

Juvenile Court of Polk County

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June 27, 1975

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EVALUATION
GRANT No 73-ED-07
0010-01

Mr. Samuel Anania, Chairman
Polk County Board of Supervisors
Polk County Courthouse
Des Moines, Iowa 50309

Dear Mr. Anania:

Attached is the evaluation report of the Polk County Juvenile Court Youth Guidance Program, prepared in compliance with the terms of the contract entered into with the Board of Supervisors on July 30, 1974. This report also satisfies the terms of LEAA Grant Number 73-ED-07-0010-01.

Sincerely,

Jeanne Hunt

Jeanne Hunt
Evaluator-Youth Guidance Program

NCJRS

JUN 25 1975

ACQUISITIONS

RECEIVED

JUL 18 1975

IOWA CRIME COMMISSION

REFER TO
JUL 1 1975
Bob Bernard

THE YOUTH GUIDANCE PROGRAM:
An Evaluation

Jeanne Hunt

July, 1975

Prepared under LEAA Grant Number 73-ED-07-0010-01

For the Polk County Board of Supervisors

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PROPOSED AND OPERATIONAL COMPONENTS

A general description of the Youth Guidance Program has been presented in the previous chapter. This superficial picture has been drawn to give the reader an overall view of what the program was to have been, before the fact. This chapter and the ones that follow will describe the program as it has operated since September, 1974. (Although the actual start-up date was July 15, the first two months of operation were not included in the evaluation so the staff and evaluator could familiarize themselves with the program.)

A positive aspect of the Youth Guidance Program (YGP) has been its flexibility, allowing for new components to be introduced and those of little apparent value to be phased out. (One problem, however, is that staff seem to make these decisions with no input from the participants.) Table II shows the Schedule of Individual Group Sessions as planned before the YGP began with Table III presenting the actual format.

Several changes are readily apparent from these tables. Three of the suggested components were never implemented: consistent staffing, parent participation, and small groups.

As the program operated, the following chart would represent a typical staffing pattern:

Week	Client Supervisors	Educational Specialists
1	A, B, C	G, H
2	D, E, F	G, H
3	A, B, C	I, J
4	D, E, F	I, J

TABLE II

Proposed Schedule of Individual Sessions

	I	II	III	IV	V	VI	VII	VIII	IX	X
pre-delinquent	X	X		X	X		X		X	X
sophisticated			X			X		X		
probation violators		X	X	X		X	X	X		X
coed		X		X		X		X		X
ages 12-17		X							X	X
ages 14-16	X			X	X	X				
ages 15-17			X			X		X		
volunteers	X	X	X			X	X	X	X	X
consistent staff					X					
small groups	X		X		X	X				X
parent participation						X			X	
family counseling	X	X	X	X	X	X	X	X	X	X
child counseling		X		X			X			X

TABLE III

Actual Schedule of Individual Sessions

	I	II	III	IV	V	VI	VII	VIII	IX	X
pre-delinquent	X	X		X	X		X		X	X
sophisticated			X			X		X		
probation violators	X	X	X	X	X	X	X	X	X	X
coed		X		X		X	X	X	X	X
ages 12-17	X	11-17	12-18	X		X	X		X	X
ages 14-16								X		
ages 15-17					14-18					
volunteers	X	X	X							
consistent staff										
small groups										
parent participation										
family counseling	X	X	X	X	X	X	X	X	X	X
child counseling			X				X			
ADAPT	X	X	X	X	X	X				
Planned Parenthood						X	X	X	X	X

As this illustrates, participants may be exposed to 10 (and, with staff replacements, sometimes 12) individual staff members. For a program that is run on a four-week basis, this appears to introduce a great number of different personalities with, most likely, slightly different philosophies and modes of interacting with young people. The consistent staffing component was essential, it was felt, to evaluate which method, if either, could be found to be of greatest benefit to the youths the program serves. Without this test, proponents of the rotation system can continue to claim that this experience is valuable as an introduction to the variety of individuals one has to learn to cope with in the "real world." The argument that what so-called delinquents may need is strong, sensitive adults with whom they have time to form a trusting relationship has not been put to the test. It is understandable, on the other hand, that staff members would not want to work four consecutive weeks in addition to their normal work-load. The question should ideally be resolved on the basis of what is in the best interest of the youths being served by the program.

Parent participation in the youths' session also was not tried. Many parents only with difficulty were able to attend the family meetings twice weekly. To implement this component would have meant either eliminating the family counseling or requiring parental attendance an additional evening. Neither option was viewed with much favor. Many parents did, however, suggest joint meetings that would be of a counseling nature. (See Chapter VII.) Such an experimental group needs to be examined more closely.

Staff members for the most part made programming decisions for individual sessions. None chose to experiment with the use of small groups. The idea for this was for staff to divide the large

group into three or four smaller units consisting of from five to seven youths. Each staff member would then work consistently with those individuals in an atmosphere that would hopefully foster mutual trust and understanding. Large group activities would still be a part of the program. With a rotating staff, this concept would have been difficult to put into practice.

A significant change that took place as a result of concerns expressed by probation officers in the Girls' Department was that of allowing entry of females into the YGP at any time. The immediate result was an increase in female participation from 12.5% (2) to 42.9% (9). The following session was one-third female. A problem did result from this change, however, which emphasized an area of rigidity at the administrative level. Staff had been hired with the understanding that three would be needed during the all-male sessions, five for co-ed. Each person was scheduled to work two weeks out of eight. This staffing pattern did not change, rather an additional client supervisor was hired. On at least two occasions, staff and participants were almost equal in number.

Age levels were not adhered to as originally scheduled. While the short time span of the program would seem to prevent a negative associational effect, there are other concerns involved in staying within reasonable constraints. The data in Chapter VI indicate a greater tendency on the part of the older participant to drop-out of the YGP. One can only speculate that the activities all must participate in are geared to a younger group that is still accustomed to accommodating itself to a school-type atmosphere. The degree of sophistication, not necessarily with regard to types of delinquent behavior, more especially of those attuned to the drug/counter-culture, could negatively influence

the more impressionable young person.

The introduction of ADAPT, Planned Parenthood, and volunteers is discussed in Chapter IV.

On two occasions, group meetings patterned after those the parents attended were conducted with the youths. The scheduling of such groups was initiated to introduce a somewhat more therapeutic atmosphere. Rarely if ever during the YGP were participants able to express their feelings, concerns, problems, etc. The two attempts were not considered very successful by the facilitators for a number of reasons:

1. the structure was too loose compared with the rest of the program;
2. the levels of maturity were too diverse;
3. the range of problems was too wide; and,
4. the facilitators were seen as extensions of the staff limiting the degree of openness the participants would allow themselves.

Some staff members, in addition, were not supportive of these sessions, viewing them as one more interference with their routine. The YGP is presented to families as providing group and individual counseling; it has, therefore, a responsibility to do so.

Youths who had violated some part of their probation contracts and placed in the YGP as a result participated in every session with no apparent problems. Probation officers felt the program served a valuable need in this way.

The content, problems, and successes of the individual sessions obviously varied according to individual staff and the way a particular group coalesced. These factors are almost impossible to evaluate yet

must be recognized as important intervening variables. A major difficulty in evaluating such a program is the almost limitless number of variables. Those introduced arbitrarily for research purposes cannot be examined in a vacuum making the job of evaluating a program extremely difficult. The chapters which follow concentrate on a few of the more important program variables.

THE POINT SYSTEM

A point system was built into the Youth Guidance Program as a means of assessing the participants' behavior, according to the grant application. In practice, however, little assessment takes place. The system is used instead as a vehicle for "control and reward for indications of behavior conformity," according to a report written by the project director. Use of the point system is not seen as a behavior modification tool by program designers.

Since the beginning of the program, three point systems have been used. The major incentive under each has been the possibility of earning Friday evening off with an 11 p.m. curfew. Points are accumulated for one week only so everyone begins fresh on Monday. Originally, a child needed to earn 25 points to have Friday free. The first revision increased the total to 32 points while the system used at the end of the program carried a requirement of 15 points.

The 25-point system operated by awarding one point for receiving no reprimands during the evening and offering a chance to earn an additional one to two points for such activities as emptying waste cans and setting up equipment. Other points could be earned simply by being present and on time with a loss of points resulting from being tardy. Each reprimand cost a point. A maximum of 28 points could be earned while an unlimited number could be deducted.

The most flexible-appearing of the three was the 32-point system which in practice seemed to penalize the participants the most. 81% had to attend at least one Friday session with only six out of 21 able to earn a free evening the first week. A possible

40 points could be earned during the week by being present and on time, volunteering to help in some capacity, bringing homework, and receiving no reprimands. In addition, those participants within two points of the requisite 32 could, at the discretion of the staff, be awarded the points needed. Points were lost at a rate of one for each 15 minutes late and one for each incident of disruptive behavior or disobedience. Again a ceiling was placed on the total number of points that could be earned while allowing unlimited deductions (See Table IV for a comparison of the three systems used.)

In January, after six months of program operation, a couple of evenings were devoted to staff meetings to provide a forum for input and feedback on the program. As a result of these meetings, a third point system was designed with the idea of simplifying it and eliminating as much subjective application as possible. This system placed a limit of four on the possible number of points that could be earned during an evening: one for arriving on time, one for bringing a sack lunch, and two for bringing enough homework to keep busy the entire study period. A new component was added, that of rewarding the youth for parental attendance of the two family meetings, one point for each meeting. Heretofore, nothing had been done to encourage greater parental involvement other than sending letters of reminder, primarily because any such efforts would inevitably result in punitive measures against the child. This system seeks to reward for attendance without penalizing those whose parents still do not participate. Points are lost for being tardy, for each additional 10 minutes late, for failure or refusal to comply with requests made by supervisory personnel, and for any outrageous behavior, to be defined by supervisory personnel.

Each of these, through a system of rewards, appears to place a

TABLE IV

Comparison of Point Systems

Points Earned	25 Point	32 Point	15 Point
Attendance	3	2	
On time	1	1	1
Homework		2	2
Lunch			1
Volunteering	1-2	1	
No reprimands	1	2	
Good behavior/attitude		1-2	
Parental attendance			1-2
Total possible per week	24-28	36-40	17-18
Total to earn Friday off	25	32	15
Points Lost			
Tardy	1/5*	1/15	1/10
Each reprimand	1	1	
Disruptive/outrageous behavior		1	1
Failure/refusal to comply with request			1

* indicates 1 point off for each 5, 15, or 10 minutes late

high priority on an adherence to mechanical rules -- arriving on time, bringing homework -- rather than on behaviors or attitudes. The latter receive greater attention through negative reinforcement than positive. Even where good behavior is rewarded, it has a maximum placed on it and is ambiguous as to specific kinds of appropriate behaviors and/or attitudes. Points are earned for bringing enough homework to keep busy, not for the quality of work done. Also, no attempt is made to define "outrageous behavior", thereby leaving it to the discretion of the individual supervisor. With such ambiguous terminology, the system has potential for abuse or misuse as well as for confusion on the part of the participant.

The system does not have built in checks and balances. For those things for which points may be lost, there are no comparable plus points. The pluses and minuses have little comparability. When the 32-point system was operative, one to two points could be awarded by the staff for good behavior. While this was a laudable effort to reinforce good behavior, it also suffered from the potential perception of misuse on the part of those in need of the extra points. Another difficulty in administering the point system involved the rotation of staff throughout the session. At times, as many as 12 individuals may have worked during a single four-week cycle and each of these individuals may have placed a slightly different interpretation on the rules.

Throughout the program, concern focused on ways to motivate parents to become more actively involved and to carry through with their commitment to the program. At the point of intake, both parents and child must agree to participate, with the understanding that each has a commitment to fulfill. If the child fails his/her

part, appropriate action, such as filing the petition for Court hearing, is taken. For the parents, however, there is no "penalty" for failure to appear. It was to build in some additional motivation that the provision in the 15-point system was incorporated. This, however, places the onus on the child since he/she loses because of parental neglect. One rationale behind such an incentive is the pressure the child can place on the parent to attend. If problems exist in the home, however, such pressures may simply add to them. At least initially it does not appear that this incentive has made any significant difference, with only a 66.7% attendance rate. By session, the attendance rate can be seen below:

Session I:	70.0%
II:	82.8
III:	85.7
IV:	81.3
V:	80.0
VI:	57.1
VII:	66.7

Awarding points for bringing homework fails to recognize the school drop-out. During Session VI, materials used to prepare for the General Equivalency Diploma were introduced for use by those no longer attending school. While this is a worthwhile effort and may motivate some individuals to pursue this alternative, it makes the practice of awarding points to the others on the basis of homework they have brought an inequitable practice. Earning points for the quality of work accomplished seems more realistic. Another alternative would be for the staff to work with each individual the first night or two to set some goals for the child to work toward during the four-week time period. An individualized point system could then be worked out accordingly.

The idea of an individual "contract" could be carried further

to include specific problem areas the child, parent, and staff agree can be dealt with within the confines of the program. The contract could attempt to define the underlying causes for the child's problems which might include his/her attitude toward the family, school, etc. Those behaviors that are identified would then be the ones for which points could be earned. Admittedly such a system would entail more work for staff, but at the same time it has the potential for being of greater, longer lasting benefit to the child. One means of making this system easier to administer would be the assignment of a specific staff person to work with a small number of participants, preferably for the entire four-week period.

Under the 15-point system, a great deal of emphasis is placed on the participant bringing a sack lunch with one of the four points being awarded on this basis. The thinking behind including this provision in the point system seems to be that those individuals not bringing food will either get too hungry during the session to actively participate or will be asking for handouts from others. This does not account for those wishing to eat before leaving home. The one-half hour for the lunch period may be viewed as a good opportunity for kids and staff to socialize, but including such a provision in the point system seems to be yet another mechanical rule that has little or no value to the goals of the program.

USE OF COMMUNITY RESOURCES

The Youth Guidance Program is a vehicle of the Juvenile Court. As such, it has relied most heavily on the resources immediately available at the Court, primarily in terms of staffing and programming needs. Arrangements have been made, however, with various community agencies to participate in the program.

The major non-Court link-up has been with the Des Moines Independent School District which has provided, free of charge, the use of the facilities at Moulton Elementary School. In addition, the community schools have cooperated with the teaching staff in the search for and preparation of materials needed to work with individual students.

The local drug abuse agency, Alternatives in Drug Abuse Prevention and Treatment, Inc. (ADAPT), became involved in the program during Experimental Group I, generally conducting one hour-long meeting each week. These group discussions centered around self-concepts, clarification and labeling of emotions, and values clarification. Little emphasis was placed on factual drug information, though in practice many sessions revolved around discussions of usage, effects, etc. During Experimental Group V, ADAPT conducted two sessions per week since more than 50% of these individuals had been referred to Court for drug-related offenses. Since that time, ADAPT's involvement has been reduced to one meeting each session to acquaint the participants with the facilities and services available to them.

