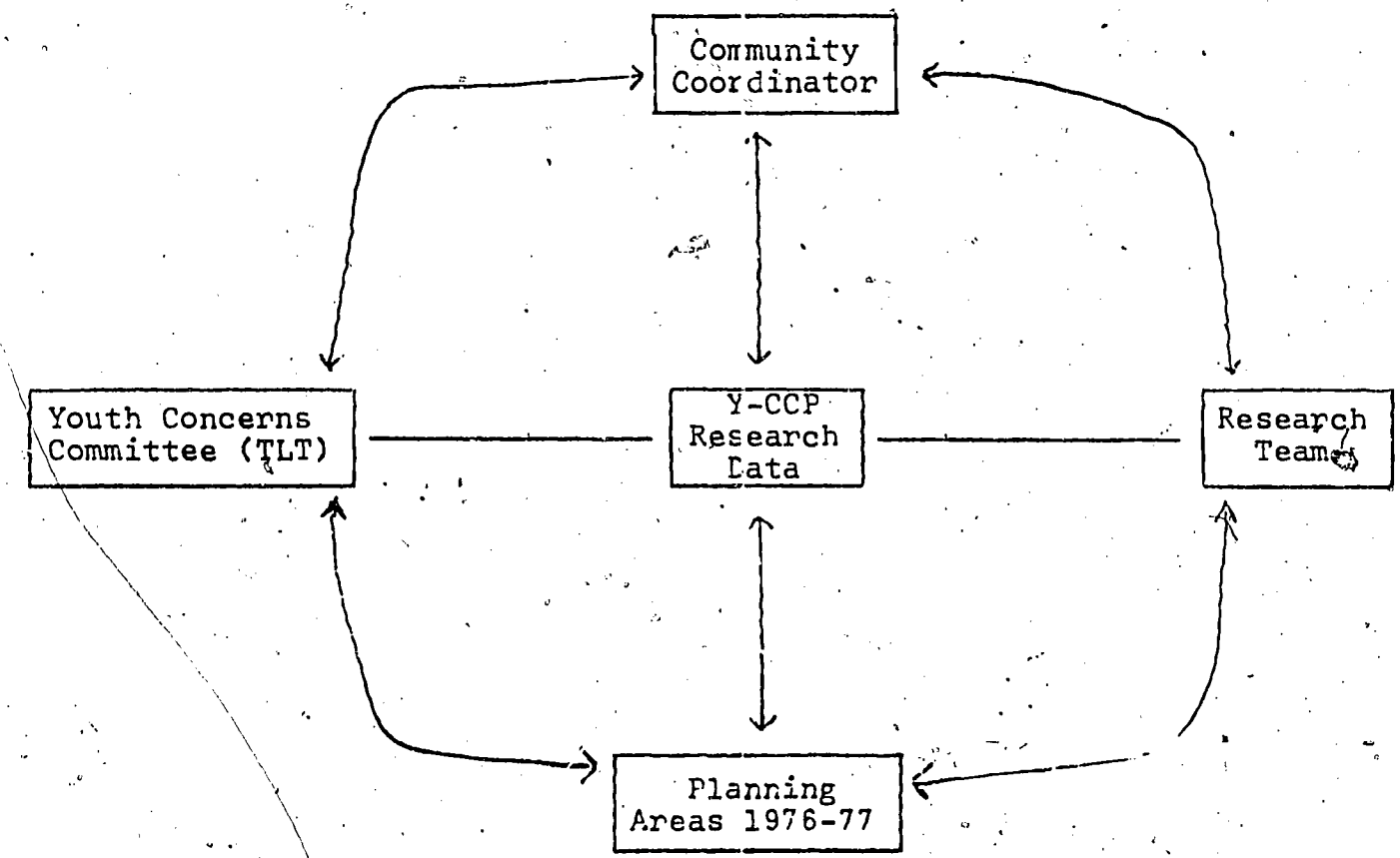


FIGURE G

TACOMA/PIERCE COUNTY

Y-CCP

Action Planning Process

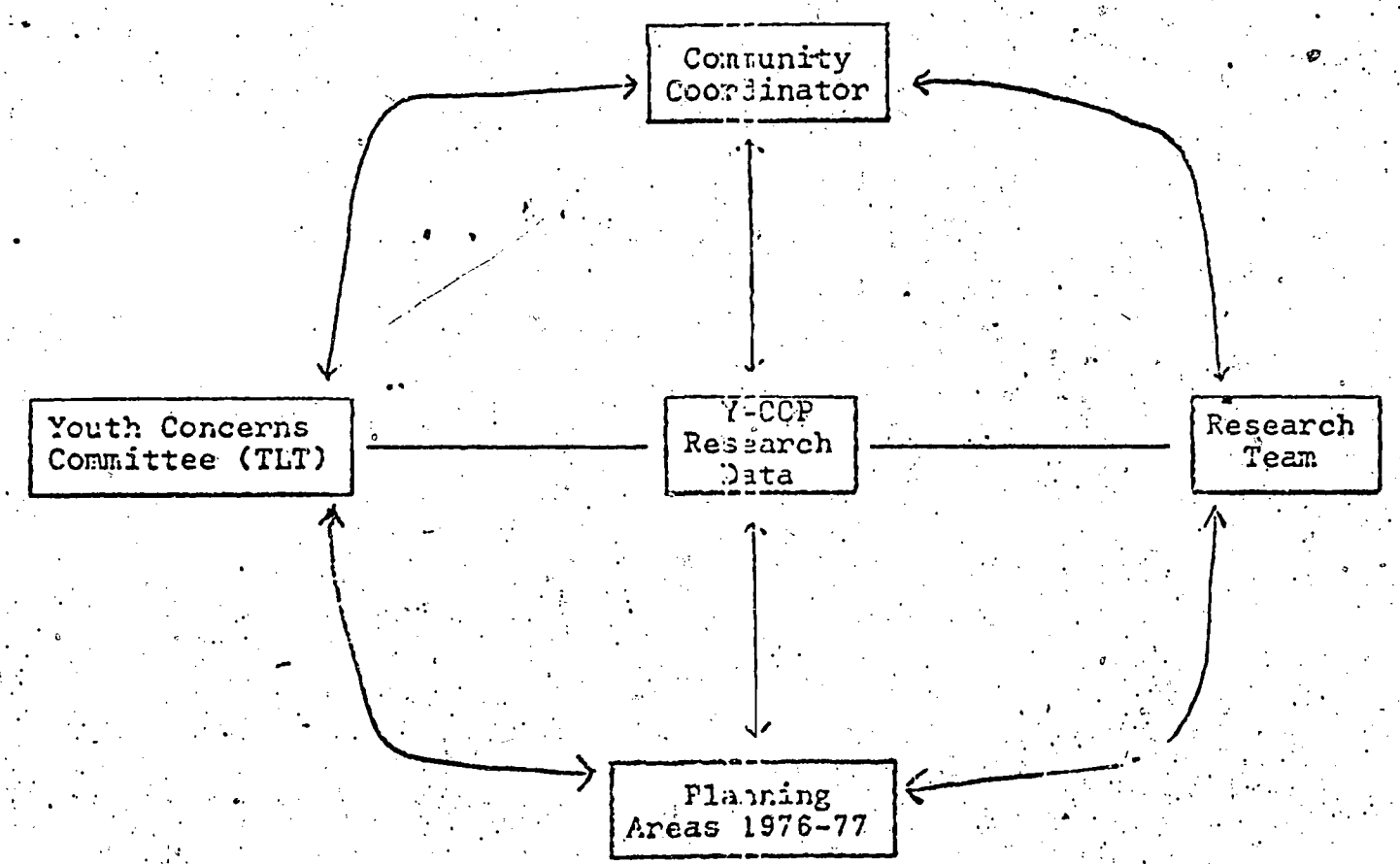


FIGURE H
RANK ORDER OF ITEMS CONSIDERED PROBLEMS

Percent Saying "Yes" as to Importance

(Left Column) Item numbers

(Right Column) Percentage of youth saying yes, this is a problem for me.

