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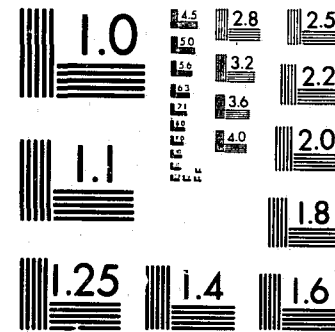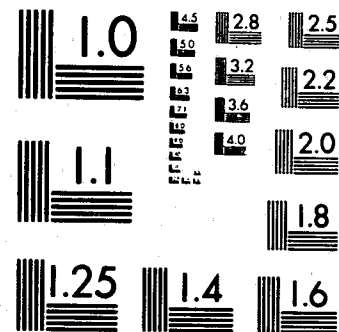
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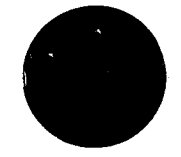
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NEW PRIDE MANAGEMENT INFORMATION SYSTEM

Users Manual

March 1, 1984

3746 Mt. Diablo Blvd.   Suite 200

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NEW PRIDE MANAGEMENT INFORMATION SYSTEM

Users Manual

March 1, 1984

0746 Mt. Diablo Blvd.

Contents

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INTRODUCTION TO THE MANAGEMENT INFORMATION SYSTEM (MIS)

Project New Pride is an experimental juvenile community-based treatment program originally founded in Denver, Colorado. Juvenile offenders who would otherwise be sent to an institution are instead sent to Project New Pride. A New Pride client is provided with:

- Thorough, professional diagnostic and needs assessment;

- Individualized treatment based on assessment;

- Remedial education and increased school achievement;

- Training in employment skills;

- Meaningful employment opportunities;

- Services to improve the participant's social functioning (i.e., intensive supervision, counseling, family intervention, and advocacy).

The results of the Denver New Pride project were so promising that the Office of Juvenile Justice and Delinquency Prevention provided funds for the program to be replicated and evaluated in ten other cities.

The New Pride Management Information System has been tested for almost four years at several locations across the country. It has been critically reviewed by local project evaluators and a National Evaluation team and modified as dictated by that experience. The following MIS represents an efficient, integrated data collection system for those programs committed to automating the data collection process. Although an automated system may be adopted at any time, the maximum benefit is derived if project organizers decide to implement the system at the time of project start-up. With this approach, data collection may begin with the first program participant and be maintained over the life of the program.

Purpose

Historically, evaluations of projects have been plagued with problems in attempting to capture timely, uniform, and complete data sets. Because of the "batch" processing orientation of these systems, the computer analysis and feedback stages of these systems typically occur several weeks or months after data has been submitted by a project. A typical scenario would involve submission of data collection forms, keypunching of data, creation of the data base, pre-processing of data (i.e., cleaning and editing data), feedback to project of inaccurate and incomplete data, resubmission of data collection forms, and update of the new data base. All these steps are preliminary to the actual computer analysis which generates management reports and conducts statistical analyses. Such an approach to data base development requires considerable delay in the feedback of information useful for decision-making purposes.

The key necessity has been to design a system that is data intensive (i.e., collection of a series of data elements at several client processing points) and has currency (i.e., reflects up-to-date client processing data). To accomplish this, data entry occurs at the project site itself by way of what is termed a "remote" terminal. Only a remote data entry approach provides both project staff and the evaluator with accurate, complete, and timely information because it is fast, simple, and located where the project action is.

In addition to using remote data entry via teletype terminals, the MIS needs an interactive system (one which responds to the user in a conversational mode) that is cost-effective, has extensive software packages for statistical analysis, file maintenance and report generation, and is user-oriented (i.e., can be utilized by nonprogrammers). Through the use of the Michigan Terminal System (MTS), the New Pride projects gain extensive software for analysis and report generation purposes as well as security systems to ensure confidentiality of datasets. The Management Information System for New Pride programs is a technologically sophisticated system of data collection, storage, reporting, and analysis. It is designed to serve the following purposes:

1. Provide case history and tracking information;

2. Document the project's success in treating clients by providing the means to assess project impact and recidivism rates as well as school achievements, remediation of learning disabilities, and employment;

3. Provide project managers with information on the types and amount of services the staff, volunteers, and referral agencies are providing;

4. Provide monitoring information to funding sources, including information to document 'fee-for-service' funding;

5. Document program capability to potential funding sources.

Personnel

There are two staff positions which are key to an efficiently operating MIS: the project evaluator and the project director. The project evaluator must understand the mechanics of data entry and retrieval, and is responsible for insuring that all data are collected in a timely manner. The project director must fully comprehend the kinds of information collected, as it is the director who will most frequently request project information for reporting to funding sources and advisory boards, for preparing annual reports, in public relations presentations, and in developing additional funding proposals.

Once these individuals have a thorough understanding of how the MIS will be used, time should be allotted to introduce the MIS to project staff. Table I on pages 7 and 8 may be useful in this effort. It summarizes the forms to be used, the individuals responsible for completing the forms and general timelines for completion. Staff should also be informed as to how the MIS can assist them in preparing reports for court appearances, in monitoring progress of client objectives, in discussions with school personnel, etc. A well-designed MIS should assist in the overall effort of documenting program accountability as well as with various internal needs required for program operation and refinement.

THE MANAGEMENT INFORMATION SYSTEM

The New Pride Management Information System (MIS) consists of thirteen forms and eighteen computer datasets and their corresponding dictionaries. The forms are designed to collect all the client data necessary for a thorough self-evaluation of New Pride. After they are collected, the data are entered by the evaluator into the appropriate dataset or computer file. Each dataset or file has its corresponding dictionary, which provides a "vocabulary" to use in reading the data by linking the numbers and codes with their descriptions.

Data Collection Flow

Together the MIS forms create an interlocking data collection system. Each step of the system has been built upon the previous step. The flow begins with the client's background and diagnostic information. This information is used to plan objectives. Services are planned and delivered to achieve objectives. Progress toward meeting objectives is reported regularly through computer-generated update forms. The scheduling of each step of the evaluation process for each client is maintained in a computer file that produces a weekly schedule for staff.

The following is an outline of the basic types of data to be collected:

1. **Background and Diagnostic Information**

   During the intake phase, information is gathered on each client's court status, juvenile justice history, family, school, and employment status. Subjective background and attitudinal data are collected from the client him/herself. A battery of diagnostic tests is administered which measures academic achievement, intellectual ability, and physical and emotional well-being.

2. **Objectives**

   The background and diagnostic data present a full picture of the needs a client has. Objectives are then designed to meet these needs. For a truly individualized program to be planned, these objectives should be concise and measurable, rather than general.

3. **Services**

   a. <u>Planned</u>. For each objective set, one or more services will be planned. "Services" is a word with many meanings. In some areas it may be at a generic level (e.g., health services, which would include an examination, surgery, x-ray, etc.). In other areas it may be defined less abstractly at the level of methods or specific activity type (e.g., vocational training). Each project is at liberty to develop its own codes for these specific services if they so desire.

   b. <u>Delivered</u>. Once a service is planned, it will most likely be delivered through a series of contacts between the client and staff member, or contacts "on behalf" of a client (i.e., to arrange for services, to follow up on referrals, advocacy, etc.). These service delivery contacts will be reported on a Service Delivery form or, for students at the Alternative School, on the School Attendance Sheet. These forms are submitted weekly to the data coder for entry into the computer.

4. **Progress Reporting**

   On a monthly basis the evaluator will generate a computer printout of the objectives for each client and the progress to date toward meeting the objectives. This printout is to be forwarded to the client's case manager who will arrange for a staffing on the client. A product of the staffing will be a current update for each objective. This information is to be recorded on the printout, which will then be returned to the evaluator who will enter the new data into the computer.

As most New Pride programs accept clients on an ongoing basis, rather than in cohorts at set times, individual clients will need their objectives updated at different times throughout the month. The staffing schedule, maintained by the evaluator, provides a timetable for each client's progress reporting so that updates can be made regularly and with a minimum of bookkeeping on the part of the case manager.

5.   Status Reporting

Each client's entire justice history is to be collected from court records via the Juvenile Justice Report. Projects may decide to gather information on every police contact a youth has had or only on those contacts which result in a petition being filed. A client's employment history, from the time he/she enters New Pride until termination from the program, is gathered on the Employment Status Report. Information about a client's educational experience is gathered on the School Status Report. This includes data about the school attended prior to New Pride, during participation in the program, and after New Pride.

These three reports not only document client's court, education and employment histories, but can be used to determine any client's current status in these three areas.

6.   Termination

When a client terminates from New Pride, the date and reason for termination are recorded on the Termination Report. An Exit Survey is administered to the client at this time to assess the client's psychological and social well-being, as well as his/her opinions on the helpfulness of New Pride.

Forms, Datasets, and Dictionaries

Thirteen forms are used to gather MIS data. Of these, nine are considered important enough to be seen as essential. Four others add significant information but may be considered optional. Table I lists all the MIS forms, who completes them, when they are completed, and where they are to be kept.

Table I

Project New Pride MIS Forms

Form to Use	Who Completes	When To Complete	What To Do
Referral Intake Form	Project Director, Case Manager, or Counselor	At the time the youth is referred to the program	Original to client file, copy to evaluator
Social History Information	Case Manager, Counselor	Immediately after youth is accepted into program	Original to client file, copy to evaluator
Intake Survey (Optional)	Youth, under direction of staff person	Immediately after youth is accepted into program	Original to client file, copy to evaluator
Diagnostic Test Results	Diagnostician, Psychologist, Education Coordinator	Each time a diagnostic test is administered	Original to client file, copy to evaluator
IISP	Case Manager Counselor	Four to six weeks after acceptance into program	Original to client file, copy to evaluator
Update on Objectives	Case Manager, Counselor	Once a month, or as determined by staffing schedule	Form for input is generated from computer by evaluator, then given to case manager; completed form is returned to evaluator
Juvenile Justice	Case Manager, Counselor, Evaluator, or Court Liaison	At time of intake for criminal history, and subsequently for each additional rearrest	Copy to evaluator
Employment Status Report	Employment Coordinator, Case Manager, Counselor	At intake for jobs prior to program entry, and subsequently for each additional rearrest	Copy to evaluator

The MIS

Form to Use	Who Completes	When To Complete	What To Do
School Status Report	Educational Coordinator, Case Manager, Counselor	At intake for school history, each time youth begins or ends a new school, and upon terminating from New Pride	Copy to evaluator
School Attendance Record (Optional)	Teachers, Educational Coordinator	Each school day	Staff maintains daily and gives to evaluator weekly
Service Delivery Report (Optional)	All staff	Each time a service is provided	Staff maintains daily and gives to evaluator weekly
Exit Survey (Optional)	Youth, under direction of staff person	Upon program termination	Original to client file, copy to evaluator
Termination Report	Case Manager, Counselor	Upon program termination	Original to client file, copy to evaluator

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The MIS

Data from each MIS form are entered into a dataset or computer file, which has its corresponding dictionary. Table II shows how the forms, datasets, and dictionaries relate to one another. In a few cases, there is no matched form: dataset/dictionary. Data from the Referral/Intake form are entered into the dataset REFER. They are not stored here, however, but divided by a macro, or computer program, into three parts. Client names and identification numbers are stored in NAMES, client addresses are stored in CL-ADDR, and the remaining information is stored in DEMOG. Dataset names are truncated because of limitations on the number of characters that are allowed by the data base management software package, MICRO.

There are three sets of dataset/dictionary pairs which have no corresponding form. The SERVICE-PROV file is a two-field dataset consisting of each staff member's name and his/her identification number. This information is to be gathered and entered by the evaluator. The Staffing Schedule is a timetable of staffings for each client, the dates of which are determined by the case action date for that client. The evaluator enters data into this dataset each time a Referral/Intake form is entered, and each week pulls from the computer a staffing schedule for that week and circulates it to all staff members. The final dataset which has no form is SUPRVISION. It contains the date of clients' release from parole and/or termination of probation. This information will usually be gathered by the evaluator during his/her review of clients' court files and then entered into the SUPRVISION dataset.

Reports and Analyses

In the course of developing and managing the MIS for the New Pride Replication Programs, a number of MACROs, or computer programs, were created to produce reports from and analyses of the data. Many of these macros may be unsuitable for use by future New Pride programs, as they responded to the particular reporting and evaluation needs of the replication initiative.

Table II

Forms, Datasets, and Dictionaries

Form	Dataset	Macro	Dictionary
	SERVICE-PROV		SP1#
Referral/Intake Form	REFER		RF1#
		SPLIT-REFER MACRO	
	NAMES		CN1#
	CL-ADDR		CAD1#
	DEMOG		DEMOG#
Social History Information	SOC-HIST		SH1#
Intake Survey	INTAKE		INT1#
Diagnostic Test Results	TEST		TEST 1#
	STAFFING (Staffing Schedule)	STAFSCHED	STAFFING#
IISP	IISP		IISP1#
		IISP & PROGRESS MACRO used to create original UPDATE	
Update on Objectives	UPDATE		UPD1#
Juvenile Justice Report	CRIMHIST		CH1#
	SUPRVISION		SUPRVISION#
Employment Status Report	JOBS		JOB1#
School Status Report	SCHOOL		SCHOOL#
School Attendance Record	ATTEND		ATTEND#
Service Delivery Report	SERVICES		SRV1#
Exit Survey	EXIT		EX1#
Termination Report	TERM		TERM1#

Only those macros which produce information useful to most program managers, monitors, staff members, or potential funding sources, in a form which is clear and concise, are described here.

1. Report Macros

To gain access to these and the other report MACROs which accompany the MIS, you must call them at the time you sign onto MICRO. To do this, type:

#($)RUN ILIR:MICRO 0=XGVH:REPGEN

If you wish to see these MACROs, type:

#($)COPY XGVH:REPGEN

StafSched: This macro, using the STAFFING dataset, produces a weekly staffing schedule listing any client who is due for a staffing during that week.

Monthly: This report-generating macro produces an outline of all basic intake and service provision information available in the New Pride micro files. The output is quite extensive, producing information on client intake and termination, agency referrals, client demographics, offense, and service delivery data. All information is produced either to date or for any specified time interval.

Employment: This macro generates an employment status report which provides information on current data available for each client specified in a target dataset. Thus, the report may be used to provide employment personnel with monthly data sheets to be completed on each client.

Schooling: This macro generates a school status report which provides information on current data available for each client specified in a target dataset. Thus, the report may be used to provide school liaison personnel with monthly data sheets to be completed on each client.

2. Analysis Macros

To gain access to these and the other analysis MACROs which accompany the MIS, you call them in the following way when you sign onto MICRO:

#($)RUN ILIR:MICRO O=XGVH:ANNIE

If you wish to see these MACROs, type:

#($)COPY XGVH:ANNIE

Recent-Attend: This macro analyzes attendance data from the school attendance records. It makes any target list of clients and produces attendance data for each client between any two specified dates.

SSAttend%: This analysis macro provides a summary of data available from school status reports on attendance. The macro is designed to maximize the available data and so performs a variable-by-variable analysis on the school status data. The output presents: 1. Total available records for analysis (those not missing "days enrolled"); 2. Breakdowns for available data in each absence category, removing any records missing data; 3. A summary listing of data, client by client.

Recidivism: This macro initiates recidivism analyses of records in a target dataset assuming complete updates on all records. As this macro is lengthy and expensive, it is recommended that it be run only at "deferred" time on MTS.

Macros are also available to perform analyses on data from the following types of tests:

WRAT
Keymath
Woodcock
Wais/Wisc-r

Codes

For the MIS to be functional, several sets of codes are required. Most of the codes need to be assigned by each New Pride program, while two sets of codes are provided with the MIS.

1. Program Assigned Codes

Client ID: This is a four-digit number to be assigned sequentially to each client as he/she is admitted into the project. For example, the first client might be assigned an ID of 1001, the second 1002, and so on. Each client ID is unique to one client and follows that client throughout his/her experience at New Pride.

Provider ID: This is a four-digit number assigned to each person or local agency which provides services to clients. Each staff member, volunteer, and agency other than New Pride which provides services to clients on a referral basis is to be assigned a provider ID. If sites wish, they may assign specific ranges of ID numbers to different types of providers (e.g., between 1600 and 1799 to volunteers). As with client IDs, each provider ID is to be unique to an individual provider or provider agency. When a provider ID is assigned, the person's name and ID should be entered into the SERVICE-PROV dataset.

Referring Agency Codes: These are two-digit numbers assigned uniquely to each agency which refers youth to New Pride. Such agencies may be particular juvenile courts, probation departments, parole bureaus, youth services departments, etc. The referring agencies and their codes should be added to the referral-agency field of the DEMOG# dictionary.

Diagnostic Test Codes: Programs should assign a four-digit number to each type of test they administer to clients. The test types and their codes should be added to the test-type field in the TEST1# dictionary.

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2. MIS Assigned Codes

Offense Codes: These are four-digit numbers which delineate types of offenses. The offense categories are:

    1000 Homicide
    2000 Assault
    3000 Rape
    4000 Kidnapping
    5000 Robbery
    6000 Arson
    7000 Property Crimes
    8000 Drug Offenses
    9000 Other Offenses

Codes within each of the nine categories relate to specific offenses within that category (e.g., 5100 – Armed Robbery, 5200 – Other Robbery). If jurisdictions use charges which are not on this list, these may be given a code within the appropriate range and added to the offense field in the RF1#, DEMOG#, and CH1# dictionaries.

Service Codes: These are four-digit numbers assigned to services delivered through New Pride. The service categories are:

    1000 Intake Activities
    2000 Case Work Activities
    3000 Counseling
    4000 Education
    5000 Learning Disabilities
    6000 Employment
    7000 Other Client Services
    8000 General/Administrative

Codes within each category relate to specific services of that type (e.g., 2100 – Supervision, 2200 – Case Staffing, etc.). If programs provide a service which does not fit within any of those listed, they may add it to the list and assign it a code in sequential order (e.g., to Case Work Activities, an additional service would be coded 2500). If programs wish to track services that are more

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specific than those listed, these may be added to the list. For example, if a site provides several types of vocational skills training, these may be added: Construction Training – 6210, Clerical Training – 6220, etc.

When making additions to the services list, new services and their codes should be added to the service-code field in the following dictionaries: IISP1# and SRV1#.

List of Offenses

Code	Literal Description
1000	Homicide
1100	Murder I (Premeditated)
1200	Murder II (Intention, No Premeditation)
1300	Murder II
1400	Criminal Negligence (resulting in death to another)
1500	Manslaughter (all degrees)
2000	Assault
2100	Aggravated Assault – Attempted Homicide
2200	Assault with a Deadly Weapon
2300	Battery
2310	Aggravated Battery
2400	Other Assault
2500	Assault and Battery
2600	Assault on a Police Officer
3000	Rape
3100	Forcible Rape
3200	Statutory Rape
3300	Sex Offenses other than Rape (Attempted Rape, Sodomy, Carnal Knowledge, Indecent Liberties, Enticement for Indecent Liberties, Incest)
3400	Commercial Sex Offenders
4000	Kidnapping
4100	Kidnapping for Ransom
4200	Hijacking Public Transport
4300	Other Kidnapping
5000	Robbery
5100	Armed Robbery
5200	Other Robbery
6000	Arson
6100	Willful Arson
6200	Other Arson

Code	Literal Description
7000	Property Crimes
7100	Motor Vehicle Theft
7110	Unauthorized Use of a Motor Vehicle
7200	Burglary
7220	Breaking and Entering
7222	Breaking and Entering – Day
7224	Breaking and Entering – Night
7230	Possession of Burglary Tools
7300	Counterfeiting
7310	Aggravated Forgery
7320	Forgery (Other Theft by Check, Uttering a Forged Instrument, Credit Card Fraud)
7400	Aggravated Larceny, Felony Theft (which carries a penalty exceeding one year)
7410	Other Larceny, Shoplifting, Petty Theft (theft which carries a penalty of less than one year)
7420	Larceny, Unspecified Amount
7500	Possession of Stolen Property
7600	Vandalism
7700	Trespassing
8000	Drug Offenses
8100	Heroin (smuggle, sell)
8200	Opium, Cocaine, and other "hard" drugs (smuggle, sell)
8300	Heroin (possession, use)
8400	Other "hard" drugs (possession, use)
8500	Marijuana (smuggle, sell)
8600	Marijuana (possession, use)
8700	Inhalants (possession, use)
8800	Other Drug Offenses
9000	Other Offenses
9010	Resisting Arrest
9020	Interfering with a Police Officer or an Investigation
9030	Perjury
9100	Riot
9200	Weapons Offenses (other)
9300	Other Misdemeanor Offenses (Criminal Mischief, Disorderly Conduct, Harassment, Verbal Assault, Loitering, Trespassing, etc.)
9400	Drunkeness
9500	Gambling
9600	Reckless Driving
9610	Driving While Intoxicated
9620	Other Driving Offenses (Driving without a License, Insurance, Helmet, etc.)
9800	Violation of Probation
9810	Violation of Parole
9820	Violation of Court Order/Contempt of Court
9850	AWOL
9860	Escape/Attempted Escape
9900	Status Offenses

List of Services

Code	Description
1000	Intake Activities
1100	Court Liaison
1200	Home Visits
1300	School History Documentation
1400	Diagnostics
1500	Intake Assessment and Planning
1600	Orientation
2000	Case Work Activities
2100	Supervision
2200	Case Staffing
2300	Case Notes/Case Management
2400	Transportation
3000	Counseling
3100	Individual Counseling (Unplanned)
3200	Individual Counseling (Planned)
3300	Individual Counseling (Crisis Intervention)
3400	Group Counseling (Unplanned)
3500	Group Counseling (Planned)
3600	Group Counseling (Crisis Intervention)
3700	Family Counseling (Unplanned)
3800	Family Counseling (Planned)
3900	Family Counseling (Crisis Intervention)
4000	Education
4050	General Thinking Skills
4100	Language/Reading Skills
4200	Mathematical Skills
4300	Physical Education
4400	Health Education
4500	Physical and Biological Sciences
4600	Social Sciences
4700	History
4800	Creative Arts
4900	Academic Subject Tutoring
4950	GED/Proficiency Instruction

Code	Description
5000	Learning Disabilities
5100	Language/Reading Remediation
5200	Mathematics Remediation
5300	Motor Remediation
5400	Process Remediation (auditory, visual, haptic)
6000	Employment
6100	Prevocational Skills
6200	Vocational Skills Training
6300	Job Placement Services
6400	Career Awareness Services
6500	Job Counseling and Advocacy
7000	Other Client Services
7100	Court Services
7200	Health Services
7300	Recreation
7400	Cultural Enrichment
7500	Life Skills training
7600	Drivers Education
7700	Referral: Education
7800	School Advocacy
7900	School Reintegration
8000	General/Administrative
8100	Job Development
8200	Volunteer Recruitment/Screening
8300	Volunteer Orientation/Training
8400	Staff Development
8500	Staff Meeting/General Planning
8600	Program Liaison
8700	Community Relations
8800	Policy Board Activities

Form 1
Referral/Intake Form

This form is used to collect data on all youths who are referred to the program. It is often important to collect data on all referrals, even on those youth who are found ineligible for program services. Data collected on this form include information on eligibility for New Pride services and demographic identifiers.

The Referral/Intake Form is organized into two basic sections: 1) Referral Information and 2) Intake Information. The first section contains information identifying the client (top left of form), and information regarding the referral source and verifying eligibility (top right of form). The second section is used to record the action taken by the project's intake unit in regard to the individual referred. This information includes the action taken — was the client accepted or not (i.e., case "opened" or "not opened") — and the action date. If not opened, the reason is given. If opened, the case manager to whom the client is assigned is recorded. In addition, any special court orders for the client are noted so the program will be aware of them from the start and plan whatever services may be required for the client to satisfy them (e.g., if the court orders restitution, the program should plan to provide the client with employment services with the goal of getting and keeping a job).

Replication sites receive referrals from their local courts in a variety of ways, and some need to collect data which are not necessary for others to have. Because of this diversity, the Referral/Intake form has been designed so that it can be administered in different ways at different sites.

Section 1: Referral Information

As soon as the decision to refer has been made and the data can be gathered from the youth's court records, the top section of the form should be completed either by court personnel, by project staff at the court when they are

receiving files of candidates referred to New Pride, or by project staff at New Pride using data from documents furnished by the court. The staff member completing the form may be the project's court liaison, an intake counselor, a regular counselor, a casework supervisor, or even the project director.

Because the information collected in this section verifies the youth's eligibility (except psychological health), it should be completed prior to the start of the intake process (i.e., the home visit).

Section 2: Intake Information

This section is filled out by the counselor responsible for the youth's intake process and it records the administrative decision regarding a youth that is made as a result of the entire intake process. This is the critical decision that must be made before a youth moves into the intensive phase and receives treatment as a New Pride client. Thus, if a youth is to be accepted as a client and the case is to be "opened," this action is noted on the form.

The counselor with responsibility for processing a client through the intake phase has primary responsibility for the completion of this form. The form itself should consist of an original plus one copy (carbon or xeroxed). When completed the original should be placed in the client's official case record (for which his/her case manager has responsibility). The copy should then be forwarded to the data coder.

Most of the items on this form call for information to be written in the space following the information requested. For example, some of the items have multiple choice responses from which to choose. Circle the one response which is the most appropriate except for "court orders." Here more than one response may be circled.

Several of the fields in the REFER dataset call for coded entries to be entered. These codes are offense codes, client IDs, provider IDs and referring agency codes. For additional information about these, see the discussion on Program Assigned codes on page 13 under Codes.

Referral/Intake Form

Dataset Name:	REFER
Purpose:	To collect information to determine the eligibility of youth to participate in New Pride as well as demographic information on youth who are accepted into the program.
Who	Project Director, Casework Supervisor, Counselor, Court Liaison
When:	The form is completed at the time of intake or initial screening.
Uses:	1. As a format for gathering relevant information to determine program eligibility.
	2. Records essential demographic information on project youth.
Comments:	As confidentiality of certain kinds of information is essential, the REFER dataset, in conjunction with the SPLIT-REFER macro, separates information considered confidential into three files accessable only to the project. These files are called DEMOG, NAMES and CL-ADDR. Therefore, REFER is the file into which all Referral Intake information is initially entered. The SPLIT-REFER macro serves to separate that information into the three subfiles, where it is stored.

The following section describes each field in the REFER dataset. Consult the Referral/Intake form or TECHDOC REFER for additional information.

Field Name	Field Description
1. Referral Date	Enter the date the youth was referred as a possible program participant. All dates are entered in YYMMDD format. (For example, 9/1/83 is entered as 830901.)
2. Client Name	Enter the client's name (first, last). This format is used for printing names on reports (i.e., Manual Perez).

Field Name	Field Description
3. Alpha Name	Enter client's name (last first, i.e., Perez Manuel). This field is used with the SELECT command to produce an alphabetical listing of names.
4. Court ID Number	Enter the client's court identification number.
5. Guardian's Name	Enter the name of the parent or guardian. Formats for entering the name may include "Mr. and Mrs. Rudy Perez," "Maria and Rudy Perez," "Mrs. Maria Perez," etc. The format is flexible for producing mailing lists.
6. Client's Address	Enter the street address of the youth.
7. Client's Address (City)	Enter the city in which the youth resides.
8. Client's Address (State)	Enter the state in which the youth resides.
9. Client Zip Code	Enter the zip code for the residence.
10. Phone	Enter the youth's telephone number. Acceptable formats include 555-1212 or 909/555-1212.
11. Sex	Enter 1 or M for male, 2 or F for female.
12. Birthdate	Enter the client's date of birth (in YYMMDD format).
13. Ethnicity	Enter the youth's ethnicity from the categories provided on the Referral/Intake form.
14. Most Recent School Attended	Enter the name of the most recent school the youth attended. This is helpful to educational staff as a starting place for gathering school information should the client be accepted into the program.
15. Grade	Enter the grade level in which the youth was last enrolled.
16. Learning Disabled	If there is evidence of the presence of a learning disability at time of intake, indicate Yes. This is intended to be a means of screening for the possibility of LD and an indication for educational staff to look for additional information. It is not necessarily the confirmation of LD, which can only be determined using formal diagnostic procedures.

25 25

Field Name	Field Description
17. Presenting Offense	Choose from the List of Offenses the code identifying the offense for which the youth is currently charged. (See pages 16-17 for List of Offenses).
18. Adjudication Date	Enter the adjudication date of the Presenting Offense (in YYMMDD format).
19. Present Court Status	Enter the youth's present court status: Informal, (Formal) Probation, Parole, or on Early Release or Recall from an institution.
20. Previous Offense I	Enter the charge of the most recently adjudicated offense (the most recent charge found true prior to the charge which resulted in a commitment to New Pride).
21. Offense I Adjudication Date	Enter the adjudication date of Previous Offense I (in YYMMDD format).
22. Previous Offense II	Enter the charge of the next most recently adjudicated offense (the second most recent charge found true prior to the charge which resulted in a commitment to New Pride).
23. Offense II Adjudication Date	Enter the adjudication date of Previous Offense II (in YYMMDD format).
24. Referring Agency	Enter the code of the agency referring the youth to the program.
25. Probation Officer's Name	Enter the name of the Probation Officer.
26. P. O. Phone Number	Enter the Probation Officer's telephone number.
27. Client ID	Enter the client identification number assigned to the youth by the project.
28. Case Action Date	Enter the date action was taken on the case in YYMMDD format. This date may be the date formal action is taken, i.e., court commitment to the program.
29. Case Action	Indicate which action was taken. #2 has been provided for use by those projects which may choose to make exceptions to the eligibility criteria or which may also serve non-New Pride clients.

Field Name	Field Description
30. Case Manager Name	Enter the name of the New Pride Case Manager or Counselor. This field is useful for reports which print the name of the individual responsible for the client. Flexibility is allowed, depending on the size of the organization, as to which staff person's name is entered.
31. Case Manager ID	Enter the Provider ID assigned by the project to the individual whose name is entered above.
32. Restitution	Enter No or Yes (you may enter 1 or 2) as to court-ordered restitution.
33. Amount Owed	Enter the amount of restitution owed to the nearest whole dollar (do not enter the dollar sign). If no restitution is owed, enter INAP for inappropriate.
34. Mental Health	Enter No or Yes (1 or 2) as to court-ordered mental health counseling in addition to that provided by the project. (A line is provided to enter the name of the agency, though this information is not coded or entered.)
35. Substance Abuse	Enter No or Yes (1 or 2) as to court-ordered substance abuse counseling outside of what is provided by the project. (A line is provided to enter the name of the agency, though this information is not coded or entered.)
36. Curfew	Enter No or Yes (1 or 2) as to special curfew restrictions. (A line is provided to specify such restrictions though this information is not coded or entered.)
37. Weapons	Enter No or Yes (1 or 2) as to special orders regarding the possession of weapons. (A line is provided to note these restrictions, though this information is not coded or entered.)
38. Other Orders	Enter No or Yes (1 or 2) as to any additional court orders the project need consider. (A line is provided to specify those orders, though this information is not coded or entered.)

PROJECT NEW PRIDE
CLIENT REFERRAL/INTAKE FORM

REFERRAL DATE:

Month   Day   Year

PRESENTING OFFENSE:

CLIENT NAME:

ADJUDICATION DATE:

CLIENT'S COURT ID:

PRESENT COURT STATUS: 1 Informal
2 Probation
3 Parole
4 Early Release/Recall

CLIENT'S GUARDIAN:
Name in Full

CLIENT'S ADDRESS:

PRIOR ADJUDICATIONS:
(Other than present)

PHONE NO.:   SEX: 1 Male
2 Female

Previous Offense I: _____

Adjudication Date I: _____

BIRTHDATE:

Month   Day   Year

Previous Offense II: _____

ETHNICITY: 1 White   4 Native American
2 Black   5 Asian
3 Hispanic   6 Other

Adjudication Date II: _____

MOST RECENT SCHOOL ATTENDED:

REFERRING AGENCY:

PROBATION OFFICER'S NAME:

GRADE LEVEL: _____   LD: 1 No
2 Yes

PROBATION OFFICER'S PHONE:

CLIENT ID:

CASE MANAGER NAME:

CASE ACTION DATE:

Month   Day   Year

CASE MANAGER ID:

CASE ACTION: 1 Opened New Pride
2 Client Ineligible, Accepted Non-New Pride
3 Client Ineligible, Not Accepted
4 Client/Family Refuses Serv.
5 Incarcerated

COURT ORDERS:		No	Yes
Restitution Amount _____	. . . . . .	1	2
Mental Health	. . . . . .	1	2
Substance Abuse	. . . . . .	1	2
Curfew	. . . . . .	1	2
Weapons	. . . . . .	1	2
Other	. . . . . .	1	2

COMMENTS:

1/84

Form 1

PROJECT NEW PRIDE
CLIENT REFERRAL/INTAKE FORM

REFERRAL DATE: _9_ - _1_ - _53_
        Month   Day   Year

CLIENT NAME: _Manuel Ring_

CLIENT'S COURT ID: _70391_

CLIENT'S GUARDIAN:
Name in Full _Irsa Maria Ring_

CLIENT'S ADDRESS: _131 North Elm St._
Los Angeles CA 90066

PHONE NO.: _555-211_	SEX: ☑ 1 Male ☐ 2 Female

BIRTHDATE: _7_ - _15_ - _69_
        Month   Day   Year

ETHNICITY: 1 White   4 Native American
           2 Black   5 Asian
         ☑ 3 Hispanic   6 Other

MOST RECENT SCHOOL ATTENDED:
Los Angeles High.

GRADE LEVEL: _5_	LD: ☑ 1 No ☐ 2 Yes

CLIENT ID:

CASE ACTION
DATE: _7_ - _10_ - _83_
      Month   Day   Year

CASE ACTION: ☑ 1 Opened New Pride
             2 Client Ineligible,
                 Accepted Non-New Pride
             3 Client Ineligible,
                 Not Accepted
             4 Client/Family Refuses Serv.
             5 Incarcerated

COMMENTS:

PRESENTING OFFENSE: _Burglary_

ADJUDICATION DATE: _8-20-83_

PRESENT COURT STATUS: 1 Informal
                    ☑ 2 Probation
                      3 Parole
                      4 Early Release/Recall

PRIOR ADJUDICATIONS:
(Other than present)

Previous Offense I: _Petty Theft Shoplift_

Adjudication Date I: _8-2-83_

Previous Offense II: _Burglary_

Adjudication Date II: _8-3-83_

REFERRING AGENCY: _Probation_

PROBATION OFFICER'S NAME: _John Jones_

PROBATION OFFICER'S PHONE: _555-1331_

CASE MANAGER NAME: _Jean Edmund_

CASE MANAGER ID: _234_

COURT ORDERS:		No	Yes
Restitution Amount _50_	. . . . . .	1	☑ 2
Mental Health	. . . . . .	☑ 1	2
Substance Abuse	. . . . . .	1	☑ 2
Curfew	. . . . . .	1	☑ 2
Weapons	. . . . . .	☑ 1	2
Other _No Hanging with_ _Mark Sand_	. . . . . .	1	☑ 2

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FOR: REFER
DICTIONARY LOCATION: XGVF:RF1#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Referral Intake Information XGVF/12-15-83

F(#)	FIELD NAME	ABBR'#G@a!	VALUE	DESCRIPTION
F(1)	REFERRAL-DATE	RDT	REQUIRED	Date of Referral
	CATEGORIES			
	MISSING	MD	99	Missing
F(2)	CLIENT-NAME	NAME	REQUIRED	Client Name
F(3)	ALPHA-NAME	ALFA		Alphabetical Name
F(4)	COURT-ID-NO	CTNO		Court Identification Number
F(5)	GUARDIAN-NAME	GNAM		Name of Client's Guardian
F(6)	CLIENT-ADDR	ADDR	REQUIRED	Client Address
F(7)	CLIENT-ADDR-CITY	CADC	REQUIRED	Client Address (City)
F(8)	CLIENT-ADR-STATE	CAST	REQUIRED	State
	CATEGORIES (ONLY)			
	ALABAMA	AL	1	Alabama
	ALASKA	AK	2	Alaska
	ARIZONA	AZ	3	Arizona
	ARKANSAS	AR	4	Arkansas
	CALIFORNIA	CA	5	California
	COLORADO	CO	6	Colorado
	CONNECTICUT	CT	7	Connecticut
	DELAWARE	DE	8	Delaware
	DICTRICT	DC	9	District of Columbia
	FLORIDA	FL	10	Florida
	GEORGIA	GA	11	Georgia
	HAWAII	HI	12	Hawaii
	IDAHO	ID	13	Idaho
	ILLINOIS	IL	14	Illinois
	INDIANA	IN	15	Indiana
	IOWA	IA	16	Iowa
	KANSAS	KS	17	Kansas
	KENTUCKY	KY	18	Kentucky
	LOUISIANA	LA	19	Louisiana
	MAINE	ME	20	Maine
	MARYLAND	MD	21	Maryland
	MASS	MA	22	Massachusetts
	MICHIGAN	MI	23	Michigan
	MINNESOTA	MN	24	Minnesota

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F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	MISSISSIPPI	MS	25	Mississippi
	MISSOURI	MO	26	Missouri
	MONTANA	MT	27	Montana
	NEBRASKA	NE	28	Nebraska
	NEVADA	NV	29	Nevada
	N.HAMPSHIRE	NH	30	New Hampshire
	NEW.JERSEY	NJ	31	New Jersey
	NEW.MEXICO	NM	32	New Mexico
	NEW.YORK	NY	33	New York
	N.CAROLINA	NC	34	North Carolina
	N.DAKOTA	ND	35	North Dakota
	OHIO	OH	36	Ohio
	OKLAHOMA	OK	37	Oklahoma
	OREGON	OR	38	Oregon
	PENSYLVANIA	PA	39	Pennsylvania
	PUERTO.RICO	PR	40	Puerto Rico
	RHODE.ISLND	RI	41	Rhode Island
	S.CAROLINA	SC	42	South Carolina
	S.DAKOTA	SD	43	South Dakota
	TENNESSEE	TN	44	Tennessee
	TEXAS	TX	45	Texas
	UTAH	UT	46	Utah
	VERMONT	VT	47	Vermont
	VIRGINIA	VA	48	Virginia
	WASHINGTON	WA	49	Washington
	W.VIRGINIA	WV	50	West Virginia
	WISCONSIN	WI	51	Wisconsin
	WYOMING	WY	52	Wyoming
	MISSING	M.D.	99	Missing
F(9)	CLIENT-ZIP-CODE	CZIP		Client zip code
F(10)	CLIENT-RES-PHONE	CRP		Client's Telephone Number
F(11)	SEX	SEX	REQUIRED	Sex
	CATEGORIES (ONLY)			
	MALE	M	1	Male
	FEMALE	F	2	Female
	MISSING	MD	99	Missing
F(12)	BIRTH-DATE	BDT	REQUIRED	Date of Birth
	CATEGORIES			
	MISSING	MD	99	Missing
F(13)	ETHNICITY	RACE	REQUIRED	Race or Ethnicity
	CATEGORIES (ONLY)			
	WHITE	WH	1	White
	BLACK	BL	2	Black
	HISPANIC	HISP	3	Hispanic
	AMER-INDIAN	AI	4	Am. Indian/Native American
	ASIAN	AS	5	Asian

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	OTHER	OTH	6	Other
	MISSING	MD	99	Missing
F(14)	MOST-REC-SCHOOL	SCHL		Most Recent School Attended
F(15)	GRADE-LEVEL	GL		Grade Level
	CATEGORIES			
	MISSING	MD	99	Missing
F(16)	LEARNING-DIS	LD		Learning Disabled
	CATEGORIES			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(17)	PRESENTING-OFNS	POFN	REQUIRED	Presenting Offense
	CATEGORIES (ONLY)			
	MURDER-I	MDR1	1100	Murder I (Premeditated)
	MURDER-II	MDR2	1200	Murder II (Intention, No premeditation)
	MURDER-III	MDR3	1300	Murder III
	CRIM-NEGL	CRNG	1400	Criminal negligence (resulting in death to another)
	MANSLAUGHTR	MANS	1500	Manslaughter (all degrees)
	ASSAULT-AGR	ASLA	2100	Aggravated assault - Attempted homicide
	ASSAULT-DW	ADW	2200	Assault with a deadly weapon
	BATTERY	BATT	2300	Battery
	AGGR-BATT	AGGB	2310	Aggravated Battery
	ASSAULT-OTH	ASLO	2400	Other assault
	ASLT-BATT	ABAT	2500	Assault and battery
	ASLT-POLICE	APOL	2600	Assault on a police officer
	RAPE-FORC	RAPF	3100	Forcible rape
	RAPE-STAT	RAPS	3200	Statutory rape
	SEX-OFFNSES	SEXO	3300	Sex offenses other than rape (Attempted rape, sodomy, carnal knowledge, indecent liberties, enticement for indecent liberties, incest)
	CMRCL-SEX	SFXC	3400	Commercial sex offenses
	KIDNAP-RANS	KNRA	4100	Kidnapping for ransom
	HIJACK-PUBT	HJPT	4200	Hijacking of public transport
	KIDNAP-OTH	KNOT	4300	Other kidnapping
	ROBBERY-ARM	ROBA	5100	Armed robbery
	ROBBERY-OTH	ROTH	5200	Other robbery
	ARSON-WLFL	ARSW	6100	Willful arson
	ARSON-OTH	ARSO	6200	Other arson and attempted arson
	MV-THEFT	MVTH	7100	Motor vehicle theft
	UA-USE-MV	UUMV	7110	Unauthorized use of a motor vehicle
	BURGLARY	BURG	7200	Burglary
	BREAK-ENT	BE	7220	Breaking and entering

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	BREAK-ENT-D	BED	7222	Breaking and entering, Day
	BREAK-ENT-N	BEN	7224	Breaking and entering, Night
	BURG-TOOLS	BTLS	7230	Possession of burglary tools
	COUNTERFEIT	CTRF	7300	Counterfeiting
	FORGERY-AGR	FGYA	7310	Aggrevated forgery
	FORGERY-OTH	FGYO	7320	Forgery (Other theft by check, uttering a forged instrument, credit card fraud)
	LARCENY-AGR	LARA	7400	Aggrevated larceny (Penalty greater than 1 year)
	LARCENY-OTH	LARO	7410	Other larceny, shoplifting (Penalty less than 1 year)
	LARCENY-UNS	LARU	7420	Larceny, unspecified amount
	POS-STL-PRP	PSP	7500	Possession of stolen property
	VANDALISM	VAND	7600	Vandalism
	TRESPASSING	TRES	7700	Trespassing
	HEROIN-SELL	HRSL	8100	Heroin (Smuggle, sell)
	OPIUM-SELL	OPMS	8200	Opium, cocaine or other 'hard' drugs (Smuggle, sell)
	HEROIN-USE	HRUS	8300	Heroin (Possession, use)
	USE-HARD-DR	UHD	8400	Other 'hard' drugs (Possession, use)
	MARIJ-SELL	MARS	8500	Marijuana (Smuggle, sell)
	MARIJ-USE	MARU	8600	Marijuana (Possession, use)
	INHALANTS	INHA	8700	Inhalants (Possession, use)
	OTH-DRUG-OF	OTHD	8800	Other drug offenses
	RESIST-ARR	RARR	9010	Resisting arrest
	INTERFERG	INTF	9020	Interfering with a police officer or investigation
	PERJURY	PERJ	9030	Perjury
	RIOT	RIOT	9100	Riot
	WEAPONS-OFN	WEAP	9200	Weapons offenses (Other)
	OTH-MISDEM	OTHM	9300	Other misdemeanor offenses (Criminal mischief, disorderly conduct, harrassment, verbal assault, loitering)
	DRUNKENESS	DRNK	9400	Drunkenness
	GAMBLING	GAMB	9500	Gambling
	RECKLESS-DR	RKDR	9600	Reckless driving
	DRIV-WH-INT	DWI	9610	Driving while intoxicated
	OTH-DRIVING	ODRI	9620	Other driving offenses (Driving without license, helmet, insurance, etc.)
	PROB-VIOL	PROB	9800	Violation of Probation
	PROL-VIOL	PROL	9810	Violation of Parole
	CONTEMPT-CT	CTCT	9820	Violation of court order/contempt of court
	AWOL	AWOL	9850	Absent without leave
	ESCAPE	ESC	9860	Escape/attempted escape
	STATUS-OFFN	STAT	9900	Status offenses
	MISSING	MD	99	Missing

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(18)	PR-OFFN-AD-DT	POAD		Presenting offense adjudication date
	CATEGORIES			
	MISSING	MD	99	Missing
F(19)	PRES-CT-STATUS	PCST		Present Court Status
	CATEGORIES (ONLY)			
	INFORMAL	INF	1	Informal Probation
	PROBATION	PROB	2	Formal Probation
	PAROLE	PARO	3	Parole
	REL-RECALL	RECL	4	Early Release/Recall
	MISSING	MD	99	Missing
F(20)	PREV-OFFN-1	POF1	REQUIRED	Previous Offense 1
	CATEGORIES (ONLY)			
	MURDER-I	MDR1	1100	Murder I (Premeditated)
	MURDER-II	MDR2	1200	Murder II (Intention, no premeditation)
	MURDER-III	MDR3	1300	Murder III
	CRIM-NEGL	CRNG	1400	Criminal negligence (resulting in death to another)
	MANSLAUGHTR	MANS	1500	Manslaughter (all degrees)
	ASSAULT-AGR	ASLA	2100	Aggrevated assault - Attempted homicide
	ASSAULT-DW	ADW	2200	Assault with a deadly weapon
	BATTERY	BATT	2300	Battery
	AGGR-BATT	AGGB	2310	Aggrevated Battery
	ASSAULT-OTH	ASLO	2400	Other assault
	ASLT-BATT	ABAT	2500	Assault and battery
	ASLT-POLICE	APOL	2600	Assault on a police officer
	RAPE-FORC	RAPF	3100	Forcible rape
	RAPE-STAT	RAPS	3200	Statutory rape
	SEX-OFFNSES	SEXO	3300	Sex offenses other than rape (Attempted rape, sodomy, carnal knowledge, indecent liberties, enticement for indecent liberties, incest)
	CMRCL-SEX	SEXC	3400	Commercial sex offenses
	KIDNAP-RANS	KRNS	4100	Kidnapping for ransom
	HIJACK-PUBT	HJPT	4200	Hijacking of public transport
	KIDNAP-OTH	KNOT	4300	Other kidnapping
	ROBBERY-ARM	ROBA	5100	Armed robbery
	ROBBERY-OTH	ROTH	5200	Other robbery
	ARSON-WLFL	ARSW	6100	Willful arson
	ARSON-OTH	ARSO	6200	Other arson and attempted arson
	MV-THEFT	MVTH	7100	Motor vehicle theft
	UA-USE-MV	UUMV	7110	Unauthorized use of a motor vehicle
	BURGLARY	BURG	7200	Burglary
	BREAK-ENT	BE	7220	Breaking and entering
	BREAK-ENT-D	BED	7222	Breaking and entering, Day
	BREAK-ENT-N	BEN	7224	Breaking and entering, Night

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	BURG-TOOLS	BTLS	7230	Possession of burglary tools
	COUNTERFEIT	CTRF	7300	Counterfeiting
	FORGERY-AGR	FGYA	7310	Aggrevated forgery
	FORGERY-OTH	FGYO	7320	Forgery (Other theft by check, uttering a forged instrument, credit card fraud)
	LARCENY-AGR	LARA	7400	Aggrevated larceny (Penalty greater than 1 year)
	LARCENY-OTH	LARO	7410	Other larceny, shoplifting (Penalty less than 1 year)
	LARCENY-UNS	LARU	7420	Larceny, unspecified amount
	POS-STL-PRP	PSP	7500	Possession of stolen property
	VANDALISM	VAND	7600	Vandalism
	TRESPASSING	TRES	7700	Trespassing
	HEROIN-SELL	HRSL	8100	Heroin (Smuggle, sell)
	OPIUM-SELL	OPMS	8200	Opium, cocaine or other "hard" drugs (Smuggle, sell)
	HEROIN-USE	HRUS	8300	Heroin (Possession, use)
	USE-HARD-DR	UHD	8400	Other "hard" drugs (Possession, use)
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	INHALANTS	INHA	8700	Inhalants (Possession, use)
	OTH-DRUG-OF	OTHD	8800	Other drug offenses
	RESIST-ARR	RARR	9010	Resisting arrest
	INTERFERG	INTF	9020	Interfering with police officer or investigation
	PERJURY	PERJ	9030	Perjury
	RIOT	RIOT	9100	Riot
	WEAPONS-OFN	WEAP	9200	Weapons offenses (Other)
	OTH-MISDEM	OTHM	9300	Other misdemeanor offenses (Criminal mischief, disorderly conduct, harrassment, verbal assault, loitering, etc.)
	DRUNKENESS	DRNK	9400	Drunkenness
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	PROB-VIOL	PROB	9800	Violation of probation
	PROL-VIOL	PROL	9810	Violation of parole
	CONTEMPT-CT	CTCT	9820	Violation of court order/contempt of court
	AWOL	AWOL	9850	Absent without leave
	ESCAPE	ESC	9860	Escape/attempted escape
	STATUS-OFFN	STAT	9900	Status offenses
	MISSING	MD	99	Missing
F(21)	PREV-OFN1-DT	O1DT		Date of adjudication/Previous

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
				offense 1
	CATEGORIES			
	MISSING	MD	99	Missing
F(22)	PREV-OFFN-2	POF2	REQUIRED	Preshvious offense 2
	CATEGORIES (ONLY)			
	MURDER-I	MDR1	1100	Murder I (Premeditation)
	MURDER-II	MDR2	1200	Murder II (Intention, no premeditation)
	MURDER-III	MDR3	1300	Murder III
	CRIM-NEGL	CRNG	1400	Criminal negligence (resulting in death to another)
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	BATTERY	BATT	2300	Battery
	AGGR-BATT	AGGB	2310	Aggrevated battery
	ASSAULT-OTH	ASLO	2400	Other assault
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	RAPE-FORC	RAPF	3100	Forcible rape
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	ROBBERY-OTH	ROTH	5200	Other robbery
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	FORGERY-OTH	FGYO	7320	Forgery (Other theft by check, uttering a forged instrument, credit card fraud)
	LARCENY-AGR	LARA	7400	Aggrevated larceny (Penalty greater than 1 year)
	LARCENY-OTH	LARO	7410	Other larceny, shoplifting (Penalty less than 1 year)