ADAPT's initiation into the Youth Guidance Program was indicative of a problem that persisted throughout the early months of operation, namely a faulty line of communication. When the first team showed up

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TABLE V
SYLLABUS FOR MOULTON SCHOOL DISCUSSION GROUPS
CONDUCTED BY ADAPT STAFF

- I. First session - Introduction to ADAPT group facilitators and group function. Length of sessions - one hour.
- A. Introduction of group leaders
 - B. Explanation of our group
 - 1. Total hours of involvement
 - 2. Get to know each other
 - 3. Talk about things important to you
 - 4. As group leaders we would like to listen to what each member has to say. Will have an opportunity to talk one at a time.
 - C. Introduction of each member to rest of group
 - 1. Suggested exercise: Pass the Watch
 - a. Who are you?
 - b. Why are you here?
 - c. Talk about yourself for one minute
 - D. Group contract: Summarize three things that seem important to the group.
 - E. Conclusion: Have one member summarize group.
- II. Second session - Self concept: How I feel about myself.
- A. Suggested exercises:
 - 1. List three things you like best about yourself.
 - 2. Name two things that you do best
 - B. Discussion of Exercise
 - C. Begin group contract completion
 - D. Discussion of contract
 - E. Conclusion: Have members summarize
- III. Third session - What is a feeling? Clarification and labeling of emotions.
- A. Suggested exercises:
 - 1. Statement of three feelings I feel right now.
 - 2. Life line
 - B. Discussion of exercises
 - C. Continuation of group contract
 - D. Assessment of individual needs
 - E. Conclusion: Have members summarize group
- IV. Fourth session - Values clarification/information about drugs
- A. What is a value? What are some things you value?
 - B. Suggested exercise: Coat of ARMS
 - C. Drugs and ADAPT - Brief summary of ADAPT services available
 - D. Conclusion: Summary by members

at the school, the staff had not been informed that they would be there. The next conflict arose over the issue of staff involvement in the meetings which the ADAPT counselors felt should provide an open forum in which the kids could express themselves freely. A suggestion for future planners would be to arrange for the two staffs to meet prior to beginning their work together. This would not only give the staffs a chance to get acquainted but also to discuss their modes of operation and goals.

A cooperative effort was arranged for busing group participants to the YMCA for a variety of recreational activities. They were to be involved in some instruction as well as participation one or two evenings each session. Unfortunately, these trips became a reality on only one occasion, despite positive reports on the kids' behavior. A value in such an effort is that it introduces kids to an alternative "place to go" and an acceptable one at that.

During Group VI, the resources of Planned Parenthood of Iowa were made available to the program. Two counselors spent two evenings, one hour each evening, leading discussions and showing films geared toward family planning education. Parents were apprised of the content of the sessions so they could choose whether to let their child participate. Planned Parenthood was to staff these sessions for two months after which program staff assumed the responsibility.

At the beginning of the Youth Guidance Program, volunteers from Volunteers in Probation were utilized as additional resource people. A number of volunteers began attending the sessions one or two evenings a week, assisting during study time, participating in recreational activities, and generally trying to get better acquainted with the kids. Unfortunately, no structure was provided for their involvement

so neither they nor the staff were able to make maximum use of their time or talents. After a few months, most of the volunteers were phased out, with one continuing to call the kids each evening to be sure they were not violating their curfew.

Other community tie-ins were on a less formal basis. Individual staff members would arrange for speakers to come in to spend an hour discussing their program or work. Examples of speakers were a policeman, an attorney, the Job Corps coordinator, and an Iowa Runaway Service Counselor. Decisions concerning who would be invited to speak depended almost entirely on the staff of the particular session being planned. Other than those services mentioned previously, there was no on-going involvement.

TABLE VI

Comparison of 1973 Court Population,
Control Group, and Experimental Group,
by Sex and Race

	White male		Black male		White female		Black female		Other, unk.		Total
	N	%	N	%	N	%	N	%	N	%	
1973 Population	1698	65.5	251	9.7	562	21.7	68	2.6	12	0.5	2591
Control Group	68	68.0	12	12.0	19	19.0	1	1.0	0	0.0	100
Experimental Group	101	75.4	8	6.0	22	16.4	3	2.2	0	0.0	134
Total	1867	66.1	271	9.6	603	21.3	72	2.5	12	0.4	2825

DESCRIPTION OF PROGRAM

The Polk County Juvenile Court Youth Guidance Program was initiated in 1972 as an experimental project designed to divert pre-delinquent youths from the route of official Court action. The program was funded for four months only so that a determination could be made as to its viability as an integrated part of the Court's services. Following this short-term project, which was felt to be beneficial, application for funds was made to the Law Enforcement Assistance Administration with the Polk County Board of Supervisors to provide the local match. Once both were awarded, the program began operation on July 15, 1974.

The purpose of the Youth Guidance Program can best be summarized as follows:

The project is designed to divert as many youths as possible from entering or (in some cases) re-entering formal adjudicative channels within the Polk County Juvenile Court. The paramount concerns here are the following: 1) avoidance of a permanent court record for pre-delinquent youths; and 2) the avoidance of lengthy delinquency records for more sophisticated youths. Because the designers of this program believe that communication break-downs within family units as well as academic non-achievement can contribute to the development of delinquent behavior, the program addresses itself to improvement of family relations and upgrading of youth's academic achievement.¹

As in the pilot program, the primary focus was the so-called pre-delinquent youth, the one who was a first offender or at least had committed no serious offenses. Responsibility for placement of such youths in the program fell to the three officers of the Intake Department. Their job is to interview each juvenile accused of committing an offense and recommend appropriate Court action. This may

¹ Application for Grant, Youth Guidance Program, p. 1.

range from a warning with release to parents; keeping the case open for 90 days on an unofficial basis, to be closed if no further referral is made during that time period; to the filing of a petition with the case being assigned to a probation officer to prepare for hearing. The Youth Guidance Program became one more alternative for the officer to explore, based on the perceived appropriateness of the individual case for such action. Theoretically, only those youngsters who would have had a petition filed or on whom the evidence would have sustained the allegation had this option.

The program is labelled voluntary and is offered only to those families seen by the Intake or Probation Officer as being stable enough to benefit from it. When one considers the alternative to selecting the Youth Guidance Program -- a Court hearing -- it takes on a somewhat coercive tone, however.

During the past year, the program has operated in four-week cycles, each of which included the following basic components:

1. study time;
2. recreation;
3. films;
4. discussions; and,
5. family counseling.

Time periods were generally scheduled to allow for 1 1/2 hours of study, 1/2 hour for supper, 1 hour for recreation, and 1 hour for a planned activity, speaker, or film. Attendance was required Monday through Thursday from 5 to 9 p.m. The Friday session was from 5 to 6:30 p.m. and required only for those individuals who failed to earn enough points (see section on point system) to be excused from attendance.

TABLE I

Example of Youth Guidance Program Schedule

Monday	Tuesday	Wednesday	Thursday
5:00-5:10: Roll Call 5:10-6:10: Study 6:10-6:30: Lunch 6:30-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers 7:00-9:00: Parents	5:00-5:10: Roll Call 5:10-6:10: Planned Parent- hood 6:10-6:30: Lunch 6:30-7:15: Study 7:15-7:20: Break 7:20-8:00: Study 8:00-9:00: Recreation	5:00-5:10: Roll Call 5:10-5:45: Study 5:45-6:15: Lunch 6:15-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers	5:00-5:10: Roll Call 5:10-6:10: Study 6:10-6:30: Lunch 6:30-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers 7:00-9:00: Parents
5:00-5:10: Roll Call 5:10-6:10: Plan. Parent. 6:10-6:30: Lunch 6:30-7:15: Study 7:15-7:20: Break 7:20-8:00: Study 8:00-9:00: Recreation 7:00-9:00: Parents	5:00-5:10: Roll Call 5:10-6:10: Plan. Parent. 6:10-6:30: Lunch 6:30-7:15: Study 7:15-7:20: Break 7:20-8:00: Study 8:00-9:00: Recreation	5:00-5:10: Roll Call 5:10-5:45: Study 5:45-6:15: Lunch 6:15-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers	5:00-5:10: Roll Call 5:10-6:10: Study 6:10-6:30: Lunch 6:30-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers 7:00-9:00: Parents
5:00-5:10: Roll Call 5:10-6:10: Plan. Parent. 6:10-6:30: Lunch 6:30-7:15: Study 7:15-7:20: Break 7:20-8:00: Study 8:00-9:00: Recreation 7:00-9:00: Parents	5:00-5:10: Roll Call 5:10-6:10: Plan. Parent. 6:10-6:30: Lunch 6:30-7:15: Study 7:15-7:20: Break 7:20-8:00: Study 8:00-9:00: Recreation	5:00-5:10: Roll Call 5:10-5:45: Study 5:45-6:15: Lunch 6:15-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers	5:00-5:10: Roll Call 5:10-5:45: Study 5:45-6:15: Lunch 6:15-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers 7:00-9:00: Parents
5:00-5:10: Roll Call 5:10-6:10: Plan. Parent. 6:10-6:30: Lunch 6:30-7:15: Study 7:15-7:20: Break 7:20-8:00: Study 8:00-9:00: Recreation 7:00-9:00: Parents	5:00-5:10: Roll Call 5:10-6:10: Plan. Parent. 6:10-6:30: Lunch 6:30-7:15: Study 7:15-7:20: Break 7:20-8:00: Study 8:00-9:00: Recreation	5:00-5:10: Roll Call 5:10-5:45: Study 5:45-6:15: Lunch 6:15-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers	5:00-5:10: Roll Call 5:10-5:45: Study 5:45-6:15: Lunch 6:15-7:00: Study 7:00-8:00: Recreation 8:00-9:00: Films/Speakers 7:00-9:00: Parents

Children generally entered the program on the first Monday in the cycle, but could in fact enter at any point. Days missed because of late admittance were made up during the following session.

Each session was staffed by two to four client supervisors and one or two educational specialists each evening. Most of the client supervisor positions were filled by probation officers while the educational specialists were certified teachers. The number of staff employed during any one session was pre-determined on the basis of every other session being open to both boys and girls. The 20 staff members working in the program were scheduled to work two weeks out of every eight. Educational specialists worked their two weeks consecutively while client supervisors alternated during the cycle.

While the original program was designed for pre-delinquent male offenders only, the present program was expanded to include females as well. As stated previously, girls were to be admitted every second session only with sufficient staff to run the programs separately. A child with a so-called sophisticated pattern of delinquency could also be placed in the program under the new guidelines.

In both the pilot program and the one being evaluated, a point system was an integral component. As mentioned previously, the most visible result of such a system was the ability to earn Friday evening off and have a later curfew. In the pilot project each person entering was given 100 points and had to earn an additional 50 by completing assignments given them by their supervisors and by performing extra clean-up-type duties. Under the present system, all points are earned on a nightly basis.

Two evenings a week, the parents of participants attended two-hour counseling sessions. Parental involvement was viewed as part of

the contract between the probation officer, the child, and the parent that had to be agreed upon prior to the youth's entrance into the program. One of the criteria used to determine eligibility for the program was the officer's perception of the receptivity of the family to the treatment offered by the program.

Unlike the four-month program, the LEAA funded project was to be evaluated on an on-going basis. To accomplish this, a full-time evaluator was hired. The evaluator helped determine the composition of the individual sessions and the experimental components that were to be plugged in from time to time. Such things as group counseling for the participants and parental involvement in the sessions were written into the schedule. All the possible experiments were not tried for a number of reasons which will be discussed in another section of this report.

The Youth Guidance Program must be viewed as an experiment during this time with adjustments going on continually to make improvements. It's value lies in part in the learning that took place, thereby enabling better services to the youth of Polk County.

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS

In order to test the effectiveness of the Youth Guidance Program and the representativeness of its participants, a control group was established from the general Juvenile Court population. After discarding several methods of selection, it was decided to draw the control sample from a population consisting of the following characteristics:

1. a referral to Juvenile Court was made between June 1, 1973, and May 31, 1974;
2. the case against the youth could have been substantiated in Court; and/or
3. the allegations in the initial petition filed against the child were taken under advisement by the Judge with no official finding of delinquency.

The final decision regarding assignment to the control group was made by the evaluator after reading the information contained in the casefile.

All cases assigned to probation officers during the specified time period were given numbers according to the order of their appearance in the assignment books. From these, 80 males and 20 females were drawn. A few adjudicated delinquents were placed in the control group based on the evaluator's perception of the seriousness of the offense or offenses. Since probation officers were able to place active probationers in the YGP, it was felt this balance was needed in the control group as well.

Identical information was maintained on the control and experimental groups. In most instances, the only source of information on the youths in the program placed by the Intake Department was the intake card and the police report. For those on active or inactive probation status, a casefile, containing a social history investiga-

tion, was available.

A major difficulty encountered in selecting the control group was finding enough females, especially black, who fit the criteria. In 1973, 75.6% of the total delinquent referrals were male, 24.4% female. Of these, 23.3% of the males were filed on while only 16.2% of the females were handled officially. The Youth Guidance Program was 81% male, 19% female, while the control group was 80% male and 20% female. After reading a substantial number of casefiles, it began to appear that if a girl reaches the point of having a Court hearing, she is more likely to be adjudicated than her male counterpart. The problem is further complicated by the number of petitions in which the allegation of delinquency is changed to dependency.

Of the total number of official delinquent cases in 1973, only 2.6% were black females compared to 21.7% white females. For the black females, the rate of filing a petition was 20.6% while only 15.7% of the white females had the charges against them filed. This pattern is consistent with the rate of filing on black males also, who comprise only 9.7% of the total Juvenile Court delinquency referrals. Petitions were filed on 37.1% of the black males and on only 21.3% of the white males who account for 65.5% of the total delinquency cases.

Table VI gives a three-way comparison between the control and experimental groups and the 1973 Court population, by sex and race. Taking 1973 as a representative year, then it appears that white males are being somewhat disproportionately served by the Youth Guidance Program. Both black males and white females are under-represented. While the percentage of black females in the program is quite close

to the 1973 population, their numbers are too small to yield any valuable data. With such a small number (11) of black youths being served, it appears that the program may be viewed by those recommending placement as of less value to minority groups than their white peers.