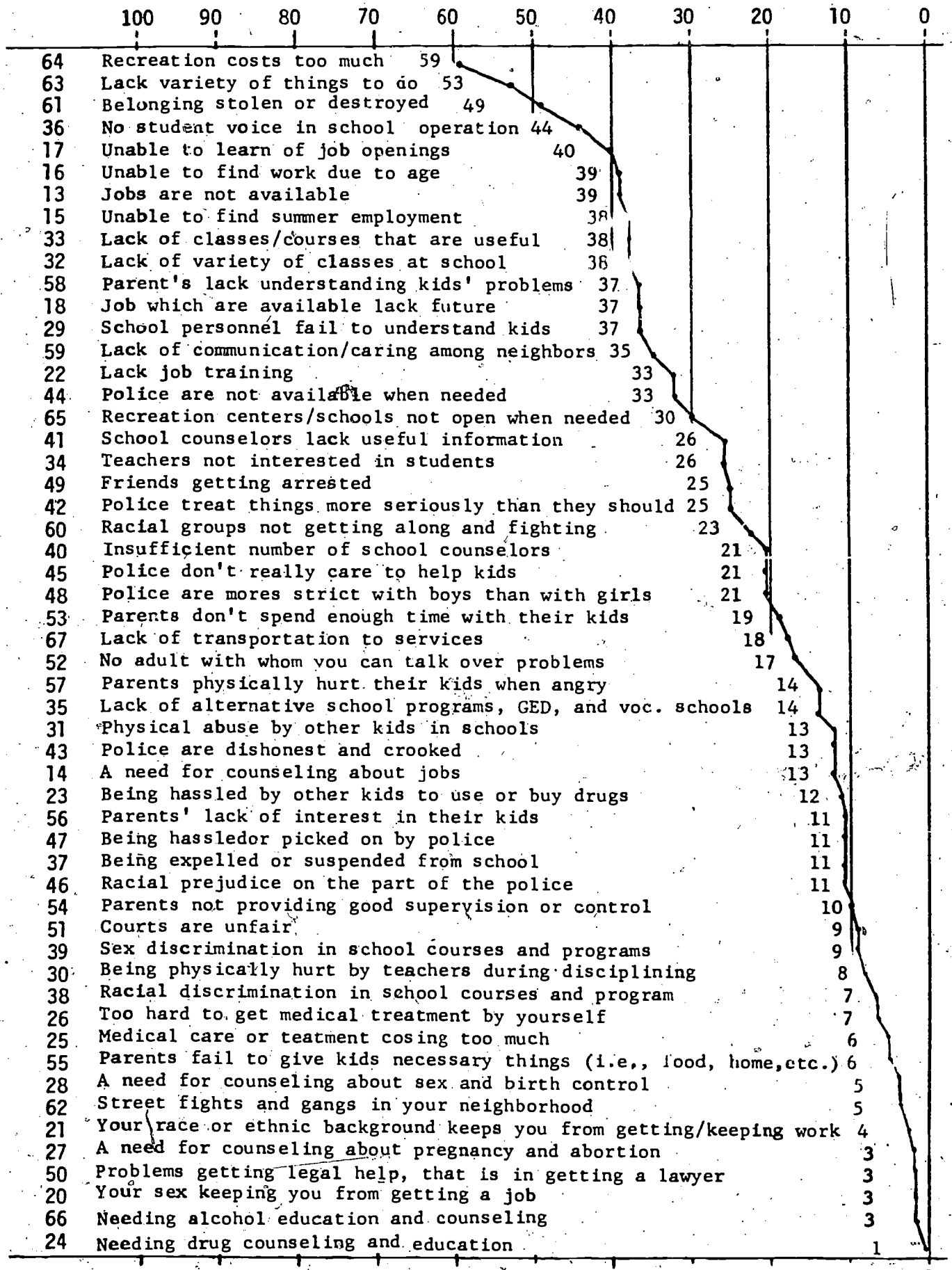


FIGURE I

RANK ORDER

	RANK ORDER OF CLUSTERS REPORTED AS NEEDS OR PROBLEMS	RANK ORDER FREQUENCY	RANK ORDER SERIOUSNESS
1ST	Recreation	1ST	1ST
2ND	Employment	6TH	10TH
3RD	School/General	3RD	5TH
4TH	Neighborhood	9TH	7TH
5TH	Police-Legal	10TH	6TH
6TH	Parents-Home	5TH	8TH
7TH	Police/Discrimination	4TH	2ND
8TH	Employment/Discrimination	2ND	9TH
9TH	School/Physical Harm	12TH	11TH
10TH	School/Discrimination	7TH	4TH
11TH	Drugs	11TH	12TH
12TH	Medical Care	8TH	3RD

FIGURE 1

TASK FORCE WORKING AREAS

1976 - 1977

1. Recreation
2. Employment
3. Education
4. Shelter Care
5. Legislation
6. Maintenance Funding
7. Counseling

Table 1: Demographic Characteristics of Sample

Number of questionnaires obtained: 1109

Age	Number	Percent
9	1	0.1
10	1	0.1
12	22	2.0
13	137	12.4
14	184	16.6
15	202	18.2
16	189	17.0
17	202	18.2
18	144	13.0
19	16	1.4
Missing	11	1.0

Sex	Number	Percent
Male	539	48.6
Female	565	50.9
Missing	5	0.5

[illegible]	Number	Percent
White (Anglo)	883	79.6
Black	144	13.0
Mexican (Chicano)	5	0.5
Native American [illegible]an	17	1.5
Asian	23	2.1
Filipino	3	0.3
Puerto Rican	2	0.2
Other	13	1.2
Missing	19	1.7