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	LARCENY-UNS	LARU	7420	Larceny, unspecified amount
	POS-STL-PRP	PSP	7500	Possession of stolen property
	VANDALISM	VAND	7600	Vandalism
	TRESPASSING	TRES	7700	Trespassing
	HEROIN-SELL	HRSL	8100	Heroin (Smuggle, sell)
	OPIUM-SELL	OPMS	8200	Opium, cocaine or other "hard" drugs (Smuggle, sell)
	HEROIN-USE	HRUS	8300	Heroin (Possession, use)
	USE-HARD-DR	UHD	8400	Other "hard" drugs (Possession, use)
	MARIJ-SELL	MARS	8500	Marijuana (Smuggle, sell)
	MARIJ-USE	MARU	8600	Marijuana (Possession, use)
	INHALENTS	INHA	8700	Inhalants (Possession, use)
	OTH-DRUG-OF	OTHD	8800	Other drug offenses
	RESIST-ARR	RARR	9010	Resisting arrest
	INTERFERG	INTF	9020	Interfering with a police officer or investigation
	PERJURY	PERJ	9030	Perjury
	RIOT	RIOT	9100	Riot
	WEAPONS-OFN	WEAP	9200	Weapons offenses (Other)
	OTH-MISDEM	OTHM	9300	Other misdemeanor offenses (Criminal mischief, disorderly conduct, harrassment, verbal assault, loitering, etc.)
	DRUNKENESS	DRNK	9400	Drunkenness
	GAMBLING	GAMB	9500	Gambling
	RECKLESS-DR	RKDR	9600	Reckless driving
	DRIV-WH-INT	DWI	9610	Driving while intoxicated
	OTH-DRIVING	ODRI	9620	Other driving offenses (Driving without license, helmet, insurance, etc.)
	PROB-VIOL	PROB	9800	Violation of probation
	PROL-VIOL	PROL	9810	Violation of parole
	CONTEMPT-CT	CTCT	9820	Violation of court order/contempt of court
	AWOL	AWOL	9850	Absent without leave
	ESCAPE	ESC	9860	Escape/attempted escape
	STATUS-OFFN	STAT	9900	Status offenses
	MISSING	MD	99	Missing
F(23)	PREV-OFN2-DT	O2DT		Date of adjudication/Previous offense 2
	CATEGORIES			
	MISSING	MD	99	Missing
F(24)	REFERRAL-AGENCY	AGCY		Referring agency
	CATEGORIES			
	MISSING	MD	99	Missing
F(25)	PROB-OFF-NAME	PONA		Probation Officer's Name

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(26)	PROB-OFF-PHONE	POTN		Probation Officer's Telephone Number
F(27)	CLIENT-ID	CLID	REQUIRED	Client ID
F(28)	CASE-ACTION-DATE	CDT	REQUIRED	Case Action Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(29)	CASE-ACTION	ACT		Case Action
	CATEGORIES (ONLY)			
	OPENED	OPEN	1	Opened/New Pride
	INEL-ACCEPT	INEL	2	Inelisible by Criteria/Accepted
	EL-NO-ACPT	NOTA	3	Eligible by Criteria/Not Accepted
	REFUSED	REFU	4	Client/Family Refused Service
	MOVED	MOVE	5	Client Moved
	INCARCERATE	INC	6	Client Incarcerated
	MISSING	MD	99	Missing
F(30)	CASE-MGR-NAME	CMNA		Case Manager's Name
F(31)	CASE-MGR-ID	CMID	REQUIRED	Case Manager's ID
	CATEGORIES			
	MISSING	MD	99	Missing
F(32)	RESTITUTION	REST		Court Ordered Restitution
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(33)	RESTITUTION-AMT	RAMT		Amount of Restitution Owed
	CATEGORIES			
	INAPPROP	INAP	8888	Inappropriate
	MISSING	MD	9999	Missing
F(34)	MENT-HEALTH	MENT		Court Ordered Mental Health Program
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(35)	SUB-ABUSE	SUBA		Court Ordered Substance Abuse Program
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(36)	CURFEW	CURF		Court Ordered Curfew

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(37)	WEAPONS	WPNS		Not To Possess Weapons
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(38)	OTHER-ORDERS	OTHO		Other Court Orders
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing

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THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Referral Intake Information XGVF/12-15-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	REFERRAL-DATE	RDT	REQUIRED	UC	4	0	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(2)	CLIENT-NAME	NAME	REQUIRED	C	30	4	
F(3)	ALPHA-NAME	ALFA		C	30	34	
F(4)	COURT-ID-NO	CTNO		C	15	64	
F(5)	GUARDIAN-NAME	GNAM		C	30	79	
F(6)	CLIENT-ADDR	ADDR	REQUIRED	C	30	109	
F(7)	CLIENT-ADDR-CITY	CADC	REQUIRED	C	35	139	
F(8)	CLIENT-ADR-STATE	CAST	REQUIRED	UC	1	174	
	CATEGORIES (ONLY)						
	ALABAMA	AL	1				
	ALASKA	AK	2				
	ARIZONA	AZ	3				
	ARKANSAS	AR	4				
	CALIFORNIA	CA	5				
	COLORADO	CO	6				
	CONNECTICUT	CT	7				
	DELAWARE	DE	8				
	DICTRICT	DC	9				
	FLORIDA	FL	10				
	GEORGIA	GA	11				
	HAWAII	HI	12				
	IDAHO	ID	13				
	ILLINOIS	IL	14				
	INDIANA	IN	15				
	IOWA	IA	16				
	KANSAS	KS	17				
	KENTUCKY	KY	18				
	LOUISIANA	LA	19				
	MAINE	ME	20				
	MARYLAND	MD	21				
	MASS	MA	22				
	MICHIGAN	MI	23				
	MINNESOTA	MN	24				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	MISSISSIPPI	MS	25				
	MISSOURI	MO	26				
	MONTANA	MT	27				
	NEBRASKA	NE	28				
	NEVADA	NV	29				
	N.HAMPSHIRE	NH	30				
	NEW.JERSEY	NJ	31				
	NEW.MEXICO	NM	32				
	NEW.YORK	NY	33				
	N.CAROLINA	NC	34				
	N.DAKOTA	ND	35				
	OHIO	OH	36				
	OKLAHOMA	OK	37				
	OREGON	OR	38				
	PENSYLVANIA	PA	39				
	PUERTO.RICO	PR	40				
	RHODE.ISLND	RI	41				
	S.CAROLINA	SC	42				
	S.DAKOTA	SD	43				
	TENNESSEE	TN	44				
	TEXAS	TX	45				
	UTAH	UT	46				
	VERMONT	VT	47				
	VIRGINIA	VA	48				
	WASHINGTON	WA	49				
	W.VIRGINIA	WV	50				
	WISCONSIN	WI	51				
	WYOMING	WY	52				
	MISSING	M.D.	99	DEFAULT			
F(9)	CLIENT-ZIP-CODE	CZIP		C	5	175	
F(10)	CLIENT-RES-PHONE	CRP		C	12	180	
F(11)	SEX	SEX	REQUIRED	UC	1	192	
	CATEGORIES (ONLY)						
	MALE	M	1				
	FEMALE	F	2				
	MISSING	MD	99	DEFAULT			
F(12)	BIRTH-DATE	BDT	REQUIRED	UC	4	193	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(13)	ETHNICITY	RACE	REQUIRED	UC	1	197	
	CATEGORIES (ONLY)						
	WHITE	WH	1				
	BLACK	BL	2				
	HISPANIC	HISP	3				
	AMER-INDIAN	AI	4				
	ASIAN	AS	5				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP SCALE FACTOR
	CATEGORIES (CONTINUED)					
	OTHER	OTH	6			
	MISSING	MD	99	DEFAULT		
F(14)	MOST-REC-SCHOOL	SCHL		C	30	198
F(15)	GRADE-LEVEL	GL		UC	1	228
	CATEGORIES					
	MISSING	MD	99	DEFAULT		
F(16)	LEARNING-DIS	LD		UC	1	229
	CATEGORIES					
	NO	N	1			
	YES	Y	2			
	MISSING	MD	99	DEFAULT		
F(17)	PRESENTING-OFNS	POFN	REQUIRED	UC	2	230
	CATEGORIES (ONLY)					
	MURDER-I	MDR1	1100			
	MURDER-II	MDR2	1200			
	MURDER-III	MDR3	1300			
	CRIM-NEGL	CRNG	1400			
	MANSLAUGHTR	MANS	1500			
	ASSAULT-AGR	ASLA	2100			
	ASSAULT-DW	ADW	2200			
	BATTERY	BATT	2300			
	AGGR-BATT	AGGB	2310			
	ASSAULT-OTH	ASLO	2400			
	ASLT-BATT	ABAT	2500			
	ASLT-POLICE	APOL	2600			
	RAPE-FORC	RAPF	3100			
	RAPE-STAT	RAPS	3200			
	SEX-OFFNSES	SEXO	3300			
	CMRCL-SEX	SEXC	3400			
	KIDNAP-RANS	KNRA	4100			
	HIJACK-PUBT	HJPT	4200			
	KIDNAP-OTH	KNOT	4300			
	ROBBERY-ARM	ROBA	5100			
	ROBBERY-OTH	ROTH	5200			
	ARSON-WLFL	ARSW	6100			
	ARSON-OTH	ARSO	6200			
	MV-THEFT	MVTH	7100			
	UA-USE-MV	UUMV	7110			
	BURGLARY	BURG	7200			
	BREAK-ENT	BE	7220			
	BREAK-ENT-D	BED	7222			
	BREAK-ENT-N	BEN	7224			
	BURG-TOOLS	BTLS	7230			
	COUNTERFEIT	CTRF	7300			
	FORGERY-AGR	FGYA	7310			
	FORGERY-OTH	FGYO	7320			
	LARCENY-AGR	LARA	7400			

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP SCALE FACTOR
	CATEGORIES (CONTINUED)					
	LARCENY-OTH	LARO	7410			
	LARCENY-UNS	LARU	7420			
	POS-STL-PRP	PSP	7500			
	VANDALISM	VAND	7600			
	TRESPASSING	TRES	7700			
	HEROIN-SELL	HRSL	8100			
	OPIUM-SELL	OPMS	8200			
	HEROIN-USE	HRUS	8300			
	USE-HARD-DR	UHD	8400			
	MARIJ-SELL	MARS	8500			
	MARIJ-USE	MARU	8600			
	INHALANTS	INHA	8700			
	OTH-DRUG-OF	OTHD	8800			
	RESIST-ARR	RARR	9010			
	INTERFERG	INTF	9020			
	PERJURY	PERJ	9030			
	RIOT	RIOT	9100			
	WEAPONS-OFN	WEAP	9200			
	OTH-MISDEM	OTHM	9300			
	DRUNKENESS	DRNK	9400			
	GAMBLING	GAMB	9500			
	RECKLESS-DR	RKDR	9600			
	DRIV-WH-INT	DWI	9610			
	OTH-DRIVING	ODRI	9620			
	PROB-VIOL	PROB	9800			
	PROL-VIOL	PROL	9810			
	CONTEMPT-CT	CTCT	9820			
	AWOL	AWOL	9850			
	ESCAPE	ESC	9860			
	STATUS-OFFN	STAT	9900			
	MISSING	MD	99	DEFAULT		
F(18)	PR-OFFN-AD-DT	POAD		UC	4	232
	CATEGORIES					
	MISSING	MD	99	DEFAULT		
F(19)	PRES-CT-STATUS	PCST		UC	1	236
	CATEGORIES (ONLY)					
	INFORMAL	INF	1			
	PROBATION	PROB	2			
	PAROLE	PARO	3			
	REL-RECALL	RECL	4			
	MISSING	MD	99	DEFAULT		
F(20)	PREV-OFFN-1	POF1	REQUIRED	UC	2	237
	CATEGORIES (ONLY)					
	MURDER-I	MDR1	1100			
	MURDER-II	MDR2	1200			
	MURDER-III	MDR3	1300			
	CRIM-NEGL	CRNG	1400			
	MANSLAUGHTR	MANS	1500			

F(#)	FIELD NAME	ABBR	VALUE	TYPE LENGTH DISP SCALE FACTOR
	CATEGORIES (CONTINUED)			
	ASSAULT-AGR	ASLA	2100	
	ASSAULT-DW	ADW	2200	
	BATTERY	BATT	2300	
	AGGR-BATT	AGGB	2310	
	ASSAULT-OTH	ASLO	2400	
	ASLT-BATT	ABAT	2500	
	ASLT-POLICE	APOL	2600	
	RAPE-FORC	RAPF	3100	
	RAPE-STAT	RAPS	3200	
	SEX-OFFNSES	SEXO	3300	
	CMRCL-SEX	SEXC	3400	
	KIDNAP-RANS	KNRA	4100	
	HIJACK-PUBT	HJPT	4200	
	KIDNAP-OTH	KNOT	4300	
	ROBBERY-ARM	ROBA	5100	
	ROBBERY-OTH	ROTH	5200	
	ARSON-WLFL	ARSW	6100	
	ARSON-OTH	ARSO	6200	
	MV-THEFT	MVTH	7100	
	UA-USE-MV	UUMV	7110	
	BURGLARY	BURG	7200	
	BREAK-ENT	BE	7220	
	BREAK-ENT-D	BED	7222	
	BREAK-ENT-N	BEN	7224	
	BURG-TOOLS	BTLS	7230	
	COUNTERFEIT	CTRF	7300	
	FORGERY-AGR	FGYA	7310	
	FORGERY-OTH	FGYO	7320	
	LARCENY-AGR	LARA	7400	
	LARCENY-OTH	LARO	7410	
	LARCENY-UNS	LARU	7420	
	POS-STL-PRP	PSP	7500	
	VANDALISM	VAND	7600	
	TRESPASSING	TRES	7700	
	HEROIN-SELL	HRSL	8100	
	OPIUM-SELL	OPMS	8200	
	HEROIN-USE	HRUS	8300	
	USE-HARD-DR	UHD	8400	
	MARIJ-SELL	MARS	8500	
	MARIJ-USE	MARU	8600	
	INHALANTS	INHA	8700	
	OTH-DRUG-OF	OTHD	8800	
	RESIST-ARR	RARR	9010	
	INTERFERG	INTF	9020	
	PERJURY	PERJ	9030	
	RIOT	RIOT	9100	
	WEAPONS-OFN	WEAP	9200	
	OTH-MISDEM	OTHM	9300	
	DRUNKENESS	DRNK	9400	
	GAMBLING	GAMB	9500	
	RECKLESS-DR	RKDR	9600	

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	DRIV-WH-INT	DWI	9610				
	OTH-DRIVING	ODRI	9620				
	PROB-VIOL	PROB	9800				
	PROL-VIOL	PROL	9810				
	CONTEMPT-CT	CTCT	9820				
	AWOL	AWOL	9850				
	ESCAPE	ESC	9860				
	STATUS-OFFN	STAT	9900				
	MISSING	MD	99	DEFAULT			
F(21)	PREV-OFN1-DT	O1DT		UC	4	239	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(22)	PREV-OFFN-2	POF2	REQUIRED	UC	2	243	
	CATEGORIES (ONLY)						
	MURDER-I	MDR1	1100				
	MURDER-II	MDR2	1200				
	MURDER-III	MDR3	1300				
	CRIM-NEGL	CRNG	1400				
	MANSLAUGHTR	MANS	1500				
	ASSAULT-AGR	ASLA	2100				
	ASSAULT-DW	ADW	2200				
	BATTERY	BATT	2300				
	AGGR-BATT	AGGB	2310				
	ASSAULT-OTH	ASLO	2400				
	ASLT-BATT	ABAT	2500				
	ASLT-POLICE	APOL	2600				
	RAPE-FORC	RAPF	3100				
	RAPE-STAT	RAPS	3200				
	SEX-OFFNSES	SEXO	3300				
	CMRCL-SEX	SEXC	3400				
	KIDNAP-RANS	KNRA	4100				
	HIJACK-PUBT	HJPT	4200				
	KIDNAP-OTH	KNOT	4300				
	ROBBERY-ARM	ROBA	5100				
	ROBBERY-OTH	ROTH	5200				
	ARSON-WLFL	ARSW	6100				
	ARSON-OTH	ARSO	6200				
	MV-THEFT	MVTH	7100				
	UA-USE-MV	UUMV	7110				
	BURGLARY	BURG	7200				
	BREAK-ENT	BE	7220				
	BREAK-ENT-D	BED	7222				
	BREAK-ENT-N	BEN	7224				
	BURG-TOOLS	BTLS	7230				
	COUNTERFEIT	CTRF	7300				
	FORGERY-AGR	FGYA	7310				
	FORGERY-OTH	FGYO	7320				
	LARCENY-AGR	LARA	7400				
	LARCENY-OTH	LARO	7410				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	LARCENY-UNS	LARU	7420				
	POS-STL-PRP	PSP	7500				
	VANDALISM	VAND	7600				
	TRESPASSING	TRES	7700				
	HEROIN-SELL	HRSL	8100				
	OPIUM-SELL	OPHS	8200				
	HEROIN-USE	HRUS	8300				
	USE-HARD-DR	UHD	8400				
	MARIJ-SELL	MARS	8500				
	MARIJ-USE	MARU	8600				
	INHALENTS	INHA	8700				
	OTH-DRUG-OF	OTHD	8800				
	RESIST-ARR	RARR	9010				
	INTERFERG	INTF	9020				
	PERJURY	PERJ	9030				
	RIOT	RIOT	9100				
	WEAPONS-OFN	WEAP	9200				
	OTH-MISDEM	OTHM	9300				
	DRUNKENESS	DRNK	9400				
	GAMBLING	GAMB	9500				
	RECKLESS-DR	RKDR	9600				
	DRIV-WH-INT	DWI	9610				
	OTH-DRIVING	ODRI	9620				
	PROB-VIOL	PROB	9800				
	PROL-VIOL	PROL	9810				
	CONTEMPT-CT	CTCT	9820				
	AWOL	AWOL	9850				
	ESCAPE	ESC	9860				
	STATUS-OFFN	STAT	9900				
	MISSING	MD	99	DEFAULT			
F(23)	PREV-OFN2-DT	O2DT		UC	4	245	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(24)	REFERRAL-AGENCY	AGCY		UC	2	249	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(25)	PROB-OFF-NAME	PONA		C	30	251	
F(26)	PROB-OFF-PHONE	POTN		C	12	281	
F(27)	CLIENT-ID	CLID	REQUIRED	C	10	293	
F(28)	CASE-ACTION-DATE	CDT	REQUIRED	UC	4	303	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(29)	CASE-ACTION	ACT		UC	1	307	

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	CATEGORIES (ONLY)						
	OPENED	OPEN	1				
	INEL-ACCEPT	INEL	2				
	EL-NO-ACPT	NOTA	3				
	REFUSED	REFU	4				
	MOVED	MOVE	5				
	INCARCERATE	INC	6				
	MISSING	MD	99	DEFAULT			
F(30)	CASE-MGR-NAME	CMNA		C	25	308	
F(31)	CASE-MGR-ID	CMID	REQUIRED	UC	2	333	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(32)	RESTITUTION	REST		UC	1	335	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(33)	RESTITUTION-AMT	RAMT		UC	4	336	
	CATEGORIES						
	INAPPROP	INAP	8888				
	MISSING	MD	9999	DEFAULT			
F(34)	MENT-HEALTH	MENT		UC	1	340	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(35)	SUB-ABUSE	SUBA		UC	1	341	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(36)	CURFEW	CURF		UC	1	342	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(37)	WEAPONS	WPNS		UC	1	343	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(38)	OTHER-ORDERS	OTHO		UC	1	344	

FOR: REFER

F(#)	FIELD NAME	ABBR	VALUE	TYPE LENGTH DISP SCALE FACTOR
	CATEGORIES (CONTINUED)			
	CATEGORIES (ONLY)			
	NO	N	1	
	YES	Y	2	
	MISSING	MD	99	DEFAULT

The following section includes the documentation for the DEMOG, NAMES and CL-ADDR datasets, where the REFER data are actually stored. As these are subsets of the REFER dataset, the field descriptions are the same as those in REFER. Consult the REFER Field Description for additional information.

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USE COUNT: 1

DATA SET DESCRIPTION:
Client Demographic Information XGVF/01-09-84

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	REFERRAL-DATE	RDT	REQUIRED	Date of Referral
	CATEGORIES			
	MISSING	MD	99	Missing
F(3)	COURT-ID-NO	CTNO		Court Identification Number
F(4)	SEX	SEX	REQUIRED	Sex
	CATEGORIES (ONLY)			
	MALE	M	1	Male
	FEMALE	F	2	Female
	MISSING	MD	99	Missing
F(5)	BIRTH-DATE	BDT	REQUIRED	Date of Birth
	CATEGORIES			
	MISSING	MD	99	Missing
F(6)	ETHNICITY	RACE	REQUIRED	Race or Ethnicity
	CATEGORIES (ONLY)			
	WHITE	WH	1	White
	BLACK	BL	2	Black
	HISPANIC	HISP	3	Hispanic
	AMER-INDIAN	AI	4	Am. Indian/Native American
	ASIAN	AS	5	Asian
	OTHER	OTH	6	Other
	MISSING	MD	99	Missing
F(7)	MOST-REC-SCHOOL	SCHL		Most Recent School Attended
F(8)	GRADE-LEVEL	GL		Grade Level
	CATEGORIES			
	MISSING	MD	99	Missing
F(9)	LEARNING-DIS	LD		Learning Disabled
	CATEGORIES			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(10)	PRESENTING-OFNS	POFN	REQUIRED	Presenting Offense

FOR: DEMOG

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (ONLY)			
	MURDER-I	MDR1	1100	Murder I (Premeditated)
	MURDER-II	MDR2	1200	Murder II (Intention, No premeditation)
	MURDER-III	MDR3	1300	Murder III
	CRIM-NEGL	CRNG	1400	Criminal negligence (resulting in death to another)
	MANSLAUGHTR	MANS	1500	Manslaughter (all degrees)
	ASSAULT-AGR	ASLA	2100	Aggravated assault - Attempted homicide
	ASSAULT-DW	ADW	2200	Assault with a deadly weapon
	BATTERY	BATT	2300	Battery
	AGGR-BATT	AGGB	2310	Aggravated Battery
	ASSAULT-OTH	ASLO	2400	Other assault
	ASLT-BATT	ABAT	2500	Assault and battery
	ASLT-POLICE	APOL	2600	Assault on a police officer
	RAPE-FORC	RAPF	3100	Forcible rape
	RAPE-STAT	RAPS	3200	Statutory rape
	SEX-OFFNSES	SEXO	3300	Sex offenses other than rape (Attempted rape, sodomy, carnal knowledge, indecent liberties, enticement for indecent liberties, incest)
	CMRCL-SEX	SEXC	3400	Commercial sex offenses
	KIDNAP-RANS	KNRA	4100	Kidnapping for ransom
	HIJACK-PUBT	HJPT	4200	Hijacking of public transport
	KIDNAP-OTH	KNOT	4300	Other kidnapping
	ROBBERY-ARM	ROBA	5100	Armed robbery
	ROBBERY-OTH	ROTH	5200	Other robbery
	ARSON-WLFL	ARSW	6100	Willful arson
	ARSON-OTH	ARSO	6200	Other arson and attempted arson
	MV-THEFT	MVTH	7100	Motor vehicle theft
	UA-USE-MV	UUMV	7110	Unauthorized use of a motor vehicle
	BURGLARY	BURG	7200	Burglary
	BREAK-ENT	BE	7220	Breaking and entering
	BREAK-ENT-D	BED	7222	Breaking and entering, Day
	BREAK-ENT-N	BEN	7224	Breaking and entering, Night
	BURG-TOOLS	BTLS	7230	Possession of burglary tools
	COUNTERFEIT	CTRF	7300	Counterfeiting
	FORGERY-AGR	FGYA	7310	Aggravated forgery
	FORGERY-OTH	FGYO	7320	Forgery (Other theft by check, uttering a forged instrument, credit card fraud)
	LARCENY-AGR	LARA	7400	Aggravated larceny (Penalty greater than 1 year)
	LARCENY-OTH	LARO	7410	Other larceny, shoplifting (Penalty less than 1 year)
	LARCENY-UNS	LARU	7420	Larceny, unspecified amount
	POS-STL-PRP	PSP	7500	Possession of stolen property
	VANDALISM	VAND	7600	Vandalism
	TRESPASSING	TRES	7700	Trespassing
	HEROIN-SELL	HRSL	8100	Heroin (Smuggle, sell)

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	OPIUM-SELL	OPMS	8200	Opium, cocaine or other 'hard' drugs (Smuggle, sell)
	HEROIN-USE	HRUS	8300	Heroin (Possession, use)
	USE-HARD-DR	UHD	8400	Other 'hard' drugs (Possession, use)
	MARIJ-SELL	MARS	8500	Marijuana (Smuggle, sell)
	MARIJ-USE	MARU	8600	Marijuana (Possession, use)
	INHALANTS	INHA	8700	Inhalants (Possession, use)
	OTH-DRUG-OF	OTHD	8800	Other drug offenses
	RESIST-ARR	RARR	9010	Resisting arrest
	INTERFERG	INTF	9020	Interfering with a police officer or investigation
	PERJURY	PERJ	9030	Perjury
	RIOT	RIOT	9100	Riot
	WEAPONS-OFN	WEAP	9200	Weapons offenses (Other)
	OTH-MISDEM	OTHM	9300	Other misdemeanor offenses (Criminal mischief, disorderly conduct, harrassment, verbal assault, loitering)
	DRUNKENESS	DRNK	9400	Drunkenness
	GAMBLING	GAMB	9500	Gambling
	RECKLESS-DR	RKDR	9600	Reckless driving
	DRIV-WH-INT	DWI	9610	Driving while intoxicated
	OTH-DRIVING	ODRI	9620	Other driving offenses (Driving without license, helmet, insurance, etc.)
	PROB-VIOL	PROB	9800	Violation of Probation
	PROL-VIOL	PROL	9810	Violation of Parole
	CONTEMPT-CT	CTCT	9820	Violation of court order/contempt of court
	AWOL	AWOL	9850	Absent without leave
	ESCAPE	ESC	9860	Escape/attempted escape
	STATUS-OFFN	STAT	9900	Status offenses
	MISSING	MD	99	Missing
F(11)	PR-OFFN-AD-DT	POAD		Presenting offense adjudication date
	CATEGORIES MISSING	MD	99	Missing
F(12)	PRES-C.-STATUS	PCST		Present Court Status
	CATEGORIES (ONLY)			
	INFORMAL	INF	1	Informal Probation
	PROBATION	PROB	2	Formal Probation
	PAROLE	PARO	3	Parole
	REL-RECALL	RECL	4	Early Release/Recall
	MISSING	MD	99	Missing
F(13)	PREV-OFFN-1	POF1	REQUIRED	Previous Offense 1
	CATEGORIES (ONLY)			
	MURDER-I	MDR1	1100	Murder I (Premeditated)

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	MURDER-II	MDR2	1200	Murder II (Intention, no premeditation)
	MURDER-III	MDR3	1300	Murder III
	CRIM-NEGL	CRNG	1400	Criminal negligence (resulting in death to another)
	MANSLAUGHTR	MANS	1500	Manslaughter (all degrees)
	ASSAULT-AGR	ASLA	2100	Aggravated assault - Attempted homicide
	ASSAULT-DW	ADW	2200	Assault with a deadly weapon
	BATTERY	BATT	2300	Battery
	AGGR-BATT	AGGB	2310	Aggravated Battery
	ASSAULT-OTH	ASLO	2400	Other assault
	ASLT-BATT	ABAT	2500	Assault and battery
	ASLT-POLICE	APOL	2600	Assault on a police officer
	RAPE-FORC	RAPF	3100	Forcible rape
	RAPE-STAT	RAPS	3200	Statutory rape
	SEX-OFFNSES	SEXO	3300	Sex offenses other than rape (Attempted rape, sodomy, carnal knowledge, indecent liberties, enticement for indecent liberties, incest)
	CMRCL-SEX	SEXC	3400	Commercial sex offenses
	KIDNAP-RANS	KNRA	4100	Kidnaping for ransom
	HIJACK-PUBT	HJPT	4200	Hijacking of public transport
	KIDNAP-OTH	KNOT	4300	Other kidnaping
	ROBBERY-ARM	ROBA	5100	Armed robbery
	ROBBERY-OTH	ROTH	5200	Other robbery
	ARSON-WLFL	ARSW	6100	Willful arson
	ARSON-OTH	ARSO	6200	Other arson and attempted arson
	MV-THEFT	MVTH	7100	Motor vehicle theft
	UA-USE-MV	UUMV	7110	Unauthorized use of a motor vehicle
	BURGLARY	BURG	7200	Burglary
	BREAK-ENT	BE	7220	Breaking and entering
	BREAK-ENT-D	BED	7222	Breaking and entering, Day
	BREAK-ENT-N	BEN	7224	Breaking and entering, Night
	BURG-TOOLS	BTLS	7230	Possession of burglary tools
	COUNTERFEIT	CTRF	7300	Counterfeiting
	FORGERY-AGR	FGYA	7310	Aggravated forgery
	FORGERY-OTH	FGYO	7320	Forgery (Other theft by check, uttering a forged instrument, credit card fraud)
	LARCENY-AGR	LARA	7400	Aggravated larceny (Penalty greater than 1 year)
	LARCENY-OTH	LARO	7410	Other larceny, shoplifting (Penalty less than 1 year)
	LARCENY-UNS	LARU	7420	Larceny, unspecified amount
	POS-STL-PRP	PSP	7500	Possession of stolen property
	VANDALISM	VAND	7600	Vandalism
	TRESPASSING	TRES	7700	Trespassing
	HEROIN-SELL	HRSL	8100	Heroin (Smuggle, sell)
	OPIUM-SELL	OPMS	8200	Opium, cocaine or other 'hard'

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
				drugs (Smuggle, sell)
	HEROIN-USE	HRUS	8300	Heroin (Possession, use)
	USE-HARD-DR	UHD	8400	Other "hard" drugs (Possession, use)
	MARIJ-SELL	MARS	8500	Marijuana (Smuggle, sell)
	MARIJ-USE	MARU	8600	Marijuana (Possession, use)
	INHALANTS	INHA	8700	Inhalants (Possession, use)
	OTH-DRUG-OF	OTHD	8800	Other drug offenses
	RESIST-ARR	RARR	9010	Resisting arrest
	INTERFERG	INTF	9020	Interfering with police officer or investigation
	PERJURY	PERJ	9030	Perjury
	RIOT	RIOT	9100	Riot
	WEAPONS-OFN	WEAP	9200	Weapons offenses (Other)
	OTH-MISDEM	OTHM	9300	Other misdemeanor offenses (Criminal mischief, disorderly conduct, harrassment, verbal assault, loitering, etc.)
	DRUNKENESS	DRNK	9400	Drunkenness
	GAMBLING	GAMB	9500	Gambling
	RECKLESS-DR	RKDR	9600	Reckless driving
	DRIV-WH-INT	DWI	9610	Driving while intoxicated
	OTH-DRIVING	ODRI	9620	Other driving offenses (Driving without license, helmet, insurance, etc.)
	PROB-VIOL	PROB	9800	Violation of probation
	PROL-VIOL	PROL	9810	Violation of parole
	COMTEMPT-CT	CTCT	9820	Violation of court order/contempt of court
	AWOL	AWOL	9850	Absent without leave
	ESCAPE	ESC	9860	Escape/attempted escape
	STATUS-OFFN	STAT	9900	Status offenses
	MISSING	MD	99	Missing
F(14)	PREV-OFN1-DT	O1DT		Date of adjudication/Previous offense 1
	CATEGORIES			
	MISSING	MD	99	Missing
F(15)	PREV-OFFN-2	POF2	REQUIRED	Previous offense 2
	CATEGORIES (ONLY)			
	MURDER-I	MDR1	1100	Murder I (Premeditation)
	MURDER-II	MDR2	1200	Murder II (Intention, no premeditation)
	MURDER-III	MDR3	1300	Murder III
	CRIM-NEGL	CRNG	1400	Criminal negligence (resulting in death to another)
	MANSLAUGHTR	MANS	1500	Manslaughter (all degrees)
	ASSAULT-AGR	ASLA	2100	Aggrevated assault - Attempted homicide
	ASSAULT-DW	ADW	2200	Assault with a deadly weapon

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	PATTERY	BATT	2300	Battery
	AGGR-BATT	AGGB	2310	Aggrevated battery
	ASSAULT-OTH	ASLO	2400	Other assault
	ASLT-BATT	ABAT	2500	Assault and battery
	ASLT-POLICE	APOL	2600	Assault on a police officer
	RAPE-FORC	RAPF	3100	Forcible rape
	RAPE-STAT	RAPS	3200	Statutory rape
	SEX-OFFNSES	SEXO	3300	Sex offenses other than rape (Attempted rape, sodomy, carnal knowledge, indecent liberties, enticement for indecent liberties, incest)
	CMRCL-SEX	SEXC	3400	Commercial sex offenses
	KIDNAP-RANS	KNRA	4100	Kidnapping for ransom
	HIJACK-PUBT	HJPT	4200	Hijacking of public transport
	KIDNAP-OTH	KNOT	4300	Other kidnapping
	ROBBERY-ARM	ROBA	5100	Armed robbery
	ROBBERY-OTH	ROTH	5200	Other robbery
	ARSON-WLFL	ARSW	6100	Willful arson
	ARSON-OTH	ARSO	6200	Other arson and attempted arson
	MV-THEFT	MVTH	7100	Motor vehicle theft
	UA-USE-MV	UUMV	7110	Unauthorized use of a motor vehicle
	BURGLARY	BURG	7200	Burglary
	BREAT-ENT	BE	7220	Breaking and entering
	BREAK-ENT-D	BED	7222	Breaking and entering, Day
	BREAK-ENT-N	BEN	7224	Breaking and entering, Night
	BURG-TOOLS	BTLS	7230	Possession of burglary tools
	COUNTERFEIT	CTRF	7300	Counterfeiting
	FORGERY-AGR	FGYA	7310	Aggrevated forgery
	FORGERY-OTH	FGYO	7320	Forgery (Other theft by check, uttering a forged instrument, credit card fraud)
	LARCENY-AGR	LARA	7400	Aggrevated larceny (Penalty greater than 1 year)
	LARCENY-OTH	LARO	7410	Other larceny, shoplifting (Penalty less than 1 year)
	LARCENY-UNS	LARU	7420	Larceny, unspecified amount
	POS-STL-PRP	PSP	7500	Possession of stolen property
	VANDALISM	VAND	7600	Vandalism
	TRESPASSING	TRES	7700	Trespassing
	HEROIN-SELL	HRSL	8100	Heroin (Smuggle, sell)
	OPIUM-SELL	OPMS	8200	Opium, cocaine or other "hard" drugs (Smuggle, sell)
	HEROIN-USE	HRUS	8300	Heroin (Possession, use)
	USE-HARD-DR	UHD	8400	Other "hard" drugs (Possession, use)
	MARIJ-SELL	MARS	8500	Marijuana (Smuggle, sell)
	MARIJ-USE	MARU	8600	Marijuana (Possession, use)
	INHALENTS	INHA	8700	Inhalants (Possession, use)
	OTH-DRUG-OF	OTHD	8800	Other drug offenses
	RESIST-ARR	RARR	9010	Resisting arrest

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	INTERFERG	INTF	9020	Interfering with a police officer or investigation
	PERJURY	PERJ	9030	Perjury
	RIOT	RIOT	9100	Riot
	WEAPONS-OFN	WEAP	9200	Weapons offenses (Other)
	OTH-MISDEM	OTHM	9300	Other misdemeanor offenses (Criminal mischief, disorderly conduct, harrassment, verbal assault, loitering, etc.)
	DRUNKENESS	DRNK	9400	Drunkenness
	GAMBLING	GAMB	9500	Gambling
	RECKLESS-DR	RKDR	9600	Reckless driving
	DRIV-WH-INT	DWI	9610	Driving while intoxicated
	OTH-DRIVING	ODRI	9620	Other driving offenses (Driving without license, helmet, insurance, etc.)
	PROB-VIOL	PROB	9800	Violation of probation
	PROL-VIOL	PROL	9810	Violation of parole
	CONTEMPT-CT	CTCT	9820	Violation of court order/contempt of court
	AWOL	AWOL	9850	Absent without leave
	ESCAPE	ESC	9860	Escape/attempted escape
	STATUS-OFFN	STAT	9900	Status offenses
	MISSING	MD	99	Missing
F(16)	PREV-OFN2-DT	O2DT		Date of adjudication/Previous offense 2
	CATEGORIES			
	MISSING	MD	99	Missing
F(17)	REFERRAL-AGENCY	AGCY		Referring agency
	CATEGORIES			
	MISSING	MD	99	Missing
F(18)	PROB-OFF-NAME	PONA		Probation Officer's Name
F(19)	PROB-OFF-PHONE	POTN		Probation Officer's Telephone Number
F(20)	CASE-ACTION-DATE	CDT	REQUIRED	Case Action Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(21)	CASE-ACTION	ACT		Case Action
	CATEGORIES (ONLY)			
	OPENED	OPEN	1	Opened/New Pride
	INEL-ACCEPT	INEL	2	Ineligible by Criteria/Accepted
	EL-NO-ACPT	NOTA	3	Eligible by Criteria/Not Accepted
	REFUSED	REFU	4	Client/Family Refused Service
	MOVED	MOVE	5	Client Moved
	INCARCERATE	INC	6	Client Incarcerated

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	MISSING	MD	99	Missing
F(22)	CASE-MGR-NAME	CMNA		Case Manager's Name
F(23)	CASE-MGR-ID	CMID	REQUIRED	Case Manager's ID
	CATEGORIES			
	MISSING	MD	99	Missing
F(24)	RESTITUTION	REST		Court Ordered Restitution
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(25)	RESTITUTION-AMT	RAMT		Amount of Restitution Owed
	CATEGORIES			
	INAPPROP	INAP	8888	Inappropriate
	MISSING	MD	9999	Missing
F(26)	MENT-HEALTH	MENT		Court Ordered Mental Health Program
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(27)	SUB-ABUSE	SUBA		Court Ordered Substance Abuse Program
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(28)	CURFEW	CURF		Court Ordered Curfew
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(29)	WEAPONS	WPNS		Not To Possess Weapons
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(30)	OTHER-ORDERS	OTHO		Other Court Orders
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing

techdoc demos

FOR: DEMOG
DICTIONARY LOCATION: XGVF:DEMOG#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Client Demographic Information XGVF/01-09-84

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE	FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0		
F(2)	REFERRAL-DATE	RDT	REQUIRED	UC	4	10		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(3)	COURT-ID-NO	CTNO		C	15	14		
F(4)	SEX	SEX	REQUIRED	UC	1	29		
	CATEGORIES (ONLY)							
	MALE	M	1					
	FEMALE	F	2					
	MISSING	MD	99	DEFAULT				
F(5)	BIRTH-DATE	BDT	REQUIRED	UC	4	30		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(6)	ETHNICITY	RACE	REQUIRED	UC	1	34		
	CATEGORIES (ONLY)							
	WHITE	WH	1					
	BLACK	BL	2					
	HISPANIC	HISP	3					
	AMER-INDIAN	AI	4					
	ASIAN	AS	5					
	OTHER	OTH	6					
	MISSING	MD	99	DEFAULT				
F(7)	MOST-REC-SCHOOL	SCHL		C	30	35		
F(8)	GRADE-LEVEL	GL		UC	1	65		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(9)	LEARNING-DIS	LD		UC	1	66		
	CATEGORIES							
	NO	N	1					
	YES	Y	2					
	MISSING	MD	99	DEFAULT				
F(10)	PRESENTING-OFNS	POFN	REQUIRED	UC	2	67		

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FOR: DEMOG

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE	FACTOR
	CATEGORIES (CONTINUED)							
	CATEGORIES (ONLY)							
	MURDER-I	MDR1	1100					
	MURDER-II	MDR2	1200					
	MURDER-III	MDR3	1300					
	CRIM-NEGL	CRNG	1400					
	MANSLAUGHTR	MANS	1500					
	ASSAULT-AGR	ASLA	2100					
	ASSAULT-DW	ADW	2200					
	BATTERY	BATT	2300					
	AGGR-BATT	AGGB	2310					
	ASSAULT-OTH	ASLO	2400					
	ASLT-BATT	ABAT	2500					
	ASLT-POLICE	APOL	2600					
	RAPE-FORC	RAPF	3100					
	RAPE-STAT	RAPS	3200					
	SEX-OFFNSES	SEXO	3300					
	CMRCL-SEX	SEXC	3400					
	KIDNAP-RANS	KNRA	4100					
	HIJACK-PUBT	HJPT	4200					
	KIDNAP-OTH	KNOT	4300					
	ROBBERY-ARM	ROBA	5100					
	ROBBERY-OTH	ROTH	5200					
	ARSON-WLFL	ARSW	6100					
	ARSON-OTH	ARSO	6200					
	MV-THEFT	MVTH	7100					
	UA-USE-MV	UUMV	7110					
	BURGLARY	BURG	7200					
	BREAK-ENT	BE	7220					
	BREAK-ENT-D	BED	7222					
	BREAK-ENT-N	BEN	7224					
	BURG-TOOLS	BTLS	7230					
	COUNTERFEIT	CTRF	7300					
	FORGERY-AGR	FGYA	7310					
	FORGERY-OTH	FGYO	7320					
	LARCENY-AGR	LARA	7400					
	LARCENY-OTH	LARO	7410					
	LARCENY-UNS	LARU	7420					
	POS-STL-PRP	PSP	7500					
	VANDALISM	VAND	7600					
	TRESPASSING	TRES	7700					
	HEROIN-SELL	HRSL	8100					
	OPIUM-SELL	OPMS	8200					
	HEROIN-USE	HRUS	8300					
	USE-HARD-DR	UHD	8400					
	MARIJ-SELL	MARS	8500					
	MARIJ-USE	MARU	8600					
	INHALANTS	INHA	8700					
	OTH-DRUG-OF	OTHD	8800					
	RESIST-ARR	RARR	9010					
	INTERFERG	INTF	9020					
	PERJURY	PERJ	9030					

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F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	RIOT	RIOT	9100				
	WEAPONS-OFN	WEAP	9200				
	OTH-MISDEM	OTHM	9300				
	DRUNKENESS	DRNK	9400				
	GAMBLING	GAMB	9500				
	RECKLESS-DR	RKDR	9600				
	DRIV-WH-INT	DWI	9610				
	OTH-DRIVING	ODRI	9620				
	PROB-VIOL	PROB	9800				
	PROL-VIOL	PROL	9810				
	CONTEMPT-CT	CTCT	9820				
	AWOL	AWOL	9850				
	ESCAPE	ESC	9860				
	STATUS-OFFN	STAT	9900				
	MISSING	MD	99	DEFAULT			
F(11)	PR-OFFN-AD-DT	POAD		UC	4	69	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(12)	PRES-CT-STATUS	PCST		UC	1	73	
	CATEGORIES (ONLY)						
	INFORMAL	INF	1				
	PROBATION	PROB	2				
	PAROLE	PARO	3				
	REL-RECALL	RECL	4				
	MISSING	MD	99	DEFAULT			
F(13)	PREV-OFFN-1	POF1	REQUIRED	UC	2	74	
	CATEGORIES (ONLY)						
	MURDER-I	MDR1	1100				
	MURDER-II	MDR2	1200				
	MURDER-III	MDR3	1300				
	CRIM-NEGL	CRNG	1400				
	MANSLAUGHTR	MANS	1500				
	ASSAULT-AGR	ASLA	2100				
	ASSAULT-DW	ADW	2200				
	BATTERY	BATT	2300				
	AGGR-BATT	AGGB	2310				
	ASSAULT-OTH	ASLO	2400				
	ASLT-BATT	ABAT	2500				
	ASLT-POLICE	APOL	2600				
	RAPE-FORC	RAPF	3100				
	RAPE-STAT	RAPS	3200				
	SEX-OFFNSES	SEXO	3300				
	CHRCL-SEX	SEXC	3400				
	KIDNAP-RANS	KNRA	4100				
	HIJACK-PUBT	HJPT	4200				
	KIDNAP-OTH	KNOT	4300				
	ROBBERY-ARM	ROBA	5100				
	ROBBERY-OTH	ROTH	5200				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	ARSON-WLFL	ARSW	6100				
	ARSON-OTH	ARSO	6200				
	MV-THEFT	MVTH	7100				
	UA-USE-MV	UUMV	7110				
	BURGLARY	BURG	7200				
	BREAK-ENT	BE	7220				
	BREAK-ENT-D	BED	7222				
	BREAK-ENT-N	BEN	7224				
	BURG-TOOLS	BTLS	7230				
	COUNTERFEIT	CTRF	7300				
	FORGERY-AGR	FGYA	7310				
	FORGERY-OTH	FGYO	7320				
	LARCENY-AGR	LARA	7400				
	LARCENY-OTH	LARO	7410				
	LARCENY-UNS	LARU	7420				
	POS-STL-PRP	PSP	7500				
	VANDALISM	VAND	7600				
	TRESPASSING	TRES	7700				
	HEROIN-SELL	HRSL	8100				
	OPIUM-SELL	OPMS	8200				
	HEROIN-USE	HRUS	8300				
	USE-HARD-DR	UHD	8400				
	MARIJ-SELL	MARS	8500				
	MARIJ-USE	MARU	8600				
	INHALANTS	INHA	8700				
	OTH-DRUG-OF	OTHD	8800				
	RESIST-ARR	RARR	9010				
	INTERFERG	INTF	9020				
	PERJURY	PERJ	9030				
	RIOT	RIOT	9100				
	WEAPONS-OFN	WEAP	9200				
	OTH-MISDEM	OTHM	9300				
	DRUNKENESS	DRNK	9400				
	GAMBLING	GAMB	9500				
	RECKLESS-DR	RKDR	9600				
	DRIV-WH-INT	DWI	9610				
	OTH-DRIVING	ODRI	9620				
	PROB-VIOL	PROB	9800				
	PROL-VIOL	PROL	9810				
	CONTEMPT-CT	CTCT	9820				
	AWOL	AWOL	9850				
	ESCAPE	ESC	9860				
	STATUS-OFFN	STAT	9900				
	MISSING	MD	99	DEFAULT			
F(14)	PREV-OFN1-DT	O1DT		UC	4	76	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(15)	PREV-OFFN-2	POF2	REQUIRED	UC	2	80	

F(#)	FIELD NAME	ABBR	VALUE	TYPE LENGTH DISP SCALE FACTOR

CATEGORIES (CONTINUED)
CATEGORIES (ONLY)

	MURDER-I	MDR1	1100
	MURDER-II	MDR2	1200
	MURDER-III	MDR3	1300
	CRIM-NEGL	CRNG	1400
	MANSLAUGHTR	MANS	1500
	ASSAULT-AGR	ASLA	2100
	ASSAULT-DW	ADW	2200
	BATTERY	BATT	2300
	AGGR-BATT	AGGB	2310
	ASSAULT-OTH	ASLO	2400
	ASLT-BATT	ABAT	2500
	ASLT-POLICE	APOL	2600
	RAPE-FORC	RAPF	3100
	RAPE-STAT	RAPS	3200
	SEX-OFFNSES	SEXO	3300
	CMRCL-SEX	SEXC	3400
	KIDNAP-RANS	KNRA	4100
	HIJACK-PUBT	HJPT	4200
	KIDNAP-OTH	KNOT	4300
	ROBBERY-ARM	ROBA	5100
	ROBBERY-OTH	ROTH	5200
	ARSON-WLFL	ARSW	6100
	ARSON-OTH	ARSO	6200
	MV-THEFT	MVTH	7100
	UA-USE-MV	UUMV	7110
	BURGLARY	BURG	7200
	BREAT-ENT	BE	7220
	BREAK-ENT-D	BED	7222
	BREAK-ENT-N	BEN	7224
	BURG-TOOLS	BTLS	7230
	COUNTERFEIT	CTRF	7300
	FORGERY-AGR	FGYA	7310
	FORGERY-OTH	FGYO	7320
	LARCENY-AGR	LARA	7400
	LARCENY-OTH	LARO	7410
	LARCENY-UNS	LARU	7420
	POS-STL-PRP	PSP	7500
	VANDALISM	VAND	7600
	TRESPASSING	TRES	7700
	HEROIN-SELL	HRSL	8100
	OPIUM-SELL	OPMS	8200
	HEROIN-USE	HRUS	8300
	USE-HARD-DR	UHD	8400
	MARIJ-SELL	MARS	8500
	MARIJ-USE	MARU	8600
	INHALENTS	INHA	8700
	OTH-DRUG-OF	OTHD	8800
	RESIST-ARR	RARR	9010
	INTERFERG	INTF	9020
	PERJURY	PERJ	9030

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE	FACTOR

CATEGORIES (CONTINUED)

	RIOT	RIOT	9100					
	WEAPONS-OFN	WEAP	9200					
	OTH-MISDEM	OTHM	9300					
	DRUNKENESS	DRNK	9400					
	GAMBLING	GAMB	9500					
	RECKLESS-DR	RKDR	9600					
	DRIV-WH-INT	DWI	9610					
	OTH-DRIVING	ODRI	9620					
	PROB-VIOL	PROB	9800					
	PROL-VIOL	PROL	9810					
	CONTEMPT-CT	CTCT	9820					
	AWOL	AWOL	9850					
	ESCAPE	ESC	9860					
	STATUS-OFFN	STAT	9900					
	MISSING	MD	99	DEFAULT				
F(16)	PREV-OFN2-DT	O2DT		UC	4	82		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(17)	REFERRAL-AGENCY	AGCY		UC	2	86		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(18)	PROB-OFF-NAME	PONA		C	30	88		
F(19)	PROB-OFF-PHONE	POTN		C	12	118		
F(20)	CASE-ACTION-DATE	CDT	REQUIRED	UC	4	130		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(21)	CASE-ACTION	ACT		UC	1	134		
	CATEGORIES (ONLY)							
	OPENED	OPEN	1					
	INEL-ACCEPT	INEL	2					
	EL-NO-ACPT	NOTA	3					
	REFUSED	REFU	4					
	MOVED	MOVE	5					
	INCARCERATE	INC	6					
	MISSING	MD	99	DEFAULT				
F(22)	CASE-MGR-NAME	CMNA		C	25	135		
F(23)	CASE-MGR-ID	CMID	REQUIRED	UC	2	160		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(24)	RESTITUTION	REST		UC	1	162		
	CATEGORIES (ONLY)							
	NO	N	1					

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUE!!)						
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(25)	RESTITUTION-AMT	RAMT		UC	4	163	
	CATEGORIES						
	INAPPROP	INAP	8888				
	MISSING	MD	9999	DEFAULT			
F(26)	MENT-HEALTH	MENT		UC	1	167	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(27)	SUB-ABUSE	SUBA		UC	1	168	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(28)	CURFEW	CURF		UC	1	169	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(29)	WEAPONS	WPNS		UC	1	170	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(30)	OTHER-ORDERS	OTHO		UC	1	171	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			

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doc names

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Client Names XGVF/12-27-83

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	CLIENT-NAME	NAME	REQUIRED	Client Name
F(3)	ALPHA-NAME	ALFA		Alphabetical Name

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techdoc names

FOR: NAMES
DICTIONARY LOCATION: XGVF:CN1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Client Names XGVF/12-27-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP SCALE FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0
F(2)	CLIENT-NAME	NAME	REQUIRED	C	30	10
F(3)	ALPHA-NAME	ALFA		C	30	40

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doc cl-addr

FOR: CL-ADDR
DICTIONARY LOCATION: XGVF:CAD1#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Client Addresses XGVF/12-21-83

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client-ID
F(2)	GUARDIAN-NAME	GNAM		Name of Client's Guardian
F(3)	CLIENT-ADDR	ADDR	REQUIRED	Client Address
F(4)	CLIENT-ADDR-CITY	CADC	REQUIRED	Client Address (City)
F(5)	CLIENT-ADR-STATE	CAST	REQUIRED	State

CATEGORIES (ONLY)

ALABAMA	AL	1	Alabama
ALASKA	AK	2	Alaska
ARIZONA	AZ	3	Arizona
ARKANSAS	AR	4	Arkansas
CALIFORNIA	CA	5	California
COLORADO	CO	6	Colorado
CONNECTICUT	CT	7	Connecticut
DELAWARE	DE	8	Delaware
DICTRICT	DC	9	District of Columbia
FLORIDA	FL	10	Florida
GEORGIA	GA	11	Georgia
HAWAII	HI	12	Hawaii
IDAHO	ID	13	Idaho
ILLINOIS	IL	14	Illinois
INDIANA	IN	15	Indiana
IOWA	IA	16	Iowa
KANSAS	KS	17	Kansas
KENTUCKY	KY	18	Kentucky
LOUISIANA	LA	19	Louisiana
MAINE	ME	20	Maine
MARYLAND	MD	21	Maryland
MASS	MA	22	Massachusetts
MICHIGAN	MI	23	Michigan
MINNESOTA	MN	24	Minnesota
MISSISSIPPI	MS	25	Mississippi
MISSOURI	MO	26	Missouri
MONTANA	MT	27	Montana
NEBRASKA	NE	28	Nebraska
NEVADA	NV	29	Nevada
N.HAMPSHIRE	NH	29	New Hampshire
NEW.JERSEY	NJ	31	New Jersey
NEW.MEXICO	NM	32	New Mexico

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	NEW.YORK	NY	33	New York
	N.CAROLINA	NC	34	North Carolina
	N.DAKOTA	ND	35	North Dakota
	OHIO	OH	36	Ohio
	OKLAHOMA	OK	37	Oklahoma
	OREGON	OR	38	Oregon
	PENSYLVANIA	PA	39	Pennsylvania
	PUERTO.RICO	PR	40	Puerto Rico
	RHODE.ISLND	RI	41	Rhode Island
	S.CAROLINA	SC	42	South Carolina
	S.DAKOTA	SD	43	South Dakota
	TENNESSEE	TN	44	Tennessee
	TEXAS	TX	45	Texas
	UTAH	UT	46	Utah
	VERMONT	VT	47	Vermont
	VIRGINIA	VA	48	Virginia
	WASHINGTON	WA	49	Washington
	W.VIRGINIA	WV	50	West Virginia
	WISCONSIN	WI	51	Wisconsin
	WYOMING	WY	52	Wyoming
	MISSING	M.D.	99	Missing
F(6)	CLIENT-ZIP-CODE	CZIP		Client Zip Code
F(7)	CLIENT-RES-PHONE	CRP		Client's Residential Phone Number

FOR: CL-ADDR
DICTIONARY LOCATION: XGVF:CAD1#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Client Addresses XGVF/12-21-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0	
F(2)	GUARDIAN-NAME	GNAM		C	30	10	
F(3)	CLIENT-ADDR	ADDR	REQUIRED	C	30	40	
F(4)	CLIENT-ADDR-CITY	CADC	REQUIRED	C	35	70	
F(5)	CLIENT-ADR-STATE	CAST	REQUIRED	UC	1	105	
	CATEGORIES (ONLY)						
	ALABAMA	AL	1				
	ALASKA	AK	2				
	ARIZONA	AZ	3				
	ARKANSAS	AR	4				
	CALIFORNIA	CA	5				
	COLORADO	CO	6				
	CONNECTICUT	CT	7				
	DELAWARE	DE	8				
	DICTRICT	DC	9				
	FLORIDA	FL	10				
	GEORGIA	GA	11				
	HAWAII	HI	12				
	IDAHO	ID	13				
	ILLINOIS	IL	14				
	INDIANA	IN	15				
	IOWA	IA	16				
	KANSAS	KS	17				
	KENTUCKY	KY	18				
	LOUISIANA	LA	19				
	MAINE	ME	20				
	MARYLAND	MD	21				
	MASS	MA	22				
	MICHIGAN	MI	23				
	MINNESOTA	MN	24				
	MISSISSIPPI	MS	25				
	MISSOURI	MO	26				
	MONTANA	MT	27				
	NEBRASKA	NE	28				
	NEVADA	NV	29				
	N.HAMPSHIRE	NH	29				
	NEW.JERSEY	NJ	31				
	NEW.MEXICO	NM	32				

FOR: CL-ADDR

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	NEW.YORK	NY	33				
	N.CAROLINA	NC	34				
	N.DAKOTA	ND	35				
	OHIO	OH	36				
	OKLAHOMA	OK	37				
	OREGON	OR	38				
	PENSYLVANIA	PA	39				
	PUERTO.RICO	PR	40				
	RHODE.ISLND	RI	41				
	S.CAROLINA	SC	42				
	S.DAKOTA	SD	43				
	TENNESSEE	TN	44				
	TEXAS	TX	45				
	UTAH	UT	46				
	VERMONT	VT	47				
	VIRGINIA	VA	48				
	WASHINGTON	WA	49				
	W.VIRGINIA	WV	50				
	WISCONSIN	WI	51				
	WYOMING	WY	52				
	MISSING	M.D.	99	DEFAULT			
F(6)	CLIENT-ZIP-CODE	CZIP		C	5	106	
F(7)	CLIENT-RES-PHONE	CRP		C	12	111	

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Form 2
Social History Information

The Social History Information form collects demographic data needed by the program for its own records. Primary responsibility for collecting the information on this form should lie with the client's counselor who should give the completed form to the data coder for computer entry. Counselors can collect these data in whatever way they wish, but the information on this form is probably best collected from sources other than the clients themselves. It should be gathered during the intake phase, as part of the home interview and review of the client's background.