For comparative purposes, the offenses committed precipitating a young person's involvement with Juvenile Court have been placed in categories according to their relative degree of severity. These categories are:

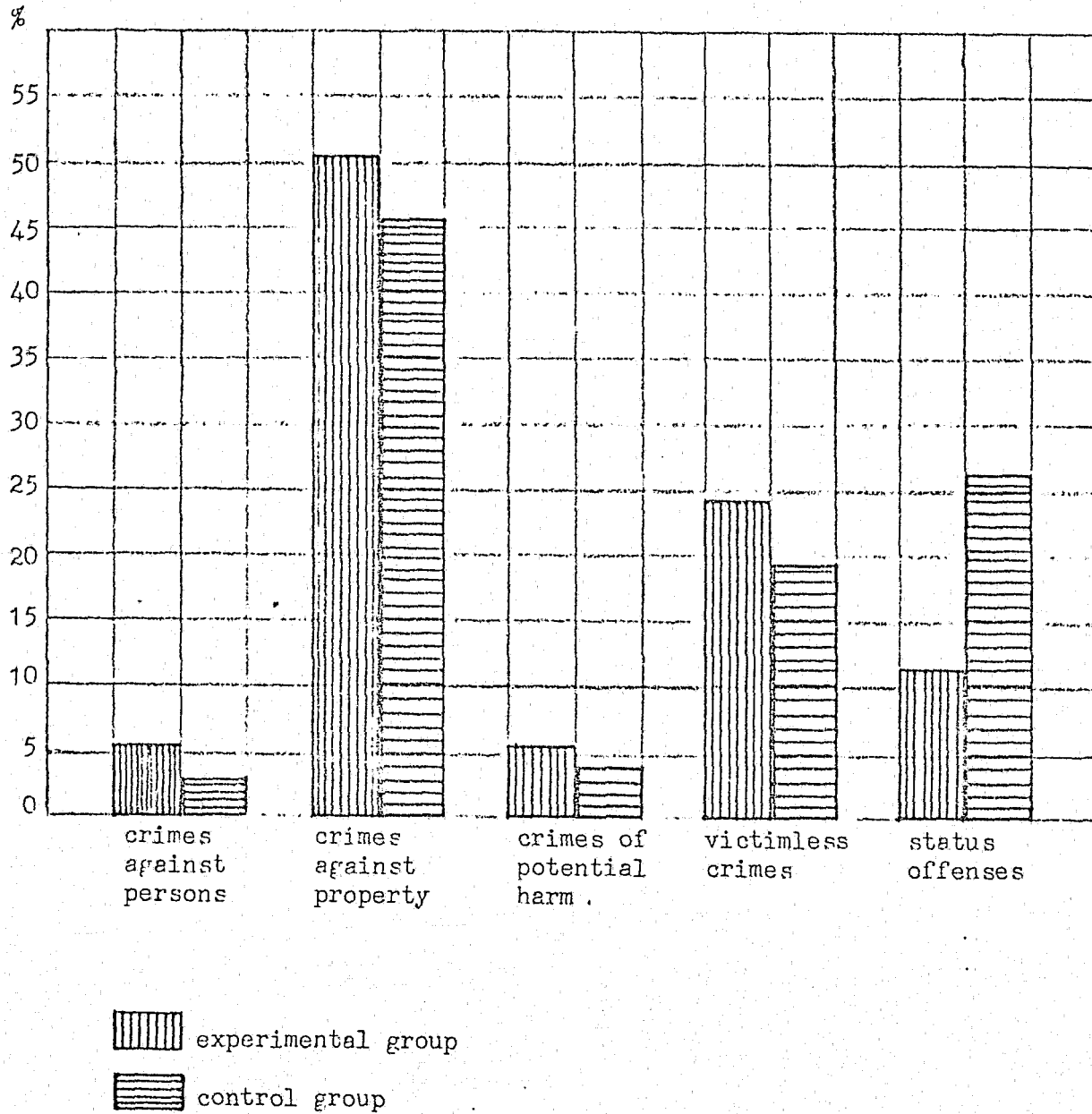
1. crimes against persons (murder, assault and battery, armed robbery, etc.);
2. crimes against property (breaking and entering, burglary, larceny of a motor vehicle, etc.);
3. crimes of potential harm (carrying a concealed weapon, malicious mischief, etc.);
4. victimless crimes (possession of a controlled substance, intoxication, etc.); and,
5. status offenses (runaway, wayward, incorrigibility, etc.).

The graph in Table VII shows how the control and experimental groups compare according to these categories. As can be seen, on a percentage basis the program participants lead in every category except status. A possible explanation for this discrepancy is the method of selection of the control group, involving, to the extent possible, non-adjudicated cases. It would seem likely that a high percentage of petitions filed on status offenses would be taken under advisement by the Judge, especially on first referrals. (See Table which suggests status offenders may not be appropriate for the Youth Guidance Program.)

Sources of referral to the Court are primarily law enforcement

TABLE VII

Percentage of Total Offenses Committed
by Experimental and Control Groups,
by Crime Category



agencies with parental referrals having the second highest rate. For the control group, law enforcement referrals reached 80.4% of the total and parental referrals were 15.7%. Program participants were referred in 94.7% of the cases by some law enforcement agency and in 5.2% by parents. The higher percentage of parental referrals for the control group is consistent with the rate of status offenses. The difference is not seen as significant enough to bias the results. Other referrals were from school personnel, probation officers, etc.

Age-wise, the two groups compare favorably with the average age at this referral for both being 15.2. Taken separately, the girls in the control group tend to be one year older than those who chose the Youth Guidance Program. This may reflect a tendency toward a more frequent use of alternatives for females which would result in their being older when finally faced with a Court hearing. This may also call in to question whether those girls sent to the YGP would in fact have gone to Court at this time. The age at the time of their first referral reflects a slightly higher age range for the experimental boys but more than one year less for the girls in this group.

Educationally, both groups are very compatible. Those participating in the YGP have a median grade level of 9.8 while the control group average is 9.5. Of the program participants, 10.9% have dropped out of school as have 13.0% of the control group. The modal grade level of the experimental group is 10, for the control group, 9.

In addition to method of selection, there appears to be another area of major difference between the control and experimental groups, namely, total length of time in the system. However, upon examination of the records, it was found that 16 months was the maximum

amount of time between referrals, only four months greater than for the experimental group. Since a number of youths who were on active probation status were included in the program, it is felt this time factor is not a great source of bias for this study.

DEMOGRAPHIC VARIABLES

In comparing the control and experimental groups according to "family stability" variables, the two were found to differ in ways that might be accounted for by the method of selection to the experimental group. Since family counseling was an important component of the YGP, efforts were made to offer participation in the program to only those families who appeared likely to benefit from such an experience.

For those who did elect participation in the program, 60.0% of the families were intact, compared with only 45.0% of the control families. Divorces account for 34.5%, separations 1.8%, and one parent deceased 3.6% for the remainder of the experimental group. In the control sample, there are 38.0% divorces, 3.0% separations, 11.0% one parent deceased, 2.0% both parents deceased, and 1.0% unmarried. The logical extension of these data is that most of the youths in the experimental group live with both parents. Twenty-seven and three tenths percent live with their mother only, while 30.0% in the control group live in a single, female parent home. These homes consist of, in addition to the parents, from two to nine children, with an average of 4.7. The control group ranges from one to 15 children with an average of 4.4.

The average income range for both groups is \$7000 to \$8999, with

more than 25% earning from \$12000 to \$24999. Another 25% who participated in the YGP fell into the \$1000 to \$4999 income category, with the majority of those being ADC recipients. Only 18.0% of the control sample were in this range.

Employment levels of the two groups of parents are quite high with 58.2% and 68.5% working at full-time or part-time jobs. Of the women, 58.2% of the experimental group work only in the home. For the control group, this figure is 41.0%.

Academically, the two groups of parents match almost exactly. The experimental parents range from eighth grade attainment to four years beyond a bachelor's degree with an average of 11.6. Parents in the control sample range from seventh grade to six years beyond the bachelor's level for an average of 11.7.

The data reveal no criminal, including juvenile, contacts for any female parents. Of the male parents of program participants, 14.6% of those on-whom information was available are known to have a record with the police. The percentage of control group male parents with a criminal record is 9.0%.

Considering the differences in method of selection to the control group, it is not surprising that the sample does not match up exactly with the experimental group. In addition, the proposal for the Youth Guidance Program, in terms of providing services for the pre-delinquent youth with a family situation apparently amenable to treatment, set up a certain degree of selectivity with a potential for making it atypical of the general Court population. The differences do not appear to be so great as to seriously limit the comparability of the two groups.

PROGRAM SUCCESSES AND RECIDIVISTS

In order to more fully assess the validity of the Youth Guidance Program as an alternative treatment modality, the participants were divided into three categories relative to their degree of success or failure post program involvement. Those categorized as successes are the 91 individuals who attended the entire four weeks and had not had a subsequent referral to Juvenile Court as of May 31, 1975. Recidivists are those who, while successfully completing the program, have been referred to Court on a new offense. Program non-completions were examined separately because of their unique relationship to it.

The youths who failed to complete the program require further definition due to greater complexity surrounding the manner in which they became members of this group. Two, placed at Intake, attended one or two times then withdrew. Both subsequently were taken to Court, with one petition being taken under advisement, the other terminated and closed. Three others who were placed by their Probation Officer failed to attend. While they were never exposed to the program, the fact of their non-participation without the approval of their PO is significant to note. Of the three none was returned to Court even though this is the typical response to a failure to abide by a probation contract. (One was picked up and placed in Meyer Hall.) Another three participants were dropped from the program only to be readmitted to a later session.

Table VIII was constructed to illustrate the differences, if any, between the source of referral to the Court in the three categories. The figures indicate that there may be a greater tendency to fail on

TABLE VIII

Source of Referral to Juvenile Court,
Youth Guidance Program

	Parents		Law Enforcement		Other		Total	
	N	%	N	%	N	%	N	%
Successes	1	14.3	85	69.7	5	100.0	91	67.9
Recidivists	3	42.9	22	18.0	0	0.0	25	18.7
Non- Completions	3	42.9	15	12.3	0	0.0	18	13.4
Total	7	5.2	122	91.0	5	3.7	134	100.0

the part of juveniles referred by their parents. However, the total number is too small to be significant.

The figures in Table IX do reflect a trend that one might have anticipated. Those who were recidivists or did not complete the program have a higher percentage of Court referrals than those classified as successes. On the basis of this information, it appears that those who did not complete the program were initially "worse off" than either of the other two groups with 38.9% having four or more Court referrals. These data would indicate that the YGP is of greatest potential benefit to the youth who has never had previous contact with Juvenile Court.

This can be further illustrated by Table X which shows the success rate according to whether the youth entered the program at the point of intake or at the request of a probation officer. (Placement by a PO would indicate in most cases that the youth has already gone through the process of a Court hearing.) As can be seen, the greatest percentage of successes are placed by the Intake Department which would be the point of minimal Court involvement. It is interesting that a total of 37.2% of the "failures" were placed by probation officers with half of the non-completions also being in this group. At least three possible explanations are suggested by these data:

1. Those who fail in the YGP have already established a pattern of failure as indicated by their Juvenile Court records;
2. Those who have had a Court hearing and/or have been on active probation do not have the "fear" of official Court action to deter them; or,
3. The program gives probation officers a chance for intensive supervision of selected cases which allows them to get to know a probationer better than through the normal supervisory process. On the negative side, this may call to the attention of the PO attitudes and behaviors that might otherwise go unchecked. (Conversely, of course, it is hoped that such intensive supervision would foster a more individualized treatment plan.)

TABLE IX

Total Number of Court Referrals,
Youth Guidance Program

	One		Two		Three		Four or more		Total		Average
	N	%	N	%	N	%	N	%	N	%	
Successes	60	65.9	18	19.8	9	9.9	4	4.4	91	67.9	1.5
Recidivists	8	32.0	9	36.0	4	16.0	4	16.0	25	18.7	2.2
Non-Completions	6	33.3	4	22.2	1	5.6	7	38.9	18	13.4	2.5
Total	74	55.2	31	23.1	14	10.4	15	11.2	134	100.0	

TABLE X
Court Person Recommending YGP Placement

	Probation Officer		Intake Officer		Total	
	N	%	N	%	N	%
Successes	10	11.0	81	89.0	91	67.9
Recidivists	7	28.0	18	72.0	25	18.7
Non-Completions	9	50.0	9	50.0	18	13.4
Total	26	19.4	108	80.6	134	100.0

TABLE XI

Age at Time of First Court Referral, YGP

Age	12 or less		13		14		15		16		17-18		Total		Average Age
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Program Successes	7	7.7	12	13.2	21	23.1	23	25.3	15	16.5	13	14.3	91	67.9	14.7
Recidivists	4	16.0	4	16.0	6	24.0	7	28.0	3	12.0	1	4.0	25	18.7	14.1
Program Non-Completions	1	5.6	1	5.6	4	22.2	6	33.3	3	16.7	3	16.7	18	13.4	15.0
Total	12	9.0	17	12.7	31	23.1	36	26.9	21	15.7	17	12.7	134	100.0	

TABLE XII
Age at Time of Enrollment in YGP

Age	12 or less		13		14		15		16		17-18		Total		Average Age
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Program Successes	2	2.2	9	9.9	14	15.4	30	33.0	18	19.8	18	19.8	91	67.9	15.2
Recidivists	2	8.0	2	8.0	5	20.0	7	28.0	6	24.0	3	12.0	25	18.7	14.8
Program Non-Completions	0	0.0	0	0.0	3	16.7	2	11.1	8	44.4	5	27.8	18	13.4	15.8
Total	4	3.0	11	8.2	22	16.4	39	29.1	32	23.9	26	19.4	134	100.0	

TABLE XIII

Total Number of Offenses by Crime Category
Involved in Referral to YGP and Control Group

Crime Category	Crimes Against Persons		Crimes Against Property		Crimes of Potential Harm		Victimless Crimes		Status Offenses		Total		Average
	N	%	N	%	N	%	N	%	N	%	N	%	
Program Successes (91)	6	5.7	55	52.4	10	9.5	26	24.8	8	7.6	105	38.3	1.2
Control Successes (62)	4	5.9	34	50.0	3	4.4	14	20.6	13	19.1	68	24.8	1.1
Program Recidivists (25)	2	6.7	19	63.3	0	0.0	4	13.0	5	16.7	30	10.9	1.2
Program Non-Completions (18)	1	4.5	8	36.4	1	4.5	7	31.8	5	22.7	22	8.0	1.2
Control Recidivists (43)	0	0.0	19	38.8	3	6.1	9	18.4	18	36.7	49	17.9	1.1
Total	13	4.7	135	49.3	17	6.2	60	21.9	49	17.9	274	100.0	

TABLE XIV

Total Number of Offenses by Crime Category
For Referrals Subsequent to YGP
and Control Group Assignment

Crime Category	Crimes Against Persons		Crimes Against Property		Crimes of Potential Harm		Victimless Crimes		Status Offenses		Total		Average
	N	%	N	%	N	%	N	%	N	%	N	%	
Program Recidivists (25)	1	3.3	15	50.0	0	0.0	7	23.3	7	23.3	30	25.4	1.2
Program Non-Completion Recidivists (2)	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0	3	2.5	1.5
Control Recidivists (43)	7	8.2	33	38.8	5	5.9	21	24.7	19	22.4	85	72.0	2.0
Total	9	7.6	49	41.5	6	5.1	28	23.7	26	22.0	118	100.0	

At the time of their initial Court referral, the recidivists were slightly younger than the successes, but the non-completions were slightly older. This pattern is maintained at the time of program enrollment, which could lead one to believe that there may be an "ideal" age, coupled with the other factors discussed in this chapter, at which a young person would most likely benefit from the structure of the Youth Guidance Program. Since the non-completions tend to be older, this may indicate a need for different programming for the more sophisticated offender.

In examining the data, it was found that those YGP participants who had completely dropped out of school or were attending an alternative school had a higher rate of recidivism and program failure. Of the 18 individuals who failed to complete the program, 61.2% were attending the Greater Des Moines Education Center, the Douglass Learning Center, a high school program at Area XI Community College, or had completely dropped out of school. In the group of 25 who successfully completed the program but had a subsequent Court referral, 20.0% had dropped out of a traditional school setting. Only 14.3% of the program successes were no longer attending a "regular" school. These data indicate a substantial relationship between the ability to complete the YGP and one's school setting. This observation may be another indication of a pattern of failure some young people may establish, a pattern that is apparent in their inability to function acceptably within an academic environment. A criticism of the program offered at this point is that for some youngsters it apparently perpetuates this pattern of failure through its school-like structure.

