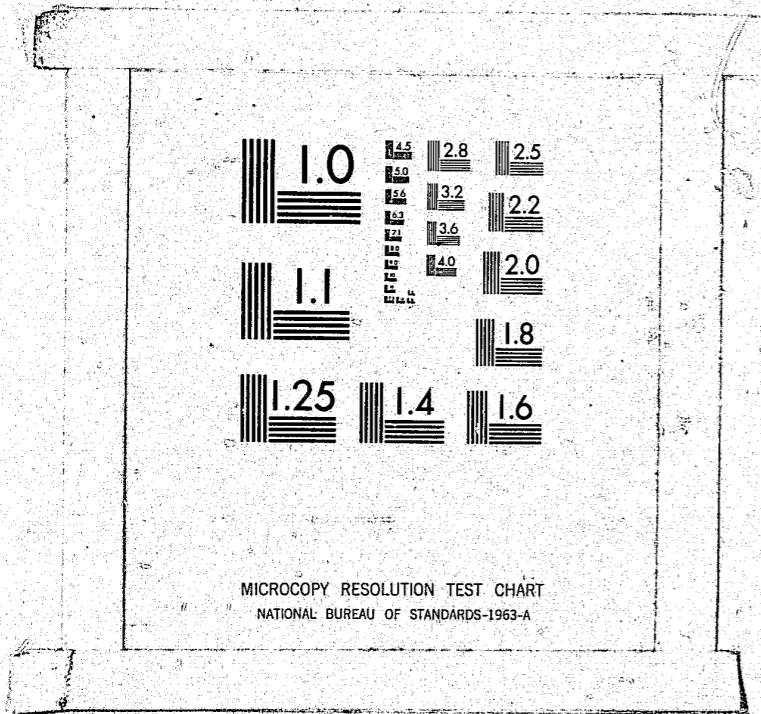


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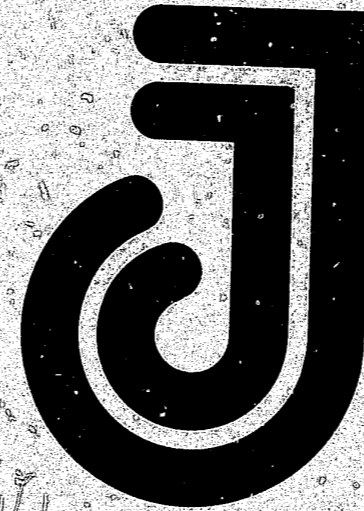
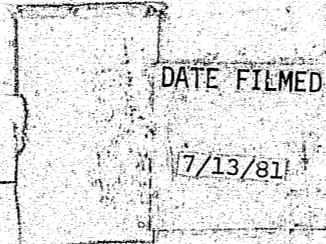
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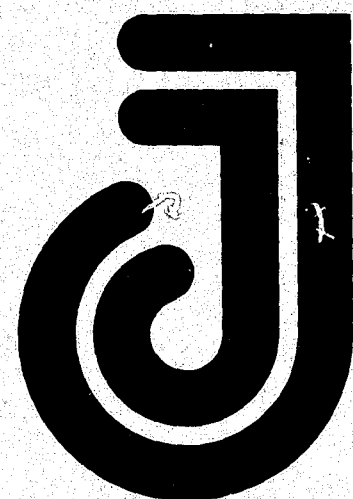
National Institute of Justice
United States Department of Justice
Washington, D. C. 20531



National Evaluation Design for the Deinstitutionalization of Status Offender Program

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Institute for Juvenile Justice and Delinquency Prevention
Juvenile Justice and Delinquency Prevention
Assessment Administration
Department of Justice



National Evaluation Design for the Deinstitutionalization of Status Offender Program

Developed by the
Deinstitutionalization of Status Offender Evaluation Project Staff
Social Science Research Institute
University of Southern California

NCJRS

MAY 16 1977

ACQUISITIONS

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FOREWORD

In January, 1976, the National Institute for Juvenile Justice and Delinquency Prevention awarded a two-year grant to the University of Southern California to conduct a national evaluation of the Office of Juvenile Justice and Delinquency Prevention's Deinstitutionalization of Status Offender Program.

In this document, the evaluation design and methodological procedures developed for the Deinstitutionalization of Status Offender Program are described. While this evaluation approach was developed specifically for the projects included in the national evaluation, it should serve as a useful guide for others, particularly those involved in evaluating clusters of status offender projects located in differing community contexts. To facilitate the use of this evaluation approach, the summary chapter of this document discusses general evaluation issues and problems surrounding projects to remove status offenders from detention and correctional institutions.

We are appreciative of the efforts of Dr. Solomon Kobrin, Dr. Malcolm W. Klein, Mr. Frank Hellum, Ms. Elaine M. Corry and others who provided materials used in the preparation of this document.

James C. Howell, Ph.D.
Director
National Institute for Juvenile Justice
and Delinquency Prevention

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I. Purposes of the Deinstitutionalization of Status Offender Program (DSO)

LEAA funding of status offender programs was authorized by the Juvenile Justice and Delinquency Prevention Act of 1974 (P.L. 93-415). To assist the States in meeting the requirements of Section 223 (a) (12), LEAA announced in March, 1975, that discretionary funds would be made available by the Special Emphasis program of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to jurisdictions which would remove status offenders from detention and correctional institutions within two years.

In achieving the deinstitutionalization of such status offenders, the Act further calls for the development of "advanced techniques" to include: community-based programs and services for the prevention and treatment of juvenile delinquency through the development of foster care and shelter care homes, group homes, halfway houses, homemaker and home health services, and any other designated community based diagnostic, treatment, or rehabilitative service.

In January, 1976, two year grants totalling \$10 million were awarded to eleven jurisdictions across the country to develop community based alternatives for status offenders. The jurisdictions selected include:

- (1) Pima County, Arizona
- (2) Alameda County, California

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- (1) Pima County, Arizona
- (2) Alameda County, California

2. Dr. Reed Greenwood - Arkansas
University of Arkansas
Fayetteville, Arkansas
3. Mr. Jack Isaacs - Alameda County, California
Stanford Research Institute
Menlo Park, California
4. Dr. Charles Logan - Connecticut
Dr. Fred Grupp
University of Connecticut
Storrs, Connecticut
5. Mr. Frank Scarpitti - Delaware
University of Delaware
Newark, Delaware
6. Dr. Irving Spergel - Illinois
University of Chicago
Chicago, Illinois
7. Dr. Stuart Deutsch - South Carolina
Technology Institute
Atlanta, Georgia
8. Dr. Anne Schneider - Clark County, Washington
Oregon Research Institute &
Eugene Oregon Spokane, Washington

III. Evaluation Objectives

The central evaluation objectives of the DSO program are to determine:

- (1) The extent to which status offenders already in detention and in correctional institutions, as well as those newly defined as status offenders during the life of the program, have been transferred or referred to community-based facilities and programs;
- (2) The progress achieved in the development and utilization of community-based services; and

II. Evaluation Plan

The National Institute for Juvenile Justice and Delinquency Prevention (NIJJDP), the research arm of the Office of Juvenile Justice and Delinquency Prevention, is required under Section 102 (a)(1) of the JJDP Act to provide for the evaluation of all federally assisted juvenile delinquency programs. To meet this mandate, evaluation funds totalling \$2 million for a two-year period were awarded to provide for the evaluation of nine of the eleven status offender projects funded by the OJJDP.

The NIJJDP evaluation plan for the DSO initiative consisted of awarding separate evaluation grants to evaluators located near each site selected for funding and awarding an overall coordination and national evaluation grant to the Social Science Research Institute, University of Southern California. The local evaluators are responsible for implementing the national evaluation design developed by the University of Southern California during the evaluation planning phase, as well as evaluating other aspects of the individual projects which fall outside the national design. The University of Southern California is responsible for conducting a comparative analysis of the effectiveness of the DSO projects across all sites, assisting the local evaluators in implementing the national design and compiling the results of the evaluation activities at each significant point in the process.

The local evaluators selected by the NIJJDP for the nine sites included in the national evaluation are:

1. Dr. Maynard Erickson
University of Arizona
Tucson, Arizona
- Pima County, Arizona

- (3) The impact of these services on (a) the social adjustment and recidivism of program clients, (b) the acceptance and support of the program by community opinion leaders and personnel of collaborating private and public social service organizations and by the juvenile justice agencies, and (c) the fiscal, organizational and personnel problems of the juvenile justice system.

The development of these objectives derive directly from the rationale which formed the basis for the OJJDP DSO program. Community-based programs in cooperation with the local juvenile justice system of the jurisdiction are expected to provide a viable alternative to the detention and institutionalization of status offenders. The programs were to serve potentially to implement the first goal of the program, the deinstitutionalization of status offenders. Thus, an early evaluation issue at each program site became the extent to which status offenders are in fact referred to community-based programs.

At the national level the same question took a comparative form: what conditions govern the degree to which there occurs a greater or lesser readiness to use alternative program facilities in the treatment of status offenders? Further, local project effectiveness in this respect was expected to turn on the question of the success enjoyed in providing the needed community-based programs and services. The services offered had to be convincingly relevant to the personal and social problems of status offenders in order to elicit and maintain the cooperation of agencies with authority to divert status offenders from the justice system.

Problems encountered in accomplishing this objective represented a second

issue for project evaluation. Again, comparative assessment of progress in the development and utilization of community services, based on information available from project evaluation, became an important national requirement. Finally, the intended outcome of the total effort, in addition to terminating the use of institutions for young criminal offenders in treating status offenders, was to foster their social adjustment, reduce their recidivism, and by demonstrating its effectiveness in both these respects, to gain the acceptance of such programs as an established feature of the juvenile justice system. The last, the goal of system impact, was to be evident in the numbers deinstitutionalized, an increase in the use of community-based facilities, and in the acceptance of the need to alter patterns of personnel allocation in the operations of the juvenile justice system.

It is important to note the form in which the evaluation objectives are posed. The central issue in the evaluation of the status offender projects is the degree of success they achieve, as affected by agency cooperation and community sentiment, not whether programs "fail" or "succeed." In the case of status offender projects it is particularly important that evaluation serve as a learning and development tool, since there is currently little reliable knowledge about what kinds of community-based youth service programs, operated under various conditions of agency cooperation and community support, are effective with various kinds of status offenders. The program is complicated further by variation among jurisdictions in the legal definitions of "status offense" and inconsistency within jurisdictions in the application of the label. Moreover, while it may be possible to designate what constitutes a status offense in a given jurisdiction, the definition of a "status offender"

remains ambiguous in the many cases of youth whose records include delinquent offenses as well.

IV. Data Requirements and Methodological Procedures

The national evaluation has developed the following data sets and procedures to carry out the major evaluation goals of the DSO program:

A. Goal 1: To determine the extent to which status offenders have been removed from detention and correctional institutions, have been prevented from entering these facilities during the life of the projects, and have been transferred to the new programs, a basic set of descriptive data will be collected on every youth referred to the DSO projects. These data include such information as age, gender, ethnicity, level of education, family composition, residential information, source of referral, type of offense, and initial referral and service information (See Form 1-A). Also, a systems rates analysis (described on page 18) will indicate changes in the flow of status offenders through the juvenile justice system as a result of the introduction of the new projects.

B. Goal 2: To determine how effectively community-based services have been developed and utilized, data on selected community and program dimensions will be collected.

Five dimensions have been identified which may facilitate or obstruct the implementation of the DSO projects. These include (1) community tolerance for juvenile misbehavior; (2) the volume of youth services and treatment resources available in a program site; (3) the character of statutory provisions related to the treatment of status offenders;

(4) the success with which programs are both free of coercive control by agencies of the juvenile justice system and (5) themselves avoid imposing coercive controls on their clients.

1. Community Tolerance

Apart from the use of survey research methods which are most appropriate but excessively costly, the degree of tolerance for juvenile misbehavior may be estimated by the use of reasonably interpretable alternative indicators. Three such alternative indicators will be utilized, each reflecting the state of community sentiment in this matter. The first is the number of complaints to the police and courts made directly by community residents as a ratio of total complaints. The second is the number of school expulsions as a ratio either to all disciplinary cases coming before the school authorities or to school populations, all estimated for a standard time base, e.g., monthly or annually. Proper controls for variation in size of enrollment by grade must be instituted. The third is detention rates, as measured by the percentage of status and delinquent offenders detained in a period preceding the establishment of the DSO projects. (See Data Form 6-C, Attachment B.)

2. Access to Youth Services Resources

At its inception, each project will presumably have established agreements with available local resources for the treatment of status offenders diverted from secure detention and from correctional institutions. These will in general be of two types: community-based residential facilities, and a variety of non-residential programs providing a

range of treatment services. To locate each project on this dimension, an estimate is required of the capacity of community-based facilities to provide services to status offenders. The estimate for residential facilities may be derived as a ratio of the number of status offenders served during the first pre-program year to the total bedspace available. For non-residential services the estimate is based on the number of facilities that provide specified services to status offenders as a ratio of the total number of facilities in the program area that provide such services. (See Data Form 6-A, Attachment B.)

3. Statutory Provision

Location of a jurisdiction on this dimension is in one respect a straightforward matter: either there does or does not exist legislation requiring diversion of status offenders from the juvenile justice system. However, in cases where such legislation is in effect, variation occurs with respect to the legal status of those eligible for diversion and the number of offense types excluded from its provisions. The diversion of status offenders may be mandatory or discretionary with reference to the use of either detention or commitment to a correctional institution. The types of offenses excluded from diversion may range from none to many. On the basis of the appropriate information, statutory provision in the given jurisdiction can be accorded a scale position from the least to the most prohibitive respecting the deinstitutionalization of status offenders. (See Data Form 6-B, Attachment B.)

4. Justice System Control of Program

The purpose of diverting status offenders from detention and correctional institutions is to provide needed services that escape the labelling effects of formal justice agency intervention. However, no status offender program can function without close collaborative relations with the police and the juvenile court in its program area. These agencies will invariably constitute a primary source of program clientele. Indeed, in many instances the juvenile court itself may be the program sponsor and grantee or subgrantee of funded projects. Whatever the specific organizational structure of the program, it becomes important to measure the extent to which program operations are potentially subject to the influence and control of juvenile justice agencies. Since one of the unavoidable concerns of justice agencies is community safety, it may be assumed that in general the greater their control over program operations the less the likelihood that program clients will undergo a delabelling experience. Information regarding the proportion of program staff selected and supervised by an agency of the justice system, and a similar measure respecting budgetary control, constitutes one possible way of assessing justice system control of program. (Specific data items and format are presented in Data Form 6-D, Attachment B.)

5. Program Control of Client

The status of this delabelling dimension is based, first, on the degree of restrictiveness in the rules prescribed for program participation, i.e., the detail with which the activities of clients are

regulated. Interviews will be conducted with the program director and other appropriate program personnel in each program facility utilized by the DSO projects. This information will be collected at two points in time during the program. (Specific data items and format are presented in Attachment B.)

6. Narrative History of Program Development

There will always remain features of program operations that cannot be captured by quantitative data. Status offender programs typically confront problems of eliciting and maintaining the cooperation of juvenile justice and social agencies in the face of an established use by the former of detention and correctional institutions and by the latter of an understandable reluctance to alter program patterns in order to serve seriously troubled youth. In addition, status offender programs are likely also to face problems normally encountered in all innovative enterprises of staff recruitment, training, and organization. The concrete content of both types of problems, the strategies and policies adopted to cope with them, and the successes and failures experienced represent important information for program evaluation. Such materials are best communicated in narrative form. In order to systematically produce a record of these matters, a narrative log updated monthly will be maintained by the site evaluators. This log will serve as an accurate documented history of program experience, completely open to program personnel for whom the record becomes an additional source of formative evaluation. Log content will reflect the day-to-day problems and issues of program implementation as perceived and defined by the program administrator and staff,

and the decisions taken to deal with them. For purposes of the final evaluation report this type of cumulative document can offer a rich source of illustrative materials in conjunction with general assessments of program progress.

7. Organizational Analysis

A questionnaire regarding internal relationships among the components constituting the DSO project and project relations with the public and private agencies and organizations with which its efforts must be coordinated will be mailed to DSO program participants at two points, the beginning of program operations and one year later. Four types of information will be generated in the data set: (a) patterns of relationships between the DSO program and community based youth serving agencies; (b) lines of authority and responsibility and the division of labor as formally established at project inception, and parallel information respecting the interorganizational pattern; (c) changes in organizational arrangements both internal and external to the project; and (d) project personnel perceptions of the effectiveness of organizational structure, of lines of communications and influence in decision making, and of patterns of cooperation. The questionnaire instrument to be employed with respect to the last will also generate information bearing on sources of work strain and on points of tension and conflict in interorganizational relationships. Data on the latter should be particularly useful in the assessment of the impact of organizational structure of various design on agencies of the juvenile justice system, since their cooperation is one of the necessary conditions for achieving the program's major goal of deinstitutionalizing

status offenders.

C. Goal 3-A: To determine the impact of the DSO services on the social adjustment and recidivism of program clients, seven client centered data sets have been developed including:

1. Program Entry Identification Items (Form 1-A)

This data set includes information on the client's age, ethnicity, gender, educational level, family composition, residential history, source of referral, type of offense and initial services assigned.

2. Sociodemographic Items (Form 2)

This data set includes information on parents' occupations and level of education.

3. Program Process Items (Form 1-B)

This data set includes information on the types of programs to which status offenders are referred, the facilities included in each type of program, the kinds of services provided within each facility, length of program participation, and reason for termination. Based on a survey of all DSO programs, the national evaluation compiled a listing of seven generic program types. While each of these program types constitutes a distinct category in the overall DSO effort, specific DSO program sites may vary in the extent to which the entire range of categories is included in the local effort. The program types are:

- (a) Diversion, diagnostic and evaluation screening unit refers to a unit that 1) makes decisions about clients determining which,

if any, of various treatment strategies and programs the client will receive and 2) is considered a specific DSO program service that provides a referral for additional service.

- (b) Shelter care home refers to temporary residential facilities where placement is 30 days or less.
- (c) Group home refers to residential facilities where placement is 31 days or more.
- (d) Foster home refers to residential placement in a single family home with the adult male and/or female serving as parent surrogate(s).
- (e) Multiple service center refers to non-residential agencies and organizations such as the YMCA, youth service bureaus, and neighborhood drop-in centers where the focus of services is on recreation, handicrafts, character building, employment referrals, advocacy, tutoring, etc., rather than solely psychological counselling or crisis intervention.
- (f) Outreach intervention refers to short-term, intensive, non-residential intervention which responds to situational requirements and is designed to effect change in a variety of the client's physical, social, and emotional circumstances.
- (g) Counselling only refers to a non-residential program where the sole or primary service is individual or group psychological counselling or therapy, including work with the DSO client's family.

4. Program Facility Survey (Form 1-B Supplement)

A description of each facility or component of a program to which a client is exposed is obtained through the use of a survey instrument. Data will be obtained on the age composition of clientele, sex, and ethnic/racial composition, average length of time in the program, legal status of clientele, history of the facility, service accessibility and criteria for client selection, the time each staff member devotes to various intervention alternatives, the professional level of staff, and the specific services provided by the facility.¹

5. Social Adjustment Data (Form 3)

Although the content of the concept, "social adjustment," varies in relation to local norms and to both theory and social values, a standardized instrument has been developed which will yield useful behavioral and attitudinal information. This instrument contains three distinct subsections measuring various aspects of social adjustment: a) major dimensions of adolescent self-image relating to delinquency, emotional distress and non-conformity; b) behavioral and attitudinal items reflecting orientations toward conformity and c) attitudes toward law violating behavior.

6. Self-Reported Delinquency (Form 4)

Self-reported delinquency will be measured by a 28 item schedule containing a comprehensive set of questions on both delinquent and status violations. Responses to these items will provide an assessment of the

¹Since the Program Facility Survey instrument was, in some aspects, inappropriate for foster homes, a separate instrument was developed to elicit similar information about those facilities.

frequency and seriousness as well as the variety of self-reported acts engaged in by clients of the DSO program.

7. Officially Recorded Offense Data (Forms 5-A, 5-B, and 5-C)

Data on officially recorded offenses are formatted to yield the subject's offense history. To cover each source of data, these forms have been divided into three sections: police contact; juvenile court intake; and adjudication hearing. The time sequence is anchored at the "instant status offense." For program clients this is defined as the first complaint or the court finding that led to referral, or to the decision to withhold referral to the program. For members of pre-program comparison groups, "the instant status offense" is defined as the first status offense recorded for a subject during the pre-program month under consideration. To the extent possible information on all offenses prior and subsequent to the "instant status offense" is to be recovered from police and court records for each of the several subject populations.

The evaluation design to be utilized across all the sites to determine the impact of the DSO services is a quasi-experimental design, consisting of the collection of data forms 1-A, 1-B, 2, 3, 4, and 5-A, 5-B, and 5-C, on status offenders entering the DSO projects during the first twelve months (the evaluated sample) and the collection of data forms 5, 5-A, 5-B, and 5-C, on a pre-program group of status offenders who entered the juvenile justice system during the twelve month period preceding the implementation of the DSO projects.

All status offenders drawn for inclusion in the evaluated sample will be administered the self-reported delinquency and social adjustment instruments shortly after referral to the DSO projects, and six months later. Additionally, a third administration, twelve months after referral, will be given to youths entering the projects prior to December, 1976.

The youths included in the evaluated sample and the pre-program groups will be representative of five types of status offenses: runaway, ungovernable, curfew, truancy, and minor in possession of alcohol, found to be common across all of the DSO sites. In sites where a total enumeration of status offenders is not possible, 60 status offenders, representing twelve status offenders for each of the five types of status offenses, will be selected monthly for inclusion in the evaluated sample. Thus, for programs implemented by June, 1976, a total of approximately 720 status offenders, with stratified sub-samples of 140 for each type of status offense, will be available for follow-up. Sampling of status offenders for inclusion in the evaluated sample will be conducted by the forecasting technique. (See Attachment D.)

Similarly, in sites where a total enumeration is not possible, sampling on a monthly basis will be conducted to gain 60 status offender cases representative of the five status offenses for the pre-program comparison group.

Goal 3-B: To determine the impact of the DSO program on the private and public agencies and the juvenile justice system, data will be collected on: 1) systems rates, 2) multi-attribute utility measurements, and 3) comparative costs.

1. Systems Rates

Data will be collected on the flow of cases (both status offenses and delinquent offenses) through the juvenile justice system in each of the DSO program sites, using either total population or samples of those populations, at two points in time. Data will be collected on this flow for the year preceding the implementation of the DSO projects and towards the end of the second year of the projects. These two views of the system (before and after), contrasted with one another, provide data as to system behavior in terms of the proportion of cases selected from the total eligible population for different dispositions at various decision points in the justice system. The systems rate methodology is particularly useful as a tool in assessing the impact of the DSO projects on the juvenile justice system. Its descriptive power derives from its capacity to identify the system points at which distortions in the execution of official policy or expectations arise. The method requires a complete juvenile justice system flow chart and the appending of juvenile justice data to the various elements which collectively comprise the system chart. (See Attachment B.) System rates as a methodology contain both system portraits and flow of cases so that analyses may be completed in terms of cohorts (specified populations flowing through the system over time) or inventories (the volume of cases processed by each particular part of the system within a specified period of time). Both types of analyses have a before-and-after requirement as relates to introduction, modification or deletion of programs.

2. Multi-Attribute Utility Measurement (MAUM)

MAUM is a method used in evaluating a program in terms of its impact

from the viewpoints of various participants and constituencies of a social program. These viewpoints are based on the values expressed by those with a stake in the outcome of the program. Multi-attribute utility measurement begins by defining the various dimensions of value that an audience may attribute to a program where each value dimension is essentially a program impact of concern to the audience. It then obtains from each member of the audience two kinds of value judgments. The first is a judgment as to the relative importance of the various impacts. Each member is asked to assign actual importance weights to each program impact indicating its relative importance. The second value judgment is a measure of how the member feels about increasing or decreasing amounts of each impact (i.e., varying levels of performance of a program on this value dimension). This is done by assigning values to various amounts of the impact across the range of the impact. This is done individually for each program impact. At this point the value of any particular program impact can be determined by finding the amount of impact, converting it to a value for that amount of impact and multiplying that value by the appropriate importance weight for that impact. To find the over all program value, the value contribution of each individual impact is aggregated (using in effect a simple weighted average of the value contributions of each impact).

MAUM provides an opportunity for those involved in the DSO program at each site, such as members of the juvenile justice system program personnel, community-based social agencies, and local opinion leaders to participate in the evaluation in a way that permits their input to be reflected in

the design and content of the program as it evolves over the period of its development. Such participation affords a vehicle for adjusting and accommodating potential conflicts of interest associated with the primary institutional goals of cooperating organizations, as well as conflicts between demands for community safety and the need to destigmatize the status offender. In addition, the inclusion of representatives of diverse interests in the evaluation process is designed to have a program formative function in providing periodic and systematic feedback to project managers, enabling them to introduce timely corrections in the content, organization, and administration of the program.

The MAUM data collection instruments will be administered to twenty to forty decision makers at each DSO site, selected jointly by the DSO project directors and the local evaluators through a mail questionnaire. It will be administered at two points, several months after the DSO projects are implemented and twelve months later. Iteration of this process during the course of program implementation commonly has the dual effects of introducing improvements in the program design and of generating consensus respecting the value of the program among the diverse interest groups affected.

3. Comparative Cost Analysis

Data on the comparative costs of the DSO projects and the non-DSO services in each of the program sites, such as detention centers, probation services, training schools, local camps, mental health services and other treatment facilities will be collected.

Total expenditures for each program will be obtained from yearly reports and will be tabulated on a per annual, individual basis. Cost figures for DSO programs will be obtained at the end of the first year of operation, while figures for standard alternative programs will cover the nearest year prior to the beginning of the DSO program operations. Three categories of information for each program component will be included: (1) number of individuals served, (2) annual cost of the program component, and (3) the per individual cost. The following tabulation with hypothetical numbers illustrates one convenient form for organizing the data:

Program Components	Number of Program Clients	Cost of Component	Per Individual Cost
Foster Homes	50	\$20,000	\$400
Crisis Intervention	250	5,000	20
Client Counselling	70	14,000	70
etc.	370	1,850	5
Administration	740	3,700	5
TOTAL	740	\$44,550	\$ 60

Program Components	Number of Subjects	Cost of Component	Per Individual Cost
Detention	850	\$ 85,000	\$100
State Training Center	320	125,000	390
Probation Service	175	78,400	448
Mental Health Service	30	3,000	100
etc.	240	3,600	15
Administration	1,615	19,380	12
TOTAL	1,615	\$314,380	\$195

V. Analysis

The analysis responsibilities of the national evaluation will be concentrated in four major areas:

- 1) Compilation and distribution of summary statistical reports on a quarterly basis;
- 2) Analysis of the effectiveness of DSO service components in influencing the official offense patterns, self-reported delinquency, and social adjustment of DSO clients;
- 3) Analysis of DSO Program impact relative to various features of the juvenile justice system, patterns of organizational development, and level of community acceptance and;
- 4) Special studies consistent with the basic research potential of the data base available to the national evaluation staff.