Grade	Number	Percent
6	4	0.4
7	16	1.4
8	158	14.2
9	188	17.0
10	204	18.4
11	191	17.2
12	190	17.1
Other	149	13.4
Missing	9	0.8

Table 2: Percent of Sample Indicating Needs and Problems/Frequency and Seriousness for those with Need or Problem

	Need or Problem	Yes	Very Often	Some-times	Once or Twice	Very Serious	Some-what	Not Serious
	Employment							
13.	Looked for work but found that there were no jobs available.	39.1	33.9	39.5	26.6	19.0	44.3	36.7
14.	A need for counseling about jobs.	12.8	24.8	42.3	32.8	18.3	45.2	36.5
15.	Unable to find a job for the summer.	38.3	40.1	34.4	25.5	26.6	38.8	34.7
16.	Unable to get a job because of your age.	39.4	47.7	28.7	23.6	31.1	33.2	35.7
17.	No way to find out about what jobs are open or available.	40.3	48.2	38.6	13.3	26.6	46.8	26.6
18.	The only jobs available have no future.	36.8	56.0	31.3	12.8	36.7	39.3	24.0
19.	Police record keeping you from getting a job.	1.2	60.0	20.0	20.0	55.6	33.3	11.1
20.	Your sex keeping you from getting a job.	2.6	7.4	37.0	55.6	28.0	28.0	44.0
21.	Your race or ethnic background keeping you from getting or keeping a job.	4.1	51.4	28.6	20.0	51.5	24.2	24.2
22.	No specific training for jobs.	32.7	37.7	41.4	20.9	29.0	36.7	34.3
	Health							
23.	Being hassled by other kids to use or buy drugs.	12.3	23.3	45.0	31.8	21.6	23.2	55.2
24.	Needing drug counseling and education.	1.0	18.2	36.4	45.5	20.0	40.0	40.0
25.	Medical care or treatment costing too much.	6.4	37.5	42.2	20.3	44.4	39.7	15.9
26.	Too hard to get medical treatment by yourself.	6.8	41.8	34.3	23.9	33.8	40.0	26.2
27.	A need for counseling about pregnancy and abortion.	3.2	6.3	37.5	56.3	41.4	27.6	31.0

Table 2: Percent of Sample Indicating Needs and Problems/Frequency and Seriousness for those with Need or Problem Cont'd.

Need or Problem	Yes	Frequency: Very often	Frequency: Some-times	Frequency: Once or Twice	Seriousness: Very Serious	Seriousness: Some-what Serious	Seriousness: Not Serious
28. A need for counseling about sex and birth control.	5.1	15.2	43.5	41.3	28.3	32.6	39.1
29. Teachers, counselors or principals not understanding kids.	36.9	37.5	48.3	14.2	34.2	46.5	19.3
30. Being physically hurt by teachers when they are disciplining you.	8.3	21.0	53.1	25.9	19.7	52.6	27.6
31. Being physically hurt by other kids in school.	13.4	13.2	35.3	51.5	13.8	29.2	56.9
32. Not enough different kinds of classes or courses at school.	37.7	44.9	41.2	14.0	31.8	41.8	26.5
33. Not enough classes or courses which are useful or really important.	37.7	45.8	44.7	9.5	40.0	46.6	13.4
34. Teachers not interested in you.	26.1	27.3	45.5	27.3	33.7	41.7	24.6
35. A lack of alternative school programs like vocational training schools, GED, continuing education programs or free schools.	13.7	45.3	45.3	9.4	44.4	41.1	14.5
36. Students not having any say in how schools are run.	43.9	49.4	40.9	9.7	42.7	42.0	15.3
37. Being expelled or suspended from school.	11.0	16.4	20.0	63.6	16.5	34.0	49.5
38. Racial discrimination in school courses and programs.	7.0	22.9	51.4	25.7	30.8	55.4	13.8
39. Sex discrimination in school courses and programs.	8.7	28.6	46.4	25.0	28.4	38.?	33.3
40. Not enough school counselors.	21.2	45.3	36.8	17.9	32.6	47.3	20.1
41. When you go to school counselors they don't have useful information.	26.4	35.9	44.4	19.7	28.9	48.1	23.0

Table 2: Percent of Sample Indicating Needs and Problems/Frequency and Seriousness for those with Need or Problem Cont'd.