The next two tables compare the offenses of both the program

participants and the control group, according to the crime categories discussed previously. The most interesting aspect of Table XII is in the dramatic decrease in property crimes among program non-completers and control recidivists. While program recidivists are substantially high in this category with 63.3%, the other two drop to 36.4% and 38.8% respectively, with all three experiencing an increase in status offenses, with 16.7%, 22.7%, and 36.7%. The frequency of status offenders for the control recidivists may to some extent reflect the method of selection for this group (discussed previously). It remains discouraging, nevertheless, to note the high incidence of recidivism among status offenders.

For both program and control recidivists, the offenses involved in their subsequent referrals are again skewed toward victimless and status offenses. In one respect this is a positive finding since it indicates involvement in criminal activity (such as breaking and entering, larceny of a motor vehicle, etc.) has declined. Changes in offense categories for the control group are not, on the other hand, this positive, with the data indicating a rise from zero involvement in crimes against persons to 8.2%. There was a shift also to a higher incidence of victimless crimes with fewer status offenses.

A further encouraging finding is that successful program participants have recidivated at a rate of 18.7% compared with a 43.0% rate in the control group. Only three of these exceeded a 12-month time period thereby minimizing the argument that the time factor makes a comparison of the two groups impossible. For program recidivists, the average length of time between the offense at time of enrollment and the subsequent referral was 5.1 months. For the controls it was 6.1 months.

INPUT FROM PARENTS AND YOUTHS

An important component of the evaluation of the Youth Guidance Program was personal contact to allow parents and youths to provide input and feedback from their position as recipients of this service. Just as their status ranged from upper middle class to Aid to Dependent Children recipient and alleged offenses encompassed crimes against persons to disobeying parental rules so did their perceptions of the program range from quite positive to quite negative.

While the original goal was to interview all persons entering the YGP, this became an extremely difficult task. The evaluator did succeed in reaching 28.4% (38) of the total sample while spending enough time at the YGP to talk with many more individuals than that. Most of the interviews were conducted in the home with a few being done by telephone.

The majority of parents interviewed (44.7%) felt the program did, in some way, help their child, although it was not always easy to define the specific ways in which it helped. Few parents (7.9%) noted any harmful after-effects. Those who were most negative tended to be the ones who had not attended the parents' meetings. Only 7.9% sought any counseling or help through a social services agency after the YGP.

Much of the disappointment expressed by parents seems to reflect some unrealistic expectations of how much the group process can accomplish within the time constraints. Many were apparently looking for answers and solutions to problems that had existed for years, and were disappointed when these answers were not forthcoming. The officers need to have a clear understanding of the

goals of the family sessions in order to allay such inflated ideas. It is entirely possible, even probable, that parents may be experiencing so many problems that the offer of this program may appear to them to be a panacea for all their ills.

Parents also expressed some unrealistic conceptions of the Juvenile Court process which might indicate an inadequate explanation of the alternatives. In several cases, parents stated, "This program was really good since it was better than sending my son/daughter to an institution." In few instances was institutionalization the most likely result of a refusal to enter the YGP. Both parents and kids seemed frightened of the result of a Court hearing.

Some parents felt the program lasted too long, both for the sessions in which they were involved and the youths' sessions. Others would have liked for the program to continue up to three months on the basis that "it becomes a waste of time because it ends so soon." They feel the situation at home is just beginning to stabilize when the support the program offers is withdrawn. Some said they would like periodic "refresher" courses, others on-going meetings. One father viewed the program as a positive learning situation in which he and his son could participate. Another parent felt the program may have been superfluous; the arrest was enough of a lesson. Most could agree that the four weeks served as a "cooling off" period for both sides.

Parental expectations of what the program might mean for their children mainly involved maturational aspects. They expected or hoped their son or daughter would learn responsibility, respect for the law and for other people, self-discipline, and common sense. Others hoped the program would help their child to "straighten up and be happy

again." Many thought their child would be receiving individual evaluation and counseling. Since for most participants the program involved only 64 hours of their time, many of these expectations seem overly optimistic.

Ways in which parents actually found the program to be of benefit to their children were numerous. Some saw their child doing homework for the first time, and continuing to do it after the program ended. For some, avoiding an official court record was the primary gain. Others felt their child had now "learned his lesson." Some youths started accepting responsibility, to think for themselves, to get along better with other people, and in general to show signs of more mature thinking and behavior.

For parents, their learning consisted of being able to accept the situation as the child's problem rather than theirs, and being made more aware of the social pressures young people are under. Parents said they believed they were now able to listen to their kids, to not get so uptight, and to ask rather than demand. Some parents' knowledge of drugs was increased. One mother expressed some concern that both she and her son had learned the law is not as "tough" as they had thought. For some of the parents, the program proved helpful at the time, but they did not feel its benefits would be long-term.

Criticisms expressed by parents focused on both program components, although many said they had insufficient knowledge of what happened outside their own group to make relevant comments. As stated previously, many of the critical remarks seem indicative of unrealistic expectations. Some of these statements were: "The program provided no answers;" "It didn't change anything at home;" and "I wanted someone to tell me how to solve my problems." A few par-

ents felt the program was a waste of time, it was too easy, they were in effect being punished by having to attend, two times a week was too much, and it was too far to drive. The meetings were said to be too general and in need of stronger leaders who would give more direction to the discussions. The group facilitators were highly praised by others. At times, one or two individuals were allowed to dominate the conversation.

A few parents questioned the relevance of requiring the youths to spend so much time each evening doing homework. They suggested the emphasis, instead, should be on learning the Court process. Concern was voiced that there was potential for learning more delinquent behavior since the group consisted only of youths who were in trouble. There was too much talk of drugs in the YGP, according to some parents, a few of whom also felt their child should have been punished.

On the positive end of the spectrum, parents offered some suggestions they thought would improve the program. It was felt more attention should be focused on the problems of the single parent. In addition, staff should spend some time relating to the parents the problems and progress of individual participants. The need for a final meeting to sum up the events of the four weeks was mentioned as well as a desire for a follow-up session. Parents felt it would be beneficial to have joint meetings with the participants, possibly in the form of two groups so a parent would not meet with his/her child. It was suggested that more women be employed to work with the boys, that serious offenders be separated from non-serious, and that staff be screened more carefully prior to becoming involved in the program. Further, the desire for individual sessions for both

parents and youths was expressed.

In talking with the young people who participated in the Youth Guidance Program, it was sometimes difficult to ascertain whether they felt entirely comfortable in answering the questions. Although the evaluator stressed the confidentiality of the interview, the possibility remains that they were concerned about their opinions getting back to the Court, especially for active probationers.

As with the parents, responses covered a wide spectrum. The majority opinion seemed to be, however, that participation in the program was superior to taking a chance on a Court hearing.

Fifty per cent of the respondents agreed that the program would help them stay out of trouble while 47.4% expressed the feeling that they would do better in school as a result. Only 18.4% felt the program was a waste of time, and 28.9% were bored with the activities the program offered. An overwhelming 68.4% denied being influenced by their friends to get into trouble. 42.1% felt they and their parents were able to get along better now, but 18.4% reported no change or that the relationship had always been satisfactory. Respondents tended to have a satisfactory self-concept with 57.9% agreeing with the statement "I feel I am a good person." However, 23.7% would neither agree nor disagree with that statement.

When questioned about which part of the program they liked the most, 63.2% said the recreation time. The most frequently cited "least liked" component was studying (44.7%). Few youths could think of anything they felt was missing or would have improved the content of the program.

The most frequent response to the query, "What, in your opinion, was the purpose of the YGP," was "to help me stay out of trouble,"

with 21.7%. Similarly, 18.3% thought the purpose was "to help me straighten up." Only 11.7% perceived the goal as the prevention of an official Court record. Half of the respondents said they felt they had gained nothing from being in the program with only 13.2% claiming they had in fact learned how to stay out of trouble.

One young man stated, "The POs helped me the most because I don't ever want to be there again." In general, youths' responses were favorable to the staff, with one or two exceptions who, the participants felt, were "too heavy handed" and resorted to the use of threats. One person felt staff needed more training since, for instance, "some of them didn't seem to like people with long hair."

Reactions to ADAPT's involvement ranged from "it was the best part of the program" to "it was boring." A primary reason given for liking these meetings was the youths' felt they could speak freely without fear of losing points. Others expressed the feeling that the discussions were too heavily drug-oriented.

Feelings about the point system went from dislike to a recognition that it was an attempt to instill a sense of responsibility in the participants. Several people did, however, comment that the point system seemed to change as the staff did, making it more difficult to earn Friday night off. Some complaints were lodged against the types of activities for which points were awarded -- emptying waste cans, sweeping and mopping floors, etc.

A majority of both parents and participants seemed to feel the Youth Guidance Program was worthwhile with many stating they were grateful for the chance to take advantage of this alternative rather than go through the regular Court system. It should be remembered, however, that, as one young man stated, "The program can't change a

person, the person has to change." A viable, relevant program should be a vehicle for facilitating that change.

CONCLUDING OBSERVATIONS

Throughout the evaluation period of the Youth Guidance Program, primary emphasis was on looking at the participants and their outcome. It is important, however, when evaluating a program such as this to stand back and observe what happens on a day-to-day basis. Basing a program evaluation on scientific measures alone eliminates the human element which is so vital to the success of a program dealing with young people. This chapter has been reserved for the evaluator to submit observations and suggestions which are offered as positive encouragement to staff and participants.

Several times during the sessions, staff were badly outnumbered by youths, while at other times, this situation was reversed. This suggests two possible solutions: limit the number of youths admitted to a particular session to a manageable level, and build in a flexible staffing schedule which can expand or contract according to need. A reasonable size for a group would seem to be 18 to 20 youths with three group facilitators.

There is a need for formal training of staff as well as a mechanism for providing both input and feedback on an on-going basis. Such training would end the bifurcated staffing system that exists at this time, with different but ill-defined roles for client supervisors and education specialists. This differentiation appears confusing to staff and participants alike with little obvious need for such. Staff members come from a variety of disciplines yet are expected to function as a cohesive unit without benefit of even an orientation to the program. Training would also explore such areas as communications skills;

the differences between one-to-one and group experiences; sensitivity to working with youths of both sexes, different races and cultural backgrounds, and achievement levels, to name a few. In addition, staff could be brought up to date on the resources available to youths and families in the Polk County area.

From time to time, problems arose that can be traced to a lack of consistent administrative and program control. Few staff meetings were held, and little objective evaluation of the staff's ability to work well in the program took place. Staff were left to develop their own resources and to make important program decisions "by the seat of their pants" with few formal guidelines to direct them. While it is important for staff to work with a certain degree of independence, this needs to fit within a framework built around the goals of the program. Policies concerning expulsion practices, reasonable participant expectations, etc., have been virtually non-existent. Not only does this contribute to a feeling of uncertainty on the part of the youths in the program but it also leads to the situation that arose on several occasions when a youth was expelled only to be readmitted later. Rules and regulations can become too confining and eliminate all individuality, but there needs to be a sense of consistent expectations for both adults and youths. Staff meetings and evaluations should be held at regular intervals.

One program goal was to promote a better understanding between probation officers and probationers. To some degree this appears to have been accomplished, but more as a result of the individual PO promoting positive interaction than because the program design promotes it. Too frequently staff were observed to separate themselves

from participants by occupying a desk or table at the front of the classroom, facing the youths. During recreation, staff generally referee rather than actively participate, and during the supper break little effort is made to intermingle. (There are, of course, notable exceptions.) The interaction that does take place all too often is of a negative nature in the form of commands, reprimands, and denials of requests. The need for maintaining an authoritarian stance in general seems to prevail over the need of the youth for positive feedback and appraisal.

More thought needs to go into the programming for Friday evening activities. That time, which is generally attended by few individuals, has for the most part, been utilized as punishment for those not earning sufficient points, rather than as a positive learning experience. The evening has been spent in physical activities (sometimes exercise, sometimes military-type drills), clean-up chores, and/or school work sheets. The Friday evening program should not be left to chance, but should be viewed as valuable time to be spent with those participants who may not be able to control their behavior in the large group setting.

Desire has been expressed by Juvenile Court personnel for a simple program. The Youth Guidance Program has to a great extent attained and maintained a simplicity in programming and administration. The question becomes whether a simple format can do little more than punish rather than provide some form of treatment services. Simplicity may become a desirable goal when staff have too many other responsibilities to devote an adequate amount of time to planning a vital program. A simple program is also easy to administer since

staff can be left virtually on their own. It can run on a night-to-night basis without benefit of training, staff meetings, feedback, goals, or depth. Should participants begin to see the program as simple (easy to get through) then one must question its true value.

As part of this simplicity, the program can only function as a group experience when in reality the young people selected for it probably need individual attention. Only through individualization can the program be of optimum benefit with the potential for referral to treatment agencies. The program is in danger of perpetuating the mistrust of the juvenile justice system it purports to try to alleviate. Inconsistencies in staffing and programming cannot work toward this end.

At this time, the program lacks a conclusion or sense of closure for both participants and parents. No answer is provided for the "We finished the program. So what?" query on the final day. Doubts remain at the end of the program concerning their status with the Court, whether any progress was made during the four weeks or whether there is a need to pursue some additional course of action. A meeting with a staff member, the administrator, or the child's PO the week after the session could resolve some of these lingering questions. Obviously, this would require some kind of on-going assessment in order to be worthwhile.

No definitive, positive goals have been identified around which planning can effectively take place. With its school-type setting, some of the impact that should result from involvement with the juvenile justice system is muted. Too little connection is made between the action that brought the youth to Juvenile Court and his/her participation in the Youth Guidance Program. Through greater

involvement of justice system personnel (judges, lawyers, policemen, etc.), the youth might gain some insights into the functioning of that system and the logical consequences of becoming a participant in it, on the offender side. A goal of the program could be to acquaint young people with their rights and responsibilities within the legal system. Ideally, each session could be structured so those individuals identified as having particular needs could be admitted as a group. This would allow for specific programming goals to deal with inner conflicts rather than the more readily apparent external ones.

This writer supports the proposed changes in the program as outlined in the proposal that has been accepted by the Board of Supervisors. A full-time staff person could provide the continuity lacking in the present structure as well as handle the staffing and programming needs. It is important, however, that this person not be seen as an extension of the Probation Office but rather as an administrator of an alternative program whose primary referral source is Juvenile Court. This person needs the independence to make staffing and programming changes with the cooperation of Juvenile Court personnel, not at their direction.

Efforts need to be made to hire as group facilitators individuals willing to work an entire session rather than two weeks out of four. These individuals hopefully will possess the skills for working within a group setting as well as on a one-to-one basis. If not, it is the responsibility of the program to provide on-going training and support. In addition, the people selected to work in the program should be able to create a non-authoritarian yet disciplined atmosphere and be willing to expose themselves to the participants as warm, caring

individuals. These persons could hopefully develop a trusting relationship with the youths and thereby become a resource an individual would feel confident in contacting in the future. Restructuring the program to emphasize small groups rather than one large one is also a positive step.