The following contains a detailed description of the research to be accomplished in each of these major areas.

A. Summary Statistical Reports

On a quarterly basis, the national evaluators will develop a tabulation of the number of clients entering each DSO program, together with a selected set of their characteristics, source of referral to the program, and the number of initial services furnished by the program. In addition to tabulations of numbers and percentages for each site of all the items on the program entry (1-A) data form, the printouts to be provided will include nine cross-tabulation tables. These will be of two types. The first will present the source of client referral by gender, age, ethnicity, most serious

status offense alleged (or presenting complaint), and number of services initially offered (0, 1, more than 1). The second will cross-tabulate the number of services offered by gender, age, ethnicity and most serious status offense. Information on initial services assigned will be provided in three categories: no services recommended, a single service, or multiple services.

B. Effectiveness of Program Service Types

This section of the analysis will examine the extent to which various types of DSO service components influenced the behavior, attitudes, and perceptions of their respective client populations. In addition to the general issue of program impact on DSO clients, the analysis will also be concerned with the characteristics of clients that are predictive of responsiveness to service, differences within and between program components as they relate to differential effectiveness, and the influence of community environment on program impact. Prior to a discussion of the specific plan of analysis, it is necessary to clarify the extent and nature of the data to be considered.

1. Data Base

The evaluation effort will yield a significant volume of information relating to the issue of program effectiveness in serving DSO clients. The total data base is presented below within three major categories.

- 1) The independent or causal variables consisting of the seven common program components or types of service.
- 2) The independent or outcome variables measured in terms of client reaction.
- 3) The set of control variables, including client characteristics, program elements, and

community features. The analysis will examine direct and interactive effects among the variables in all three of these categories.

a. Independent Variables: For purposes of analysis program type will be treated as a category of the independent variable having a hypothesized effect on client outcomes. The seven program types include: 1) diversion, diagnostic and evaluation screening unit; 2) shelter care, 3) group home, 4) foster home, 5) multiple service center, 6) outreach intervention, and 7) counselling only.

b. Dependent Variables: Dependent or outcome variables consist of those client characteristics thought to be amenable to change as a result of exposure to the DSO program. The National Evaluation will focus on three general measures of client outcome gathered at the time of initial referral to the program with a uniform six-month change measure for all clients and a twelve-month change measure for all clients entering the program to December, 1976. The three measures include (1) official delinquency, (2) self-reported delinquency and (3) social adjustment.

c. Control Variables: The evaluation will consider three major categories of possible control variables represented by various client, program, and community centered measures. The analysis will concentrate on the identification of particular variables capable of influencing the relationship between program type and measures of client outcome. The results will address the issue of identifying the program and community characteristics that combine

to provide the maximum benefit for particular types of status offenders.

(1) Client Centered Measures: Each of the following represents characteristics of program clientele that may reduce or heighten the impact of the DSO program on the individual status offender. Each named variable is followed by a reference to the data form and item which provides the information.

(a) Gender (Form 1-A, 2.01)

(b) Age (Form 1-A, 2.02)

(c) Social Class (Form 2)

(d) Ethnicity (Form 1-A, 2.04)

(e) Offense Behavior

Instant Offense Type (Form 1-A, 5.02)

Offense History (Forms 5-A, 5-B, and 5-C)

(f) Parental Status (Form 1-A, 4.01)

(g) School Status

Current Enrollment (Form 1-A, 3.01)

Last Grade Completed (Form 1-A, 3.03)

(h) Area of Residence (Form 1-A, 1.03)

(i) Type of Current Residence (Form 1-A, 4.02)

(j) Type of Customary Household (Form 1-A, 4.03)

(k) Source of Referral (Form 1-A, 5.01)

(1) Extent of Service

Multiplicity of Services (Form 1-B, 2A)

Length of Service (Form 1-B, 2C and 2D)

(2) Program Centered Measures: The following represent variable characteristics of DSO program components that can be used in comparisons of differences both within and between program types in an effort to determine if these variations are related to differential levels of effectiveness in serving DSO clients. With the exception of the last named variable which is recorded through the use of the Intersite Variation Form 6-D, all the information is obtained from the Survey of Program Facilities as a supplement to Form 1-B.

- (a) Age Composition of Clientele
- (b) Sex Composition of Clientele
- (c) Ethnic Composition of Clientele
- (d) Average Length of Program Exposure
- (e) Legal Status of Clientele
- (f) Duration of Program Existence
- (g) Degree of Accessibility to Program Services
- (h) Selectivity in Accepting Referrals
- (i) Type of Intervention Strategy
- (j) Professional Level of Staff
- (k) Extent of Program Control Over Client Behavior
- (l) Extent of Justice System Control Over Program
- (m) Specific services provided by the facility

(3) Community Centered Measures: The following variables denote the major differences within communities capable of influencing the operation and effectiveness of the DSO programs.

Differences in client outcomes related to these variables may suggest that certain program types are more likely to succeed in specified community environments.

(a) Statutory Provisions refers to differences in the legal definitions of delinquent and status offenses, and in the age requirements regarding treatment as a juvenile offender.

(b) Availability of Youth Services provides an indication of community willingness to serve status offenders outside the context of the justice system, and will be measured in a survey of the proportion of youth serving agencies in each community that accept and serve status offenders.

(c) School Disciplinary Dispositions indicates the extent of community tolerance toward adolescent misbehavior. Schools within DSO program sites will be surveyed to obtain a ratio of school suspensions and expulsions to grade specific student populations.

(d) Detention Rates will provide another indicator of community tolerance as measured by the percentage of status and delinquent offenders detained in a period immediately preceding the establishment of the DSO program.

(e) Referral Rates will yield an indication of community tolerance as reflected by the percentage of referrals to the DSO program from non-justice sources such as schools, families and community service agencies. The information

regarding referral source will be obtained from Form 1-A,
5.01.

2. Specific Analyses

When the collection of the previously outlined data base has been completed, the national evaluator will carry out a number of specific analyses designed to assess the extent to which the deinstitutionalization effort effectively implemented the objective of influencing client outcomes. Each of the following analyses will contribute to knowledge concerning the extent of program impact on clients and the conditions under which alternative program components were more or less effective in impacting clients.

- a. Analysis of interrelationships among measures of the dependent variable: This aspect of the analysis will serve the purpose of reducing a large volume of data on social adjustment, self-reported delinquency, and official delinquency involvement to a manageable set of summary measures providing the potentially most efficient indicators of client outcome. The data will be examined in order to 1) test the adequacy of existing sub-scales within the data set, 2) explore the possible clustering of items as an indication of dimensionality within specific variable measures, and 3) determine the extent of correlation among possibly redundant or unreliable data items.
- b. Analysis of program impact on subsequent delinquent behavior and social adjustment of clients: This effort will provide a

comparative analysis of the various program types to determine their relative effectiveness in influencing client outcome measures. Two types of comparisons will be undertaken. First, the DSO program types will be treated as contrasting levels of the independent variable having an assumed effect on changes in the client's social adjustment and self-reported delinquency. The analysis will provide an indication of the initial differences observed between program types in producing such changes. Secondly, the subsequent official delinquency involvement of DSO clients will be compared with the information from the pre-program period to determine the relative effectiveness of the DSO program generally, and the various program types specifically, in reducing the rate of recidivism experienced during the pre-program, justice system processing of status offenders.

- c. Analysis of interaction between control variables and levels of the independent variable (program types) in determining client outcomes: While the previous analysis will demonstrate differential effectiveness of the DSO intervention, the significant question for a comprehensive evaluation effort concerns the reasons underlying variable degrees of success achieved by program effort. The initial task in addressing this question will involve a complicated and an extensive analysis of all possible control variables as they interact with specific program types to produce the observed client outcomes. Essentially the aim of the analysis is to determine which types of programs, operating in various community environments, are more or less successful in

influencing the subsequent behavior and adjustment of particular types of clients. Discrete measures of the control variables involving program, community and client characteristics will be used with both multiple regression and analysis of variance techniques to identify the most promising extraneous or intervening variables for further analysis. While it is expected that some subset of the control factors will have little, if any, impact on program outcomes, they will still provide valuable information concerning variables that are not likely to impede the operation of future intervention efforts with respect to status offenders.

d. Separate analysis of DSO program types: Building on the previous analyses, the final task in assessing program effectiveness will require a highly detailed examination of specific program types. The resulting information will identify the significant factors to be considered in attempts to replicate or refine the specific types of intervention programs included in the DSO effort. For each program type, the analysis will provide an examination of 1) interactions between specified program, community and client control variables which impact on client outcomes, and 2) levels of importance of major control variables as they impact on outcome.

C. Other Determinants and Effects of Program Operations

Besides the evaluation of program effectiveness on clients in terms of official delinquency, self-reported delinquency, and social adjustment, four other program impact studies will be carried out that focus on

structural/organizational variables (in contrast to client centered variables). Each of these studies represents a separate investigation of a different aspect of the DSO programs as well as being integrally related to the overall program effectiveness evaluation. In addition to the wealth of information that will be gleaned on each of the separate topics, the studies will also provide important control measures that can be used to analyze the various conditions of program effectiveness.

1. Cost Analysis and Recidivism Comparison with Pre-Program Experience.

Analysis of the comparative costs of the DSO projects with the costs of alternative types of services will be undertaken. Although a complete benefit-cost analysis of the program, incorporating all benefits and costs, would be preferred for its completeness, it is not feasible in this situation for the following reasons: (a) many of the benefits and costs are not directly measurable in quantifiable terms; (b) many of the benefits and costs, even if measurable, will not be realized within the two-year study period; and (c) a benefit-cost analysis of this complexity would require major research not included in the current evaluation grants.

In addition to providing a comparative cost analysis among program components and alternative treatment services for youth, the cost data will also be analyzed in conjunction with the recidivism data for both the program and pre-program periods to permit a provisional estimate of cost effectiveness in reducing official delinquency. For example, using subsequent offense data for pre-program and program populations

as a measure of delinquency reduction effectiveness, it is possible to determine the levels of per capita expenditures that are most highly associated with the lowest levels of recidivism with each program site.

2. Organizational Analysis

The organizational analysis is designed to bring into focus issues expected to surface respecting problems of the division of labor and the distribution of authority in the internal relations of project components as well as in their external relations. With respect to project organizational structure, the data set is intended to capture the patterns of decision making, discipline, and reward allocation established at the inception of the program, and to ascertain changes in these matters as they evolve during the life of the program.

With respect to interorganizational relationships, the key issue will concern the relationship between DSO program staff and youth serving agencies as these relationships may affect the matching of resources to client needs, foster the development of services specifically relevant to the needs of status offenders, and increase the accessibility of status offenders to these services. Concretely examined will be the frequency and duration of contact between DSO programs and other organizations and agencies in the community that share an interest in problems of youth. Interorganizational contacts will be catalogued as to their purpose, effectiveness, degree of cooperation, and types of personnel involved. The organizations and agencies in the community that are of interest include police, courts, probation, schools, churches and volunteer community groups. In

addition to data on the perception of interorganizational relations by DSO program personnel, if time and resources permit, a special survey instrument will be designed to obtain the complementary perception of relations with the DSO program by personnel of youth serving agencies with which there has been frequent cooperative contact.

In addition to being of theoretical and practical value in providing insight to the operating internal and external relationships among the DSO programs, the data can also be used as a control measure in the study of program impact on the client. For example, do differences in authority structure, division of labor, or inter-organizational relations make a difference in the impact of the program services on the client?

3. Multi-Attribute Utility Analysis

The data collected from the MAUM administrations will be analyzed in two ways: 1) to examine changes in the values of the interest groups and decision makers regarding the program impacts, and 2) to compare and contrast the overall value of these different groups regarding the DSO process. The MAUM instrumentation will provide answers of the following kind, raised by decision makers as well as evaluators:

Is a DSO program, or one similar to it, capable of providing a favorable net value to the community, and should local resources therefore be tapped for its further development?

Are there forms of the DSO program that constitute viable models for replication in selected types of communities?

If there are such models, what is the evidence on which local leaders may be persuaded to accept the program?

4. Systems Rates Analyses

The data collected from the systems rates procedure will be analyzed to determine the impact of the DSO projects on the juvenile justice system. The analyses will examine such issues as:

- (a) relabeling - whereby youths who ordinarily would have been charged with a status offense are now being charged with a delinquent offense;
- (b) widening the net - whereby status offenders who ordinarily would not have been brought to the attention of the juvenile justice system are now being referred as a result of the new programs and services;
- (c) whether less diversion of delinquency cases is occurring;
- (d) whether there is an increased use of delinquency adjudications in cases of complaints that include felony and/or misdemeanor as well as status offenses; and
- (e) whether there are changes in the characteristics of youths (age, race, sex) who are referred to juvenile court, adjudicated and committed to institutions.

D. Special Studies

During the development of the national evaluation design it has been

evident that the accumulated data base from the DSO programs will offer unique opportunities for basic research on issues relating to status offenders. While such special studies are technically beyond the scope of program evaluation, per se, they will nevertheless provide highly useful information for the planning of future program efforts designed to serve status offender populations. Reviewed here are examples of studies that have been considered by the national evaluation staff as possible additional research to be pursued during the grant period. Actual completion of these studies would be conditioned by demands of the evaluation task, availability of resources, quality of the final data, and other relevant factors.

1. Offense Patterns Among Status Offenders

A recent analysis by Stevens H. Clarke (1975) of the Wolfgang, Figlio and Sellin data from Philadelphia shows a first-time recidivism figure of 30% for status offenders as compared to 50% for delinquent violators. Findings from a second study by Charles Thomas (1976) of two courts in Virginia indicate a 38% recidivism figure for status violators and 25% for all other delinquents. These studies exemplify the obviously fragmentary and frequently contradictory reports on the offense patterns of status offenders. The national evaluation data, while lacking a comparative base of delinquents and non-delinquents, offers an excellent opportunity for a comprehensive descriptive analysis with a high potential for clarifying some of the unresolved issues relating to the offense characteristics of status offenders. Among the issues for consideration are the following:

- (a) Do status offenders exhibit an early history involving charges of dependency or neglect?
- (b) Is there a characteristic maturation pattern for status violations?
- (c) To what extent do incidents reported as status violations also include evidence of delinquent behavior?
- (d) To what extent do cases reported as status violations represent a misclassification of delinquency or dependency cases?
- (e) Are status offenders "specialized" in the sense of repeated involvement in specific types of status violations or status offenses generally?
- (f) Is there evidence of an escalation from status violations to more serious acts of delinquency?

These questions only partially represent the substantive issues concerning status violations. Each general question also suggests various alternative factors for inclusion in the total analysis. The final results of a special study in this area would help to resolve some of the existing speculation concerning the characteristics and the possibly unique features of status offender populations with important implications for program policy.

2. Sex-Based Differences Among Status Offenders

With few exceptions, past research on delinquency has focused on the delinquent, non-status violations of adolescent males. As a result the rather sparse data on sex-based differences suggest that female delinquency is far less serious and frequent than male

violations; that females are predominately status violators; that females are subject to less severe reactions from authorities; and that the core problem among female offenders is related to sexual misadventure.

The national evaluation data can be used to explore the adequacy of various findings on sex-based patterns of delinquency, both in terms of possible regional variation and in respect to current practices which are assumed to be associated with changing patterns of male and female differences in behavior. The results would contribute to a more informed and enlightened approach to the problems confronting adolescents of both sexes.

3. Self-Reported and Official Delinquency

Because of the significance of self-reported and official delinquency as outcome measures, the national evaluation data will include a rather substantial and detailed volume of information on both measures. The self-report data will be uniformly gathered on each client for the six month intervals both preceding and following program intake. Additionally, all clients entering programs prior to December 1, 1976 will be given a self-report survey covering the second six months following program intake. Thus the self-report data will cover at least a twelve month period on all clients, and an eighteen month period on clients entering during the early months of program operation. The complete offense histories gathered on each client from police and court records will provide a comparison of both officially recorded and self-reported

delinquency during exactly comparable time frames on all clients. These comparisons can serve as the basis for two types of analyses.

First, the data could be employed in a descriptive analysis of the offense characteristics found among status violators. This study would provide an elaboration of the findings from the first special study, *Offense Patterns Among Status Offenders*, and could explore issues such as the specialization or versatility of self-reported offenses, the adequacy of official contacts as representative of self-reported behavior, and the correlation between self-report offense levels and offender based characteristics such as age, sex, social class, and other relevant factors.

Secondly, an analysis can be undertaken for the purpose of refining and improving the self-report measurement instrument. The twenty-eight item schedule being used in the evaluation was adopted from previous research efforts at various localities. The present application provides an opportunity to determine the reliability and validity of the instrument with a national population, as well as testing the scaling potential of various sub-sets of the delinquency items. The results of the analysis could be used to increase the confidence in self-reported delinquency measures employed by future evaluation efforts.

4. Problems and Prospects of Intervention Programs

At each of the DSO program sites a senior member of the local evaluation staff will be conducting monthly interviews with program personnel.

The interviews will focus on the general progress and difficulties encountered in developing various status offender programs. The interview materials from each site will be contained in the narrative log. This volume of qualitative data can serve as the basis for a monograph documenting the type of problems and methods of resolution occurring during the implementation of the status offender intervention effort. Where appropriate, the narrative data would be illustrated by the quantitative information gathered during the course of the evaluation. The final document would serve as a guideline for the planning and development of similar intervention efforts.

VI. Summary

The national evaluation of the OJJDP DSO program has been designed to obtain measures on a variety of aspects involved in the establishment of programs to remove status offenders from detention and correctional institutions. The design includes an examination of the impact of the projects on the attitudes and behavior of status offenders, on the local juvenile justice system and on social agencies, on the flow of cases through the juvenile justice system, and on key decision-makers and influential local publics. A comparative framework approach has been developed in order to determine which types of project components, operating in varying community contexts, are more or less successful in influencing the behavior of various types of status offenders.

Although the national evaluation design has been tailored to the specific projects selected by the OJJDP for funding, the major issues to be addressed are equally salient for State Planning Agencies who are charged with the

responsibility for implementing status offender projects and for evaluating these projects.

The major evaluation issues which would need to be examined in other evaluations of status offender projects are discussed briefly below. While most of the issues and methods presented are keyed directly to the DSO national evaluation design, other aspects which are not being addressed in the national evaluation are presented for consideration.

(1) Appropriate methods are required to assess the impact of status offender projects on client behavior and attitudes. The assessment requires measurement of change in the behavior and attitudes of project youths as compared to the change in attitudes and behavior occurring in a valid comparison group, such as status offenders who have not had access to the program. Program impact can be assessed through the use of a variety of designs.

In selecting the most appropriate evaluation design, consideration should be given to the following set of before-after, treated-untreated, designs in descending order of desirability:

- (a) Random assignment of status offender client eligibles to inclusion in the program and to the prevailing detention-adjudication-commitment or placement process.
- (b) The use of a contemporaneous comparison group of status offenders who cannot be furnished program services during the start-up period of the project.
- (c) A matched pre-program cohort, same jurisdiction, from an immediate one or two year prior period to establish baseline offense behavior

expectancies.

- (d) A matched comparison group drawn from a demographically similar jurisdiction with identical status offender processing procedures, but without a deinstitutionalization program.

Of these designs, the first is very much the most powerful in obtaining a conclusive assessment of program effect on client behavior. It is logically and technically superior to the other designs because all the factors extraneous to the program "treatment" that might influence behavioral outcomes are automatically "controlled." The "treated" and the "untreated" groups are, by probability logic, entirely comparable. The remaining three designs are "quasi-experimental" in that they utilize the logic of science, but relax when necessary the rigorous "controls" of true experimental studies. In these designs the comparability of the two groups remains on a greater or lesser degree compromised.

In order to conduct an effective evaluation study it is essential that programs be so structured and conducted as to permit the use of one of the above evaluation designs. This means that all programs under consideration for funding should be examined for their evaluability in addition to criteria concerned with effective program implementation. Within the constraints of program operations and the availability of record data, the most feasible evaluation design should be incorporated as an intrinsic part of the program proposal.

In addition, the evaluation of status offender programs must be designed to assess the program impact on the local juvenile justice system, on the network of community based agencies involved in program implementation, and

on the local community.

(2) An investigation should be undertaken of changes in agency workload, personnel assignment, and resource distribution induced by participation in the program on the part of juvenile justice and social service agencies, and of the adaptations to problems created by such changes.

The question this assessment addresses is: to what extent does participation in a status offender program disrupt agency patterns of workload, resource distribution, personnel assignment and retention, and similar established routines, and to what extent and by what means have such problems been dealt with?

No innovation is without its disruptive effects. To move forward, status offender programs must (a) ascertain the problems they create for agency operations, and (b) devise ways of coping with the problems.

(3) Evaluation designs should include a means of assessing changes in the flow of cases through the juvenile justice system that may be induced by a status offender program. This should be accompanied by a method for analyzing the determinants of such system flow changes.

The diversion of status offenders from detention and correctional institutions may in some cases produce a relabelling of status offenders as delinquent offenders. This can result from pressures to maintain institutional populations, and thus serve a variety of agency maintenance needs. It is important to learn whether, in any status offender program, this has occurred.

A useful method in detecting such a development is system rates analysis. This is a method whereby system behavior is measured in terms of the proportion of the total eligible population accorded specified dispositions. Its descriptive power derives from its capacity to identify the system points at which distortions in the execution of official policy or expectations arise. As indicated, it is useful in the evaluation of status offender programs as a tool for detecting displacement effects such as increased use of delinquency adjudications in cases of complaints that include felony and/or misdemeanor as well as status offenses.

(4) A highly desirable feature of a status offender evaluation plan is some means of assessing its progress in inducing agency and public support. This may be done in a number of ways, including local opinion polls, interviews with opinion leaders, agency personnel and governmental decision makers, and the like. The method of multi-attribute utility measurement (MAUM) may be recommended for its systematic character and its capacity to engage the interest of opinion leaders and decision makers. This method offers an opportunity for local community and agency participation in the evaluation. In so doing, this method simultaneously disseminates information about the program, identifies sources of support and opposition, produces useful feedback to program directors regarding problematic features of the program (i.e., "formative evaluation"), and provides data for program evaluation.

(5) The organizational structure of a status offender program is likely to affect its accomplishment of program goals. In all cases these programs will be faced with the task of eliciting the cooperation and coordinating the activities of court services and police on the one hand with those of

community based private agencies on the other. Sponsorship of status offender programs may come from either the public or private sector, and represent a variety of organizational, administrative, and management patterns. How well each of these may function to divert status offenders from detention and correctional institutions remains problematic. The evaluation design must consequently include some procedure to assess the intra-organizational structure, including lines of authority and responsibility, personnel relationships, staff training and morale, and the like. Further, because of its central place in a deinstitutionalization effort, the type, frequency, and character of relations between staff of the status offender program and personnel of public and private agencies also requires a procedure for their assessment. The latter is particularly important from the standpoint of evaluation. It is the willingness and capacity of community based facilities to provide the needed youth services that must be engaged for successful implementation of a status offender program.

(6) A final important evaluation concern is the comparative cost of utilizing community based facilities in relation to the use of detention and correctional institutions. Indeed, the matter of comparative costs may well be a principal consideration in decisions in some jurisdictions to establish a continuing status offender program on the local tax base. An evaluation design must hence propose some means of cost analysis. Several types may be undertaken, each differing in both difficulty and usefulness. The simplest is a cost analysis that compares per individual, per service unit cost of community based treatment with standard detention and correctional institution treatment. More complex, and possibly more useful, may be some form of

cost-benefit analysis. Benefits may be restrictively defined as including only comparative recidivism rates for each of the approaches. They may, on the other hand, be expanded to include putative benefits in terms of the long run social and occupational adjustment of status offenders, police, court, welfare, and imprisonment costs incurred or avoided, and the like.

VII. Some Problems in the Evaluation of DSO Programs

Lest the design prescriptions that have been described seem to suggest that a status offender program evaluation can be easily accomplished, the reader should be assured that such is not the case. Experience suggests that a great deal of careful thought and preparation is required, along with both persistence and flexibility. Some problems, depending upon the jurisdiction involved, may turn out to be insurmountable, and others merely vexatious. Each unresolved problem implies a less useful evaluation; persistence and flexibility in finding resolutions are essential in conducting useful evaluation. Some of the more common problems are listed here:

A. Control Groups

Control groups which require non-treatment of clients are very hard to "sell" as part of a program design. Because treatment is assumed to be beneficial, the withholding of treatment for control group purposes is often felt by action program staff to be unethical or irresponsible.

Comparison groups from prior periods are open to attack on the basis of differences in time, personnel, and so on, and comparison groups taken from similar areas and jurisdictions are open to attack on the basis of

obvious, known differences between areas. The paradox is that evaluators prefer the first kind of control and worry most about the latter, while the reverse characterizes the position of program staffs. Under these circumstances, attempts at resolution are usually difficult and often truly acrimonious.

B. Data Access

The evaluation procedures spelled out in this document call for the existence of and access to several critical data sources. These include police and court records, school records, and agency files. Some of these records may be poorly kept or poorly organized. Some will be on computer tape and many will not. Access to some may require court orders or other "special dispensations." Parental permission is often required.

Another data source is the client and his family. Interviews must be scheduled ahead of time and attrition rates can run as high as 30% on any wave of interviews. In most instances permission must be obtained from parents as well as clients. In the case of clients who are incarcerated or on probation, official sanction may be required. There is no more frustrating aspect of this type of endeavor than dealing with the attrition rate in client interviews.

Further, the collection of interview data is a costly and time consuming operation, and is frequently underbudgeted. A similar problem often arises in collecting data from official police and court records.

C. Sampling Problems

It is often inefficient and in many instances impossible to undertake an evaluation of program impact on all program clients. Thus one usually ends up with (a) a combination of all data on some clients, or (b) all data on some clients and none on some (i.e., a client sample), or (c) some data on some clients (a data sample from a client sample). The choices will no doubt be heavily influenced by fiscal concerns.

At the very least, it is likely that some data on all clients will be gathered. Evaluators are usually held accountable for knowing how many clients have entered a program and where and how they were processed. The most difficult problems concern client sampling. The goal of such sampling is to get a group as representative of the whole as possible. Every sampling compromise occasioned by fiscal stringencies and/or practical conveniences defeats the purpose of sampling and reduces the value of the evaluation.

Small samples are less valuable than large samples, yet only the most liberally funded evaluations can afford to use large samples. Substitutes for missing sample members raise serious representativeness problems, but the use of substitution as opposed to protracted searches for original sample members often introduces uncontrolled bias.

Sometimes sample members are hard to contact because of the brevity of program intervention with them. Their replacements, by virtue of their availability, are likely to be qualitatively different.

In state-wide programs, it may be necessary not only to sample clients but also to sample geographical areas or projects, or to settle for "typical" examples. Here, the sampling problems are multiplied and inferences to the total client population become even more tenuous.

Finally, there are the "exceptions": those clients whose particular situation is such that program staff asks to exclude them from the samples. If such exceptions are (a) known and (b) kept to a minimum, little harm results. But experience suggests that they are often (a) not known and (b) greatly over-used, to the detriment of representative sampling.