Most of the questions on the Social History Information form have yes/no or multiple choice answers from which to choose. Circle the one response which is most appropriate. For those questions that require a written response, write the answer in the space provided.

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Social History Information

Dataset Name:	SOC-HIST
Purpose:	To gather demographic information on the youth and his family after the youth's acceptance into the program.
Who:	Counselor, Case Manager
When:	As soon as possible after the youth enters the program.
Uses:	Used for crosstabulating demographic characteristics of the youth and his/her family.
Comments:	This information is best obtained from court files or social history information, rather than from the client. In the case where the information is not available in the files, the client or his/her family may be consulted.

The following section describes the fields in the SOC-HIST dataset. Consult the Social History Information form or TECHDOC SOC-HIST for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Mother Employed	Enter the number of the response indicated for mother's current employment status.
3. Mother's Education	Enter the number of the response indicated for the amount of schooling completed by mother.
4. Father Employed	Enter the number of the response indicated for father's current employment status.
5. Father's Education	Enter the number of the response indicated for the amount of schooling completed by father.
6. Family on AFDC	Enter 1 or No if no income from AFDC, 2 or Yes if there is income from AFDC.

Field Name	Field Description
7. Family's Yearly Income	Enter the number of the range within which the family's yearly income falls.
8. Client Living Arrangement	Enter the number of the response which indicates with whom the youth resides.
9. Number in House	Enter the number of people residing in the youth's household.
10. Number of Adults Incarcerated	Enter the number of adult family members who are now or have been incarcerated in adult jails or prisons.
11. Number of Siblings Incarcerated	Enter the number of siblings who are now or have been incarcerated in long-term juvenile detention facilities.
12. Times Placed Out of Home	Enter the number of times the youth has been placed in a residence outside the home (i.e., group home, foster care facility).
13. History of Abuse or Neglect	Enter the number of the response indicating the history of abuse or neglect of the youth.

Client ID: _____   Date: _____
                              Month Day Year

PROJECT NEW PRIDE

SOCIAL HISTORY INFORMATION

1. Is client's mother (or female head of household) employed?

                                   No 1
                                   Yes, part-time 2
                                   Yes, full-time 3
                                   Not in home 4

2. How much school has she completed?

                            8th grade or less 1
                            Some high school 2
                            Graduated from high school 3
                            Some college or vocational training . 4
                            Graduated from college 5
                            Some graduate work after college . . . 6
                            Graduate degree 7
                            Unknown 8

3. Is client's father (or male head of household) employed?

                                   No 1
                                   Yes, part time 2
                                   Yes, full-time 3
                                   Not in home 4

4. How much school has he completed?

                            8th grade or less 1
                            Some high school 2
                            Graduated from high school 3
                            Some college or vocational training . 4
                            Graduated from college 5
                            Some graduate work after college . . . 6
                            Graduate degree 7
                            Unknown 8

5. Does the client's family get any income from AFDC (Welfare)?

                                   No 1
                                   Yes 2

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1/84

6. What is the yearly income of the client's family?

                            Less than $ 5,000 1
                            $ 5,000 - $ 9,999 2
                            $10,000 - $14,999 3
                            $15,000 - $19,999 4
                            $20,000 - $24,999 5
                            $25,000 - $34,999 6
                            More than $35,000 . . . 7

7. Who is the client living with now?

                            Both parents 1
                            Mother only 2
                            Father only 3
                            Mother and stepfather 4
                            Father and stepmother 5
                            Mother and other adult 6
                            Father and other adult 7
                            Other relatives 8
                            Foster home 9
                            Group home 10
                            Friends 11
                            Independent 12

8. How many people live in the client's household? _____

9. How many adult family members have been or currently are incarcerated in adult jail or prison? _____

10. How many siblings have been or currently are in long-term juvenile detention facilities? _____

11. How many times has the client been placed out of his/her home by the courts or other social welfare agencies? _____

12. Does the client have a history of abuse or neglect?

                                   No 1
                                   Yes, social history . . . 2
                                   Yes, legal finding 3
                                   Unknown 4

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Sample

. Client ID: __5101__   Date: __9 - 15 - 83__
                                              Month Day Year

PROJECT NEW PRIDE

SOCIAL HISTORY INFORMATION

1. Is client's mother (or female head of household) employed?

                                    No . . . . ①
                                    Yes, part-time 2
                                    Yes, full-time 3
                                    Not in home 4

2. How much school has she completed?

                          8th grade or less 1
                          Some high school . . . . ②
                          Graduated from high school 3
                          Some college or vocational training . 4
                          Graduated from college 5
                          Some graduate work after college . . . 6
                          Graduate degree 7
                          Unknown 8

3. Is client's father (or male head of household) employed?

                                    No 1
                                 -- Yes, part time 2
                                    Yes, full-time 3
                                    Not in home . . . . ④

4. How much school has he completed?

                          8th grade or less 1
                          Some high school . . . . ②
                          Graduated from high school 3
                          Some college or vocational training . 4
                          Graduated from college 5
                          Some graduate work after college . . . 6
                          Graduate degree 7
                          Unknown 8

5. Does the client's family get any income from AFDC (Welfare)?

                                    No 1
                                    Yes . . . . ②

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6. What is the yearly income of the client's family?

                          Less than $ 5,000 1
                          $ 5,000 - $ 9,999 . . . ②
                          $10,000 - $14,999 3
                          $15,000 - $19,999 4
                          $20,000 - $24,999 5
                          $25,000 - $34,999 6
                          More than $35,000 7

7. Who is the client living with now?

                          Both parents 1
                          Mother only . . . . ②
                          Father only 3
                          Mother and stepfather 4
                          Father and stepmother 5
                          Mother and other adult 6
                          Father and other adult 7
                          Other relatives 8
                          Foster home 9
                          Group home 10
                          Friends 11
                          Independent 12

8. How many people live in the client's household? __6__

9. How many adult family members have been or currently are incarcerated in adult jail or prison? __0__

10. How many siblings have been or currently are in long-term juvenile detention facilities? __2__

11. How many times has the client been placed out of his/her home by the courts or other social welfare agencies? __0__

12. Does the client have a history of abuse or neglect?

                                    No 1
                                    Yes, social history . . . ②
                                    Yes, legal finding 3
                                    Unknown 4

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doc soc-hist

F($)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	EMPLOY-MOM	EMPM		Mother Employed
	CATEGORIES (ONLY)			
	NO	N	1	No
	PART-TIME	PT	2	Yes, Part-time
	FULL-TIME	FT	3	Yes, Full-time
	NOT-IN-HOME	MNIH	4	Mother Not in Home
	MISSING	MD	99	Missing
F(3)	SCHOOL-MOM	SCHM		Mother's Education
	CATEGORIES (ONLY)			
	8TH-OR-LESS	8ORL	1	8th Grade or Less
	SOME-HI-SCH	SHIS	2	Some High School
	HI-SCH-GRAD	HISG	3	Graduated from High School
	COL-VOC-TRN	CVT	4	Some College or Vocational Training
	COL-GRAD	COLG	5	Graduated from College
	POST-GRAD	POGR	6	Some Graduate Work After College
	GRAD-DEGREE	GRD	7	Graduate Degree
	UNKNOWN	UNKN	8	Unknown
	MISSING	MD	99	Missing
F(4)	EMPLOY-DAD	EMPD		Father Employed
	CATEGORIES (ONLY)			
	NO	N	1	No
	PART-TIME	PT	2	Yes, Part-time
	FULL-TIME	FT	3	Yes, Full-time
	NOT-IN-HOME	FNIH	4	Father Not in Home
	MISSING	MD	99	Missing
F(5)	SCHOOL-DAD	SCHD		Father's Education
	CATEGORIES (ONLY)			
	8TH-OR-LESS	8ORL	1	8th Grade or Less
	SOME-HI-SCH	SHIS	2	Some High School
	HI-SCH-GRAD	HISG	3	Graduated from High School
	COL-VOC-TRN	CVT	4	Some College or Vocational Training
	COL-GRAD	COLG	5	Graduated from College
	POST-GRAD	POGR	6	Some Graduate Work After College
	GRAD-DEGREE	GRD	7	Graduate Degree
	UNKNOWN	UNKN	8	Unknown
	MISSING	MD	99	Missing

F($)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(6)	AFDC-WLFARE	AFDC		Family receiving AFDC or Welfare
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(7)	YRLY-INCOME	YRIN		Yearly Income of Family
	CATEGORIES (ONLY)			
	5000-LESS	5L	1	Less than 5000
	9999-LESS	10L	2	5000 to 9999
	14999-LESS	15L	3	10000 to 14999
	19999-LESS	20L	4	15000 to 19999
	24999-LESS	25L	5	20000 to 24999
	34999-LESS	35L	6	25000 to 34999
	31000-up	35UP	7	Over 35000
	MISSING	MD	99	Missing
F(8)	LIVING-ARRG	LARR		Living Arrangement
	CATEGORIES (ONLY)			
	BOTH-PARENT	BOTH	1	Mother and Father
	MOTHER-ONLY	MOM	2	Mother Only
	FATHER-ONLY	DAD	3	Father Only
	MO-AND-STEP	MSTP	4	Mother and Step-father
	FA-AND-STEP	FSTP	5	Father and Step-mother
	MOM-AND-OTH	MOTH	6	Mother and Other Adult
	DAD-AND-OTH	DOTH	7	Father and Other Adult
	OTHER-REL	OREL	8	Other Relatives
	FOSTER-HOME	FOST	9	Foster Home
	GROUP-HOME	GRHO	10	Group Home
	FRIENDS	FRND	11	Friends
	INDEPENDENT	INDP	12	Lives Independently
	MISSING	MD	99	Missing
F(9)	NO-IN-HOUSE	NIH		Number Living in Household
	CATEGORIES			
	MISSING	MD	999	Missing
F(10)	INC-ADULTS	INCA		Adult Family Members Incarcerated
	CATEGORIES			
	MISSING	MD	999	Missing
F(11)	INC-SIBLINGS	INCS		Siblings Incarcerated
	CATEGORIES			
	MISSING	MD	999	Missing
F(12)	OUT-OF-HOME	OUTH		Times Placed Out of Home
	CATEGORIES			
	MISSING	MD	999	Missing
F(13)	ABUSE-NEGLT	ABUN		History of Abuse or Neglect

F($)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (ONLY)			
	NO	N	1	No
	SOCIAL	SOC	2	Yes, Social Finding
	LEGAL	LEG	3	Yes, Legal Finding
	UNKNOWN	UNKN	4	Unknown
	MISSING	MD	99	Missing

FOR: SOC-HIST
DICTIONARY LOCATION: XGVF:SH1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Social History Information XGVF/11-28-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE	FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0		
F(2)	EMPLOY-MOM	EMPM		UC	1	10		
	CATEGORIES (ONLY)							
	NO	N	1					
	PART-TIME	PT	2					
	FULL-TIME	FT	3					
	NOT-IN-HOME	MNIH	4					
	MISSING	MD	99	DEFAULT				
F(3)	SCHOOL-MOM	SCHM		UC	1	11		
	CATEGORIES (ONLY)							
	8TH-OR-LESS	8ORL	1					
	SOME-HI-SCH	SHIS	2					
	HI-SCH-GRAD	HISG	3					
	COL-VOC-TRN	CVT	4					
	COL-GRAD	COLG	5					
	POST-GRAD	POGR	6					
	GRAD-DEGREE	GRD	7					
	UNKNOWN	UNKN	8					
	MISSING	MD	99	DEFAULT				
F(4)	EMPLOY-DAD	EMPD		UC	1	12		
	CATEGORIES (ONLY)							
	NO	N	1					
	PART-TIME	PT	2					
	FULL-TIME	FT	3					
	NOT-IN-HOME	FNIH	4					
	MISSING	MD	99	DEFAULT				
F(5)	SCHOOL-DAD	SCHD		UC	1	13		
	CATEGORIES (ONLY)							
	8TH-OR-LESS	8ORL	1					
	SOME-HI-SCH	SHIS	2					
	HI-SCH-GRAD	HISG	3					
	COL-VOC-TRN	CVT	4					
	COL-GRAD	COLG	5					
	POST-GRAD	POGR	6					
	GRAD-DEGREE	GRD	7					
	UNKNOWN	UNKN	8					
	MISSING	MD	99	DEFAULT				

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F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(6)	AFDC-WLFARE	AFDC		UC	1	14	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(7)	YRLY-INCOME	YRIN		UC	1	15	
	CATEGORIES (ONLY)						
	5000-LESS	5L	1				
	9999-LESS	10L	2				
	14999-LESS	15L	3				
	19999-LESS	20L	4				
	24999-LESS	25L	5				
	34999-LESS	35L	6				
	35000-UP	35UP	7				
	MISSING	MD	99	DEFAULT			
F(8)	LIVING-ARRG	LARR		UC	1	16	
	CATEGORIES (ONLY)						
	BOTH-PARENT	BOTH	1				
	MOTHER-ONLY	MOM	2				
	FATHER-ONLY	DAD	3				
	MO-AND-STEP	MSTP	4				
	FA-AND-STEP	FSTP	5				
	MOM-AND-OTH	MOTH	6				
	DAD-AND-OTH	DOTH	7				
	OTHER-REL	OREL	8				
	FOSTER-HOME	FOST	9				
	GROUP-HOME	GRHO	10				
	FRIENDS	FRND	11				
	INDEPENDENT	INDP	12				
	MISSING	MD	99	DEFAULT			
F(9)	NO-IN-HOUSE	NIH		UC	2	17	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(10)	INC-ADULTS	INCA		UC	2	19	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(11)	INC-SIBLINGS	INCS		UC	2	21	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(12)	OUT-OF-HOME	OUTH		UC	2	23	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(13)	ABUSE-NEGLT	ABUN		UC	1	25	

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FOR: SOC-HIST

F($)	FIELD NAME	ABBR	VALUE	TYPE LENGTH DISP SCALE FACTOR
	CATEGORIES (CONTINUED)			
	CATEGORIES (ONLY)			
	NO	N	1	
	SOCIAL	SOC	2	
	LEGAL	LEG	3	
	UNKNOWN	UNKN	4	
	MISSING	MD	99	DEFAULT

Form 3
Intake Survey
(Optional)

The Intake Survey is designed to gather subjective background and attitudinal data from clients. It may be used as a vehicle by which counselors can discover possible problem areas in the clients' lives as well as a research instrument. Using the Intake Survey in combination with Exit Survey, one can trace the important changes in client attitudes that occur over the program period.

The Intake Survey should be given sometime during the intake phase, before the IISP staffing. As this is a self-report instrument, the client rather than a counselor should complete the survey. In cases where a client has a reading problem, the survey might effectively be given orally by the counselor. In any case, it should be given in a quiet setting, free from interruptions.

Intake Survey

Dataset Name:	INTAKE
Purpose:	To provide a self-report measure of how the youth is feeling about various aspects of his/her life at the time of entry into the program.
	Note: This form is optional.
Who:	The youth should complete the Intake Survey.
When:	As soon as possible after the youth enters the program.
Uses:	Responses from the Intake Survey are useful to the Counselor/Case Manager in learning more about the youth at the time of intake, and may assist in establishing the goals and objectives for the youth.
	The Intake Survey is also used in conjunction with the Exit Survey to provide a pre/post measure of affective changes which may have taken place as a result of program participation. Most of the items in the Intake Survey are also found in the Exit Survey. Those which do not have a counterpart are designed to provide additional information which can be used in planning objectives for the youth.
Comments:	The Intake Survey should be completed by the youth. Under no circumstances should it be completed by a staff member. The ideal situation is one in which the staff member explains the survey and its importance to the youth and provides a quiet place for the youth to complete the survey. It should be reviewed by the staff member only to insure its completeness. In cases where a youth has reading problems and otherwise would not be able to complete the survey alone, the staff member is allowed to read the survey to the youth, taking care not to influence the responses in any manner.

The Intake Survey is self-explanatory and field descriptions need not be provided. Consult the Intake Survey or TECHDOC INTAKE for additional information.

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PROJECT NEW PRIDE

INTAKE SURVEY

Project New Pride is a program to help kids. To help us help you, we need to know more about you.

All of your answers to these questions will be kept in strictest confidence. They will only be used in two ways. Your counselor will use them to help you write your individual program. Then, we will take all the names off, and add up everybody's answers. This information will give us a picture of who comes to New Pride, so we can make New Pride a better program for others like you.

There are no right or wrong answers to these questions. Simply answer them as best you can.

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Client ID: _____   Date: _____
                             Month   Day   Year

PROJECT NEW PRIDE

INTAKE SURVEY

FIRST, I WOULD LIKE TO GET SOME IDEA OF HOW YOU FEEL ABOUT WORK AND SCHOOL, AND ABOUT YOUR PRESENT LIVING SITUATION

1. If you had your choice, what kind of job would you like?

    _____

2. What do you think your chances are of getting the kind of job you want?

                                   Not good 1
                                   Fair 2
                                   Good 3

3. Do you have a job?

                                   No 1
                                   Yes 2

4. Right now, how important is it for you to have a job?

                                   Not important 1
                                   Somewhat important 2
                                   Very important 3

5. Do you think that being in this program will improve your chances for getting the kind of job you want?

                                   No 1
                                   Yes 2

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NOW, ABOUT GOING TO SCHOOL

6. Some people like school very much. Others don't. How do you feel about going to school?

                                   Do not like it at all 1
                                   Like school some 2
                                   Like it very much 3

7. How much education would you like to get?

          Drop out of school before high school graduation . . 1
          Drop out of school but get a GED 2
          Graduate from high school 3
          Vocational or business school 4
          Some college or junior college 5
          Graduate from four-year college 6
          Advanced or professional degree 7

8. How much education do you think you will get?

          Don't expect to finish high school 1
          Expect to drop out but get a GED 2
          Expect to graduate from high school 3
          Expect to get certification from vocational or
             business school 4
          Expect to have some college 5
          Expect to finish a four-year college 6
          Expect to get an advanced or professional degree . . 7

9. Do you think that being in this program will improve your chances for getting the kind of education you want?

                                   No 1
                                   Yes 2

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NOW, ABOUT YOUR LIVING SITUATION

10. When you are disciplined, what kind of discipline is it usually?

Physical 1
Both physical and verbal . 2
Verbal 3
Other 4

11. How often does it happen?

Daily 1
Weekly 2
Monthly 3
Less than once a month . . 4

12. In your opinion, has anyone in your family had a problem with drugs or alcohol?

No 1
Yes 2

13. How about you? Do you think that you have or might develop this kind of problem?

No 1
Yes 2

How frequently do you:	Never	Once or twice a year	Less than once per month	Once or twice per month	Once or twice per week	Nearly every day
14. Drink BEER or WINE	1	2	3	4	5	6
15. Drink HARD LIQUOR (Whiskey, gin, etc.)	1	2	3	4	5	6
16. Smoke MARIJUANA	1	2	3	4	5	6
17. Use STIMULANTS (Uppers, pep pills, speed, etc.) . .	1	2	3	4	5	6
18. Use DEPRESSANTS (Downers, sedatives, barbituates, etc.)	1	2	3	4	5	6
19. Use STRONG PSYCHEDELICS (LSD, acid, mescalene, etc.)	1	2	3	4	5	6
20. Use STRONG NARCOTICS (Opiates, heroin, methadone, cocaine)	1	2	3	4	5	6
21. Use OTHER DRUGS (PCP, sniff substances like paint or glue, etc.)	1	2	3	4	5	6

22. Overall, how satisfied are you with your current living situation?

Not at all satisfied . . . 1
Somewhat satisfied 2
Very satisfied 3

23. How do you feel about being arrested, going to court, and so on? Do you think it affected the way you were seen by others or changed the opinion others had of you?

Yes, in bad ways mostly 1
Not really 2
Yes, in good ways (peer respect, qualify for programs, etc.) 3

NOW, ABOUT YOUR LIVING SITUATION

10. When you are disciplined, what kind of discipline is it usually?

Physical 1
Both physical and verbal . 2
Verbal 3
Other 4

11. How often does it happen?

Daily 1
Weekly 2
Monthly 3
Less than once a month . . 4

12. In your opinion, has anyone in your family had a problem with drugs or alcohol?

No 1
Yes 2

13. How about you? Do you think that you have or might develop this kind of problem?

No 1
Yes 2

How frequently do you:	Never	Once or twice a year	Less than once per month	Once or twice per month	Once or twice per week	Nearly every day
14. Drink BEER or WINE	1	2	3	4	5	6
15. Drink HARD LIQUOR (Whiskey, gin, etc.)	1	2	3	4	5	6
16. Smoke MARIJUANA	1	2	3	4	5	6
17. Use STIMULANTS (Uppers, pep pills, speed, etc.) . .	1	2	3	4	5	6
18. Use DEPRESSANTS (Downers, sedatives, barbituates, etc.)	1	2	3	4	5	6
19. Use STRONG PSYCHEDELICS (LSD, acid, mescalene, etc.)	1	2	3	4	5	6
20. Use STRONG NARCOTICS (Opiates, heroin, methadone, cocaine)	1	2	3	4	5	6
21. Use OTHER DRUGS (PCP, sniff substances like paint or glue, etc.)	1	2	3	4	5	6

22. Overall, how satisfied are you with your current living situation?

Not at all satisfied . . . 1
Somewhat satisfied 2
Very satisfied 3

23. How do you feel about being arrested, going to court, and so on? Do you think it affected the way you were seen by others or changed the opinion others had of you?

Yes, in bad ways mostly 1
Not really 2
Yes, in good ways (peer respect, qualify for programs, etc.) 3

24. Do you think your chances for jobs, education, etc., are worse than, as good as, or better than other kids you know who have never been in trouble with the law?

Worse 1
The same 2
Better 3

25. How many people do you think of as close friends? Number of friends _____

26. About how many of your friends have been in trouble with the law?

None 1
One 2
Two 3
Three 4
Four 5
Five or more 6

27. Do you belong to a gang?

No 1
Yes 2

28. Do any of your close friends belong to a gang?

No . . . . 1·
Yes 2

NOW, ABOUT OTHERS WHO MIGHT HELP YOU

29. How many teachers or counselors have taken a real interest in what is happening in your life?

Number: _____

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30. In general, how do you feel about help any teachers or counselors have given you? Do you feel that it has caused you more problems, or that it did not do much one way or the other, or that it usually made things better?

Caused more problems . . . 1
Made no difference 2
Usually made things better 3

31. What is the basic reason you decided to come to the New Pride program?

Didn't want to be locked up 1
Family made me come 2
Wanted to come because I hope it will help me stay out of trouble 3
Judge made me come; I wanted to do my time 4

32. What do you want most to gain from program participation?

Not much 1
Help with learning about and finding a job 2
School credit, GED 3
Insight into self, friends, family relationships . . 4

33. Taken altogether, how satisfied are you with your life?

Not at all satisfied . . . 1
Somewhat satisfied 2
Very satisfied 3

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PROJECT NEW PRIDE

·· INTAKE SURVEY·

Project New Pride is a program to help kids. To help us help you,

we need to know more about you.

All of your answers to these questions will be kept in strictest

confidence. They will only be used in two ways. Your counselor will use

them to help you write your individual program. Then, we will take all

the names off, and add up everybody's answers. This information will give

us a picture of who comes to New Pride, so we can make New Pride a better

program for others like you.

There are no right. or wrong answers to these questions. Simply answer

them as best you can.

Client ID: SIOI   —Sample

Date: 9 - 15 - 83
      Month   Day   Year

PROJECT NEW PRIDE

INTAKE SURVEY

FIRST, I WOULD LIKE TO GET SOME IDEA OF HOW YOU FEEL ABOUT WORK AND SCHOOL, AND ABOUT YOUR PRESENT LIVING SITUATION

1. If you had your choice, what kind of job would you like?

   Janitor

2. What do you think your chances are of getting the kind of job you want?

   Not good 1
   Fair . . . . ②
   Good 3

3. Do you have a job?

   No . . . . ①
   Yes 2

4. Right now, how important is it for you to have a job?

   Not important 1
   Somewhat important 2
   Very important . . . . . . ③

5. Do you think that being in this program will improve your chances for getting the kind of job you want?

   No 1
   Yes . . . . ②

NOW, ABOUT GOING TO SCHOOL

6. Some people like school very much. Others don't. How do you feel about going to school?

Do not like it at all . . . . (1)
Like school some 2
Like it very much 3

7. How much education would you <u>like</u> to get?

Drop out of school before high school graduation . . 1
Drop out of school but get a GED . . . . (2)
Graduate from high school 3
Vocational or business school 4
Some college or junior college 5
Graduate from four-year college 6
Advanced or professional degree 7

8. How much education do you think you <u>will</u> get?

Don't expect to finish high school 1
Expect to drop out but get a GED . . . . (2)
Expect to graduate from high school 3
Expect to get certification from vocational or
    business school 4
Expect to have some college 5
Expect to finish a four-year college 6
Expect to get an advanced or professional degree . . 7

9. Do you think that being in this program will improve your chances for getting the kind of education you want?

No . . . . (1)
Yes 2

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NOW, ABOUT YOUR LIVING SITUATION

10. When you are disciplined, what kind of discipline is it usually?

Physical 1
Both physical and verbal . (2)
Verbal 3
Other 4

11. How often does it happen?

Daily 1
Weekly . . . . (2)
Monthly 3
Less than once a month . . 4

12. In your opinion, has anyone in your family had a problem with drugs or alcohol?

No 1
Yes . . . . (2)

13. How about you? Do you think that you have or might develop this kind of problem?

No . . . . (1)
Yes 2

94

How frequently do you:

	Never	Once or twice a year	Less than once per month	Once or twice per month	Once or twice per week	Nearly every day
14. Drink BEER or WINE	1	2	3	4	(5)	6
15. Drink HARD LIQUOR (Whiskey, gin, etc.)	1	2	(3)	4	5	6
16. Smoke MARIJUANA	1	2	3	(4)	5	6
17. Use STIMULANTS (Uppers, pep pills, speed, etc.)	(1)	2	3	4	5	6
18. Use DEPRESSANTS (Downers, sedatives, barbituates, etc.)	(1)	2	3	4	5	6
19. Use STRONG PSYCHEDELICS (LSD, acid, mescalene, etc.)	(1)	2	3	4	5	6
20. Use STRONG NARCOTICS (Opiates, heroin, methadone, cocaine)	1	(2)	3	4	5	6
21. Use OTHER DRUGS (PCP, sniff substances like paint or glue, etc.)	1	(2)	3	4	5	6

22. Overall, how satisfied are you with your current living situation?

Not at all satisfied . . . 1
Somewhat satisfied . . . . (2)
Very satisfied 3

23. How do you feel about being arrested, going to court, and so on? Do you think it affected the way you were seen by others or changed the opinion others had of you?

Yes, in bad ways mostly 1
Not really . . . . (2)
Yes, in good ways (peer respect, qualify for programs, etc.) 3

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24. Do you think your chances for jobs, education, etc., are worse than, as good as, or better than other kids you know who have never been in trouble with the law?

Worse 1
The same . . . . (2)
Better 3

25. How many people do you think of as close friends? Number of friends 2

26. About how many of your friends have been in trouble with the law?

None 1
One 2
Two 3
Three 4
Four 5
Five or more . . . . . . (6)

27. Do you belong to a gang?

No 1
Yes . . . . (2)

28. Do any of your close friends belong to a gang?

No 1
Yes . . . . (2)

NOW, ABOUT OTHERS WHO MIGHT HELP YOU

29. How many teachers or counselors have taken a real interest in what is happening in your life?

Number: 0

96

30. In general, how do you feel about help any teachers or counselors have given you? Do you feel that it has caused you more problems, or that it did not do much one way or the other, or that it usually made things better?

Caused more problems . . . 1
Made no difference . . . . . ②
Usually made things better 3

31. What is the basic reason you decided to come to the New Pride program?

Didn't want to be locked up . . . . ①
Family made me come 2
Wanted to come because I hope it will help me stay
    out of trouble 3
Judge made me come; I wanted to do my time 4

32. What do you want most to gain from program participation?

Not much 1
Help with learning about and finding a job . . . . . ②
School credit, GED 3
Insight into self, friends, family relationships . . 4

33. Taken altogether, how satisfied are you with your life?

Not at all satisfied . . . 1
Somewhat satisfied . . . . ②
Very satisfied 3

doc intake

FOR: INTAKE
DICTIONARY LOCATION: XGVF:INT1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
INTAKE XGVF/11-29-83

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	JOB-CHOICE	JBCH		Job Choice
F(3)	JOB-CHANCES	JOCC		Job Chances
	CATEGORIES (ONLY)			
	NOT-GOOD	BAD	1	Not Good
	FAIR	FAIR	2	Fair
	GOOD	GOOD	3	Good
	MISSING	MD	99	Missing
F(4)	JOB-NOW	JNOW		Job Now
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(5)	JOB-IMP-NOW	JIMN		Job Important Now
	CATEGORIES (ONLY)			
	NOT-IMP	NOT	1	Not Important
	SOME-IMP	SOME	2	Somewhat Important
	VERY-IMP	VERY	3	Very Important
	MISSING	MD	99	Missing
F(6)	JOB-CH-IMP	JCIM		Improve Job Chances
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(7)	LIKE-SCHOOL	LISC		Like School
	CATEGORIES (ONLY)			
	NOT-LIKE	NOLK	1	Do Not Like School
	LIKE-SOME	LKSM	2	Like School Somewhat
	LIKE-MUCH	LKMU	3	Like School Very Much
	MISSING	MD	99	Missing
F(8)	WANT-EDUC	WAED		Educational Desire
	CATEGORIES (ONLY)			
	DROP-OUT	DROP	1	Drop Out of High School
	GED	GED	2	Drop High School/Get GED
	GRAD-HS	GRAD	3	Graduate High School

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	VOC-BUS-SCH	VOC	4	Attend Voc/Business School
	SOME-COLL	SCOL	5	Get Some College
	GRAD-COLL	GCOL	6	Graduate from College
	PROF-DEG	PROF	7	Get Advanced/Professional Degree
	MISSING	MD	99	Missing
F(9)	EXPECT-EDUC	EXED		Educational Expectations
	CATEGORIES (ONLY)			
	DROP-OUT	DROP	1	Drop Out of High School
	GED	GED	2	Drop High School/Get GED
	GRAD-HS	GRAD	3	Graduate High School
	VOC-BUS-SCH	VOC	4	Attend Voc/Business School
	SOME-COLL	SCOL	5	Get Some College
	GRAD-COLL	GCOL	6	Graduate from College
	PROF-DEG	PROF	7	Get Advanced/Professional Degree
	MISSING	MD	99	Missing
F(10)	ED-CH-IMP	ECIM		Improve Chances for Education
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(11)	TYPE-DISC	DISC		Type of Discipline
	CATEGORIES (ONLY)			
	PHYSICAL	PHYS	1	Physical
	BOTH-PH-VB	BOTH	2	Both Physical and Verbal
	VERBAL	VERB	3	Verbal
	MISSING	MD	99	Missing
F(12)	HOW-OFT-PUN	HOFT		How Often Punished
	CATEGORIES (ONLY)			
	DAILY	DALY	1	Daily
	WEEKLY	WKLY	2	Weekly
	MONTHLY	MNTH	3	Monthly
	LESS-MONTH	LSMO	4	Less Than Monthly
	MISSING	MD	99	Missing
F(13)	DRUG-ALCOHL	DRAL		Family Drug/Alcohol Problem
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(14)	CL-U-DRUGS	CLUD		Personal Drug/Alcohol Problem
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(15)	BEER-WINE	BRWI		Beer or Wine

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(16)	HARD-LIQUOR	LIQR		Hard Liquor (Whiskey, Gin)
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(17)	MARIJUANA	MARJ		Marijuana
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(18)	STIMULANTS	STIM		Stimulants (Speed, Uppers)
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(19)	DEPRESSANTS	DEPR		Depressants (Sedatives, Downers)
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(20)	PSYCHEDELICS	PSYC		Psychedelics (LSD, Acid)
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(21)	NARCOTICS	NARC		Narcotics (Heroin, Cocaine)
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(22)	OTHER-DRUGS	OTHD		Other Drugs (Paint,Glue)
	CATEGORIES (ONLY)			
	NEVER	NEVR	1	Never
	1-2-YEAR	12YR	2	Once or Twice a Year
	LESS-1-MO	L1MO	3	Less Than Once/Month
	1-2-MONTH	12MO	4	Once or Twice/Month
	1-2-WEEK	12WK	5	Once or Twice/Week
	DAILY	DALY	6	Nearly Every Day
	MISSING	MD	99	Missing
F(23)	LIVING-SIT	LSIT		Satisfied with Living Situation
	CATEGORIES (ONLY)			
	NOT-AT-ALL	NOT	1	Not At All Satisfied
	SOMEWHAT	SOME	2	Somewhat Satisfied
	VERY	VERY	3	Very Satisfied
	MISSING	MD	99	Missing
F(24)	EFF-ARREST	EFAR		Effect of Arrests
	CATEGORIES (ONLY)			
	YES-BAD	BAD	1	Yes, Bad Effect
	NO-EFFECT	NO	2	No Effect
	YES-GOOD	GOOD	3	Yes, Good Effect
	MISSING	MD	99	Missing
F(25)	JOB-ED-CHAN	JEDC		Effect on Job/Education Chances
	CATEGORIES (ONLY)			
	WORSE	WRSE	1	Chances are Worse
	SAME	SAME	2	Chances are Same
	BETTER	BETR	3	Chances are Better
	MISSING	MD	99	Missing
F(26)	CLOSE-FRNDS	CLFR		Number of Close Friends
	CATEGORIES			
	MISSING	MD	99	Missing

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(27)	TROUBLE-LAW	TRLW		Number of Friends in Trouble with Law
	CATEGORIES			
	MISSING	MD	99	Missing
F(28)	BELONG-GANG	GANG		Belong to Gang
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(29)	GANG-FRNDS	GRFR		Friends in Gang
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(30)	TCHR-CNSL	TRCN		Teacher/Counselor Interest
	CATEGORIES			
	MISSING	MD	99	Missing
F(31)	FEEL-HELP	FEHE		Feelings About Help
	CATEGORIES (ONLY)			
	MORE-PROB	PROB	1	Caused More Problems
	NO-DIFF	NDIF	2	Made No Difference
	USU-BETTER	BETR	3	Usually Made Things Better
	MISSING	MD	99	Missing
F(32)	CAME-TO-NP	CTNP		Reason For Coming To Pride
	CATEGORIES (ONLY)			
	NO-LOCK-UP	NOLK	1	Didn't Want Lock-up
	FAMILY	FAML	2	Family Made Me Come
	I-WANTED	WANT	3	Wanted To Come To Stay Out of Trouble
	JUDGE	JDGE	4	Judge Made Me Come
	MISSING	MD	99	Missing
F(33)	PROG-PART	PRPA		Hope to Gain From Participating
	CATEGORIES (ONLY)			
	NOT-MUCH	NOTM	1	Not Much
	JOB	JOB	2	Job
	SCHOOL	SCHL	3	Help with School/School Credits
	INSIGHT	INST	4	Insight into Self, Family, Relationships
	MISSING	MD	99	Missing
F(34)	SAT-LIFE	SALI		Satisfied With Life
	CATEGORIES (ONLY)			
	NOT-AT-ALL	NOT	1	Not At All Satisfied
	SOMEWHAT	SOME	2	Somewhat Satisfied
	VERY-SAT	VERY	3	Very Satisfied

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	MISSING	MD	99	Missing

techdoc intake

FOR: INTAKE
DICTIONARY LOCATION: XGVF:INT1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
INTAKE XGVF/11-29-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0	
F(2)	JOB-CHOICE —	JBCH		C	30	10	
F(3)	JOB-CHANCES	JOCC		UC	1	40	
	CATEGORIES (ONLY)						
	NOT-GOOD	BAD	1				
	FAIR	FAIR	2				
	GOOD	GOOD	3				
	MISSING	MD	99	DEFAULT			
F(4)	JOB-NOW	JNOW		UC	1	41	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(5)	JOB-IMP-NOW	JIMN		UC	1	42	
	CATEGORIES (ONLY)						
	NOT-IMP	NOT	1				
	SOME-IMP	SOME	2				
	VERY-IMP	VERY	3				
	MISSING	MD	99	DEFAULT			
F(6)	JOB-CH-IMP	JCIM		UC	1	43	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(7)	LIKE-SCHOOL	LISC		UC	1	44	
	CATEGORIES (ONLY)						
	NOT-LIKE	NOLK	1				
	LIKE-SOME	LKSM	2				
	LIKE-MUCH	LKMU	3				
	MISSING	MD	99	DEFAULT			
F(8)	WANT-EDUC	WAED		UC	1	45	
	CATEGORIES (ONLY)						
	DROP-OUT	DROP	1				
	GED	GED	2				
	GRAD-HS	GRAD	3				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	VOC-BUS-SCH	VOC	4				
	SOME-COLL	SCOL	5				
	GRAD-COLL	GCOL	6				
	PROF-DEG	PROF	7				
	MISSING	MD	99	DEFAULT			
F(9)	EXPECT-EDUC	EXED		UC	1	46	
	CATEGORIES (ONLY)						
	DROP-OUT	DROP	1				
	GED	GED	2				
	GRAD-HS	GRAD	3				
	VOC-BUS-SCH	VOC	4				
	SOME-COLL	SCOL	5				
	GRAD-COLL	GCOL	6				
	PROF-DEG	PROF	7				
	MISSING	MD	99	DEFAULT			
F(10)	ED-CH-IMP	ECIM		UC	1	47	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(11)	TYPE-DISC	DISC		UC	1	48	
	CATEGORIES (ONLY)						
	PHYSICAL	PHYS	1				
	BOTH-PH-VB	BOTH	2				
	VERBAL	VERB	3				
	MISSING	MD	99	DEFAULT			
F(12)	HOW-OFT-PUN	HOFT		UC	1	49	
	CATEGORIES (ONLY)						
	DAILY	DALY	1				
	WEEKLY	WKLY	2				
	MONTHLY	MNTH	3				
	LESS-MONTH	LSMO	4				
	MISSING	MD	99	DEFAULT			
F(13)	DRUG-ALCOHL	DRAL		UC	1	50	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(14)	CL-U-DRUGS	CLUD		UC	1	51	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(15)	BEER-WINE	BRWI		UC	1	52	

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(16)	HARD-LIQUOR	LIQR		UC	1	53	
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(17)	MARIJUANA	MARJ		UC	1	54	
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(18)	STIMULANTS	STIM		UC	1	55	
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(19)	DEPRESSANTS	DEPR		UC	1	56	
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(20)	PSYCHEDELICS	PSYC		UC	1	57	

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(21)	NARCOTICS	NARC		UC	1	58	
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(22)	OTHER-DRUGS	OTHD		UC	1	59	
	CATEGORIES (ONLY)						
	NEVER	NEVR	1				
	1-2-YEAR	12YR	2				
	LESS-1-MO	L1MO	3				
	1-2-MONTH	12MO	4				
	1-2-WEEK	12WK	5				
	DAILY	DALY	6				
	MISSING	MD	99	DEFAULT			
F(23)	LIVING-SIT	LSIT		UC	1	60	
	CATEGORIES (ONLY)						
	NOT-AT-ALL	NOT	1				
	SOMEWHAT	SOME	2				
	VERY	VERY	3				
	MISSING	MD	99	DEFAULT			
F(24)	EFF-ARREST	EFAR		UC	1	61	
	CATEGORIES (ONLY)						
	YES-BAD	BAD	1				
	NO-EFFECT	NO	2				
	YES-GOOD	GOOD	3				
	MISSING	MD	99	DEFAULT			
F(25)	JOB-ED-CHAN	JEDC		UC	1	62	
	CATEGORIES (ONLY)						
	WORSE	WRSE	1				
	SAME	SAME	2				
	BETTER	BETR	3				
	MISSING	MD	99	DEFAULT			
F(26)	CLOSE-FRNDS	CLFR		UC	1	63	

FOR: INTAKE

	CATEGORIES (CONTINUED)							
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(27)	TROUBLE-LAW	TRLW		UC	1	64		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(28)	BELONG-GANG	GANG		UC	1	65		
	CATEGORIES (ONLY)							
	NO	N	1					
	YES	Y	2					
	MISSING	MD	99	DEFAULT				
F(29)	GANG-FRNDS	GRFR		UC	1	66		
	CATEGORIES (ONLY)							
	NO	N	1					
	YES	Y	2					
	MISSING	MD	99	DEFAULT				
F(30)	TCHR-CNSL	TRCN		UC	1	67		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(31)	FEEL-HELP	FEHE		UC	1	68		
	CATEGORIES (ONLY)							
	MORE-PROB	PROB	1					
	NO-DIFF	NDIF	2					
	USU-BETTER	BETR	3					
	MISSING	MD	99	DEFAULT				
F(32)	CAME-TO-NP	CTNP		UC	1	69		
	CATEGORIES (ONLY)							
	NO-LOCK-UP	NOLK	1					
	FAMILY	FAML	2					
	I-WANTED	WANT	3					
	JUDGE	JDGE	4					
	MISSING	MD	99	DEFAULT				
F(33)	PROG-PART	PRPA		UC	1	70		
	CATEGORIES (ONLY)							
	NOT-MUCH	NOTM	1					
	JOB	JOB	2					
	SCHOOL	SCHL	3					
	INSIGHT	INST	4					
	MISSING	MD	99	DEFAULT				
F(34)	SAT-LIFE	SALI		UC	1	71		
	CATEGORIES (ONLY)							
	NOT-AT-ALL	NOT	1					
	SOMEWHAT	SOME	2					
	VERY-SAT	VERY	3					

FOR: INTAKE

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE	FACTOR
	CATEGORIES (CONTINUED)							
	MISSING	MD	99	DEFAULT				

Form 4
Diagnostic Test Results

The diagnostic component is an important part of the New Pride program, for it serves as a tool to assess the physical, psychological, and educational status of each client. Information provided by diagnostic testing is used in creating an IISP for each client, so that his/her unique needs can be addressed by the program's staff and services.

Specific tests may well vary among different New Pride programs because of state or local differences in testing requirements, so no list of tests is provided in this MIS. Each site should develop its own list of tests with codes for each type of test that is to be entered into the computer. Programs may choose to use either of the two forms provided in this packet. If the format of Example II is preferred, the particular tests documented on that form may be changed to any other tests a program may select.

Example II specifies the main tests that were used in the replication of Project New Pride. An in-depth assessment using levels of testing was employed. Of particular importance to new sites may be the utilization of pre- and post-testing for evaluation purposes. All programs need to be accountable, and need to have some hard data to show what they have accomplished. Such data should be available to show gains in educational achievement, both in reading and mathematics.

In the Replication Program, the Woodcock and Key Math Tests were administered to all clients as a pre/post-test measure, whether in Pride School or Public School. The interval between pre and post-testing was approximately six months, just prior to and following each school semester. The interval between pre-test and educational program implementation was to be no more than six weeks. The minimum period between tests was three months in the educational program. Otherwise it was necessary to report "no data."

Diagnostic Test Results

Dataset Name: TEST

Purpose: To record the results of all diagnostic testing administered to youth at the time of intake and for any relevant tests given within the past year.

Who: Diagnostician, Psychologist, Education Coordinator.

When: Upon completion of any testing.

Uses: Results from diagnostic testing provide information as to the level of functioning of individual youth, or when aggregated, of the average youth in the program. Information from testing is useful to counselors and educational staff in program planning, as well as in measuring pre/post gains in academic performance.

Comments: Project staff should decide which testing instruments will provide adequate information for program and/or educational planning. Care should be taken to choose instruments which the staff are qualified to administer. Consideration should be given to tests which are already used and accepted by cooperating agencies, such as the public school district.

Examples of two types of forms have been included in this section. Example I is a log format, where the test type and its code are entered along with the date and score information. Example II differentiates three levels of testing. The amount of testing which a client may need can be determined individually for each case. On this form the tests and score types are specified and only the date and score information are entered. Data can be entered easily into the computer from either form, so projects may choose to use whichever form they prefer.

The following section describes the fields in the TEST dataset.

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Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Test Date	Enter the date the test was administered (in YYMMDD format).
3. Test type	Give the type of test score to be recorded. This is included on the form for ease of readability but is not entered. The test code field which follows is the formal entry for the test type.
4. Test Code	Enter the code from the List of Tests for the type of test administered.
5. Test Time	Indicate whether the test is a pretest, post-test or whether the test is such that it is only administered once.
6. Raw Score	Enter the raw score as a whole number, or to the nearest tenth.
7. Grade Equivalent	Enter the grade equivalent which corresponds to the raw score. In those cases where there is no corresponding grade equivalent (psychological tests, intelligence tests, etc.), simply leave this field empty.