	Need or Problem	Yes	Very Often	Some-times	Once or Twice	Very Serious	Some-what	Not Serious
42.	Police treat things more seriously than they should.	24.8	36.0	45.6	18.4	37.9	39.3	22.8
43.	Police are dishonest and crooked.	12.9	25.4	50.8	23.8	45.9	42.3	11.7
44.	Police aren't around when you need them.	33.2	30.6	49.0	20.4	37.9	46.2	15.9
45.	Police aren't really interested in helping kids.	21.2	34.8	48.3	16.9	39.6	45.5	15.0
46.	Racial prejudice on the part of the police.	10.7	30.0	55.0	15.0	41.9	47.3	10.8
47.	Being picked on or hassled by the police.	11.3	26.1	38.7	35.1	38.7	34.9	26.4
48.	Police being more strict with boys than girls.	20.9	36.2	44.0	19.8	28.6	44.9	26.5
49.	Friends getting arrested.	25.2	15.2	42.8	42.0	18.0	39.5	42.5
50.	Problems getting legal help, that is in getting a lawyer to help you.	3.2	31.0	34.5	34.5	36.0	44.0	20.0
51.	Courts unfair.	8.9	20.0	58.9	21.1	39.0	49.4	11.7
52.	No adult with whom you can talk over problems.	17.1	46.3	36.0	17.7	33.6	36.2	30.3
53.	Parents not spending enough time with their kids.	19.1	43.3	46.5	10.2	45.7	35.3	19.1
54.	Parents not providing good supervision or control.	10.4	53.3	38.9	7.8	56.4	25.6	17.9
55.	Parents not giving their kids necessary things such as food, a place to live and needed medical care.	5.7	54.3	34.8	10.9	43.9	39.0	17.1
56.	Parents' lack of interest in their kids.	11.4	35.7	53.6	10.7	43.0	40.2	16.8
57.	Parents physically hurt their kids when angry.	13.8	21.6	52.2	26.1	32.5	31.7	35.7

Table 21 Percent of Sample Indicating Needs and Problems/Frequency and Seriousness for those with Need or Problem Cont'd.

Need or Problem	Yes	Very Often	Some-times	Once or Twice	Very Serious	Some-what	Not Serious
58. Parents not understanding kids' problems.	36.8	37.6	47.4	15.0	34.0	39.1	26.9
59. People in your neighborhood not knowing or caring about each other.	34.6	39.5	42.7	17.8	27.8	41.9	30.3
60. Different racial groups not getting along and fighting with each other.	23.3	29.4	45.0	25.6	29.6	48.3	22.2
61. Having things stolen or destroyed in your neighborhood.	49.4	21.6	44.9	33.5	28.2	50.8	21.0
62. Street fights and gangs in your neighborhood.	5.0	28.6	49.0	22.4	34.7	38.8	26.5
63. Not enough different kinds of things to do.	53.0	56.2	36.4	7.4	41.1	36.9	22.0
64. Entertainment and other recreational things cost too much.	58.6	58.7	32.7	8.7	42.6	38.6	18.8
65. Recreation, school or community centers are not open when you want them to be.	29.7	46.3	42.5	11.2	37.2	36.5	26.3
66. Needing alcohol education and counseling.	2.5	37.5	41.7	20.8	31.8	40.9	27.3
67. Needing transportation to services.	18.4	41.4	45.3	13.3	27.0	44.8	28.2

Neighborhood/Ill

Table 3: Selected Serious Needs and Problems -- Percent of Sample Indicating Need or Problem Broken down by Sex, Age, Ethnicity and School

Students not having any say in how schools are run.

Age	Male	Female	
12	33.3	18.2	26.1
13	36.7	35.2	35.9
14	46.8	52.4	50.0
15	46.2	48.1	47.2
16	51.0	45.9	48.6
17	40.8	44.4	42.6
18	35.1	35.8	35.5
19	36.4	50.0	41.2
	43.0	44.2	43.6

	Sex		
Ethnicity	Male	Female	
White (Anglo)	43.4	41.3	42.4
Black	44.1	60.6	52.9
Other	37.0	53.1	45.8
	43.1	44.4	43.9

	Sex		
School	Male	Female	
Junior High	38.8	44.4	41.7
Senior High	47.6	46.2	47.0
Other	37.3	32.8	35.4
	43.1	44.1	43.7

Table 3: Selected Serious Needs and Problems -- Percent of Sample Indicating Need or Problem Broken down by Sex, Age, Ethnicity and School

Not enough classes or courses which are useful or really important.