D. Timing Problems

Several timing problems present themselves and must be resolved by evaluators in any jurisdiction. In any pre-post test of project impact on clients, careful attention must be given to administration of the "pre" measures as early as possible following the client identification, yet not so early that the trauma of apprehension or adjudication seriously affects the measures.

Also, a choice must be made between periodic waves and "rolling waves" of data collection, especially client interviews. In periodic waves, all clients are interviewed at about the same time, e.g., at several six-month intervals following initiation of the overall program. In rolling waves, each client is interviewed at set intervals following his entry into the program. Since program entries take place continuously, interviewing takes place continuously rather than periodically. The rolling wave approach is logistically more difficult but more valuable for evaluation purposes.

Evaluation activities, and therefore evaluation funding, must extend well beyond the cessation of the program period being evaluated. The last client in, let us say in a two year program, should have at least a year of follow-up time to assess impact. Thus a two-year program requires a third year of evaluation funding for proper follow-up and an additional number of months to analyze and to report all the data. Proper evaluation often proves to be a far more expensive proposition than most program administrators realize. A special form of the timing problems may arise in connection with follow-up data in cases of protracted delay in the start-up of the action project. In such cases the period after client entry into the program can be so foreshortened as to make follow-up data virtually useless.

Finally, evaluation designs should not be completed solely on the basis of program descriptions presented in proposals accepted for funding. For a variety of reasons, actual program operations subsequent to their inception may differ in important respects from those described in applications. The evaluation design should remain sufficiently open to permit appropriate modification in the light of altered program operations.

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ATTACHMENT A

CLIENT CENTERED DATA COLLECTION INSTRUMENTS

General Instructions and Specifications

OVERVIEW OF SUBJECT CENTERED DATA COLLECTION FORMS

	PROGRAM ENTRY FORM #1-A	PROGRAM PROCESS FORM #1-B	PROGRAM CLIENT HISTORY BACKGROUND FORM #2	SOCIAL ADJUSTMENT FORM #3	SELF REPORT FORM #4
I. RESPONSIBILITY FOR COLLECTION	Program Directors and Local Evals.	Local Evaluators	Local Evaluators	Local Evaluators	Local Evaluators
II. SUBJECT POPULATION	All DSO Subjects	DSO Evaluation Sample Only	DSO Evaluation Sample Only	DSO Evaluation Sample	DSO Evaluation Sample Only
III. SOURCE OF INFORMATION	Client Referral Source Family School	DSO Program Staff and Program Records	Parent(s) or guardian (Client, only as last resort)	Client	Client
IV. TIME OF COLLECTION	DSO Program Intake	Entry into Program Service Through Program Termination	Preferably at time parent consent form signed, or by personal or phone contact following client intake.	Program Intake and 2-six month follow-up intervals (one follow-up if entering during last 6 months of evaluation period)	At program intake (or week following to avoid contextual effects) and 2 six month follow-up intervals.
V. PERIOD OF TIME COVERED OR SCOPE OF DATA	Subject background; Residential and School data - at time of intake	Program Entry Through Termination	Time of Client's referral to program	Client perceptions at time of interview.	1. 6 months prior to intake 2. 6 months following intake 3. 12 months following intake (on clients entering program by May, 1977).
VI. RETURN TO USC (at monthly intervals after all information has been coded)	Monthly after all information coded, evaluation sample selected and appropriate items transferred to 1-8	Client Termination from DSO Program (no later than November, 1977)	Monthly intervals after all information coded	Immediately following client interview in envelope sealed in presence of client	Immediately following client interview in envelope sealed in presence of client
VII. ITEMS FOR WHICH CODES MUST BE DEVELOPED BY SITE EVALUATORS	1.01 site, eval. subject I.D., Pop. 1.02 County 5.08 list of names w/ codes for program facilities				Place both sealed envelopes in one large envelope and return to USC by certified mail or other equivalent method.
VIII. ITEMS CODED AT USC (in addition to all "other" categories)	5.03 - Behavioral description		2.02 - Female Job description 2.05 - Male Job description		
IX. VARIABLE LIST	<u>IDENTIFICATION</u> State Site Eval. I.D. Program I.D. Co. of residence Area of residence (size) New Referral or return <u>SUBJECT DESCRIPTION</u> Sex Date of Birth Date of Majority Ethnicity School Status Date Last Attended (if not attending) Last Grade Completed Status of Parents Current residence Customary Household <u>REFERRAL DATA</u> Source of Referral Status Offense Behavioral Description of Incident Referral Date (to DSO) Client appearance Needs Assessment Service(s) assigned Name of prog. fac. <u>CENSUS TRACT</u> (optional) <u>TEAR-OFF SHEET</u> (for follow-up interviews and records search)	<u>IDENTIFICATION</u> State Eval. I.D. Population <u>PROGRAM PROCESS</u> Program Type Name of Program Facility Date of Program Entry Date of Termination Termination Reason <u>SUBJECT DESCRIPTION</u> Sex Date of Birth Date of Majority Ethnicity School Status Date Last Attended (if not attending) Last Grade Completed Status of Parents Current residence Customary Household <u>REFERRAL DATA</u> Source of Referral Status Offense Behavioral Description of Incident Referral Date (to DSO) Client appearance Needs Assessment Service(s) assigned Name of prog. fac. <u>CENSUS TRACT</u> (optional) <u>TEAR-OFF SHEET</u> (for follow-up interviews and records search)	<u>IDENTIFICATION</u> (Same as 1-B) <u>PARENT/GUARDIAN OCCUPATION & EDUCATION</u> PART 1 Questions 1-22* PART 2 Questions 1-20* PART 3 Questions 1-28* * Additional space provided with mark sense bubbles to enable site evaluators to add additional items if desired.	<u>IDENTIFICATION</u> (Same as 1-B) PART 1 Questions 1-22* PART 2 Questions 1-20* PART 3 Questions 1-28* * Additional space provided with mark sense bubbles to enable site evaluators to add additional items if desired.	<u>SELF REPORT OFFENSE HISTORY-Q. 1-28</u> <u>SUBJECT IDENTIFICATION</u> Card #29 State Site Client I.D. Population Date of Interview Interviewer I.D.

OVERVIEW OF SUBJECT CENTERED DATA COLLECTION FORMS (Con'd.)

I. RESPONSIBILITY FOR COLLECTION	PRE-PROGRAM COMPARISON SUBJECT HISTORY FORM #5 (RECORDS SEARCH)	SUBJECT OFFENSE RECORD		
	Local Evaluators	POLICE CONTACT FORM 5-A	JUVENILE COURT FORM 5-B	ADJUDICATION FORM 5-C
II. SUBJECT POPULATION	Pre-Program comparison group	Local Evaluators	Local Evaluators	Local Evaluators
III. SOURCE OF INFORMATION	Court/Probation Records	Police Department Records	Juvenile Court Records	Juvenile Court Records
IV. TIME OF COLLECTION	Optional, depending on resource allocation. Sample population should be selected as early as possible.	Must be completed before subject reaches majority and prior to December, 1977. Exceptions to the majority rule may apply in those sites where age of majority varies and/or records are not destroyed at majority.		
V. PERIOD OF TIME COVERED OR SCOPE OF DATA	Subject background; (area of residence, and customary household - at time of the instant offense).	The instant and all prior offenses for evaluation and comparison group subjects; all subsequent offenses on the following: (1) Six month follow-up for all clients entering the DSO program during the last six months of the evaluated program period; (2) Twelve month follow-up for all clients entering the DSO program prior to the last six months of the evaluated program period; (3) Six month follow-up for all pre-program comparison group subjects selected during the last six months of the pre-program period; and (4) Twelve month follow-up for all those selected for the comparison group prior to the last six months of the pre-program period.		
VI. RETURN TO USC (At monthly intervals after all information has been coded)	When comparison group selected and all offense information coded	After complete offense (prior, subsequent and instant) history obtained. If early feedback desired on instant and prior offense history. Send to USC when that portion completed.		
VII. ITEMS FOR WHICH CODES MUST BE DEVELOPED BY SITE EVALUATORS	Subject I.D.; Population codes (if more than one pre-program comparison group)			
VIII. ITEMS CODED AT USC (in addition to all "other" categories)		2.07 - Referred to Service Agency 2.08 - Charges 2.09 - Behavioral Description	2.07 - Referred to Service Agency 2.08 - Charges 2.09 - Behavioral Description	2.12 - Name of Facility 2.13 - Charges 2.15 - Behavioral Description
IX. VARIABLE LIST	<u>IDENTIFICATION</u> I.D. numbers assigned to pre-program comparison group by evaluator <u>SUBJECT DESCRIPTION</u> Area of residence at instant offense Sex Date of Birth Date of Majority Ethnicity Customary household <u>INSTANT OFFENSE</u> Date of instant offense <u>TEAR-OFF SHEET</u> (For use in records search) Subject Name Birthdate I.D. Number First and last name of parent	<u>IDENTIFICATION</u> Same as 1-8 for evaluated sample or Form 5 for pre-program comparison group <u>OFFENSE INCIDENT SERIES</u> Same as 5-A <u>OFFENSE INCIDENT SEQUENCE</u> Same as 5-A <u>DATE OF INCIDENT</u> Same as 5-A <u>DATE OF REFERRAL TO COURT</u> intake <u>CONTINUATION OF FORM DUE TO REFERRAL FROM OTHER POLICE AGENCY</u> Same as 5-A <u>IF YES, DATE OF REFERRAL</u> Name of (other) police agency <u>INITIAL CUSTODY DECISION</u> Same as 5-A <u>TIME IN DETENTION</u> Same as 5-A <u>DETENTION FACILITY</u> Same as 5-A <u>FACILITY IS FOR WHICH TYPE OF OFFENDER</u> Final custody decision <u>POLICE DISPOSITION</u> Charges <u>POLICE CHARGES</u> Behavioral description		

GENERAL INSTRUCTIONS
PROGRAM ENTRY FORM 1-A

This data set provides the basic program client information for the DSO program. It furnishes the client population pool from which the evaluated sample will be drawn, and it is the prime resource needed by OJJDP in meeting its program monitoring responsibility.

With few exceptions the 1-A data form will be filled out by program personnel. However, the data collection supervisor at each program site will have the responsibility for the accuracy and completeness of data recording. Item by item specifications have been printed on the backers of this data set only for the convenience of program staff.

To assure effective performance of the task, the supervisor should conduct a brief training session with the program staff member(s) assigned to DSO intake. Several "dry run" exercises in recording case information onto the optical scanning form will be desirable.

The initial training activity must include familiarizing the data recorder with the site specific codes to be used in the blocks referring to client identification (1.01 - 1.04), and to the coder identification (5.10). In addition, special attention is to be given to the use of the matrix form in recording dates - an essentially simple learning task.

Problems may arise respecting the completeness of data recording. Sources of information for the data recorder include the client record provided by the referral source, the client, and in instances where there is such contact, parents or guardians. In those cases, probably infrequent, in which one or more of these information sources is unavailable, or unable to furnish particular data items, an active effort is to be made to contact other sources who might provide the missing information. An example would be the case in which all the data were obtained with the exception of information on the subject's household. A phone call to the parent/guardian, to a social agency that has had contact with the subject and/or his or her family, or other informant may be all that is needed to complete this data block.

Both accuracy and completeness of the program entry data form are vital to the usefulness of this information set. Data collection supervisors should emphasize these standards in monitoring program entry data recording by program staff. Before mailing to USC the monthly accumulation of the 1-A optical scanning forms, check a randomly selected sample of the completed forms for completeness and coding accuracy. Where incomplete forms are noted, confer with the data recorder for the reasons as a way of encouraging diligence in the task.

ADDENDUM

Source of referral (Item 5.01) is to be double coded when the organizational structure of the program at your site requires all referrals to DSO program facilities to be made only by a designated unit. Examples are the attorney general's office in Delaware, probation departments in Connecticut, or the detention alternatives unit in Illinois. In addition to coding these units as the source of referral, code also the person, agency, or institution that brought the case to the unit that is formally authorized to make the referral to the DSO program. At program sites not structured as described above, single code the referral source as one of the eleven categories designated.

PROGRAM ENTRY FORM 1-A
DATA COLLECTION SPECIFICATIONS

SET 1 of 2

Program entry form is to be completed on all subjects referred to the DSO program. When completed, one carbon should be retained by the DSO program administrative office. The original and second carbon should be transmitted to the local evaluator as soon as possible.

IDENTIFICATION

1.01 Subject Code

- a. State: Code as indicated
- b. Site designation: this refers to a geographically defined unit within the DSO program that has a centralized record keeping responsibility. Within each site, there exists the authority to assign a unique client code and to monitor the progress of all DSO subjects residing in that area. Where the DSO project operates only within a single county jurisdiction, the site and county codes will be identical. It is expected that statewide DSO projects will be organized into geographical sub-units that will receive, process and monitor clients. Each program director will devise a site list and assign code numbers for all sites within his/her DSO program. Please note: the purpose of "site" identification is to enable USC project staff to contact the appropriate data recording personnel if data verification reveals clearly inappropriate or erroneous recording for specific program clients.

Coding Example: Site #63 would be coded thus:

0	10	20	30	40	50	60	70	80	90
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5	6	7	8	9
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- c. "EVALUATION USE ONLY" box: Program staff should leave blank for use by site evaluators to assign evaluation subject code and population type.

- (1) Subject ID Number to be assigned by site evaluator on those subjects chosen for inclusion in evaluation sample. Blocks of numbers for assigning evaluation subject ID numbers have been assigned to each site as follows:

Arizona	00,001-09,999
Arkansas	10,000-19,999
California	
Alameda County	20,000-29,999
So. Lake Tahoe	30,000-39,999
Connecticut	40,000-49,999
Delaware	50,000-59,999
Illinois	60,000-69,999
Ohio	70,000-79,999
South Carolina	80,000-89,999
Washington	90,000-99,999

Coding Example: (See Program Subject ID example)

- (2) Population codes 2-9 have been provided to enable site evaluators to identify unique evaluation sub-populations. If only one evaluation population, code 2. If more than one population, use codes 3-9, and notify national evaluators regarding identification of codes. (Codes 0 and 1 have been reserved for purposes not relevant to this form.)

d. Program Subject ID to be assigned by program staff.

Coding Example: Subject ID# 06730219 would be written down left side column and coded thus:

Subject ID Number	0	1	2	3	4	5	6	7	8	9
0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

1.02 County Residence refers to legal residence of client. Site evaluators to assign county codes and provide national evaluators with coding schemes.

Coding Example: Clark County - 002

	0	1	2	3	4	5	6	7	8	9
0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.03 Area in Which Client Resides - Mark bubble by type which best describes area where client lives.

1.04 New Referral or Return - If return, be sure new ID number has not been assigned.

SUBJECT DESCRIPTION

2.01 Sex

2.02 Date of Birth

Coding Example: March 26, 1965 would be coded thus

Jan	Feb	Mar	April	May	etc.	} MONTH				
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>						
0	10	20	30			} DAY				
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>							
0	1	2	3	4	5	6	7	8	9	} YEAR
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1950		1960		1970					
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0	1	2	3	4	5	6	7	8	9	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.03 Date Subject will Reach Majority: Code as in 2.02. (NOTE to site evaluators: All official offense history must be obtained before this date.)

2.04 Ethnicity: Client considers him/herself to be a member of which ethnic group. If "other," specify on lines provided. Shaded area is for national evaluation use only for coding "other" categories. Do not write in that area.

3.01 School Status: If attending school, code and skip to 3.03. If not attending school, code and respond to 3.02.

3.02 Not Attending School, Enter date last attended (Optional Item)

3.03 Last Grade Completed: Mark bubble opposite appropriate grade.

SUBJECT FAMILY/HOUSEHOLD

4.01 Status of Natural/Adoptive Parents: Mark appropriate bubble.

4.02 Subject Currently Resides In/With: Place where client resided at time of referral to DSO program.

4.03 Subject's Usual or Customary Household: If same as 4.02, code first category.

NOTE: Transfer ID code (1.01) to Set #2 and continue.

SET # 2 of 2

1.01 State: abbreviations are used to indicate state codes on this section and subsequent forms. See abbreviations listed on bottom, right corner of instrument. Code balance of identification as indicated on 1.01, Set 1.

REFERRAL DATA

5.01 Source of Referral: Mark appropriate space next to the agency, or person that referred the client to the DSO program. If a youth service organization, such as the YMCA, mark the space next to "youth service agency" and write YMCA in the space next to name. If source of referral cannot be assigned to one of the categories listed, then mark space next to "other" and fill in type of agency or person. For example, psychiatrist. Do not write in shaded area below as this is for coding "other" category by national evaluators.

5.02 Status Offense Which Led to Program Referral: Fill in the space next to the status offense which led to referral to the DSO program. If more than one of the categories involved, code as many of the offenses as are appropriate. If none apply, code "other" and list each status offense on one of the three lines provided.

5.03 Behavioral Description of Incident which Led to Referral: In the space provided describe, in a concise manner, the incident in terms of where it occurred, the participants, the actual behavior, and consequences. This goes beyond the official charge.

- a. Note where the incident took place, e.g., school, neighborhood, home.
- b. How many others were involved in the incident?

- c. What kind of behavior was involved? Note in particular whether there occurred any of the following: destruction or taking of property, personal injury or threat of injury, possession or use of drugs or alcohol, drunkenness, prostitution or soliciting, lewd behavior or indecent exposure, gambling, possession of fire arms and weapons, or similar acts which, if committed by an adult, would be a misdemeanor or felony.
- d. Estimate the costs of any damages; the extent of injuries; or the values of objects taken.
- e. Indicate the source of your information concerning the incident. If this information came from the youth, attempt to validate it with the referral source.

This item will be coded at USC.

- 5.04 Referral Date: Date referral agency or person decided to refer client to DSO program.
Coding Example: See question 2.02 for month and day. Only the years 1976 and 1977 apply to this question. Code the one that applies.
- 5.05 Did Client Appear at DSO Program: Following referral by agency or person, did client appear at DSO program for intake?
- 5.06 Needs Assessment: If client not in need of service, code and skip to 5.09. If service recommended, code and go to 5.07.
- 5.07 Service(s) Assigned: Code all services assigned to client at program entry. If appropriate services not included in list, code "other" and specify type of service(s) on lines provided.

Service Definitions:

Crisis Intervention: refers to an emergency temporary service designed to effect an immediate change in a youth's physical or emotional circumstances such as shelter, food, suicide, and drug overdoses.

Counselling

Individual-Client: refers to a one-to-one relationship between counselor or therapist and client in a given session.

Individual-Family Only: counselor or therapist and family of client (without client present).

Group-Family: client and other member(s) of the family interacting with counselor at the same time.

Group-Peer: when client is receiving counselling services along with 1 or more other clients in a session.

Drug Abuse Program: refers to services designed primarily to reduce drug related behavior (as opposed to general behavior and attitudes) whether group or individual.

Educational Programs

Community Based Classrooms

Normal - Traditional, heterogeneous class in normal school setting

Separate-Specialized - where students are segregated for specialized aptitudes, skills or abilities within a classroom setting.

Alternative School: refers to an open classroom, non-structured, "free school," intended to replace or supplement "traditional" schools in the community.

Individual Remediation: refers to special instruction within the school intended to help the client overcome academic deficiencies, such as reading.

Individual Tutorial: refers to instruction on academic topics that is sponsored by an organization other than the school.

Recreational Program: A youth program or youth center devoted solely to recreational activities.

Employment Programs:

Referral to Employment Agency: referral only as opposed to job counseling or job placement.

General Supervision: refers to the minimal kinds of service one might receive at home or in a group home, e.g., referral to a group home with no specific treatment or service.

Emergency Shelter Care: refers to temporary housing.

Advocacy: refers to intervention in the community on behalf of the client in order to create or increase opportunities, such as seeking out employment opportunities (as opposed to active counselling or referral to an employment agency).

Removal from Home: because of the clients living circumstances, removal from home may constitute a service in itself. Other services should, of course, be coded where they exist at a substitute home.

Multiple Impact: refers to an integrated multi-dimensional approach to service, e.g., more than one service provided. If this approach is implemented, you must still list the specific services provided.

Advanced Diagnostic Screening: refers to a specific service designed to determine further needs of the client.

(NOTE: Those services that are self-explanatory have been deleted from above list.)

- 5.08 Name of Facility: Write on line provided the name of facility to which client is assigned or where major part of services are to be provided: e.g., Glenoaks Group Home; Dale Multiservice Center; YMCA; Aaron Co. Mental Health Center, etc. Do not write in shaded areas. Names will be coded at USC from lists to be provided by site evaluators.
- 5.09 1970, four digit census tract number to be determined from client's address which is to be filled in on tear off sheet below.

5.10 Coder I.D. Place coder initials in boxes provided to enable site evaluators to check back with coder in the event information is incomplete or to resolve coding problems.

Tear Off for Name and Address of Client: Complete information. Retain one copy for program files and forward entire form to local evaluator.

NOTE TO SITE EVALUATORS: When form is received from program, scan to be sure there is no information missing or confusing codes. If subject is not to be included in evaluation sample, retain one copy and send original copy only to USC. If subject is to be included in evaluation sample, assign subject ID and population code. Transfer relevant information to Form 1-B. Tear off sheet is to be retained for your files for follow-up. Forward original copy to USC.

PROGRAM ENTRY FORM 1A (TO BE COMPLETED ON ALL DSO REFERRALS BY DSO PROGRAM STAFF) SET 1

1.01 SUBJECT CODE ARIZONA 0 ARKANSAS 0 CALIFORNIA: ALAMEDA COUNTY 0 SOUTH LAKE TAHOE 0 CONNECTICUT 0 DELAWARE 0 ILLINOIS 0 OHIO 0 SOUTH CAROLINA 0 WASHINGTON 0 STATE 0 10 20 30 40 50 60 70 80 90 TIME 0 1 2 3 4 5 6 7 8 9		2.01 SEX FEMALE <input type="checkbox"/> MALE <input type="checkbox"/> 2.02 DATE OF BIRTH JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC 0 10 20 30 DAY 0 1 2 3 4 5 6 7 8 9 Y 19 19 19 0 1 2 3 4 5 6 7 8 9 Y R		4.01 STATUS OF NATURAL/ADOPTIVE PARENTS FAMILY INTACT <input type="checkbox"/> DIVORCED <input type="checkbox"/> SEPARATED <input type="checkbox"/> DEATH OF FATHER <input type="checkbox"/> DEATH OF MOTHER <input type="checkbox"/> DEATH OF BOTH PARENTS <input type="checkbox"/> NEVER MARRIED <input type="checkbox"/> OTHER (SPECIFY) _____	
EVALUATION USE ONLY SUBJECT I.D. NUMBER (00001-99999) 1 2 3 4 5 6 7 8 9 POPULATION 0 1 2 3 4 5 6 7 8 9 PROGRAM SUBJECT I.D. NUMBER (00000001-99999999) 0 1 2 3 4 5 6 7 8 9 0		2.03 DATE SUBJECT WILL REACH MAJORITY JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC 0 10 20 30 DAY 0 1 2 3 4 5 6 7 8 9 Y 19 19 19 0 1 2 3 4 5 6 7 8 9 Y R		4.02 SUBJECT CURRENTLY (AT TIME OF REFERRAL) RESIDES IN/WITH NUCLEAR FAMILY (BOTH NATURAL OR ADOPTIVE PARENTS) <input type="checkbox"/> RECONSTITUTED FAMILY: NATURAL FATHER AND "SPOUSE" <input type="checkbox"/> NATURAL MOTHER AND "SPOUSE" <input type="checkbox"/> MOTHER ONLY <input type="checkbox"/> FATHER ONLY <input type="checkbox"/> OTHER RELATIVE <input type="checkbox"/> EXTENDED FAMILY <input type="checkbox"/> FOSTER HOME <input type="checkbox"/> INDEPENDENT (ALONE) <input type="checkbox"/> INDEPENDENT WITH SPOUSE <input type="checkbox"/> INDEPENDENT WITH SPOUSE IN HOME OF RELATIVES <input type="checkbox"/> INSTITUTIONAL: GROUP HOME (30 DAYS OR MORE): 10 RESIDENTS OR LESS <input type="checkbox"/> 11 RESIDENTS OR MORE <input type="checkbox"/> SHELTER HOME (LESS THAN 30 DAYS): 10 RESIDENTS OR LESS <input type="checkbox"/> 11 RESIDENTS OR MORE <input type="checkbox"/> DETENTION CENTER <input type="checkbox"/> CORRECTIONAL INSTITUTION <input type="checkbox"/> MENTAL HEALTH FACILITY <input type="checkbox"/> OTHER (SPECIFY) _____	
1.02 COUNTY IN WHICH CLIENT RESIDES (CODE 001-998 FOR ALL COUNTIES WITHIN STATE) (999=OUT OF STATE) COUNTY 0 1 2 3 4 5 6 7 8 9 0		2.04 ETHNICITY NATIVE AMERICAN INDIAN <input type="checkbox"/> BLACK <input type="checkbox"/> ASIAN OR ASIATIC PACIFIC <input type="checkbox"/> MEXICAN-AMERICAN <input type="checkbox"/> PUERTO RICAN <input type="checkbox"/> OTHER HISPANIC - LATIN CULTURE <input type="checkbox"/> WHITE <input type="checkbox"/> OTHER (SPECIFY) _____		3.01 SCHOOL STATUS ATTENDS FULL TIME <input type="checkbox"/> (GO TO 3.03) ATTENDS PART TIME <input type="checkbox"/> (GO TO 3.03) VOLUNTARY WITHDRAWAL <input type="checkbox"/> TEMPORARY SUSPENSION <input type="checkbox"/> PERMANENT EXPULSION <input type="checkbox"/> HIGH SCHOOL DIPLOMA <input type="checkbox"/> OTHER (SPECIFY) _____	
1.03 AREA IN WHICH CLIENT RESIDES IN A LARGE CITY (OVER 250,000) <input type="checkbox"/> IN A SUBURB NEAR A CITY <input type="checkbox"/> IN A MEDIUM SIZE CITY (50,000 - 250,000) <input type="checkbox"/> IN A SMALL CITY OR TOWN (UNDER 50,000) <input type="checkbox"/> ON A FARM OR RANCH <input type="checkbox"/> IN OPEN COUNTRY BUT NOT ON A FARM OR RANCH <input type="checkbox"/>		3.02 IF NOT ATTENDING SCHOOL ENTER LAST DATE ATTENDED JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC 0 10 20 30 DAY 0 1 2 3 4 5 6 7 8 9 Y 19 19 19 0 1 2 3 4 5 6 7 8 9 Y R		4.03 SUBJECT'S USUAL OR CUSTOMARY HOUSEHOLD CUSTOMARY HOUSEHOLD SAME AS 4.02 <input type="checkbox"/> NUCLEAR FAMILY (BOTH NATURAL OR ADOPTIVE PARENTS) <input type="checkbox"/> RECONSTITUTED FAMILY: NATURAL FATHER AND "SPOUSE" <input type="checkbox"/> NATURAL MOTHER AND "SPOUSE" <input type="checkbox"/> MOTHER ONLY <input type="checkbox"/> FATHER ONLY <input type="checkbox"/> OTHER RELATIVE <input type="checkbox"/> FOSTER HOME <input type="checkbox"/> INDEPENDENT (ALONE) <input type="checkbox"/> INDEPENDENT WITH SPOUSE <input type="checkbox"/> INDEPENDENT WITH SPOUSE IN HOME OF RELATIVES <input type="checkbox"/> OTHER (SPECIFY) _____	
1.04 INDICATE WHETHER CLIENT IS A NEW REFERRAL OR HAS RETURNED TO YOUR PROGRAM AFTER PREVIOUS TERMINATION NEW REFERRAL <input type="checkbox"/> RETURN <input type="checkbox"/>		3.03 LAST GRADE COMPLETED FOURTH OR BELOW <input type="checkbox"/> FIFTH <input type="checkbox"/> SIXTH <input type="checkbox"/> SEVENTH <input type="checkbox"/> EIGHTH <input type="checkbox"/> NINTH <input type="checkbox"/> TENTH <input type="checkbox"/> ELEVENTH <input type="checkbox"/> TWELFTH <input type="checkbox"/>			

PROGRAM PROCESS FORM 1-B
SPECIFICATIONS

I. Identification

1.01 Transfer evaluation client I.D. number from Form 1-A to this form.

State and Site: State abbreviations are utilized on this and some subsequent forms to conserve space (see list of state abbreviations on bottom of Form 1-A, Part 2. Site codes are to be developed by site evaluators and provided to program directors for use in coding Form 1-A and to national evaluators.