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DIAGNOSTIC TEST RESULTS
EXAMPLE I

Client ID: _____

Test Date	Test Type	Test Code	Test Time*	Raw Score**	Grade Equivalent**

* Test time = 1 Pre-Test
          2 Post-Test
          3 Given Only Once

** Round all raw scores and grade equivalents to one decimal point.

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1/84

Sample

Client ID: _Sto:_

Test Date	Test Type	Test Code	Test Time*	Raw Score**	Grade Equivalent**
9-22-83	Wisc r IQ	12	3	84	
9-12-83	Wisc r PIQ	13	3	108	
9-22-83	Wisc r FSIQ	14	3	95	
9-23-83	WRAT-Spell	24	3	43	5.1
9-23-83	WRAT-Read	25	3	65	6.0
9-23-83	WRAT-Math	26	3	55	4.9
9-23-83	Keymath	30	1	160	5.9
9-26-83	Woodcock A	40	1	141	6.3

* Test time = 1 Pre-Test
          2 Post-Test
          3 Given Only Once

** Round all raw scores and grade equivalents to one decimal point.

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1/84

Client ID:_____

DIAGNOSTIC TEST RESULTS
EXAMPLE II
LEVEL I

ACUITY TESTS

Test Date:_____

Auditory Acuity _____

Visual Acuity _____

1 = Not significant
2 = Significant

1 = Not significant
2 = Significant

WESHLER INTELLIGENCE SCALES

Test Date:_____

Wisc-R
(Under 16 years)

Wais
(16 years & above)

Verbal IQ _____

Verbal IQ _____

Performance IQ _____

Performance IQ _____

Full Scale IQ _____

Full Scale IQ _____

WIDE RANGE ACHIEVEMENT TESTS (WRAT)

Test Date:_____

	Raw Score	Grade Equivalent
Reading	____	____
Spelling	____	____
Arithmetic	____	____

LEVEL II

WOODCOCK READING MASTERY TEST

	Pre-Test	Post-Test
	Date_____	Date_____
	Form A or B (circle one)	Form A or B (circle one)
Mean of Mastery Scores	____	____
Reading Grade Score (Grade level)	____	____

KEY MATH DIAGNOSTIC ARITHMETIC TEST

	Pre-Test	Post-Test
	Date_____	Date_____
Total Raw Score	____	Total Raw Score ____
Grade Equivalent	____	Grade Equivalent ____

LEVEL II (cont)

INFORMAL LEARNING DISABILITY SCREENING BATTERY

Test Date:_____

Circle one: M = Malcomesius; Slingerland A, B, C, or D

Visual LD	1 - Present 2 - Not Present	Motor LD	1 - Present 2 - Not Present
Auditory LD	1 - Present 2 - Not Present	Language LD	1 - Present 2 - Not Present

BENDER VISUAL-MOTOR GESTALT TEST

Test Date:_____

Chronological Age _____

Mental Age _____

$$(IQ \times \frac{CA}{100} = MA, \text{ Use Wisc-r or Wais FSIQ})$$

Number of Errors Compared to CA (circle one)   Number of Errors Compared to MA (circle one)

Normal Mild Moderate Severe   Normal Mild Moderate Severe

LEVEL III

DETROIT TESTS OF LEARNING DISABILITIES

	Pre-Test	Post-Test
	Date_____	Date_____
Median M.A.	_____	_____

BEERY DEVELOPMENT TEST OF VMI

Test Date:_____

VMI Raw Score _____

VMI Age Equivalent _____

WEPMAN AUDITORY DISCRIMINATION TEST

Test Date:_____

Range _____

Not Significant . . . 1
Significant 2

LINDAMOOD AUDITORY CONCEPTUALIZATION TEST

Test Date:_____

Score _____

Not Significant . . . 1
Significant 2

TESTING SUMMARY

Circle one:

1 - Not LD
2 - LD by National criteria only
3 - LD by Local criteria only
4 - LD by both National and Local criteria

Client ID: _S101_

LEVEL I

ACUITY TESTS

Test Date: _9-20-83_

Visual Acuity _____

Auditory Actuity _____

(1)= Not significant
2 = Significant

(1)= Not significant
2 = Significant

WESHLER INTELLIGENCE SCALES

Test Date: _9-20-83_

Wisc-R
(Under 16 years)

Wais
(16 years & above)

Verbal IQ _84_

Verbal IQ _____

Performance IQ _108_

Performance IQ _____

Full Scale IQ _95_

Full Scale IQ _____

WIDE RANGE ACHIEVEMENT TESTS (WRAT)

Test Date: _9-23-83_

	Raw Score	Grade Equivalent
Reading	68	6.0
Spelling	43	5.7
Arithmetic	35	4.9

LEVEL II

WOODCOCK READING MASTERY TEST

	Pre-Test	Post-Test
Date	_9-26-83_	_____
	Form (A) or B (circle one)	Form A or B (circle one)
Mean of Mastery Scores	_141_	_____
Reading Grade Score (Grade level)	_6.3_	_____

KEY MATH DIAGNOSTIC ARITHMETIC TEST

	Pre-Test		Post-Test
Date	_9-?3-83_	Date	_____
Total Raw Score	_160_	Total Raw Score	_____
Grade Equivalent	_5.9_	Grade Equivalent	_____

LEVEL II (cont)

INFORMAL LEARNING DISABILITY SCREENING BATTERY

Test Date: _____

Circle one: M = Malcomesius; Slingerland A, B, C, or D

Visual LD	1 - Present	Motor LD	1 - Present
	2 - Not Present		2 - Not Present
Auditory LD	1 - Present	Language LD	1 - Present
	2 - Not Present		2 - Not Present

BENDER VISUAL-MOTOR GESTALT TEST

Test Date: _____

Chronological Age _____

Mental Age _____

$$(IQ \times \frac{CA}{100} = MA, \text{ Use Wisc-r or Wais FSIQ})$$

Number of Errors Compared to CA (circle one)   Number of Errors Compared to MA (circle one)

Normal   Mild   Moderate   Severe   Normal   Mild   Moderate   Severe

LEVEL III

DETROIT TESTS OF LEARNING DISABILITIES

	Pre-Test	Post-Test
Date	_____	_____
Median M.A.	_____	_____

BEERY DEVELOPMENT TEST OF VMI

Test Date: _____

VMI Raw Score _____

VMI Age Equivalent _____

WEPMAN AUDITORY DISCRIMINATION TEST

Test Date: _____

Range _____

Not Significant . . . 1
Significant 2

LINDAMOOD AUDITORY CONCEPTUALIZATION TEST

Test Date: _____

Score _____

Not Significant . . . 1
Significant 2

TESTING SUMMARY

Circle one:

(1) Not LD
2 - LD by National criteria only
3 - LD by Local criteria only
4 - LD by both National and Local criteria

FOR: TEST
DICTIONARY LOCATION: XGVF:TEST1#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Diagnostic Test Results XGVF/12-02-83

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	TEST-DATE	DATE		Testing Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(3)	TEST-TYPE	TYPE		Type of Test
	CATEGORIES			
	MISSING	MD	99	Missing
F(4)	TEST-TIME	TIME		Testing Time
	CATEGORIES (ONLY)			
	PRE-TEST	PRE	1	Pre Test
	POST-TEST	POST	2	Post Test
	ONE-TIME	ONET	3	Test Given Only Once
	MISSING	MD	99	Missing
F(5)	RAW-SCORE	RAW		Raw Score
	CATEGORIES			
	MISSING	MD	99	Missing
F(6)	GRADE-EQUIV	GE		Grade Equivalent Score
	CATEGORIES			
	INAPPROP	INAP	8888	Inappropriate
	MISSING	MD	9999	Missing

FOR: TEST
DICTIONARY LOCATION: XGVF:TEST1#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Diagnostic Test Results XGVF/12-02-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE	FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0		
F(2)	TEST-DATE	DATE		UC	4	10		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(3)	TEST-TYPE	TYPE		UC	1	14		
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(4)	TEST-TIME	TIME		UC	1	15		
	CATEGORIES (ONLY)							
	PRE-TEST	PRE	1					
	POST-TEST	POST	2					
	ONE-TIME	ONET	3					
	MISSING	MD	99	DEFAULT				
F(5)	RAW-SCORE	RAW		UC	4	16	/	100
	CATEGORIES							
	MISSING	MD	99	DEFAULT				
F(6)	GRADE-EQUIV	GE		UC	4	20	/	100
	CATEGORIES							
	INAPPROP	INAP	8888					
	MISSING	MD	9999	DEFAULT				

Staffing Schedule

The Staffing Schedule is not a form, but a time schedule generated by the computer using the STAFFING dataset along with the STAFSCHED macro. The sample report on page 121 shows what an actual schedule will look like.

The timetable for each client's staffings is determined by his/her case action date and is entered into the STAFFING dataset soon after that client's admission into New Pride. On a weekly basis, the evaluator prints out a schedule of each staffing due for that week or overdue from previous weeks, and circulates this schedule to all staff. When a staffing is held, it is reported to the evaluator who enters the information into the computer so that particular staffing will not appear on any subsequent schedule.

This schedule functions as an organizational tool for case management.

Staffing Schedule

Dataset Name:	STAFFING
Purpose:	To maintain a list of staffing dates for all active youth.
When:	The schedule is best determined and entered within the first month after acceptance into the program.
Who:	Case Manager, Counselor, Evaluator
Uses:	The STAFFING dataset is used in conjunction with the STAFSCHED macro to produce a staffing schedule.
Comments:	Though the dataset structure remains the same, the field STAFFING and its categories of staffing times are arbitrarily determined by the program.

The following section describes each field in the STAFFING dataset. Consult the sample schedule or TECHDOC STAFFING for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Due Date	Enter the date the particular staffing is due (in YYMMDD format).
3. Completion Date	Enter the date the staffing was actually held (in YYMMDD format).
4. Staffing	Choose the appropriate type of staffing from the categories listed and enter the code.

Staffing Schedule for Friday, 2/17/84

STAFFING	CLID	CLIENT-NAME	CASE-MGR-NAME
Pre-Termination (9 mo.)	3288	John Smith	Irma Valles
Quarterly Review	3315	Steven Johnson	Pablo Chavarria
Quarterly Review	3316	Tommy Reynolds	Irma Valles
IISP	3350	Jane Jones	Pablo Chavarria
IISP	3351	Sarah Gonzales	Irma Valles
Formal Placement	3353	Jeff Torres	Pablo Chavarria
Formal Placement	3354	Bob Wilson	Pablo Chavarria
Formal Placement	3355	Robert Henley	Pablo Chavarria

Monthly Reports for Tuesday, 2/17/84

STAFFING	CLID	CLIENT-NAME	CASE-MGR-NAME
Month #4 Update	3310	Kim Squires	Irma Valles
Month #4 Update	3312	Paula Randall	Irma Valles
Month #2 Update	3321	Mark Hamilton	Irma Valles
Month #2 Update	3322	George Brennan	Pablo Chavarria
Month #1 Update	3326	Michael Stewart	Pablo Chavarria
Month #2 Update	3327	Richard Watson	Irma Valles
Month #2 Update	3328	Johnny Landers	Pablo Chavarria
Month #1 Update	3329	Ron Torres	Pablo Chavarria
Month #1 Update	3340	Claire Maldonado	Irma Valles
Month #1 Update	3341	Nancy Fuentes	Irma Valles

New Clients Pending Placement

CLID	CLIENT-NAME	CASE-MGR-NAME
3356	Stephen Rabb	Pablo Chavarria

---

doc staffing

FOR: STAFFING
DICTIONARY LOCATION: XGVF:STAFFING#
DATE: FEB 17, 1984.

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Staffing Schedule XGVF/02-08-84

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	DUE-DATE	DDT	REQUIRED	Due Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(3)	COMP-DATE	CM		Completion Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(4)	STAFFING	STAF	REQUIRED	Staffing Held
	CATEGORIES			
	FORM-PLACMT	FP	1	Formal Placement
	IISP	IISP	2	IISP
	MONTH-1	MO1	3	Month #1 Update
	MONTH-2	MO2	4	Month #2 Update
	QUART-REV	QREV	5	Quarterly Review
	MONTH-4	MO4	6	Month #4 Update
	MONTH-5	MO5	7	Month #5 Update
	DISCHARGE	DISC	8	Discharge to Follow-up
	PRE-TERM	PTRM	9	Pre-Termination (9 Months)
	TERMINATION	TERM	10	Termination (12 Months)
	MISSING	MD	99	Missing

techdoc staffins

FOR: STAFFING
DICTIONARY LOCATION: XGVF:STAFFING#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Staffins Schedule XGVF/02-08-84

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP SCALE FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0
F(2)	DUE-DATE	DDT	REQUIRED	UC	4	10
	CATEGORIES MISSING	MD	99	DEFAULT		
F(3)	COMP-DATE	CDT		UC	4	14
	CATEGORIES MISSING	MD	99	DEFAULT		
F(4)	STAFFING	STAF	REQUIRED	UC	1	18
	CATEGORIES					
	FORM-PLACMT	FP	1			
	IISP	IISP	2			
	MONTH-1	MO1	3			
	MONTH-2	MO2	4			
	QUART-REV	QREV	5			
	MONTH-4	MO4	6			
	MONTH-5	MO5	7			
	DISCHARGE	DISC	8			
	PRE-TERM	PTRM	9			
	TERMINATION	TERM	10			
	MISSING	MD	99	DEFAULT		

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Form 5

Individualized Integrated Service Plan

(IISP)

The IISP is the key document linking the intake phase to the intensive treatment phase. It is a worksheet on which the client's plan of treatment is designed.

The IISP is comprised of two basic sections: a description of objectives and a plan for the delivery of service around those objectives. There is also a small space at the bottom of the page for comments and a place for both the client and his/her parents to sign their agreement to the plan.

The IISP is to be filled out at the close of the intake phase, when all of the staff members who have been working with the client meet for a formal staffing. The youth's intake counselor will have information from the home visit and other sources to bring to the staffing. The diagnostician will bring the diagnostic test results and any other relevant information about the youth. If the client has been attending the New Pride Alternative School, his or her teachers should also be present. Input from all these sources can then be used as a basis for generating measurable objectives for the client.

In the far left column of this form, enter the sequential number of the objective. Next, write the objective in clear and measurable terms. Finally, enter the date when the staff feels the client can realistically achieve the objective.

Services are planned in relation to specific treatment objectives, hence the form is constructed so that one to three services may be listed after objective. If more than three services are needed to meet a single objective, use the spaces immediately below to write these additional services. Then, start the next objective in the space after the next set of double lines.

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The form asks for both service code and name and provider code and name to be entered. For the evaluator to properly enter this information into the computer, only one variable for each category, i.e., either the service code or name, provider code or name, is necessary. For the form to be useful for program purposes, we suggest that the names be filled out in both cases. They are more easily understood and remembered than their corresponding codes. Also, be aware that provider's name can be the name of a staff member, a volunteer, or another agency or program.

The IISP is used in conjunction with the UPDATE dataset to produce regular monitoring reports on clients' progress (see UPDATE ON OBJECTIVES).

The IISP will be filled out twice for each client. As decribed above, it is used to create the plan for the client's intensive treatment phase. It is also used to create a plan for the follow-up treatment phase in much the same way. Objectives can be reevaluated in light of the client's progress during the intensive phase, and a new, less intensive service plan devised.

While many staff members work together to formulate the IISP, the case manager has the primary responsibility for its completion and for making sure a copy of it gets to the evaluator.

Individualized Integrated Service Plan (IISP)

Dataset:	IISP
Purpose:	To establish a service plan designed individually for each client by those staff who will be serving the client; the plan includes objectives, the services planned to meet those objectives, and the staff members who will provide those services.
Who:	The IISP is generally established under the direction of the counselor or case manager, with input from all staff who will have contact with the youth.
When:	The IISP should be established as soon as possible after program entry so that the maximum amount of time may be spent assisting the youth to meet the objectives. Suggested time for having the IISP done is between 4 to 6 weeks after the case action date (the date the youth is enrolled in the program).
Uses:	The IISP provides the structure by which the program plans services for youth. It assists the counselor in focusing on the priority objectives agreed upon by the program staff. It is used in conjunction with the UPDATE dataset to produce a report to assist in monitoring client progress. (See UPDATE ON OBJECTIVES for more information).
Comments:	Each objective set forth should be written so it is observable and measurable. "To increase reading level one grade equivalent" is preferable to "Make academic gains in reading." "To maintain a 7 p.m. curfew" is preferable to "Follow through on probation orders."
	It is suggested that the youth participate in the development of the IISP, so that his/her needs and concerns are also considered.

The following section describes each field in the IISP dataset. Consult the IISP form or TECHDOC IISP for additional information. Also review the List of Services.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Staffing Date	Enter the date of the staffing at which the IISP was completed (from lower right corner of form). Use YYMMDD format.
3. Objective Number	Enter the sequential number of the objective, i.e., Objective 1, Objective 2, etc.
4. Objective	Enter the objective in narrative form, i.e., "Will obtain a driver's license."
5. Planned Achievement Date	Enter the date at which the staff expects the youth to have achieved the objective (in YYMMDD format).
6. Service Code	Choose from the List of Services the code of the service which has been planned to address the objective.
7. Service Provider	Enter the code of the staff member responsible for providing the service to meet the objective.
8. Planned Start Date	Enter the date at which the staff plans to begin providing services to address the objective (in YYMMDD format).

Client ID: _____ Name: _____

OBJECTIVES			SERVICES PLANNED				
Obj. No.	Statement of Objectives & Goals	Planned Ach. Date	Type of Service	Serv. Code	Provider's Name	Prov. Code	Start Date

Comments:	Client Agreement	Parental Agreement	Date IISP Completed
	Signature _____	Signature _____	Month Day Year

1/94

Individualized Integrated Service Plan

Client ID: S101 Name: Manuel Perez

OBJECTIVES			SERVICES PLANNED				
Obj. No.	Statement of Objectives & Goals	Planned Ach. Date	Type of Service	Serv. Code	Provider's Name	Prov. Code	Start Date
1	Attend Pride school daily with no unexcused absences or truancies	6-1-84	Supervision	2100	J. Ramirez	1234	10-10-83
			Counseling	3200	(teacher)	9111	
2	Pay restitution payments of $20 per month until full amount of $150 is paid.	6-10-84	Supervision	2100	J. Ramirez	1234	10-10-83
3	Participate in counseling re: consequences of getting drunk on the weekends	4-10-84	Individual Counseling	3200	J. Ramirez	1234	10-10-83
			Supervision	2100	J. Ramirez	1234	
4	Participate in with mother and boyfriend to establish 'house rules'	9-15-84	Family Counseling	3300	B. Foster	5678	12-1-83

Comments:

Client Agreement
Manuel Perez
Signature

Parental Agreement
Mrs Maria Perez
Signature

Date IISP Completed
10 - 10 - 83
Month   Day   Year

129

1/84

FOR: IISP
DICTIONARY LOCATION: XGVF: IISP$
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
New IISP XGVF/02-08-84

F($)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID		Client ID
F(2)	STAFFING-DATE	STAD	REQUIRED	Date of Staffing for planned service
	CATEGORIES			
	MISSING	MD	99	Missing
F(3)	OBJECTIVE-NUM	OBJ#		Objective Number
	CATEGORIES			
	MISSING	MD	99	Missing
F(4)	OBJECTIVE	OBJ		Objective (Narrative)
F(5)	PLANNED-ACH-DATE	PADT	REQUIRED	Planned Achievement Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(6)	SERVICE-CODE	SC	REQUIRED	Service code
	CATEGORIES (ONLY)			
	CRT-LIAISON	CRTL	1100	Court liaison
	HOME-VISIT	HVIS	1200	Home visit
	SCH-HIST	SCHS	1300	School history documentation
	DIAGNOSTICS	DIAG	1400	Diagnostics
	INTK-ASSMT	INAS	1500	Intake assessment and planning
	ORIENTATION	ORNT	1600	Orientation
	SUPERVISION	SPRV	2100	Supervision
	CASE-STAFFG	CSST	2200	Case staffing
	CASE-PLAN	CSPL	2300	Case notes/planning
	TRANSPORTN	TRNS	2400	Transportation
	CNSL-IND-UP	CIU	3100	Individual counseling (unplanned)
	CNSL-IND-PL	CIP	3200	Individual counseling (planned)
	CNSL-IND-CI	CIC	3300	Individual counseling (Crisis intervention)
	CNSL-GRP-UP	CGU	3400	Group counseling (unplanned)
	CNSL-GRP-PL	CGP	3500	Group counseling (planned)
	CNSL-GRP-CI	CGC	3600	Group counseling (Crisis intervention)
	CNSL-FAM-UP	CFU	3700	Family counseling (unplanned)
	CNSL-FAM-PL	CFP	3800	Family counseling (planned)
	CNSL-FAM-CI	CFC	3900	Family counseling (Crisis intervention)
	GEN-THINK	GTHK	4050	General thinking skills

FOR: IISP

F($)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	LANG-READ	LNRD	4100	Language/reading skills
	MATH	MATH	4200	Mathematical skills
	PHYS-EDUC	PHED	4300	Physical education
	HEALTH-EDUC	HLED	4400	Health education
	NATURAL-SCI	NATS	4500	Physical and biological sciences
	SOCIAL-SCI	SOCS	4600	Social sciences
	HISTORY	HIST	4700	History
	CREAT-ARTS	ARTS	4800	Creative arts
	ACAD-TUTOR	TUTR	4900	Academic subject tutoring
	CLEP-SAT-P	CSP	4950	GED/Proficiency preparation
	LANG-REMED	LNRM	5100	Language/reading remediation
	MATH-REMED	MARM	5200	Mathematics remediation
	MOTOR-REMED	MORM	5300	Motor remediation
	PROC-REMED	PRRM	5400	Process remediation (auditory, visual, haptic)
	PRE-VOC-SKL	PVS	6100	Pre-vocational skills
	VOC-SKL-TNG	VST	6200	Vocational skill training
	JOB-PLACMT	JP	6300	Job placement services
	CAREER-AWR	CA	6400	Career awareness skills
	JOB-COUNSLG	JCNS	6500	Job Counseling and Advocacy
	COURT-SRVCS	CTSV	7100	Court services
	HEALTH-SRVC	HLSV	7200	Health services
	RECREATION	REC	7300	Recreation
	CULTURAL-EN	CE	7400	Cultural enrichment
	LIFE-SKILLS	LS	7500	Life skills training
	DRIVER-EDUC	DE	7600	Driver education
	REFERRAL-ED	EDRF	7700	Referral: Education
	SCHL-ADVOC	SCAD	7800	School Advocacy
	SCHL-REINT	SCRE	7900	School Reintegration
	JOB-DEVELOP	JDEV	8100	Job Development
	VOLUNT-RCRT	VRCT	8200	Volunteer Recruitment/Screening
	VOLUNT-TRNG	VTRN	8300	Volunteer Orientation/Training
	STAFF-DEVLP	SDEV	8400	Staff Development
	STAFF-MEET	STFM	8500	Staff meetings/General planning
	PGM-LIAISON	PGML	8600	Program Liaison
	COMUNTY-REL	CMRL	8700	Community Relations
	POLICY-BD	PBD	8800	Policy Board Activities
	MISSING	MD	99	Missing
F(7)	PROVIDER-CODE	PC		Service provider ID
	CATEGORIES			
	MISSING	MD	99	Missing
F(8)	START-DATE	SD		Planned Start Date
	CATEGORIES			
	MISSING	MD	99	Missing

FOR: IISP
DICTIONARY LOCATION: XGVF: IISP#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
New IISP XGVF/02-08-84

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID		C	10	0	
F(2)	STAFFING-DATE	STAD	REQUIRED	UC	4	10	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(3)	OBJECTIVE-NUM	OBJ#		UC	1	14	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(4)	OBJECTIVE	OBJ		C	255	15	
F(5)	PLANNED-ACH-DATE	PADT	REQUIRED	UC	4	270	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(6)	SERVICE-CODE	SC	REQUIRED	UC	2	274	
	CATEGORIES (ONLY)						
	CRT-LIAISON	CRTL	1100				
	HOME-VISIT	HVIS	1200				
	SCH-HIST	SCHS	1300				
	DIAGNOSTICS	DIAG	1400				
	INTK-ASSMT	INAS	1500				
	ORIENTATION	ORNT	1600				
	SUPERVISION	SPRV	2100				
	CASE-STAFFG	CSST	2200				
	CASE-PLAN	CSPL	2300				
	TRANSPORTN	TRNS	2400				
	CNSL-IND-UP	CIU	3100				
	CNSL-IND-PL	CIP	3200				
	CNSL-IND-CI	CIC	3300				
	CNSL-GRP-UP	CGU	3400				
	CNSL-GRP-PL	CGP	3500				
	CNSL-GRP-CI	CGC	3600				
	CNSL-FAM-UP	CFU	3700				
	CNSL-FAM-PL	CFP	3800				
	CNSL-FAM-CI	CFC	3900				
	GEN-THINK	GTHK	4050				
	LANG-READ	LNRD	4100				
	MATH	MATH	4200				
	PHYS-EDUC	PHED	4300				
	HEALTH-EDUC	HLED	4400				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	NATURAL-SCI	NATS	4500				
	SOCIAL-SCI	SOCS	4600				
	HISTORY	HIST	4700				
	CREAT-ARTS	ARTS	4800				
	ACAD-TUTOR	TUTR	4900				
	CLEP-SAT-P	CSP	4950				
	LANG-REMED	LNRM	5100				
	MATH-REMED	MARM	5200				
	MOTOR-REMED	MORM	5300				
	PROC-REMED	PRRM	5400				
	PRE-VOC-SKL	PVS	6100				
	VOC-SKL-TNG	VST	6200				
	JOB-PLACMT	JP	6300				
	CAREER-AWR	CA	6400				
	JOB-COUNSLG	JCNS	6500				
	COURT-SRVCS	CTSV	7100				
	HEALTH-SRVC	HLSV	7200				
	RECREATION	REC	7300				
	CULTURAL-EN	CE	7400				
	LIFE-SKILLS	LS	7500				
	DRIVER-EDUC	DE	7600				
	REFERRAL-ED	EDRF	7700				
	SCHL-ADVOC	SCAD	7800				
	SCHL-REINT	SCRE	7900				
	JOB-DEVELOP	JDEV	8100				
	VOLUNT-RCRT	VRCT	8200				
	VOLUNT-TRNG	VTRN	8300				
	STAFF-DEVLP	SDEV	8400				
	STAFF-MEET	STFM	8500				
	PGM-LIAISON	PGML	8600				
	COMUNTY-REL	CMRL	8700				
	POLICY-BD	PBD	8800				
	MISSING	MD	99	DEFAULT			
F(7)	PROVIDER-CODE	PC		UC	2	276	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(8)	START-DATE	SD		UC	4	278	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			

Form 6

Update on Objectives

The Update on Objectives is a report generated by the computer using the IISP and UPDATE datasets along with the PROGRESS macro. The report included here on page 137 is only an example of what the computer printout will resemble and is not meant to be used. The sample report which follows shows what an actual report will look like.

The Update on Objectives records the progress of each objective entered on the IISP. After consulting with the staff who work with a client, the case manager or counselor will enter the progress on each objective, using the codes on the report. Each month, the report will print out previous information and will give a new space for the current month. The process will stop at the point that the objective is deleted, revised, or achieved. (If the objective is revised, it should be entered again with a new objective number.)

The data generated on this report should be very useful to the case manager in tracking a client's overall progress, revising the treatment objective, and adjusting the plan of services.

Update on Objectives

Dataset:	UPDATE
Purpose:	To document progress made on each phase of the objective.
Who:	The Evaluator generates printout format from the computer. The Case Manager, Counselor, and/or Educational staff fill in blanks with dates and codes.
When:	To be generated by the computer and then completed by staff on a time schedule determined by the Staffing Schedule. It is suggested that Updates be completed monthly during the intensive phase and twice during the follow-up phase: once after 3 months of follow-up and again at termination.
Uses:	To assist case managers in monitoring the progress of the objectives set forth at the time of entry into the program.
Comments:	This information is used in conjunction with the IISP dataset and the PROGRESS macro to produce a report generated on the computer. This report provides a current, cumulative update on each of the objectives on the IISP. It may be produced as needed for client monitoring, though monitoring at least monthly during the intensive phase is recommended.

The following section describes each field in the UPDATE dataset. Consult the Update on Objectives sample report or TECHDOC UPDATE for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number of the youth on whom the objective is being updated.
2. Evaluation Date	Enter the date of the update (in YYMMDD format).
3. Objective Number	Enter the number of the objective being updated.
4. Objective Status	Choose from the categories listed on the Update on Objectives the most appropriate status of the objective.

Field Name	Field Description
5. Reason for Unsatisfactory Progress	If the status at the time of the update is "Achieved" or "On Schedule," the Reason for Unsatisfactory Progress is INAP, or not applicable. For all other status categories indicating less than satisfactory progress, a reason should be chosen from the list provided on the form. Examples include: Status — Reason for Unsat. Progress Achieved — INAP Deleted — Family Unsupportive Behind Schedule — Client Uncooperative Revised — More Services Needed
6. Achievement Date	Enter the date the objective was actually achieved (in YYMMDD format). If the objective has not yet been achieved, enter MISSING or MD.
7. Comment	It is useful to enter a brief comment, especially in cases where there is less than satisfactory progress on an objective. Examples of comments might include: "Client was truant from school for two weeks," "Client failed to appear for court," or "Refused to follow through with appointment at Drug Center."

PROJECT NEW PRIDE

UPDATE ON OBJECTIVES

Client Name:

Client ID:

Objective Number:

Objective:

IISP Date:

Planned Achievement Date:

Evaluation Date	Objective Status	Reason for Unsatisfactory Progress	Achievement Date
7/30/83	On Schedule		

Comment: _____

_____

Enter objective status and reason from the following codes:

Objective Status

1 Deleted	4 Behind schedule
2 Revised	5 On Schedule
3 Not yet addressed	6 Achieved

Reason for Unsatisfactory Progress

1 Objective unrealistic	5 More services needed
2 Client uncooperative	6 Incarcerated or detained
3 Family unsupportive	7 Not applicable
4 Services not delivered	

CLIENT-NAME
CLIENT-ID   3153   *Sample*   Update of Objectives
OBJECTIVE-NUM   1
OBJECTIVE   WILL IDENTIFY, LOCATE AND APPLY FOR NEEDED FAMILY ITEMS
IISP-DATE   07-23-81
PLANNED-ACH-DATE   09-15-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	BEHIND-SCH	OTHER	MISSING

WORK SCHEDULE CONFLICT

09-14-81	ON-SCHEDULE	INAPPROP	MISSING

CLIENT AND GIRLFRIEND HAVE CONTACTED WELFARE DEPT.

10-02-81	ON-SCHEDULE	INAPPROP	MISSING

FAMILY HELP W/ DENTAL CARE. ALSO REFERRED TO DENTIST

CLIENT-NAME
CLIENT-ID   3153
OBJECTIVE-NUM   2
OBJECTIVE   WILL REVIEW 647F CONVICTIONS AND CONSEQ. OF DRINKING
IISP-DATE   07-23-81
PLANNED-ACH-DATE   09-15-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	BEHIND-SCH	OTHER	MISSING

WORK SCHEDULE CONFLICT

09-14-81	ON-SCHEDULE	INAPPROP	MISSING

CLIENT BEING REFERRED TO YOUTH ALCOHOL PROJECT

10-02-81	ON-SCHEDULE	INAPPROP	MISSING

APPOINTMENT ON 10/6/81 @ 5:30 PM

CLIENT-NAME
CLIENT-ID   3153
OBJECTIVE-NUM   3
OBJECTIVE   WILL IDENTIFY HEAD-OF-HOUSEHOLD RESPONSIBILITIES
IISP-DATE   07-23-81
PLANNED-ACH-DATE   11-31-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	BEHIND-SCH	OTHER	MISSING

WORK SCHEDULE CONFLICT

09-14-81	ON-SCHEDULE	INAPPROP	MISSING

CLIENT TAKING FINANCIAL RESPONSIBILITY IN HOUSEHOLD

10-02-81	ON-SCHEDULE	INAPPROP	MISSING

CLIENT IS PAYING BILLS, BUYING GROCERIES, ETC.

CLIENT-NAME
CLIENT-ID   3153
OBJECTIVE-NUM   4
OBJECTIVE   WILL RE-ENROLL IN OSB AND PARTIC. IN DRUG COUNSELING
IISP-DATE   07-23-81
PLANNED-ACH-DATE   08-15-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	BEHIND-SCH	OTHER	MISSING

WORK SCHEDULE CONFLICT

09-14-81	BEHIND-SCH	SERV-NOT-DL	MISSING
10-02-81	BEHIND-SCH	SERV-NOT-DL	MISSING

CLIENT-NAME
CLIENT-ID   3153
OBJECTIVE-NUM   5
OBJECTIVE   WILL ID FORMS OF CONTRACEPTIVES & PARTIC. IN COUNSELING
IISP-DATE   07-23-81
PLANNED-ACH-DATE   10-30-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	BEHIND-SCH	OTHER	MISSING

WORK SCHEDULE CONFLICT

09-14-81	BEHIND-SCH	SERV-NOT-DL	MISSING
10-02-81	BEHIND-SCH	SERV-NOT-DL	MISSING

CLIENT-NAME
CLIENT-ID   3153
OBJECTIVE-NUM   6
OBJECTIVE   WILL HAVE AN EMPLOYMENT IISP BY JULY 31, 1981
IISP-DATE   07-23-81
PLANNED-ACH-DATE   07-31-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	BEHIND-SCH	OTHER	MISSING

WORK SCHEDULE CONFLICT

09-14-81	ON-SCHEDULE	INAPPROP	MISSING

GOAL IS TO STAY AT JOB AT LEAST 60 DAYS

10-02-81	ON-SCHEDULE	INAPPROP	MISSING

CLIENT WORKING FULL TIME AS AUTO MECHANIC

CLIENT-NAME
CLIENT-ID   3153
OBJECTIVE-NUM   7
OBJECTIVE   WILL OBTAIN DRIVER'S LICENSE
IISP-DATE   07-23-81
PLANNED-ACH-DATE   10-30-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	BEHIND-SCH	OTHER	MISSING

WORK SCHEDULE CONFLICT

09-14-81	ON-SCHEDULE	INAPPROP	MISSING

IS BEING TESTED ON DRIVING TEST

10-02-81	ON-SCHEDULE	INAPPROP	MISSING

CLIENT-NAME
CLIENT-ID   3153
OBJECTIVE-NUM   8
OBJECTIVE   WILL PARTIC. IN EVALUATION OF HIS MONTHLY PROGRESS
IISP-DATE   07-23-81
PLANNED-ACH-DATE   11-31-81

EVALUATION-DATE	OBJECTIVE-STATUS	REASON-UNSAT-PR	ACH-DATE
08-13-81	ON-SCHEDULE	INAPPROP	MISSING
09-14-81	ON-SCHEDULE	INAPPROP	MISSING
10-02-81	ON-SCHEDULE	INAPPROP	MISSING

doc update

FOR: UPDATE
DICTIONARY LOCATION: XGVF:UPD1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Monthly Update on Objectives XGVF/12-01-83

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client-ID
F(2)	EVALUATION-DATE CATEGORIES	EDAT	REQUIRED	Evaluation Date
	MISSING	MD	99	Missing
F(3)	OBJECTIVE-NUM CATEGORIES	OBJ#	REQUIRED	Objective Number
	MISSING	MD	99	Missing
F(4)	OBJECTIVE-STATUS CATEGORIES (ONLY)	OBST	REQUIRED	Status At Time of Evaluation
	DELETED	DEL	1	Objective Deleted
	REVISED	REV	2	Objective Revised
	NOT-YET-ADR	NYA	3	Objective Not Addressed Yet
	BEHIND-SCH	BEH	4	Objective Behind Schedule
	ON-SCHEDULE	OK	5	Objective On Schedule
	ACHIEVED	ACHD	6	Objective Achieved
	MISSING	MD	99	Missing
F(5)	REASON-UNSAT-PR CATEGORIES (ONLY)	RUP	REQUIRED	Reason for Unsatisfactory Progress
	UNREALISTIC	UNRL	1	Objective Unrealistic
	CL-UNCOOP	CLUC	2	Client Uncooperative
	FAM-UNSPRT	FMUS	3	Family Unsupportive
	SERV-NOT-DL	SND	4	Services Not Delivered
	MORE-SV-ND	MSN	5	More Services Needed
	INC-DETAIND	INC	6	Incarcerated/Detained
	INAPPROP	INAP	7	Not Applicable
	MISSING	MD	99	Missing
F(6)	ACHIEVMT-DATE CATEGORIES	CADT	REQUIRED	Current Achievement Date
	MISSING	MD	99	Missing
F(7)	COMMENT	COMM		Comment on Objective

techdoc update

FOR: UPDATE
DICTIONARY LOCATION: XGVF:UPD1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Monthly Update on Objectives XGVF/12-01-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0	
F(2)	EVALUATION-DATE CATEGORIES	EDAT	REQUIRED	UC	4	10	
	MISSING	MD	99	DEFAULT			
F(3)	OBJECTIVE-NUM CATEGORIES	OBJ#	REQUIRED	UC	1	14	
	MISSING	MD	99	DEFAULT			
F(4)	OBJECTIVE-STATUS CATEGORIES (ONLY)	OBST	REQUIRED	UC	1	15	
	DELETED	DEL	1				
	REVISED	REV	2				
	NOT-YET-ADR	NYA	3				
	BEHIND-SCH	BEH	4				
	ON-SCHEDULE	OK	5				
	ACHIEVED	ACHD	6				
	MISSING	MD	99	DEFAULT			
F(5)	REASON-UNSAT-PR CATEGORIES (ONLY)	RUP	REQUIRED	UC	1	16	
	UNREALISTIC	UNRL	1				
	CL-UNCOOP	CLUC	2				
	FAM-UNSPRT	FMUS	3				
	SERV-NOT-DL	SND	4				
	MORE-SV-ND	MSN	5				
	INC-DETAIND	INC	6				
	INAPPROP	INAP	7				
	MISSING	MD	99	DEFAULT			
F(6)	ACHIEVMT-DATE CATEGORIES	CADT	REQUIRED	UC	1	17	
	MISSING	MD	99	DEFAULT			
F(7)	COMMENT	COMM		C	72	18	

Form 7
Juvenile Justice Report

This form is designed to record juvenile justice history and rearrest data. Together, all the completed Juvenile Justice Reports for a client will comprise his or her juvenile justice record.

This form should be filled out for each offense a youth is charged with, except when there are multiple charges of the same offense at one arrest which are adjudicated together at one time. In these cases, one form should be completed for the charge and the number of counts indicated (e.g., Offense: Burglary; Counts: 3). Programs may choose to document only those offenses for which petitions are filed or every offense whether or not a petition is filed.

Juvenile justice data should be collected after a client has been accepted into the New Pride program. The evaluator or other staff member should go to the court and using information in probation reports, fill out one juvenile justice report form for each offense committed by the client. Subsequently the client's record can be updated monthly by a call or visit to the juvenile court or probation officer. We suggest such a contact be made monthly even if the program is unaware of any rearrests, because some rearrests may not come to the program's attention.

Collection of data on this form will continue during the client's follow-up phase after termination. Continued collection of arrest data even after the client's termination is necessary to determine recidivism rates, a primary outcome measure.

Depending upon the level of expertise of the program evaluator, a comparison group may be drawn from the pool of youth involved in the justice system who do not receive services from the program. This group may be used in various analyses of recidivism.

Juvenile Justice Report

Datset Name: CRIMHIST

Purpose: To document the youth's criminal involvement prior to, during, and after program participation.

Who: Evaluator, Counselor, Case Manager, or Court Liaison.

When: The Juvenile Justice Report should be completed each time the youth is involved or comes in contact with the criminal justice system. Program administrators need to decide what level of contact constitutes the need to complete the form. Programs may choose to record only those contacts for which a petition is filed. Others may document every arrest, whether or not a petition is filed.

Uses:

1. To document the youth's prior criminal involvement.

2. To record recidivism data, i.e., rearrests during and after program participation.

3. As an aid in documenting to outside agencies and the Probation Department the degree of seriousness of the youth served by the program.

4. Can be used statistically to analyze the program's impact on clients' recidivism rates (i.e., frequency, time between offenses, and seriousness of recidivism).

Comments The Juvenile Justice Report is one of the most essential aspects of the MIS. In any program which serves delinquent youth, data on the frequency and seriousness of the offenses committed by its participants are required. In general, one of the program outcome measures will undoubtedly address the issue of reduced criminal involvement, and data for that measure are captured by the Juvenile Justice Report.

The following section describes each field in the CRIMHIST dataset. Consult the Juvenile Justice Report or TECHDOC CRIMHIST for additional information. Also review the List of Offenses.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Offense/Arrest Date	Enter either the date the offense took place, or if not available, the date the youth was arrested for the offense (in YYMMDD format).
Offense	Give the literal description of the offense with which the youth is charged, i.e., burglary, battery, etc. This field is included for ease of readability but is not entered. The Offense Code field which follows is the formal entry of the offense with which the youth is charged.
3. Offense Code	Choose from the List of Offenses the appropriate code of the offense with which the youth is charged.
4. Modifier	From the categories listed, choose the appropriate modifier to the offense charged (e.g., if the charge is attempted robbery, the offense would robbery, offense code 5200, and the modifier 2, attempt to commit).
5. Number of Counts	If there are multiple counts of the same offense all occuring on the same date and the same petition, enter the number of counts.
6. Petition Filed	Respond No or Yes as appropriate.
7. Petition Filed Date	Enter the date the petition was filed (in YYMMDD format).
8. Type of Court	Indicate whether the proceedings took place in Juvenile or Adult Court.
9. Counts Sustained	Respond No or Yes as appropriate. The category "Adjusted" is used in the case where the charge is adjusted, plea bargained to a different charge, or amended.
10. Disposition	Choose from the categories listed on the Juvenile Justice Report the most appropriate disposition of the case.
11. Restitution	Respond No or Yes as appropriate.
12. Community Service	Respond No or Yes as appropriate.

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Field Name	Field Description
13. Other Non-residential	Respond No or Yes as appropriate.
14. New Pride	Respond No or Yes as appropriate.
15. Out of Home Placement	Respond No or Yes as appropriate.
16. Detention	Respond No or Yes as appropriate.

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PROJECT NEW PRIDE

JUVENILE JUSTICE REPORT

Client ID: _____

Offense or Arrest Date:

_____
Month   Day   Year

Offense:	Offense Code:

Modifier: 1 None
           2 Attempt to Commit
           3 Threat to Commit
           4 Aid/Abet
           5 Accessory

Number of Counts: _____

Petition Filed?   No   Yes
                    1   2

Date: _____
      Month   Day   Year

Type of Court: 1 Juvenile
                2 Adult

Comments:

Counts Sustained?   No   Yes   Adjusted
                     1   2   3

Adjudication Date: _____
                   Month   Day   Year

Disposition:

    1 Charge Dismissed
    2 Informal Probation
    3 Formal Probation
    4 Deferred or Continued Petition
    5 Department of Corrections Commitment;
         Suspended Sentence/Delayed Execution
    6 Department of Corrections Commitment
    7 Other Institutional Commitment;
         Suspended Sentence/Delayed Execution
    8 Other Institutional Commitment
         (Mental Health Facility, Community
         Camp or Ranch)
    9 Other: _____

Special Conditions:

	No	Yes
Restitution	1	2
Community Service	1	2
Other Non-residential	1	2
New Pride	1	2
Out-of-Home Placement	1	2
Detention	1	2

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Client ID: S101

Offense or Arrest Date:

8 - 16 - 83
Month   Day   Year

Offense:	Offense Code:
Burglary	7200

Modifier: (1) None
           2 Attempt to Commit
           3 Threat to Commit
           4 Aid/Abet
           5 Accessory

Number of Counts: 2

Petition Filed?   No   Yes
                    1   (2)

Date: 8 - 31 - 83
      Month   Day   Year

Type of Court: (1) Juvenile
                2 Adult

Comments:

Counts Sustained?   No   Yes   Adjusted
                     1   (2)   3

Adjudication Date: 9 - 27 - 83
                   Month   Day   Year

Disposition:

    1 Charge Dismissed
    2 Informal Probation
    (3) Formal Probation
    4 Deferred or Continued Petition
    5 Department of Corrections Commitment;
         Suspended Sentence/Delayed Execution
    6 Department of Corrections Commitment
    7 Other Institutional Commitment;
         Suspended Sentence/Delayed Execution
    8 Other Institutional Commitment
         (Mental Health Facility, Community
         Camp or Ranch)
    9 Other: _____

Special Conditions:

	No	Yes
Restitution	1	(2)
Community Service	(1)	2
Other Non-residential	(1)	2
New Pride	(1)	2
Out-of-Home Placement	(1)	2
Detention	1	(2)

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doc crimhist

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID		Client ID
F(2)	OF-AR-DATE	OFAD	REQUIRED	Offense/Arrest Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(3)	OFFENSE	OFNS	REQUIRED	Offense
	CATEGORIES			
	MURDER-I	MDR1	1100	Murder I (Premeditated)
	MURDER-II	MDR2	1200	Murder II (Intention, No premeditation)
	MURDER-III	MDR3	1300	Murder III
	CRIM-NEGL	CRNG	1400	Criminal negligence (resulting in death to another)
	MANSLAUGHTR	MANS	1500	Manslaughter (all degrees)
	ASSAULT-AGR	ASLA	2100	Aggrevated assault - Attempted homicide
	ASSAULT-DW	ADW	2200	Assault with a deadly weapon
	BATTERY	BATT	2300	Battery
	AGGR-BATT	AGGB	2310	Aggrevated battery
	ASSAULT-OTH	ASLO	2400	Other assault
	ASLT-BATT	ABAT	2500	Assault and battery
	ASLT-POLICE	APOL	2600	Assault on a police officer
	RAPE-FORC	RAPF	3100	Forcible rape
	RAPE-STAT	RAPS	3200	Statutory rape
	SEX-OFFNSES	SEXO	3300	Sex offenses other than rape (Attempted rape, sodomy, carnal knowledge, indecent liberties, enticement for indecent liberties, incest)
	CMRCL-SEX	SEXC	3400	Commercial sex offendors
	KIDNAP-RANS	KNRA	4100	Kidnapping for ransom
	HIJACK-PUBT	HJPT	4200	Hijacking of public transport
	KIDNAP-OTH	KNOT	4300	Other kidnapping
	ROBBERY-ARM	ROBA	5100	Armed robbery
	ROBBERY-OTH	ROTH	5200	Other robbery
	ARSON-WLFL	ARSW	6100	Willful arson
	ARSON-OTH	ARSO	6200	Other arson and attempted arson
	MV-THEFT	MVTH	7100	Motor vehicle theft
	UA-USE-MV	UUMV	7110	Unauthorized use of a motor vehicle
	BURGLARY	BURG	7200	Burglary
	BREAK-ENT	BE	7220	Breaking and entering

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	BREAK-ENT-D	BED	7222	Breaking and entering, day
	BREAK-ENT-N	BEN	7224	Breaking and entering, night
	BURG-TOOLS	BTLS	7230	Possession of burglary tools
	COUNTERFEIT	CTRF	7300	Counterfeiting
	FORGERY-AGR	FGYA	7310	Aggrevated forgery
	FORGERY-OTH	FGYO	7320	Forgery (Other theft by check, Uttering a forged instrument, Credit card fraud)
	LARCENY-AGR	LARA	7400	Aggrevated larceny (Penalty greater than 1 year)
	LARCENY-OTH	LARO	7410	Other larceny, Shoplifting (Penalty less than 1 year)
	LARCENY-UNS	LARU	7420	Larceny, unspecified amount
	POS-STL-PRP	PSP	7500	Possession of stolen property
	VANDALISM	VAND	7600	Vandalism
	TRESPASSING	TRES	7700	Trespassing
	HEROIN-SELL	HRSL	8100	Heroin (Smuggle, sell)
	OPIUM-SELL	OPMS	8200	Opium, Cocaine or other 'hard' drugs (Smuggle, sell)
	HEROIN-USE	HRUS	8300	Heroin (Possession, use)
	USE-HARD-DR	UHD	8400	Other 'hard' drugs (Possession, use)
	MARIJ-SELL	MARS	8500	Marijuana (Smuggle, sell)
	MARIJ-USE	MARU	8600	Marijuana (Possession, use)
	INHALANTS	INHA	8700	Inhalants (Possession, use)
	OTH-DRUG-OF	OTHD	8800	Other drug offenses
	RESIST-ARR	RARR	9010	Resisting arrest
	INTERFERG	INTF	9020	Interfering with a police officer or investigation
	PERJURY	PERJ	9030	Perjury
	RIOT	RIOT	9100	Riot
	WEAPONS-OFN	WEAP	9200	Weapons offenses (Other)
	OTH-MISDEM	OTHM	9300	Other misdemeanor offenses (Criminal mischief, disorderly conduct, harrassment, verbal assault, loitering, etc.)
	DRUNKENESS	DRNK	9400	Drunkenness
	GAMBLING	GAMB	9500	Gambling
	RECKLESS-DR	RKDR	9600	Reckless driving
	DRIV-WH-INT	DWI	9610	Driving while intoxicated
	OTH-DRIVING	ODRI	9620	Other driving offenses (Driving without license, helmet, insurance, etc.)
	PROB-VIOL	PROB	9800	Violation of probation
	PROL-VIOL	PROL	9810	Violation of parole
	CONTEMPT-CT	CTCT	9820	Violation of court order/Contempt of court
	AWOL	AWOL	9850	Absent without leave
	ESCAPE	ESC	9860	Escape/Attempted escape
	STATUS-OFFN	STAT	9900	Status offenses
	MISSING	MD	99	MISSING

FOR: CRIMHIST

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(4)	MODIFIER	MOD		Modifier
	CATEGORIES (ONLY)			
	NONE	NONE	1	None
	ATTEMPT	ATT	2	Attempt to Commit
	THREAT	THRT	3	Threat to Commit
	AID-ABET	ADAB	4	Aid or Abet
	ACCESSORY	ACC	5	Accessory
	MISSING	MD	99	Missing
F(5)	NO-OF-COUNTS	NCTS		Number of Counts
	CATEGORIES			
	MISSING	MD	99	Missing
F(6)	PETITION-FILED	PF		Petition Filed
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(7)	PET-FILE-DATE	PFDT		Date Petition Filed
	CATEGORIES			
	MISSING	MD	99	Missing
F(8)	TYPE-OF-COURT	CRT		Type of Court
	CATEGORIES (ONLY)			
	JUVENILE	J	1	Juvenile Court
	ADULT	A	2	Adult Court
	MISSING	MD	99	Missing
F(9)	COUNTS-SUSTAINED	CS		Counts Sustained
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	ADJUSTED	ADJ	3	Adjusted
	MISSING	MD	99	Missing
F(10)	ADJUDIC-DATE	ADT		Adjudication Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(11)	DISPOSITION	DISP	REQUIRED	Disposition
	CATEGORIES (ONLY)			
	DISMISSED	DISM	1	Dismissed
	INFORM-PROB	INF	2	Informal Probation
	FORMAL-PROB	PROB	3	Formal Probation
	DEF-CON-PET	DFCN	4	Deferred or Continued Petition
	DEP-COR-SS	DCSS	5	Department of Corrections Commitment; Suspended Sentence or Delayed Execution
	DEP-COR-COM	DCC	6	Department of Corrections Commitment

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FOR: CRIMHIST

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	OTH-INST-SS	OISS	7	Other Institutional Commitment; Suspended Sentence or Delayed Execution
	OTH-INSTIT	OTHI	8	Other Institutional Commitment
	OTHER	OTH	9	Other
	MISSING	MD	99	Missing
F(12)	RESTITUTION	REST		Restitution Ordered
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(13)	COMMUNITY-SRV	CSRV		Community Service Ordered
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(14)	OTHER-NON-RESID	ONR		Other Non-residential Program
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(15)	NEW-PRIDE	NP		New Pride
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(16)	OUT-OF-HOME	OUTH		Out of Home Placement
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(17)	DETENTION	DET		Detention
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing

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FOR: CRIMHIST
DICTIONARY LOCATION: XGVF:CH1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Criminal Histories XGVF/12-01-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID		C	10	0	
F(2)	OF-AR-DATE	OFAD	REQUIRED	UC	4	10	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(3)	OFFENSE	OFNS	REQUIRED	UC	2	14	
	CATEGORIES						
	MURDER-I	MDR1	1100				
	MURDER-II	MDR2	1200				
	MURDER-III	MDR3	1300				
	CRIM-NEGL	CRNG	1400				
	MANSLAUGHTR	MANS	1500				
	ASSAULT-AGR	ASLA	2100				
	ASSAULT-DW	ADW	2200				
	BATTERY	BATT	2300				
	AGGR-BATT	AGGB	2310				
	ASSAULT-OTH	ASLO	2400				
	ASLT-BATT	ABAT	2500				
	ASLT-POLICE	APOL	2600				
	RAPE-FORC	RAPF	3100				
	RAPE-STAT	RAPS	3200				
	SEX-OFFNSES	SEXO	3300				
	CMRCL-SEX	SEXC	3400				
	KIDNAP-RANS	KNRA	4100				
	HIJACK-PUBT	HJPT	4200				
	KIDNAP-OTH	KNOT	4300				
	ROBBERY-ARM	ROBA	5100				
	ROBBERY-OTH	ROTH	5200				
	ARSON-WLFL	ARSW	6100				
	ARSON-OTH	ARSO	6200				
	MV-THEFT	MVTH	7100				
	UA-USE-MV	UUMV	7110				
	BURGLARY	BURG	7200				
	BREAK-ENT	BE	7220				
	BREAK-ENT-D	BED	7222				
	BREAK-ENT-N	BEN	7224				
	BURG-TOOLS	BTLS	7230				
	COUNTERFEIT	CTRF	7300				
	FORGERY-AGR	FGYA	7310				
	FORGERY-OTH	FGYO	7320				
	LARCENY-AGR	LARA	7400				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	LARCENY-OTH	LARO	7410				
	LARCENY-UNS	LARU	7420				
	POS-STL-PRP	PSP	7500				
	VANDALISM	VAND	7600				
	TRESPASSING	TRES	7700				
	HEROIN-SELL	HRSL	8100				
	OPIUM-SELL	OPMS	8200				
	HEROIN-USE	HRUS	8300				
	USE-HARD-DR	UHD	8400				
	MARIJ-SELL	MARS	8500				
	MARIJ-USE	MARU	8600				
	INHALANTS	INHA	8700				
	OTH-DRUG-OF	OTHD	8800				
	RESIST-ARR	RARR	9010				
	INTERFERG	INTF	9020				
	PERJURY	PERJ	9030				
	RIOT	RIOT	9100				
	WEAPONS-OFN	WEAP	9200				
	OTH-MISDEM	OTHM	9300				
	DRUNKENESS	DRNK	9400				
	GAMBLING	GAMB	9500				
	RECKLESS-DR	RKDR	9600				
	DRIV-WH-INT	DWI	9610				
	OTH-DRIVING	ODRI	9620				
	PROB-VIOL	PROB	9800				
	PROL-VIOL	PROL	9810				
	CONTEMPT-CT	CTCT	9820				
	AWOL	AWOL	9850				
	ESCAPE	ESC	9860				
	STATUS-OFFN	STAT	9900				
	MISSING	MD	99	DEFAULT			
F(4)	MODIFIER	MOD		UC	1	16	
	CATEGORIES (ONLY)						
	NONE	NONE	1				
	ATTEMPT	ATT	2				
	THREAT	THRT	3				
	AID-ABET	ADAB	4				
	ACCESSORY	ACC	5				
	MISSING	MD	99	DEFAULT			
F(5)	NO-OF-COUNTS	NCTS		UC	1	17	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(6)	PETITION-FILED	PF		UC	1	18	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(7)	PET-FILE-DATE	PFDT		UC	4	19	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(8)	TYPE-OF-COURT	CRT		UC	1	23	
	CATEGORIES (ONLY)						
	JUVENILE	J	1				
	ADULT	A	2				
	MISSING	MD	99	DEFAULT			
F(9)	COUNTS-SUSTAINED	CS		UC	1	24	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	ADJUSTED	ADJ	3				
	MISSING	MD	99	DEFAULT			
F(10)	ADJUDIC-DATE	ADT		UC	4	25	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(11)	DISPOSITION	DISP	REQUIRED	UC	1	29	
	CATEGORIES (ONLY)						
	DISMISSED	DISM	1				
	INFORM-PROB	INF	2				
	FORMAL-PROB	PROB	3				
	DEF-CON-PET	DFCN	4				
	DEP-COR-SS	DCSS	5				
	DEP-COR-COM	DCC	6				
	OTH-INST-SS	OISS	7				
	OTH-INSTIT	OTHI	8				
	OTHER	OTH	9				
	MISSING	MD	99	DEFAULT			
F(12)	RESTITUTION	REST		UC	1	30	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(13)	COMMUNITY-SRV	CSRV		UC	1	31	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(14)	OTHER-NON-RESID	ONR		UC	1	32	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(15)	NEW-PRIDE	NP		UC	1	33	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(16)	OUT-OF-HOME	OUTH		UC	1	34	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(17)	DETENTION	DET		UC	1	35	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			

Supervision-Ended

Supervision-Ended is not a form to be filled out by staff members, but a computer dataset which stores critical information: when clients are terminated from probation or released from parole. Occasionally this happens when clients are terminated from New Pride. In these cases the date of the end of the supervision can be recorded under the "Comments" section at the bottom of the Termination Report and entered into the SUPRVISION dataset at the same time the termination data are entered. Most frequently, however, this information appears in a client's juvenile justice records and can be found by the evaluator when he/she is updating juvenile history records. At that time the dates of probation termination or parole release can be recorded under the "Comments" section at the bottom of the Juvenile Justice Report, and entered into the Supervision-Ended dataset when the juvenile justice data are entered.