Age	Sex: Male	Female	
12	25.0	0.0	13.0
13	23.8	18.1	20.7
14	35.0	37.3	36.3
15	35.9	40.4	38.3
16	39.4	38.6	39.0
17	54.5	36.0	45.3
18	48.6	47.1	47.9
19	18.6	20.0	18.8
	39.7	35.7	37.6

Ethnicity	Sex: Male	Female	
White (Anglo)	40.0	33.7	36.8
Black	36.6	41.2	39.0
Other	46.7	45.5	46.0
	40.0	35.3	37.6

School	Sex: Male	Female	
Junior High	31.0	28.7	29.8
Senior High	44.0	38.0	40.9
Other	45.2	44.3	44.8
	39.9	35.6	37.7

Table 3: Selected Serious Needs and Problems -- Percent of Sample Indicating Need or Problem Broken down by Sex, Age, Ethnicity and School

Teachers, counselors or principals not understanding kids.

Age	Sex: Male	Female	
12	33.3	9.1	21.7
13	39.7	29.2	34.1
14	42.3	48.5	45.9
15	40.2	50.5	45.8
16	32.7	39.8	36.0
17	27.5	30.0	28.7
18	32.4	25.4	29.1
19	36.4	33.3	35.3
	35.3	37.9	36.6

Ethnicity	Sex: Male	Female	
White (Anglo)	35.2	37.7	36.4
Black	37.1	41.2	40.0
Other	33.3	36.4	34.9
	35.4	38.0	36.8

School	Sex: Male	Female	
Junior High	37.8	39.2	38.5
Senior High	34.9	41.0	38.2
Other	31.7	19.7	26.7
	35.3	38.0	36.7

Table 3: Selected Serious Needs and Problems -- Percent of Sample Indicating Need or Problem Broken down by Sex, Age, Ethnicity and School

The only jobs available have no future.

Age	Sex: Male	Female	
12	50.0	9.1	30.4
13	32.3	22.9	27.3
14	30.4	30.4	30.4
15	35.9	27.1	31.2
16	47.4	37.9	42.9
17	34.3	42.4	38.3
18	59.5	43.3	51.0
19	36.4	16.7	29.4
	40.1	33.2	36.5

Ethnicity	Sex: Male	Female	
White (Anglo)	41.4	33.3	37.4
Black	35.2	33.8	35.0
Other	34.5	35.5	35.0
	40.2	33.5	36.9

School	Sex: Male	Female	
Junior High	32.6	25.3	28.8
Senior High	41.1	36.5	38.9
Other	51.2	42.6	47.6
	50.0	33.4	36.7

Table 3: Selected Serious Needs and Problems -- Percent of Sample Indicating Need or Problem Broken down by Sex, Age, Ethnicity and School

Not enough different kinds of classes or courses at school.

Age	Sex: Male	Sex: Female	
12	36.4	27.3	31.8
13	36.5	29.2	32.6
14	32.9	48.0	41.4
15	32.6	43.1	38.3
16	33.7	41.6	37.4
17	36.6	37.0	36.8
18	46.6	36.8	41.8
19	18.2	0.0	12.5
	35.8	39.4	37.6

Ethnicity	Sex: Male	Sex: Female	
White (Anglo)	35.1	37.1	36.1
Black	40.8	50.7	46.4
Other	31.0	45.5	38.7
	35.7	39.3	37.6

School	Sex: Male	Sex: Female	
Junior High	33.1	39.9	36.7
Senior High	36.9	39.9	38.5
Other	38.1	36.1	37.2
	35.9	39.5	37.7

SCHOOL COUNSELORS

Those indicating some knowledge--80.3 Of these...

	Yes	Sometimes	No	Don't Know
1. Is it difficult to get there?	6.9	22.7	64.6	5.9
2. Do they have a good image with the kids you know, i.e., do kids think it's an OK place to go for help?	43.5	35.6	9.6	11.3
3. Do you know what kind of things they will do if you go there?	33.1	32.0	25.4	9.6
4. Do you think the agency would tell anyone about your problems if you went there?	14.5	16.0	45.4	24.2
5. Are the people there easy to talk to?	41.9	33.9	9.4	14.8
6. Is it difficult to get someone to help you there?	12.7	28.3	44.9	14.1

% claiming personal contact with School Counselors--79.3%

MENTAL HEALTH CENTER

Those indicating some knowledge--14.1 Of these...