Coding Example: State - Delaware, Site #63

AZ	AR	CA	CT	DE	IL	OH	SC	WA			} STATE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0	10	20	30	40	50	60	70	80	90		} SITE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0	1	2	3	4	5	6	7	8	9		
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Population codes 2-9 have been provided to enable site evaluators to identify unique evaluation sub-populations. If only one evaluation population, code 2. If more than one population, use codes 3-9, and notify national evaluators regarding identification of codes. Code 1 is to be used to identify the pre-program comparison group on Forms 5, 5-A, 5-B and 5-C. If more than one pre-program comparison population is to be used, code "0" may be used to identify those groups.

1.02 Instant offense used for inclusion in evaluation sample: Transfer Instant Offense code from 1-A to this form. If more than one offense coded on 1-A, choose for evaluation purposes the most serious offense as follows: (1) runaway, (2) ungovernable, (3) truant, (4) curfew, (5) minor in possession, with runaway being considered most serious and minor in possession least serious. For example, if the client is brought into the program for curfew violation and because he/she is ungovernable, ungovernable would be coded as the instant offense.

NOTE: If client did not appear at program facility assigned by DSO program, mark bubble and go to 2E to indicate reason for non-appearance.

II. Program Service Series

2-A Program Type: Enter in "Program Series" 1 the appropriate program type, using codes to be found in list provided at top of column 2. If program type not included in list, code "other" and write program type on line provided. Do not allow any writing to extend into shaded area. These areas are for use by USC in coding "other" categories.

Program Process 1-B

2-B Name of Program Facility: Write name of program facility where client is to receive services on line provided. NOTE: A list of the names of program facilities, with coding scheme used, must be devised by site evaluators and provided to national evaluators.

Coding Example: Glenoaks Group Home = Facility #28

0	10	20	30	40	50	60	70	80	90
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5	6	7	8	9
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2-C Date of Program Entry into program type listed in 2-A.

Coding Example: 9/28/76

Jan.	Feb.	Mar.	April.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	10	20	30								
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>								
0	1	2	3	4	5	6	7	8	9		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1976	1977								
		<input checked="" type="radio"/>	<input type="radio"/>								

2-D Date of Program Termination: Date client terminated from program listed in 2-A. Code as indicated in 2-C.

2-E Termination Reason: Enter code from "Termination Reason" list found at top of Column 3. If "other," code 13 and list reason on line provided.

NOTE: If client is initially assigned to more than one program type, or is terminated from "program series" 1 and enters a second program series, enter appropriate information in "program series" 2, etc. If more than three program series are provided to client, mark bubble provided and continue on additional sheet(s). When first sheet (3 program series or final termination from DSO program) is completed, retain one copy and forward original to USC.

OPERATIONAL DEFINITIONS OF DSO PROGRAM TYPES/CATEGORIES

A major question to be addressed by the national evaluation will be "which types of programs are most effective in working with which types of status offenders." Rather than focusing on the numerous service modalities to which a subject might be exposed, the national evaluation has developed seven program types that are generic to all sites. After canvassing the eight program sites, it appears that these program types will encompass the majority of DSO program services. A few site specific programs may not easily fit into one of the seven major types. An "other" category has been included for coding those types.

Operational definitions of the seven program types for use in the national evaluation are provided below:

Program Process 1-B

1. Diversion, diagnostic and evaluation screening unit refers to a unit that (1) makes decisions about clients determining which, if any, of various treatment intervention strategies and programs the client will receive and (2) is considered a specific DSO program service that provides a referral for additional service: e.g., mobile diversion unit, diagnostic and evaluation unit or "emergency" crisis intervention (the latter refers to an intervention strategy that attempts to resolve the crisis during a single meeting with a capacity to refer clients with additional service(s). This can be contrasted to "extended" crisis intervention where the strategy includes a capacity for continued contacts and possible referral with additional service(s). Extended crisis intervention could be coded as outreach (6) or counselling (7) depending upon the nature of the service and the client's situation.
2. Shelter care home refers to temporary residential facilities where placement is 30 days or less. Examples: emergency housing and care for runaways, homes for children awaiting some official action that will lead to another placement, a temporary community based residential program for acting out clients. There may be crisis or short term intervention services, such as counselling, provided on a routine basis within this facility. In such cases, these should not be coded as separate or additional services.
3. Group home refers to residential facilities where placement is 31 days or more. There may be services routinely provided at the facility, such as counselling, recreation, job placement or training, and youth advocacy. In such cases, these should not be coded as separate or additional services.
4. Foster home refers to residential placement in a single family home with the adult male and/or female serving as parent surrogate(s). In some instances, where foster parents have been trained, there will be special services provided which should not be coded as additional or separate services.
5. Multiple service center refers to non-residential agencies and organizations such as the YMCA, youth service bureaus, neighborhood drop-in centers where the focus of services is on recreation, handicrafts, character building, employment referrals, advocacy, tutoring, etc., rather than solely on psychological counselling or crisis intervention. Also, such services are designed for the general youth population, rather than for a special problem group. If these services are provided in a shelter or group home setting as part of their routine programming, then code that setting.
6. Outreach intervention refers to short-term, intensive, non-residential intervention which responds to situational requirements and is designed to effect change in a variety of the clients' physical, social, and emotional circumstances. It is an outreach strategy in that the service is provided outside the agency office, such as in the home, on the street, or in other similar locations.
7. Counselling only refers to a non-residential program where the sole or primary service is individual or group psychological counselling or therapy, including work with DSO client's family. While the length of the service duration is variable, it is offered at a specific location and on a scheduled

- Program Process 1-B

- basis. The actual service provided may be on a purchase of service arrangement or a DSO funded program. Typically, this takes place in a community center. However, if counselling is included in services provided by or at any of the other program service types on a routine basis, code that type.
8. Other If the service received is clearly not classifiable using the seven program types delineated above, bubble number 8 may be marked, accompanied by a written specification which makes the service's anomalous character clear.

PROGRAM PROCESS FORM 1B

1.01 SUBJECT CODE STATE <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 S <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 I <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 D <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 E <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 POPULATION <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	PROGRAM TYPE CODE (TO BE CODED IN 2A) DIVERSION EVALUATION UNIT 1 SHELTER HOME 2 GROUP HOME 3 FOSTER HOME 4 MULTIPLE SERVICE CENTER 5 OUTREACH INTERVENTION 6 COUNSELLING ONLY (AT AGENCY OR LOCATION OTHER THAN THOSE LISTED ABOVE) 7 OTHER (SPECIFY AT 2A) 8	TERMINATION REASON (TO BE CODED IN 2E) SUCCESSFUL COMPLETION 01 RAN AWAY 02 INAPPROPRIATE FOR CLIENT: RECOMMENDED AN ALTERNATIVE SERVICE 03 ACTING OUT/UNMANAGEABLE BEHAVIOR 04 CLIENT'S REJECTION OF SERVICES 05 PARENT'S REJECTION OF SERVICES 06 POLICE INTERVENTION 07 COURT INTERVENTION 08 PAROLE INTERVENTION 09 MOVED FROM JURISDICTION 10 DEATH 11 REASON UNKNOWN 12 OTHER (SPECIFY AT 2E) 13
1.02 INSTANT STATUS OFFENSE USED FOR INCLUSION IN EVALUATION SAMPLE CURFEW <input type="checkbox"/> MINOR IN POSSESSION OF ALCOHOL <input type="checkbox"/> RUNAWAY <input type="checkbox"/> UNGOVERNABLE <input type="checkbox"/> TRUANCY <input type="checkbox"/> OTHER <input type="checkbox"/> SPECIFY OTHER _____		
NOTE: IF CLIENT DID NOT APPEAR FOR PROGRAM ENTRY, MARK BOX HERE AND GO TO 2E TO INDICATE REASON FOR NON-APPEARANCE USING TERMINATION CODES TO THE RIGHT. <input type="checkbox"/>		
PROGRAM SERIES 1 2A. PROGRAM TYPE * <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 SPECIFY OTHER _____ _____ 2B. NAME OF PROGRAM FACILITY _____ _____ 2C. DATE OF PROGRAM ENTRY JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 1976 1977 1978 YR. 2D. 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DATE OF PROGRAM ENTRY JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 1976 1977 1978 YR. 2D. 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IF MORE THAN 3 PROGRAM SERIES ARE NEEDED, FILL IN BOX AND CONTINUE ON AN ADDITIONAL FORM →		

**GENERAL INSTRUCTIONS
PROGRAM CLIENT HISTORY
BACKGROUND #2**

The primary purpose for collection of the data included in Form #2 is, of course, to provide a measure of the socio-economic status of the client's family or, if parents are deceased, the customary household. It is extremely important that all of the questions relative to what the respondent actually does or did in his or her customary job be answered in sufficient detail to enable USC to properly classify occupational status.

One or both parents of every client must be personally contacted in order to obtain signatures on the "Informed Parent Consent" form. This may be the only direct personal contact with the client's parents that the data collector will have. By virtue of signing the informed consent form, the respondent will have just received assurance of the confidentiality of any information provided. Completing these two data collection tasks in concert, then, is a logical sequence.

In some sites, the signature on the consent form, and possibly this form, will be obtained by program personnel. To ensure effective performance of this task, the supervisor should conduct a training session with the program staff member(s) responsible for collecting these data.

Prior to contacting parents, it would be helpful to check Form 1-A to determine the status of the client's natural or adoptive parents (item 4.01) and his or her customary household (item 4.03).

1. Family Intact

Obtain complete information on both parents, if applicable. If only one of the parents is available at the time of the interview ask for information about the spouse. If the respondent is not certain of details, ask if you might either return when the spouse is at home or contact him/her by telephone.

2. Divorced or Separated

Ask (after obtaining information relevant to the respondent) if the other parent contributes to the financial support of the home. If yes, ask for his/her current or customary job description and educational status. If an adult cohabitant is residing in the home as head of household, it is his/her occupation and educational background that should be obtained.

3. Death of Both Parents

If both parents are deceased, it is the job description and educational status of the guardian(s) in the non-institutional, customary residence of the client that are desired.

It may be necessary to follow-up with a telephone call if all information cannot be obtained during the initial visit. If it is totally impossible to collect all of the required information directly from the parent or guardian, it may be obtained from the client, but only as a last resort.

See specifications for item specific details.

SPECIFICATIONS
PROGRAM CLIENT HISTORY
BACKGROUND FORM #2

This data set contains questions regarding employment and educational status of evaluated subjects' parents or guardians. Every attempt should be made to obtain the information contained in this form directly from the parent(s) after he or she has consented to the subject's participation in the evaluation study.

- 1.01 Subject code. The identification number is the same as that assigned to evaluated subjects on form 1-A.
- 2.01 Mark appropriate space indicating whether mother or female guardian is currently employed. If no, ask whether parent or guardian was employed during the last year. If yes, ask for usual or customary occupation. If not employed during last year, or housewife has never worked, go to 2.03. N.A. (not applicable) is to be coded if parent is not living or is absent from the home and does not contribute to its financial support. In this case, go to 2.04 and obtain male job description. (NOTE: Housewife is not to be considered as employed.)
- 2.02 Female Job Description. In the available spaces, write as clearly as possible a description of the current or, if temporarily unemployed, the usual or customary occupation of the female parent or guardian in terms of the following four categories:
- A. Record the type and description of the business, industry or organization in which she is or was employed. Indicate if wholesale, retail, manufacturing, services, etc. Examples: TV manufacturer, Retail or wholesale shoe store, State Labor Department. If employed by military (e.g., Army or Navy), indicate whether a member of the service or a civilian employee. To give you some idea of the variety of industry types, a page from industry classifications is attached.
 - B. Record the kind of work involved in the job. Examples: electrical engineer, shoe clerk, janitor, elementary school teacher, waitress, plumber.
 - C. Probe to get a clear description of what the respondent actually does or did on the job, e.g., major duties or tasks. Examples: For occupation such as "nurse" or "teacher" record the type of work, i.e., "teacher, elementary" or "nurse, licensed vocational." Answers such as "sell" should be clarified by determining what is sold. Strive for a clear, complete description of duties or tasks.
 - D. Record whether or not she supervises the work of others.
- 2.03 Write number of years of education completed by the female parent or guardian in column provided and code appropriate bubbles. If 20 or more, code 20. Guide: elementary grades 1 - 8; high school, 9 - 12; college freshman through senior, 13 - 16; post-graduate/professional, 17 or more.
- 2.04 - 2.06
These items pertain to the employment, occupation and education of the male parent/guardian. The coding guidelines are the same as for the female (items 2.01 - 2.03).

PROGRAM CLIENT HISTORY
BACKGROUND FORM #2
SPECIFICATIONS

- 2.07 Indicate whether the family receives income or other benefits from a public assistance program, such as Aid to Families with Dependent Children, income supplement, or food stamps. Social Security benefits, such as disability, survivor or retirement benefits should not be coded as public assistance.
- 2.08 In 2.08A indicate the source of information - parent/guardian or child. In 2.08B indicate how the information was obtained - face to face interview or telephone interview.

If additional space is needed to write descriptive information contained in 2.02A-C or 2.05A-C, continue in column provided. For example, if continuation of 2.02-A, please write that number before continuing description.

June 19, 1976

1970 ALPHABETICAL INDEX—INDUSTRY

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PROGRAM CLIENT HISTORY/BACKGROUND FORM 2

<p>STATE: AZ AR AC IL IN OH SC VA</p> <p>SUBJECT I.D. NUMBER (0001-99999)</p> <p>POPULATION</p>	<p>D. DO YOU SUPERVISE THE WORK OF OTHERS? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>IF YES, APPROXIMATELY HOW MANY? _____</p> <p>FOR NATIONAL EVALUATION USE ONLY</p> <p>EDUCATION (SEE SPECIFICATIONS)</p> <p>CODE NUMBER OF YEARS COMPLETED (SEE SPECIFICATIONS)</p>	<p>D. DO YOU SUPERVISE THE WORK OF OTHERS? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>IF YES, APPROXIMATELY HOW MANY? _____</p> <p>FOR NATIONAL EVALUATION USE ONLY</p> <p>EDUCATION (SEE SPECIFICATIONS)</p> <p>CODE NUMBER OF YEARS COMPLETED (SEE SPECIFICATIONS)</p>
<p>2.01 IS THE FEMALE PARENT OR GUARDIAN PRESENTLY EMPLOYED? (NOTE: HOUSEWIFE IS NOT CONSIDERED AS BEING EMPLOYED.)</p> <p>IF N/A, CODE AND GO TO 2.04</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>	<p>2.04 IS THE MALE PARENT OR GUARDIAN PRESENTLY EMPLOYED?</p> <p>IF N/A, CODE AND GO TO 2.07</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>	<p>2.07 DO PARENTS OR GUARDIAN RECEIVE INCOME OR OTHER BENEFITS FROM A PUBLIC ASSISTANCE PROGRAM?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>2.02 FEMALE CURRENT OR CUSTOMARY JOB DESCRIPTION (SEE SPECIFICATIONS)</p> <p>A. IN WHAT TYPE OF BUSINESS OR INDUSTRY ARE YOU EMPLOYED?</p> <p>B. WHAT KIND OF WORK DO YOU DO? WHAT IS YOUR OCCUPATION CALLED?</p> <p>C. TELL ME A LITTLE MORE ABOUT WHAT YOU ACTUALLY DO IN THAT JOB. WHAT ARE SOME OF YOUR MAIN DUTIES?</p>	<p>2.05 MALE CURRENT OR CUSTOMARY JOB DESCRIPTION (SEE SPECIFICATIONS)</p> <p>A. IN WHAT TYPE OF BUSINESS OR INDUSTRY ARE YOU EMPLOYED?</p> <p>B. WHAT KIND OF WORK DO YOU DO? WHAT IS YOUR OCCUPATION CALLED?</p> <p>C. TELL ME A LITTLE MORE ABOUT WHAT YOU ACTUALLY DO IN THAT JOB. WHAT ARE SOME OF YOUR MAIN DUTIES?</p>	<p>2.08 THE INFORMATION CONCERNING PARENT OR GUARDIAN EMPLOYMENT WAS OBTAINED</p> <p>A. FROM PARENT/GUARDIAN <input type="checkbox"/></p> <p>FROM CHILD <input type="checkbox"/></p> <p>B. BY FACE TO FACE INTERVIEW <input type="checkbox"/></p> <p>BY TELEPHONE INTERVIEW <input type="checkbox"/></p> <p>USE SPACE BELOW FOR CONTINUATION OF 2.02 AND 2.05, A, B AND C. INDICATE WHETHER CONTINUATION RELATES TO 2.02/2.05 A, B, OR C.</p>

SOCIAL ADJUSTMENT AND SELF REPORT SCHEDULES

A. General Issues

Data collection specialists having the responsibility for administration of the social adjustment and self-report schedules should be familiar with the following general issues:

1. Demeanor: The demeanor of the interviewer, both in appearance and attitude, should be compatible with the expectations and requirements of the client. As a general rule the interviewer should appear in simple, semi-casual attire and should avoid the extremes of either formal business dress that may intimidate the client or leisure attire that may undermine the credibility of the interview as a serious research enterprise. During the interview the data specialists should maintain an attitude that elicits a maximum amount of cooperation from the client. Since the initial contact will occur shortly following the clients traumatic encounter with authority, the interviewer should be prepared to deal with the range of responses associated with traumatic events. Depending on the individual, client attitudes could range from extreme timidity, to apathy, to extreme hostility, and the interviewer will be required to overcome the attitude-set of the client and establish a friendly and relaxed relationship conducive to a successful interview. In approaching the client, it should be fully recognized that participation is voluntary and, in exchange for their cooperation, clients are entitled to the interviewer's understanding and consideration.

2. Consent: Prior to contact with the client, the interviewer should be sure that consent for participation in the evaluation research has been obtained from both the parents and client. The interviewer should also carry a copy of the consent form to the interview in case it becomes necessary to review the terms of the signed consent with the parents or client. This necessity could arise in cases when the parties do not recall the nature of the consent agreement or when they are considering withdrawal from participation in the research. In case of the latter, the interviewer should try to convince the parties not to withdraw consent, but the final decision of either the parents or the client must be respected.

3. Scheduling Interviews: The specific method to be followed in scheduling appointments for the interview will vary according to whether communication is in person, by telephone, or by mail. For each of these alternative means of communication the local evaluation staff will provide a format to be followed by the interviewer that will specify a standard form of introduction and the topics to be presented to parents and clients. Arrangements by the local evaluator will be made in the case of non-English speaking respondents.

4. Introductions: In all contacts with either parents or clients, interviewers will identify themselves and explain the purpose of the contact in the manner required by the local evaluation staff. Interviewers should be provided with business cards to be used for personal identification.

5. Responding to Parents: Parental requests for information regarding the evaluation research should be answered in a forthright and consistent manner within the limits required by the confidentiality guarantees provided the client. All other communication between parents and interviewers are to be governed by the standards applicable to professional relationships. This means

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that interviewers will be required to respect the confidentiality of communications, refrain from expressing personal judgments regarding the life style or opinions of the parent, and, at all times, conduct themselves in a manner consistent with their role as professional researchers.

6. Responding to Clients: Interviewers will encounter two types of inquiries from clients - requests for explanations concerning general features of the evaluation, and requests for clarification of specific items contained in the interview. It is essential that all interviewers offer uniform and consistent responses to both types of inquiries. Local evaluators will provide guidelines to be followed in explaining various aspects of the research. Later sections of this document examine questionnaire items that may require clarification for the client. If interviewers have any doubts concerning the meaning or interpretation of other questionnaire items, they should discuss these issues with their supervisor.

7. Practice Questions: Before administering either the social adjustment or self report schedules it is imperative that clients understand the response alternatives for the various items. Practice questions have been provided for this purpose.

8. Reading Abilities: Both schedules require that the interviewer read each question to the client and determine that they understand the question before answering. If the client indicates, directly or indirectly, a problem in reading or comprehending the questions, then it will be necessary to see that the interview is conducted at a pace that is consistent with the client's ability. If the client is not conversant in the English language and the site evaluator lacks the capacity for conducting the interview in the appropriate alternative language, an attempt should be made to obtain the services of a bilingual interviewer. Also, some clients may be capable of proceeding through the questions without any assistance from the interviewer, and in these instances it is advisable to forego reading each item to the client.

9. Confidentiality: The procedures for collecting social adjustment and self report data have been designed to provide maximum confidentiality for the client. Identification of respondents is known only to the local evaluator through the use of the evaluation I.D. number, and the name linkage to this number will be destroyed following completion of the follow-up data collection period. To insure the integrity of this system, it is important that the interviewer observe the following:

a. Only evaluation personnel are to be allowed access to documentation that would permit the identification of individuals with their evaluation I.D. numbers.

b. No one other than the interviewer is to be present when clients are responding to the social adjustment and self report schedules.

c. All completed schedules are to be protected from the possibility of scrutiny by unauthorized persons.

d. Completed schedules are not to be copied by any means, electronic or otherwise.

e. All completed schedules are to be forwarded to the national evaluator for data processing.

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10. Privacy of the Interview: During the administration of both schedules the client must be able to mark the responses to each item without being directly observed by the interviewer. This means the interviewers must provide the necessary physical separation between themselves and clients. When clients have completed either the social adjustment or self-report items, the schedule is to be placed in an envelope along with the identifying information and sealed by the client. These envelopes will not be opened until they reach the national evaluator for data processing. As previously noted, only the interviewer is to be present when the client is completing the social adjustment and self report schedules. If other persons enter while the administration is in progress, the interviewer must insist that privacy be maintained. If these conditions cannot be maintained, then the interview should be terminated and re-scheduled for another time. The requirements for privacy are standard procedure in the administration of the social adjustment and self report schedules and must be followed in all instances.

11. Order of Administration: The self report schedule is to be given following the administration of the social adjustment items. This order will allow the clients to observe the confidentiality and privacy accorded their responses to the social adjustment schedule, and should increase their willingness to provide candid and open responses to the sensitive issues contained in the self report schedule.

12. Inability to Answer Items: The interviewer may encounter situations where they are unable to obtain answers to specific items because the client a) cannot understand the meaning of the question, b) is unable to choose from among the response alternatives, or c) insists the question is based on an assumption that does not apply to the client, such as school attendance. In the case of (a) or (b) the client should initial DK across the face of the question, and in the case of (c) the client should mark NA over the question.

13. Early Termination of Interviews: The interviewer should refuse to conduct or continue an interview under any of the following conditions:

- a. The client's proficiency in English is not sufficient to allow comprehension and understanding of the schedules.
- b. Privacy cannot be maintained in the interview setting.
- c. The client is temporarily incapacitated due to illness, emotional stress, alcohol or drugs.

If termination of the interview is necessary, the local evaluator will provide instructions concerning the re-scheduling of interviews.

14. Arranging Follow-up Interviews: When a follow-up interview is anticipated the interviewer should attempt to obtain the name and address of a close friend or relative of the client to be contacted in case of an emergency such as the client having moved, gone on vacation, etc. The interviewer should not encourage the client to discuss the nature or timing of the follow-up due to the possibility that the client's increased awareness of a subsequent interview could influence behavior and attitudes during the follow-up period.

15. Closing the Interview: At the end of each interview special attention should be paid to thanking both the client and/or the parents for their cooperation.

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B. Social Adjustment Schedule

This is a 3 page optically scanned instrument containing 70 items divided into 3 major parts. The response alternatives have a different meaning and range for each of the various parts of the instrument. The instrument also contains a provision for coding 13 additional items that may be added to the interview by the local evaluator. Interviewers should be familiar with each of the following issues pertaining to this schedule.

1. Interview Format: In the interview setting, attempt to create enough physical separation so that the client cannot be observed while marking the response foils. Assure the client of the confidentiality to be accorded his/her answers and provide an opportunity to ask any questions that may occur on this subject. The interviewer should be equipped with #2 pencils to be used by the client in marking responses, and a complete list of all questions contained in the schedule. After having reviewed the practice questions, the client is given the social adjustment schedule. Usually the interviewer will indicate the number of the item to be considered and read the item with the client to be sure that the questions are understood. The client will then mark the appropriate space indicating his/her response, and move on to the next item. When the schedule is completed the client will seal it in an envelope provided by the interviewer.

2. Coding the Client Identification Number: Each page of the social adjustment schedule has a space in the upper left-hand corner for coding the identifying information concerning the client. This information consists of the state and site designation, the evaluation I.D. number, and the population designation. This information must be coded on all 3 pages of the schedule. It is recommended that this information be coded prior to the interview so as to avoid any delay in the administration of the schedule. If the client expresses concern over the identifying information, the interviewer should explain that this information is for accounting purposes only and when the research is completed there will be no way that anyone can be identified with the answers given to this set of questions.

3. Practice Questions: Clients will be given a separate page of practice questions to be reviewed with the interviewer prior to the administration of the schedule. The purpose of these questions is to insure that the client understands the various response alternatives accompanying the social adjustment items. The client should retain the practice questions during the administration for use as a reference.

4. Part I - Self Image: The 22 items in this portion of the schedule require clients to indicate the extent to which various terms describe themselves. The meaning attached to these terms is to be supplied by the client, and the interviewer must not, under any circumstances, provide a definition for the client. If the client should question the meaning of any term, the interviewer should respond, "It means whatever you think it means." If the client insists that a term is incomprehensible, then have them write the initials "DK" (don't know) over the question (not over response bubbles) and proceed to the next item.

5. Part II - Orientation Toward Conformity: While the first 15 items in this section require the clients to express their level of agreement with various statements, it should be noted that the last 5 items require the use of alternative response formats. The interviewer should clearly indicate to the clients

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the alternative methods of responding to items in this section of the schedule.