The move from Moulton Elementary School to the YMCA will provide a broader range of recreational activities as well as a positive incentive in the form of a Y membership. The school district was very generous in allowing the program to be housed at the Moulton facility. It was, however, restricting in some respects, especially in the recreation program and the need to schedule around certain school holidays. Since the building is used for elementary school children, the desks and physical surroundings were geared to a younger age group than the Youth Guidance Program typically served.

In summary, while this chapter may be viewed as overly critical by some, the evaluator feels these are problems that can be alleviated, and the program can become a viable addition to the services available to the young people of Polk County. The idea for the program is good -- to provide some treatment for those young people who are generally seen as being troubled but not troubled enough to warrant more than the cursory attention of the juvenile justice system. Through the realization of the potential the Youth Guidance Program contains, these young people could begin to see themselves as worthwhile individuals who can channel their energies into socially acceptable modes of behavior.

APPENDICES

APPENDIX A
Intake Information

ID: _____

M F W B A.I. M.A.
codefendants: no yes: * _____

1. Reason for court referral: _____

2. Source of referral: 1 parents
2 DMPD
3 other PD: (specify) _____
4 social agency: (specify) _____
5 school
6 other: (specify) _____

3. Total number of court referrals: 1 one
2 two
3 three
4 four or more

4. Reasons for previous referrals: _____

5. Handling at previous referrals: _____

6. Age at first referral: _____

7. Age this referral: _____

8. Grade in school first referral: _____

9. Grade in school this referral: _____

10. School attending: _____

11. Date of birth: _____

12. Ever appeared in Court: 1 No
2 Yes

Judge: 1 Tidrick
2 Oxberger
3 other: (specify) _____

13. Court disposition: 1 adjudicated delinquent
2 placed on probation
3 referred to YGP
4 other: (specify) _____

14. Ever adjudicated dependent/neglected: 1 No
2 Yes

15. Placements out of home: 1 none
2 foster home
3 group home
4 other: (specify) _____

ID: _____

Family Background Information

1. Marital status/natural parents: 1 married
2 divorced
3 separated
4 one deceased
5 unmarried
2. Living arrangement: 1 both natural parents
2 father only
3 mother only
4 father/stepmother
5 mother/stepfather
6 other: (specify) _____
3. Parents' income: 1 less than \$1000
2 \$1000 - 2999
3 3000 - 4999
4 5000 - 6999
5 7000 - 8999
6 9000 - 11999
7 12000 - 24999
8 25000 - 49999
9 50000 or more
4. Income from other sources: 1 none
2 ADC
3 social security
4 disability
5 pension
6 alimony
7 child support
8 other: (specify) _____
5. Occupation of father: _____
6. Occupation of mother: _____
7. Education of father: _____
8. Education of mother: _____
9. Criminal history of father: _____

ever institutionalized: 1 no
2 yes

where: 1 city/county jail
2 State Reformatory
3 State Penitentiary
4 Oakdale
5 Training School
6 other: (specify) _____

length of sentence: _____

total time served: _____

10. Criminal history of mother: _____

ever institutionalized: 1 no.
2 yes

where: 1 city/county jail
2 State Reformatory
3 Training School
4 other: (specify) _____

length of sentence: _____

total time served: _____

11. Use of community resources: 1 none
2 mental health center
3 Dept. of Social Services
4 State Mental Health Institute
5 psychologist/psychiatrist
6 other: (specify) _____

12. Number of siblings: 1 full brothers _____
2 full sisters _____
3 half brothers _____
4 half sisters _____
5 step brothers _____
6 step sisters _____

13. Criminal history of brothers: _____

ever institutionalized: 1 no.
2 yes

where: 1 city/county jail
2 State Reformatory
3 State Penitentiary
4 Training School
5 other: (specify) _____

length of sentence: _____

total time served: _____

14. Criminal history of sisters: _____

ever institutionalized: 1 no
2 yes

where: 1 city/county jail
2 State Reformatory
3 Training School
4 other: (specify) _____

APPENDIX E

I.D. _____

INTERVIEW: Participant

1. The YGP will help me stay out of trouble.
2. The YGP will help me do better in school.
3. My parents and I get along better now.
4. The YGP was a waste of time.
5. I was bored with the activities at the YGP.
6. My friends influence me to get into trouble.
7. I feel I am a good person.
8. What, if anything, did you like most about the YGP?

	SD	D	U	A	SA

- 01 nothing
- 02 recreation
- 03 films
- 04 speakers
- 05 discussions
- 06 teachers
- 07 studying
- 08 probation officers
- 09 other kids
- 10 ADAPT
- 11 Planned Parenthood
- 12 group meeting
- 13 other: _____

9.. What, if anything, did you like least about the YGP?

- 01 nothing
- 02 recreation
- 03 films
- 04 speakers
- 05 discussions
- 06 teachers
- 07 studying
- 08 probation officers
- 09 other kids
- 10 ADAPT
- 11 Planned Parenthood
- 12 group meeting
- 13 other: _____

10. What, if anything, do you think should have been offered to you in the YGP?

- 1 nothing
 - 2 individual counselling
 - 3 group counselling
 - 4 information about Juvenile Court
 - 5 different speakers: _____
 - 6 different films: _____
 - 7 more group discussions
 - 8 other: _____
-
-

11. What, in your opinion, was the purpose of the YGP?

- 1 don't know
 - 2 punishment
 - 3 keep kids off the street
 - 4 give jobs to teachers and PO's
 - 5 help me straighten up
 - 6 teach me a lesson
 - 7 help my parents and me get along better
 - 8 teach me about the juvenile justice system
 - 9 other: _____
-
-

12. What, if anything, do you feel you gained or learned from being in the YGP?

- 1 nothing
 - 2 new friends
 - 3 better study habits
 - 4 how to get away with things
 - 5 to be responsible for my own actions
 - 6 how to communicate better with adults
 - 7 respect for policemen, probation officers, teachers
 - 8 other: _____
-
-

13. What did you expect to get out of the program?

14. Were your expectations met?

- 1 no
- 2 yes

15. What did you expect your parents to get out of their meetings?

16. Were your expectations met?

- 1 no
- 2 yes

17. Are you and/or your parents being represented by an attorney?

- 1 no
- 2 yes

18. Other comments:

APPENDIX F

I.D. _____

INTERVIEW: Parents

1. Did at least one parent attend the family counselling sessions?

- 1 no
- 2 yes - number attended: _____

2. Who attended?

- 1 father
 - 2 mother
 - 3 both
 - 4 neither
 - 5 other: _____
- _____
- _____

3. Why did you not attend?

- 1 no reason
 - 2 no one to care for younger children
 - 3 could see no need to
 - 4 don't need counselling
 - 5 work those hours
 - 6 too busy
 - 7 no transportation
 - 8 other: _____
- _____
- _____

4. Do you feel your participation in these sessions was helpful to you and your child?

- 1 no
- 2 too soon to tell
- 3 unsure
- 4 yes

5. What, if anything, do you feel you gained or learned from these sessions?

- 1 nothing
 - 2 how to communicate better with my children
 - 3 how I can work to "defuse" potentially explosive situations
 - 4 how to cope with my child as he/she is
 - 5 that other parents have similar problems
 - 6 other: _____
- _____
- _____
- _____

6. Do you feel your child's participation in this program was helpful?

- 1 no
- 2 too soon to tell
- 3 unsure
- 4 yes

7. In what ways do you feel it was helpful to your child?

8. Do you feel your Child's participation in this program was harmful?

- 1 no
- 2 too soon to tell
- 3 unsure
- 4 yes

9. In what ways do you feel it was harmful?

10. Do you have any suggestions for changes that you feel should be made in either the parents or the child's portion of the program?

11. What did you expect to get out of the counselling sessions?

12. Were your expectations met?

- 1 no
- 2 yes

13. What did you expect your son/daughter to get out of the program?

14. Were your expectations for him/her met?

- 1 no
- 2 yes

15. Have you and/or your child received or sought counselling since being in the Youth Guidance Program?

- 1 no
- 2 yes

16. Has your son or daughter ever lived outside your home?

- 1 no
- 2 yes - for what reasons? _____

APPENDIX G

1. Have you ever placed, without the Judge's recommendation, one of your probationers in the Youth Guidance Program?

no → For what reasons have you not used the program?
 inappropriate for particular client → in what ways?

qualms about staff of particular session(s) →

who?

why do you feel this way?

never remember to use it → would you use it if you remembered?

no

yes

why or why not?

lack of confidence in program in general → please elaborate

lack of clearly defined goals of program so can't decide if would be appropriate → what do you think the goals should be?

Under what conditions would you consider placing a child in the program?

other comments:

yes → how many times have you used the program?

Have you continued or will you continue to utilize the program?

no

yes

why or why not?

Do you feel the child/children you assigned to the program gained from the experience?

no → what specifically did he/she need that wasn't there?

yes → what gains have you observed?

other comments:

2. Have you ever had a child placed in the program at the request of the Judge?

no

yes → were you generally satisfied/dissatisfied with the effect the program had on this child?

3. Have you had any feedback from kids who have participated in the program?

no → to what, if anything, do you attribute this?

yes → what has their general response been?

4. Have you ever participated in the program?
no → for what reasons did you choose not to participate?

Have you ever observed the program firsthand?

no

yes

- yes → what, if any, benefits do you derive from this work, in addition to the pay?

5. What changes, if any, do you feel should be made in the program?

6. Are there any other comments, impressions, observations of any facet of the program that you would care to make?
(any changes in caseload?)

7. Is there any particular type of child you would/would not recommend for the program?

APPENDIX H

Intake Officers:

1. Approximately how many children per month do you interview for intake purposes?
2. Of this number, approximately how many do you refer to the Youth Guidance Program?
3. On what basis do you decide to recommend that a child be referred to the YGP in lieu of other alternatives?

4. Do you think all or most of the children you referred to the YGP would have had a formal court hearing had they been assigned to a probation officer?

___ no

___ yes

5. As a participant in the program, what benefits do you derive from it, in addition to the pay?

6. What changes, if any, do you feel should be made in the program?

7. Other comments:

1. Have you ever recommended that a child be placed in the Youth Guidance Program as part of his/her probation plan?

no

yes

why did you/did you not feel this was an appropriate placement?

did you follow-up on the case(s) or request an evaluation from the probation officer to find out if the child successfully completed the program?

no

yes

2. How many times have you recommended the YGP as a treatment alternative?

3. Will you continue to utilize the program?

no

yes

why or why not?

4. Who do you think would benefit least from participation in the program?

5. Who do you think would benefit most from participation in the program?

6. What are your general feelings about the strengths and/or weaknesses of the YCP?

7. At this point in time, do you think you would support extending the program beyond June 1975?

no

yes

why or why not?

8. What changes, if any, would you recommend be made in the program?

9. Other comments:

Police Information

1. Date of first police contact: ___/___/___

a. Offense: _____

b. Action taken:
1 referred to Juvenile Court
2 released to parents
3 warned
4 other (specify): _____

c. Detained:
1 no
2 yes -- 1 DM City Jail
2 Polk County Jail
3 other jail: _____
4 Meyer Hall
5 other (specify): _____

Length of time detained: _____

d. Did offense include use of violence?
1 no
2 yes
Threat of violence:
1 no
2 yes

e. Was the victim injured?
1 no
2 yes

f. Use of weapon:
1 no
2 yes -- what: _____

g. Offense committed:
1 alone
2 with 1 other
3 with 2-3 others
4 with more than 4 others

h. Method of apprehension:
1 caught in the act
2 caught thru investigation
3 turned in by someone
(specify): _____

2. Date of second police contact: ___/___/___

a. Offense: _____

b. Action taken:
1 referred to Juvenile Court
2 released to parents
3 warned
4 other (specify): _____

Police Information

c. Detained:

- 1 no
- 2 yes -- 1 DM City Jail
- 2 Polk County Jail
- 3 other jail: _____
- 4 Meyer Hall
- 5 other (specify): _____

Length of time detained: _____

d. Did offense include use of violence?

- 1 no
- 2 yes

Threat of violence:

- 1 no
- 2 yes

e. Was the victim injured?

- 1 no
- 2 yes

f. Use of weapon:

- 1 no
- 2 yes -- what: _____

g. Offense committed:

- 1 alone
- 2 with 1 other
- 3 with 2-3 others
- 4 with more than 4 others

h. Method of apprehension:

- 1 caught in the act
- 2 caught thru investigation
- 3 turned in by someone
- (specify): _____

3. Date of third police contact: ___ / ___ / ___

a. Offense: _____

b. Action taken:

- 1 referred to Juvenile Court
- 2 released to parents
- 3 warned
- 4 other (specify): _____

c. Detained:

- 1 no
- 2 yes -- 1 DM City Jail
- 2 Polk County Jail
- 3 other jail: _____
- 4 Meyer Hall
- 5 other (specify): _____

Length of time detained: _____

Police Information

d. Did offense include use of violence?

- 1 no
- 2 yes

Threat of violence:

- 1 no
- 2 yes

e. Was the victim injured?

- 1 no
- 2 yes

f. Use of weapon:

- 1 no
- 2 yes -- what: _____

g. Offense committed:

- 1 alone
- 2 with 1 other
- 3 with 2-3 others
- 4 with more than 4 others

h. Method of apprehension:

- 1 caught in the act
- 2 caught thru investigation
- 3 turned in by someone
(specify): _____

4. Date of fourth police contact: ___/___/___

a. Offense: _____

b. Action taken:

- 1 referred to Juvenile Court
- 2 released to parents
- 3 warned
- 4 other (specify): _____

c. Detained:

- 1 no
- 2 yes --
 - 1 DM City Jail
 - 2 Polk County Jail
 - 3 other jail: _____
 - 4 Meyer Hall
 - 5 other (specify): _____

Length of time detained: _____

d. Did offense include use of violence?

- 1 no
- 2 yes

Threat of violence:

- 1 no
- 2 yes

Police Information

e. Was the victim injured?

- 1 no
- 2 yes

f. Use of weapon:

- 1 no
- 2 yes -- what: _____

g. Offense committed:

- 1 alone
- 2 with 1 other
- 3 with 2-3 others
- 4 with more than 4 others

h. Method of apprehension:

- 1 caught in the act
- 2 caught thru investigation
- 3 turned in by someone
(specify): _____

5. Date of fifth police contact: ___ / ___ / ___

a. Offense: _____

b. Action taken:

- 1 referred to Juvenile Court
- 2 released to parents
- 3 warned
- 4 other (specify): _____

c. Detained:

- 1 no
- 2 yes -
 - 1 DM City Jail
 - 2 Polk County Jail
 - 3 other jail: _____
 - 4 Meyer Hall
 - 5 other (specify): _____

Length of time detained: _____

d. Did offense include use of violence?

- 1 no
- 2 yes

Threat of violence:

- 1 no
- 2 yes

e. Was the victim injured?

- 1 no
- 2 yes

f. Use of weapon:

- 1 no
- 2 yes -- what: _____

-03-

Police Information

g. Offense committed:

- 1 alone
- 2 with 1 other
- 3 with 2-3 others
- 4 with more than 4 others

h. Method of apprehension:

- 1 caught in the act
- 2 caught thru investigation
- 3 turned in by someone
(specify): _____

PO Reporting Form

TO:

DATE:

FROM: Jeanne Hunt

The following is a list of the youngsters under your supervision who have participated in the Youth Guidance Program. Please complete the form below by filling in the blanks with the letter corresponding to the name of the client for whom that item is appropriate, and return it to me.