	Yes	Sometimes	No	Don't Know
1. Is it difficult to get there?	11.0	18.5	56.2	14.4
2. Do they have a good image with the kids you know, i.e., do kids think it's an OK place to go for help?	31.1	29.1	14.9	25.0
3. Do you know what kind of things they will do if you go there?	25.5	22.8	37.6	14.1
4. Do you think the agency would tell anyone about your problems if you went there?	19.3	12.7	43.3	24.7
5. Are the people there easy to talk to?	34.0	26.0	4.0	36.0
6. Is it difficult to get someone to help you there?	7.3	14.0	46.0	32.7

% claiming personal contact with Mental Health Center--5.4%

Table 5: Evaluation of Agencies Cont'd.

EASTSIDE YOUTH SERVICES BUREAU

Those indicating some knowledge--8.4 Of these...

	Yes	Sometimes	No	Don't Know
1. Is it difficult to get there?	12.5	21.2	52.5	13.7
2. Do they have a good image with the kids you know, i.e., do kids think it's an OK place to go for help?	35.4	22.0	17.1	25.6
3. Do you know what kind of things they will do if you go there?	29.3	23.2	28.0	19.5
4. Do you think the agency would tell anyone about your problems if you went there?	18.3	15.9	43.9	19.5
5. Are the people there easy to talk to?	31.7	28.0	12.2	28.0
6. Is it difficult to get someone to help you there?	9.9	18.5	43.2	28.4

% claiming personal contact with Eastside Youth Services Bureau--3.6%

SCHOOL SOCIAL WORKER

Those indicating some knowledge--20.4 Of these...

	Yes	Sometimes	No	Don't Know
1. Is it difficult to get there?	11.0	17.1	60.5	11.4
2. Do they have a good image with the kids you know, i.e., do kids think it's an OK place to go for help?	36.8	36.8	12.7	13.7
3. Do you know what kind of things they will do if you go there?	28.8	30.7	28.8	11.8
4. Do you think the agency would tell anyone about your problems if you went there?	19.0	15.7	39.0	25.2
5. Are the people there easy to talk to?	41.4	27.6	13.3	17.6
6. Is it difficult to get someone to help you there?	14.3	22.4	45.2	17.1

% claiming personal contact with School Social Worker--13.8%

Table 19: Comparison of Youth Need and Problems as Evaluated by Youth (Youth Needs Survey, and by Agencies (Community Resource Questionnaire)

Need or Problem	% Youth Claiming that Need or Problem	% of Agencies estimating fewer, the same or more youth with that need or problem			Mean Seriousness (smaller value indicates greater seriousness)	
		Fewer Youth	Same Number of Youth	More Youth	Youth	Agency
Looked for work but found that there were no jobs available.	39.1	18.5	44.4	37.0	2.18	1.32
A need for counseling about jobs.	12.8	19.2	7.7	73.1	2.18	1.71
Unable to find a job for the summer.	38.3	17.9	35.7	46.4	2.08	1.47
Unable to get a job because of your age.	39.4	57.7	19.2	23.1	2.05	1.75
No way to find out about what jobs are open or available.	40.3	68.0	24.0	8.0	2.00	1.96
The only jobs available have no future.	36.8	33.3	25.0	41.7	1.87	1.89
Police record keeping you from getting a job.	1.2	0.0	45.5	54.5	1.56	2.36
Your sex keeping you from getting or keeping a job.	2.6	0.0	65.2	34.7	2.16	2.46
Your race or ethnic background keeping you from getting or keeping a job.	4.1	0.0	36.4	63.5	1.73	2.07
No specific training for jobs.	32.7	32.0	44.4	24.0	2.05	1.64
Being hassled by other kids to use or buy drugs.	12.3	25.0	37.5	37.5	2.34	1.68
Needing drug counseling and education.	1.0	0.0	8.0	92.0	2.20	1.48
Medical care or treatment costing too much.	6.4	22.7	22.7	54.6	1.71	1.74
Too hard to get medical treatment by yourself.	6.8	14.3	0.0	85.7	1.92	1.74

Table 19: Comparison of Youth Needs and Problems as Evaluated by Youth (Youth Needs Survey, and by Agencies (Community Resource Questionnaire) cont.