Due to unique circumstances, certain clients may indicate an inability to respond to some of the items in this section (e.g., items 2, 4, 16, 17 and 20 assume the client is attending school, and items 6 and 18 assume the client resides with a family). In these cases have the client mark an NA (non-applicable) over the question and proceed to the next item.

6. Part III - Perceived Seriousness Scale: In this section clients are asked to rate the seriousness they attach to 28 items of behavior involving both delinquent and status offenses.

The interviewer should encourage the client to view the behavior abstractly, as "something a person might do," and not as referring to the behavior of the client.

Clients should define seriousness in their own terms, and the interviewer should carefully avoid suggesting a definition of seriousness. If the client requests a definition, the interviewer should respond, "It means whatever you think it means."

The interviewer is encouraged to assist the client if there are questions concerning the meaning of specific items. If, after having explained the item, the client still indicates a lack of understanding, then mark "DK" (don't know) over the question and proceed to the next item.

7. Concluding the Administration: When the client has completed the last item of the social adjustment schedule, they are to place the schedule in a suitable sized envelope and seal it. The schedule is not to be folded or damaged in the process. The interviewer should explain the purpose of this procedure to the client.

C. Self-Report Schedule

This instrument consists of 29 computer-sized cards that are to be marked for optical scanning and forwarded to the national evaluator for data processing. A 30th card contains the practice question and can be retained by the client.

1. Interview Format: The requirements for physical separation and assurance of confidentiality are the same as for the administration of the social adjustment schedule. The client should also be provided with a #2 pencil, and the interviewer should have a complete listing of the self-report items. After reviewing the practice question, the client should be given the first 28 cards containing the self-report items. The interviewer should be sure that these cards are in the proper numerical order. The 29th card, containing the identifying information, should be separated from the other cards until the administration is finished. The interviewer will then indicate the number of the card being considered and read the question with the client to be sure it is understood. The client will mark the responses concerning frequency and arrest information, place the card at the back of the deck, and proceed with the next item. When the 28th card is completed, the entire deck will be sealed in an envelope provided by the interviewer.

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2. Coding the Identification Card: It is recommended that the identifying information required on the 29th card be coded prior to the interview so as to avoid any delay or confusion in the administration of the schedule. A coding example for this card is provided in the specifications for the self report schedule.

3. Practice Question: The 30th card should be reviewed prior to the administration of the schedule so the client can become familiar with the response alternatives appearing on the self report cards.

4. Self Report Items: The interviewer should assist the client in defining any of the specific self report items. If, after having explained the item, the client still indicates a lack of understanding, then mark "DK" (don't know) over the question (not over response bubbles) and proceed to the next item.

If clients are indecisive in regard to the number of times they have engaged in the behavior, the interviewer should offer assistance in resolving the issue but should not impose a resolution (e.g., if the client were to say, "I did that a lot of times, but I never counted," the interviewer should suggest a mid-range alternative such as, "was it more or less than 8 times?" and continue probing in the direction suggested by the client until the issue is resolved). If the indecisiveness continues, have the client write "DK" (don't know) over the question and proceed to the next item.

In obtaining arrest information, the term "arrest" should be defined broadly to include both of the following elements: a) contact with the police or other justice agency, and b) official action such as notification of parents, taken into custody, or referral to juvenile authorities.

5. Concluding the Administration: After completing the last self report item, have the client place all 28 cards and the identifier card in a suitable sized envelope and seal it. The interviewer should again explain the purpose of this procedure to the client.

INTERVIEW SCHEDULE
DATA COLLECTION SPECIFICATIONS #3
FOR DATA FORM

Prior to the interview fill in subject code boxes listing state, site, population and subject I.D. number. In the interview setting attempt to create enough physical separation so the respondent cannot be observed while marking the response foils. Assure the respondent of the confidentiality to be accorded their answers and give them an opportunity to ask any questions they may have on this subject. Give the respondent the mark-sense sheets and provide a number 2 pencil. Explain both the foils and the method for marking their responses. Determine that there are no further questions and begin by reading the first item from your copy of the interview. Make sure the respondent understands the item and then have him/her mark the appropriate mark-sense box. Continue reading each item and the response foils for all three parts of the interview.

Part I.

- Items for part one: "average" This describes me:
- The response foils appearing below the item with a mark-sense box for each foil are the same for all part one items:

very well pretty well a little not at all

Part II.

- Items for part two: It is important to me that I get good grades in school.
- The response foils appearing below the item with a mark-sense box for each foil are the same for all part two items with the exceptions of items 16, 17, 18, 19 and 20.

agree strongly disagree strongly
 agree pretty much disagree pretty much
 agree a little disagree a little

Part III.

- Items for part three: Skipping classes while at school or leaving school early without permission.
- The response foils appearing below the item range from "extremely serious" (1) to "not at all serious" (7).

extremely serious somewhat serious not at all serious
1 2 3 4 5 6 7

INTERVIEW SCHEDULE FORM 3

SET 1

STATE		AZ	AR	CA	CT	DE	IL	IN	OH	SC	VA	VERY WELL	PRETTY WELL	A LITTLE	NOT AT ALL
S I T E		0	1	2	3	4	5	6	7	8	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SUBJECT I.D. NUMBER (00001-99999)		0	1	2	3	4	5	6	7	8	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
POPULATION		0	1	2	3	4	5	6	7	8	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. SOMEONE WHO IS A RESPECTABLE PERSON															
16. SOMEONE WHO BREAKS RULES															
17. SOMEONE WHO IS LIKED BY THE NEIGHBORS															
18. SOMEONE WHO IS EMOTIONALLY DISTURBED															
19. SOMEONE WHO WILL SPEND TIME IN JAIL															
20. SOMEONE WHO WILL DO OKAY IN LIFE IN THINGS LIKE SCHOOL, JOBS, HAVING A FAMILY, AND SO ON.															
21. SOMEONE WHO WILL NEED HELP FOR PERSONAL PROBLEMS															
22. SOMEONE WHO WILL GET INTO TROUBLE FOR THINGS HE/SHE DOES															
23. <input type="radio"/>															
24. <input type="radio"/>															
25. <input type="radio"/>															
26. <input type="radio"/>															
27. <input type="radio"/>															
28. <input type="radio"/>															
PART 2: MARK THE SPACE BELOW THE ANSWER THAT DESCRIBES YOUR OPINION OF EACH OF THE FOLLOWING STATEMENTS															
1. IT IS IMPORTANT TO ME THAT I GET GOOD GRADES IN SCHOOL		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I CARE WHAT MY TEACHERS THINK OF ME		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. IT IS IMPORTANT TO ME THAT I FINISH HIGH SCHOOL		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. MY CLASSES AT SCHOOL ARE DULL AND BORING		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. IT IS IMPORTANT TO ME THAT I GO TO COLLEGE		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. SOMEONE WHO IS SORT OF MIXED UP		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. SOMEONE WHO IS WELL-LIKED		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. SOMEONE WHO IS A GOOD CITIZEN		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. SOMEONE WHO IS AN UNHAPPY PERSON		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. SOMEONE WHO GETS INTO FIGHTS A LOT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. SOMEONE WHO IS OFTEN UPSET		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. SOMEONE WHO IS A BAD KID		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. SOMEONE WHO IS MESSED UP		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. SOMEONE WHO GETS ALONG WELL WITH OTHER PEOPLE		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. SOMEONE WHO GETS INTO TROUBLE		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. SOMEONE WHO NEEDS HELP		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. SOMEONE WHO IS LIKED BY TEACHERS		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. SOMEONE WHO DOES THINGS THAT ARE AGAINST THE LAW		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. SOMEONE WHO HAS A LOT OF PERSONAL PROBLEMS		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INTERVIEW SCHEDULE FORM 3

SET 2

IDENTIFICATION		PART 2 CONTINUED						PART 3 CONTINUED			
1. SUBJECT CODE STATE: AZ, CA, CO, CT, DE, IL, IN, OH, SC, VA SITE: 0-9 SUBJECT I.D. NUMBER (00001-99999) 0 1 2 3 4 5 6 7 8 9 POPULATION 0 1 2 3 4 5 6 7 8 9		6. MY PARENTS USUALLY KNOW WHERE I AM 7. RELIGION IS AN IMPORTANT PART OF MY LIFE 8. IT IS IMPORTANT TO ME THAT SOMEDAY I HAVE A REGULAR JOB 9. THE POLICE ALMOST ALWAYS TREAT KIDS FAIRLY 10. IT IS ALRIGHT TO GET AROUND THE LAW IF YOU CAN GET AWAY WITH IT 11. KIDS WHO BREAK THE LAW ARE ALMOST ALWAYS CAUGHT 12. IF KIDS GET CAUGHT BREAKING THE LAW THEY ARE ALMOST ALWAYS PUNISHED 13. MY FRIENDS COULD GET IN TROUBLE WITH THE POLICE FOR SOME OF THE THINGS THEY DO 14. IF MY FRIENDS REALLY WANTED ME TO DO SOMETHING THAT MY PARENTS WOULD NOT APPROVE OF, I WOULD PROBABLY DO IT 15. IT IS IMPORTANT TO ME THAT SOMEDAY I GET MARRIED AND HAVE A FAMILY						16. HOW MUCH OF YOUR ASSIGNED HOMEWORK DO YOU USUALLY DO? 17. HOW MUCH TIME A WEEK, IF ANY, DO YOU SPEND IN ACTIVITIES LIKE SCHOOL ORGANIZATIONS, SPORTS TEAMS, OR ADULT SPONSORED CLUBS? 18. HOW MUCH TIME A WEEK, IF ANY, DO YOU SPEND WITH YOUR FAMILY? 19. HOW MUCH TIME A WEEK, IF ANY, DO YOU SPEND WITH YOUR FRIENDS? 20. HOW WOULD YOU DESCRIBE YOUR GRADES AT SCHOOL COMPARED TO OTHER KIDS IN YOUR SAME SCHOOL YEAR? MUCH BETTER, BETTER, ABOUT THE SAME, WORSE, MUCH WORSE			
		1. SKIPPING CLASSES WHILE AT SCHOOL OR LEAVING SCHOOL EARLY WITHOUT PERMISSION FROM THE SCHOOL 2. TAKING A CAR OR MOTOR VEHICLE WITHOUT THE OWNER'S PERMISSION 3. STAYING OUT LATE AT NIGHT AGAINST THE WISHES OF PARENT OR GUARDIAN 4. BREAKING INTO A PLACE AND STEALING SOMETHING 5. BREAKING INTO OR ENTERING A HOME, APARTMENT, OR BUILDING WHEN THE PERSON IS NOT SUPPOSED TO BE THERE WITHOUT STEALING ANYTHING 6. BEATING UP, FIGHTING, OR PHYSICALLY ATTACKING ANOTHER PERSON 7. BEING PART OF A GROUP THAT PHYSICALLY ATTACKS OR THREATENS ANOTHER PERSON 8. REFUSING TO OBEY PARENTS OR GUARDIAN ABOUT SOMETHING THEY CONSIDER IMPORTANT 9. SNIFFING GLUE OR INHALING ANY TYPE OF SPRAY OR FUMES FOR THE PURPOSE OF GETTING HIGH						EXTREMELY SERIOUS, SOMEWHAT SERIOUS, NOT AT ALL SERIOUS 1 2 3 4 5 6 7			

INTERVIEW SCHEDULE FORM 3

SET 3

IDENTIFICATION		PART 3 CONTINUED							PART 3 CONTINUED				
1. SUBJECT CODE STATE: AZ, CA, CO, CT, DE, IL, IN, OH, SC, VA SITE: 0-9 SUBJECT I.D. NUMBER (00001-99999) 0 1 2 3 4 5 6 7 8 9 POPULATION 0 1 2 3 4 5 6 7 8 9		10. DRINKING ANY LIQUOR, WINE, OR BEER WITHOUT THE PERMISSION OF PARENTS OR GUARDIAN 11. CARRYING A CONCEALED WEAPON SUCH AS A GUN, KNIFE OR OTHER WEAPON 12. DESTROYING, DAMAGING OR MARKING UP ANY PROPERTY (OTHER THAN ONE'S OWN FAMILY'S) THAT WOULD COST LESS THAN \$50 TO REPLACE OR REPAIR 13. DESTROYING, DAMAGING OR MARKING UP ANY PROPERTY (OTHER THAN ONE'S OWN FAMILY'S) THAT WOULD COST MORE THAN \$50 TO REPLACE OR REPAIR 14. REFUSING TO OBEY TEACHERS OR SCHOOL OFFICIALS ABOUT SCHOOL RULES 15. BUYING OR RECEIVING ANYTHING THAT A PERSON KNOWS WAS STOLEN BY SOMEONE ELSE 16. RUNNING AWAY FROM HOME 17. USING MARIJUANA OR HASHISH 18. GETTING DRUNK 19. USING PILLS SUCH AS SPEED, DOWNERS, ETC. 20. DRIVING A CAR OR MOTOR VEHICLE WHILE UNDER THE INFLUENCE OF ALCOHOL OR OTHER DRUGS 21. USING COCAINE, HEROIN, OR MORPHINE							EXTREMELY SERIOUS, SOMEWHAT SERIOUS, NOT AT ALL SERIOUS 1 2 3 4 5 6 7				
		22. STAYING AWAY FROM SCHOOL FOR THE ENTIRE DAY WITHOUT PERMISSION FROM THE SCHOOL 23. SELLING ANY DRUGS (EXCEPT LIQUOR, WINE, OR BEER) TO ANOTHER PERSON 24. TAKING SOMETHING FROM A STORE OR BUSINESS WITHOUT PAYING 25. STEALING SOMETHING (OTHER THAN FROM A STORE OR BUSINESS) WORTH LESS THAN \$50. 26. STEALING SOMETHING (OTHER THAN FROM A STORE OR BUSINESS) WORTH MORE THAN \$50. 27. USING FORCE OR THREAT OF FORCE TO TAKE SOMETHING FROM ANOTHER PERSON 28. HAVING FULL SEXUAL RELATIONS WITH A PERSON OF THE OPPOSITE SEX							EXTREMELY SERIOUS, SOMEWHAT SERIOUS, NOT AT ALL SERIOUS 1 2 3 4 5 6 7				
		AREA BELOW FOR USE BY SITE EVALUATORS 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42.							EXTREMELY SERIOUS, SOMEWHAT SERIOUS, NOT AT ALL SERIOUS 1 2 3 4 5 6 7				

SELF-REPORT OFFENSE SCHEDULE
SPECIFICATIONS #4

Data Collection Format

Each interview will be conducted with a set of 29 IBM cards. A seven-digit number will be precoded on each of the cards: the same five numbers will appear in the first five columns, identifying the set; the last two columns will be coded with a number indicating the placement of the card within the set. The following will be printed on the face of the first 28 cards in the set:

How many times in the last six months have you . . .

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 or more

In the last six months were you arrested for this behavior?

Yes No

The 29th card identifies the client, date of the interview and the interviewer.

Coding Example: State, Illinois; Site #48; Eval. I.D., 68703; Pop. 2; Date of Interview, Sept. 28, 1976; initials of interviewer, EC.

29.

SELF-REPORT IDENTIFICATION CARD

State	Site	Eval. I.D.	Pop.	Month	Day	Year
Arizona	0 4 8	6 8 7 0 3	2	Jan.	0 0 0 0	1976
Arkansas	0 0 0 0 0	0 0 0 0 0	0 0	Feb.	0 10 0 1	0
California	10 0 1 0	1 0 0 0 0	1 0	Mar.	0 20 0 2	0
Alameda County	0 20 0 2 0	2 0 0 0 0	2 0	April	0 30 0 3	1977
So. Lake Tahoe	0 30 0 3 0	3 0 0 0 0	3 0	May	0 4 0 4	0
Connecticut	0 40 0 4 0	4 0 0 0 0	4 0	June	0 5 0 5	0
Delaware	0 50 0 5 0	5 0 0 0 0	5 0	July	0 6 0 6	0
Illinois	0 60 0 6 0	6 0 0 0 0	6 0	Aug.	0 7 0 7	0
Ohio	0 70 0 7 0	7 0 0 0 0	7 0	Sept.	0 8 0 8	0
So. Carolina	0 80 0 8 0	8 0 0 0 0	8 0	Oct.	0 9 0 9	0
Washington	0 90 0 9 0	9 0 0 0 0	9 0	Nov.	Coder I.D.	
				Dec.	E C	

Interviewer Instructions

Prior to the interview, remove the identifier card from the envelope containing the set of self-report cards. In the interview setting, attempt to create enough physical separation so that the respondent cannot be observed while marking the response foils. Assure the respondent of the confidentiality to be accorded their answers and give them an opportunity to ask any questions they may have on this subject. Give the respondent the envelope containing the cards, have them remove the cards and check to see that they are in proper numerical order. Provide a #2 pencil and explain both the foils and the method for marking their responses.

Self Report

Determine that there are no further questions and begin by reading the first card. Make sure that the respondent understands the item and then have him/her mark the appropriate mark sense box and place the card at the back of the deck. Continue through all twenty-eight cards and, upon completion, have the respondent place the cards back in the envelope. After leaving the respondent, complete the identification card, place it in the envelope, and seal the envelope. Convey the sealed envelope to the site evaluator.

5/23/76

The self report instrument is to be administered by the use of an individual card for each item. Due to the cost involved in reproduction of the cards, the questions used are presented here on consecutive sheets.

29-00155

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
EXAMPLE RIDDEN A BICYCLE AT NIGHT WITHOUT A LIGHT?

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	OR MORE
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

01-00155

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
NO 1 SKIPPED CLASSES WHILE AT SCHOOL OR LEFT SCHOOL EARLY WITHOUT PERMISSION?

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	OR MORE
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU ARRESTED FOR THIS BEHAVIOR

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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02-00155

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
NO 2 TAKEN A CAR OR MOTOR VEHICLE WITHOUT THE OWNER'S PERMISSION?

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	OR MORE
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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03-00155

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
NO 3 STAYED OUT LATE AT NIGHT AGAINST THE WISHES OF YOUR PARENTS OR GUARDIAN?

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	OR MORE
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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04-00155

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
NO 4 BROKEN INTO A PLACE AND STOLEN SOMETHING ?

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	OR MORE
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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CONTINUED

1 OF 3

17-00155

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
USED MARIJUANA OR HASHISH?

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																			
0	1	3	5	7	9	11	13	15	OR MORE										
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU
ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
GOTTEN DRUNK?

18-00155

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																			
0	1	3	5	7	9	11	13	15	OR MORE										
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU
ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
USED PILLS SUCH AS SPEED, DOWNERS,
ETC.?

19-00155

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																			
0	1	3	5	7	9	11	13	15	OR MORE										
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU
ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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20-00155

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
DRIVEN A CAR OR MOTOR VEHICLE WHILE
UNDER THE INFLUENCE OF ALCOHOL OR
OTHER DRUGS?

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																			
0	1	3	5	7	9	11	13	15	OR MORE										
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU
ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
USED COCAINE, HEROIN OR MORPHINE?

21-00155

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																			
0	1	3	5	7	9	11	13	15	OR MORE										
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU
ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

HOW MANY TIMES IN THE LAST SIX MONTHS HAVE YOU:
STAYED AWAY FROM SCHOOL FOR THE EN-
TIRE DAY WITHOUT PERMISSION FROM SCHOOL?

22-00155

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF TIMES																			
0	1	3	5	7	9	11	13	15	OR MORE										
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IN THE LAST SIX MONTHS WERE YOU
ARRESTED FOR THIS BEHAVIOR?

YES NO

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Referral Data

- 3.00 Instant Status Offense: Mark bubble next to the status offense used as basis for selection into pre-program comparison group. The "instant offense" for the comparison group is defined as the first status offense -- curfew, runaway, truancy, minor in possession of alcohol or ungovernable -- recorded during the pre-program month under consideration.
- 4.00 Date of Instant Status Offense: Date offense occurred that is coded in 3.00.
- 5.00 TEAR-OFF sheet. Complete information on tear-off sheet and retain for your files for use in record search on Forms 5-A, 5-B and 5-C. Forward original copy to USC.

PRE-PROGRAM COMPARISON GROUP

1. Introduction

The national evaluation will use comparison data on the officially recorded offenses of a pre-program group to be identified during the 12 month period preceding the start of the DSO project. All identification and offense data will be gathered from official records and personal contact with any member of the comparison group will not be necessary.

2. Selection of the Comparison Group

For each month of the pre-program period (i.e., the 1975-76 month corresponding to the evaluation month), it will be necessary to identify the total population of status offenders from juvenile court intake records. (Depending upon local procedures, some sites may also require a search of police records for initial identification.)* The monthly cohort should then be randomly sub-sampled to gain equal representation of five status offense categories: runaway, ungovernable, curfew, truancy, and minor in possession of alcohol. Each of these randomly selected sub-samples should contain 12 members and the total sample of the monthly cohort should contain 60. If there are 12 or less in the monthly flow of any category, then all cases are to be selected into the sub-sample. If there are more than 12 in the monthly flow of any category, then the random selection procedure will select out the necessary 12 cases. This same procedure should be repeated each month, except that all subjects selected in a previous month are to be excluded from a later monthly sample. (Also, transient runaways and other status offenders who are returned to a jurisdiction outside of the DSO program area should be excluded from the sample.)

The instant offense for the comparison group is defined as the first status offense recorded for a subject during the pre-program month under consideration. Two additional rules apply to the determination of the instant offense. First, if the subject's instant offense consists of multiple charges, all of which are status offenses, then assign the subject to the most serious category. The order of most to least serious is as follows: runaway, ungovernable, truancy, curfew, and minor in possession of alcohol. For example, a subject charged with runaway and curfew would be eligible for selection in the runaway sub-sample. A second rule regarding the instant status offense is that if a subject's instant offense consists of multiple charges, one of which is a delinquent offense, then the subject should be excluded from selection into a sample; that is, the subject's instant offense should be a "pure status offense."

3. Form 5: Subject History for Pre-Program Comparison Group

This form will give the researchers a minimal amount of basic descriptive information about the pre-program subjects, e.g., county and size of area of residence, sex, date of birth, ethnicity, usual household (at the time of the instant offense), and instant offense category. It will be taken from official records and documents related to the instant status offense. You are not to notify or come in contact with these subjects regarding these forms under any circumstances.

Upon completion of this form, which will include the assignment of an evaluation identification number by the local evaluator, return the original copy to USC. The identification number should be transferred onto each of the offense history forms (5-A, B, C) that are used.

* If there is more than one court intake in the DSO program area, then it is necessary to aggregate sampling lists obtained from these different record sources and work from a single list.

PRE-PROGRAM COMPARISON GROUP SUBJECT HISTORY FORM 5

STATE		ETHNICITY	
SUBJECT I.D. NUMBER (00001-99999)		NATIVE AMERICAN INDIAN	
POPULATION		BLACK	
		ASIAN AND ASIATIC PACIFIC	
		MEXICAN AMERICAN	
		PUERTO RICAN	
		OTHER HISPANIC - LATIN CULTURE	
		WHITE	
		OTHER (SPECIFY) _____	
DO NOT WRITE IN THIS AREA		DO NOT WRITE IN THIS AREA	
SUBJECT'S USUAL OR CUSTOMARY HOUSEHOLD		NUCLEAR FAMILY-BOTH NATURAL OR ADOPTIVE PARENTS RECONSTITUTED FAMILY:	
IN A LARGE CITY (OVER 250,000)		NATURAL FATHER AND "SPOUSE"	
IN A SUBURB NEAR A CITY		NATURAL MOTHER AND "SPOUSE"	
MEDIUM SIZE CITY (50,000 TO 250,000)		MOTHER ONLY	
SMALL CITY OR TOWN (UNDER 50,000)		FATHER ONLY	
ON A FARM OR RANCH		OTHER RELATIVE	
IN OPEN COUNTRY, BUT NOT ON A FARM OR RANCH		FOSTER HOME	
NO INFORMATION		INDEPENDENT (ALONE)	
		INDEPENDENT WITH SPOUSE	
		INDEPENDENT WITH SPOUSE IN HOME OF RELATIVES	
		OTHER (SPECIFY) _____	
FEMALE <input type="checkbox"/> MALE <input type="checkbox"/>		DO NOT WRITE IN THIS AREA	
CURFEW		DO NOT WRITE IN THIS AREA	
RUNAWAY		DO NOT WRITE IN THIS AREA	
TRUANCY		DO NOT WRITE IN THIS AREA	
MINOR IN POSSESSION OF ALCOHOL		DO NOT WRITE IN THIS AREA	
UNGOVERNABLE		DO NOT WRITE IN THIS AREA	
OTHER (SPECIFY) _____		DO NOT WRITE IN THIS AREA	
JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC		JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC	
DAY		DAY	
YEAR		YEAR	

PRE-PROGRAM COMPARISON GROUP SUBJECT HISTORY FORM 5

STATE		ETHNICITY	
SUBJECT I.D. NUMBER (00001-99999)		NATIVE AMERICAN INDIAN	
POPULATION		BLACK	
		ASIAN AND ASIATIC PACIFIC	
		MEXICAN AMERICAN	
		PUERTO RICAN	
		OTHER HISPANIC - LATIN CULTURE	
		WHITE	
		OTHER (SPECIFY) _____	
DO NOT WRITE IN THIS AREA		DO NOT WRITE IN THIS AREA	
SUBJECT'S USUAL OR CUSTOMARY HOUSEHOLD		NUCLEAR FAMILY-BOTH NATURAL OR ADOPTIVE PARENTS RECONSTITUTED FAMILY:	
IN A LARGE CITY (OVER 250,000)		NATURAL FATHER AND "SPOUSE"	
IN A SUBURB NEAR A CITY		NATURAL MOTHER AND "SPOUSE"	
MEDIUM SIZE CITY (50,000 TO 250,000)		MOTHER ONLY	
SMALL CITY OR TOWN (UNDER 50,000)		FATHER ONLY	
ON A FARM OR RANCH		OTHER RELATIVE	
IN OPEN COUNTRY, BUT NOT ON A FARM OR RANCH		FOSTER HOME	
NO INFORMATION		INDEPENDENT (ALONE)	
		INDEPENDENT WITH SPOUSE	
		INDEPENDENT WITH SPOUSE IN HOME OF RELATIVES	
		OTHER (SPECIFY) _____	
FEMALE <input type="checkbox"/> MALE <input type="checkbox"/>		DO NOT WRITE IN THIS AREA	
CURFEW		DO NOT WRITE IN THIS AREA	
RUNAWAY		DO NOT WRITE IN THIS AREA	
TRUANCY		DO NOT WRITE IN THIS AREA	
MINOR IN POSSESSION OF ALCOHOL		DO NOT WRITE IN THIS AREA	
UNGOVERNABLE		DO NOT WRITE IN THIS AREA	
OTHER (SPECIFY) _____		DO NOT WRITE IN THIS AREA	
JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC		JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC	
DAY		DAY	
YEAR		YEAR	

NAME OF CLIENT _____ BIRTHDATE _____

EVALUATION SUBJECT I.D. NUMBER _____

FIRST AND LAST NAME OF PARENT/GUARDIAN _____

OFFENSE HISTORY
FORMS 5-A, 5-B, and 5-C

A. Introduction

The purpose of these forms is to establish a comprehensive history of all police and court recorded offenses and actions for the evaluated DSO client sample and the pre-program group. This will provide the evaluators with information on offenses committed and contacts with official agencies prior to becoming a client in the DSO program as well as after DSO program entry. Among the uses of these data, therefore, is that of comparing officially recorded recidivism between DSO clients and pre-program status offenders and between different sub-groups of clients.