Thank you.

- A. D.
- B. E.
- C. F.

1. No change in status: _____
2. Termination of case: _____
3. New referral for new offense: _____
4. Violated probation: _____
5. Placed in foster home: _____
6. Placed in group home: _____
7. Placed in training school: _____
8. Referred to Mental Health Institute: _____
9. Referred to Criminal court: _____
10. Other significant change(s) - (please specify): _____

APPENDIX I

COMBINED STATISTICS, EXPERIMENTAL GROUPS

1. Total Enrollment, by Race and Sex:

	White		Black		Total	
Male	103	81.7 92.8 75.2	8	72.7 7.2 5.8	111	81.0
Female	23	18.3 88.5 16.8	3	27.3 11.5 2.2	26	19.0
Total	126	92.0	11	8.0	137	100.0

2. Probation Status, Male:

Placed by:	White		Black		Total	
Probation Officer	13	12.6 86.7 11.7	2	25.0 13.3 1.8	15	13.5
Intake Officer	90	87.4 93.8 81.1	6	75.0 6.3 5.4	96	86.5
Total	103	92.8	8	7.2	111	100.0

Probation Status, Female:

Placed by:	White		Black		Total	
Probation Officer	11	47.8 91.7 42.3	1	33.3 8.3 3.8	12	46.2
Intake Officer	12	52.2 85.7 46.2	2	66.7 14.3 7.7	14	53.8
Total	23	88.5	3	11.5	26	100.0

note: These tables show a total N of 137 while that in the text is 134. The 137 figure includes the three individuals who were readmitted and therefore part of the statistics of two groups.

Probation Status, Total:

Placed by:	Male	Female	Total
Probation Officer	15 13.5 55.6 10.9	12 46.2 44.4 8.8	27 19.7
Intake Officer	96 86.5 88.9 70.1	14 53.8 13.0 10.2	110 80.3
Total	111 81.0	26 19.0	137 100.0

3. Age this Referral, Male:

	White	Black	Total
11	1 1.0 100.0 0.9	0 0.0	1 0.9
12	2 1.9 100.0 1.8	0 0.0	2 1.8
13	7 6.8 100.0 6.3	0 0.0	7 6.3
14	13 12.6 76.5 11.7	4 50.0 23.5 3.6	17 15.3
15	28 27.2 93.3 25.2	2 25.0 6.7 1.8	30 27.0
16	29 28.2 96.7 25.2	1 12.5 3.3 0.9	30 27.0
17	21 20.4 95.5 18.9	1 12.5 4.5 0.9	22 19.8
18	2 1.9 100.0 1.8	0 0.0	2 1.8
Total	103 92.8	8 7.2	111 100.0
Average	15.4	14.9	15.4

Age this Referral, Female:

	White	Black	Total
12	0 0.0	1 33.3 100.0 3.8	1 3.8
13	4 17.4 100.0 15.4	0 0.0	4 15.4
14	6 26.1 100.0 23.1	0 0.0	6 23.1
15	7 30.4 77.8 26.9	2 66.7 22.2 7.7	9 34.6
16	3 13.0 100.0 11.5	0 0.0	3 11.5
17	3 13.0 100.0 11.5	0 0.0	3 11.5
Total	23 88.5	3 11.5	26 100.0
Average	14.8	14.0	14.7

Age this Referral, Total:

	Male	Female	Total
11	1 0.9 100.0 0.7	0 0.0	1 0.7
12	2 1.8 66.7 1.5	1 3.8 33.3 0.7	3 2.2
13	7 6.3 63.6 5.1	4 15.4 36.4 2.9	11 8.0
14	17 15.3 73.9 12.4	6 23.1 26.1 4.4	23 16.8
15	30 27.0 76.9 21.9	9 34.6 23.1 6.6	39 28.5
16	30 27.0 90.9 21.9	3 11.5 9.1 2.2	33 24.1
17	22 19.8 88.0 16.1	3 11.5 12.0 2.2	25 18.2
18	2 1.8 100.0 1.5	0 0.0	2 1.5
Total	111 81.0	26 19.0	137 100.0
Average	15.4	14.7	15.2

4. Age first Referral, Male:

	White		Black		Total	
9	0	0.0	0	0.0	0	
10	1	1.0 100.0 0.9	0	0.0	1	0.9
11	2	1.9 66.7 1.8	1	12.5 33.3 0.9	3	2.7
12	4	3.9 100.0 3.6	0	0.0	4	3.6
13	12	11.7 92.3 10.8	1	12.5 7.7 0.9	13	11.7
14	22	21.4 88.0 19.8	3	37.5 12.0 2.7	25	22.5
15	27	26.2 93.1 24.3	2	25.0 6.9 1.8	29	26.1
16	20	19.4 100.0 18.0	0	0.0	20	18.0
17	13	12.6 92.9 11.7	1	12.5 7.1 0.9	14	12.6
18	2	1.9 100.0 1.8	0	0.0	2	1.8
Total	103	92.8	8	7.2	111	100.0
Average		14.8		14.1		14.8

Age First Referral, Female:

	White		Black		Total	
9	0	0.0	1	33.3 100.0 3.8	1	3.8
10	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0
12	2	8.7 100.0 7.7	0	0.0	2	7.7
13	4	17.4 80.0 15.4	1	33.3 20.0 3.8	5	19.2
14	7	30.4 100.0 26.9	0	0.0	7	26.9
15	8	34.8 88.9 30.8	1	33.3 11.1 3.8	9	34.6
16	1	4.3 100.0 3.8	0	0.0	1	3.8
17	1	4.3 100.0 3.8	0	0.0	1	3.8
Total	23	88.5	3	11.5	26	100.0
Average		14.2		12.3		14.0

Age First Referral, Total:

	Male		Female		Total	
9	0	0.0	1	3.8 100.0 0.7	1	0.7
10	1	0.9 100.0 0.7	0	0.0	1	0.7
11	3	2.7 100.0 2.2	0	0.0	3	2.2
12	4	3.6 66.7 2.9	2	7.7 33.3 1.5	6	4.4
13	13	11.7 72.2 9.5	5	19.2 27.8 3.6	18	13.1
14	25	22.5 78.1 18.2	7	26.9 21.9 5.1	32	23.4
15	29	26.1 76.3 21.2	9	34.6 23.7 6.6	38	27.7
16	20	18.0 95.2 14.6	1	3.8 4.8 0.7	21	15.3
17	14	12.6 93.3 10.2	1	3.8 6.7 0.7	15	10.9
18	2	1.8 100.0 1.5	0	0.0	2	1.5
Total	111	81.0	26	19.0	137	100.0
Average		14.8		14.0		14.6

5. Grade in School this Referral, Male:

	White		Black		Total	
6	1	1.1 100.0 1.0	0	0.0	1	1.0
7	3	3.3 100.0 3.0	0	0.0	3	3.0
8	6	6.6 66.7 6.1	3	37.5 33.3 3.0	9	9.1
9	22	24.2 88.0 22.2	3	37.5 12.0 3.0	25	25.3
10	26	28.6 96.3 26.3	1	12.5 3.7 1.0	27	27.3
11	21	23.1 95.5 21.2	1	12.5 4.5 1.0	22	22.2
12	12	13.2 100.0 12.1	0	0.0	12	12.1
Total	91	91.9 82.0	8	8.1 7.2	99	100.0 89.2
Drop-out	10	9.0	0	0.0	10	9.0
Unk	1	0.9	0	0.0	1	9.0
Grad	1	0.9	0	0.0	1	0.9

Grade in School this Referral, Female:

	White	Black	Total
6	0 0.0	1 50.0 100.0 4.8	1 4.8
7	1 5.3 100.0 4.8	0 0.0	1 4.8
8	4 21.1 80.0 19.0	1 50.0 20.0 4.8	5 23.8
9	7 36.8 100.0 33.3	0 0.0	7 33.3
10	6 31.6 100.0 28.6	0 0.0	6 28.6
11	1 5.3 100.0	0 0.0	1 4.8
Total	19 90.5 73.1	2 9.5 7.7	21 100.0 80.8
Drop-out	4 17.4 15.4	1 33.3 3.8	5 19.2

Grade in School this Referral, Total:

	Male		Female		Total	
6	1	1.0 50.0 0.8	1	4.8 50.0 0.8	2	1.7
7	3	3.0 75.0 2.5	1	4.8 25.0 0.8	4	3.3
8	9	9.1 64.3 7.5	5	23.8 35.7 4.2	14	11.7
9	25	25.3 78.1 20.8	7	33.3 21.9 5.8	32	26.7
10	27	27.3 81.8 22.5	6	28.6 18.2 5.0	33	27.5
11	22	22.2 95.7 18.3	1	4.8 4.3 0.8	23	19.2
12	12	12.1 100.0 10.0	0	0.0	12	10.0
Total	99	82.5 72.3	21	17.5 15.3	120	100.0 87.6
Drop-out	10	7.3	5	3.6	15	10.9
Unk.	1	0.7	0	0.0	1	0.7
Grad.	1	0.7	0	0.0	1	0.7

6. Source of Referral, Male:

	White		Black		Total	
DMPD	66	64.1 90.4 59.5	7	87.5 9.6 6.3	73	65.8
PCSO	9	8.7 90.0 8.1	1	12.5 10.0 0.9	10	9.0
Suburb. P.D.	19	18.4 100.0 17.1	0	0.0	19	17.1
Parents	4	3.9 100.0 3.6	0	0.0	4	3.6
P.O.	0	0.0	0	0.0	0	0.0
Other P.D.	5	4.9 100.0 4.5	0	0.0	5	4.5
Total	103	92.8	8	7.2	111	100.0

Source of Referral, Female:

	White		Black		Total	
DMPD	14	60.9 82.4 53.8	3	100.0 17.6 11.5	17	65.4
PCSO	1	4.3 100.0 3.8	0	0.0	1	3.8
Suburb. P.D.	1	4.3 100.0 3.8	0	0.0	1	3.8
Parents	4	17.4 100.0 15.4	0	0.0	4	15.4
PO	1	4.3 100.0 3.8	0	0.0	1	3.8
Other P.D.	2	8.7 100.0 7.7	0	0.0	2	7.7
Total	23	88.5	3	11.5	26	100.0

Source of Referral, Total:

	Male	Female	Total
DMPD	73 65.8 81.1 53.3	17 65.4 18.9 12.4	90 65.7
PCSO	10 9.0 90.9 7.3	1 3.8 9.1 0.7	11 8.0
Suburb. P.D.	19 17.1 95.0 13.9	1 3.8 5.0 0.7	20 14.6
Parents	4 3.6 50.0 2.9	4 15.4 50.0 2.9	8 5.8
P.O.	0 0.0	1 3.8 100.0 0.7	1 0.7
Other P.D.	5 4.5 71.4 3.6	2 7.7 28.6 1.5	7 5.1
Total	111 81.0	26 19.0	137 100.0

7. Reason for this Referral, Male:

	White	Black	Total
A & B	1 0.9 50.0 0.8	1 10.0 50.0 0.8	2 1.6
Armed rob. w/agg.	1 0.9 100.0 0.8	0 0.0	1 0.8
Strong arm robbery	2 1.7 100.0 1.6	0 0.0	2 1.6
B & E	15 12.8 88.2 11.8	2 20.0 11.8 1.5	17 13.4
Larceny	12 10.3 70.6 9.4	5 50.0 29.4 3.6	17 13.4
Shoplift.	4 3.4 100.0 3.1	0 0.0	4 3.1
Forgery	4 3.4 100.0 3.1	0 0.0	4 3.1
Embezzlement	4 3.4 100.0 3.1	0 0.0	4 3.1
LMV	22 18.8 100.0 17.3	0 0.0	22 17.3
R & C	1 0.9 100.0 0.8	0 0.0	1 0.8
CCW	3 2.6 75.0 2.4	1 10.0 25.0 0.7	4 3.1
Poss. w/intent	2 1.7 100.0 1.6	0 0.0	2 1.6
Poss. cont. subs.	28 23.9 96.6 22.0	1 10.0 3.4 0.7	29 22.8
False fire alarm	1 0.9 100.0 0.8	0 0.0	1 0.8

	White		Black		Total	
M M	1	0.9 100.0 0.8	0	0.0	1	0.8
OMVUI	1	0.9 100.0 0.8	0	0.0	1	0.8
Intox.	6	5.1 100.0 4.7	0	0.0	6	4.7
Poss. beer	3	2.6 100.0 2.4	0	0.0	3	2.4
DPQ	1	0.9 100.0 0.8	0	0.0	1	0.8
Wayward	3	2.6 100.0 2.4	0	0.0	3	2.4
Runaway	1	0.9 100.0 0.8	0	0.0	1	0.8
Dependent	1	0.9 100.0 0.8	0	0.0	1	0.8
Total	117	85.4	10	7.3	127	100.0

Reason for this Referral, Female:

	White		Black		Total	
A & B	4	14.8 100.0 12.9	0	0.0	4	12.9
B & E	2	7.4 66.7 6.5	1	25.0 33.3 3.2	3	9.7
Larceny	4	14.8 66.7 12.9	2	50.0 33.3 6.5	6	19.4
Shoplift.	0	0.0	1	25.0 100.0 3.2	1	3.2

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1 OF 2

	White		Black		Total	
Houseprowl	2	7.4 100.0 6.5	0	0.0	2	6.5
R & C	1	3.7 100.0 3.2	0	0.0	1	3.2
Poss. Marijuana	2	7.4 100.0 6.5	0	0.0	2	6.5
Poss. pres. drugs	1	3.7 100.0 3.2	0	0.0	1	3.2
Incorrigible	1	3.7 100.0 3.2	0	0.0	1	3.2
Wayward	6	22.2 100.0 19.4	0	0.0	6	19.4
Runaway	3	11.1 100.0 9.7	0	0.0	3	9.7
Truant	1	3.7 100.0 3.2	0	0.0	1	3.2
Total	27	87.1	4	12.9	31	100.0

Reason for this Referral, Total:

	Male	Female	Total
A & B	2 1.6 33.3 1.3	4 12.9 66.7 2.5	6 3.8
Armed rob. w/agg. & strong arm robbery	3 2.4 100.0 1.9	0 0.0	3 1.9
B & E	17 13.4 85.0 10.8	3 9.7 15.0 1.9	20 12.7
Larceny	17 13.4 73.9 10.8	6 19.4 26.1 3.8	23 14.6
Shoplift.	4 3.1 80.0 2.5	1 3.2 20.0 0.6	5 3.2
Houseprowl	0 0.0	2 6.5 100.0 1.3	2 1.3
Forgery	4 3.1 100.0 2.5	0 0.0	4 2.5
Embezzlement	4 3.1 100.0 2.5	0 0.0	4 2.5
LMV	22 17.3 100.0 13.9	0 0.0	22 13.9
R & C	1 0.8 50.0 0.6	1 3.2 50.0 0.6	2 1.3
CCW	4 3.1 100.0 2.5	0 0.0	4 2.5
Poss. w/intent	2 1.6 100.0 1.3	0 0.0	2 1.3
Poss. marijuana	29 22.8 93.5 18.4	2 6.5 6.5 1.3	31 19.6