Need or Problem	% Youth Claiming that Need or Problem	% of Agencies estimating fewer, the same or more youth with that need or problem			Mean Seriousness (smaller value indicates greater seriousness)	
		Fewer Youth	Same Number of Youth	More Youth	Youth	Agency
A need for counseling about pregnancy and abortion.	3.2	0.0	16.0	84.0	1.90	1.58
A need for counseling about sex and birth control.	5.1	0.0	8.0	92.0	2.11	1.54
Teachers, counselors or principals not understanding kids.	36.9	52.0	28.0	20.0	1.85	1.85
Being physically hurt by teachers when they are disciplining you.	8.3	69.6	26.1	4.3	2.08	2.46
Being physically hurt by other kids in school.	13.4	78.3	17.4	4.3	2.43	2.04
Not enough different kinds of classes or courses at school.	37.7	48.0	28.0	24.0	1.95	2.04
Not enough classes or courses which are useful or really important.	37.7	45.9	12.5	41.7	1.73	1.64
Teachers not interested in you.	26.1	75.0	12.5	12.5	1.91	1.89
A lack of alternative school programs like vocational training schools, GED, continuing education programs or free schools.	13.7	36.0	32.0	32.0	1.70	1.70
Students not having any say in how schools are run.	43.9	52.1	8.7	39.1	1.73	2.16
Being expelled or suspended from school.	11.0	47.8	26.1	26.1	2.33	1.80
Racial discrimination in school courses and programs.	7.0	40.9	31.8	27.2	1.83	1.96

Table 19: Comparison of Youth Needs and Problems as Evaluated by Youth (Youth Needs Survey, and by Agencies (Community Resource Questionnaire) cont.

Need or Problem	% Youth Claiming; Need or Problem	% of Agencies estimating; fewer, the same or more youth with that need or problem			Mean Seriousness (smaller value indicates greater seriousness)	
		Fewer Youth	Same Number of Youth	More Youth	Youth	Agency
Sex discrimination in school courses and programs.	6.7	--	--	--	2.05	--
Not enough school counselors.	21.2	34.7	17.4	47.8	1.88	1.79
When you go to school counselors, they don't have useful information.	26.4	58.4	20.8	20.8	1.94	1.76
Police treat things more seriously than they should.	4.8	72.7	18.2	9.0	1.85	2.22
Police are dishonest and crooked.	12.9	85.7	14.3	0.0	1.66	2.41
Police aren't around when you need them.	33.2	72.7	22.7	4.5	1.78	2.09
Police aren't really interested in helping kids.	21.2	63.6	27.3	9.0	1.75	2.13
Racial prejudice on the part of the police.	10.7	71.4	9.5	19.0	1.69	1.91
Being picked on or hassled by the police.	21.3	72.7	9.1	18.2	1.88	2.04
Police being more strict with boys than girls.	28.5	72.8	18.2	9.1	1.98	2.38
Problems getting legal help, that is in getting a lawyer to help you.	3.2	0.0	21.7	78.2	1.84	1.89
Courts are unfair.	8.9	41.7	33.3	25.0	1.73	2.19
No adult with whom you can talk over problems.	17.1	23.0	7.7	69.2	1.97	1.46
Parents not spending enough time with their kids.	19.1	4.3	17.4	78.2	1.73	1.23
Parents not providing good supervision or control.	10.4	4.2	8.3	87.5	1.62	1.25

Table 29: Comparison of Youth Needs and Problems as Evaluated by Youth (Youth Needs Survey, and by Agencies (Community Resource Questionnaire) cont.

Need or Problem	% Youth Claiming that Need or Problem	% of Agencies estimating fewer, the same or more youth with that need or problem			Mean Seriousness (smaller value indicates greater seriousness)	
		Fewer Youth	Same Number of Youth	More Youth	Youth	Agency
Parents not giving their kids necessary things such as food, a place to live and needed medical care.	5.7	16.7	29.2	54.1	1.73	1.58
Parents' lack of interest in their kids.	11.4	30.4	21.7	47.8	1.[illegible]	1.35
Parents physically hurt their children when angry.	13.8	66.6	20.8	12.5	2.[illegible]	1.35
Parents not understanding kids' problems.	36.8	32.0	44.0	24.0	[illegible]	1.26
People in your neighborhood not knowing or caring about each other.	34.6	33.3	20.8	45.8	2.02	1.48
Different racial groups not getting along and fighting with each other.	25.5	59.1	22.7	18.2	1.93	1.79
Having things stolen or destroyed in your neighborhood.	49.4	65.2	21.7	13.0	1.93	1.62
Street fights and gangs in your neighborhood.	5.0	0.0	57.1	42.9	1.92	2.35
Not enough different kinds of things to do.	53.0	65.1	34.8	0.0	1.81	1.92
Entertainment and other recreational things cost too much.	58.6	69.5	30.4	0.0	1.76	1.64
Recreation, school or community centers are not open when you want them to be.	29.7	45.4	9.1	45.5	1.89	1.67
Other problems.	--	--	--	--	1.28	—
Other problems.	--	--	--	--	1.96	—
Other problems.	--	--	--	--	2.01	—
Other problems.	--	--	--	--	1.40	—