For purposes of data collection, the offense history has been divided into 3 collection forms which roughly correspond to the three major decision points in the juvenile justice system - police (5-A), juvenile court intake (5-B), and juvenile court adjudication hearing (5-C). Contained within each of these forms are basic decisions and items of information that pertain to events generally occurring within their respective time periods and which are indicated in the accompanying flow charts:

B. Source of Data

1. Police Contact (5-A)

Information for the police contact form is to be collected from all police departments within the jurisdiction of the DSO program being evaluated. (In some jurisdictions where police do not maintain files but turn them over to the court, the court records will be the sole source for all three forms.) Whether the police department maintains a separate filing system for juveniles or mixes them with adult files will vary among departments. Also, police stations differ in whether they maintain person files or chronological offense files. The former will include all suspected offenses and charges as well as police actions, while the latter will contain information about a specific arrest or charge. In this latter instance, it will be necessary to consult a police log or an index file system in order to locate other possible charges against the individual.

The information to be collected from the police includes the time span ranging from the initial contact - possibly in the field - to the police disposition of the case.

2. Juvenile Court Intake (5-B)

Information for the court intake form and the adjudication hearing form may be maintained in the same location, e.g., a probation department office or a juvenile court office. However, if there is a separate detention intake facility, e.g., juvenile hall, information concerning detention of a subject may be recorded and maintained separately from other court and probation records.

The court intake form includes the time between intake and up to the adjudication hearing and focuses primarily on the intake decisions, dispositions, and detention. In some jurisdictions, there are detention

OFFENSE HISTORY

hearings and/or administrative screenings after intake and before adjudication. While we do not ask for specific information on those hearings, it will be necessary to collect information on detention.

3. Adjudication Hearing (5-C)

As noted above, information for 5-C may be located in the same files as will be used for 5-B. The form calls for information that includes the adjudication hearing decision (or continuations), the final disposition (sentence), and custody decision.

C. Preparation for Collection

The data collection will be most efficient when planned in advance. This implies training the data collectors, e.g., familiarization with instruments, discussion of specifications, and understanding of the agencies' records and filing system (what is filed where). For example, the latter might be accomplished by the data collection supervisor first communicating with agency personnel by phone or letter, and then arriving at the agency an hour or so before the others in order to discuss with the agency's records supervisor matters such as (1) location of the files, (2) the procedures for retrieving them, (3) the data items called for on the forms and where they are found in the agency documents and records, (4) any unique meanings of terms utilized in the agency records, and (5) mundane - but important - items such as location of restrooms, coffee machine, etc. With this information, the data supervisor can set up the method of retrieval most efficient and appropriate for that agency before the staff arrives. For example, if a police department keeps an alphabetical 3 x 5 index card file containing all offenses recorded on each juvenile and the identification number for each offense file, the most efficient method may be to assign one person to make a list of case file numbers for all subjects while the others obtain the files and extract the information. It is extremely helpful to have the agency records clerk or supervisor available in order to answer questions about records that may arise.

The research design calls for a follow-up on recidivism 12 months after entry into the DSO program for those clients entering the DSO program prior to the last 6 months of the program, and a 6 month follow-up on those entering the program during the last 6 months of the evaluated program period. The procedure is similar for the comparison group, i.e., a 12 month follow-up for those included prior to the last 6 months of the pre-program period and a 6 month follow-up for those in the last 6 months of the period.

Although the work schedule may vary from site to site, because of the time involved in the collection of this data, it seems advisable to look at a subject's whole offense history (prior, instant, and subsequent offenses) only once - at the end of the 12 or 6 month follow-up period. For example, in July, 1977, the 12 month follow-up for the July, 1976 cohort and a 6 month follow-up for the January, 1977 cohort could be carried out. Work on the early pre-program cohorts could begin at the end of the summer (1976). An alternative schedule would be to collect offense histories in two waves - the first would include the instant offense and priors, while the second would include any subsequent recidivism at the end of the follow-up period. The approach selected will depend upon the most efficient and convenient allocation of resources of the local evaluator.

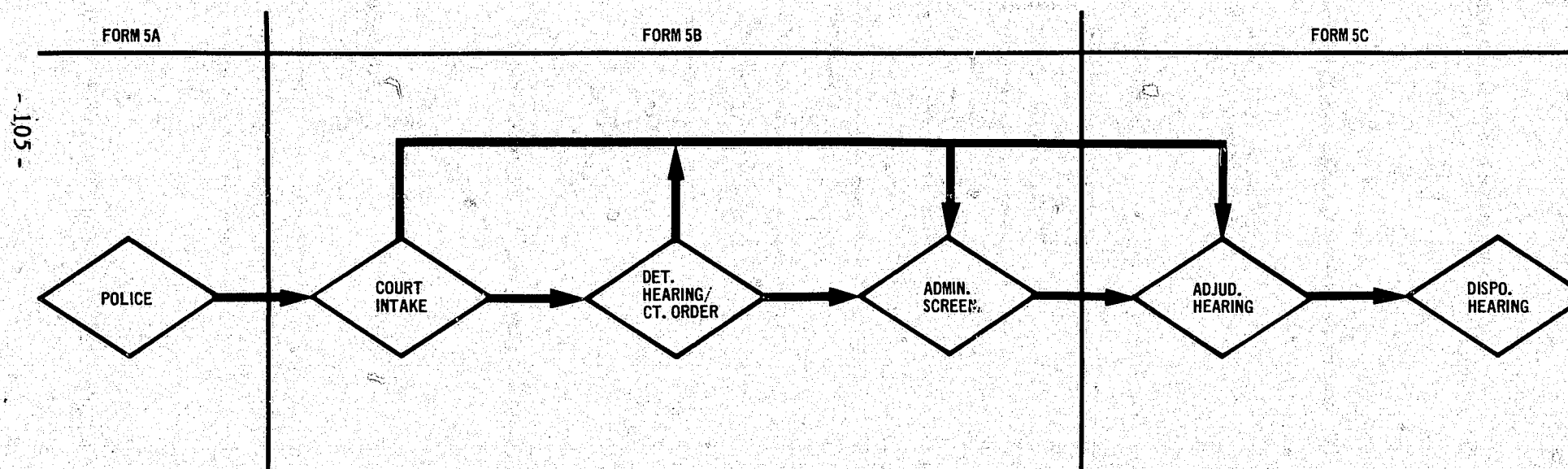
In DSO sites where there exists more than one police and/or court jurisdiction, it will be necessary to search for and collect records of all subjects in all police departments and juvenile courts.

It may be necessary for the data collectors to carry all 3 forms with them in order to verify certain items, clarify issues, or compare charges and behavioral descriptions. When this is necessary, it is important that utmost care be used in protecting the subject's privacy and the forms from damage. Do not allow the completed forms to be left lying about the agency or unlocked over night at the agency.

D. Miscellaneous

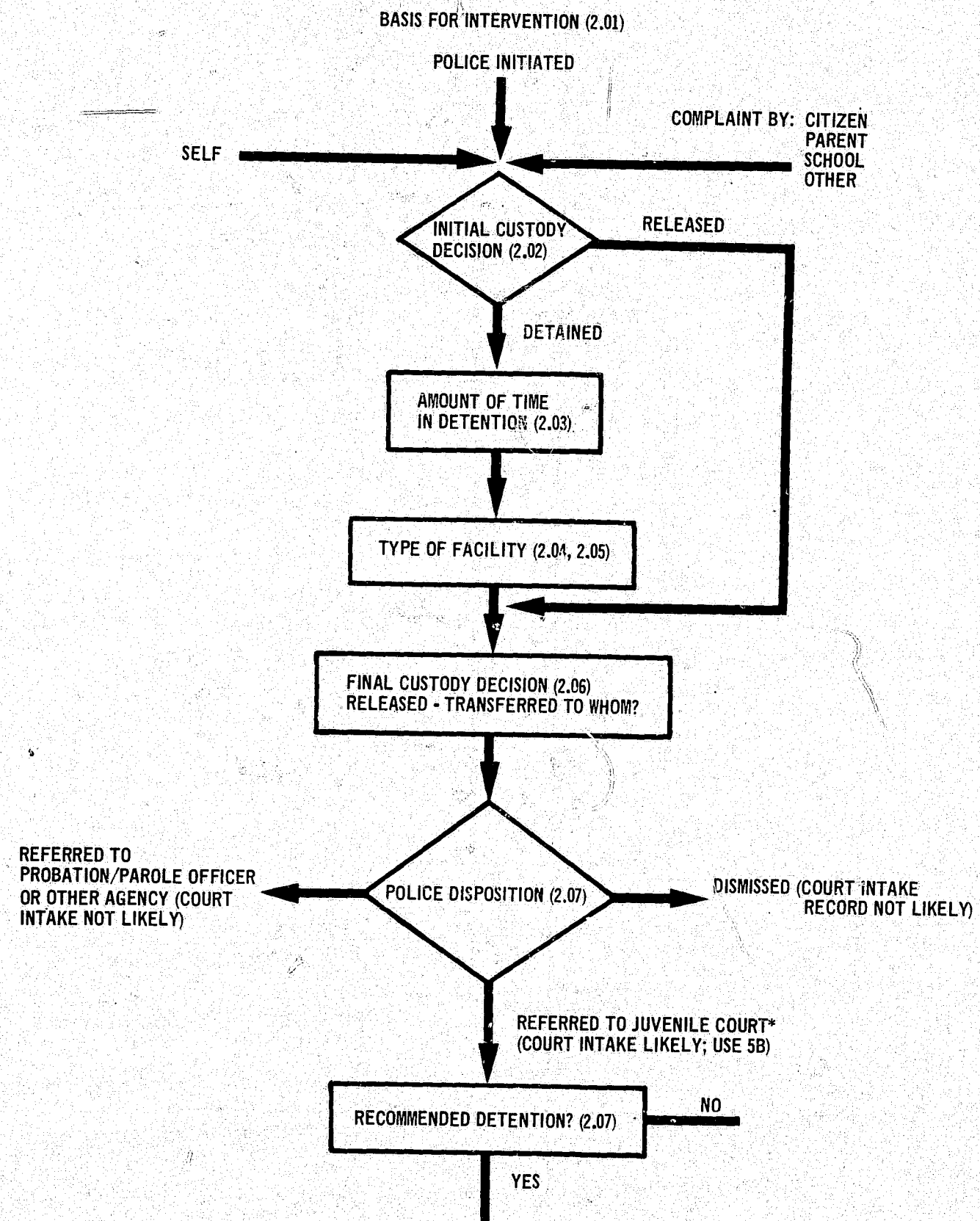
1. An offense history form should be completed only when the agency record indicates that there was 1) suspected offense resulting in either 2) face to face contact between the agency representative and subject or 3) an official action beyond merely reporting it in the file. For example, a runaway who comes back voluntarily without police contact (even though a runaway report is found in the file) should not be counted as an offense incident, nor should a runaway who has been reported but not yet located. On the other hand, the case where a merchant completes and sends a shop-lifting notice to the police who - without face to face contact - send the youth a notice to appear at court intake should be counted as an offense incident because of the official action. If police request information from a subject but there is no suspected offense, then it should not be counted as an offense incident. A warrant for the arrest of a subject, but where there has been no contact with the police, should be counted.
2. Some jurisdictions require that juvenile records be purged as the individual reaches majority (18 years old in many states). If this practice is followed, it is advisable to request the agency to agree not to purge them until the data collection has been completed. If no agreement can be obtained, then it will be necessary to complete the offense histories immediately prior to the birthday that marks majority. Forms 1-A (for DSO clients) and 5 (for comparison group) contain the date of majority which will enable the local evaluators to flag those cases requiring early collection.
3. Based on prior offense history data collection experience, the following items should be taken by the supervisor to each data collection site: scratch pads, number 2 pencils for the optical scan sheets, paper clips, large manila folders or envelopes for storing and protecting completed forms, clip boards for each data collector (in case quarters are cramped and desks are scarce), and, possibly, a check list containing all important issues to be resolved and questions to be answered at each agency.

OFFENSE HISTORY AND JUVENILE JUSTICE SYSTEM



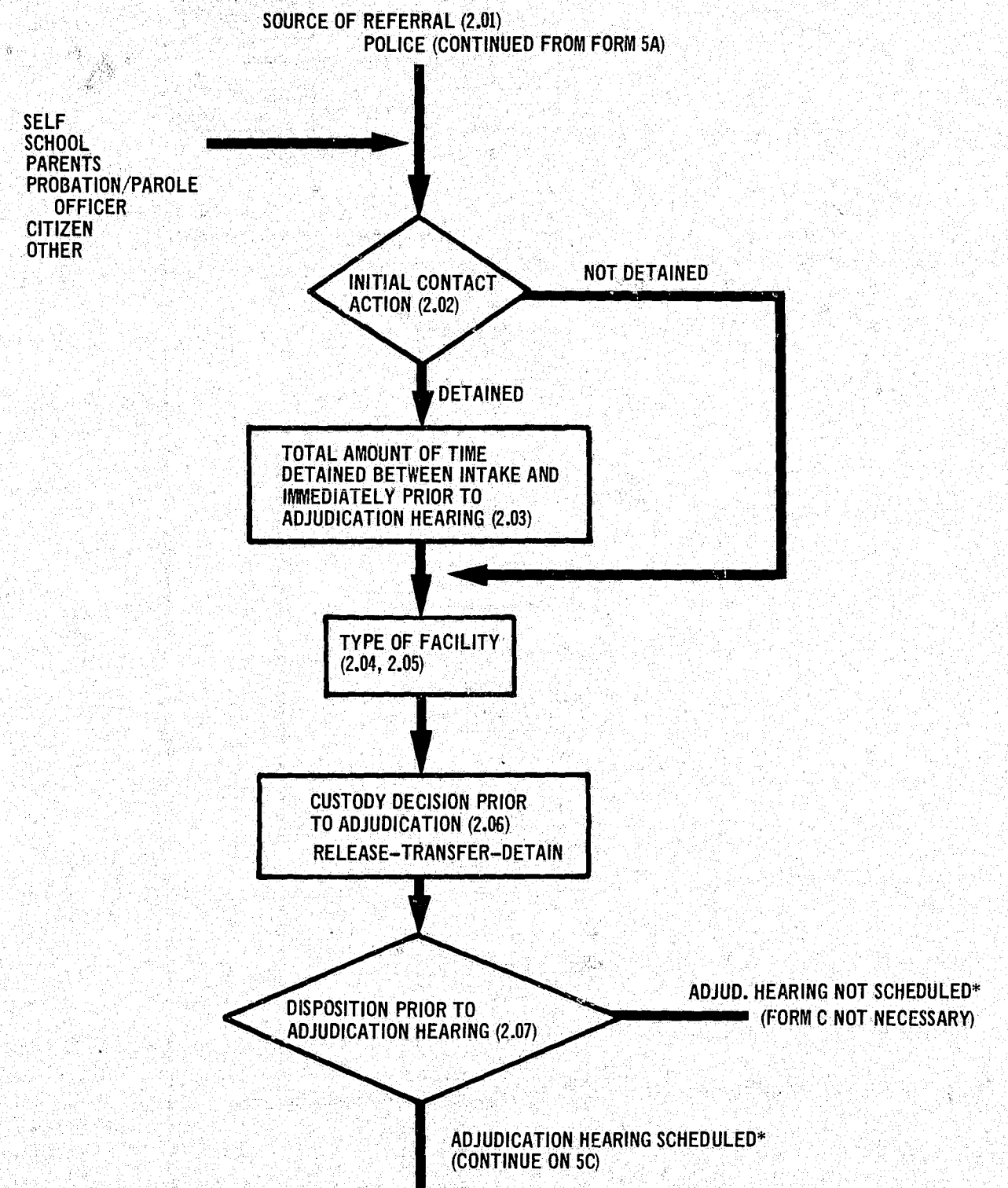
- 105 -

FORM 5A: POLICE CONTACT



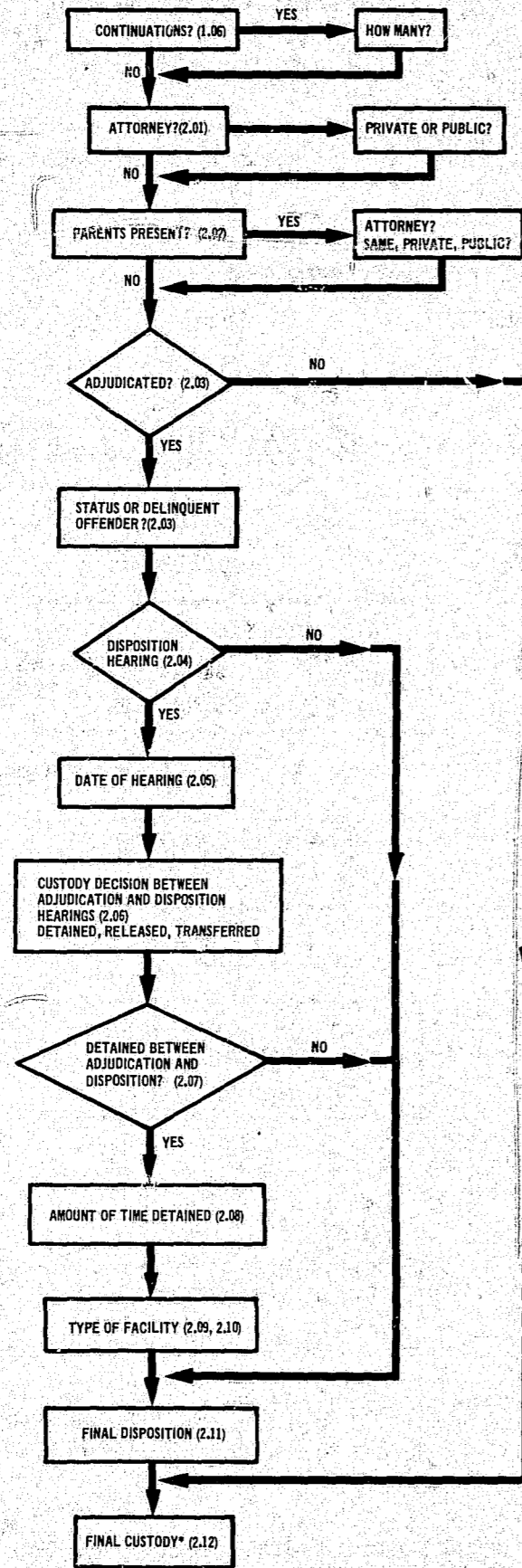
*RECORD CHARGES (2.08) AND INSTANT OFFENSE BEHAVIORAL DESCRIPTION (2.09)

FORM 5B: COURT INTAKE



*RECORD CHARGES (2.08) AND INSTANT OFFENSE BEHAVIORAL DESCRIPTION (2.09)

FORM 5C ADJUDICATION HEARING



*RECORD CHARGES (2.13), WHETHER DISMISSED OR SUSTAINED (2.14) AND INSTANT OFFENSE BEHAVIORAL DESCRIPTION (2.15)

OFFICIAL OFFENSE HISTORY FORM
DATA COLLECTION SPECIFICATIONS
FOR DATA FORM #5-A

Record: Police Contact Form

This form is to be completed for each offense incident (including dependency and neglect cases) that is recorded by a police department whether in an official investigation report, contact form, or included or mentioned in the police file. An offense incident may involve one or more offenses occurring over a relatively brief span of time and are treated as a single event for purposes of police reporting and decision-making.

- 1.01 Subject code - For program sample use I.D. number assigned on Form 1-B. For pre-program comparison sample use the I.D. number assigned on Form 5.
- 1.02 Is this incident the one that brought client into DSO program? If so, code as instant. Code as prior or subsequent depending on time relation to instant. For the pre-program comparison group the instant offense is the first status offense that occurred during the pre-program time period.
- 1.03 Offense Incident Sequence - After all police and court offense histories are recorded, determine the chronological order of all offense incidents, using information such as date of incident, date of referral, and charges. Each offense incident that is reported in both police and court records will be given the same numerical ranking. Separate incidents recorded only by police or court will be given different rankings. For example:

Police Intake			Court Intake			Adjudication Hearing		
Sequence Number	Charge	Incident Date	Sequence Number	Charge	Incident Date	Seq. No.	Charge	Incident Date
(#1)	Curfew	6/10						
	(Dismissed by police)							
(#2)	Runaway	6/15	(#2)	Runaway	6/15	(#2)	Runaway	6/15
			(#3)	Ungovernable	7/1			
			(referred by parent)					
(#4)	Runaway	8/1	(#4)	Runaway	8/1	(00)	2 petitions merged into one hearing (leave date blank)	
(#5)	Malicious Mischief	8/3	(#5)	Malicious Mischief	8/3			

In the above example, the offense sequence numbers are found in the left-hand columns. These would be the numbers marked on the relevant forms, e.g., offense #1 is on the police form only, #2 is on the police, intake, and adjudication form, #3 is on the court intake form only, #4 and #5 are on police and court intake forms, with a special code (00) on the adjudication hearing form. The latter is a special code for cases where two or more offense incidents are included in the same adjudication hearing and petition.

Police Contact Form #5-A
Specifications

- 1.04 This date is likely to be found in the arrest report. If the actual date on which the offense occurred is not noted in the record, then code the date the incident was reported. In the case of multiple offense, then code the date the first offense occurred or, if unavailable, the date the first offense was reported.
- 1.05 Enter the date that the police first recorded contact with the client for this particular offense incident.
- 1.06 In some instances the police will have made contact with client as a result of a referral from another police agency. It may be necessary to go to that agency in order to complete the form for that incident. If this is the case, code "yes", and enter date of referral in 1.07.
- 1.08 Record the name of the police agency from which information for this form is being obtained. If the police contact data is being obtained indirectly from a court record, then record the name of the police agency as found in the court record.
- 2.01 Mark the agency or person that makes the initial referral or complaint to police. If "other agency," write the name in the space allocated.
- 2.02, 2.06, and 2.07: Overview
Difference between custody decisions and disposition: The former refers to where the child was physically placed or sent, while the latter represents the legal category assigned to the child. There may be two custody decisions, one at the outset of the police-child incident (item 2.02), the other at the time of disposition (item 2.06). In some instances, such as a field adjustment and release, the initial and final custody decisions and the disposition are made at the same time, e.g., 2.02 -field adjustment and released; 2.06 - released to parents; and 2.07 - dismissed: insufficient evidence.
- 2.02 If the subject is taken to a station and detained in a holding cell or other form of locked/secure facility (as opposed to the lobby or desk/area of the station), code "station detention." If subject is stopped and released by the police in the field, code "field adjustment and released," "Station adjustment without detention" means that the child was transported to a station where a decision was made to either release the child or transfer custody to another facility or agency, such as the DSO program. In a case where incident is reported to, but not seen by, police (school suspension for truancy violation), code N.A.
- 2.03 Duration of detention: Days are to be treated as days of the week which begin and end at midnight, and not as exact 24 hour periods. Code any portion of the 1st day as zero, and any portion of a subsequent day as an additional full day (e.g., if detained and released on the same day, code 0; if detained on Monday and released on Tuesday, code 1; if detained on Monday and released the following Monday, code 7).
- 2.04 Information about the type of detention facility may be available only by asking police agency personnel about the facilities and policies governing their use. A temporary holding cell is located in the station, used for adults and juveniles and used for short periods of time.

Police Contact Form #5-A
Specifications

- 2.06 Foster home refers to residential placement in a single family home with the adult male and/or female serving as parent surrogate(s). Shelter home is defined as a placement that keeps clients for less than 30 days, in contrast to a group home which is defined as placement that keeps them 30 days or more. It may be necessary to request additional information from justice agency personnel to ascertain which facilities conform to the above definitions. For example, if recorded as a group home in the police record, but the particular facility does not keep subjects for more than 30 days, then code as shelter home. When such additional information cannot be obtained, then code according to the category noted in the record. If police report indicates the subject was released, but does not specify into whose custody, code "no information."
- 2.07 Police dispositions of case: There are two general categories of police disposition - dismissal and referral. The descriptions below distinguish among the various sub-types of disposition.
1. Dismissed: exonerated/insufficient evidence refers to release of the youth because of lack of evidence to support the charge.
 2. Dismissed: warning/counselled refers to a situation where the youth was stopped or booked for a violation, warned, and the case is closed.
 3. Dismissed: no reason given should be marked if the police records indicate dismissal but do not further specify reasons or circumstances.
 4. Dismissed: provision for police supervision/further contact refers to an occasional practice by police where the youth is required to return to the police department for informal supervision, even though he/she is released and the case is dismissed.
 5. Dismissed: referred to service agency refers to a situation where youth is dismissed by police but his or her name is referred to a social service (non-justice system) agency, such as a counselling program. Please specify the name of the agency in appropriate space.
 6. Referred to Juvenile Court: with recommendation for detention refers to the police recommendation that the youth be detained at court intake. Generally, the police will transport these cases to the court intake unit.
 7. Referred to Juvenile Court: with recommendation for no detention refers to the police recommendation that the youth not be detained at court intake. Often, these youth are allowed to return home from the police department with a notice to appear at court intake on a later date.
 8. Referred to Juvenile Court: detention recommendation not indicated is a police referral that contains no further information regarding a detention recommendation.
 9. Referred to own (present) juvenile probation or parole officer refers to an instance where the youth is already on probation or parole and the only action by the police is notification to the probation or parole officer. No other form of referral is undertaken by the police.

Police Contact Form #5-A
Specifications

10. Referred to other Justice Agency refers to a case where the youth is referred to another police jurisdiction or returned to a juvenile justice facility, such as an institution or camp. Please specify the name of the agency.

2.08 Record up to 4 charges (including dependency and/or neglect) entered in the police record for this particular offense incident. Include the statutory code(s) that was violated. For example, a youth might be charged with the possession of a gun, which is a violation of a specific penal code number. Example:

Offense

- 1) charge: Burglary, Title or Chapter: P.C. (penal code), section: 459
- 2) charge: Curfew, Title or Chapter: WIC (welfare and institution code), section: 601.

2.09 The behavioral description is a description of only the instant offense incident in terms of where it occurred, the participants, the actual behavior, and consequences.

- a. Note where the incident took place, e.g., school, neighborhood, home.
- b. How many others were involved in the incident?
- c. Note whether there occurred any of the following: destruction or taking of property, personal injury or threat of injury, possession or use of drugs or alcohol, drunkenness, prostitution or soliciting, lewd behavior or indecent exposure, gambling, possession of fire arms and weapons, or similar acts which, if committed by an adult, would be a misdemeanor or felony.
- d. Estimate the costs of any damages; the extent of injuries; or the values of objects taken.