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	Male		Female		Total	
Poss. pres. drugs	0	0.0	1	3.2 100.0 0.6	1	0.6
False fire alarm	1	0.8 100.0 0.6	0	0.0	1	0.6
M M	1	0.8 100.0 0.6	0	0.0	1	0.6
OMVUI	1	0.8 100.0 0.6	0	0.0	1	0.6
Intox.	6	4.7 100.0 3.8	0	0.0	6	3.8
Poss. beer	3	2.4 100.0 1.9	0	0.0	3	1.9
DPQ	1	0.8 100.0 0.6	0	0.0	1	0.6
Incorrigible	0	0.0	1	3.2 100.0 0.6	1	0.6
Wayward	3	2.4 33.3 1.9	6	19.4 66.7 3.8	9	5.7
Runaway	1	0.8 25.0 0.6	3	9.7 75.0 1.9	4	2.5
Dependent	1	0.8 100.0 0.6	0	0.0	1	0.6
Truant	0	0.0	1	3.2 100.0 0.6	1	0.6
Total	127	80.4	31	19.6	158	100.0

8. Reasons for Previous Referrals, Male:

	White		Black		Total	
A & B	5	5.7 83.3 5.2	1	10.0 16.7 1.0	6	6.2
Arm. rob.	1	1.1 100.0 1.0	0	0.0	1	1.0
B & E	8	9.2 88.9 8.2	1	10.0 11.1 1.0	9	9.3
Larceny	13	14.9 86.7 13.4	2	20.0 13.3 2.1	15	15.5
Shoplifting	9	10.3 90.0 9.3	1	10.0 10.0 1.0	10	10.3
Purse snatch	0	0.0	1	10.0 100.0 1.0	1	1.0
Fraud	1	1.1 100.0 1.0	0	0.0	1	1.0
LMV	6	6.9 75.0 6.2	2	20.0 25.0 2.1	8	8.2
R & C	3	3.4 100.0 3.1	0	0.0	3	3.1
B.B. gun	0	0.0	1	10.0 100.0 1.0	1	1.0
OMVWOC	1	1.1 100.0 1.0	0	0.0	1	1.0
Mal. injury to bldg.	2	2.3 100.0 2.1	0	0.0	2	2.1
Criminal trespass	2	2.3 100.0 2.1	0	0.0	2	2.1
M M	4	4.6 80.0 4.1	1	10.0 20.0 1.0	5	5.2

	White		Black		Total	
Poss. marijuana	9	10.3 100.0 9.3	0	0.0	9	9.3
Poss. pres. drugs	0	0.0	0	0.0	0	0.0
Intox.	6	6.9 100.0 6.2	0	0.0	6	6.2
Sim. intox.	1	1.1 100.0 1.0	0	0.0	1	1.0
Poss. beer	3	3.4 100.0 3.1	0	0.0	3	3.1
DPQ	0	0.0	0	0.0	0	0.0
Profane lang.	0	0.0	0	0.0	0	0.0
Incorrigible	1	1.1 100.0 1.0	0	0.0	1	1.0
Wayward	2	2.3 100.0 2.1	0	0.0	2	2.1
Runaway	0	0.0	0	0.0	0	0.0
Way./runaway	6	6.9 100.0 6.2	0	0.0	6	6.2
Dependent	0	0.0	0	0.0	0	0.0
Truant	4	4.6 100.0 4.1	0	0.0	4	4.1
Neglected	0	0.0	0	0.0	0	0.0
Total	87	89.7	10	10.3	97	100.0

Reasons for Previous Referrals, Female:

	White	Black	Total
A & B	1 5.3 100.0 4.3	0 0.0	1 4.3
B & E	0 0.0	1 25.0 100.0 4.3	1 4.3
Larceny	1 5.3 100.0 4.3	0 0.0	1 4.3
Poss. Marijuana	3 15.8 100.0 13.0	0 0.0	3 13.0
Poss. pres. drugs	1 5.3 100.0 4.3	0 0.0	1 4.3
Poss. beer	2 10.5 100.0 8.7	0 0.0	2 8.7
DPQ	1 5.3 100.0 4.3	0 0.0	1 4.3
Profane lang.	1 5.3 100.0 4.3	0 0.0	1 4.3
Incorrigible	2 10.5 66.7 8.7	1 25.0 33.3 4.3	3 13.0
Wayward	1 5.3 100.0 4.3	0 0.0	1 4.3
Runaway	4 21.1 80.0 17.4	1 25.0 20.0 4.3	5 21.7
Dependent	1 5.3 50.0 4.3	1 25.0 50.0 4.3	2 8.7
Neglected	1 5.3 100.0 4.3	0 0.0	1 4.3
Total	19 82.6	4 17.4	23 100.0

Reasons for Previous Referrals, Total:

	Male	Female	Total
A & B	6 6.2 85.7 5.0	1 4.3 14.3 0.8	7 5.8
Arm. rob.	1 1.0 10.0 0.8	0 0.0	1 0.8
B & E	9 9.3 90.0 7.5	1 4.3 10.0 0.8	10 8.3
Larceny	15 15.5 93.8 12.5	1 4.3 6.3 0.8	16 13.3
Shoplifting	10 10.3 100.0 8.3	0 0.0	10 8.3
Purse snatch	1 1.0 100.0 0.8	0 0.0	1 0.8
Fraud	1 1.0 100.0 0.8	0 0.0	1 0.8
LMV	8 8.2 100.0 6.7	0 0.0	8 6.7
R & C	3 3.1 100.0 2.5	0 0.0	3 2.5
B.B. gun	1 1.0 100.0 0.8	0 0.0	1 0.8
OMVWOC	1 1.0 100.0 0.8	0 0.0	1 0.8
Mal. injury to bldg.	2 2.1 100.0 1.7	0 0.0	2 1.7
Criminal trespass	2 2.1 100.0 1.7	0 0.0	2 1.7

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	Male		Female		Total	
M M	5	5.2 100.0 4.2	0	0.0	5	4.2
Poss. marijuana	9	9.3 75.0 7.5	3	13.0 25.0 2.5	12	10.0
Poss. pres. drugs	0	0.0	1	4.3 100.0 0.8	1	0.8
Intox.	6	6.2 100.0 5.0	0	0.0	6	5.0
Sim. intox.	1	1.0 100.0 0.8	0	0.0	1	0.8
Poss. beer	3	3.1 60.0 2.5	2	8.7 40.0 1.7	5	4.2
DPQ	0	0.0	1	4.3 100.0 0.8	1	0.8
Profane lang.	0	0.0	1	4.3 100.0 0.8	1	0.8
Incorrigible	1	1.0 25.0 0.8	3	13.0 75.0 2.5	4	3.3
Wayward	2	2.1 66.7 1.7	1	4.3 33.3 0.8	3	2.5
Runaway	0	0.0	5	21.7 100.0 4.2	5	4.2
Way./runaway	6	6.2 100.0 5.0	0	0.0	6	5.0
Dependent	0	0.0	2	8.7 100.0 1.7	2	1.7
Truant	4	4.1 100.0 3.3	0	0.0	4	3.3
Neglected	0	0.0	1	4.3 100.0 0.8	1	0.8

9. Codefendants, Male:

	White	Black	Total
No	24 23.3 100.0 21.6	0 0.0	24 21.6
Yes	76 73.8 90.5 68.5	8 100.0 9.5 7.2	84 75.7
Unk.	3 2.9 100.0 2.7	0 0.0	3 2.7
Total	103 92.8	8 7.2	111 100.0

Codefendants, Female:

	White	Black	Total
No	9 39.1 90.0 34.6	1 33.3 10.0 3.8	10 38.5
Yes	13 56.5 86.7 50.0	2 66.7 13.3 7.7	15 57.7
Unk.	1 4.3 100.0 3.8	0 0.0	1 3.8
Total	23 88.5	3 11.5	26 100.0

Codefendants, Total:

	Male		Female		Total	
No	24	21.6 70.6 17.5	10	38.5 29.4 7.3	34	24.8
Yes	84	75.7 84.8 61.3	15	57.7 15.2 10.9	99	72.3
Unk.	3	2.7 75.0 2.2	1	3.8 25.0 0.7	4	2.9
Total	111	81.0	26	19.0	137	100.0

APPENDIX J

Control Group Statistics

1. Control Group

	White	Black	Total
Male	68 78.2 85.0 68.0	12 92.3 15.0 12.0	80 80.0
Female	19 21.8 95.0 19.0	1 7.7 5.0 1.0	20 20.0
Total	87 87.0	13 13.0	100 100.0

2. Age First referral, male:

	White		Black		Total	
8	1	100.0 1.5 1.3	0	0.0	1	1.3
10	1	100.0 1.5 1.3	0	0.0	1	1.3
11	1	100.0 1.5 1.3	0	0.0	1	1.3
12	5	83.3 7.4 6.3	1	16.7 8.3 1.3	6	7.5
13	11	78.6 16.2 13.8	3	21.4 25.0 3.8	14	17.5
14	22	91.7 32.4 27.5	2	8.3 16.7 2.5	24	30.0
15	14	77.8 20.6 17.5	4	22.2 33.3 5.0	18	22.5
16	4	66.7 15.9 5.0	2	33.3 16.7 2.5	6	7.5
17	9	100.0 13.2 11.3	0	0.0	9	11.3
Total	68	85.0	12	15.0	80	100.0
Average		14.2		14.3		14.2

Age first referral, female:

	White	Black	Total
13	1 5.3 50.0 5.0	1 100.0 50.0 5.0	2 10.0
14	3 15.8 100.0 15.0	0 0.0	3 15.0
15	8 42.1 100.0 40.0	0 0.0	8 40.0
16	4 21.1 100.0 20.0	0 0.0	4 20.0
17	3 15.8 100.0 15.0	0 0.0	3 15.0
Total	19 95.0	1 5.0	20 100.0
Average	15.3	13.0	15.2

Age first referral, total:

	Male	Female	Total
8	1 1.3 100.0 1.0	0 0.0	1 1.0
10	1 1.3 100.0 1.0	0 0.0	1 1.0
11	1 1.3 100.0 1.0	0 0.0	1 1.0
12	6 7.5 100.0 6.0	0 0.0	6 6.0
13	14 17.5 87.5 14.0	2 10.0 12.5 2.0	16 16.0
14	24 30.0 88.9 24.0	3 15.0 11.1 3.0	27 27.0
15	18 22.5 69.2 18.0	8 40.0 30.8 8.0	26 26.0
16	6 7.5 60.0 6.0	4 20.0 40.0 4.0	10 10.0
17	9 11.3 75.0 9.0	3 15.0 25.0 3.0	12 12.0
Total	80 80.0	20 20.0	100 100.0
Average	14.2	15.2	14.4

3. Age this Referral, Male:

	White	Black	Total
12	3 4.4 100.0 3.8	0 0.0	3 3.8
13	4 5.9 66.7 5.0	2 16.7 33.3 2.5	6 7.5
14	16 23.5 88.9 20.0	2 16.7 11.1 2.5	18 22.5
15	19 27.9 86.4 23.8	3 25.0 13.6 3.8	22 27.5
16	13 19.1 76.5 16.3	4 33.3 23.5 5.0	17 21.3
17	13 19.1 92.9 16.3	1 8.3 7.1 1.3	14 17.5
Total	68 85.0	12 15.0	80 100.0
Average	15.1	15.0	15.1

Age this Referral, Female:

	White	Black	Total:
14	1 5.3 100.0 5.0	0 0.0	1 5.0
15	9 47.4 100.0 45.0	0 0.0	9 45.0
16	5 26.3 83.3 25.0	1 100.0 16.7 5.0	6 30.0
17	4 21.1 100.0 20.0	0 0.0	4 20.0
Total	19 95.0	1 5.0	20 100.0
Average	15.6	16.0	15.7

Age this Referral, Total:

	Male	Female	Total
12	3 3.8 100.0 3.0	0 0.0	3 3.0
13	6 7.5 100.0 6.0	0 0.0	6 6.0
14	18 22.5 94.7 18.0	1 5.0 5.3 1.0	19 19.0
15	22 27.5 71.0 22.0	9 45.0 29.0 9.0	31 31.0
16	17 21.3 73.9 17.0	6 30.0 26.1 6.0	23 23.0
17	14 17.5 77.8 14.0	4 20.0 22.2 4.0	18 18.0
Total	80 80.0	20 20.0	100 100.0
Average	15.1	15.7	15.2

4. Grade in School First Referral, Male:

	White	Black	Total
2	1 1.5 100.0 1.3	0 0.0	1 1.3
5	1 1.5 100.0 1.3	0 0.0	1 1.3
6	4 5.9 100.0 5.0	0 0.0	4 5.0
7	6 8.8 66.7 7.5	3 25.0 33.3 3.8	9 11.3
8	10 14.7 76.9 12.5	3 25.0 23.1 3.8	13 16.3
9	22 32.4 91.7 27.5	2 16.7 8.3 2.5	24 30.0
10	9 13.2 75.0 11.3	3 25.0 25.0 3.8	12 15.0
11	4 5.9 80.0 5.0	1 8.3 20.0 1.3	5 6.3
12	3 4.4 100.0 3.8	0 0.0	3 3.8
Drop-out	5 7.4 100.0 6.3	0 0.0	5 6.3
Unk	3 4.4 100.0 3.8	0 0.0	3 3.8
Total	68 85.0	12 15.0	80 100.0
Average	8.7	8.7	8.7

Grade in School, First Referral, Female:

	White	Black	Total
7	1 5.3 100.0 5.0	0 0.0	1 5.0
8	2 10.5 66.7 10.0	1 100.0 33.3 5.0	3 15.0
9	6 31.6 100.0 30.0	0 0.0	6 30.0
10	3 15.8 100.0 15.0	0 0.0	3 15.0
11	4 21.1 100.0 20.0	0 0.0	4 20.0
12	1 5.3 100.0 5.0	0 0.0	1 5.0
Drop-out	2 10.5 100.0 10.0	0 0.0	2 10.0
Total	19 95.0	1 5.0	20 100.0
Average	9.6	8.0	9.5

Grade in School First Referral, Total:

	Male	Female	Total
2	1 100.0 1.3 1.0	0 0.0	1 10.0
5	1 100.0 1.3 1.0	0 0.0	1 10.0
6	4 100.0 5.0 4.0	0 0.0	4 40.0
7	9 90.0 11.3 9.0	1 10.0 5.0 1.0	10 10.0
8	13 81.3 16.3 13.0	3 18.8 15.0 3.0	16 16.0
9	24 80.0 30.0 24.0	6 20.0 30.0 6.0	30 30.0
10	12 80.0 15.0 12.0	3 20.0 15.0 3.0	15 15.0
11	5 55.6 6.3 5.0	4 33.3 20.0 4.0	9 9.0
12	3 75.0 3.8 3.0	1 25.0 5.0 1.0	4 4.0
Drop-out	5 71.4 6.3 5.0	2 28.6 10.0 2.0	7 7.0
Unk	3 100.0 3.8 3.0	0 0.0	3 3.0
Total	80 80.0	20 20.0	100 100.0
Average	8.7	9.5	8.8