Supervision-Ended

Dataset Name:	SUPRVISION
Purpose:	To document when clients are terminated from probation or released from parole.
When:	These data are to be entered whenever formal supervision is ended or as soon as this information comes to the attention of the evaluator. Most often this will occur when the evaluator is reviewing clients' court records to update juvenile justice histories.
Who:	Evaluator
Uses:	This provides important outcome data.

The following section describes the fields in the SUPRVISION dataset. Consult TECHDOC SUPRVISION for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the client.
2. Supervision Type	Enter the code of the appropriate type of supervision.
3. Termination date	Enter the date the supervision was formally ended (in YYMMDD format).

doc suprvision

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	SUP-TYPE	TYPE	REQUIRED	Type of Supervision Terminated
	CATEGORIES (ONLY)			
	PROBATION	PROB	1	Probation Terminated
	PAROLE	PROL	2	Parole Terminated
	MISSING	MD	99	Missing
F(3)	TERM-DATE	DATE	REQUIRED	Termination Date
	CATEGORIES			
	MISSING	MD	99	Missing

techdoc suprvision

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0	
F(2)	SUP-TYPE	TYPE	REQUIRED	UC	1	10	
	CATEGORIES (ONLY)						
	PROBATION	PROB	1				
	PAROLE	PROL	2				
	MISSING	MD	99	DEFAULT			
F(3)	TERM-DATE	DATE	REQUIRED	UC	4	11	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			

Form 8

Employment Status Report

The Employment Status Report should be completed every time the client begins or ends a job. The form is divided into two sections: Job Beginning and Job Change. The first section is to be completed when the client starts a new job and the second when he/she ends that particular job. When either part of the form is completed, a copy should be sent to the evaluator for computer entry. Eventually both sections of the form should be completed for each job.

Employment Status Report

Dataset Name:	JOBS
Purpose:	To record employment information for project clients.
Who:	Employment Coordinator, Counselor, Case Manager.
When:	One form should be completed for each job the youth held prior to program participation, as well as for any jobs held during program participation.
Uses:	Documents jobs developed for youth by the project and documents specific job experiences of youth.
Comments:	This form is divided into two sections. The "Job Beginning" section should be completed at the time the youth secures employment. The "Job Change" section is completed when the job ends.

The following section describes each field in the JOBS dataset. Consult the Employment Status Report or TECHDOC JOBS for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Before, During or After New Pride	Indicate whether this employment experience took place primarily before, during, or after program participation.
3. Employment Date	Enter the date the job began (in YYMMDD format).
4. Placement Source	Select the appropriate category indicating whether the youth found the job himself, or whether assistance was provided by New Pride or an outside agency.
5. Placement Type	Indicate the type of placement from the categories provided on the Employment Status Report.
6. Duties/Position	Provide a brief description of the job duties or position secured. Examples include: dishwasher, busboy, fieldworker, maintenance assistant, etc.

Field Name	Field Description
7. Number of Hours Per Week	Enter the number of hours worked per week.
8. Hourly Wage	Circle the appropriate category indicating the hourly wage.
9. Source-Employer	Respond No or Yes as to whether wages are paid in whole or in part by the employer.
10. Source-Pride	Respond No or Yes as to whether wages are paid in whole or in part by New Pride.
11. Source-CETA	Respond No or Yes as to whether wages are paid in whole or in part by CETA.
12. Source-OTHER	Respond No or Yes as to whether wages are paid in whole or in part by some other source.
13. Employment Change Date	Enter the date the job ended (in YYMMDD format).
14. Reason for Termination or Change	Choose from the categories listed on the Employment Status Report the most appropriate reason for the job ending or changing.

Client ID: _____

PROJECT NEW PRIDE

EMPLOYMENT STATUS REPORT

Was this job experience:
(circle one)

Before New Pride   1
During New Pride   2
After New Pride   3

Job Beginning

Employment Date: _____
       Month   Day   Year

Placement Source

1	Self	3	Employment Agency
2	New Pride Staff	4	Other

_____

Placement Type
1 Work Experience
2 On-the-job Training
3 Seasonal
4 Regular
5 SYEP (Summer Program)

Position/Duties:

Number of Hours/Week Working: ____

Hourly Wage:
$1.50 per hour or less . . . 1
Between $1.50 and $2.49 . . . 2
Between $2.50 and $3.49 . . . 3
Between $3.50 and $4.49 . . . 4
Between $4.50 and $5.49 . . . 5
More than $5.50 per hour . . . 6

Source of Wage:

	No	Yes
Employer	1	2
New Pride	1	2
CETA	1	2
Other: _____	1	2

Job Change

Employment Change Date:

_____
Month   Day   Year

Reason for Termination or Change:

1 Position Ended
2 Took Better Job
3 Quit
4 Fired
5 Began or Ended New Pride Program
6 Incarcerated
7 Other: _____

Comments:

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Client ID: S101

PROJECT NEW PRIDE

EMPLOYMENT STATUS REPORT

Was this job experience:
(circle one)

Before New Pride   1
During New Pride   (2)
After New Pride   3

Job Beginning

Employment Date: __4-10-84__ 　　　　Month Day Year	Number of Hours/Week Working: _10_
Placement Source (1) Self　　　　3 Employment Agency 2 New Pride Staff　4 Other 　　　　　　_____	Hourly Wage: $1.50 per hour or less . . . 1 Between $1.50 and $2.49 . . . 2 Between $2.50 and $3.49 . . (3) Between $3.50 and $4.49 . . . 4 Between $4.50 and $5.49 . . . 5 More than $5.50 per hour . . . 6
Placement Type 1 Work Experience 2 On-the-job Training 3 Seasonal (4) Regular 5 SYEP (Summer Program)	Source of Wage: 　　　　　　　　No　Yes Employer　　　　1　(2) New Pride　　　(1)　2 CETA　　　　　(1)　2 Other: _____　(1)　2
Position/Duties: *delivering newspapers*	

Job Change

Employment Change Date: 　6　-　10　-　84 　Month　　Day　　Year	Reason for Termination or Change: 1　Position Ended (2)　Took Better Job 3　Quit 4　Fired 5　Began or Ended New Pride Program 6　Incarcerated 7　Other: _____

Comments:

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F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	BEF-DUR-AFT CATEGORIES (ONLY) BEFORE DURING AFTER MISSING	BDA BEF DUR AFT MD	REQUIRED 1 2 3 99	Before/During/After New Pride Before New Pride During Pride After New Pride Missing
F(3)	EMPLOY-DATE CATEGORIES MISSING	EMDT MD	REQUIRED 99	Date Employment Began Missing
F(4)	PL-SOURCE CATEGORIES (ONLY) SELF NEW-PRIDE EMP-AGENCY OTH-AGENCY MISSING	SRCE SELF NP EMPA OTHA MD	 1 2 3 4 99	Source of Placement Placed Self Placed by Pride Staff Placed by Employment Agency Placed by Other Agency Missing
F(5)	PLACE-TYPE CATEGORIES (ONLY) WORK-EXP JOB-TRAING SEASONAL REGULAR SYEP MISSING	TYPE WEXP OJT SSNL REG SYEP MD	 1 2 3 4 5 99	Type of Placement Work Experience On-the-Job Training Seasonal Employment Regular Employment Summer Youth Employment Program Missing
F(6)	POSITION	POS		Position/Duties
F(7)	HRS-PER-WEEK CATEGORIES MISSING	HRPW MD	 99	Hours of Work Per Week Missing
F(8)	HOURLY-WAGE CATEGORIES (ONLY) 1.50-LESS 2.49-LESS 3.49-LESS 4.49-LESS	WAGE 150L 249L 349L 449L	 1 2 3 4	Hourly Wage 1.50 per hour or less Between 1.50 and 2.49 per hour Between 2.50 and 3.49 per hour Between 3.50 and 4.49 per hour

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FOR: JOBS

```
===============================================================
F($)   FIELD NAME      ABBR     VALUE   DESCRIPTION
===============================================================
       CATEGORIES (CONTINUED)
       5.49-LESS       549L      5      Between 4.50 and 5.49 per hour
       6.49-LESS       649L      6      Between 5.50 and 6.49 per hour
       6.50-PLUS       650P      7      More than 6.50 per hour
       MISSING         MD        99     Missing

F(9)   WAGE-EMPLOYER   WEMP             Wage Paid by Employer
       CATEGORIES (ONLY)
       NO              N         1      No
       YES             Y         2      Yes
       MISSING         MD        99     Missing

F(10)  WAGE-PRIDE      WNPR             Wage Paid by Pride
       CATEGORIES (ONLY)
       NO              N         1      No
       YES             Y         2      Yes
       MISSING         MD        99     Missing

F(11)  WAGE-CETA       WCET             Wage Paid by CETA
       CATEGORIES (ONLY)
       NO              N         1      No
       YES             Y         2      Yes
       MISSING         MD        99     Missing

F(12)  WAGE-OTHER      WOTH             Wage Paid by Other Source
       CATEGORIES (ONLY)
       NO              N         1      No
       YES             Y         2      Yes
       MISSING         MD        99     Missing

F(13)  CHANGE-DATE     CHDT             Date of Change
       CATEGORIES
       MISSING         MD        99     Missing

F(14)  RSN-FOR-CHG     RCHG    REQUIRED Reason for Change
       CATEGORIES (ONLY)
       POS-ENDED       END       1      Position Ended
       BETTER-JOB      BJOB      2      Took Better Job
       QUIT            QUIT      3      Quit Job
       FIRED           FIRE      4      Fired from Job
       BEG-END-NP      BENP      5      Began/Ended New Pride
       INCARCERATD     INC       6      Incarcerated
       OTHER           OTH       7      Other
       MISSING         MD        99     Missing
```

FOR: JOBS
DICTIONARY LOCATION: XGVF:JOB1$
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Employment Information XGVF/11-29-83

```
=====================================================================================
F($)   FIELD NAME      ABBR     VALUE    TYPE LENGTH DISP SCALE FACTOR
=====================================================================================
F(1)   CLIENT-ID       CLID     REQUIRED  C     10    0
F(2)   BEF-DUR-AFT     BDA      REQUIRED  UC     1    10
       CATEGORIES (ONLY)
       BEFORE          BEF       1
       DURING          DUR       2
       AFTER           AFT       3
       MISSING         MD        99                        DEFAULT
F(3)   EMPLOY-DATE     EMDT     REQUIRED  UC     4    11
       CATEGORIES
       MISSING         MD        99                        DEFAULT
F(4)   PL-SOURCE       SRCE               UC     1    15
       CATEGORIES (ONLY)
       SELF            SELF      1
       NEW-PRIDE       NP        2
       EMP-AGENCY      EMPA      3
       OTH-AGENCY      OTHA      4
       MISSING         MD        99                        DEFAULT
F(5)   PLACE-TYPE      TYPE               UC     1    16
       CATEGORIES (ONLY)
       WORK-EXP        WEXP      1
       JOB-TRAING      OJT       2
       SEASONAL        SSNL      3
       REGULAR         REG       4
       SYEP            SYEP      5
       MISSING         MD        99                        DEFAULT
F(6)   POSITION        POS                C     25    17
F(7)   HRS-PER-WEEK    HRPW               UC     2    42
       CATEGORIES
       MISSING         MD        99                        DEFAULT
F(8)   HOURLY-WAGE     WAGE               UC     1    43
       CATEGORIES (ONLY)
       1.50-LESS       150L      1
       2.49-LESS       249L      2
       3.49-LESS       349L      3
       4.49-LESS       449L      4
```

FOR: JOBS

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	5.49-LESS	549L	5				
	6.49-LESS	649L	6				
	6.50-PLUS	650P	7				
	MISSING	MD	99	DEFAULT			
F(9)	WAGE-EMPLOYER	WEMP		UC	1	44	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(10)	WAGE-PRIDE	WNPR		UC	1	45	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(11)	WAGE-CETA	WCET		UC	1	46	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(12)	WAGE-OTHER	WOTH		UC	1	47	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(13)	CHANGE-DATE	CHDT		UC	4	48	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(14)	RSN-FOR-CHG	RCHG	REQUIRED	UC	1	52	
	CATEGORIES (ONLY)						
	POS-ENDED	END	1				
	BETTER-JOB	BJOB	2				
	QUIT	QUIT	3				
	FIRED	FIRE	4				
	BEG-END-NP	BENP	5				
	INCARCERATD	INC	6				
	OTHER	OTH	7				
	MISSING	MD	99	DEFAULT			

Form 9
School Status Report

The School Status Report documents clients' school experiences immediately prior to, during, and after their participation in New Pride. A form should be completed each time a client changes schools and when he/she begins and ends the New Pride program. The form is divided into two sections: School Assignment and School Change. The first section is to be completed when the client enters a new school or the New Pride program and the second when the client changes school status or leaves New Pride.

This information can be difficult to procure as New Pride participants are likely to be youth for whom educational involvement is difficult to follow. Every attempt should be made to get school records at least one semester prior to intake into New Pride (one year is preferrable) and to follow educational placements at least one semester after program termination. Both pre- and post-data are necessary for the program to measure fully its impact on clients' educational experiences.

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FOR: JOBS

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	5.49-LESS	549L	5				
	6.49-LESS	649L	6				
	6.50-PLUS	650P	7				
	MISSING	MD	99	DEFAULT			
F(9)	WAGE-EMPLOYER	WEMP		UC	1	44	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(10)	WAGE-PRIDE	WNPR		UC	1	45	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(11)	WAGE-CETA	WCET		UC	1	46	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(12)	WAGE-OTHER	WOTH		UC	1	47	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(13)	CHANGE-DATE	CHDT		UC	4	48	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(14)	RSN-FOR-CHG	RCHG	REQUIRED	UC	1	52	
	CATEGORIES (ONLY)						
	POS-ENDED	END	1				
	BETTER-JOB	BJOB	2				
	QUIT	QUIT	3				
	FIRED	FIRE	4				
	BEG-END-NP	BENP	5				
	INCARCERATD	INC	6				
	OTHER	OTH	7				
	MISSING	MD	99	DEFAULT			

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Form 9
School Status Report

The School Status Report documents clients' school experiences immediately prior to, during, and after their participation in New Pride. A form should be completed each time a client changes schools and when he/she begins and ends the New Pride program. The form is divided into two sections: School Assignment and School Change. The first section is to be completed when the client enters a new school or the New Pride program and the second when the client changes school status or leaves New Pride.

This information can be difficult to procure as New Pride participants are likely to be youth for whom educational involvement is difficult to follow. Every attempt should be made to get school records at least one semester prior to intake into New Pride (one year is preferrable) and to follow educational placements at least one semester after program termination. Both pre- and post-data are necessary for the program to measure fully its impact on clients' educational experiences.

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School Status Report

Dataset Name:		SCHOOL
Purpose:		To track educational histories and continued educational involvement before, during, and after program participation.
Who:		Educational Coordinator, Case Manager, Counselor, New Pride Alternative School Teacher
When:		One form should be completed each time a youth changes schools and when he/she begins and ends the New Pride program. The first School Status Report should document the last school attended prior to entering New Pride, even if there has been a period of not attending school due to the youth having dropped out.
Uses:	1.	To document improvement in school attendance.
	2.	To determine which youth were not in school at time of entry.
	3.	To determine which youth attend the New Pride school.
	4.	To determine which youth are reintegrated into public school.
	5.	Records number of youth completing GED or high school proficiency examinations.
Comments:		The School Status Report is divided into two sections: School Assignment and School Change. The School Assignment Section (fields 1 through 6) should be completed first and the form retained until there is a change in school status, at which time the School Change section (fields 7 through 14) is completed. When either part of the form is completed, a copy should be sent to the evaluator for computer entry. Eventually both sections of the form should be completed for each school experience.

The following section describes each field in the SCHOOL dataset. Consult the School Status Report or TECHDOC SCHOOL for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Before, During, After New Pride	Indicate whether the school experience took place primarily before, during, or after program participation.
3. Entry Date	Enter the date the youth entered school (in YYMMDD format).
4. Name of School	Enter the name of the school.
5. Type of School	Choose from the categories listed on the School Status Report the most appropriate type of school.
6. Grade	Enter the grade in which the youth is enrolled.
7. Date of Change	Enter the date of school change. This date may be the end of the semester, upon leaving the school to enroll in another school, or upon entry or termination from New Pride. (Use YYMMDD format.)
8. Days Enrolled	Enter the total number of days enrolled during the period designated by the Entry Date and Date of Change.
9. Days Present	Of the total days enrolled, enter the number of days present (excluding those days the client was tardy).
10. Days Excused	Enter the total number of days excused.
11. Days Unexcused	Enter the total number of days unexcused.
12. Days Tardy	Enter the total number of days tardy.
13. Days Detained	Enter the number of days the student missed school due to being detained or incarcerated. In general, these days are considered "unexcused," although space is provided here for separating these days from other types of unexcused absences.
14. Reason for Change	Choose from the categories on the School Status Report the reason for school status change.

Client ID: _____

PROJECT NEW PRIDE

SCHOOL STATUS REPORT

Was this school experience primarily:
(circle one)

Before New Pride   1
During New Pride   2
After New Pride   3

School Assignment

Entry Date:

_____
Month   Day   Year

Name of School:

_____

Type of School:

1 New Pride Alternative School
2 Public School/Regular
3 Public School/Alternative
4 Public School/Special Education
5 Vocational Education/ Training
6 Post-Secondary
7 Other: _____

Grade: 1   4   7   10   13
        2   5   8   11   14
        3   6   9   12

School Change

Date of Change:

_____
Month   Day   Year

Attendance:

Total Days Enrolled   ____
Days Present   ____
Days Absent - Excused   ____
Days Absent - Unexcused   ____
Days Tardy   ____
Days Detained   ____

Reason for Change:

1 Began or Ended New Pride Program
2 Graduated
3 Completed GED/Proficiency Exam
4 Transferred
5 Exempted
6 Dropped Out
7 Expelled
8 New Offense/Incarcerated
9 Other: _____

Comments:

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Client ID: 5101   Sample

PROJECT NEW PRIDE

SCHOOL STATUS REPORT

Was this school experience primarily:
(circle one)

Before New Pride   (1)
During New Pride   2
After New Pride   3

School Assignment

Entry Date:

1 - 29 - 83
Month   Day   Year

Name of School:

Los Angeles High

Type of School:

1 New Pride Alternative School
(2) Public School/Regular
3 Public School/Alternative
4 Public School/Special Education
5 Vocational Education/ Training
6 Post-Secondary
7 Other: _____

Grade: 1   4   7   10   13
        2   5   8   11   14
        3   6   (9)   12

School Change

Date of Change:

6 - 10 - 83
Month   Day   Year

Attendance:

Total Days Enrolled   88
Days Present   20
Days Absent - Excused   10
Days Absent - Unexcused   37
Days Tardy   6
Days Detained   15

Reason for Change:

(1) Began or Ended New Pride Program
2 Graduated
3 Completed GED/Proficiency Exam
4 Transferred
5 Exempted
6 Dropped Out
7 Expelled
8 New Offense/Incarcerated
9 Other: _____

Comments:

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doc school

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID		Client ID
F(2)	BEF-DUR-AFT	BDA	REQUIRED	Before/During/After Pride
	CATEGORIES (ONLY)			
	BEFORE	BEF	1	Before Pride
	DURING	DUR	2	During Pride
	AFTER	AFT	3	After Pride
	MISSING	MD	99	Missing
F(3)	ENTRY-DATE	EDT	REQUIRED	Entry Date
	CATEGORIES			
	MISSING	MD	99	Missing
F(4)	SCHOOL	SCHL		Name of School
F(5)	TYPE	TYPE		Type of School
	CATEGORIES (ONLY)			
	NEW-PRIDE	NPAS	1	New Pride School
	PS-REGULAR	PREG	2	Public School/Regular
	PS-ALTERNAT	PALT	3	Public School/Alternative
	PS-SPEC-ED	SPED	4	Public School/Special Ed.
	VOC-ED-TRNG	VOC	5	Vocational Education/Training
	POST-SEC	PSEC	6	Post Secondary
	OTHER	OTH	7	Other
	MISSING	MD	99	Missing
F(6)	GRADE-LVL	GDL		Grade Level
	CATEGORIES			
	MISSING	MD	99	Missing
F(7)	DATE-CHANGE	DTCH	REQUIRED	Date of Change
	CATEGORIES			
	MISSING	MD	99	Missing
F(8)	DAYS-ENROLLD	DENR	REQUIRED	Days Enrolled
	CATEGORIES			
	MISSING	MD	999	Missing
F(9)	DAYS-PRESNT	PRES	REQUIRED	Days Present
	CATEGORIES			
	MISSING	MD	999	Missing

FOR: SCHOOL

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(10)	DAYS-ABS-X	DABX	REQUIRED	Days Absent/Excused
	CATEGORIES			
	MISSING	MD	999	Missing
F(11)	DAYS-ABS-U	DABU	REQUIRED	Days Absent/Unexcused
	CATEGORIES			
	MISSING	MD	999	Missing
F(12)	DAYS-TRDY	TRDY	REQUIRED	Days Tardy
	CATEGORIES			
	MISSING	MD	999	Missing
F(13)	DAYS-DETAIN	DDET	REQUIRED	Days Detained/Incarcerated
	CATEGORIES			
	MISSING	MD	999	Missing
F(14)	RSN-FOR-CHG	RSCH		Reason for Change
	CATEGORIES			
	BEGIN-END	BENP	1	Began/Ended New Pride
	GRADUATE	GRAD	2	Graduated
	GED-PROF	GED	3	GED/Proficiency passed
	TRANSFER	TRNS	4	Transferred
	EXEMPTED	EXHT	5	Exempted
	DROPPED	DROP	6	Dropped
	EXPELLED	EXPL	7	Expelled
	INCARCER	INC	8	Incarcerated
	OTHER	OTH	9	Other
	MISSING	MD	99	Missing

techdoc school

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID		C	10	0	
F(2)	BEF-DUR-AFT	BDA	REQUIRED	UC	1	10	
	CATEGORIES (ONLY)						
	BEFORE	BEF	1				
	DURING	DUR	2				
	AFTER	AFT	3				
	MISSING	MD	99	DEFAULT			
F(3)	ENTRY-DATE	EDT	REQUIRED	UC	4	11	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(4)	SCHOOL	SCHL		C	25	15	
F(5)	TYPE	TYPE		UC	1	40	
	CATEGORIES (ONLY)						
	NEW-PRIDE	NPAS	1				
	PS-REGULAR	PREG	2				
	PS-ALTERNAT	PALT	3				
	PS-SPEC-ED	SPED	4				
	VOC-ED-TRNG	VOC	5				
	POST-SEC	PSEC	6				
	OTHER	OTH	7				
	MISSING	MD	99	DEFAULT			
F(6)	GRADE-LVL	GRL		UC	1	41	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(7)	DATE-CHANGE	DTCH	REQUIRED	UC	4	42	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(8)	DAYS-ENROLLD	DENR	REQUIRED	UC	3	46	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(9)	DAYS-PRESNT	PRES	REQUIRED	UC	3	49	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(10)	DAYS-ABS-X	DABX	REQUIRED	UC	3	52	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(11)	DAYS-ABS-U	DABU	REQUIRED	UC	3	55	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(12)	DAYS-TRDY	TRDY	REQUIRED	UC	3	58	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(13)	DAYS-DETAIN	DDET	REQUIRED	UC	3	61	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			
F(14)	RSN-FOR-CHG	RSCH		UC	1	64	
	CATEGORIES						
	BEGIN-END	BENP	1				
	GRADUATE	GRAD	2				
	GED-PROF	GED	3				
	TRANSFER	TRNS	4				
	EXEMPTED	EXMT	5				
	DROPPED	DROP	6				
	EXPELLED	EXPL	7				
	INCARCER	INC	8				
	OTHER	OTH	9				
	MISSING	MD	99	DEFAULT			

Form 10

School Attendance Record

The School Attendance Record is designed to collect basic attendance information on clients who attend the New Pride Alternative School. After it has been entered into the computer, this information can be pulled easily and quickly into a report format on either a client-by-client or an aggregate basis. Attendance reports can be used internally by project administrators or staff, or provide valuable information to judges, probation officers, or other involved agencies.

School Attendance Record

Dataset Name: ATTEND

Purpose: To monitor the school attendance of clients who attend the New Pride Alternative School and to generate individual and aggregate attendance records for those clients.

Note: This form is optional.

Who: New Pride Alternative School Teacher, Educational Coordinator

When: The School Attendance Record is to be filled out on a weekly basis by each teacher in the New Pride Alternative school for all regular, special, and learning disability instruction. Because there may be a delay of several days before it is known if an absence is excused, it is recommended that the completed Attendance Record be kept by the teacher until the middle of the following week and then submitted to the evaluator. Whenever it is submitted, sufficient time should have passed to learn of all excused absences.

Uses:

1. To provide project administrators and teachers with complete and up-to-date records of client's school attendance.

2. To report on client's attendance to involved agencies such as the court, probation, or sponsoring school districts.

3. To collect attendance data on clients enrolled in the New Pride Alternative School for the school status form, which can then be compared with pre- and post-program attendance to measure New Pride's impact in this area.

Comments: While this record provides a precise measure of classroom attendance, for reporting purposes programs may want to merge days "present but tardy" with days "present," and days "in custody" with days "absent-unexcused."

The following section describes each field in the ATTEND dataset. Consult the School Attendance Record or TECHDOC ATTEND for additional information.

Field Name	Field Description
1. Client ID	Enter the client identification number assigned to the youth enrolled in the Alternative School.
2. Date of Attendance	Enter the date for which attendance is reported (in YYMMDD format).
3. Attendance Status	Enter the appropriate attendance status code for the client on that date.

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PROJECT NEW PRIDE

SCHOOL ATTENDANCE RECORD

Staff Member ID: _____

Week of: _____

For each day record in box:

1 = Present   5 = Holiday
2 = Present but Tardy   6 = In Custody
3 = Absent-Unexcused
4 = Absent-Excused

	Date	Date	Date	Date	Date
Client ID	Mon	Tues	Wed	Thurs	Fri

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Sample

PROJECT NEW PRIDE

SCHOOL ATTENDANCE RECORD

Staff Member ID: 3456

Week of: 11-15-83

Client ID	Date Mon	Date Tues	Date Wed	Date Thurs	Date Fri
S101	1	2	1	4	1
S102	1	1	1	1	2
S103	4	2	1	1	1
S104	3	6	1	1	1

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doc attend

FOR: ATTEND
DICTIONARY LOCATION: XGVF:ATTEND#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Attendance Data XGVF/02-08-04

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID	REQUIRED	Client ID
F(2)	ATTEND-DATE	DATE	REQUIRED	Date of Attendance
	CATEGORIES			
	MISSING	MD	99	Missing
F(3)	ATTEND-STATUS	STAT	REQUIRED	Attendance Status
	CATEGORIES (ONLY)			
	PRESENT	PRES	1	Present
	ABSENT-UNEX	ABUN	2	Absent/Unexcused
	ABSENT-EXC	ABEX	3	Absent/Excused
	TARDY	TRDY	4	Present but Tardy
	HOLIDAY	HOL	5	Holiday
	IN-CUSTODY	CUST	6	In Custody

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techdoc attend

FOR: ATTEND
DICTIONARY LOCATION: XGVF:ATTEND#
DATE: FEB 17, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Attendance Data XGVF/02-08-84

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID	REQUIRED	C	10	0	
F(2)	ATTEND-DATE	DATE	REQUIRED	UC	4	10	
	CATEGORIES		99	DEFAULT			
	MISSING	MD		UC	1	14	
F(3)	ATTEND-STATUS	STAT	REQUIRED				
	CATEGORIES (ONLY)						
	PRESENT	PRES	1				
	ABSENT-UNEX	ABUN	2				
	ABSENT-EXC	ABEX	3				
	TARDY	TRDY	4				
	HOLIDAY	HOL	5				
	IN-CUSTODY	CUST	6				

Form 11
Service Delivery Report
(Optional)

The Service Delivery Report captures information about the discrete services which are provided at New Pride. The report is designed so that it can be used to collect information on all services provided to each client and on services provided by individual staff members. Services coded 1000 through 7900 are client-based services, provided directly or indirectly to a specific client. General/Administrative services, coded 8000 through 8800, are staff activities not necessarily related to any particular client. Thus, these service delivery data can provide a picture of the services an individual staff member provides as well as those each client receives.

When two or more staff members jointly provide a service, either one staff member should record this service under his/her provider code for each client served or the service contacts should be divided among the staff. A SINGLE SERVICE MAY ONLY BE RECORDED ONCE.

Service Delivery Report

Dataset Name:	SERVICES
Purpose:	To monitor the type and amount of services provided to youth.
	Note: This form is optional.
When:	Each time one of the listed services is provided, an entry should be recorded on the Service Delivery report. Staff may wish to record each service immediately after it is provided, or take time at the end of each day to record all services provided during that day, or record a week's services on Friday afternoon. They may use whichever way works best for them. In all cases, however, each staff member's Service Delivery Report for all the week's service contacts should be given to the evaluator the same time each week.
Uses:	1. Summarizes the type and amount of service provided to each client, or when aggregated, to the average youth participating in the program.
	2. Tracks essential information needed for billing on a fee-for-service basis.
	3. Summarizes to what degree and in what areas staff are spending their time.
Comments:	This information is most efficiently managed if each staff person is responsible for recording the services he/she provides. It should be documented daily , and submitted for data entry weekly.
	Review the List of Services for the service types and their codes.

The following section describes each field in the SERVICES dataset. Consult the Service Delivery Report or TECHDOC SERVICES for additional information.

Field Name	Field Description
1. Staff ID	Enter the staff identification number assigned to the person providing the service.
2. Client ID	Enter the client identification number assigned to the youth receiving the service.
3. Service Date	Enter the date the service was provided (in YYMMDD format).
4. Service Code	Choose from the List of Service Codes the most appropriate code for the service delivered.
5. Duration	Enter the duration of the services in minutes (i.e., one half hour = 30, two hours = 120).

PROJECT NEW PRIDE

SERVICE DELIVERY REPORT

Staff ID: _____

Client ID	Service Date	Service Code	Duration (In Minutes)

Comments:

LIST OF SERVICES

CODE	DESCRIPTION
1000	**Intake Activities**
1100	Court Liaison
1200	Home Visits
1300	School History Documentation
1400	Diagnostics
1500	Intake Assessment and Planning
1600	Orientation
2000	**Case Work Activities**
2100	Supervision
2200	Case Staffing
2300	Case Notes/Case Management
2400	Transportation
3000	**Counseling**
3100	Individual Counseling (Unplanned)
3200	Individual Counseling (Planned)
3300	Individual Counseling (Crisis Intervention)
3400	Group Counseling (Unplanned)
3500	Group Counseling (Planned)
3600	Group Counseling (Crisis Intervention)
3700	Family Counseling (Unplanned)
3800	Family Counseling (Planned)
3900	Family Counseling (Crisis Intervention)
4000	**Education**
4050	General Thinking Skills
4100	Language/Reading Skills
4200	Mathematical Skills
4300	Physical Education
4400	Health Education
4500	Physical and Biological Sciences
4600	Social Sciences
4700	History
4800	Creative Arts
4900	Academic Subject Tutoring
4950	GED/Proficiency Instruction
5000	**Learning Disabilities**
5100	Language/Reading Remediation
5200	Mathematics Remediation
5300	Motor Remediation
5400	Process Remediation (auditory, visual, haptic)
6000	**Employment**
6100	Pre-vocational Skills
6200	Vocational Skills Training
6300	Job Placement Services
6400	Career Awareness Services
6500	Job Counseling and Advocacy
7000	**Other Client Services**
7100	Court Services
7200	Health Services
7300	Recreation
7400	Cultural Enrichment
7500	Life Skills Training
7600	Drivers Education
7700	Referral: Education
7800	School Advocacy
7900	School Reintegration
8000	**General/Administrative**
8100	Job Development
8200	Volunteer Recruitment/Screening
8300	Volunteer Orientation/Training
8400	Staff Development
8500	Staff Meeting/General Planning
8600	Program Liaison
8700	Community Relations
8800	Policy Board Activities

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Sample

PROJECT NEW PRIDE

SERVICE DELIVERY REPORT

Staff ID: _0160_

Client ID	Service Date	Service Code	Duration (In Minutes)
5101	11/17/83	6100	75
5101	11/22/83	6100	60
5101	11/2/83	2300	70
5101	11/17/83	6100	60
5101	11/19/83	6200	120
5101	11/13/83	6100	60

Comments:

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List of Services

Code	Description
1000	Intake Activities
1100	Court Liaison
1200	Home Visits
1300	School History Documentation
1400	Diagnostics
1500	Intake Assessment and Planning
1600	Orientation
2000	Case Work Activities
2100	Supervision
2200	Case Staffing
2300	Case Notes/Case Management
2400	Transportation
3000	Counseling
3100	Individual Counseling (Unplanned)
3200	Individual Counseling (Planned)
3300	Individual Counseling (Crisis Intervention)
3400	Group Counseling (Unplanned)
3500	Group Counseling (Planned)
3600	Group Counseling (Crisis Intervention)
3700	Family Counseling (Unplanned)
3800	Family Counseling (Planned)
3900	Family Counseling (Crisis Intervention)
4000	Education
4050	General Thinking Skills
4100	Language/Reading Skills
4200	Mathematical Skills
4300	Physical Education
4400	Health Education
4500	Physical and Biological Sciences
4600	Social Sciences
4700	History
4800	Creative Arts
4900	Academic Subject Tutoring
4950	GED/Proficiency Instruction

Code	Description
5000	Learning Disabilities
5100	Language/Reading Remediation
5200	Mathematics Remediation
5300	Motor Remediation
5400	Process Remediation (auditory, visual, haptic)
6000	Employment
6100	Prevocational Skills
6200	Vocational Skills Training
6300	Job Placement Services
6400	Career Awareness Services
6500	Job Counseling and Advocacy
7000	Other Client Services
7100	Court Services
7200	Health Services
7300	Recreation
7400	Cultural Enrichment
7500	Life Skills training
7600	Drivers Education
7700	Referral: Education
7800	School Advocacy
7900	School Reintegration
8000	General/Administrative
8100	Job Development
8200	Volunteer Recruitment/Screening
8300	Volunteer Orientation/Training
8400	Staff Development
8500	Staff Meeting/General Planning
8600	Program Liaison
8700	Community Relations
8800	Policy Board Activities

doc services

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	STAFF-ID	SID	REQUIRED	Staff ID
	CATEGORIES			
	MISSING	MD	99	Missing
F(2)	CLIENT-ID	CLID	REQUIRED	Client ID
F(3)	SERVICE-DATE	DATE	REQUIRED	Date of Service
	CATEGORIES			
	MISSING	MD	99	Missing
F(4)	SERVICE-CODE	SC	REQUIRED	Service Code
	CATEGORIES			
	CRT-LIAISON	CRTL	1100	CRT-LIAISON
	HOME-VISIT	HVIS	1200	HOME-VISIT
	SCH-HIST	SCHS	1300	SCH-HIST
	DIAGNOSTICS	DIAG	1400	DIAGNOSTICS
	INTK-ASSMT	INAS	1500	INTK-ASSMT
	ORIENTATION	ORNT	1600	ORIENTATION
	SUPERVISION	SPRV	2100	SUPERVISION
	CASE-STAFFG	CSST	2200	CASE-STAFFG
	CASE-PLAN	CSPL	2300	CASE-PLAN
	TRANSPORTN	TRNS	2400	TRANSPORTN
	CNSL-IND-UP	CIU	3100	CNSL-IND-UP
	CNSL-IND-PL	CIP	3200	CNSL-IND-PL
	CNSL-IND-CI	CIC	3300	CNSL-IND-CI
	CNSL-GRP-UP	CGU	3400	CNSL-GRP-UP
	CNSL-GRP-PL	CGP	3500	CNSL-GRP-PL
	CNSL-GRP-CI	CGC	3600	CNSL-GRP-CI
	CNSL-FAM-UP	CFU	3700	CNSL-FAM-UP
	CNSL-FAM-PL	CFP	3800	CNSL-FAM-PL
	CNSL-FAM-CI	CFC	3900	CNSL-FAM-CI
	GEN-THINK	GTHK	4050	GEN-THINK
	LANG-READ	LNRD	4150	LANG-READ
	MATH	MATH	4200	MATH
	PHYS-EDUC	PHED	4300	PHYS-EDUC
	HEALTH-EDUC	HLED	4400	HEALTH-EDUC
	TURAL-SCI	NATS	4500	TURAL-SCI
	SCI	SOCS	4600	SCI
	HISTORY	HIST	4700	HISTORY
	CREAT-ARTS	ARTS	4800	CREAT-ARTS
	ACAD-TUTOR	TUTR	4900	ACAD-TUTOR
	GED-PROF	GEDP	4950	GED-PROF

FOR: SERVICES

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	LANG-REMED	LNRM	5100	LANG-REMED
	MATH-REMED	MARM	5200	MATH-REMED
	MOTOR-REMED	MORM	5300	MOTOR-REMED
	PROC-REMED	PRRM	5400	PROC-REMED
	PRE-VOC-SKL	PVS	6100	PRE-VOC-SKL
	VOC-SKL-TNG	VST	6200	VOC-SKL-TNG
	JOB-PLACMT	JP	6300	JOB-PLACMT
	CAREER-AWR	CA	6400	CAREER-AWR
	JOB-COUNSLG	JCNS	6500	JOB-COUNSLG
	COURT-SRVCS	CTSV	7100	COURT-SRVCS
	HEALTH-SRVC	HLSV	7200	HEALTH-SRVC
	RECREATION	REC	7300	RECREATION
	CULTURAL-EN	CE	7400	CULTURAL-EN
	LIFE-SKILLS	LF	7500	LIFE-SKILLS
	DRIVER-EDUC	DE	7600	DRIVER-EDUC
	REFERRAL-ED	EDRF	7700	REFERRAL-ED
	SCHL-ADVOC	SCAD	7800	
	SCHL-REINT	SCRE	7900	SCHL-REINT
	JOB-DEVEL	JDEV	8100	JOB-DEVEL
	VOLUNT-RCRT	VRCT	8200	VOLUNT-RCRT
	VOLUNT-TRNG	VTRN	8300	VOLUNT-TRNG
	STAFF-DEVLP	SDEV	8400	STAFF-DEVLP
	STAFF-MEET	STFM	8500	STAFF-MEET
	PGM-LIAISON	PGML	8600	PGM-LIAISON
	COMUNTY-REL	CMRL	8700	COMUNTY-REL
	POLICY-BD	PBD	8800	POLICY-BD
	MISSING	MD	99	Missing
F(5)	DURATION	DUR		Duration of Service
	CATEGORIES			
	MISSING	MD	999	Missing

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Service Delivery File XGVF/11-17-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	STAFF-ID	SID	REQUIRED	UC	2	0	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(2)	CLIENT-ID	CLID	REQUIRED	C	10	2	
F(3)	SERVICE-DATE	DATE	REQUIRED	UC	4	12	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(4)	SERVICE-CODE	SC	REQUIRED	UC	2	16	
	CATEGORIES						
	CRT-LIAISON	CRTL	1100				
	HOME-VISIT	HVIS	1200				
	SCH-HIST	SCHS	1300				
	DIAGNOSTICS	DIAG	1400				
	INTK-ASSMT	INAS	1500				
	ORIENTATION	ORNT	1600				
	SUPERVISION	SPRV	2100				
	CASE-STAFFG	CSST	2200				
	CASE-PLAN	CSPL	2300				
	TRANSPORTN	TRNS	2400				
	CNSL-IND-UP	CIU	3100				
	CNSL-IND-PL	CIP	3200				
	CNSL-IND-CI	CIC	3300				
	CNSL-GRP-UP	CGU	3400				
	CNSL-GRP-PL	CGP	3500				
	CNSL-GRP-CI	CGC	3600				
	CNSL-FAM-UP	CFU	3700				
	CNSL-FAM-PL	CFP	3800				
	CNSL-FAM-CI	CFC	3900				
	GEN-THINK	GTHK	4050				
	LANG-READ	LNRD	4100				
	MATH	MATH	4200				
	PHYS-EDUC	PHED	4300				
	HEALTH-EDUC	HLED	4400				
	TURAL-SCI	NATS	4500				
	SCI	SOCS	4600				
	HISTORY	HIST	4700				
	CREAT-ARTS	ARTS	4800				
	ACAD-TUTOR	TUTR	4900				
	GED-PROF	GEDP	4950				

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F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	LANG-REMED	LNRM	5100				
	MATH-REMED	MARM	5200				
	MOTOR-REMED	MORM	5300				
	PROC-REMED	PRRM	5400				
	PRE-VOC-SKL	PVS	6100				
	VOC-SKL-TNG	VST	6200				
	JOB-PLACMT	JP	6300				
	CAREER-AWR	CA	6400				
	JOB-COUNSLG	JCNS	6500				
	COURT-SRVCS	CTSV	7100				
	HEALTH-SRVC	HLSV	7200				
	RECREATION	REC	7300				
	CULTURAL-EN	CE	7400				
	LIFE-SKILLS	LF	7500				
	DRIVER-EDUC	DE	7600				
	REFERRAL-ED	EDRF	7700				
	SCHL-ADVOC	SCAD	7800				
	SCHL-REINT	SCRE	7900				
	JOB-DEVEL	JDEV	8100				
	VOLUNT-RCRT	VRCT	8200				
	VOLUNT-TRNG	VTRN	8300				
	STAFF-DEVLP	SDEV	8400				
	STAFF-MEET	STFM	8500				
	PGM-LIAISON	PGNL	8600				
	COMUNTY-REL	CMRL	8700				
	POLICY-BD	PBD	8800				
	MISSING	MD	99	DEFAULT			
F(5)	DURATION	DUR		UC	2	18	
	CATEGORIES						
	MISSING	MD	999	DEFAULT			

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Form 12
Exit Survey
(Optional)

The Exit Survey should be completed by the client at termination. The survey is designed to assess the ways in which the clients feel they have benefited from the New Pride program. Clients' perceptions of the program's helpfulness may be compared with other outcome information such as school status, employment status, and recidivism.

In addition, directly comparable data are available on fourteen important items when this questionnaire is analyzed with the intake survey. The matched pairs concern job chances, educational aspirations, and expectations of the program with what clients actually feel they gained from program participation.

As this is a self-report instrument, the client rather than a counselor should complete the survey. In cases where a client has a reading problem, the survey might effectively be given orally by the counselor. In any case, it should be given in a quiet setting, free from interruption.

We realize that these data may be difficult to collect from some clients. It could require a real effort from New Pride staff to administer this survey to clients who are being detained for new offenses, who have refused to cooperate and dropped out of the program, or who have been transferred to some other program. In some cases, it will be the trusting relationship which has been developed between the client and case manager which will make this possible. Since these data are an important part of the evaluation, we suggest that you make every effort to collect them from all of your clients.

Exit Survey

Dataset Name:	EXIT
Purpose:	To provide a self-report measure of how the youth is feeling about various aspects of his life upon termination from the program.
	Note: This form is optional.
Who:	The youth should complete the Exit Survey.
When:	As soon as possible after the youth terminates from the program.
Uses:	Responses from the Exit Survey provide useful information to the Counselor/Case Manager as to how the youth has perceived his experience in the program.
Comments:	The Exit Survey is used in conjunction with the Intake Survey to provide a pre/post measure of the affective changes which may have taken place as a result of program participation. Most of the items also appear on the Intake Survey. Additional items are designed to provide feedback to the program, staff, and specifically the counselor regarding the youth's feelings about aspects of program involvement.
	The Exit Survey should be completed by the youth. Under no circumstances should it be completed by a staff member. If a youth has difficulty reading and responding to the survey, a staff member is allowed to read the survey to the youth, as long as the staff member does not influence the youth's responses. If such an approach is taken it is suggested that someone other than the counselor administer the survey so the youth is comfortable to respond freely to the questions.

The Exit Survey is self-explanatory and field descriptions need not be provided. Consult the Exit Survey or TECHDOC EXIT for additional information.

Client ID: _____   Date: _____
                                  Month   Day   Year

PROJECT NEW PRIDE

EXIT SURVEY

FIRST, I WOULD LIKE TO GET SOME IDEA OF HOW YOU FEEL ABOUT WORK AND SCHOOL, AND ABOUT
YOUR PRESENT LIVING SITUATION

1. If you had your choice, what kind of job would you like?

_____

2. What do you think your chances are of getting the kind of job you want?

                                            Not good 1
                                            Fair 2
                                            Good 3

3. Do you have a job?

                                            No 1
                                            Yes 2

4. Right now, how important is it for you to have a job?

                                            Not important 1
                                            Somewhat important 2
                                            Very important 3

5. Do you think your chances of getting the kind of job you want have improved since
   you came to New Pride?

                                            No 1
                                            Yes 2

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NOW, ABOUT GOING TO SCHOOL

6. Some people like school very much. Others don't. How do you feel about going
   to school now?

                                            Don't like it 1
                                            Like school some 2
                                            Like it very much 3

7. At this point, how much education would you like to get?

                            Drop out of school before high school graduation . . 1
                            Drop out of school but get a GED 2
                            Graduate from high school 3
                            Vocational or business school 4
                            Some college or junior college 5
                            Graduate from four-year college 6
                            Advanced or professional degree 7

8. How much education do you think you really will get?

                            Don't expect to finish high school 1
                            Expect to drop out but get a GED 2
                            Expect to graduate from high school 3
                            Expect to get certification from vocational or
                                business school 4
                            Expect to have some college 5
                            Expect to finish a four-year college 6
                            Expect to get an advanced or professional degree . . 7

9. Has being in this program improved your chances for getting the kind of education
   you want?

                                            No 1
                                            Yes 2

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NOW ABOUT YOUR PRESENT LIVING SITUATION

10. Who are you living with now?

Both parents	1
Mother only	2
Father only	3
Mother and Stepfather	4
Father and Stepmother	5
Mother and other adult	6
Father and other adult	7
Other relatives	8
Foster home	9
Group home	10
Friends	11
Independent	12
Incarcerated	13

11. Overall, how satisfied are you with your current living situation?

Not at all satisfied	1
Somewhat satisfied	2
Very Satisfied	3

CONCERNING YOUR EXPERIENCE WITH THE PROGRAM

12. How many New Pride staff have taken a real interest in what's happening in your life?

Number: _____

13. In general, how do you feel about the help they have given you? Do you feel that it has caused you more problems, or that it didn't do much one way or the other, or that it usually made things better?

Caused more problems	1
Made no difference	2
Usually made things better	3

14. Basically, what is the most important thing you gained from program participation?

Not much	1
Help with learning about and finding a job	2
School credit, GED, etc.	3
Insight into self, friends, family, relationships	4

15. Overall, how helpful was the New Pride program to you?

Not at all helpful	1
Somewhat helpful	2
Very helpful	3

The following is a list of services you may have received through New Pride. Please give your opinion of whether these services helped you. (Circle one number for each service.)