Example:

Behavioral description: Subject and 3 juvenile companions broke into their high school about midnight and ransacked the place. Damage was about \$3000.

SUBJECT OFFENSE RECORD: POLICE CONTACT FORM 5A		SET 1	
1.01 SUBJECT CODE STATE: <input type="checkbox"/> AL <input type="checkbox"/> AR <input type="checkbox"/> CA <input type="checkbox"/> CT <input type="checkbox"/> DE <input type="checkbox"/> FL <input type="checkbox"/> GA <input type="checkbox"/> IL <input type="checkbox"/> IN <input type="checkbox"/> IA <input type="checkbox"/> KS <input type="checkbox"/> KY <input type="checkbox"/> LA <input type="checkbox"/> MA <input type="checkbox"/> MD <input type="checkbox"/> MI <input type="checkbox"/> MN <input type="checkbox"/> MO <input type="checkbox"/> MS <input type="checkbox"/> MT <input type="checkbox"/> NC <input type="checkbox"/> ND <input type="checkbox"/> NE <input type="checkbox"/> NH <input type="checkbox"/> NJ <input type="checkbox"/> NM <input type="checkbox"/> NV <input type="checkbox"/> NY <input type="checkbox"/> OH <input type="checkbox"/> OK <input type="checkbox"/> OR <input type="checkbox"/> PA <input type="checkbox"/> RI <input type="checkbox"/> SC <input type="checkbox"/> SD <input type="checkbox"/> TN <input type="checkbox"/> TX <input type="checkbox"/> VA <input type="checkbox"/> VT <input type="checkbox"/> WA <input type="checkbox"/> WI <input type="checkbox"/> WY SUBJECT I.D. NUMBER (00001-99999) 0 1 2 3 4 5 6 7 8 9 POPULATION 0 1 2 3 4 5 6 7 8 9		2.01 BASIS FOR POLICE INTERVENTION SELF REFERRAL <input type="checkbox"/> POLICE INITIATED: FIELD OBSERVATION <input type="checkbox"/> INVESTIGATION FOLLOW-UP <input type="checkbox"/> COMPLAINT BY: CITIZEN <input type="checkbox"/> PARENT/FAMILY <input type="checkbox"/> SCHOOL <input type="checkbox"/> OTHER AGENCY (SPECIFY) _____ <input type="checkbox"/>	2.05 SUBJECT WAS DETAINED IN FACILITY FOR: DELINQUENT OFFENDERS ONLY <input type="checkbox"/> STATUS OFFENDERS ONLY <input type="checkbox"/> BOTH DELINQUENT AND STATUS OFFENDERS <input type="checkbox"/> NO INFORMATION <input type="checkbox"/>
1.02 OFFENSE INCIDENT SERIES PRIOR <input type="checkbox"/> INSTANT <input type="checkbox"/> SUBSEQUENT <input type="checkbox"/>		2.02 INITIAL CUSTODY DECISION STATION DETENTION <input type="checkbox"/> FIELD ADJUSTMENT AND RELEASED (GO TO 2.06) <input type="checkbox"/> STATION ADJUSTMENT WITHOUT DETENTION (GO TO 2.06) <input type="checkbox"/> NOT APPLICABLE (GO TO 2.06) <input type="checkbox"/> NO INFORMATION (GO TO 2.06) <input type="checkbox"/>	2.06 FINAL CUSTODY DECISION RELEASED TO THE CUSTODY OF: PARENTS OR GUARDIAN <input type="checkbox"/> FOSTER HOME <input type="checkbox"/> SHELTER HOME <input type="checkbox"/> GROUP HOME <input type="checkbox"/> OTHER (SPECIFY) _____ <input type="checkbox"/>
1.03 OFFENSE INCIDENT SEQUENCE (CODE FIRST OFFENSE OF RECORD AS "1" AND CONTINUE) 0 1 2 3 4 5 6 7 8 9 1.04 DATE INCIDENT OCCURRED JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC DAY: 0 1 2 3 4 5 6 7 8 9 YEAR: 19 00 19 70		2.03 TOTAL AMOUNT OF TIME IN STATION DETENTION DAYS: 0 1 2 3 4 5 6 7 8 9 NO INFORMATION <input type="checkbox"/>	2.07 TRANSFERRED TO SECURE FACILITY: JUVENILE COURT DETENTION FACILITY <input type="checkbox"/> MENTAL HEALTH FACILITY <input type="checkbox"/> OTHER (SPECIFY) _____ <input type="checkbox"/>
1.05 DATE OF FIRST RECORDED POLICE CONTACT (CURRENT OFFENSE INCIDENT) JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC DAY: 0 1 2 3 4 5 6 7 8 9 YEAR: 19 00 19 70		2.04 TYPE OF STATION DETENTION FACILITY TEMPORARY HOLDING CELL <input type="checkbox"/> JUVENILE UNIT WITHIN JAIL FACILITY <input type="checkbox"/> SEPARATE POLICE JUVENILE FACILITY <input type="checkbox"/> OTHER (SPECIFY) _____ <input type="checkbox"/>	NO INFORMATION <input type="checkbox"/>
1.06 CONTINUATION OF THIS POLICE CONTACT FORM DUE TO REFERRAL FROM ANOTHER POLICE AGENCY CONCERNING CURRENT OFFENSE INCIDENT YES <input type="checkbox"/> NO <input type="checkbox"/>		2.08 SUBJECT OFFENSE RECORD: POLICE CONTACT FORM 5A	CONTINUED ON FORM 5A, SET 2
1.07 IF YES, DATE OF REFERRAL JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC DAY: 0 1 2 3 4 5 6 7 8 9 YEAR: 19 00 19 70		NO INFORMATION <input type="checkbox"/>	
1.08 NAME OF POLICE AGENCY WHICH RECORDED THIS INCIDENT SPECIFY AGENCY _____			

1.01 SUBJECT CODE										2.00 POLICE CHARGE OR VIOLATION (SPECIFY BY TITLE AND PARAGRAPH NUMBER, STATUTE CODE SECTION)										
STATE	SUBJECT I.D. NUMBER (00001-99999)									CHARGES	TITLE OR CHAPTER	SECTION	FOR NATIONAL EVALUATION USE ONLY							
STATE	0	1	2	3	4	5	6	7	8	9	1.									
STATE	0	1	2	3	4	5	6	7	8	9	2.									
STATE	0	1	2	3	4	5	6	7	8	9	3.									
STATE	0	1	2	3	4	5	6	7	8	9	4.									
STATE	0	1	2	3	4	5	6	7	8	9										
STATE	0	1	2	3	4	5	6	7	8	9										
2.01 POLICE DISPOSITION OF CASE																				
DISMISSED:																				
EXONERATED/INSUFFICIENT EVIDENCE <input type="checkbox"/>																				
WARNING/COUNSELLED ONLY <input type="checkbox"/>																				
NO REASON GIVEN <input type="checkbox"/>																				
PROVISION FOR POLICE SUPERVISION/FURTHER CONTACT <input type="checkbox"/>																				
REFERRED TO SERVICE AGENCY (SPECIFY) <input type="checkbox"/>																				
REFERRED TO JUVENILE COURT:																				
WITH RECOMMENDATION FOR DETENTION <input type="checkbox"/>																				
WITH RECOMMENDATION FOR NO DETENTION <input type="checkbox"/>																				
DETENTION RECOMMENDATION NOT INDICATED <input type="checkbox"/>																				
REFERRED TO:																				
OWN (CURRENT) JUVENILE PROBATION/PAROLE OFFICER <input type="checkbox"/>																				
OTHER JUSTICE AGENCY (SPECIFY) <input type="checkbox"/>																				
NOT APPLICABLE <input type="checkbox"/>																				
NO INFORMATION <input type="checkbox"/>																				

OFFICIAL OFFENSE HISTORY FORM
DATA COLLECTION SPECIFICATIONS
FOR DATA FORM # B

Record: Juvenile Court Intake
Contact Form

This form is to be completed for each offense (including dependency and neglect cases) recorded by a juvenile court intake unit whether in an official investigation report, contact form, or included or mentioned in the files.

- 1.01 Use the same coding specifications as in 1.01, Form 5-A, Police Contact.
- 1.02 Use the same coding specifications as in 1.02, Form 5-A, Police Contact.
- 1.03 Use the same coding specifications as in 1.03, Form 5-A, Police Contact.
- 1.04 Record the date of the offense incident to which this court intake referral pertains. If the actual date on which the offense occurred is not noted, then code the date the incident was reported. In the case of multiple offenses, code the date the first offense occurred, or, if unavailable, the date the first offense was reported.
- 1.05 Record the date that juvenile court intake first came in contact with the client for this particular offense incident.
- 1.06 In some instances the court intake will have made contact with the client as a result of being referred by another juvenile court. If this is the case, code yes and enter the date of referral.
- 1.07 Example: Grant County Juvenile Court, District 3, Community and Family Services Unit number 3.
- 2.01 Source of Referral is the agency or person(s) directly responsible for referral of the case to court intake. Usually the police will be responsible for the referral in that a police complaint was received and the case was subsequently referred to the court. However, the file may indicate that the parents, school, or other community sources contacted the court directly and the police role, if any, was limited to transporting the child to court intake. In the latter instance, non-police sources initiated a direct contact with the court and should be coded as the referral source. Other sources should be specified by name in space provided.
- 2.02 Initial Contact Action--the first decision made by court intake relevant to the detention or non-detention of the youth: The first 2 categories are decisions to detain:
 - 1. Received and admitted to detention refers to detention immediately upon being referred to court intake. In some jurisdictions there may be a separate detention intake unit that makes these decisions and maintains its own records. If you know that the police recommended that

JUVENILE COURT INTAKE
SPECIFICATIONS

2.02 (continued)

a petition be filed with detention, it is likely that the detention intake unit will have information regarding these decisions.

2. Appeared for scheduled appointment and detained--those who were detained only after they were asked to come to court intake for an appointment. If detention intake is a separate unit or function, a scheduled appointment is likely to occur at a field office or other unit and will often apply to youth who are already on probation; that is, the conditions of probation have been violated and a decision is made to detain.

The remaining categories are decisions which do not result in detention:

3. Received and released without detention refers to a youth who is taken to the detention intake unit and a decision is made to release.

4. Appeared for scheduled appointment and released refers to situations where the youth is asked to appear at the office but is not detained.

5. Telephone or written communication only refers to those situations where there is no face to face interaction with the client. If the communication is to schedule an appointment for an initial face to face meeting, then you should code "appeared for scheduled appointment" and "detained or released" depending upon the outcome.

6. No contact refers to lack of any kind of contact between court intake and the client.

2.03 Total time between referral to court and adjudication or release may be accumulated, though not continuous, time. Coder should add total days, making sure to exclude periodic times when the subject was not detained. Use the same definition of days as specified in 2.03, Form 5-A, Police Contact.

2.04 Type of Detention Facility may be available only by asking court intake personnel about the facilities and the policies governing their use.

Juvenile unit within adult facility refers to a secure area/cell within the jail used exclusively for juveniles.

Separate juvenile unit refers to a separate secure facility, such as a juvenile hall or juvenile detention center.

Adult jail refers to a secure facility where no distinction exists between detention quarters for juveniles and adults.

If you mark other secure detention facilities, please specify by writing in the type of facility.

JUVENILE COURT INTAKE
SPECIFICATIONS

2.05 Mark whether the facility where the client was detained is used for delinquent offenders only, status offenders only, or both types of offenders. This information may be obtained by asking the detention intake personnel.

2.06 Custody decision (made prior to adjudication hearing) refers to the physical placement of the child following the initial contact action. In some jurisdictions there will be a release form containing this information on youth who were detained. The definitions of foster, shelter, and group homes are the same as in 2.06, Form 5-A, Police Contact.

2.07 Disposition of case prior to adjudication hearing refers to various legal categories in contrast to physical custody of client. The categories are divided into two sections: the first, "Dismissed," includes all cases closed at intake. For example, the court officer may determine that evidence was insufficient to continue the case. (In some jurisdictions the district attorney may carry out this function.) Or the subject may be "given another chance," i.e., warned and released. The second category of dispositions includes various means by which the youth is kept in the court system.

Continued/held in abeyance refers to a decision in cases where an investigation is being made.

Informal supervision/probation refers to probation that is not mandated by an adjudication.

Continued formal probation refers to youth already on formal probation and continued in that status.

Remand to adult authority refers to youth who are turned over to the adult criminal court - often following a "fitness" hearing.

If a petition is filed or the case is scheduled for adjudication, mark the space and enter the scheduled date of the hearing.

2.08 Record up to 4 charges against the client entered in the court intake record for this particular offense incident, including the statutory code(s) that was violated (if the same as obtained from police records, then it is not necessary to report on this form). Do not write in the shaded area. Coding specifications are the same as for 2.08, Form 5-A, Police Contact.

2.09 Use the same coding specifications as in item 2.09, Form 5-A, Police Contact.

OFFICIAL OFFENSE HISTORY FORM
DATA COLLECTION SPECIFICATIONS
FOR DATA FORM #5-C

Record: Adjudication Hearing Form

This form is to be completed for each adjudication hearing (including dependency and neglect cases) recorded by the juvenile court whether in an official investigative report, contact report, or included or mentioned in the case file.

- 1.01 Use the same coding specifications as in 1.01, Form 5-A, Police Contact.
- 1.02 Use the same coding specifications as in 1.02, Form 5-A, Police Contact.
- 1.03 Use the same coding specifications as in 1.03, Form 5-A, Police Contact. If two or more incidents are included in the same adjudication hearing, use the special code (00) and skip item 1.04. For adjudication hearings be sure to list all of the charges at item 2.13.
- 1.04 If only one offense incident was included in the court hearing, then code the same date as on 5-B for this incident. If more than one incident was included then skip this item and go to 1.05.
- 1.05 and 1.06
There may be more than one hearing date scheduled for the adjudication due to continuations. In 1.05 record the date of the final hearing and in 1.06 note the number of continuations.
- 1.07 Example: Grant County Juvenile Court, District 2.
- 2.01 Subject represented by attorney: a public attorney is defined as one who has been appointed or assigned by the court to act on behalf of the child and/or the legal guardian (this would include public defenders, legal aid attorneys and all court appointed attorneys); a private attorney is one who has been retained by the parent or guardian to act on their own behalf and/or on behalf of the child.
- 2.02 If the subject's parents/guardian were not present at the hearing indicate by marking no. If present, then indicate whether without an attorney, with the same attorney, a separate private attorney, or a separate public attorney.
- 2.03 There are variations within the basic adjudication decisions. The child may be released outright or, even though non-adjudicated, may be subject to specific services or supervision that have been agreed upon by the client and the court. Some cases will be continued for further investigation. If adjudicated, was it as a delinquent offender or as a status offender? If other, please specify in the space provided.
- 2.04 Some jurisdictions may provide separate hearings for the adjudication and disposition decisions. If, in the present case, the adjudication and disposition decisions were not separate (i.e., both issues were decided in the same hearing) then mark 'no' to item 2.04 and go to item 2.11. If separate hearings were provided (i.e., the final disposition of the case was scheduled to be decided at a later date) then mark 'yes' and continue at item 2.05. Items 2.05 through 2.10 are concerned with the custody of the child during the period between the adjudication and disposition hearings.

Adjudication Hearing Form #5-C
Specifications

- 2.05 Enter the date of scheduled disposition hearing. If held on a date other than that scheduled, then enter the actual date of the hearing.
- 2.06 This item refers to the custody and/or placement of the child following the adjudication hearing and prior to final disposition of the case. Not released or transferred means the child was immediately placed in the detention facility customarily used by the court and held until the disposition hearing. If the child was placed in detention but was released to an alternative placement prior to the disposition hearing, then code the alternative placement and enter the detention information at items 2.07 through 2.10. If more than one type of placement occurred during the period between the adjudication and disposition hearings (excluding transfers to or from detention) then code the placement in which the child spent the longest time between hearings. The definitions of foster, shelter, and group homes are the same as in the specifications for item 2.06, Form 5-A, police contact.
- 2.07 Enter whether child was detained in juvenile court detention facility between adjudication and disposition. If no, go to 2.11.
- 2.08 Indicate the total accumulated number of days in detention between adjudication and disposition hearing. Use the same definition of days as specified in 2.03, Form 5-A, police contact.
- 2.09 and 2.10
This information may be available only by asking court personnel about the facilities and policy. See Form 5-B, court intake specifications for definitions.
- 2.11 This item may be MULTIPLE CODED and should show all final dispositions for those cases coded as adjudicated at item 2.03. The most commonly used dispositions have been listed and any generically distinct dispositions should be specified as "other." Continued/no final disposition should not be confused with a periodic review of the case following disposition. The former would be coded only in the case of a formal continuation with no indication of further action by the court. If there was a referral to a classification/ diagnostic center and the record does not indicate the disposition following classification or diagnosis, then it will be necessary to contact the center and determine the subsequent disposition of the case.
- 2.12 While item 2.11 refers to the category used by the court in disposing of the case, item 2.12 requires a specification as to the actual physical custody of the child following final action by the court. Use the same definitions of foster, shelter, and group home as in item 2.06. If the final custody decision is the same as in item 2.06 it would still be coded again for this item. For those alternatives marked with an asterisk (*) enter the name of the facility, if available, in the space provided (if there was a release to an "other" then specify the category and, if a facility, the name in space provided for name of facility).
- 2.13 Record up to 8 charges using the same coding specifications as in 2.08, Form 5-A, Police Contact. Record all charges that were formally considered in the present hearing.
- 2.14 Note the sustained charge(s) corresponding to the numbered charges at 2.13. For example, if the youth was charged with ungovernability and malicious mischief (charges 1 and 2, respectively, as listed at 2.13) and the ungovernability was sustained while malicious mischief was dismissed, then mark only the

1.01 SUBJECT CODE

STATE: AZ AR CA IL IN OH WA

SUBJECT I.D. NUMBER (00001-99999)

POPULATION

2.15 BEHAVIORAL DESCRIPTION OF INSTANT OFFENSE INCIDENT(S) RESULTING IN ADJUDICATION HEARING (IF NOT PREVIOUSLY OBTAINED OR IF DIFFERENT FROM FORMS 5A OR 5B) DESCRIPTION SHOULD BE WRITTEN BELOW AND SHOULD INCLUDE MENTION OF LOCATION, PARTICIPANTS, ACTUAL BEHAVIOR AND CONSEQUENCES (SEE SPECIFICATIONS)

2.13 CHARGES OR SUSPECTED OFFENSES - SPECIFY BY TITLE AND, IF AVAILABLE, STATUTORY CODE SECTION.

CHARGES	TITLE/CHAPTER	SECTION
1.		
FOR NATIONAL EVALUATION USE ONLY		
2.		
FOR NATIONAL EVALUATION USE ONLY		
3.		
FOR NATIONAL EVALUATION USE ONLY		
4.		
FOR NATIONAL EVALUATION USE ONLY		
5.		
FOR NATIONAL EVALUATION USE ONLY		
6.		
FOR NATIONAL EVALUATION USE ONLY		
7.		
FOR NATIONAL EVALUATION USE ONLY		
8.		
FOR NATIONAL EVALUATION USE ONLY		

2.14 NON-DISMISSED CHARGES THAT PROVIDED THE BASIS FOR ADJUDICATION (MARK THE NUMBERS CORRESPONDING TO THE CHARGES LISTED IN 2.13 THAT WERE SUSTAINED IN THE ADJUDICATION HEARING)

1 2 3 4 5 6 7 8

ATTACHMENT B
 INTERSITE COMPARISON DATA

CHART II
OVERVIEW OF INTERSITE COMPARISON DATA

SUPPLEMENTS TO PROGRAM PROCESS FORM 1-B		INTERSITE VARIATION DATA					ORGANIZATIONAL ANALYSIS	SYSTEM RATES	MULTI-ATTRIBUTE UTILITY MEASUREMENT	COST ANALYSIS
SURVEY OF PROGRAM FACILITIES	PROGRAM CONTROL OVER CLIENT	MONTHLY PROGRAM LOG	6-A AVAILABILITY OF YOUTH SERVICES	6-B STATUTORY PROVISION	6-C SCHOOL DISCIPLINARY ACTION	6-D JUSTICE SYSTEM CONTROL OF PROGRAM				
IDENTIFICATION State Site Name of program facility	IDENTIFICATION State Site Name of program facility	IDENTIFICATION State Site Narrative Log of conditions affecting achievement of DSO program aims	IDENTIFICATION State Site Period Covered (1974-75 or 1976-77) Caseload Capacity Shelter Homes Group Homes Foster Homes Crisis Intervention Counseling Educational Programs Employment Recreation Drug Programs Other	IDENTIFICATION State Site Status Offenses included under "Delinquency" Status Offenses in non-delinquent category--detention and institutional commitment discretionary	IDENTIFICATION State Site Period Covered Total Enrollment, suspensions and expulsions by grades 7 thru 12	IDENTIFICATION State Site Type of Sponsoring Agency Proportion of program staff selected and supervised by	(Data To Be Obtained From All DSO Staff) Sex Age Race/Ethnicity Relationship to DSO Program Job Description Experience Education Section II Q 1-10 Opinions about DSO program and treatment of juveniles Section III Q 1-30 Issues that sometimes trouble people in their work Section IV A-Q 1-4 Relationship with supervisor B-Q 1-5 Relationships with those supervised Section V Q 1-5 Relationships with other DSO staff members Section VI Q 1-17 Contact and Relationships with community non-DSO agencies.	System Rates Flow Chart representing flow of cases through juvenile justice system. Proportion of total status and delinquent offenders processed through each decision point in the system.	(To Be Administered to representatives of juvenile justice agencies, social agencies, para-professional groups, clients and parents involved in DSO program as participants or observers) Judgment of relevant value dimensions entailed in the program and weights ascribed to various program attributes.	Comparative Cost Analysis: standard treatment vs. DSO program. Cost per service unit and per subject in detention and correctional institution facilities, pre-program period. Cost per service unit and per subject in each DSO program component and total DSO program.
Age Composition of clientele	Rules Curfew Unauthorized Absence Minor Delinquency Serious Delinquency Dating Peer Associates Task Assignments in Residential Facilities School Attendance At Counseling Sessions Fighting With Peers Staff Authority Other Sanctions Terminated Referred To Authorities Terminated Program Only Denial of Privileges/Threat of Termination Denial of Privileges and/or Reward Deprivation Reprimand and Lecture No Action Not Applicable Other	1. Main developments in program implementation during preceding month 2. Problems encountered in course of those developments 3. Strategies (compromises, policy alterations, efforts at persuasion or at mobilizing "influence," etc.) adopted in attempts to resolve problems.		Status Offenses in non-delinquent category--both detention and commitment prohibited. Other		1. Juvenile Justice Agency 2. Public Welfare Agency 3. Private Social Agency or Group of Same Proportion of total program direct service budget under discretionary control of 1-3 above.				

SURVEY OF PROGRAM FACILITIES
GENERAL INSTRUCTIONS

To obtain specific information about program facilities, a survey instrument is to be used as a supplement to the coded material of Form 1-B.

The survey information on each facility is to be developed in the form of responses to 10 questionnaire items, some of which are open-ended. The responses will be coded at USC. Two additional kinds of information (justice system control of programs and program control of client activity) are in pre-coded form. Taken together, these 12 items of information constitute the body of the survey of program facilities.

Responses to the 10 questions require simple enumerations and percentage calculations or estimates based on information obtained from the program directors and from program records. The specific form of the responsive information is indicated in the instrument attached to Form 1-B, captioned "Survey of Program Facilities." Reproduce the number of copies you will need to cover all program facilities at your site. Do the same with the two pre-coded forms dealing with justice agency control of program and program control of client activity.

Use the program facility list of codes developed for Item 2-B, Form 1-B. On the form for each facility provide the required program identification codes, i.e., the State, site, and program code numbers established at your program site for identification and data control purposes.

The survey information should be obtained no sooner than 7 and no later than 12 months after the facility has been a functional component of your DSO program. It is necessary to delay initiation of the survey until each facility has had enough time to develop its norms of operation as a DSO component.

SPECIFICATIONS

1. Age composition. Both the modal (the most frequently occurring) and the average age are required in order to obtain a summary description of the age structure of the client group. Since this information is needed by the program director for accounting and control purposes, it is likely that the records of the facility will include information on the age distribution of the clientele, possibly in conveniently summarized form. Over the course of the program year the age composition of a facility's population is likely to vary within the limits set by policy. Obtain a representative time sample by averaging the number in each age during the 3-month period, January through March, 1977.

2-8. Sex and ethnic/race composition, exposure to program, legal status of clientele, history of facility, service accessibility, criteria for client selection. Answers to these questions are matters of agency policy and may be obtained through interview with the program director.

CHART II
OVERVIEW OF INTERSITE COMPARISON DATA

SUPPLEMENTS TO PROGRAM PROCESS FORM 1-B		INTERSITE VARIATION DATA					ORGANIZATIONAL ANALYSIS	SYSTEM RATES	MULTI-ATTRIBUTE UTILITY MEASUREMENT	COST ANALYSIS
SURVEY OF PROGRAM FACILITIES	PROGRAM CONTROL OVER CLIENT	MONTHLY PROGRAM LOG	6-A AVAILABILITY OF YOUTH SERVICES	6-B STATUTORY PROVISION	6-C SCHOOL DISCIPLINARY ACTION	6-D JUSTICE SYSTEM CONTROL OF PROGRAM				
IDENTIFICATION State Site Name of program facility	IDENTIFICATION State Site Name of program facility	IDENTIFICATION State Site Narrative log of conditions effecting achievement of DSO program aims	IDENTIFICATION State Site Period Covered (1974-75 or 1976-77) Caseload Capacity Shelter Homes Group Homes Foster Homes Crisis Intervention/Counseling Educational Programs Employment Programs Recreation Programs Drug Programs Other	IDENTIFICATION State Status Offenses included under "Delinquency" Status Offenses in non-delinquent category--detention and institutional commitment discretionary Status Offenses in non-delinquent category--detention discretionary but commitment prohibited Status Offenses in non-delinquent category--both detention and commitment prohibited. Other	IDENTIFICATION State Site Period Covered Total Enrollment, suspensions and expulsions by grades 7 thru 12	IDENTIFICATION State Site Type of Sponsoring Agency Proportion of program staff selected and supervised by 1. Juvenile Justice Agency 2. Public Welfare Agency 3. Private Social Agency or Group of Same Proportion of total program direct service budget under discretionary control of 1-3 above.	(Date To Be Obtained From All DSO Staff) Sex Age Race/ Ethnicity Relationship to DSO Program Job Description Years Experience Education Section II Q 1-10 Opinions about DSO program and treatment of juveniles Section III Q 1-30 Issues that sometimes trouble people in their work Section IV A-Q 1-4 Relationship with supervisor B-Q 1-5 Relationships with those supervised Section V Q 1-5 Relationships with other DSO staff members Section VI Q 1-17 Contact and Relationships with community non-DSO agencies.	System Rates Flow Chart representing flow of cases through juvenile justice system. Proportion of total status and delinquent offenders processed through each decision point in the system.	(To Be Administered to representatives of juvenile justice agencies, social agencies, para-professional groups, clients and parents involved in DSO program as participants or observers) Judgment of relevant value dimensions entailed in the program and weights ascribed to various program attributes.	Comparative Cost Analysis; standard treatment vs. DSO program. Cost per service unit and per subject in detention and correctional institution facilities, pre-program period. Cost per service unit and per subject in each DSO program component and total DSO program.