5. Grade in School this Referral, Male:

	White	Black	Total
7	5 7.4 71.4 6.3	2 16.7 28.6 2.5	7 8.8
8	5 7.4 83.3 6.3	1 8.3 16.7 1.3	6 7.5
9	22 32.4 88.0 27.5	3 25.0 12.0 3.8	25 31.3
10	14 20.6 77.8 17.5	4 33.3 22.2 5.0	18 22.5
11	6 8.8 75.0 7.5	2 16.7 25.0 2.5	8 10.0
12	5 7.4 100.0 6.3	0 0.0	5 6.3
Drop-out	11 16.2 100.0 13.8	0 0.0	11 13.8
Total	68 85.0	12 15.0	80 100.0
Average	9.5	9.3	9.4

Grade in School this Referral, Female:

	White	Black	Total
8	5.3 1 100.0 5.0	0 0.0	1 5.0
9	4.2 8 100.0 40.0	0 0.0	8 40.0
10	10.5 2 100.0 10.0	0 0.0	2 10.0
11	31.6 6 100.0 30.0	0 0.0	6 30.0
12	5.3 1 100.0 5.0	0 0.0	1 5.0
Drop-cut	5.3 1 50.0 5.0	1 100.0 50.0 5.0	2 10.0
Total	19 95.0	1 5.0	20 100.0
Average	9.9	0.0	9.9

Grade in School this Referral, Total:

	Male	Female	Total
7	7 8.8 100.0 7.0	0 0.0	7 7.0
8	6 7.5 85.7 6.0	1 5.0 14.3 1.0	7 7.0
9	25 31.3 75.8 25.0	8 40.0 24.2 8.0	33 33.0
10	18 22.5 90.0 18.0	2 10.0 10.0 2.0	20 20.0
11	8 10.0 57.1 8.0	6 30.0 42.9 6.0	14 14.0
12	5 6.3 83.3 5.0	1 5.0 16.7 1.0	6 6.0
Drop-out	11 13.8 84.6 11.0	2 10.0 15.4 2.0	13 13.0
Total	80 80.0	20 20.0	100 100.0
Average	9.4	9.9	9.5

6. Reason for Previous Referral, Male:

	White	Black	Total
A&B	1 1.4 50.0 1.2	1 7.7 50.0 1.2	2 2.4
Strong arm robbery	0 0.0	1 7.7 100.0 1.2	1 1.2
robbery	1 1.4 100.0 1.2	0 0.0	1 1.2
sodomy	1 1.4 100.0 1.2	0 0.0	1 1.2
arson	2 2.8 100.0 2.4	0 0.0	2 2.4
B&E	9 12.5 100.0 10.6	0 0.0	9 10.6
houseprowl	0 0.0	0 0.0	0 0.0
larceny	10 13.9 76.9 11.8	3 23.1 23.1 3.5	13 15.3
LMV	8 11.1 100.0 9.4	0 0.0	8 9.4
shoplift	4 5.6 80.0 4.7	1 7.7 20.0 1.2	5 5.9
OMVWOC	1 1.4 33.3 1.2	2 15.4 66.7 2.4	3 3.5
Mal, injury to MV or bldg.	2 2.8 100.0 2.4	0 0.0	2 2.4
Issuing false report	0 0.0	0 0.0	0 0.0
delivery cont. Subs.	1 1.4 100.0 1.2	0 0.0	1 1.2

	White		Black		Total	
DPQ by fighting	0	0.0	1	7.7 100.0 1.2	1	1.2
poss. cont. subs.	3	4.2 75.0 3.5	1	7.7 25.0 1.2	4	4.7
DPQ by L.P.L.	1	1.4 100.0 1.2	0	0.0	1	1.2
criminal trespass	1	1.4 100.0 1.2	0	0.0	1	1.2
intox	1	1.4 100.0 1.2	0	0.0	1	1.2
sim. intox.	1	1.4 100.0 1.2	0	0.0	1	1.2
wayward	9	12.5 81.8 10.6	2	15.4 18.2 2.4	11	12.9
incorrigible	0	0.0	0	0.0	0	0.0
runaway	5	6.9 100.0 5.9	0	0.0	5	5.9
truancy	1	1.4 100.0 1.2	0	0.0	1	1.2
poss. beer	5	6.9 100.0 5.9	0	0.0	5	5.9
Total	(37) 72	54.4 84.7	(10) 13	83.3 15.3	85	100.0
None	31	45.6 (of 68) 81.6	7	58.3 (of 12) 18.4	(80) 38	47.5
1 previous only	18	26.5 (of 68) 90.0	2	16.7 (of 12) 10.0	(80) 20	25.0

Reason for Previous Referral, Female:

	White	Black	Total
houseprowl	6.3 1 100.0 5.0	0 0.0	1 5.0
larceny	6.3 1 100.0 5.0	0 0.0	1 5.0
shoplift	12.5 2 100.0 10.0	0 0.0	2 10.0
issuing false report	6.3 1 100.0 5.0	0 0.0	1 5.0
poss. cont. sub.	6.3 1 100.0 5.0	0 0.0	1 5.0
wayward	0 0.0	3 75.0 100.0 15.0	3 15.0
incorrigible	12.5 2 66.7 10.0	1 25.0 33.3 5.0	3 15.0
runaway	37.5 6 100.0 30.0	0 0.0	6 30.0
poss. beer	12.5 2 100.0 10.0	0 0.0	2 10.0
Total	8(19) 42.1 16 80.0	1(1) 100.0 4 20.0	20 100.0
None	(19) 57.9 11 100.0	0 0.0	(20) 55.0 11
1 previous only	21.1 (of 19) 4 100.0	0 0.0	4 20.0

6. Reason for Previous Referral, Total:

	Male	Female	Total
A&B	2 2.4 100.0	0 0.0	2 1.9
strong arm robbery	1 1.2	0 0.0	1 1.0
robbery	1 1.2 100.0	0 0.0	1 1.0
sodomy	1 1.2 100.0	0 0.0	1 1.0
arson	2 2.4 100.0	0 0.0	2 1.9
B&E	9 10.6 100.0	0 0.0	9 8.6
houseprowl	0 0.0	1 5.0 100.0	1 1.0
larceny	13 15.3 92.9	1 5.0 7.1	14 13.3
LMV	8 9.4 100.0	0 0.0	8 7.6
shoplift	5 5.9 71.4	2 10.0 28.6	7 6.7
OMVWOC	3 3.5 100.0	0 0.0	3 2.9
Mal. injury to MV or bldg.	2 2.4 100.0	0 0.0	2 1.9
issuing false report	0 0.0	1 5.0 100.0	1 1.0
delivery cont. subs.	1 1.2 100.0	0 0.0	1 1.0
MM	6 7.1 100.0	0 0.0	6 5.7
DPQ by fighting	1 1.2 100.0	0 0.0	1 1.0
poss. cont. subs.	4 4.7 80.0	1 5.0 20.0	5 4.8

	Male		Female		Total	
DPQ by L.P.L.	1	1.2 100.0	0	0.0	1	1.0
criminal trespass	1	1.2 100.0	0	0.0	1	1.0
intox.	1	1.2 100.0	0	0.0	1	1.0
sim. intox.	1	1.2 100.0	0	0.0	1	1.0
wayward	11	12.9 78.6	3	15.0 21.4	14	13.3
incorrigible	0	0.0	3	15.0 100.0	3	2.9
runaway	5	5.9 45.5	6	30.0 54.5	11	10.5
truancy	1	1.2 100.0	0	0.0	1	1.0
poss. beer	5	5.9 71.4	2	10.0 28.6	7	6.7
Total	85	81.0	20	19.0	105	100.0
None	38	77.6	11	22.4	49	
1 previous only	20	83.3	4	16.7	24	

7. Reason for this Referral, Male:

	White		Black		Total	
A&B	2	2.4 66.7	1	7.1 33.3	3.	3.1
robbery	1	1.2 100.0	0	0.0	1	1.0
att. molest.	1	1.2 100.0	0	0.0	1	1.0
arson, att.	1	1.2 100.0	0	0.0	1	1.0
B&E	12	14.6 75.0	4	28.6 25.0	16	16.7
burglary	1	1.2 100.0	0	0.0	1	1.0
houseprowl	1	1.2 100.0	0	0.0	1	1.0
larceny	10	12.2 90.9	1	7.1 9.1	11	11.5
LMV	16	19.5 100.0	0	0.0	16	16.7
shoplift	0	0.0	0	0.0	0	0.0
poss. cont. sub. w/intent	2	2.4 100.0	0	0.0	2	2.1
CCW	1	1.2 100.0	0	0.0	1	1.0
MM	1	1.2 50.0	1	7.1 50.0	2	2.1
ill. poss. cont. subs.	13	15.9 81.3	3	21.4 18.8	16	16.7
intox.	1	1.2 100.0	0	0.0	1	1.0
wayward	9	11.0 75.0	3	21.4 25.0	12	12.5
incorrigible	2	2.4 100.0	0	0.0	2	2.1
runaway	3	3.7 100.0	0	0.0	3	3.1

	White		Black		Total	
truancy	3	3.7 100.0	0	0.0	3	3.1
ill. poss. beer, att. to purchase	1	1.2 50.0	1	7.1 50.0	2	2.1
dependent	1	1.2 100.0	0	0.0	1	1.0
Total	82	85.4	14	14.6	96	100.0
Average		1.2		1.7		1.2
More than 1	13		1		14	

Reason for this Referral, Female:

	White	Black	Total
arson, att.	4 18.2 100.0	0 0.0	4 17.4
shoplift	4 18.2 100.0	0 0.0	4 17.4
ill. poss. cont. subs.	6 27.3 100.0	0 0.0	6 26.1
wayward	1 4.5 100.0	0 0.0	1 4.3
incorrigible	4 18.2 80.0	1 100.0 20.0	5 21.7
runaway	3 13.6	0 0.0	3 13.0
Total	22 95.7	1 4.3	23 100.0
Average	1.2	1.0	1.2
More than 1	3 15.8 (19)	0	3

Reason for this Referral, Total:

	Male	Female	Total
A&B	3 3.1 100.0	0 0.0	3 2.5
robbery	1 1.0 100.0	0 0.0	1 0.8
att. molest.	1 1.0 100.0	0 0.0	1 0.8
arson, att.	1 1.0 20.0	4 17.4 80.0	5 4.2
B&E	16 16.7 100.0	0 0.0	16 13.4
burglary	1 1.0 100.0	0 0.0	1 0.8
houseprowl	1 1.0 100.0	0 0.0	1 0.8
larceny	11 11.5 100.0	0 0.0	11 9.2
LMV	16 16.7 100.0	0 0.0	16 13.4
shoplift	0 0.0	4 17.4 100.0	4 3.4
poss. cont. subs. w/intent	2 2.1 100.0	0 0.0	2 1.7
CCW	1 1.0 100.0	0 0.0	1 0.8
MM	2 2.1 100.0	0 0.0	2 1.7
ill. poss. cont. subs.	16 16.7 72.7	6 26.1 27.3	22 18.5
intox.	1 1.0 100.0	0 0.0	1 0.8
wayward	12 12.5 92.3	1 4.3 7.7	13 10.9
incorrigible	2 2.1 28.6	5 21.7 71.4	7 5.9
runaway	3 3.1 50.0	3 13.0 50.0	6 5.0

	Male	Female	Total
Truancy	3 3.1 100.0	0 0.0	3 2.5
ill. poss. beer, att. to purchase	2 2.1 100.0	0 0.0	2 1.7
dependent	1 1.0 100.0	0 0.0	1 0.8
Total	96 80.7	23 19.3	119 100.0
Average	1.2	1.2	1.2
More than 1	14 (80) 17.5	3 (20) 15.0	17 14.3

9. Source of Referral, Male:

	White		Black		Total	
Parents	9*	13.0 75.0 11.0	3*	23.1 25.0 3.7	12	14.6
DMPD	31	44.9 79.5 37.8	8	61.5 20.5 9.8	39	47.6
Other PD	23	33.3 95.8 28.0	1	7.7 4.2 1.2	24	29.3
PCSO	3*	4.3 100.0 3.7	0	0.0	3	3.7
School	1	1.4 50.0 1.2	1*	7.7 50.0 1.2	2	2.4
Other	2	2.9 100.0 2.4	0	0.0	2	2.4
Total	69	84.1	13	15.9	82	100.0

* referral from 2 sources

Source of Referral, Female:

	White		Black		Total	
Parents	4	21.1 100.0 20.0	0	0.0	4	20.0
DMPD	12	63.2 92.3 60.0	1	100.0 7.7 5.0	13	65.0
Other PD	3	15.8 100.0 15.0	0	0.0	3	15.0
Total	19	95.0	1	5.0	20	100.0

Source of Referral, Total:

	Male		Female		Total	
Parents	12	14.6 75.0 11.8	4	20.0 25.0 3.9	16	15.7
DMPD	39	47.6 75.0 38.2	13	65.0 25.0 12.7	52	51.0
Other PD	24	29.3 88.9 23.5	3	15.0 11.1 2.9	27	26.5
PCSO	3	3.7 100.0 2.9	0	0.0	3	2.9
School	2	2.4 100.0 2.0	0	0.0	2	2.0
Other	2	2.4 100.0 2.0	0	0.0	2	2.0
Total	82	80.4	20	19.6	102	100.0

10. Number of Codefendants, Male:

	White		Black		Total	
None	24	36.9 82.8 31.2	5	41.7 17.2 6.5	29	37.7
1	19	29.2 90.5 24.7	2	16.7 9.5 2.6	21	27.3
2	14	21.5 73.7 18.2	5	41.7 26.3 6.5	19	24.7
3	5	7.7 100.0 6.5	0	0.0	5	6.5
4	2	3.1 100.0 2.6	0	0.0	2	2.6
6	1	1.5 100.0 1.3	0	0.0	1	1.3
Total	65	84.4	12	15.6	77	100.0
Unk	3		0		3	
Average		1.0		1.7		1.8

Number of Codefendants, Female:

	White		Black		Total	
None	9	45.0 90.0 42.9	1	100.0 10.0 4.8	10	47.6
1	4*	20.0 100.0 19.0	0	0.0	4	19.0
2	1	5.0 100.0 4.8	0	0.0	1	4.8
3	5*	25.0 100.0 23.8	0	0.0	5	23.8
4	1	5.0 100.0 4.8	0	0.0	1	4.8
Total	20	95.2	1	4.8	21	100.0
Average		2.3		0		2.3

* 2 referrals handled together

Number of Codefendants, Total:

	Male		Female		Total	
None	29	37.7 74.4 29.6	10	47.6 25.6 10.2	39	39.8
1	21	27.3 84.0 21.4	4	19.0 16.0 4.1	25	25.5
2	19	24.7 95.0 19.4	1	4.8 5.0 1.0	20	20.4
3	5	6.5 50.0 5.1	5	23.8 50.0 5.1	10	10.2
4	2	2.6 66.7 2.0	1	4.8 33.3 1.0	3	3.1
6	1	1.3 100.0 1.0	0	0.0	1	1.0
Total	77	78.6	21	21.4	98	100.0
Unk	3		0		3	
Average		1.8		2.3		1.0

END

7 10/10/11/12/13