	Helped A Lot	Some Help	No Help	Services Not Received
16. Counseling	4	3	2	1
17. Educational	4	3	2	1
18. Employment	4	3	2	1
19. Recreation	4	3	2	1

DID THE NEW PRIDE PROGRAM STAFF HELP YOU (circle one number):

		No	Yes
20.	Get help with school	1	2
21.	Get school credits	1	2
22.	Get a GED	1	2
23.	Learn how to get a job	1	2
24.	Get actual job training	1	2
25.	Figure out what you want your career to be	1	2
26.	When you went to court	1	2
27.	Deal with transportation problems (like how to get to a job or how to get to the program)	1	2
28.	Find fun hobbies or things to do in your spare time	1	2
29.	With family problems	1	2
31.	With other personal problems	1	2
32.	Feel better about yourself	1	2

Please look at the following list and circle how satisfied you were with the New Pride program in each of these areas:

	Not at all satisfied	Somewhat satisfied	Very satisfied
34. The amount of time you and your counselor spent together	1	2	3
35. How much you could trust your counselor	1	2	3
36. The concern the staff had for you	1	2	3

37. Have you ever been in any other programs?

No 1
Yes 2

38. How does the New Pride program compare with other programs you have been in?

Not Applicable 1
Worse . . . . : 2
Same 3
Better 4

39. What would make the New Pride program a better program for you and others?

40. Are you glad you came to the New Pride program?

                                    No 1
                                    Yes 2

41. Would you recommend the New Pride program to a friend in trouble?

                                    No 1
                                    Yes 2

42. Taken altogether, how satisfied are you with your life?

                                    Not at all satisfied . . . 1
                                    Somewhat satisfied 2
                                    Very satisfied 3

Client ID: S101

Sample

Data: 9 - 1 - 84
       Month   Day   Year

PROJECT NEW PRIDE

EXIT SURVEY

FIRST, I WOULD LIKE TO GET SOME IDEA OF HOW YOU FEEL ABOUT WORK AND SCHOOL, AND ABOUT YOUR PRESENT LIVING SITUATION

1. If you had your choice, what kind of job would you like?

   Auto mechanic

2. What do you think your chances are of getting the kind of job you want?

                                    Not good 1
                                    Fair 2
                                    Good . . . . (3)

3. Do you have a job?

                                    No 1
                                    Yes . . . . (2)

4. Right now, how important is it for you to have a job?

                                    Not important 1
                                    Somewhat important 2
                                    Very important . . . . . . (3)

5. Do you think your chances of getting the kind of job you want have improved since you came to New Pride?

                                    No 1
                                    Yes . . . . (2)

NOW, ABOUT GOING TO SCHOOL

6. Some people like school very much. Others don't. How do you feel about going
    to school now?

                                        Don't like it 1
                                        Like school some . . . . . (2)
                                        Like it very much 3

7. At this point, how much education would you like to get?

                    Drop out of school before high school graduation . . 1
                    Drop out of school but get a GED 2
                    Graduate from high school 3
                    Vocational or business school 4
                    Some college or junior college . . . . (5)
                    Graduate from four-year college 6
                    Advanced or professional degree 7

8. How much education do you think you really will get?

                    Don't expect to finish high school 1
                    Expect to drop out but get a GED 2
                    Expect to graduate from high school . . . . (3)
                    Expect to get certification from vocational or
                      business school 4
                    Expect to have some college 5
                    Expect to finish a four-year college 6
                    Expect to get an advanced or professional degree . . 7

9. Has being in this program improved your chances for getting the kind of education
    you want?

                                        No 1
                                        Yes . . . . (2)

NOW ABOUT YOUR PRESENT LIVING SITUATION

10. Who are you living with now?

                                        Both parents 1
                                        Mother only 2
                                        Father only 3
                                        Mother and Stepfather . . (4)
                                        Father and Stepmother . . 5
                                        Mother and other adult . . 6
                                        Father and other adult . . 7
                                        Other relatives 8
                                        Foster home 9
                                        Group home 10
                                        Friends 11
                                        Independent 12
                                        Incarcerated 13

11. Overall, how satisfied are you with your current living situation?

                                        Not at all satisfied . . . 1
                                        Somewhat satisfied 2
                                        Very Satisfied . . . . . . (3)

CONCERNING YOUR EXPERIENCE WITH THE PROGRAM

12. How many New Pride staff have taken a real interest in what's happening in your
    life?

    Number: 4

13. In general, how do you feel about the help they have given you? Do you feel that
    it has caused you more problems, or that it didn't do much one way or the other,
    or that it usually made things better?

                                        Caused more problems 1
                                        Made no difference 2
                                        Usually made things better . . . . . . (3)

14. Basically, what is the most important thing you gained from program participation?

```
Not much . . . . . . . . . . . . . . . . . . . . . . 1
Help with learning about and finding a job . . . . . 2
School credit, GED, etc. . . . . . . . . . . . . . . ③
Insight into self, friends, family, relationships . . 4
```

15. Overall, how helpful was the New Pride program to you?

```
Not at all helpful . . . . 1
Somewhat helpful . . . . . 2
Very helpful . . . . . . . ③
```

The following is a list of services you may have received through New Pride. Please give your opinion of whether these services helped you. (Circle one number for each service.)

	Helped A Lot	Some Help	No Help	Services Not Received
16. Counseling	4	③	2	1
17. Educational	④	3.	2	1
18. Employment	④	3	2	1
19. Recreation	4	③	2	1

DID THE NEW PRIDE PROGRAM STAFF HELP YOU (circle one number):

		No	Yes
20.	Get help with school	1	②
21.	Get school credits	1	②
22.	Get a GED	①	2
23.	Learn how to get a job	1	②
24.	Get actual job training	1	②
25.	Figure out what you want your career to be	1	②
26.	When you went to court	1	②
27.	Deal with transportation problems (like how to get to a job or how to get to the program)	1	②
28.	Find fun hobbies or things to do in your spare time	①	2
29.	With family problems	1	②
31.	With other personal problems	1	②
32.	Feel better about yourself	1	②

Please look at the following list and circle how satisfied you were with the New
Pride program in each of these areas:

	Not at all satisfied	Somewhat satisfied	Very satisfied
34. The amount of time you and your counselor spent together	1	2	③
35. How much you could trust your counselor	1	2	③
36. The concern the staff had for you	1	2	③

37. Have you ever been in any other programs?

No . . . . ①
Yes 2

38. How does the New Pride program compare with other programs you have been in?

Not Applicable . . . . . . ①
Worse 2
Same 3
Better 4

39. What would make the New Pride program a better program for you and others?

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40. Are you glad you came to the New Pride program?

No 1
Yes . . . . ②

41. Would you recommend the New Pride program to a friend in trouble?

No 1
Yes . . . . ②

42. Taken altogether, how satisfied are you with your life?

Not at all satisfied . . . 1
Somewhat satisfied 2
Very satisfied . . . . . . ③

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doc exit

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT	CLID	REQUIRED	Client ID
F(2)	J-CHOICE	JOBC		Job Choice
F(3)	J-CHANCE	JOCH		Job chances
	CATEGORIES (ONLY)			
	NOT-GOOD	BAD	1	Not Good
	FAIR	FAIR	2	Fair
	GOOD	GOOD	3	Good
	MISSING	MD	99	Missing
F(4)	JOB	JOB		Have Job
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(5)	J-IMP-NOW	JIMP		Job Important Now
	CATEGORIES (ONLY)			
	NOT-IMPORT	NOT	1	Not Important
	SOME-IMPORT	SOME	2	Somewhat Important
	VERY-IMPORT	VERY	3	Very Important
	MISSING	MD	99	Missing
F(6)	CH-IMPROVE	CHIM		Job Chances Improved
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(7)	SCHOOL-LIKE	SCHL		Like School
	CATEGORIES (ONLY)			
	DO-NOT-LIKE	DONT	1	Do Not Like School
	LIKE-S-SOME	SOME	2	Like School Some
	LIKE-MUCH	MUCH	3	Like School Very Much
	MISSING	MD	99	Missing
F(8)	EDUC-WANT	EDWA		Education Want To Get
	CATEGORIES (ONLY)			
	DROP-OUT	DROP	1	Drop Out of High School
	DROP-GED	GED	2	Drop High School/Get GED
	GRAD-HS	GRAD	3	Graduate From High School

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	VOC-BUS-SCL	VOCB	4	Voc/Business School
	SOME-COLLEG	SOMC	5	Some College
	GRAD-COLLEG	GRDC	6	Graduate From College
	ADV-DEGREE	ADVD	7	Advanced/Professional Degree
	MISSING	MD	99	Missing
F(9)	EDUC-EXPECT	EDEX		Education Expect To Get
	CATEGORIES (ONLY)			
	DROP-OUT	DROP	1	Drop Out of High School
	DROP-GED	GED	2	Drop High School/Get GED
	GRAD-HS	GRAD	3	Graduate From High School
	VOC-BUS-SCL	VOCB	4	Voc/Business School
	SOME-COLLEG	SOMC	5	Some College
	GRAD-COLLEG	GRDC	6	Graduate From College
	ADV-DEGREE	ADVD	7	Avanced/Professional Degree
	MISSING	MD	99	Missing
F(10)	CH-SCHOOL	CHSC		Chances for School Improved
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(11)	LIVING-SIT	LIVS		Living Situation
	CATEGORIES (ONLY)			
	MOM-DAD	BOTH	1	Both Mother and Father
	MOM-ONLY	MOM	2	Mother Only
	DAD-ONLY	DAD	3	Father Only
	MOM-STEP	MOMS	4	Mother and Stepfather
	DAD-STEP	DADS	5	Father and Stepmother
	MOM-OTHER	MOTH	6	Mother and Other Adult
	DAD-OTHER	DOTH	7	Father and Other Adult
	RELATIVES	REL	8	Other Relatives
	FOSTER-HOME	FOSH	9	Foster Home
	GROUP-HOME	GRPH	10	Group Home
	FRIENDS	FRND	11	Friends
	INDEPENDENT	IND	12	Independent
	INCARCERATD	INC	13	Incarcerated
	MISSING	MD	99	Missing
F(12)	LIV-SIT	LVST		Satisfied with Living Situation
	CATEGORIES (ONLY)			
	NOT-AT-ALL	NOT	1	Not At All Satisfied
	SOMEWHAT	SOME	2	Somewhat Satisfied
	VERY-MUCH	MUCH	3	Very Much Satisfied
	MISSING	MD	99	Missing
F(13)	STAFF-ING	SINT		Number of Staff Taking Interest
	CATEGORIES			
	MISSING	MD	99	Missing

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(14)	STAFF-HELP	STHL		Staff Help
	CATEGORIES (ONLY)			
	MORE-PROB	PROB	1	Caused More Problems
	NO-DIFFERNC	NODF	2	Made No Difference
	MADE-BETTER	BETT	3	Made Things Better
	MISSING	MD	99	Missing
F(15)	PROG-GAIN	GAIN		Gain From Participation
	CATEGORIES (ONLY)			
	NOT-MUCH	NOTM	1	Not Much
	JOB-HELP	JOBH	2	Help With Job/Employment
	SCHL-HELP	SCLH	3	Help With School/Credits
	HP-INSIGHT	INST	4	Insight into Self/Others
	MISSING	MD	99	Missing
F(16)	PROG-HELP	HELP		Program Helpful
	CATEGORIES (ONLY)			
	NOT-AT-ALL	NOT	1	Not At All Helpful
	SOMEWHAT	SOME	2	Somewhat Helpful
	VERY-HELPFL	VERY	3	Very Helpful
	MISSING	MD	99	Missing
F(17)	COUNSELING	COUN		Counseling Services Helped
	CATEGORIES (ONLY)			
	NO-SERVICES	NONE	1	No Services Received
	NO-HELP	NO	2	No Help
	SOME-HELP	SOME	3	Some Help
	HELP-A-LOT	ALOT	4	Helped A Lot
	MISSING	MD	99	Missing
F(18)	EDUCATION	EDUC		Education Services Helped
	CATEGORIES (ONLY)			
	NO-SERVICES	NONE	1	No Services Received
	NO-HELP	NO	2	No Help
	SOME-HELP	SOME	3	Some Help
	HELP-A-LOT	ALOT	4	Helped A Lot
	MISSING	MD	99	Missing
F(19)	EMPLOYMENT	EMPL		Employment Services Helped
	CATEGORIES (ONLY)			
	NO-SERVICES	NONE	1	No Services Received
	NO-HELP	NO	2	No Help
	SOME-HELP	SOME	3	Some Help
	HELP-A-LOT	ALOT	4	Helped A Lot
	MISSING	MD	99	Missing
F(20)	RECREATION	REC		Recreation Services Helped
	CATEGORIES (ONLY)			
	NO-SERVICES	NONE	1	No Services Received
	NO-HELP	NO	2	No Help
	SOME-HELP	SOME	3	Some Help

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
	CATEGORIES (CONTINUED)			
	HELP-A-LOT	ALOT	4	Helped A Lot
	MISSING	MD	99	Missing
F(21)	SCHOOL-HELP	SHLP		Help With School
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(22)	CREDITS	CRED		School Credits
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(23)	GET-GED	GGED		Get GED
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(24)	GET-JOB	GJOB		Get Job
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(25)	GET-JOB-TRN	JOBT		Get Job Training
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(26)	CAREER-WANTS	CARR		Figure Out Career Wants
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(27)	AT-COURT	CORT		Help In Court
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(28)	TRANSPORTN	TRNS		Help With Transportation
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(29)	HOBBIES	HOBB		Help With Hobbies
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(30)	FAM-PROB	FPRO		Help With Family Problems
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(31)	PERS-PROB	PPRO		Help With Personal Problems
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(32)	FEEL-BETTER	FEBR		Feel Better About Self
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(33)	TIME-W-COUNS	TIME		Time Spent With Counselor
	CATEGORIES (ONLY)			
	NOT-SAT	NOT	1	Not Satisfied
	SOME-SAT	SOME	2	Somewhat Satisfied
	VERY-SAT	VERY	3	Very Satisfied
	MISSING	MD	99	Missing
F(34)	TRUST-COUNS	TRST		Trust In Counselor
	CATEGORIES (ONLY)			
	NOT-SAT	NOT	1	Not Satisfied
	SOME-SAT	SOME	2	Somewhat Satisfied
	VERY-SAT	VERY	3	Very Satisfied
	MISSING	MD	99	Missing
F(35)	STAFF-CNCRN	CONC		Staff Concern
	CATEGORIES (ONLY)			
	NOT-SAT	NOT	1	Not Satisfied
	SOME-SAT	SOME	2	Somewhat Satisfied
	VERY-SAT	VERY	3	Very Satisfied
	MISSING	MD	99	Missing
F(36)	OTHER-PROGS	OTHP		Been In Other Programs
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing

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F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(37)	COMP-PRIDE	COMP		Comparing Pride To Others
	CATEGORIES (ONLY)			
	NOT-APP	INAP	1	Not Applicable
	WORSE	WORS	2	Worse Than Other Programs
	SAME	SAME	3	Same As Other Programs
	BETTER	BETR	4	Better Than Other Programs
	MISSING	MD	99	Missing
F(38)	MAKE-NP-BTR	MNPB		What Would Make Pride Better
F(39)	GLAD-CAME-NP	GCNP		Glad Came to New Pride
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(40)	RECOMMEND-NP	RECM		Recommend New Pride
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing
F(41)	SATIS-LIFE	SALI		Satisfied with Life
	CATEGORIES (ONLY)			
	NO	N	1	No
	YES	Y	2	Yes
	MISSING	MD	99	Missing

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FOR: EXIT
DICTIONARY LOCATION: XGVF:EX1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
Exit Survey XGVF/12-02-83

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT	CLID	REQUIRED	C	10	0	
F(2)	J-CHOICE	JOBC		C	35	10	
F(3)	J-CHANCE	JOCH		UC	1	45	
	CATEGORIES (ONLY)						
	NOT-GOOD	BAD	1				
	FAIR	FAIR	2				
	GOOD	GOOD	3				
	MISSING	MD	99	DEFAULT			
F(4)	JOB	JOB		UC	1	46	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(5)	J-IMP-NOW	JIMP		UC	1	47	
	CATEGORIES (ONLY)						
	NOT-IMPORT	NOI	1				
	SOME-IMPORT	SOME	2				
	VERY-IMPORT	VERY	3				
	MISSING	MD	99	DEFAULT			
F(6)	CH-IMPROVE	CHIM		UC	1	48	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(7)	SCHOOL-LIKE	SCHL		UC	1	49	
	CATEGORIES (ONLY)						
	DO-NOT-LIKE	DONT	1				
	LIKE-S-SOME	SOME	2				
	LIKE-MUCH	MUCH	3				
	MISSING	MD	99	DEFAULT			
F(8)	EDUC-WANT	EDWA		UC	1	50	
	CATEGORIES (ONLY)						
	DROP-OUT	DROP	1				
	DROP-GED	GED	2				
	GRAD-HS	GRAD	3				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	VOC-BUS-SCL	VOCB	4				
	SOME-COLLEG	SOMC	5				
	GRAD-COLLEG	GRDC	6				
	ADV-DEGREE	ADVD	7				
	MISSING	MD	99	DEFAULT			
F(9)	EDUC-EXPECT	EDEX		UC	1	51	
	CATEGORIES (ONLY)						
	DROP-OUT	DROP	1				
	DROP-GED	GED	2				
	GRAD-HS	GRAD	3				
	VOC-BUS-SCL	VOCB	4				
	SOME-COLLEG	SOMC	5				
	GRAD-COLLEG	GRDC	6				
	ADV-DEGREE	ADVD	7				
	MISSING	MD	99	DEFAULT			
F(10)	CH-SCHOOL	CHSC		UC	1	52	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(11)	LIVING-SIT	LIVS		UC	1	53	
	CATEGORIES (ONLY)						
	MOM-DAD	BOTH	1				
	MOM-ONLY	MOM	2				
	DAD-ONLY	DAD	3				
	MOM-STEP	MOMS	4				
	DAD-STEP	DADS	5				
	MOM-OTHER	MOTH	6				
	DAD-OTHER	DOTH	7				
	RELATIVES	REL	8				
	FOSTER-HOME	FOSH	9				
	GROUP-HOME	GRPH	10				
	FRIENDS	FRND	11				
	INDEPENDENT	IND	12				
	INCARCERATD	INC	13				
	MISSING	MD	99	DEFAULT			
F(12)	LIV-SIT	LVST		UC	1	54	
	CATEGORIES (ONLY)						
	NOT-AT-ALL	NOT	1				
	SOMEWHAT	SOME	2				
	VERY-MUCH	MUCH	3				
	MISSING	MD	99	DEFAULT			
F(13)	STAFF-ING	SINT		UC	1	55	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(14)	STAFF-HELP	STHL		UC	1	56	
	CATEGORIES (ONLY)						
	MORE-PROB	PROB	1				
	NO-DIFFERNC	NODF	2				
	MADE-BETTER	BETT	3				
	MISSING	MD	99	DEFAULT			
F(15)	PROG-GAIN	GAIN		UC	1	57	
	CATEGORIES (ONLY)						
	NOT-MUCH	NOTM	1				
	JOB-HELP	JOBH	2				
	SCHL-HELP	SCLH	3				
	HP-INSIGHT	INST	4				
	MISSING	MD	99	DEFAULT			
F(16)	PROG-HELP	HELP		UC	1	58	
	CATEGORIES (ONLY)						
	NOT-AT-ALL	NOT	1				
	SOMEWHAT	SOME	2				
	VERY-HELPFL	VERY	3				
	MISSING	MD	99	DEFAULT			
F(17)	COUNSELING	COUN		UC	1	59	
	CATEGORIES (ONLY)						
	NO-SERVICES	NONE	1				
	NO-HELP	NO	2				
	SOME-HELP	SOME	3				
	HELP-A-LOT	ALOT	4				
	MISSING	MD	99	DEFAULT			
F(18)	EDUCATION	EDUC		UC	1	60	
	CATEGORIES (ONLY)						
	NO-SERVICES	NONE	1				
	NO-HELP	NO	2				
	SOME-HELP	SOME	3				
	HELP-A-LOT	ALOT	4				
	MISSING	MD	99	DEFAULT			
F(19)	EMPLOYMENT	EMPL		UC	1	61	
	CATEGORIES (ONLY)						
	NO-SERVICES	NONE	1				
	NO-HELP	NO	2				
	SOME-HELP	SOME	3				
	HELP-A-LOT	ALOT	4				
	MISSING	MD	99	DEFAULT			
F(20)	RECREATION	REC		UC	1	62	
	CATEGORIES (ONLY)						
	NO-SERVICES	NONE	1				
	NO-HELP	NO	2				
	SOME-HELP	SOME	3				

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
	CATEGORIES (CONTINUED)						
	HELP-A-LOT	ALOT	4				
	MISSING	MD	99	DEFAULT			
F(21)	SCHOOL-HELP	SHLP		UC	1	63	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(22)	CREDITS	CRED		UC	1	64	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(23)	GET-GED	GGED		UC	1	65	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(24)	GET-JOB	GJOB		UC	1	66	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(25)	GET-JOB-TRN	JOBT		UC	1	67	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(26)	CAREER-WANTS	CARR		UC	1	68	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(27)	AT-COURT	CORT		UC	1	69	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(28)	TRANSPORTN	TRNS		UC	1	70	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(29)	HOBBIES	HOBB		UC	1	71	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(30)	FAM-PROB	FPRO		UC	1	72	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(31)	PERS-PROB	PPRO		UC	1	73	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(32)	FEEL-BETTER	FEBR		UC	1	74	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(33)	TIME-W-COUNS	TIME		UC	1	75	
	CATEGORIES (ONLY)						
	NOT-SAT	NOT	1				
	SOME-SAT	SOME	2				
	VERY-SAT	VERY	3				
	MISSING	MD	99	DEFAULT			
F(34)	TRUST-COUNS	TRST		UC	1	76	
	CATEGORIES (ONLY)						
	NOT-SAT	NOT	1				
	SOME-SAT	SOME	2				
	VERY-SAT	VERY	3				
	MISSING	MD	99	DEFAULT			
F(35)	STAFF-CNCRN	CONC		UC	1	77	
	CATEGORIES (ONLY)						
	NOT-SAT	NOT	1				
	SOME-SAT	SOME	2				
	VERY-SAT	VERY	3				
	MISSING	MD	99	DEFAULT			
F(36)	OTHER-PROGS	OTHP		UC	1	78	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			

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F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(37)	COMP-PRIDE	COMP		UC	1	79	
	CATEGORIES (ONLY)						
	NOT-APP	INAP	1				
	WORSE	WORS	2				
	SAME	SAME	3				
	BETTER	BETR	4				
	MISSING	MD	99	DEFAULT			
F(38)	MAKE-NP-BTR	MNPB		C	60	80	
F(39)	GLAD-CAME-NP	GCNP		UC	1	140	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(40)	RECOMMEND-NP	RECM		UC	1	141	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			
F(41)	SATIS-LIFE	SALI		UC	1	142	
	CATEGORIES (ONLY)						
	NO	N	1				
	YES	Y	2				
	MISSING	MD	99	DEFAULT			

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Form 13
Termination Report

The Termination Report should be completed by the client's case manager or counselor at termination.

It documents the date and reason for termination. Additional comments may be added in the lower portion of the form, but these are not coded or entered into the computer.

Termination Report

Dataset Name:	TERM
Purpose:	To document the date and reason for program termination.
Who:	Case Manager, Counselor
When:	One form is completed at the time the youth terminates from the program.
Uses:	1. Documents the reasons youth leave the program.
	2. Use with Date of Entry to compute length of time of program participation or average length of time for select subgroups.
Comments:	Additional narrative information may be added under the "Comments" section, though this information is not coded or entered.

The following section describes each field in the TERM dataset. Consult the Termination Report or TECHDOC TERM for additional information.

Field Name	Field Description
1. Client ID	Enter the client identification number assigned by the project.
2. Case Manager ID	Enter the identification number of the staff person to whom the youth was assigned.
3. Termination Date	Enter the date the youth terminated from the program (in YYMMDD format).
4. Reason for Termination	Choose the most appropriate category on the Termination Report as the reason for termination. "Completed Program" is understood to mean the youth successfully and fully participated for the entire duration of the original court commitment. "Early Termination" is understood to mean the youth fully and successfully participated in the program up to the time the court terminated the youth prematurely (e.g., originally committed for 12 months but terminated by the court after

Field Name	Field Description
	10 months of successful participation upon his 18th birthday). "Referred to Other Program" is understood to mean termination in the case where another treatment program specializing in services more intensively than New Pride, for example, a substance abuse program or an in-patient mental health program, was deemed more appropriate and needed. "Program Decision" is understood to mean termination initiated by the program in cases where the youth refused to comply with program directives. The remaining categories are self-explanatory. Based upon the reason for termination, a client's termination from the program may be described as successful, neutral, or unsuccessful. A successful termination would be either "completed program" or "early termination." A neutral termination would be "referred to other program" or "moved/military." The remaining four reasons would constitute unsuccessful termination.

Please Note: Here the terms "successful," "neutral," and "unsuccessful" apply to type of termination, not to the client's experience in the program or its impact upon him/her; that is, not how successful New Pride has been in treating the client. |
| Comments: | Additional information of importance may be documented here, although it is not entered into the computer. |

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PROJECT NEW PRIDE

TERMINATION REPORT

Client ID: _____

Case Manager:

_____

Termination Date:

Month   Day   Year

Reason for Termination:

1 Completed Program
2 Early Termination (Successful)
3 Other Program
4 Moved/Military
5 New Offense
6 Client Decision
7 Program Decision
8 Absent without Permission (AWOL)

Comments:

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1/84

Sample

PROJECT NEW PRIDE

TERMINATION REPORT

Client ID: __S101__

Case Manager: _Juan Ramirez_

Termination Date: ___9_-_15_-_84___
              Month   Day   Year

Reason for Termination:

1 Completed Program
2 Early Termination (Successful)
3 Other Program
4 Moved/Military
5 New Offense
6 Client Decision
7 Program Decision
8 Absent without Permission (AWOL)

Comments:

---

doc term

FOR: TERM
DICTIONARY LOCATION: XGVF:TERM1#
DATE: FEB 15, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT: 1

DATA SET DESCRIPTION:
File of Terminations XGVF/11-30-83

F(#)	FIELD NAME	ABBR	VALUE	DESCRIPTION
F(1)	CLIENT-ID	CLID		Client ID
F(2)	CASE-MANAGER	CMGR	REQUIRED	Case Manager ID
	CATEGORIES			
	MISSING	MD	99	Missing
F(3)	TERMINATION-DATE	TDT	REQUIRED	Date of Termination
	CATEGORIES			
	MISSING	MD	99	Missing
F(4)	TERM-REASON	RSN	REQUIRED	Reason for Termination
	CATEGORIES (ONLY)			
	COMPLETED	COMP	1	Completed Program
	EARLY-TERM	ETRM	2	Early Court Termination
	OTHER-PROG	OTHP	3	Referred to Other Program
	MOVE-MILTRY	MOVE	4	Moved/Military
	NEW-OFFENSE	NOFF	5	New Offense
	PROG-DEC	PDEC	6	Program Decision
	CLIENT-DEC	CDEC	7	Client Decision
	AWOP	AWOP	8	Absent w/o Permission
	MISSING	MD	99	Missing

```
FOR: TERM
DICTIONARY LOCATION: XGVF:TERM1#
DATE: MAR 26, 1984

THIS DATASET CAN BE DESTROYED.
THIS DATASET CAN BE REPLACED.
USE COUNT:           1

DATA SET DESCRIPTION:
File of Terminations XGVF/11-30-83
```

F(#)	FIELD NAME	ABBR	VALUE	TYPE	LENGTH	DISP	SCALE FACTOR
F(1)	CLIENT-ID	CLID		C	10	0	
F(2)	CASE-MANAGER	CMGR	REQUIRED	UC	2	10	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(3)	TERMINATION-DATE	TDT	REQUIRED	UC	4	12	
	CATEGORIES						
	MISSING	MD	99	DEFAULT			
F(4)	TERM-REASON	RSN	REQUIRED	UC	1	16	
	CATEGORIES (ONLY)						
	COMPLETED	COMP	1				
	EARLY-TERM	ETRM	2				
	OTHER-PROG	OTHP	3				
	MOVE-MILTRY	MOVE	4				
	NEW-OFFENSE	NOFF	5				
	PROG-DEC	PDEC	6				
	CLIENT-DEC	CDEC	7				
	AWOP	AWOP	8				
	MISSING	MD	99	DEFAULT			

OVERVIEW OF THE MICHIGAN TERMINAL SYSTEM

The Michigan Terminal System is a terminal-oriented time-sharing system that offers both batch (card reading) and interactive (remote terminal entry) facilities. Development of MTS began at the University of Michigan in 1966 and has continued up to the present. MTS is presently the production operating system at eight universities and research centers in North and South America and in England. MTS is designed to run on IBM/370 compatible hardware with virtual memory, and in most cases is a full replacement for the IBM-supplied operating systems.

All tape, card, and print files produced by the Michigan Terminal System are in standard IBM or ANSE formats. Asynchronous communication is via the ASCII protocol; synchronous communication is via IBM's 2780, 3777, or 3780 binary synchronous protocols.

The Michigan Terminal System has a number of distinct advantages over IBM-supplied systems, advantages which have led to its adoption by the Pacific Institute of Research and Evaluation and a number of PIRE's clients. The advantages of the Michigan Terminal System over other computing systems are its:

- Totally integrated interactive and batch system

- Virtual memory

- A simple but powerful command language for batch and interactive use

- Powerful direct access file system

- High degree of file security and protection from loss

- Large library of well-documented public programs

- Low costs of training and operation

The Pacific Institute for Research and Evaluation, the New Pride Replication sites, and Denver New Pride all use the MTS installation at Wayne State University of Detroit. Wayne (WU) runs MTS on an Amdahl 470/V6-II computer, with 8 million bytes of main storage, 1.2 billion bytes of on-line storage, and 24 tape drives which operate at densities of up to 6250 BPI. Wayne State also operates a second Amdahl 470/V6-II which runs several of the IBM operating systems, including Multiple Virtual Storage (MVS). The two computers can communicate with each other over a high-speed channel, allowing data on one system to be input to a program on the other system.

The MTS Operating System

Integration of interactive and batch systems: The MTS batch and interactive languages are identical, with the system treating a batch session as a special kind of terminal job. Thus, there is only one command language, and it is possible to run any job either from a terminal or from the batch queue. As a result, any program may be run interactively by entering its commands at the terminal.

Unlike many other computing systems, MTS does not restrict interactive users to a subset of the available facilities. The terminal user has access to all facilities of the system. While it often may be desirable to run small jobs from the terminal and large jobs from the batch queue, the choice is entirely up to the user, who may run arbitrarily large jobs interactively. The only difference between batch and interactive costs is the addition of a $1.54/hour terminal connection charge for interactive use.

Virtual machine and memory: MTS has been a virtual memory operating system since 1968. A user may have up to 1 million bytes of virtual memory on demand, with no requirement for special parameters or priorities. MTS is also a virtual operating system. In a virtual machine, several copies of the operating

system may be running at the same time. This allows systems programmers to develop new features on their copy of the operating system, without disturbing other users, and without having to bar others from the machine. Thus, MTS is regularly available seven days and nights a week. The hardware and software are sufficiently reliable as to allow the machine to be left to run unattended on holidays. (The machine is sometimes unavailable between 5 a.m. and 7 a.m.)

The MTS Command Language

The MTS command language is both simple and powerful. In most cases, operations which would normally take an elaborate IBM Job Control Language (JCL) procedure can be accomplished in a single line of command language. Indeed, the command language is so simple that at MTS installations, there is no effort identified as "JCL consulting" since command language errors are responsible for only a small fraction of unsuccessful runs.

For example, the MTS command

#($)RUN XYZ 5=FYLE 7+OTHERFILE 8←TEMPFILE

runs a program in a file called XYZ which will handle data in two permanent files called FYLE and OTHERFILE and a temporary file called -TEMPFILE. If the program, XYZ, were using the FORTRAN convention of writing its print file on unit 6, then this "$RUN" command would suffice for printing the output on a terminal (if interactive) or on the line printer (if in batch).

Another, more familiar, example is

```
#($)RUN *SPSS
RUN NAME
EXAMPLE OF RUNNING SPSS
GET FILELLI13
   .
   .
   .
FINISH
```

It should be stressed that these examples, although resembling the invocation of an IBM Job Control Language Procedure, are not procedures which refer to a prepared set of more complex commands. They are full statements of everything required to run the programs and specify all necessary file creation and assignment information.

The File System

The MTS file system, like the command language, is simple but powerful. All MTS files are direct access disk files, and may be created, destroyed, and accessed either from the MTS command language or from programs. The basic unit of a file is a numbered line; MTS allows the reading and the writing of arbitrary collections of lines from a single file or a group of files. Some examples will illustrate these capabilities.

A file called ABC is created by the command:

```
#($)CREATE ABC
```

A FORTRAN program called XYZ can be made to read the data in ABC by the command:

```
#($)RUN XYZ 5=ABC
```

Output from the program, on unit 6, will default to printing on the printer or the terminal. ("Default" means that the procedure happens automatically unless the user specifies another option.) The same program could be run using the data from ABC followed by the data from a file called DEF by using the command:

```
#($)RUN XYZ 5=ABC+DEF
```

A subset of ABC consisting only of lines with numbers between 1 and 36 can be fed to the program by the command:

```
#($)RUN XYZ 5+ABC(1,36)
```

Program Library

Since the Michigan Terminal System is similar to the IBM operating systems in its internal environments, most IBM/360 or 370 programs will run under MTS without extensive modifications. As a result, the MTS Program Library is extraordinarily large, encompassing much of the 360/370 literature as well as many programs which use special facilities found only in MTS.

At present, the library of public programs supported by the Wayne and Michigan computing centers have more than 400 programs, including 40 compilers, 20 subroutine libraries, four text processors, a complete graphics system, a sort utility, a character handling utility, a file editor, and an interactive debugging system.

MTS also supports five major statistical systems, three information retrieval systems, three economic time-series analysers, a numerical analysis library, a library of U.S. state and county maps, and an on-line conferencing system.

Statistical Systems

The Michigan Terminal System supports SPSS, as well as the interactive SCSS and P-STAT 78. It also supports OSIRIS III and OSIRIS IV, as well as a complete BMDP library.

OSIRIS IV is unique in being able to handle complex structured data files. The system can be used to maintain and analyze tree-, lattice-, and panel-structured files. Unique to MTS is the Michigan Interactive Data Analysis System (MIDAS), which includes not only the usual statistical routines, but is also a powerful time-series processor. An interface between MIDAS and MICRO, a relational data base management system, produces a statistical system of unique power, able to handle files of almost any conceivable structure. The full library of Guttman-Lingoes multidimensional scaling programs is supported, as is Young's TORSCA 9, Carroll and Chang's INDSCAL, and Kruskal's MDSCAL. (SAS is available on the MVS machine. SAS jobs may be prepared as MTS files and dispatched to the MVS job queue.)

Graphic Display Systems: MTS has its own integrated graphics library, and supports the industry-standard DISSPLA and its interactive front-end, TELL-A-GRAF. Both DISSPLA and MIDAS have large coordinate file libraries for the generation of map displays of many types. The Harvard Graphics Laboratory software, including SYMAP and SYMVU, have been replaced by ASPEX and ODYSSEY.

Text Formatters: MTS supports IBM's TEXT/360, the University of British Columbia's FORMAT, the University of Michigan's TEXTEDIT, and the University of Alberta's new TEXTFORM.

Modeling Systems: MTS supports IBM's Continuous Systems Modeling Program (CSMP) and its General Purpose Simulation System (GPSS), as well as Simscript2.

Econometric Systems: The Time Series Processor (TSP), the National Bureau of Economic Research's TROLL, (including the TROLL library of economic time series), and SHAZAM are all supported.

On-Line Conference System: MTS is unique in supporting the CONFER on-line conferencing and message system. CONFER provides the on-line environment for the data center's communication and management. CONFER provides for public and private messages, an on-line directory, and an indexing system for messages.

Information Retrieval Systems: MTS supports the Stanford Public Information Retrieval System (SPIRES); MICRO, a relational data base system; and TAXIR, a hierarchical data base management system. ADABAS and Mark IV are available on Wayne State's MVS system and may be used by jobs dispatched from MTS.

The list given here constitutes only a part of the documented software available on MTS.

MICRO: THE DATA BASE MANAGEMENT SYSTEM

The MICRO data base management system can be used by each New Pride program as a records management and report-generating system. MICRO also serves as a tool for abstracting evaluation data from operational data and transforming the end product to analytical form.

MICRO is an interactive relational data base management system originally developed for the U.S. Department of Labor. While a relational data base system is simple in operation, it can handle any type of data structure. Most record management systems are based on a single file — one record for each client — but some records management systems can handle hierarchical records, in which a client record may have repeating groups of subordinate records. For example, a subordinate record might be generated for each counseling intervention made on behalf of the client.

Hierarchical systems cannot handle more complex linkages. A client is one of several clients in a program. He or she is one of several students in one or more of several classes in a school. He or she is one of several members of a family which may include other clients or students with similar linkages. MICRO is able to handle and manipulate all of these and other linkages, and makes it possible to retrieve data on students, families, schools, programs, or interventions.

Retrievals may be made on the basis of direct or indirect information. Direct retrievals are made on the basis of characteristics of the item being retrieved. The request, "List the client identification numbers of boys between 15 and 17 years of age," is a direct retrieval since it is based on the characteristics of clients. The request, "List the client identification numbers of boys who have fathers or stepfathers living at home,' is an indirect request. It implies a direct retrieval on fathers or stepfathers and indirect retrieval on boys, via sex of clients. Both kinds of requests can be made in MICRO using fewer words than are required here to describe them.

File Design. The design, testing, and redesign of data files has been accomplished by the New Pride national evaluation staff at PIRE with input from users across the United States. There is a file for each type of information of interest to the program or to the evaluation. A file corresponds to a set of observations of a specific kind. The file called client demographics, "DEMOG" for example, contains variables such as BIRTHDATE, SEX, ETHNICITY, CLIENT-ID, as well as referral and intake information.

This set of data files provides the structure for making retrievals on the basis of any combination of client, family, service, or outcome information. Files can be linked to other files using a simple one-line join command, "JOIN DEMOG by CLID (client ID) WITH SOC-HIST BY CLID." At this point MICRO creates a temporary file which is a composite of the two, referred to as "it." If the analyst wishes to link additional files for purposes of more elaborate kinds of analysis they type, "JOIN IT BY CLID WITH IISP (or other identifier of the desired file)." Additional join commands are used to add any of the other desired client files in exactly the same way. Finally, naming the temporary composite file constructed by this procedure, e.g., "NAME IT A," turns it into a single file that can be set up for statistical analysis.

Moving into the recommended statistical package, MIDAS, is also quite simple. While still in MICRO, file "A" needs to be written for analysis. Using a select command, fields having character strings (text, not numbers) can be deleted from the dataset that MIDAS will read. The statistical package is run only after the composite file is constructed and the datasets to be used in the analysis are pulled from the MICRO dictionaries into a format that MIDAS can understand. Since MICRO and MIDAS are compatible, many variables defined already in MICRO can produce a MIDAS system file of selected varibles that can be analyzed statistically.

Files have been designed, implemented, extensively field-tested in multiple cities, streamlined, and restructured by the research staff in consultation with local evaluators, service providers, and OJJDP staff. Programs to generate management reports from these files have also been created and successfully utilized on a local level. Each local evaluation uses its own copy of the files, and

management reports from these files have also been created and successfully utilized on a local level. Each local evaluation uses its own copy of the files, and has full control of access to it. Others may have access to these local files only with the permission of their custodiams.

When desired, sets of "local" variables can be added to the file definition. Since many such modifications have already been accomplished, each local program has access to a data management system which may be easily tailored to its needs. The New Pride projects have complete control over their copies of files, and can add variables to the data base if they wish.

Data Entry. MICRO includes a batch and interactive data entry system. Data can be entered from the terminal in response to prompts from MICRO. Alternatively, data can be entered into an off-line device or a computer file and fed to the MICRO data entry system. In either case, MICRO will check for invalid and out-of-range data. This feature enhances data quality overall.

Retrieval and Report Generation. Most retrievals and reports from MICRO will be by local program staff members and evaluators. MICRO includes facilities for the generation of formatted reports from its data bases. Arbitrarily elaborate reports can be produced by using MICRO reports as input to a text-formatting system, which produces one or more pages of text for each line in a MICRO report. This system can be used to produce such things as cover sheets or mailings of letters to parents or juvenile authorities.

The fact of principal concern for program managers is that their evaluation staff, with a limited amount of training and with no programming experience, can generate the reports they need to monitor and manage their programs. The ·capability is flexible and inexpensive. As often happens in a management information system, the user discovers additional data, or data relationships, that he or she would like to see on reports, once they begin using them for decision making and problem solving. The simplicity and flexibility of MICRO permits easy modification and reformatting of management information reports,

thus creating an adaptive feedback system in which the reports become increasingly useful for the program managers and staff through successive iterations.

Generation of Statistical Files. MICRO is a data management and information retrieval system. While it can generate cross-tabulations and reports, it is not designed to produce such things as regressions and other analyses of variables. Statistical analyses of MICRO data bases are most often accomplished with the Michigan Interactive Data Analysis System (MIDAS).

MICRO is used to retrieve information on individuals while the purpose of MIDAS is to produce aggregate statistics on a set of data. Note that this division of labor neatly solves problems of data confidentiality. MICRO files should be accessible only to authorized personnel. MICRO can generate a MIDAS system file of selected variables which can be used for statistical purposes, but the statistical analyst working with MIDAS is not interested in individual identities and thus loses nothing by their deletion.

This process of generating a MIDAS statistical file from the MICRO data base is quite straightforward. It consists almost solely of typing "WRITE FOR ANALYSIS ON CL.MIDAS ALL BUT (fields with character strings or text) IN DEMOG." This MICRO command will create a MIDAS file called "CL. MIDAS" which contains all of the numeric data in the "DEMOG" file, excluding only the fields with text.

MIDAS: THE STATISTICAL SYSTEM

The Michigan Interactive Data Analysis System (MIDAS) is a fully interactive statistical analysis and data management system. While the Michigan Terminal System (MTS) supports SPSS, BMD, P-STAT, SAS, OSIRIS, and other statistical systems; the power, economy, and ease of use of MIDAS has made it by far the most generally used MTS statistical system. An interface between MIDAS and MICRO, a relational data base management system, produces a statistical system of unique power, able to handle files of almost any conceivable structure.

Although MIDAS can be used as a batch program, it is designed to be used from the terminal, and is thus more appropriate for use by those who are remote users of MTS. MIDAS provides a full range of parametric and nonparametric statistical procedures, as well as a powerful data transformation language. While we will encourage the use of MIDAS, evaluators and analysts may use other statistical systems if they desire.

It should be pointed out that if an evaluator has a strong preference for statistical systems other than MIDAS, the raw data stored in MICRO can be prepared for these other packages as simply as for MIDAS. Even when alternative packages such as SPSS are preferred, the user may wish to take advantage of MIDAS' superior data handling capabilities to prepare and modify the data base before actually processing it on SPSS or some other system.

DATA PRIVACY AND SECURITY

Local program managers will express legitimate concerns about the privacy and security of their data. Their concerns are heightened when their data will be stored far from their program offices on a computer which is shared by a large clientele of other users. One of the main reasons for choosing the MTS is its high degree of data privacy and security.

Privacy is the ability to keep unauthorized persons from reading or modifying data. MTS has proved to be extremely strong in maintaining the privacy of its users. An elaborate system of access control allows the owner of a data file to permit and deny others access to it.

A new file begins life with a permit status of UNLIMITED to its owner and NONE to others. Among the forms of access which may be extended are: READ, READ-WRITE, WRITE-EXTEND, FULL, and many others. (WRITE-EXTEND allows one to add to the end of a file, but not to read it or to modify what is already in the file.)

Access may be extended to everyone on MTS, to the members of an MTS project, or to individuals by user ID. It is even possible to allow access to a file only through a particular program. For example, the command PERMIT EVDATA RW XAB1, R ABC2&PKEY=STAT:MIDAS, NONE OTHERS allows user XAB1 to read, copy, and write into the file called EVDATA. User ABC2 cannot modify EVDATA, and cannot even read it unless he or she is using MIDAS. No one else using MTS (except the owner) may have any access whatever to EVDATA.

There have been many attempts at penetrating MTS by classes, research and development projects, and by unauthorized individuals. Each vulnerability of the system discovered in the course of a penetration attempt has been closed by the maintainers of the MTS. Although it is not possible to be completely certain, the current understanding is that no penetration attempt, including those by computer security experts, has ever resulted in unauthorized access to another

user's files. Unauthorized access to other user's files has invariably come from the discovery of passwords which were left in public places or in files permitted to others.

Data security is the system's ability to preserve the files of its users. The MTS offers a high degree of data security. Since MTS users edit the original copies of files, loss of communication does not cause the loss of data files. (Systems such as TSO and WYLBUR use "editor copies" of files which are often lost if there is a system stoppage in the course of an editing session.)

MTS has both system and user facilities for the backing-up of data files. Users may archive files to and restore files from their own tapes at any time. Each night, all files which have been modified during the day are archived to tape by the Computing Services Center. Every Saturday night, the entire contents of the file system are archived to tape. Users may request any of the archived versions of any of their files to be restored to the disk. Thus, any file which has remained on the MTS overnight has proof against loss or inadvertent destruction.

Data Quality Control

● <u>Keying Errors</u>. The major source of errors are usually keying errors as the data are entered. The most effective way to correct keying errors is to verify the data by re-keying and comparing the two data entry batches. The MTS has excellent facilities for performing such comparisons and for correcting keying errors. However, no computing system has facilities for convincing data managers to re-key and verify each new batch of data. Only the local project manager can prescribe and enforce such a level of data verification.

● <u>Syntactic Errors</u>. The MICRO data entry system will check for such syntactic errors as alphabetic characters in numeric data fields and nonexistent categories. Since syntactic violations must be corrected prior to the data batch's entry into the MICRO system, they are rekeyed before acceptance into the file.

USING THE MICHIGAN TERMINAL SYSTEM

MTS has its own simple but comprehensive command language which is used by everyone who wants to operate the computer at Wayne State University (WU). MTS instructions are used to create, permit, read, copy, and destroy files, as well as to access any of the over 400 software programs available on the system. As mentioned in the last chapter, the New Pride Management Information System usually employs just a few of these programs, although all are available:

MICRO   A relational data base management system. ("Relational" means that variables in one file may be related in any manner with variables from other files.)

EDITOR   A package designed for convenience in editing files.

MIDAS   A statistical package that computes faster than SPSS because it accesses information on a variable by variable basis, rather than employing the case-by-case data accessing structure of SPSS.

Commands in any of these languages may be issued in either upper or lower case letters. The examples that follow employ both methods, as you will see when you read along. Each of the packages (MTS, EDITOR, MICRO, MIDAS) employs different signs to prompt for your instructions. These prompts, once you become familiar with them, will continually remind you which software package you are using:

MTS: Prompts with a pound sign (#)

EDITOR: Prompts with a colon sign (:)

MICRO: Prompts with a dash sign (—)

MIDAS: Prompts with a question mark (?)

HOW TO SIGN ON TO YOUR TERMINAL

Before you can access the computer, you first need to set up an account at Wayne State University. To do this, telephone (313)577-5222 for new customer information.

The purpose of this paper is to simplify the procedures needed to run your terminal. I recommend that you read through this paper first, before trying to actually get on the terminal. It will be much easier and much quicker getting on after having seen what to expect. Usually, when something goes wrong, it is due to a simple oversight on the part of the operator and is not the fault of the computer. Therefore, the first things to do are to make sure the terminal is plugged in and that you have dialed the correct TELENET number. An updated list of the TELENET phone numbers may be found at the end of this section.

1. Place the telephone receiver in the modem. Dial the local Telenet access number and wait until the connection light comes on.

2. When the telephone connection is completed, type two carriage returns.

3. Telenet will identify itself and then print out "TERMINAL=". You should type in the four character identifier for the terminal you are using (see page 262) followed by a carriage return. If Telenet responds "?" to whatever you type in, or you have an unlisted terminal, you may simply hit a carriage return at this point. Using the correct identifier does work better, however.

4. Telenet will now prompt you with an at-sign ("@") for a Telenet command. Type a "C" (for "connect"), skip a space, and then type "313202", the address of the Merit network, followed by a carriage return: c 313202(CR).

5. Telenet will print out a connection message (or will inform you that the link is tied up). You are now talking to the Merit network's front-end, Hermes. Hermes will ask you "Which Host?" and you should type "WU" to

access the Amdahl 470V/6 at Wayne State University. When the desired host computer is up and available, Hermes will connect you and you may use it as though dialed in directly.

6. Just as the "@" means that Telenet is talking to you, the "#" means that you are talking to the Michigan Terminal System (MTS). The next thing for you to do is to sign on. To do this, type in "Sig CCID" (Replace the CCID with your CCID number). The computer will respond with the following:

#ENTER USER PASSWORD

The computer will then make black boxes so no one else will see your password as you type it in. If it is correct, you have gained access. If it is incorrect, the computer gives you three chances to get it right (in case you are typing it in wrong since you cannot see what you are typing in). If you do not get it in three tries, the computer will disconnect you.

7. When you get on, the computer will tell you if you have any messages, if you are signed onto "Userdirectory." For information about Userdirectory and Messagesystem, type:

#($)COPY HELP:USERDIRECTORY

To sign onto Userdirectory, type:

#($)RUN *USERDIRECTORY

and add your name and address to the system's file. If you are signed onto Userdirectory and do have messages you have either not looked at or decided not to delete, type in "$Message". To get out of "Messagesystem", simply type "stop" at the @ sign prompt.

8. To sign off the terminal altogether, type "signoff". Hermes will close out the connection and return you directly to Telenet, after printing financial

information, time used, etc. To leave Telenet, simply hang up. If you do not desire a complete "boilerplate" at the end, sign off by typing "sig $".

By now, you should be able to get on the terminal, gain access, and check any messages you might have. Should you be unable to gain access since you have forgotten your password, need a terminal identifying number, or whatever, you may call CSC consulting services for free assistance at (313)577-4620 or (313)577-4778.

If there is no Telenet access number in your city, or if your Telenet connection is sluggish, try Autonet. A complete list of Autonet (and Telenet) public dial-in-access numbers across the U.S. is attached. To obtain a current list, type in the following command when you are on MTS and have seen the MTS prompt sign (#):

#($)COPY MNET:USANOS

For a particular location only, issue the command:

#($)RUN MNET:ACCESS

and follow the instructions.

Using Autotab, when the telephone connection is completed, type two carriage returns. The network will respond:

AUTONET LINE NNNNN
COMMAND:

In response you should type:

COMMAND: T xx; C MERIT

where "xx" is replaced by a two-character identifier for the terminal you are using (see the identifiers listed below). Be sure to end the line with a carriage return.

When Autonet prints out a connection message and you are asked, "Which Host?", type "WU". Continue with Step 6, above.

Users who encounter problems while using Autonet or Telenet to access Merit may contact the Merit central office or, if the problems are specific to Autonet or Telenet:

Autonet: Contact the ADP Network Control Center by calling toll free (800)521-2733, or in Ann Arbor, (313)995-2733. The Control Center is staffed at all hours.

Telenet: Contact Telenet Customer Service, which is staffed 24 hours a day. For Telenet users located in the U.S. but outside the State of Virginia the toll free number is (800)336-0437. Users in Virginia should dial (800)572-0408. All users outside the continental 48 states of the U.S. should call (703)442-2200.

The Merit Network is interfaced to Telenet, a commercial network that provides access to Merit hosts from hundreds of locations across the United States. It is also interfaced to Autonet, a public data network that provides access to the Merit host systems from some of the same and some additional cities. To use the Telenet-Merit or Autonet-Merit link, special arrangements are unnecessary; simply dial in to one of the following telephone numbers. A Telenet or Autonet surcharge of $5.50 per hour will automatically be deducted from the account being accessed.

Complete documentation for Telenet-to-Merit use is provided in Merit User's Memo No. 12, "Using the Merit Hosts Through Telenet," which is available from the host computing centers. Documentation files for the newly released Autonet-to-Merit link will be announced in MNET:AUTONEWS, which can be accessed by the command: #($)COPY MNET:AUTONEWS.

The left-hand column below lists telephone numbers that service low-speed terminals at 110 to 300 bps. The right-hand column lists numbers for 1200 bps access. The 1200 bps numbers service both Bell 212A and Vadic 3400-series modems unless otherwise indicated.

	Network	110 to 300 BPS	1200 BPS
Alabama			
Birmingham	Telenet	(205)328-2310	(205)328-2310
Florence	Telenet	(205)766-9101	(205)766-9101
Huntsville	Telenet	(205)539-2281	(205)539-2281
Mobile	Telenet	(205)432-1680	(205)432-1680
Montgomery	Telenet	(205)269-0090	(205)269-0090
Alaska			
Anchorage	Telenet	(907)276-0271	(907)276-0271
Juneau	Telenet	(907)586-9700	(907)586-9700
Arizona			
Phoenix	Telenet	(602)254-0244	(602)254-0244
Tempe	Autonet	(602)829-6881	(602)829-6881
Tucson	Autonet	(602)624-5658	(602)624-5658
	Telenet	(602)747-0107	(602)747-0107
Arkansas			
Little Rock	Telenet	(501)372-4616	(501)372-4616
California			
Bakersfield	Telenet	(805)327-8146	(805)327-8146
Buena Park	Autonet	(714)670-1824	(714)670-1824
Chico	Autonet	(916)895-0979	(916)895-0979
Colton	Autonet	(714)877-6133	(714)877-6133
	Telenet	(714)824-9000	(714)824-9000
Compton	Telenet	(213)516-1007	(213)516-1007
Concord	Telenet	(415)676-2834	(415)676-2834
Covina	Autonet	(213)350-1491	(213)350-1491
	Telenet	(213)330-2227	(213)330-2227
Culver City	Autonet	(213)417-5343	(213)417-5343
Escondido	Telenet	(619)741-7756	(619)741-7756
Fresno	Telenet	(209)233-0961	(209)233-0961
Garden Grove	Telenet	(714)898-9820	(714)898-9820
Glendale/Pasadena	Telenet	(213)507-0909	(213)507-0909
Hayward	Autonet	(415)786-0125	(415)786-0125
	Telenet	(415)881-1382	(415)881-1382
Long Beach	Autonet	(213)633-0184	(213)633-0184
Los Angeles	Telenet	(213)937-3580	(213)937-3580
	Telenet	(213)689-9040	(213)624-2251
Marina del Rey	Telenet	(213)306-2984	(213)306-2984
Modesto	Telenet	(209)576-2852	(209-576-2852
Norwalk	Telenet	(213)404-2237	(213)404-2237
Oakland	Autonet	(415)839-2855	(415)829-2855
	Telenet	(415)836-4911	(415)836-4911

	Network	110 to 300 BPS	1200 BPS
California, continued			
Palo Alto	Telenet	(415)856-9995	(415)856-9995
Sacramento	Autonet	(916)488-2480	(916)488-2480
	Telenet	(916)448-6262	(916)448-6262
Salinas	Telenet	(408)443-4940	(408)443-4940
San Carlos	Telenet	(415)591-0726	(415)591-0726
San Diego	Autonet	(619)563-0020	(619)563-9833
	Telenet	(619)231-1922	(619)233-0233
San Francisco	Autonet	(415)981-4350	(415)434-4872
	Telenet	(415)362-6200	(415)956-5777
San Jose	Telenet	(408)294-9119	(408)294-9119
San Pedro	Telenet	(213)548-6141	(213)548-6141
San Rafael	Telenet	(415)492-0752	(415)492-0752
Santa Ana	Autonet	(714)667-0269	(714)667-0269
	Telenet	(714)558-6061	(714)558-7078
Santa Barbara	Telenet	(805)682-5361	(805)682-5361
Santa Clara	Autonet	(408)988-6732	(408)988-6732
Santa Cruz	Telenet	(408)425-8455	(408)425-8455
Santa Rosa	Telenet	(707)578-9325	(707)578-9325
Stockton	Autonet	(209)951-1741	(209)951-1741
	Telenet	(209)473-2056	(209)473-2056
Ventura	Telenet	(805)656-6760	(805)656-6750
Visalia	Autonet	(209)627-0644	(209)627-0644
Walnut Creek	Autonet	(415)943-7434	(415)943-7434
Woodland Hills	Telenet	(213)887-3160	(213)887-3160
Colorado			
Aurora	Autonet	(303)360-0486	(303)360-0591
Colorado Springs	Telenet	(303)635-5361	(303)635-5351
Denver	Telenet	(303)337-6000	(303)337-6060
Connecticut			
Bridgeport	Autonet	(203)579-0106	(203)579-0106
	Telenet	(203)335-5055	(203)335-5055
Danbury	Autonet	(203)797-9797	(203)797-9797
	Telenet	(203)794-9075	(203)794-9075
Hartford	Autonet	(203)247-3266	(203)247-3266
	Telenet	(203)247-9479	(203)247-9479
New Haven	Autonet	(203)776-7225	(203)776-7225
	Telenet	(203)624-5954	(203)624-5954
Norwalk	Autonet	(203)853-6413	(203)853-6413
Stamford	Autonet	(203)357-8851	(203)348-3051
	Telenet	(203)348-0787	(203)348-0787
Waterbury	Autonet	(203)755-0327	(203)755-0327
	Telenet	(203)753-4512	(203)753-4512

	Network	110 to 300 BPS	1200 BPS
Delaware			
Wilmington	Autonet	(302)654-4885	(302)654-4885
	Telenet	(302)454-7710	(302)454-7710
District of Columbia			
Washington	Autonet	(202)828-3700	(202)822-8946
	Telenet	(202)429-7896	(202)429-7800
Florida			
Boca Raton	Autonet	(305)368-0115	(305)368-0115
Clearwater	Autonet	(813)441-8347	(813)441-8347
Daytona Beach	Telenet	(904)252-9914	(904)252-9914
Ft. Lauderdale	Autonet	(305)523-4755	(305)523-4755
	Telenet	(305)764-4505	(305)764-4505
Jacksonville	Autonet	(904)359-0631	(904)359-0631
	Telenet	(904)353-1818	(904)353-1818
Miami	Autonet	(305)883-0775	(305)883-0775
	Telenet	(305)372-0230	(305)372-0230
Orlando	Autonet	(305)422-4126	(305)422-4126
	Telenet	(305)422-4088	(305)422-4088
Pensacola	Telenet	(904)438-4562	(904)438-4562
Sarasota	Telenet	(813)346-0216	(813)346-0216
St. Petersburg	Telenet	(813)323-4026	(813)323-4026
Tallahassee	Telenet	(904)681-1902	(904)681-1902
Tampa	Autonet	(813)870-3650	(813)870-3650
	Telenet	(813)224-9920	(813)223-1088
West Palm Beach	Telenet	(305)833-6691	(305)833-6691
Georgia			
Athens	Telenet	(404)549-4524	(404)549-4524
Atlanta	Telenet	(404)577-8911	(404)523-0834
Augusta	Telenet	(404)790-4119	(404)790-4119
Macon	Telenet	(912)741-1011	(912)741-1011
Savannah	Telenet	(912)236-2605	(912)236-2605
Smyrna	Autonet	(404)952-3402	(404)952-3402
Hawaii			
Honolulu	Telenet	(808)524-8110	(808)524-8221 (Bell 212A)

	Network	110 to 300 BPS	1200 BPS
Idaho			
Boise	Telenet	(208)343-0611	(208)343-0611
Illinois			
Aurora	Telenet	(312)859-8483	(312)859-8483
Bloomington	Telenet		(309)829-1231
Chicago	Autonet	(312)332-6392	(312)332-6392
	Telenet	(312)938-0500	(312)938-0600
Joliet	Telenet	(815)722-0703	(815)722-0703
Peoria	Autonet	(309)674-0991	(309)674-0991
	Telenet	(309)637-8570	(309)637-8570
Rockford	Telenet	(815)965-0400	(815)965-0400
Springfield	Autonet	(217)544-5277	(217)544-5277
	Telenet	(217)753-1373	(217)753-1373
Urbana	Telenet	(217)384-6428	(217)384-6428
Indiana			
Bloomington	Telenet	(812)332-4461	(812)332-4461
Evansville	Telenet	(812)424-7693	(812)424-7693
Fort Wayne	Telenet	(219)426-2268	(219)426-2268
Gary	Telenet	(219)882-8800	(219)882-8800
Indianapolis	Autonet	(317)842-4026	(317)842-4026
	Telenet	(317)635-9630	(317)634-5708
Kokomo	Telenet	(317)452-5645	(317)452-5645
Muncie	Autonet	(317)286-2030	
South Bend	Telenet	(219)233-7104	(219)233-7104
Terre Haute	Telenet	(812)234-8429	(812)234-8429
Iowa			
Cedar Rapids	Telenet	(319)364-0911	(319)364-0911
Davenport	Telenet	(319)326-2007	(319)326-2007
Des Moines	Autonet	(515)244-4697	(515)244-4697
	Telenet	(515)288-4403	(515)288-4403
Iowa City	Telenet	(319)351-1421	(319)351-1421
Kansas			
Kansas City	Autonet	(913)541-9146	(913)541-9146
Topeka	Telenet	(913)233-9880	(913)233-9880
Wichita	Telenet	(316)262-5669	(316)262-5669
Kentucky			
Bowling Green	Telenet	(502)782-7941	(502)782-7941
Frankfort	Telenet	(502)875-4654	(502)875-4654
Lexington	Autonet	(606)269-5811	(606)269-5811
	Telenet	(606)233-0312	(606)233-0312

	Network	110 to 300 BPS	1200 BPS
Kentucky, continued			
Louisville	Autonet	(502)587-7913	(502)587-7913
	Telenet	(502)589-5580	(502)589-5580
Louisiana			
Baton Rouge	Telenet	(504)343-0753	(504)343-0753
Lafayette	Telenet	(318)234-1095	(318)234-1095
Monroe	Telenet	(318)387-6330	(318)387-6330
New Orleans	Autonet	(504)523-7432	(504)523-7432
	Telenet	(504)524-4094	(504)524-4094
Shreveport	Telenet	(318)221-5833	(318)221-5833
Maine			
Augusta	Telenet	(207)622-3123	(207)622-3123
Portland	Telenet	(207)773-4219	(207)773-4219
Maryland			
Annapolis	Telenet	(301)224-8550	(301)224-8550
Baltimore	Autonet	(301)825-5100	(301)825-5100
	Telenet	(301)962-5010	(301)727-6060
Massachusetts			
Boston	Autonet	(617)423-2505	(617)423-2505
	Telenet	(617)292-0600	(617)292-0662
Brockton	Autonet	(617)586-5841	(617)586-5841
Danvers	Autonet	(617)777-5664	(617)777-5664
Lexington	Telenet	(617)863-1550	(617)863-1550
Springfield	Autonet	(413)737-8891	(413)737-8891
	Telenet	(413)781-3811	(413)781-3811
Waltham	Autonet	(617)890-7500	(617)890-1200
Worcester	Autonet	(617)853-8892	
	Telenet	(617)755-4740	(617)755-4740
Michigan			
Ann Arbor	Autonet	(313)663-7618	(313)663-7618
	Telenet	(313)996-5995	(313)996-5995
Battle Creek	Autonet	(616)964-4980	(616)964-4980
	Telenet	(616)968-0929	(616)968-0929
Dearborn	Autonet	(313)271-0950	(313)271-5400
Detroit	Telenet	(313)964-5538	(313)964-2988
Flint	Autonet	(313)767-4505	(313)767-4505
	Telenet	(313)235-8517	(313)235-8517
Grand Rapids	Autonet	(616)957-3120	(616)957-0291
	Telenet	(616)774-0966	(616)774-0966
Holland	Autonet	(616)399-0734	(616)399-0734

	Network	110 to 300 BPS	1200 BPS
Jackson	Autonet	(517)782-6241	(517)782-6241
Kalamazoo	Autonet	(616)372-2550	(616)372-2550
	Telenet	(616)345-3088	(616)345-3088
Lansing	Autonet	(517)484-0085	(517)484-0085
	Telenet	(517)484-0062	(517)484-0062
Muskegon	Autonet	(616)722-7782	(616)722-7782
Royal Oak	Autonet	(313)827-7300	(313)827-7300
Saginaw	Autonet	(517)790-1141	(517)790-1141
	Telenet	(517)790-5166	(517)790-5166
Southfield	Telenet	(313)827-4710	(313)827-4710
St. Joseph	Autonet	(616)983-4224	(616)983-4224
Warren	Telenet	(313)575-9152	(313)575-9152
Minnesota			
Duluth	Telenet	(218)722-1719	(218)722-1719
Minneapolis	Autonet	(612)854-7710	(612)854-7710
	Telenet	(612)341-2459	(612)341-2459
Mississippi			
Jackson	Telenet	(601)969-0036	(601)969-0036
Missouri			
Jefferson City	Telenet	(314)634-5178	(314)634-5178
Kansas City	Telenet	(816)221-9900	(816)221-9900
Springfield	Telenet	(417)887-0531	(417)887-0531
St. Louis	Autonet	(314)621-4990	(314)231-6512
	Telenet	(314)421-4990	(314)421-4990
Montana			
Billings	Telenet	(406)245-7649	(406)245-7649
Helena	Telenet	(406)443-0000	(406)443-0000
Nebraska			
Lincoln	Telenet	(402)475-4964	(402)475-4964
Omaha	Autonet	(402)346-8138	(402)346-8138
	Telenet	(402)341-7733	(402)341-7733
Nevada			
Las Vegas	Autonet	(702)382-8530	(702)382-8530
	Telenet	(702)737-6861	(702)737-6861
Reno	Telenet	(702)827-6900	(702)827-6900
New Hampshire			
Concord	Telenet	(603)224-1024	(603)224-1024

	Network	110 to 300 BPS	1200 BPS
Manchester	Telenet	(603)668-1420	(603)668-1420
Nashua	Telenet	(603)889-8618	(603)889-8618
Portsmouth	Telenet	(603)431-2302	(603)431-2302
New Jersey			
Atlantic City	Telenet	(609)348-0561	(609)348-0561
Bricktown	Autonet	(201)477-6219	(201)477-6219
Clifton	Autonet	(201)778-8600	(201)778-8600
Haddonfield	Autonet	(609)424-9282	(201)424-9282
Marlton	Telenet	(609)596-1500	(609)596-1500
Morristown	Telenet	(201)455-0275	(201)455-0275
New Brunswick	Telenet	(201)745-2900	(201)745-2900
Newark	Autonet	(201)623-5087	(201)623-5087
	Telenet	(201)623-6818	(201)623-0469
Passaic	Telenet	(201)773-9640	(201)773-9640
Paterson	Telenet	(201)684-7560	(201)684-7560
Pleasantville	Autonet	(609)484-0275	(609)484-0275
Princeton	Autonet	(609)924-9280	(609)924-9280
	Telenet	(609)799-5587	(609)799-5587
Roseland	Autonet	(201)533-9123	(201)533-9124
Trenton	Telenet	(609)989-8847	(609)989-8847
New Mexico			
Albuquerque	Telenet	(505)243-4479	(505)243-4479
New York			
Albany	Autonet	(518)869-1258	(518)869-1258
	Telenet	(518)465-8444	(518)465-8444
Binghamton	Telenet	(607)772-6642	(607)772-6642
Buffalo	Autonet	(716)631-0700	(716)631-0700
	Telenet	(716)847-1440	(716)847-1440
Deer Park	Telenet	(516)667-5566	(516)667-5566
Hempstead	Autonet	(516)483-8505	(615)483-8505
	Telenet	(516)292-0320	(516)292-3800
Melville	Autonet	(516)694-6404	(516)694-6404
Middleport	Autonet	(716)735-7735	
Mt. Kisco	Autonet	(914)666-4656	
New York	Autonet	(212)947-1919	(212)947-1919
	Telenet	(212)736-0099	(212)785-3860
	Telenet		(212)947-9600
Niagara County	Autonet		(716)625-9064 (Vadic 3405)
Poughkeepsie	Telenet	(914)473-2240	(914)473-2240
Rochester	Autonet	(716)546-1500	(716)546-1500
	Telenet	(716)454-3430	(716)454-1020

	Network	110 to 300 BPS	1200 BPS
New York, continued			
Syracuse	Autonet	(315)471-0004	(315)471-0004
	Telenet	(315)472-5583	(315)472-5583
Utica/Rome	Telenet	(315)797-0920	(315)797-0920
White Plains	Autonet	(914)761-3103	(914)761-0350
	Telenet	(914)328-9199	(914)328-9199
North Carolina			
Asheville	Telenet	(704)252-9134	(704)252-9134
Charlotte	Autonet	(704)596-7405	(704)596-7405
	Telenet	(704)332-3131	(704)332-3131
Fayetteville	Telenet	(919)323-4501	(919)323-4501
Greensboro	Telenet	(919)273-2851	(919)273-2851
Highpoint	Telenet	(919)889-2253	(919)889-2253
Research Triangle Park	Telenet	(919)549-8139	(919)549-8139
Winston-Salem	Telenet	(919)725-2126	(919)725-2126
North Dakota			
Mandan	Telenet	(701)663-6499	(701)663-6499
Ohio			
Akron	Autonet	(216)434-8232	(216)434-8232
Canton	Telenet	(216)452-0903	(216)452-0903
Celina	Autonet	(419)586-1348	(419)586-1348
Cincinnati	Autonet	(513)621-7394	(513)621-4204
	Telenet	(513)579-0390	(513)579-0390
Cleveland	Autonet	(216)781-0339	(216)781-0339
	Telenet	(215)575-1658	(216)575-1658
Columbus	Autonet	(614)457-3354	(614)457-3354
	Telenet	(614)463-9340	(614)463-9340
Dayton	Autonet	(513)461-3868	(513)461-3868
	Telenet	(513)461-5254	(513)461-5254
Findley	Autonet	(419)423-6855	(419)423-6855
Kent	Telenet	(216)678-5115	(216)678-5115
New Carlisle	Autonet	(513)845-8002	
Toledo	Autonet	(419)535-0331	(419)536-1673
	Telenet	(419)255-7881	(419)255-7881
Youngstown	Telenet	(216)743-1296	(216)743-1296
Oklahoma			
Oklahoma City	Autonet	(405)947-3707	(405)947-3707
	Telenet	(405)232-4546	(405)232-4546
Stillwater	Telenet	(405)624-1112	(405)624-1112
Tulsa	Autonet	(918)585-9748	(918)585-9748
	Telenet	(918)584-3247	(918)584-3247

	Network	110 to 300 BPS	1200 BPS
Oregon			
Eugene	Telenet	(503)683-8387	(503)683-8387
Medford	Telenet	(503)779-6343	(503)779-6343
Portland	Autonet	(503)224-9811	(503)228-2040
	Telenet	(503)295-3028	(503)295-3028
Salem	Autonet	(503)585-4461	
	Telenet	(503)378-7712	(503)378-7712
Pennsylvania			
Allentown	Telenet	(215)435-3330	(215)435-3330
Erie	Telenet	(814)899-2241	(814)899-2241
Harrisburg	Telenet	(717)236-6882	(717)236-6882
Johnstown	Telenet	(814)535-7576	(814)535-7576
King of Prussia	Telenet	(215)337-4300	(215)337-4300
Philadelphia	Autonet	(215)963-9100	(215)568-7650
	Telenet	(215)574-0620	(215)574-9462
Pittsburgh	Autonet	(412)562-9524	(412)562-9524
	Telenet	(412)288-9950	(412)288-9974
Scranton	Telenet	(717)961-5321	(717)961-5321
York	Telenet	(717)846-6550	(717)846-6550
Rhode Island			
Providence	Autonet	(401)274-6680	(401)274-6680
	Telenet	(401)751-7912	(401)751-7912
South Carolina			
Charleston	Telenet	(803)722-4303	(803)722-4303
Columbia	Telenet	(803)254-0695	(803)254-0695
Greenville	Telenet	(803)233-3486	(803)233-3486
Spartanburg	Telenet	(803)585-1637	(803)585-1637
South Dakota			
Pierre	Telenet	(605)224-6341	(605)224-6341
Sioux Falls	Telenet	(605)336-8593	(605)336-8593
Tennessee			
Bristol	Telenet	(615)968-1130	(615)968-1130
Chattanooga	Telenet	(615)756-1161	(615)756-1161
Knoxville	Telenet	(615)523-5500	(615)523-5500
Memphis	Autonet	(901)767-9140	(901)767-9140
	Telenet	(901)521-0215	(901)521-0215
Nashville	Telenet	(615)244-3702	(615)244-3702

Dial-In Access Numbers

	Network	110 to 300 BPS	1200 BPS
Texas			
Abilene	Telenet	(915)676-9151	(915)676-9151
Amarillo	Telenet	(806)372-6935	(806)372-6935
Austin	Autonet	(512)476-7185	(512)476-7189
	Telenet	(512)928-1130	(512)928-1130
Corpus Christi	Telenet	(512)884-9030	(512)884-9030
Dallas	Autonet	(214)631-0073	(214)630-0718
	Telenet	(214)748-0127	(214)748-6371
El Paso	Telenet	(915)532-7907	(915)532-7907
Fort Worth	Telenet	(817)332-4307	(817)332-4307
Galveston	Telenet	(409)762-3308	(409)762-3308
Grand Prairie	Autonet	(214)263-1196	(214)263-1196
Houston	Autonet	(713)961-3318	(713)961-3318
	Telenet	(713)227-1018	(713)227-1018
Longview	Telenet	(214)236-3196	(214)236-3196
Lubbock	Telenet	(804)792-4663	(806)792-4663
Nederland	Telenet	(409)722-3720	(409)722-3720
San Angelo	Telenet	(915)944-7621	(915)944-7621
San Antonio	Autonet	(512)222-2243	(512)222-2265
	Telenet	(512)225-8004	(512)225-8004
Terminal	Telenet	(915)563-0086	(915)563-0086
Waco	Telenet	(817)757-1337	(817)757-1337
Utah			
Salt Lake City	Autonet	(801)972-0116	(801)972-0116
	Telenet	(801)359-0149	(801)249-0149
Vermont			
Burlington	Telenet	(802)864-0808	(802)864-0808
Montpelier	Telenet	(802)229-4966	(802)229-4966
Virginia			
Herndon	Telenet	(703)435-1800	(703)435-1800
Newport News	Telenet	(804)596-6600	(804)496-6600
Norfolk	Autonet	(804)461-6609	(804)461-6609
	Telenet	(804)625-1186	(804)625-1186
Richmond	Autonet	(804)794-1016	(804)794-1016
	Telenet	(804)788-9902	(804)788-9902
Roanoke	Telenet	(803)342-1513	(703)342-1513
Washington			
Auburn	Telenet	(206)455-0791	(206)455-0791
Bellevue	Autonet	(206)939-9982	(206)939-9982
Longview	Telenet	(206)577-5835	(206)577-5835
Seattle	Telenet	(206)447-9012	(206)625-9612
Spokane	Telenet	(509)455-4071	(509)455-4071
Tacoma	Telenet	(206)627-1791	(206)627-1791
Wenatchee	Telenet	(509)663-6227	(509)663-6227

	Network	110 to 300 BPS	1200 BPS
West Virginia			
Charleston	Telenet	(304)345-6471	(304)345-6471
Huntington	Telenet	(304)523-2802	(304)523-2802
Wisconsin			
Eau Claire	Telenet	(715)832-1211	(715)832-1211
Green Bay	Telenet	(414)432-2786	(414)432-2786
Madison	Telenet	(608)257-5010	(608)257-5010
Milwaukee	Autonet	(414)273-3434	(414)273-3434
	Telenet	(414)271-3914	(414)271-3914
Racine	Autonet	(414)636-2080	(414)636-2080
	Telenet	(414)552-7217	(414)552-7217
Wyoming			
Cheyenne	Telenet	(307)638-4421	(307)638-4421

Telenet Customer Service
If you are having problems with Telenet, for assistance call:
800-336-0437 in the U.S., outside of Virginia
800-572-0408 in the U.S., within Virginia
703-442-2200 outside the contiguous 48 states of the U.S.

Autonet Network Control Center
If you are having problems with Autonet, for assistance
call (800)521-2733 in the U.S., or
call (313)995-2733 in Ann Arbor.

TELENET TERMINAL MODEL IDENTIFIERS

Two terminal identifiers are listed for each terminal type in the table below. Telenet plans to replace the four-character identifiers in the column labeled "old" with the two-character identifiers in the column labeled "new" in the future. Until the transition is complete, both the "old" and "new" identifiers should work at most Telenet dial-in locations.

ASCII Terminals	Old	New
Anderson Jacobson 630	AJ63	B1
Anderson Jacobson 830 and 832	AJ83	B3
Applied Digital Data Systems 520, 580, & 980	ADDS	D1
Beehive Minibee 2	BHMB	D1
Computer Devices CDI 1030	CD30	A2
Computer Devices CDI 1132	CD11	A8
Computer Devices CDI 1202 & 1203	CD12	A2
Computer Transceiver Execuport 300	CT30	A2
Computer Transceiver Execuport 1200	CT12	A9
Data Products Portaterm	DPPT	A1
Data Terminal & Communications DTC300	DT30	B3
Datapoint 2200	DP22	D1
Datapoint 300 & 3300	DP30	D2
Diablo Systems 1550 & 1620	DS16	B3
Digital Equipment LA35/36 DECwriter II	DECW	A8
Digital Equipment VT50 & VT52	DECV	D1
Digi-Log 33 & Telecomputer II	DGLG	D1
Gen-Comm Systems 300	GS30	B3
General Electric TermiNet 30	TN30	A5
General Electric TermiNet 120	TN12	A3
General Electric TermiNet 300	GE30	A4
General Electric TermiNet 1200	GE12	A3
Hazeltine 2000	HZ20	D1

ASCII Terminals	Old	New
Hewlett-Packard 2640, 2644, & 2645	HP26	D1
Infoton Vistar Display	IFVD	D1
Lear Siegler ADM1, ADM2, & ADM3	LSAM	D1
NCR 260	NC60	A2
Research Inc. Teleray 3300 & 3700	RI33	D1
Tektronix 4002-4023	TK40	D1
Teletype 33	TT33	A1
Teletype 35	TT35	A1
Teletype 40	TT40	D1
Teletype 43	TT43	B3
Texas Instruments 725	TI25	A7
Texas Instruments 733	TI33	A2
Texas Instruments 735	TI35	—
Texas Instruments 743, 745, 763, & 765	TI45	D1
Trendata 4000	TD40	B1
Univac DCT 500	UV50	B2
Western Union EDT 300	WU30	A3
Western Union EDT 1200	WU12	A4

INDEX OF HELP FILES

There are a number of files under HELP which contain useful information about the services offered by the Computing Services Center at Wayne University. The program NEW:HELP provides an index to these files. To use this program type:

#($)RUN NEW:HELP

You can print files or save them for later printing on the Xerox printer from within the program. To print all available HELP files (over 100 pages of output), type:

#($)RUN *PAGEPR SCARDS=HELP:ALLHELPFILES

If you do not wish to pull or send to the printer all the help files, we strongly recommend that you pull those listed below, as they provide critical information on system operations:

#($)COPY HELP:TELEPHONE   Lists telephone numbers of WU Computing Services Center, Merit Network, Telenet, etc.

#($)COPY HELP:PASSWORD   Provides information about changing your password and protecting password security.

#($)COPY HELP:PERMIT   Explains the use of the Permit Command to give others different types of access to your files.

#($)COPY HELP:EDITOR   Explains basic Editor commands.

#($)COPY HELP:MESSAGE   Provides introductory information about the MTS Message System, which allows you to send and receive electronic mail via MTS.

#($)COPY HELP:REFUNDING   Outlines WU policy for system liability in power, hardware, or software failures.

#($)COPY HELP:REFUNDFORM   Provides a form to use in situations where you are eligible to receive a refund from WU.

CREATING AND USING FILES

Creating Files

There are two types of files: permanent and temporary. Temporary files are just that, temporary. They are automatically destroyed the moment you sign off the computer. Permanent files are not destroyed when you sign off and can't be destroyed unless you both request AND CONFIRM that you do indeed want the file killed. (See page 6, Destroying Files.)

The following format is used when creating a file:

#($)CREATE (-)Filename

The "$" tells the computer that this is an MTS command. If you are already in MTS, and have the pound sign prompt, then the "$" is optional. However, the "$" lets you execute MTS commands while remaining in the EDITOR, if that is the software you are using at the moment. So, in the EDITOR, you can create files, destroy files, copy files, anything you want — simply by including the "$" before the MTS command. In MTS, the EDITOR, or MICRO, your instructions to the computer can be in either upper or lower case.

Note that in the example above, there are two signs in parens. Here and in the following examples, words or symbols in parens are optional components of a command. Temporary files are designated by the "-" in front of the file name. Therefore, the only difference between

#($)CREATE -MIS

and

#($)CREATE MIS

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is that the former creates a temporary file with the name of MIS and the latter creates a permanent file with the name of MIS. As this example demonstrates, it is perfectly acceptable to have a temporary file with the same name as a permanent file. The memory system distinguishes between the two by looking for the "-" before all temporary files.

After you have requested the creation of a permanent file, the computer will respond with the following:

FILE "FILENAME" HAS BEEN CREATED

Entering Information Into A File

There are two ways to enter information into a file: through the editor or through MTS.

1. ### Information Inserted in MTS

To enter information into a file while remaining in MTS, the following command is used:

#($)COPY *Source* (TO) (-)Filename

Again, the "-" designates whether the information should be copied into a permanent file or a temporary one. If you want the information placed in a permanent file, then the file must already exist. If it does not, the computer will respond with the following:

"FILENAME" DOES NOT EXIST

If, however, you want the information sent to a temporary file, the file need not have been previously created. The command instructing the computer to send

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the information to a temporary file will automatically result in the computer creating such a file (with such a name) if it does not already exist.

After typing in the command, the computer will respond with the following:

>

The "≥" is a prompt from MTS showing that the following information is either going into or coming out of a file. At this point, you type in your text. It is a good idea to press the carriage return before the end of each line — that is, rather than letting the machine carriage return manually. If you type to the end, when the text prints out, words are often broken up in odd ways at the end of the line and the beginning of the next, making the text difficult to read.

When you have finished inserting your text, type in "$ENDFILE". In this case, the "$" must be included.

2. Information Inserted in the Editor

For simple instructions on how to use the EDITOR software, type:

#($)COPY HELP:EDITOR

To enter information into a file through the editor, you must first get into the edit mode. To do this, type in:

#($)EDIT (-)Filename

Now type the command:

:Insert

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(The colon is an editor prompt to which you respond with your next instruction). Now, after the editor responds with a question mark asking for your insert, type in the text:

?Text (CR) (CR = carriage return)
?More text (CR)
?More text (CR)
?More text CR)
?Last line of text (CR)
?(CR)
:

The question mark (?) is a prompt from the editor showing that the following information is text to be inserted into the file being edited. When you send an empty line (the final carriage return), you leave the insert mode of the editor, but must say either "Stop" or "MTS" before leaving the editor altogether. This will send you back to MTS.

Again, as with information inserted through MTS, a permanent file must have been previously created before being edited.

Listing a File

There is a very simple and straightforward command which enables the user to look at the contents of a file: $LIST. The following format is used:

#($)LIST (-)Filename

Though you may also obtain such a printout through the use of the $COPY command, only the $LIST command will include the line numbers. Therefore, if you want the line numbers, this latter command should be used.

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Copying a File

As mentioned above, the $Copy command allows you to look at the contents of a file, without printing out line numbers. It can also be used in cases when you have a file that you wish someone else to be able to access and modify. Now suppose further that though you may want feedback and modifications, you wish to be able to select the changes that are made. To do this, you would have to be able to see the changes made to the file. This may be done by creating a second file and making a copy of your original file in the second file. Then, you can compare the two files and see what changes have been made.

This is done in the following manner:

#($)CREATE Filename2
FILE "FILENAME2" HAS BEEN CREATED
#($)COPY Filename (TO) Filename2

You can now give other people access to one of the files and still have a copy of the original. For simple instructions on how to permit files to others the way you want to do it, type: ($)COPY HELP:PERMIT.

Emptying a File

There may be times when you may wish to keep a filename, but empty the file so that you can fill it with new material. Or, perhaps someone has modified one of your files (of which you have a duplicate) and you now wish to make it the original, copy it into another file, and let someone else see one of the copies.

In both examples, it would be easier merely to empty a file and refill it with the desired material than it would be to destroy the file, create another file with the identical name, and proceed to refill it. To empty a file, the following command is issued:

#($)EMPTY Filename

The computer will request confirmation since emptying a file is a powerful command and the emptied material cannot easily be replaced if it can be replaced at all.

The following message is printed:

FILE "Filename" IS TO BE EMPTIED. PLEASE CONFIRM.

To confirm, type "Yes" or "OK", and to abort type "No" or "Cancel". If the command is confirmed, the computer responds with the following:

DONE

If the command is disconfirmed, the computer responds:

COMMAND CANCELLED

Destroying a File

When you are finished with a file and no longer wish to keep it, you may destroy the file. Assume that the modified file we have been discussing is finally completed and you wish to destroy its duplicate to save disk space. The following command is issued:

#($)DESTROY Filename

Again, as with emptying a file, the computer requests confirmation:

FILE "Filename" IS TO BE DESTROYED. PLEASE CONFIRM.

CONTINUED

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And again, you respond in one of the ways mentioned in the section on emptying a file.

Renaming a File

Occasionally, the need may arise to give a file a different name. Rather than creating a new file with the desired new name, copying the existing file into it, and then destroying the old file, the $RENAME command could be used. The format is:

#($)RENAME Old Filename (TO) New Filename

As with emptying and destroying files, confirmation is requested in the renaming of a file.

Let's examine some of the more subtle uses of the command. As you recall, there are two types of files: temporary and permanent, distinguished by the "-". Consider the following situation:

#($)RENAME -Filename Filename

What would be the result of such a command? The temporary file will be renamed a permanent file, thus creating a permanent file without formally requesting that one be createad.

Now consider this situation:

#($)RENAME Filename -Filename

The result of this command is to change a permanent filename to a temporary filename. The file will thus be changed from permanent to temporary, and the file will automatically be destroyed when the user signs off the computer.

The Production of Hard Copies

After one has finished a file containing documentation, that is, the file is a paper, report, evaluation, producing a "hard" or final copy is the next step. There are several "stages" of hard copy production, running from a regular printout obtained through the COPY command to a paper of this type which has been formatted and includes an index and a table of contents.

Regardless of the stage you are working on, a good idea is to turn off the prefix – the "." – when producing a hard copy. This is done with the following command:

#($)SET PFX=OFF

When you are finished and the printout stops, type in:

($)SET PFX=ON

If you so desire, you may obtain a copy of Volume 15 on the use of FORMAT from the Documentation Library at Wayne State. (FORMAT is a special software program that can assist in formatting reports.)

File Information

The following command and its variations are used to find out what files you have, and what statistical information is available about those files.

The $FILESTATUS Command

This command allows you to see the names of the files on your account and gives you background information.

($)FILESTATUS   Gives you a list of all your files.

($)FILESTATUS ? FA   Gives you a list of all your files and the file access of each filename.

($)FILESTATUS Filename   Gives you a great deal of information on the file "Filename".

There are many other parameters which may be used with the $FILESTATUS command. Refer to MTS Volume 1 for a deeper discussion.

HOW TO CONSTRUCT A DICTIONARY

Although this MIS comes complete with a program which will pull all the required dictionaries into your account, circumstances could well arise requiring you to create your own dictionary for a site-specific dataset.

The following is a very basic step-by-step description of the procedures involved in building a dictionary and dataset in MICRO. It should be read in conjunction with the <u>MICRO Information Retrieval System Reference Manual</u> (October, 1977), as it provides the basic, elementary steps needed to build a New Pride dataset.

A glance at the <u>MICRO Manual</u> will convince most of us that the subject is highly technical and complex. This paper purposely ignores certain areas in MICRO and keeps to those things that, according to our experience, are most pertinent. The <u>MICRO Manual</u> provides detailed information.

The Dictionary

Definition

A dataset is a compilation of data in a consistent and structured form. The data may be captured in coded (numeric or letter) form, or entered as a character string (e.g., phone number, zip code, name of individual, etc.). To make entry of data consistent, a dataset must be told what the form is, what replies are acceptable, and how the data can be manipulated, i.e., whether it can be destroyed or replaced, whether variables will be cross-tabulated, whether a reply is required, and if not, whether there is an automatic "default" category. (This last point simply means that if a field is skipped, the field will automatically register any designated variable; e.g., "MISSING DATA.") Therefore, your dataset must have a structure and list of fieldnames and categories.

Rather than structure all this information into a "dataset", which would be repeated for each record, the functions are all coded as variables, into a dictionary – a term used to describe the information the dataset "reads" and from which it obtains its physical design. (See Chapter 4 of the MICRO Manual.)

The Dictionaries are built by RUNning (in MTS) ILIR:MICRO.DEF; the copy is stored in ILIR:MICRO.DOC, and a list of your datasets' locations and correlated dictionaries is stored in your MTS file DIRECTORY.

Purpose

The MICRO dictionaries are built in ILIR:MICRO.DEF (MICRO Definition System), a special program that prompts for dictionary name and type, fieldnames, and categories, and stored in ILIR:MICRO.DOC (Dictionary Documentation). The Dictionary's purpose is to tell MICRO the order and kind of data to accept. It is the structure of the file, and also carries the definition of the coded data.

When building a dictionary, MICRO.DEF asks:

(1) MICRO DATA SET NAME:

(2) DATA FILE NAME:

(3) CAN THIS DATA SET BE DESTROYED? (Y, N)

(4) CAN THIS DATA SET BE REPLACED (Y, N)

(5) CONVERSION FORMAT FILE NAME:

(6) DESCRIPTION:

(7) HOW MANY DATA SETS WILL BE USING THIS DICTIONARY?

(8) IS THIS DATA SET AN "XTAB" SET?

(9) SHOULD THE DATA FILE BE SCRAMBLED?

The appropriate replies for building New Pride dictionaries are:

1. MICRO dataset name: the name that will appear when you LIST SETS in MICRO – e.g., REFER, DEMOG, et al.

2. Data file name: the dataset location, to be given the same name as the Dictionary name, less the # sign. Also, you must create an MTS file by the same name (see below).

3. The dataset can be destroyed – the response should be "Y" (yes).

4. The dataset can be replaced – the response should be "Y" (yes).

5. Conversion format file name: skip this field by hitting a return.

6. Description: enter a short (under 30 characters) description of the dataset.

7. How many datasets will be using this dictionary: "10".

8 Is this data an "XTAB" set? "No", unless you wish to enter aggregated data. (See pages 22-23, 57, and 65 of the MICRO Manual). You will still be able to "XTAB" data.

9. Should the data file be scrambled? "No".

Finally, in order to enter data, you must create an MTS file, specifying "type=seq", with the same name as the DATA FILE NAME (point above). The command is (in MTS):

#($)CREATE (Data Filename) TYPE=SEQ

If you want another site or person to read your data, you must permit (Data filename), too. If you want to share your dictionary with others, it must also be permitted. (For simple instructions on how to permit files type: ($)COPY HELP:PERMIT).

Once you have completed this, MICRO.DEF will go on to build FIELD NAME and the respective CATEGORY NAME. This sequence looks like:

(1) FIELD NAME:

(2) ABBREVIATION:

(3) TYPE:

(4) MAXIMUM ABSOLUTE VALUE:

(5) SCALING FUNCTION:

(6) (SCALE FACTOR) Prompted only if (4) is utilized)

(7) CATEGORIES REQUIRED: (Y, N)

(8) DATA REQUIRED? (Y, N)

(9) DESCRIPTION:

This portion completes the queries for FIELD NAMES. Once it is filled, MICRO goes to the subfields, or categories (Steps 10-14 below) and repeats the following series of steps, until you hit a carriage return:

(10) CATEGORY NAME:

(11) ABBREVIATION:

(12) DEFAULT CATEGORY? (Y, N)

(13) VALUE:

(14) DESCRIPTION:

To build a field for client ID number, the replies would be:

(1) CLIENT-ID   (maximum 11 characters)

(2) CLID   (maximum 4 characters)

(3) C   (see pages 43 and 44 of the MICRO Manual)

(4) 10   (see pages 44 to 45 of the MICRO Manual)

(5) Carriage Return

(6) Specified only if Scaling is specified. (see page 45 of the MICRO Manual).

(7) N

(8) Y

(9) Client's identification number *

You have completed a field name; MICRO will now ask for the categories (variables). You will notice in your DOC of existing datasets, that one category is entered – this is the MD category, to which the field defaults in the event no datum is entered. To enter the MD category, instead of hitting a carriage return at Category Name (10), enter:

(10) MISSING   (maximum 11 characters, MISSING-DATA would be 12 characters, including the dash)

(11) MD   (maximum 4 characters)

(12) Y

(13) 99   (or 999 is a valid reply. Don't use 0 as it can cause problems when data are analyzed in MIDAS.)

(14) Missing Data   (maximum 60 characters – preferably less)

---

* When entering a description of a Dictionary, Fieldname, or category name, spaces between words are permitted.

To add an "Inappropriate" category:

(10) INAPPROP

(11) INAP

(12) N   (There can be only <u>one</u> default
                                 category; this <u>is</u> usually
                                 "MISSING DATA".)

(13) 88   (or any determined value
                                 applied consistently in other
                                 INAP fields)

(14) Inappropriate or   (maximum 60 characters)
      Inapplicable

To add a field name requires a brief coded response, such as a service code:

FIELD NAME: <u>SERVICE-CODE</u>

ABBREVIATION: <u>SC</u>

TYPE: <u>UC</u>

MAXIMUM ABSOLUTE VALUE: <u>1</u>

SCALING FUNCTION: <u>(carriage return)</u>

CATEGORIES REQUIRED? (Y, N) <u>N</u> (or <u>Y</u>)

DATA REQUIRED? (Y, N) <u>N</u> (or <u>Y</u>)

DESCRIPTION: <u>SERVICES DELIVERED BY NEW PRIDE</u>

MICRO will then prompt for categories (Steps 10 through 14 above). This
is an elaborate process and can be done interactively in the following method:

Entering two codes interactively looks like this:

CATEGORY NAME: <u>COUNSELING</u>

ABBREVIATION: <u>CNSL</u>

DEFAULT CATEGORY: <u>N</u>

VALUE: <u>1</u>

DESCRIPTION: <u>SESSION WITH COUNSELOR</u>

(MICRO automatically prompts for the next category.)

CATEGORY NAME: <u>PRAYER-TIME</u>

ABBREVIATION: <u>PRAY</u>

DEFAULT CATEGORY: <u>N</u>

VALUE: <u>2</u>

DESCRIPTION: <u>SESSION WITH PRIEST</u>

MICRO WILL PROMPT FOR THE NEXT CATEGORY. If you are finished, hit
carriage return again and MICRO will ask for corrections. To end, send <u>STOP</u>.

Entering Categories in Batch Form

To enter these categories in batch, create an MTS file that looks like this:

MISSING MD Y 99 MISSING DATA
COUNSELING CNSL N 1 SESSION WITH COUNSELOR
PRAYER-TIME PRAY N 2 SESSION WITH PRIEST
etc.

Make a copy of the file while in the editor so that you get the number of
each line at the left (in EDIT mode, command "P/F" to present file). Tack this
copy up over your terminal, run ILIR:MICRO.DEF, create your dictionary, create
the field name, and when you are prompted CATEGORY NAME enter:

<u>#$CONTINUE WITH BATCHFILE(1,3) RETURN</u>

How to Construct a Dictionary

In this case the "$" is not optional. Batchfile is the name of the MTS file with the batch data; (1,3) tells the system to read lines 1 to 3; and RETURN (very important) tells it to come back where it was. This means it will prompt CATEGORY NAME again. If you hit carriage return, the system will respond "FIELD NAME:", enter the field name and at "CATEGORY NAME:" continue by entering the categories of that field name which you have already entered in the same Batchfile. If you have set up 150 different services for SERVICE-CODE, and they begin on Line 4 and end on line 153, sent:

#$CONTINUE WITH BATCH FILE (4,153) RETURN

Corrections

The commands are printed out in MICRO.DEF whenever you make a mistake. These are:

```
<Corrections:
>commands ?
 Commands are:  APPEND [<field>], CHANGE [<field> [<category>]] <item> [[TO] <value>],
  CLOSE, DELETE <field> [ALL!<category>], INSERT [<field>], MODIFY [<dictionary>],
  REDO [<field> [<category>]], SHOW [<field> [<category>]], and STOP.

<Corrections:
<change ?

 Concerning        ?
 This is not a changeable item (or field name).
 Changeable items are:  USECOUNT, SCRAMBLESWITCH, XTABSWITCH.
```

If you want to change any of the features of the dictionary, in MICRO command "MODIFY (DICT)" and it will prompt for responses to those items.

To change a field's items, "REDO (FIELD)" will prompt for new responses governing the field.

To delete an entire field, command "DELETE (FIELD)".

To delete just one category: "DELETE (FIELD)(CATEGORY)"; to delete all the categories in a field, command: "DELETE (FIELD) ALL". Note: Sending "DELETE (FIELD)" cancels the field and its respective categories.

To add a new field command "INSERT" – if you want it after one called "CLIENT-ID", command "INSERT CLIENT-ID", and this will create a new field immediately after CLIENT-ID and before whatever followed.

To add new or additional categories to a field, command "APPEND (FIELD)".

To see any particular field and categories, command "SHOW (FIELD)".

If you are working interactively or in batch over a period of time and want to guard against data loss in the event WU or your phone suddenly disconnects, from time to time, command "CLOSE", and this will cause MICRO to digest whatever you have got so far.

To get out of MICRO.DEF, command "STOP".

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MIS DATA ENTRY

The following is a set of instructions intended to help program evaluators enter data from the MIS forms into their terminals. The first part introduces readers to the MICRO files that have been set up to accept MIS data and explains procedures for gaining familiarity with the MICRO system and language. Sprinkled throughout the draft are "NOTES" that may save you many headaches.

For a better grounding in MICRO, obtain a copy of the MICRO MANUAL from the documentations librarian, Wayne State University.

Creating The MIS Database

As you go along, remember that both MTS and MICRO will accept commands typed in either upper or lower case, but the spacing has to be exact. A single command on MTS will create your MIS files in MICRO. The command is:

#source xgt8:mis-setup

Note: The pound sign is always a prompt from MTS. You do not enter it. It lets you know you are using the Michigan Terminal System command language. Its appearance also tells you that the system is ready for your next command. The terminal will start printing a variety of responses to the program setup initiated by the above command, so don't pay attention to its unnerving redundancies.

MICRO is a software package designed specifically for data base management. After you have created the database on MTS, you have to go into MICRO to use it. To do so, enter the command:

#run ilir:micro

Looking at Datasets and their Dictionaries

Once in MICRO, you can look at the datasets that have been created by sending:

-LIST SETS

Note: The dash is always a prompt from MICRO. You do not enter it. It reminds you that you are using the MICRO software as you go along. Other packages have different prompts. When the prompts appear, you can enter your next instruction. This instruction will list 19 different datasets, all of those listed in the Table on page 10. One dummy record has been entered in each set making it easier to study.

There are four ways to print your data so you can look at the datasets. They are:

1. PRINT (or P) which renders data in horizontal format.

2. P@V which renders data in vertical format.

3. P@V@A (for abbreviated) which codes data into values and condenses prompts into four-letter/digit codes.

4. P@V@DESC (for "descriptive") which does the reverse (e.g., takes a criminal offense code like "7500" and instead prints "Possession of stolen property").

Each dataset is linked to its corresponding dictionary, which provides the structure for the data. To look at a dictionary, type:

-DOC IN (DATASET)

If you only want to look at one field in a dictionary, type:

-DOC IN (DATASET) (FIELDNAME)

Note: You must spell the dataset and fieldname exactly the way MICRO does. Check your "list sets" for dataset spelling, and look at the the printout of a dataset's dummy record for the fieldnames. In indicating a particular fieldname, you can use either the full fieldname or the abbreviated fieldname.

Entering Data into a Dataset

There are two ways to enter data into a dataset: interactively and by batch entry. It is best to start learning how to enter data by using the interactive method. After this method is understood, you can move on to the faster and cheaper method of batch entry. Entering data is best learned by practice, so we will walk you through the steps of entering a REFER record, first interactively and then in batch entry.

Before beginning the entry process, you should look at the REFER dataset by typing:

-P@V REFER

Now look at the corresponding dictionary by typing:

-DOC IN REFER

Interactive Data Entry

To begin entering REFER data, type:

-ENTER REFER

The terminal will ask, "ABBREVIATED PROMPTING (Y,N)?" Say NO, otherwise, MICRO will give you four-character prompts which are not easy to decipher until you are more familiar with the set.

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The terminal will now prompt for the first bit of information, which is REFERRAL-DATE, and wait for you to respond. Here, as with all dates, enter in a YYMMDD format. For example, June 14, 1984 becomes 840612, with no spaces or dashes included.

If you do not know the referral date, enter MD for missing data.

Note: There are two ways to indicate missing data in a given field: MD or two primes – ''. The one you should use is determined by the type of field into which it is to be entered. MD is used in coded fields and two semiquotes or primes ('') are used in character fields (fields which accept character strings). You can find out which way is appropriate by looking at the dummy record you pulled when you typed:

-P@V REFER

When the dummy record reads "missing data" or "MD," use MD for missing values. When it leaves a blank space after a field name, the field is a character field and requires two primes – '' – to indicate missing data.

CLIENT-NAME is the next field for which you will be prompted. This is a character field, but as it requests an entry of more than one word, its entry requires a special element. Here, as in all character strings which include a blank space (as between John and Smith) the entire entry must be enclosed between two primes. Only by starting and ending the entry with a prime (') does MICRO know this is a response to only one field.

With this in mind, when you are prompted for CLIENT-NAME and you wish to enter John Smith, you must respond: 'JOHN SMITH'.

The following five fields are all character fields and should be responded to in a similar way. Remember that when your response to a character field includes a blank space, enclose the response in primes. When the data are missing, use two consecutive primes (they need not have a space between them).

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The following five fields are all character fields and should be responded to in a similar way. Remember that when your response to a character field includes a blank space, enclose the response in primes. When the data are missing, use two consecutive primes (they need not have a space between them).

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Please note that two address lines are provided to accommodate lengthy addresses or long words. If both are not needed, just enter a pair of primes.

With field 8, CLIENT-ADR-STATE, we encounter another coded field. You may enter the category name (Alabama), its abbreviation (AL), or its code (1). If the data are missing, enter MD.

As you continue with the interactive entry process, you will be prompted for each field and they all will follow the same pattern as described above: for coded fields enter the category, its abbreviation, its code, or MD. For character fields enter the data or ' '.

One additional warning should be added. When entering RESTITUTION AMOUNT, never use the $, as this will send you into MTS and you will lose all the data you have entered interactively up to this point.

When entering data interactively (waiting for the prompt), you can enter several replies at once (providing data is in the right sequence and in the right form), a method called string entry. For example, take any two or more questions in sequence, like PRESENTING—OFNS and PR—OFFN—AD—DT, and at the prompt for the first, enter the reply and the reply of the next question, separating your replies by a space, not commas or anything else. MICRO will then prompt for the next question, PRES-CT-STATUS. MICRO reads the space as the end of one field entry, so the letters, numbers, or word after the space is read as the entry for the following field. You may use this string entry method to enter data for several fields at one time, while remaining in the interactive mode.

Note: Unfortunately, you cannot stop in the middle of an entry and look up variables in the dictionary. In fact, if you pop out of MICRO or even hit ATTN, you will lose the data. Never suggest to MICRO that you are bored with it — it won't forgive you.

When you have finished, MICRO will prompt,

%Corrections
%

At the "%" prompt, type in any known corrections:

%(Fieldname)=(New Value)

E.g., to correct John Smith to James Smith, type in

%CLIENT-NAME='JAMES SMITH'

MICRO will digest this, and keep asking you for corrections (one at a time) until you tell it to STOP or SAVE. If you have no corrections, just type in STOP or SAVE.

STOP   tells MICRO that you are finished and are not going to begin another record.

SAVE   tells MICRO to hold that record and that you want to begin entering another REFER record. You will then get a prompt for the first item in another REFER entry.

Now that you have entered data into REFER, you need to process the newly entered records through a MACRO to separate them into records for three different datasets, where they will be stored. This additional processing step is unique to data entered into REFER; other records when entered into a dataset remain in that dataset without this further transformation.

To enter the data into the three client files where it is stored, NAMES, CL-ADDR, and DEMOG, enter the command:

—ENTER-REFER

Be sure to the include the dash between the two words, or MICRO will assume you want to enter another REFER record interactively rather than call a MACRO. (A MACRO is a set of pre-programmed commands that occur automatically when you issue a single command.)

The terminal will then tell you (after a pause) that it has an extra record in each of the three files. That's because MICRO is including the dummy record. When you start entering actual data, you will want to blow the dummy away, but wait until you have got a "real" set in before deleting the dummy.

Once you have entered your referral/intake form, and have called in the MACRO "ENTER-REFER", it will disappear from the REFER dataset and appear in three other files: NAMES, CL-ADDR, and DEMOG. The dummy REFER, too, is added at the same time, but won't show up as extra records because the datasets already contain dummies and MICRO rejects redundancies. There must be at least one variable different for MICRO to accept a new record in any file. When you have entered the record(s) officially into a MICRO file, they will remain there permanently unless you deliberately want to update, change, or delete them later on (see pages 300-301) so you can proceed to other tasks without fear that the record(s) entered will be blown away.

Batch Entry

Batch entry is a process that speeds entry of data into MICRO by sending a number of records into a dataset simultaneously and automatically. By also using your Texas Instruments' Bubble memory with this method, you can save even more online computer time. The Bubble Memory will be discussed later.

Entering in BATCH requires creating a file in MTS. It also requires that data be recorded in "string", as described above on page 288.

Entering in BATCH can best be described by using our example file REFER and explaining how to batch enter REFER records.

First you need to create a file in MTS into which you will enter your REFER records. You can do this as follows:

$CREATE Referrec

Here you do type in the dollar sign, unless you have just signed on and/or are otherwise already in MTS (and have a pound sign prompt). When the computer reads this character, it automatically takes you out of the software package you are using and puts you into MTS. With the above command, you have created a file called Referrec. (In MTS files can be called any name you like.)

$EDIT Referrec

This command calls EDITOR software into play. You should use the EDITOR to enter information into your new file because it allows for line by line corrections of mistakes if necessary. (For simple instructions on how to use the EDITOR, type $COPY HELP:EDITOR.) Now type:

:I (for the insert mode)

The colon prompt tells you that you are now in the EDITOR. Tell it you want to insert by typing "I" next to the colon. The question mark prompt that follows asks for whatever text you want to insert.

?

At the "?" prompt, or when inserting data into your Bubble, begin by skipping one empty space then insert the raw REFER data in string, making sure your sequence agrees with the computer's dummy file, that character strings of several words are enclosed between prime marks, and that you leave a single space between data entries (no commas or colons.)

When you get to the end of a line, hit carriage return and begin with a space. (This is required by MICRO so it can read the data. Several spaces are alright.)

Note: DO NOT SPLIT A SINGLE FIELD'S DATA ONTO TWO LINES. If you are filling in an address and you run out of space on the line, erase the completed portion, skip to a new line, and start over.

After you have entered data for every field in REFER, hit /E. This will tell MICRO that the record is complete. To enter the next refer record, simply START A NEW LINE and follow the same procedures.

Once you have entered all the REFER records, get out of the INSERT mode by hitting a double carriage return (or a CNTRL "C" if you are on Bubble) and then type STOP to get out of EDITOR.

P/F (Print File) to see data on MTS (or REWIND data on Bubble and follow procedures described below).

Now to enter your MTS Referrec, or your Bubble file, into MICRO:

#RUN ILIR:MICRO

and at the "-" prompt, enter your file, but tell MICRO you want to see errors and be able to correct them. To do this latter point, simply request that errors be placed on a temporary file that you might name "-Y" (a temporary file will work fine).

-ENTER IN REFER FROM (Referrec) WITH ERRORS ON -Y

MICRO is not flexible: type in the command exactly as you see it. One little extra space or forget the "IN" and MICRO will do a dance number on you.

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Correcting Batch Mistakes

When you enter the above records, MICRO will let you know how many records it has read, how many it has accepted, and how many (alas!) it has rejected. Any record (in this case, a single refer record ending with /E) with the slightest mistake will be rejected. MICRO will automatically print the first error it sees in each record and tell you which line it is on so that you can pop into Referrec (not the error file, which functions as a temporary error file) and EDIT the mistake. (In MICRO, you can enter the editor by typing: -$ED Referrec. Since you have already entered the record(s), the $ character will not cause any data loss. It will get you from MICRO to MTS. The "ED" calls the Editor and "Referrec" specifies the file to be edited in our example.)

Again, MICRO will find only one mistake in a record at a time. So when you correct one thing, it will go on and read further, stopping at the next mistake, if there is one. There is a good reason why MICRO does it this way, since missing primes on a series of words can throw the sequence off and correcting that problem will automatically iron out the others. (What this means is, if you forgot prime marks around an address or name, like BIG JOEY SMITH, MICRO will read BIG for the name, JOEY as the answer to the next question, and SMITH as the answer to the third question. Placing the name in primes will automatically bring up the following field.)

Bubble Shots From Texas Instruments Memory Terminals

We recommend that sites use Texas Instrument (Silent 700) terminals with a memory feature. This feature can be utilized to save online time. While the editing feature in the T.I. memory system is less than facile, it can help by creating a file which you can edit later in MTS. The Bubble Memory is especially helpful for creating batchfiles (like Referrec described above), then sending them into MTS and from there entering them into MICRO.

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Following are instructions on how to use the T.I. Bubble Memory for batch data entry into MICRO. To use these instructions, you must locate three keys on the T.I. keyboard: Control (CTRL), Function (FCTN), and Command (CMD). The CTRL key is at the upper right, the FCTN key at the lower left, and the red CMD key at the upper right corner of the keyboard.

First you need to create the T.I. batchfile:

1. Turn the terminal on. At this point, you do not need the phone hookup. Press the (CMD) key and send OFFLINE. The "online" light at the lower right hand corner will go out.

2. Create a file (let's call it "blib") by sending:

   <u>(CMD) create blib L 100</u>

   Be sure to add L 100 — this will give you 100 lines to enter into. Add more if you wish.

3. Set the record and playback modes of memory to that file by sending:

   <u>(CMD) change record to blib</u>

   <u>(CMD) change playback to blib</u>

   To test for success, send

   <u>(CMD) catalog</u>

   and a printout of what is in the memory should appear, along with two lines at the bottom that read:

   RECORD FILE: blib
   PLAYBACK FILE: blib

4. To record:

   a. <u>(FCTN) 2</u>
      This is done by holding the (FCTN) button down and pressing the numeral 2 key. (The explanation above the keys shows that hitting that key in lower case with the (FCTN) button depressed sets the "record on".)

   b. Enter data in the normal way, separating each reply with a space, as described above in Batch Entry From MIS. At the end of each client record, go one space, and type in /E to tell MICRO you have finished one record. Then skip to the next line and begin the next record. For corrections use the char key, or, if it involves the whole line, the field key.

   c. You can pop in and look at what you are doing at any point, but we suggest you do not try to edit it. To look at blib, hit:

      (FCTN) 4 to turn record off
      (FCTN) 5 to rewind playback
      (FCTN) 1 to make T.I. print out file

      When it stops printing out text, type (FCTN) 2 and continue to add data.

   d. When you have finished inputting data, hit (CTRL) c to tell MICRO you have finished.

5. To enter into MTS (not MICRO yet)
   a. First stow your new file blib by:

      <u>(FCTN) 4 and 5 and 6</u>
      Then

      <u>(CMD) online</u>

   The red light should reappear at lower right.

b. Hookup to phone, sign on to MTS, create blab, then send these other commands to MTS:

#set pfx=off

(So that the prompt signs are not recorded into your new blab file.)

#%npc=off

(To shut off the print command and allow MTS to read one line at a time and digest the information without any glitches.)

c. The command to start the copying into the new blab file in MTS is:

#run xgt8:ti765 6=(blab)

where "blab" is the name of your destination file. This command executes a program that produces some extraneous characters. It actually buffers the speed at which information is sent over the wires to MTS so that all of it arrives in the correct sequence.

Observe the playback light (second from top on T.I. terminal) flash on and off. This means MTS is reading one line at a time. If you have entered the (CTRL) c command at the end of the file, the terminal will then tell you how many lines MTS has read into the file. If you forgot to do this, then, when the playback light stays off, enter (CTRL) c.

Note: You can have the printer on while it is running by entering (FCTN) 9 and turn it back off by (FCTN) 0.

Once the data have been entered into the MTS destination file, you need to turn the prompt signs and print function back on. Type:

set pfx=on

%npc=on

6. Edit your MTS file, if necessary, making sure you have followed instructions made in the BATCH ENTRY guidelines above, then enter into MICRO in the same manner as described above.

Changing and Updating Datasets

There are two ways to make corrections or changes to records after they have been entered into a dataset. One involves using the CHANGE command to change a specific variable in one or more records. When you wish to enter several variables for one or more clients, you may use the UPDATE command.

1. CHANGE: Making corrections to a single client or a specific variable.

When using the CHANGE Command, you must always specify by some unique identifier or set of identifiers which record you want to change. Often you can single out the error record by using the client-ID. However, some files have more than one record for each client, so you must indicate additional fields which isolate a specific record. For example, to find a particular CRIMHIST record, you may specify client ID and offense date and perhaps, if this client committed more than one offense on that day, the charge. These identifiers should be indicated after the "WHERE" in the command:

—CHANGE IN (DATASET) WHERE (FIELDNAME)=XXXX SO THAT (FIELD-2)=correction

An example of changing a particular CRIMHIST record could read:

—CHANGE IN CRIMHIST WHERE CLIENT-ID =0001 and OF-AR-DATE=840221 and CHARGE=9800 SO THAT ADJUDIC-DATE=840602

There are several abbreviations that can be used to shorten this command: C for CHANGE, ST for SO THAT. An example of changing a record of client #3003 so that his/her BIRTHDATE (or BDT) is October 20, 1964 is:

-C IN DEMOG WHERE CLID=3003 ST BIRTH-DATE=641020

Note: After the REFER record has been entered, information from it is stored in three files: NAMES, CL-ADDR, and DEMOG. The only place you will find the client's birthdate is in DEMOG. Changing a client's ID number means going into all three files and changing CLID in each.

IMPORTANT: When you have made this change, you have, in effect, created a new file with a correction. You need to "enter" this corrected version to have it appear in the dataset! This is a simple process, one easily forgotten, but absolutely necessary.

The first thing to do is to name the new file something. We are partial to "A", so enter the command:

-NAME IT A

(IT being the file you have just made - MICRO reads "IT" for whatever it happens to be doing or whatever you have just called its attention to at the moment.)

Then replace the old set (such as DEMOG) with A:

-REPLACE DEMOG WITH A

This does not cancel the entire DEMOG, but merely replaces the set containing the error with the corrected set.

There is a one-step process by simply entering "REPLACE DEMOG WITH IT", but the sooner you get the correction "named" the better, as IT can

CLID :

and wait for you to tell it which of the clients you want to make changes in. Say you want to make changes in the client address lines. MICRO will then prompt (after you fill in the CLID number):

CLIENT-ADDRESS-1

or any field you have indicated for updating, continuing automatically to the next field specified, if any. At the end, MICRO asks:

%Corrections, "STOP" or "SAVE":
%

This allows you to correct your corrections; or by saying "SAVE", this tells it to repeat the same program (where you can specify another CLID to change the same fields); or by sending "STOP", this tells it there are more fields to change in that record (though it will still begin by asking you for CLID number) or to STOP entirely. Then remember to name the record and replace, as above:

-NAME IT A

-REPLACE (DATASET) WITH A

Deleting Records from Datasets

To delete a record from a dataset, you must first identify the specific record you wish deleted. In files where there is only one record per client you can use the CLID field to identify a record. Where there are multiple records per client you need to specify an additional field or fields which are unique to the particular record you want removed. (See the example of isolating such a record to CHANGE it, on page 297.) Once you know how to isolate your record(s) to be deleted, use the Remove command, followed by a Replace command.

easily be lost – as when you suddenly get bumped into MTS or accidentally hit a CNTRL 2 (ATTN!), etc. Naming it makes MICRO hold on a little better, at least until you stop using MICRO, whereupon any temporary dataset (like "A") will vanish.

2.   UPDATE: Changing many variables in one or more clients in a single file.

This command is similar to CHANGE, but lets you make multiple corrections in an interactive process.

To update, give the command:

–UPDATE (DATASET)

(Unlike the change command, which is CHANGE <u>IN</u> DATASET.)

MICRO responds with:

Names of fields to be used to identify....?

You might as well use CLID, unless you have two or more that are the same or "blank," in which case you may have to use several identifying fields.

MICRO then asks:

Names of fields to be updated?

On the remainder of that line, type in as many fields as you want changes. If they don't all fit, just stop there, as you will be asked for more fieldnames after you finish one group.

MICRO will then prompt the field you have specified for identification. If you sent CLID, it will prompt:

CLID :

After you have entered data into your MICRO datasets, you will want to delete the dummy records from them. These records can be identified by the CLID field, for they should be the only records where CLID is missing data. To delete them type:

–<u>REMOVE FROM (dataset) WHERE CLID IS</u> ' '

and at the prompt:

–<u>REPLACE (dataset) WITH IT</u>

HOW TO GENERATE INFORMATION FOR REPORTS

It is important to understand what the MIS is and recognize the evaluators' role in its complete implementation. The MIS is, first of all, a means by which program managers can track and evaluate program performance. This aspect of the MIS will be ineffective if the evaluation component fails to utilize its full potential for supplying management with feedback on program component evaluation. The second, though not secondary, aspect of the MIS is as a tool to measure client-centered variables. The techniques for examining client performance in the program will be taken up later.

The easiest way to generate reports from your MIS data is by using the MACROs that have already been created for this purpose. A description of how to call the report generating and analysis MACROs has been included above on pages 11 and 12. In addition, some general MACROs are available to you automatically every time you sign onto MICRO. These are contained in the file MACLIB, and you may see these by typing:

#($)COPY XGT8:MACLIB

If you are on MICRO and want information on how to use a particular MACRO, enter:

-(MACRO-Name) ?

for example:

-SCHOOLING ?

You may find that you want to generate reports for which there is no MACRO, or you may want to change the format of a particular report. On the following pages is a list of the MICRO commands which will help you do this. With each command is a brief description of what it does and some examples of significant modifiers to it. Keep in mind as you review these commands the

structure of the MICRO database: The MICRO database consists of sets of MICRO data files (with their dictionaries) composed of variables, known as fields, and cases, known as records. Fields (like all variables) may be either categorical or non-categorical. Records (like all cases) typically represent the data for one client on a number of fields (variables), although on some occasions, as in SERVICES, multiple records may be put in for a single client representing multiple measurements over time. The most important thing to keep in mind is that each file is really a matrix that looks something like this:

	Field 1:	Field 2:	Field 3:	. . .
Record 1:	—	—	—	. . .
Record 2:	—	—	—	. . .
Record 3:	—	—	—	. . .
.	.	.	.	. . .
.	.	.	.	. . .
.	.	.	.	. . .

Note that the FIND command finds records and the SELECT command selects fields, allowing you to trim down and reorganize this matrix as you will. Crosstabs simply summarize this matrix by summing over records within fields. All the other instructions presented below similarly represent techniques for manipulating this data matrix.

The following examples of MICRO commands and their output presume that there is appropriate information in two files, DEMOG and SERVICES. If REFER forms and some service delivery records for clients have been entered into the data base, you will be able to follow along with the examples below and generate your own output. In MICRO:

-SELECT IN DEMOG CLID, SEX, ETHNICITY, CDT

This command selects four fields from the DEMOG file that are of interest: the client I.D. numbers, the sex, ethnicity, and case action dates from that dataset.

HOW TO GENERATE INFORMATION FOR REPORTS

It is important to understand what the MIS is and recognize the evaluators' role in its complete implementation. The MIS is, first of all, a means by which program managers can track and evaluate program performance. This aspect of the MIS will be ineffective if the evaluation component fails to utilize its full potential for supplying management with feedback on program component evaluation. The second, though not secondary, aspect of the MIS is as a tool to measure client-centered variables. The techniques for examining client performance in the program will be taken up later.

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	Field 1:	Field 2:	Field 3:	.	.	.
Record 1:	—	—	—	.	.	.
Record 2:	—	—	—	.	.	.
Record 3:	—	—	—	.	.	.
.	.	.	.	.	.	.
.	.	.	.	.	.	.
.	.	.	.	.	.	.

Note that the FIND command finds records and the SELECT command selects fields, allowing you to trim down and reorganize this matrix as you will. Crosstabs simply summarize this matrix by summing over records within fields. All the other instructions presented below similarly represent techniques for manipulating this data matrix.

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—RAM IT BY CLID WITH SERVICES

The RAM (Restrict and Merge) command in this case will create a single file containing the selected information from DEMOG (it) and all of the information from SERVICES for only those clients who have records in both files. Using the RAM command deletes cases (CLIDs) in which there is information in only one file.

—NAME IT A

At this point you will be able to generate information necessary to prepare data for reports from the Management Information System. Before you type in any of the following example MICRO commands, however, we suggest you read what they do first.

Important Micro Commands

The following list is not exhaustive, but only concerns many of those commands necessary for report generation.

COMPUTE IN A CDATE = CASE-ACTION-DT

Creates a new variable called CDATE equal to CASE-ACTION-DT. This instruction is valuable for constructing new variables scaled as you like them.

COMPUTE IN A HOURS = DURATION * .0167

Creates a new variable called HOURS equal to DURATION (in minutes) times the scale factor .0167. HOURS has the format XXX.XXXX picking up the scaled decimal points of the scale factor.

COMPUTE IN A HOURS = DURATION/60

Division in MICRO creates a truncated value, so you should probably not use this operation unless you

specifically desire truncated values, e.g., 15/60 = 0, 75/60 = 1, etc.

CROSSTABULATE IN A SEX,ETHNICITY

Crosstabulates the record count for number of records showing all combinations of SEX by ETHNICITY.

CR@NO% IN A AVE DURATION,STD DURATION,TOT DURATION

Computes a table showing the average (mean), standard deviation and total duration represented in data set A. @NO% suppresses the percent field represented on most crosstabulated tables.

XTAB@NOP IN A CLID,AVE DURATION

Creates a table in the RESULT set, without printing it (@NOP), listing client IDs and the average duration for that client from all his records represented in A. The @NOP modifier is extremely valuable for setting up temporary data sets for subsequent analysis.

Note: Although there is no mention of this in the MICRO manual, the standard deviation is calculated using the corrected degrees of freedom appropriate to the sample estimate of the mean. "CROSSTABULATE", "CR", "XTAB", and simply "X" all produce crosstabulations.

FIND IN A WHERE DURATION IS >= 40

Finds those records in A in which the DURATION is greater than (>) or equal to (=) 40 minutes.

FIND IN A W DURATION > 20 and DURATION < 40

Finds those records in A in which the DURATION is greater than 20 and less than 40 minutes.

FIND IN A W DURATION < 20 or DURATION > 40

Finds those records in A in which DURATION IS less than

20 _or_ greater than 40 minutes.

F IN A W DATE IS FROM 810101 TO 810201

Finds those _records_ in A in which the DATE is between 810101 and 810201 _inclusive_ of the end dates. (BETWEEN date1 and date2 does the same _exclusive_ of end dates.)

F IN A W DATE IS NOT 810201

Finds all _records_ where the DATE is not 810201.

The JOIN command will unrestrictively join a dataset with any other dataset by matching a controlling identifier (usually CLID) between datasets. This instruction is included here to forewarn you about it.

An example:

  −SELECT IN DEMOG CLID,CDT

  −JOIN CRIMHIST BY CLID WITH IT

  −NAME IT B

This file (B) contains the desired information from DEMOG (Case Action Date) and all of the information in CRIMHIST, in such a way that clients with records in either file _or_ both files are represented. The designation "MD" for Missing Data will appear in all targeted fields from any missing client record if you print it out.

The JOIN instruction, while occasionally useful, can be very problematic. When no matching key fields are found, it results in the cartesian product of the two data sets. This nasty habit can blow-up MICRO (e.g., 20 CLIDs joined with 1000 service delivery records which do not match produces 20,000 records in the RESULT set). The JOIN instruction is useful for attaching multiple copies of a record to other records in the database, but in most cases you can do without this feature. The RAM command will do as well.

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RAM A BY CLID WITH CRIMHIST

Restricts the _records_ in A by those with matching CLIDs in CRIMHIST. In this case, the joint records in A and CRIMHIST are joined by the key field, CLID. Unlike the JOIN command, however, this instruction will cause the deletion of records that do not match, rather than their addition.

KEY A

Keys the dataset A. That is, a number is assigned to each record under a field called KEY. To be sure you do not accidently lose records when selecting fields for analysis, KEY your dataset! Otherwise you may suffer a data loss.

PRINT A

Prints dataset A, for all fields and records, on your terminal.

PRINT IN A CLID

Prints all CLIDs in A on your terminal

PRINT ON OUTPUT A

Prints the entire contents of File A on the MTS file OUTPUT. Note that the OUTPUT file must be created prior to the execution of this command ($CREATE OUTPUT). The print command has many modifiers which may be used with it. Of primary importance is this example which shows how MICRO files may be written to an MTS data file for later editing and printing.

RESTRICT IN A WHERE CLID IS CLID IN CRIMHIST

Restricts the _records_ in A to those with CLIDs matching those in CRIMHIST.

SELECT IN A CLID,DURATION

Selects only the _fields_ (variables) CLID and DURATION in A. If there are two or more records with identical CLIDs and DURATIONs, they will be weeded. So KEY your

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dataset, <u>and</u> SELECT the KEY along with CLID and DURATION to avoid record loss.

SELECT IN A ALL BUT DURATION

Selects all but the <u>field</u> (variable) DURATION to remain in the dataset. This version of the SELECT command is helpful in eliminating unneeded <u>fields</u> (varibles).

SORT IN A BY CLID,RACE

Sorts the dataset A by the order of the CLID and RACE fields. (Either RACE or ETHNICITY will call the same field.) By this command, RACE order is nested within CLID order and the fields of the dataset are reorganized so that CLID and RACE are first and second. This feature of the SORT facility is very valuable in report generation. Be forewarned, though, that the SORT operation can be quite expensive and time consuming. At a minimum, for N records and M sorted fields, roughly $M(N-1)$ comparison operations must be executed by the computer.

Given that you understand the application of these commands, you can generate most of the information necessary to prepare data for reports from the Management Information System. Often, however, you will need to use the commands in combination to prepare your data for a report. The following example shows you how to generate a table presenting the number of contacts and duration of contacts, by type, involving different service providers within a given month of program activities:

FIND IN SERVICES W SERVICE PROVIDR IS NOT MD

Finds only those records with a specific service provider.

NAME IT C

Names the result set to preserve it for future reference.

F IN C W SERVICE-DATE IS FROM 810601 to 810630

Finds only those records for services delivered in June, 1981.

REPLACE C WITH IT

Preserves the result set in C saving temporary storage space.

KEY C

The data set is keyed preparatory to the next step.

SELECT IN IT KEY,CLID,SERVICE-PROVIDR,SERVICE-CODE,DURATION

Selects only the relevant variables for analysis. The variable KEY is preserved to prevent data loss.

CR@NOP IN IT SERVICE-PROVIDR,SERVICE-CODE, AVE DURATION

Sets up the final crosstabbed set without printing it. The average duration of each service code is calculated for every service provider.

RENAME IN IT COUNT TO #CONTACTS

Renames the COUNT field to #CONTACTS. The COUNT field contains the record count from the previous crosstab. This count is equal to the number of contacts made by each provider for each service code.

SELECT IN IT ALL BUT PERCENT

Selects only the relevant fields for printing.

NAME IT D

Names the crosstabulated set to preserve it.

SET TITLE ='Service Provision for the Month of June, 1981:'

Sets a title for the output table.

P@PC@DESC D

Prints the table held in D with the title and line feeds at each page break (@PC). Service code descriptions are printed (@DESC).

On the following pages appears a copy of the output from this procedure. Note that at the end of this output a summary of service provision is given by SERVICE-PROVIDR IDs for the month of June, 1981. After some preparation, a final table is generated presenting service provider IDs by total number of contacts by the number of different types of contacts.

Finally, attached at the end of these notes is a copy of one monthly report used at the Los Angeles New Pride site for tracking program performance. It is attached here to provide some examples of the types of information management is interested in to help conduct the program at the site level.

SERVICE PROVISION FOR THE MONTH OF JUNE, 1981:

SERVICE-PROVIDR	SERVICE-CODE	Ave. DURATION	#CONTACTS
7526	JOB DEVELOPMENT	53.57	7
7526	STAFF DEVELOPMENT	90.00	1
7526	STAFF MEETING/GENERAL PLANNING	109.50	10
7526	PROGRAM LIAISON	60.00	8
7526	COMMUNITY RELATIONS	100.71	7
7527	MISSING DATA	.00	1
7527	COURT LIAISON	145.29	34
7527	INTAKE ASSESSMENT AND PLANNING	71.45	44
7527	ORIENTATION	32.08	24
7527	SUPERVISION	30.00	1
7527	CASE STAFFING	58.50	4
7527	INDIVIDUAL COUNSELING (UNPLANNED)	33.33	6
7527	TELEPHONE INTERVIEW	12.50	4
7527	STAFF DEVELOPMENT	36.67	3
7527	STAFF MEETING/GENERAL PLANNING	155.00	6
7527	PROGRAM LIAISON	20.00	2
7527	COMMUNITY RELATIONS	46.00	5
7527	POLICY BOARD ACTIVITIES	30.00	1
7528	COURT LIAISON	85.00	6
7528	HOME VISIT	60.00	1
7528	INTAKE ASSESSMENT AND PLANNING	.00	3
7528	CASE STAFFING	285.00	4
7528	CASE NOTES/PLANNING	13.33	3
7528	INDIVIDUAL COUNSELING (UNPLANNED)	20.00	1
7528	LANGUAGE/READING SKILLS	73.08	13
7528	MATHEMATICAL SKILLS	73.08	13
7528	HEALTH EDUCATION	50.00	1
7528	COURT SERVICES	120.00	4
7528	HEALTH SERVICES	240.00	1
7528	RECREATION	318.57	14
7529	DIAGNOSTICS	86.54	52
7529	CASE STAFFING	93.75	4
7529	CASE NOTES/PLANNING	53.38	34
7529	INDIVIDUAL COUNSELING (UNPLANNED)	37.50	8
7529	INDIVIDUAL COUNSELING (PLANNED)	30.00	4
7529	FAMILY COUNSELING (UNPLANNED)	90.00	3
7534	STAFF DEVELOPMENT	140.00	3
7534	STAFF MEETING/GENERAL PLANNING	180.00	1

SERVICE-PROVIDR	SERVICE-CODE	Ave.DURATION	#CONTACTS
7535	CAREER AWARENESS SKILLS	20.00	1
7535	JOB COUNSELING AND ADVOCACY	17.50	2
7535	RECREATION	360.00	12
7541	MATHEMATICAL SKILLS	128.57	14
7542	COURT LIAISON	55.00	4
7542	INTAKE ASSESSMENT AND PLANNING	11.37	8
7542	ORIENTATION	10.00	4
7544	CASE STAFFING	480.00	2
7544	CASE NOTES/PLANNING	1080.00	100
7544	GROUP COUNSELING (UNPLANNED)	50.00	8
7544	ATTENDANCE	.00	294
7544	GENERAL THINKING SKILLS	40.00	30
7544	LANGUAGE/READING SKILLS	53.79	66
7544	MATHEMATICAL SKILLS	50.00	56
7544	PHYSICAL EDUCATION	300.00	4
7544	HEALTH EDUCATION	50.00	15
7544	PHYSICAL AND BIOLOGICAL SCIENCES	50.00	1
7544	CREATIVE ARTS	58.06	31
7544	RECREATION	76.81	91
7544	DRIVER EDUCATION	45.00	1
7545	DIAGNOSTICS	81.25	12
7545	CASE STAFFING	20.00	1
7545	CASE NOTES/PLANNING	15.00	1
7546	COURT LIAISON	160.00	3
7546	HOME VISIT	75.00	1
7546	INTAKE ASSESSMENT AND PLANNING	52.50	2
7546	ORIENTATION	45.00	1
7546	CASE STAFFING	123.33	9
7546	CASE NOTES/PLANNING	20.00	12
7546	TRANSPORTATION	36.25	4
7546	INDIVIDUAL COUNSELING (UNPLANNED)	60.00	2
7546	INDIVIDUAL COUNSELING (PLANNED)	67.50	4
7546	FAMILY COUNSELING (UNPLANNED)	60.00	1
7546	FAMILY COUNSELING (CRISIS INTERVENTION)	60.00	2
7547	RECREATION	150.00	3
7548	PHYSICAL EDUCATION	300.00	4
7549	LANGUAGE/READING SKILLS	60.00	15
7549	MATHEMATICAL SKILLS	50.00	8
7549	PHYSICAL EDUCATION	300.00	4
7549	HEALTH EDUCATION	50.00	9
7549	PHYSICAL AND	50.00	1

SERVICE-PROVIDR	SERVICE-CODE	Ave.DURATION	#CONTACTS
	BIOLOGICAL SCIENCES		
7549	CREATIVE ARTS	78.95	19
7549	RECREATION	40.34	29
7549	DRIVER EDUCATION	45.00	1

```
READY:
-CR IN -E SERVICE-PROVIDR,TOT #CONTACTS
14 RECORDS IN RESULT
82 RECORDS REPRESENTED
```

SERVICE-PROVIDR	TOT.#CONTACTS	COUNT	PERCENT
7526	33	5	6.09
7527	135	13	15.85
7528	64	12	14.63
7529	105	6	7.31
7534	4	2	2.43
7535	15	3	3.65
7541	14	1	1.21
7542	16	3	3.65
7544	699	13	15.85
7545	14	3	3.65
7546	41	11	13.41
7547	3	1	1.21
7548	4	1	1.21
7549	86	8	9.75

```
READY:
-RENAME IN IT COUNT TO #TYPES


READY:
-SELECT IN IT ALL BUT PERCENT
14 RECORDS IN RESULT


READY:
```

SERVICE-PROVIDR	TOT.#CONTACTS	#TYPES
7526	33	5
7527	135	13
7528	64	12
7529	105	6
7534	4	2
7535	15	3
7541	14	1
7542	16	3
7544	699	13
7545	14	3
7546	41	11
7547	3	1
7548	4	1
7549	86	8

COMPUTER BASED DATA SUMMARY

		Count	Percent
1.	**Number of Clients Recommended to New Pride**	104	100%
	Number of Active Clients (opened cases)	51	49
	Ineligible Clients	29	28
	Other (e.g., sent to camp)	22	21
	Special Service	1	1
	Moved Away	1	1
2.	**Terminated Clients**	19	100%
	Reasons:		
	Completed Program	6	32
	Client's Decision	0	0
	Judicial Probation Decision	8	42
	Program Decision	3	16
	Other (e.g., AWOL)	1	5
	Missing	1	5
3.	**Number of Recommendations by Agency**	104	100%
	L.A. County Probation Officers	36	35
	L.A. County Public Defenders	27	26
	L.A. County Court	14	13
	California Youth Authority Parole	0	0
	Ayudate	1	1
	Missing (data not given on referral form)	26	25
4.	**Demographics on Active Clients**		
	Male, Hispanic	36	71%
	Male, Black	6	12
	Male, White	4	8
	Male, Asian	1	2
	Female, Hispanic	4	8
	Female, Black	0	0
	Female, White	0	0
	Female, Asian	0	0

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		Count	Percent
5.	**Presenting Offenses of Active Clients**		
	Missing	1	2%
	Contempt of Court	1	2
	Battery	2	4
	Assault with Deadly Weapon	3	6
	Assault – Other	2	4
	Assault – Aggravated	1	2
	Robbery – Other	6	12
	Unauthorized Use of Motor Vehicle	5	10
	Burglary	10	20
	Larceny – Felony Theft	1	2
	Larceny – Other	6	12
	Use of Hard Drugs	2	4
	Sales of Marijuana	1	2
	Use of Inhalants	1	2
	Other Misdemeanors	3	6
	Weapons Charge	2	4
	Motor Vehicle Theft	0	0
	Possession Stolen Property	1	2
	Resisting Arrest	1	2
	Drunkeness	1	2
	Other Driving Offenses	1	2
6.	**Average Number of Previous Adjudicated and Nonadjudicated Offenses of Active Clients**	11.89	
	Standard Deviation:	5.20	
	N	38.00	
7.	**Program Component Assignments***		
	Vocational	11	24
	Alternative Education	19	42
	Learning Disabled	0	0
	Counseling Supervision	45	100

*6 clients were not assigned to any component. The percentages here are based on those clients assigned to supervision.

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8. Intake Activities Summary

Intake Counselor	I.D.	No. Clients	Percent
Frank Aguilera	7501	2	2%
David Scorse	2504	14	13
Kathy McGinley	7507	21	20
Arthur Paredes	7508	5	5
Chuck Martinez	7526	9	9
Juanita Ruiz	7527	32	31
Sharion Irby	7528	1	1
Mario Ramirez	7535	1	1
Jamie Denton	7542	5	3
Judy Gutierrez	7546	1	1
June Bixler	7555	1	1
Missing	—	14	13

9. Case-Manager Assignments

Case-Manager	I.D.	No. Clients	Percent
Kathy McGinley	7507	2	2%
Arthur Paredes	7508	1	1
Sharion Irby	7528	22	21
Judy Gutierrez	7546	29	28
Missing	—	50	48

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10. Service Contacts Summary*

Provider	I.D.	Cumulative Contacts	Month	Sum	Percent
Kathy McGinley	7507	124	0	124	2%
Arthur Paredes	7508	34	0	34	0
Chuck Martinez	7526	122	0	122	2
Juanita Ruiz	7527	472	0	472	6
Sharion Irby	7528	236	7	243	3
Len Fried	7529	231	27	258	4
Donna Clavier	7530	677	0	677	9
Carolyn Todd	7531	840	0	840	12
Evelyn Thomas	7533	15	0	15	0
Paul Gruenewald	7534	54	0	54	1
Mario Ramirez	7535	87	17	102	1
Esther Madrid	7538	7	0	7	0
Rachel Uribe	7540	14	0	14	0
Dennis Lesinsky	7541	54	0	54	1
Jammie Denton	7542	40	1	41	1
Cynthia Barclay	7544	1542	70	1612	22
Bob Oyler	7545	24	0	24	0
Judy Gutierrez	7546	178	65	243	3
Cordelia Hart	7547	37	12	49	1
Bob Cortez	7548	4	0	4	0
Terysa Rojas	7549	565	138	703	10
Susan Saenz	7550	318	96	414	6
Steve Garcia	7551	104	19	123	2
Michael Arroyo	7552	404	74	478	7
Paul Aleman	7553	84	26	110	2
Terry Reyes	7554	388	87	475	7
June Bixler	7555	40	11	51	1

*This table reflects contacts coded onto the MTS:MERIT system, not reported contacts. Reported contacts are tracked on Table 11 where 100 percent indicates complete reportage.

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11. Service Delivery Report Performance

Provider	I.D.	Total Weeks	Reported	Percent
Chuck Martinez	7526	25	22	88
Paul Gruenewald	7534	25	22	88
Juanita Ruiz	7527	25	19	76
Sharion Irby	7528	25	22	88
Leonard Fried	7529	25	23	92
Mario Ramirez	7535	24	22	92
Rachel Uribe	7540	22	19	86
Dennis Lesinsky	7541	18	10	56.
Jamie Denton	7542	14	11	79
Cynthia Barclay	7544	16	14	88
Terysa Rojas	7549	10	6	60*
Susan Saenz	7550	7	4	57*
Judy Gutierrez	7546	11	9	82
Bob Oyler	7545	11	7	64*
Cordelia Hart	7547	6	4	67*
Steve Garcia	7551	7	5	71
Michael Arroyo	7552	7	6	86
Paul Aleman	7553	7	5	71
Terry Reyes	7554	7	6	86
June Bixler	7555	6	4	67*
Attendance Sheet	----	25	23	92

*Below 70 percent in weekly reporting performance. Note that the most recent week may not be coded onto the computer, preventing anyone from attaining a 100 percent record.

USING MIDAS – THE STATISTICAL PACKAGE

The use of MIDAS on the MTS system is simple. We realize this is contrary to most New Pride users' expectancies. But, if you can decode the manual and have a reasonably sophisticated knowledge of statistics, all the facilities of MIDAS are open to you. Moreover, a thorough knowledge of MICRO can vastly aid your use of MIDAS, allowing you to completely prepare your data for analysis prior to submission to MIDAS. An example of this will be presented below.

This brief paper has been written to present a set of guidelines for the use of MIDAS. As we present the analysis procedure, we will indicate how MICRO can greatly facilitate your use of MIDAS, and offer to you other hints which will make life on the system a bit easier.

The analysis problem we will be considering is one easily performed on the MICRO-MIDAS system. What we want to know is whether there are significant differences between racial groups on WRAT arithmetic scores. To determine this an analysis of variance, using race as the independent and WRAT arithmetic as the dependent variable, will be performed in MIDAS. The data will be prepared in MICRO, transferred through two files to MIDAS, and analyzed there. Only data from the Los Angeles site will be presented. The notes and explanations below refer to equivalently numbered items on the attached copies of output.

1. Find all scores available on WRAT arithmetic subtest.

2. This crosstab indicates, from the record count, that only one score per client exists.

3. The scores are hooked up with client demographics.

4. This command selects the correct set of variables, fields, to be used in the analyses. CLID is retained to prevent data loss due to automatic weeding performed on identical records. SEX is included. It will be eliminated in a later step.

5. The distribution of clients by RACE is printed out.

6. The distribution of clients by SEX is printed out.

7. SEX is selected out of the data set to be analyzed.

8. This set of steps defines a procedure in MICRO by which you can recode variables. The data set is split into hispanic vs. nonhispanic clients, creating two new sets. The COMPUTE command is used to create in each the CRACE variable. When CRACE = 1, the clients are nonhispanic. When CRACE = 2 the clients are hispanic. The two sets are then recombined into one. (Note that the codes used are 1,2, rather than 0,1. MIDAS considers zeros as missing data points for categorical variables. Zero values should be avoided with variables you expect to use as categorical.)

9. This crosstab outlines the average WRAT arithmetic score by RACE.

10. This crosstab outlines the average WRAT arithmetic score by CRACE. Note that CRACE balances the cell sizes a bit better for the analysis.

11. The data set is keyed to avoid record loss when CLID is removed.

12. CLID is removed at this point. This variable is no longer necessary.

13. A LINE file is created to transfer data from MICRO to MIDAS.

14. The MICRO data set is written onto RASC. Actually RASC contains the variable label information and RASCMD contains the MIDAS data.

15. At this point we exit MICRO and run MIDAS loading the MICRO data on cards from RASC, SCARDS=RASC.

16. A new file is created to hold the MIDAS data. Note that it is a sequential file. This step is only necessary if you want to save the internal MIDAS file. We could have as well at this point gone straight on to the analysis.

17. The current active MIDAS data set (that just loaded) is written to the internal file with all variables.

18. Destroy these files to keep your data base cleaned of useless transfer files.

19. This is an example of how to load an internal MIDAS data set.

20. This MIDAS display command displays variable information from the data set. All categorical variable levels are described. Note that the MIDAS variable names are the abbreviations from MICRO. Often, especially when you are creating similar variables in MICRO for analysis, you may find the same name used for a number of variables. In these cases you may use the CODE command of MIDAS to label the variables more intelligibly. You should remember that only four-letter labels are allowed.

21. The MIDAS describe command allows you to get descriptions of other basic variable information.

22. The CODE command allows you to recode variables from continuous to categorical. The CRACE variable, named CRAC in MIDAS, is changed into the categorical variable CATR.

23. The analysis of variance using CATR as the independent variable is executed.

READY:
F IN SCORES W TYPE IS RBT-ARIT-SC ①
  31 RECORDS FOUND (1.40%)
  31 RECORDS IN RESULT

READY:
-NAME IT -A

READY:
CR IN -A CLID
  31 RECORDS IN RESULT ②
  31 RECORDS REPRESENTED

CLIENT-ID	COUNT	PERCENT
7004	1	3.22
7006	1	3.22

READY:
-P IN -A COUNT
!
INTERRUPTED ...

INTERRUPTED ...

READY:
-P IN -A COUNT
  31 RECORDS IN -A

READY:
-RAM -A BY CLID WITH CL-DEMOG BY CLID
[MINIMUM KEY =   4] ③
  31 RECORDS IN RESULT

READY:
-NAME IT -B

READY:
-SELECT IN -A CLID,RACE,SEX,SCORE
"RACE" IS NOT A FIELD NAME OR ABBREVIATION IN -A.
ENTER A REPLACEMENT FIELD (OR "CANCEL" OR RETURN TO IGNORE): CANCEL
SELECT COMMAND CANCELLED.

READY:
-SELECT IN -B CLID,RACE,SEX,SCORE ④
  31 RECORDS IN RESULT

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READY:
-NABE IT -C

READY:
-P@V -C

CLIENT-ID	7004
ETHNICITY	HISPANIC
SEX	MALE
SCORE	89.00

CLIENT-ID	7006
ETHNICITY	HISPANIC
SEX	MALE
SCOR!	

READY:
-CR IN -B
CR IN -C RACE
  4 RECORDS IN RESULT
  31 RECORDS REPRESENTED

ETHNICITY	COUNT	PERCENT	
WHITE	3	9.67	⑤
BLACK	5	16.12	
HISPANIC	22	70.96	
ASIAN	1	3.22	

READY:
-CR IN -C SEX
  2 RECORDS IN RESULT
  31 RECORDS REPRESENTED

SEX	COUNT	PERCENT	
MALE	29	93.54	⑥
FEMALE	2	6.45	

READY:
-SELECT IN -C ALL BUT SEX ⑦
  31 RECORDS IN RESULT

READY:
-REPLACE -C WITH IT
-C AND RESULT HAVE DIFFERENT NUMBERS OF FIELDS.
CONTINUE WITH THE COMMAND? (Y,N) Y
-C HAS BEEN REPLACED WITH RESULT.

READY:
-RELEASE -A

READY:
-RELEASE -B

323

READY:
-F ON -C W RACE IS NOT HISPANIC
9 RECORDS FOUND (29.03%)
9 RECORDS IN RESULT

READY:
NAME IT -A

READY:
-COMPUTE IN -A CRACE = 1
9 RECORDS IN RESULT

READY:
REPLACE -A WITH IT
-A AND RESULT HAVE DIFFERENT NUMBERS OF FIELDS.
CONTINUE WITH THE COMMAND? (Y,N) Y
-A HAS BEEN REPLACED WITH RESULT.

READY:
-F IN -C W RACE IS HISPANIC
22 RECORDS FOUND (70.96%)
22 RECORDS IN RESULT

READY:
-COMPUTE IN IT CRACE = 2
22 RECORDS IN RESULT

READY:
-COMBINE IT WITH -A
31 RECORDS IN RESULT

READY:
-NAME IT -B

READY:
-RELEASE -C

READY:
-RELEASE -A

READY:
-P@V IN -B
NO FIELD NAME GIVEN.
ENTER A REPLACEMENT FIELD (OR "CANCEL" OR RETURN TO IGNORE):

⑧

READY:
-P@V -B

CLIENT-ID	7004
ETHNICITY	HISPANIC
SCORE	89.00
CRACE	2

CLIENT-ID	7006
ETHNICITY	HISPANIC
SCORE	76.00
CRACE	:

READY:
-CP IN -B CRACE,RACE,AVE SCORE
4 RECORDS IN RESULT
31 RECORDS REPRESENTED

CRACE	ETHNICITY	AVE.SCORE	COUNT	PERCENT
1	WHITE	88.3333	3	9.67
1	BLACK	63.8000	5	16.12
1	ASIAN	77.0000	1	3.22
2	HISPANIC	74.5455	22	70.96

⑨

READY:
-CP IN -B CRACE,AVE SCORE,STD SCORE
2 RECORDS IN RESULT
31 RECORDS REPRESENTED

CRACE	AVE.SCORE	STD.SCORE	COUNT	PERCENT
1	73.4444	30.2039	9	29.03
2	74.5455	8.0043	22	70.96

⑩

READY:
-KEY -B
31 RECORDS IN RESULT

⑪

READY:
-SELECT IN -B KEY,RACE,SCORE,CRACE
31 RECORDS IN RESULT

⑫

READY:
-NAME IT -A

325

READY:
-RELEASE -B

```
Ready:
-p@v -a

KEY              1
ETHNICITY        HISPANIC
SCORE            89.00
CRACE            2

KEY              2
ETHNICITY        HISPANIC
SCORE            76.00
CRACE            2

KEY              3
ETHNICITY        HISPANIC
SCORE            71.00
CRACE            2

KEY           :


Ready:
-$CREATE RASC TYPE=LINE                    (13)
#$CREATE RASC TYPE=LINE
# FILE "RASC" HAS BEEN CREATED.


Ready:
-WRITE FOR ANALYSIS -A ON RASC             (14)
MIDAS COMMAND FILE: RASC   DATA FILE: RASCMD


Ready:
-MTS
#RUN STAT:MIDAS SCARDS=RASC                (15)
#EXECUTION BEGINS


M I D A S
Statistical Research Laboratory
The University of Michigan
15:35:41
OCT 16, 1981

This is UM's version of MIDAS, running at Wayne State


READ OBSERVATIONS 1-00000031
VARIABLES BY CASE

31 CASES READ FOR 4 VARIABLES

End of command file "RASC" at line 2002


COMMAND                                (16)     326
?$CREATE WRAT TYPE=SEQ
# FILE "WRAT" HAS BEEN CREATED.
```

```
COMMAND
?WRITE INTERNAL F=WRAT V=ALL           (17)


WRITE OBSERVATIONS
INTO INTERNAL FILE "WRAT"

31 CASES WRITTEN FOR 4 VARIABLES


COMMAND
?$DES RASC OK                          (18)


COMMAND
?DES RASCMD OK

ERROR -- INVALID MODIFIER:   "RASCMD "
DES COMMAND CANCELLED


COMMAND
?$DES RASCMD OK


COMMAND
?READ INTERNAL F=WRAT V=ALL            (19)

NOTE:  THIS DATASET CURRENTLY HAS 4 VARIABLES AND 31 CASES

READ OBSERVATIONS
FROM INTERNAL FILE "WRAT"

31 CASES READ FOR 4 VARIABLES


COMMAND
?DISPLAY V=ALL

    1.K        (2147483647)            (20)

    2.RACE     (99)  MD(0) WH(1) BL(2) HISP(3) AI(4) AS(5) OTH(99)

    3.SCR

    4.CRAC


                                               327
```

COMMAND
?DESCRIBE
VARIABLE(S) TO DESCRIBE (21)
=V=
ALL

DESCRIPTIVE MEASURES

VARIABLE	N	MINIMUM	MAXIMUM	MEAN	STD DEV
1.K	31	1.0000	31.000	16.000	9.0921
2.RACE	31	1.0000	5.0000	2.7097	.78288
3.SCR	31	0.	106.00	74.226	16.982
4.CRAC	31	1.0000	2.0000	1.7097	.46141

COMMAND
?ANOVA V=3 STRATA=V4

ERROR -- NOT CATEGORICAL: "V4"
ENTER NEW VALUE FOR STRATA EXPRESSION DEFINING STRATA TO COMPARE
=.

ERROR -- TOO FEW STRATA

THIS COMMAND REQUIRES TWO OR MORE (NON-EMPTY) STRATA. HAVE THE RIGHT
COMMAND? THE RIGHT CATEGORICAL VARIABLE? WHAT DID YOU READ IN?

ENTER NEW VALUE FOR STRATA EXPRESSION DEFINING STRATA TO COMPARE
=!
:+ATTN+
ANOVA COMMAND CANCELLED

COMMAND (22)
?CODE V5=CUTS(V4)
LABEL FOR THE RESULT VARIABLE(S)
=CATR
POINTS AT WHICH TO CUT VARIABLE (INCLUSION AT LEFT)
=,2,

CUTS CATEGORIZATION

VARIABLE	TOTAL	VALID	MISS	LEVELS
5.CATR	31	31	0	2

COMMAND
?ANOVA V=3 (23)
3 STRATA=V5

UNIVARIATE 1-WAY ANOVA

ANALYSIS OF VARIANCE OF 3.SCR N= 31 OUT OF 31

SOURCE	DF	SUM OF SQRS	MEAN SQR	F-STATISTIC	SIGNIF
BETWEEN	1	7.7426	7.7426	.25977 -1	.8731
WITHIN	29	8643.7	298.06		
TOTAL	30	8651.4	(RANDOM EFFECTS STATISTICS)		

ETA= .0299 ETA-SQR= .0009 (VAR COMP= -22.727 %VAR AMONG= -0.)

CATR	N	MEAN	VARIANCE	STD DEV
(1)	9	73.444	912.28	30.204
(2)	22	74.545	64.069	8.0043
GRAND	31	74.226	288.38	16.982

COMMAND
?$DES WRAT
*FILE "WRAT" IS TO BE DESTROYED. PLEASE CONFIRM.
?OK

COMMAND
?MTS
USE $RES TO RE-ENTER MIDAS
#SIG $
#XGVH 15:13

END

CONTINUED

14 OF 4