SURVEY OF PROGRAM FACILITIES
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Use the program facility list of codes developed for Item 2-B, Form 1-B. On the form for each facility provide the required program identification codes, i.e., the State, site, and program code numbers established at your program site for identification and data control purposes.

The survey information should be obtained no sooner than 7 and no later than 12 months after the facility has been a functional component of your DSO program. It is necessary to delay initiation of the survey until each facility has had enough time to develop its norms of operation as a DSO component.

SPECIFICATIONS

1. Age composition. Both the modal (the most frequently occurring) and the average age are required in order to obtain a summary description of the age structure of the client group. Since this information is needed by the program director for accounting and control purposes, it is likely that the records of the facility will include information on the age distribution of the clientele, possibly in conveniently summarized form. Over the course of the program year the age composition of a facility's population is likely to vary within the limits set by policy. Obtain a representative time sample by averaging the number in each age during the 3-month period, January through March, 1977.

2-8. Sex and ethnic/race composition, exposure to program, legal status of clientele, history of facility, service accessibility, criteria for client selection. Answers to these questions are matters of agency policy and may be obtained through interview with the program director.

9. Distribution of staff time. These percentages are to be estimates obtained through interview with the director of the facility. Following are the definitions of categories of intervention effort:

Counseling is defined as ranging from skilled psychotherapy to simple advice giving and "listening" by psychiatrists, social workers, para-professionals, or volunteers as utilized both in crisis situations with individuals or families and in work with clients over a longer time span.

Youth advocacy embraces all activities entailing interaction with institutions of adult authority (schools, police, court, community agencies, etc.) in behalf of youth either on an individual case basis or for the youth group as a whole.

Recreation is defined as the organized use of the leisure time of youth in the interest of providing non-delinquent activity and associations.

Instruction refers to all special educational programs, including individual or group tutoring of program clients, forms of classroom organization and instruction as alternatives to standard educational programs, and programs designed to improve the capacity of school personnel to deal with "problem" students.

Opportunity enhancement is defined as efforts to create resources fostering the development of the cognitive and vocational skills of clients that would increase their competitive life chances, and to provide opportunities for the application of such skills through job training, vocational counseling, and job development and placement.

10. Professional level of staff. The classification here provided of the facility's staff with respect to level of professional training follows in large part the general scheme adopted by the National Association of Social Workers in 1973.

Professional level staff includes those with training in social work, psychology, or similar clinical discipline possessing (a) a degree from an accredited graduate school; and (b) a baccalaureate degree from an approved social work or other related program.

Pre-professional level staff includes those with training in social work possessing an associate of arts degree conferred by a two-year educational program; and those with a baccalaureate degree in a field other than social work, psychology, or similar behavioral discipline.

Paraprofessional level staff are those selected on the basis of an assessment of the individual's life experiences, motivation, and skills required by the specific task or function.

Volunteer staff are those who, regardless of level of skill and training contribute unpaid time usefully in performing program functions.

Other. Certain other categories representing a definite degree of professionalization may not be covered by formal credentialing criteria. Examples are those whose non-professional status at entry into the justice system or youth serving agencies has been significantly altered by years of in-service training, enrollment in academic courses on an ad hoc basis, or in special training institutes. Specify the number in this category and in each case the means through which the staff member may have achieved professional status.

11. Standard Service or Services Provided. This information should be gathered on all low-volume facilities offering multiple services. If the facility being surveyed is either a single service facility, or a multiple service facility in which each service is being surveyed separately, then circle code 25, not applicable. For all applicable facilities, be sure to only code those services that are routinely provided within the facility. These services consist of the recognized components of the over-all service program, and they can best be documented by having the program personnel describe those distinct features of the service program that are offered by the facility. Additional probes may be required in using the coding categories provided in this item. DO NOT provide the list of service categories to the program personnel and allow them to select the services provided. This procedure quite frequently results in an excessive classification of services.

**SURVEY OF PROGRAM FACILITIES
DATA COLLECTION FORM
(Supplement to 1-B)**

STATE	SITE	NAME OF PROGRAM FACILITY (Specify and enter code):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. What is the age composition of its clientele?

A. Age range as established by agency policy?

Minimum Age	Maximum Age
<input type="checkbox"/>	<input type="checkbox"/>

B. At time of survey:

Actual age range	<input type="checkbox"/>	<input type="checkbox"/>
------------------	--------------------------	--------------------------

Modal Age	<input type="checkbox"/>
-----------	--------------------------

Average Age	<input type="checkbox"/>
-------------	--------------------------

2. What is the sex composition of its clientele?

Male Only	1	
Female only	2	
Mixed	3	<input type="checkbox"/>

3. What is the approximate ethnic/racial composition of its clientele? Circle all that apply and enter percentage of total client population.

Native American Indian	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian and Asiatic Pacific	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mexican-American	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puerto Rican	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Hispanic-Latin Culture	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify) _____	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL POPULATION		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SURVEY OF PROGRAM FACILITIES (Cont'd.)

4. What is the length of time clients participate in the program, in weeks?

Maximum length of stay	<input type="checkbox"/>	<input type="checkbox"/>
Average length of stay	<input type="checkbox"/>	<input type="checkbox"/>

5. What is the legal status of the clientele?

Status Offenders Only	1	
Mixed - Status and Delinquency Offenders	2	
Mixed - Offenders and non-Offenders	3	<input type="checkbox"/>

6. Is this a newly established facility, or has it been in existence prior to the inception of the DSO program?

Newly established	1	<input type="checkbox"/>
Prior existence	2	<input type="checkbox"/>

A. If in prior existence, how many years has it been in operation. Code number of years

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

7. What is the degree of accessibility to the services of the program? (Indicate its daily schedule of operation, e.g., 24 hour service, daytime operation only, hotline service, etc.)

8. What are the facility's criteria for accepting referrals? (List those client characteristics which constitute eligibility for service, such as age, sex, presenting problem, legal status, etc.)

9. What is the estimated percentage distribution of staff time (excluding associated administrative and paper work) among the following types of intervention effort?

Counseling	<input type="checkbox"/>	<input type="checkbox"/>
Youth Advocacy	<input type="checkbox"/>	<input type="checkbox"/>
Recreation	<input type="checkbox"/>	<input type="checkbox"/>
Instruction	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity Enhancement	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>

Survey of Program Facilities (Cont'd.)

10. What is the professional level of the facility's staff?
 (Estimate the number and proportion in the categories listed.
 See general instructions for definitions of the categories.)

	N	%
Professionally trained	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pre-professional	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Paraprofessional	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Volunteer	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other (Specify below)	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		1 0 0

11. What is the standard service, or services provided as part of the regular program at this facility?
 Circle the code by each of the services generally provided to clients by the facility.

- Crisis Intervention 01
- Counselling:
 - Individual - Client 02
 - Individual - Family 03
 - Group - Family 04
 - Group - Peer 05
 - Drug Abuse Program 06
- Educational Program:
 - Community Based Classrooms:
 - Normal 07
 - Separate - Specialized 08
 - Alternative School (Open Class) 09
 - Individual Remediation 10
 - Individual Tutorial 11
- Recreational Program 12
- Employment Program:
 - Referral to Employment Agency 13
 - Job Counselling Only 14
 - Work Placement Only 15
 - Counselling & Work Placement 16

Survey of Program Facilities (Cont'd)

11. (continued)

Legal Services	17
General Supervision	18
Emergency Shelter Care	19
Advocacy	20
Removal From Home	21
Multiple Impact	22
Advanced Diagnostic Screening	23
Other (Specify) _____	
_____	24
Not Applicable	25

Please answer each question by placing a check mark () beside the most appropriate response or by writing your responses on the lines provided.

FOSTER HOME SURVEY

1. State _____ City _____

Do not write in this area.

2. On the average, how many foster children do you have in your home at one time?

- _____ one
- _____ two
- _____ three
- _____ four
- _____ five
- _____ six or more

3. In the last six months:

a. What was the age of the youngest foster child you had in your home?

_____ years

b. What was the age of the oldest foster child you had in your home?

_____ years

4. Do you have children of your own?

- _____ yes
- _____ no

If yes, how many?

5. Are the foster children you accept in your home usually:

- _____ all boys
- _____ all girls
- _____ both boys and girls

6. In the last six months - to which racial or ethnic group did the foster children in your home belong? Please estimate the number in each of the following groups.

- Native American Indian
- Black
- Asian and Asiatic Pacific
- Mexican-American
- Puerto Rican
- Other Hispanic - Latin Culture
- White
- Other (specify) _____

7. How long have you been a foster parent?

_____ years _____ months

8. What was the average length of stay of the foster children who have been in your home during the last six months?

_____ years _____ months _____ days

9. Is your home a single parent home, or are both parents present?

- single parent home
- both parents live in home

10. Check all that apply.

- Do you accept _____ dependent children for placement?
- children who have committed status offenses
(status offenses include: runaway, truancy, minor in possession of alcohol, ungovernable, curfew violation)
 - children with more serious delinquent offenses

11. Do you receive any on-going training, or training to improve special skills you may need as a foster parent?

_____ yes
_____ no

12. Do you think you get enough help from the agency that places children in your home when you run into problems in handling the children?

_____ yes
_____ no

PROGRAM CONTROL OF CLIENT ACTIVITY

RESPONSE SPECIFICATIONS AND GENERAL INSTRUCTIONS

1. Code the state, site and program component or facility, as well as filling in the date boxes for month, day, and year. Provide the name of the facility.

2. For each program component/facility, obtain through interview with the director of the unit or other appropriate program personnel the policy as typically implemented respecting the agency response to the violation of rules or regulations that clients are required to observe.

An exhaustive checklist of commonly established regulations, as well as a list of sanctions for their violation in descending order of severity are provided in the data form. Note that the form also includes the distinction between occasional versus frequent or persistent infraction of each rule. Code from the sanction list the penalty for occasional and the penalty for frequent infraction. Where the state rule does not exist, leave the corresponding code boxes unfilled.

A separate instrument is supplied for use by DSO programs that utilize multiple foster homes. This form can be administered with the "Foster Home Survey" by mail. The facility name and/or facility code should be placed in the box provided.

In order to determine trends in the coercive and presumably labelling effects of program components: these forms are to be administered at two time points during the program year: the first during the July - September quarter of 1976; the second during the corresponding quarter of 1977.

PROGRAM CONTROL OVER CLIENT ACTIVITY AND BEHAVIOR

State Site Date

Mo	Day	Yr
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Name of Program/Component/Facility _____

2. Code the sanction most often imposed for each client violation. (Codes 1-7)

	Violation of Rules Regarding:	Occasional Infraction	Frequent Infraction	Sanctions	Code
2.01	Curfew	<input type="checkbox"/>	<input type="checkbox"/>	Terminated and referred to authorities	1
2.02	Unauthorized Absence	<input type="checkbox"/>	<input type="checkbox"/>		
2.03	Minor Delinquency	<input type="checkbox"/>	<input type="checkbox"/>	Termination from program only	2
2.04	Serious Delinquency	<input type="checkbox"/>	<input type="checkbox"/>	Denial of privileges and/or reward deprivations with threat	
2.05	Dating	<input type="checkbox"/>	<input type="checkbox"/>	removal from program	3
2.06	Peer Associates	<input type="checkbox"/>	<input type="checkbox"/>	Denial or privileges and/or reward deprivation	4
2.07	Task Assignments in Residential Facilities	<input type="checkbox"/>	<input type="checkbox"/>	Reprimanded and lectured	5
2.08	School Attendance	<input type="checkbox"/>	<input type="checkbox"/>	No action taken	6
2.09	Attendance at Counselling Sessions	<input type="checkbox"/>	<input type="checkbox"/>	Not applicable	7
2.10	Fighting with Peers	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____	
2.11	Respect for Staff Authority	<input type="checkbox"/>	<input type="checkbox"/>		
2.12	Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>		8

FOSTER HOME SURVEY, PART II

State _____ City _____ Date _____
 month day year

Do not write in this area

In this section of the questionnaire, please indicate how you handle the following violations of rules by foster children in your home.

Instructions: On the right-hand side of the form, there is a listing of ways rule-breaking may be handled. Each has a code number. Write in the box the code number corresponding to the way you usually handle the kind of rule broken. For each kind of rule broken, there are two boxes, one indicating occasional violations of the rules, one indicating frequent rule violations. Please be sure to answer the question for both "occasional violation" and "frequent violation." If one of the rules listed is not a rule you have in your home, write code number 7 ("for not applicable") in the appropriate box.

Example: Riding a bicycle at night without a light. Occasional Violation 6 Frequent Violation 5

Violation of rules about:	Occasional Violation	Frequent Violation	<u>Ways of Handling Violation</u>
Curfew	<input type="checkbox"/>	<input type="checkbox"/>	1. Child is removed from your home and reported to police.
Away from home without permission	<input type="checkbox"/>	<input type="checkbox"/>	
Minor delinquency	<input type="checkbox"/>	<input type="checkbox"/>	2. Child is removed from your home and returned to custody of agency that placed him/her with you.
Serious delinquency	<input type="checkbox"/>	<input type="checkbox"/>	
Dating	<input type="checkbox"/>	<input type="checkbox"/>	3. Child is denied usual household privileges and threatened with removal from your home.
Friends	<input type="checkbox"/>	<input type="checkbox"/>	
Household chores	<input type="checkbox"/>	<input type="checkbox"/>	4. Child is denied usual household privileges.
School attendance	<input type="checkbox"/>	<input type="checkbox"/>	
Attendance at counselling sessions	<input type="checkbox"/>	<input type="checkbox"/>	5. Child is scolded and lectured.
Fighting with other children	<input type="checkbox"/>	<input type="checkbox"/>	
Respect for parents' authority	<input type="checkbox"/>	<input type="checkbox"/>	6. Nothing is done.
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	
_____			7. Not applicable
_____			8. Other (specify) _____

MONTHLY NARRATIVE LOG

RESPONSE SPECIFICATIONS AND GENERAL INSTRUCTIONS

Virtually all of the information regarding client and program characteristics has been reduced to specific data items. Given the scope of the national program and the numbers of youth who will be involved, data reduction is necessary. However, there remain important features of the many programs constituting the national effort that cannot be captured in this form. Conditions affecting achievement of program aims vary substantially from site to site. These variations will be reflected only partially by the data on program characteristics at each site.

To supplement such information it is essential to develop a running narrative concretely describing at each site the progress accomplished in program implementation, the problems encountered in achieving such progress, and the strategies adopted in efforts at problem resolution. In order to furnish useful detail for both the site evaluation study and the national evaluation study, the narrative account must be in the form of a log updated at monthly intervals. Material for the log is to be obtained by regularly scheduled interviews with the program director, who may optionally include other members of his/her staff. The interviews may well take the form of "review conferences" which in some cases may be scheduled by program directors and include key program staff. Attendance of site evaluators at such conferences can substitute for the separately scheduled interview sessions. The important matter is that for purposes of the monthly narrative log the site evaluator keep in mind a brief set of guide questions that will provide structure for the responsive information.

As suggested, there are three major questions for eliciting definitive and detailed information:

- (1) What have been the main developments in program implementation during the preceding month?
- (2) What problems were encountered in the course of these developments?
- (3) What strategies (i.e., compromises, policy alterations, efforts at persuasion or at mobilizing "influence", etc.) were adopted in attempts to resolve these problems?

Excessively lengthy narrative accounts are not desirable. After several monthly sessions with program personnel it should be possible to develop brief and concise descriptive passages structured around the concepts suggested by the guide questions.

The narrative log is to be developed as a history of the program. It is intended to be an "open" document, available to program staff as well as for use in evaluation. It is of the utmost importance that it be factually accurate, objective, and fair to participants in reported events and incidents. In reporting disagreements and conflict that affect program progress, particular care is needed to reflect accurately the divergent positions taken. In these cases it may be useful to submit for review to each party a draft of relevant sections of the log.

AVAILABILITY OF YOUTH SERVICES RESOURCES RESPONSE SPECIFICATIONS AND GENERAL INSTRUCTIONS

1. Provide the required State and Site identification codes.
2. A one-time survey is needed to estimate total residential and non-residential service availability in the given program area, and the extent to which these have been utilized to serve status offenders. The information required is only for the year preceding the start of the DSO funded program.

RESIDENTIAL SERVICES

3. Availability of residential services during the pre-program year is to be measured by bedspace capacity in shelter, group, and foster homes within the program area, not the total number of individuals served. For example, a small group home may have had total bedspace for 10 individuals at any one time, but in the course of the year may have received and discharged 75. It is the former number that is to be recorded (10).
4. For each residential facility, obtain a percentage estimate of bedspace used to serve status offenders. Inform agency or program directors who furnish this information that the term, "status offender," refers to youth presenting problems of incorrigibility/ungovernability, truancy, runaway, and similar locally defined status offenses, for example, curfew violation or drinking.

NON-RESIDENTIAL SERVICES

5. The total number of facilities which provided a given service can exceed the number of agencies in cases where a single agency or organization maintained multiple branches or outposts. A facility is defined as a specific location where a youth service was provided. Be certain to tally all such facilities in making the enumeration.
6. For each non-residential facility, obtain a simple count of those that accepted and serviced status offenders in each category of service. Where a single facility provided more than one service, for example, counselling and recreation services, that facility is to be counted in connection with each service it provided.

AVAILABILITY OF YOUTH SERVICES RESOURCES

State

Site

RESIDENTIAL FACILITIES

Total Bedspace
All Cases

Per Cent Used
by Status Offenders

1. Shelter Homes

2. Group Homes

3. Foster Homes

NON-RESIDENTIAL SERVICES

Total Number of
Facilities Providing
Designated Services

Number of Facilities
Accepting/Serving
Status Offenders

4. Crisis Intervention/
Counseling

5. Educational

6. Employment

7. Recreation

8. Drug Use and Addiction

9. Other (specify)

STATUTORY PROVISION

STATE

Enter the code which best represents the statutory provision relevant to the state in which the DSO program is located.

- Status offenses included under "delinquency." 1
- Status offenses in "non-delinquent" category --
detention and institutional commitment discretionary 2
- Status offenses in "non-delinquent" category --
detention discretionary but commitment prohibited 3
- Status offenses in "non-delinquent" category --
both detention and commitment prohibited 4
- Other (Specify) _____ 5

RESPONSE SPECIFICATIONS

To determine the appropriate category to be coded, a careful reading of the relevant and updated statutes will be required.

Categories as listed are mutually exclusive. For the most part they refer to those adjudicated as status offenders for the first time. However, in many states, the statutes establishing MINS, PINS, etc., categories provide for adjudicating as delinquents those status offenders who have violated the conditions of probation. These provisions are to be ignored. There may also be cases in which statutes that decree special procedures for status offenders are violated in practice. The concern of this data set is statutory provision, not prevailing practice.

SCHOOL DISCIPLINARY ACTION
RESPONSE SPECIFICATIONS AND GENERAL INSTRUCTIONS

1. Required are enumerations by grade level for each of the three categories indicated. Definitions of the two categories following total enrollment follow:

- a. Suspensions are exclusions from school attendance for a definite time period regardless of length.
- b. Expulsions refers to permanent exclusion from school attendance.

Some districts may be prohibited by law from "expelling" students and be required to maintain them in school status as suspended students. In those cases there will be only suspension data in the records. Leave the expulsion data block blank.

2. Information on school disciplinary action will be used as surrogate data to measure community tolerance. Where direct measurement of community tolerance by use of survey methods will be undertaken, school disciplinary action data need not be obtained.

The data are to be inclusive of all public schools within each DSO program site. Where school district boundaries include some proportion of students residing outside DSO site boundaries, exclude only those schools with more than half their student body outside these boundaries.

There is a high likelihood that school district offices will maintain records containing suspension and expulsion data, since State and Federal support programs are keyed to average daily attendance. If problems of access to these records arise, request the assistance of the director of your DSO program. In approaching school district officials it will, of course, be desirable to explain the purpose of the DSO evaluation study.

One of the hoped for effects of the DSO program is an increase in community tolerance for juvenile misbehavior. To ascertain trends in tolerance in relation to programs it will be necessary to obtain school disciplinary action data at two time points: (a) for the 1974-75 school year, and (b) for the 1976-77 school year. Data for the former may be obtained at any time; for the latter it should be obtained during July-August, 1977.

SCHOOL DISCIPLINARY ACTION

State Site

1. Date
1975-76 - 1
1976-77 - 2

GRADE 7

1.01 Enrollment 0 7
1.02 Suspensions 0 7
1.03 Expulsions 0 7

GRADE 8

1.04 Enrollment 0 8
1.05 Suspensions 0 8
1.06 Expulsions 0 8

GRADE 9

1.07 Enrollment 0 9
1.08 Suspensions 0 9
1.09 Expulsions 0 9

GRADE 10

1.10 Enrollment 1 0
1.11 Suspensions 1 0
1.12 Expulsions 1 0

GRADE 11

1.13 Enrollment 1 1
1.14 Suspensions 1 1
1.15 Expulsions 1 1

GRADE 12

1.16 Enrollment 1 2
1.17 Suspensions 1 2
1.18 Expulsions 1 2

JUSTICE SYSTEM CONTROL OF PROGRAM
RESPONSE SPECIFICATIONS

1. & 2. Name of sponsoring organization. The sponsor of the DSO program is the organization designated as responsible for program implementation. Where the SPA is the formal grant recipient for fiscal monitoring purposes, the sponsor of the program is always the agency or organization which has direct administrative control of the program. Juvenile justice system agencies include a court supervised probation department, a police agency or a correctional agency. Public welfare agencies are local or statewide child and family welfare or assistance agencies. Private social agencies are non-governmental organizations which provide youth services. Sponsoring organizations in the latter case may be a specially developed consortium including a number of private social agencies as well as representatives of community organizations.

3. As distinguished from administrative staff, direct service staff is defined as personnel engaged in providing residential, counseling, educational, recreational, or employment services to program clients. For each of the several types of organizations listed under #2, calculate the proportion of the total program service staff it selects and supervises. Staff personnel should be counted in terms of full time equivalents. Again, in the case of each service agency participating in the program, care should be exercised in distinguishing direct service providers from supervisory and administrative personnel.

4. The direct service budget is defined as funds utilized in the actual delivery of services as distinguished from those devoted to administration. Discretionary control of the direct service budget refers to autonomy exercised in allocating the budget among possible alternative uses. An example of such autonomy is the freedom accorded a contracted agency to determine the distribution of its service funds among counseling, tutoring service and the like, or the discretion permitted a group home in allocating its funds among maintenance and house program activities.

June 22, 1976

JUSTICE SYSTEM CONTROL OF PROGRAM

1.01 State

1.02 Site

1. Type of sponsoring organization (grant recipient)

- Agency of the juvenile justice system 1
- Public welfare agency 2
- Private social agency or group of same 3
- Other (specify) _____ 4

Enter and code the proportion of the total program service staff selected and supervised by each of the following:

- 2. Agency of the juvenile justice system
- 3. Public welfare agency
- 4. Private social agency or group of same
- 5. Other (Specify _____)

Enter and code the proportion of the total program direct service budget under the discretionary control of:

- 6. Agency of the juvenile justice system
- 7. Public welfare agency
- 8. Private social agency or group of same
- 9. Other (Specify _____)

June 22, 1976

ORGANIZATIONAL ANALYSIS

Data bearing on organizational process will describe both the internal relations among the components constituting the project, and project relations with the public and private agencies and organizations with which its efforts must be coordinated. The information is designed to bring into focus issues expected to surface respecting problems of the division of labor and the distribution of authority in the internal relations of project components as well as in its external relations. With respect to project organizational structure, the data set is intended to capture the patterns of decision making, discipline, and reward allocation established at the inception of the program, and to ascertain changes in these matters as they evolve during the life of the program.

With respect to interorganizational relations, the key issue will concern the relationship between DSO program staff and youth serving agencies as these relationships may affect the matching of resources to client needs, foster the development of services specifically relevant to the needs of status offenders, and increase the accessibility of status offenders to these services. Concretely examined will be the frequency and duration of contact between DSO programs and other organizations and agencies in the community that share an interest in problems of youth. Interorganizational contacts will be catalogued as to their purpose, effectiveness, cooperation, and types of personnel involved. The organizations and agencies in the community that are of interest include police, courts,

probation, schools, churches and volunteer community groups. In addition to data on the perception of interorganizational relations by DSO program personnel, if time and resources permit, a special survey instrument will be designed to obtain the complementary perception of relations with the DSO program by personnel of youth serving agencies with which there has been frequent cooperative contact.

Four types of information will be generated in the data set: (a) patterns of relationships between the DSO program and community based youth serving agencies; (b) lines of authority and responsibility and the division of labor as formally established at project inception, and parallel information respecting the interorganizational pattern; (c) changes in organizational arrangements both internal and external to the project; and (d) project personnel perceptions of the effectiveness of organizational structure, of lines of communication and influence in decision making, and of patterns of cooperation. The questionnaire instrument to be employed with respect to the last will also generate information bearing on sources of work strain and on points of tension and conflict in interorganizational relationships. Data on the latter should be particularly useful in the assessment of the impact of organizational structure of various design on agencies of the juvenile justice system, since their cooperation is one of the necessary conditions for achieving the program's major goal of deinstitutionalizing status offenders.

In addition to being of theoretical and practical value in providing insight to the operating internal and external relationships among the DSO programs, the data can also be used as a control measure in the study of program impact on the client. For example, do differences in authority structure, division of labor, or inter-organizational relations make a difference in the impact of the program services on the client?

The schedule for implementing this component of the evaluation is as follows: a) The first phase of the organizational evaluation will begin in October and continue through December, 1976. During October, the first wave of questionnaires will be mailed to participants in the DSO programs in Washington, Illinois, Arizona, Delaware and South Carolina. The Connecticut and California programs will be surveyed in December. Arkansas will not be included in the first phase. b) Data analysis for phase one will begin in December, 1976 and continue into the Spring of 1977. Preliminary reports will be written during this time, with all seven reports being completed by June, 1977. c) Phase II will begin in October, 1977 with the revision of the questionnaire. The second waves will be administered from October to December, following the same sequence of administration as in Phase I. Arkansas may be included in the second phase of the study. d) The final analysis and the writing of the final report will begin in December and be completed by June, 1978.

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SURVEY OF THE NATIONAL DEMONSTRATION PROGRAM
FOR THE DEINSTITUTIONALIZATION OF STATUS OFFENDERS

Dear DSO Participant:

This questionnaire has been sent to all those who are participating in any way in the demonstration programs for the deinstitutionalization of status offenders. We rely on your responses to give us an accurate picture of the strong points of the program you participate in as well as its potential problem areas, if any exist. For purposes of answering the questions, please think of yourself just as a member of the DSO program.

In this survey we are not interested in analyzing or reporting the responses of any particular individual. Instead, we are interested in the average responses of all the members of each DSO program. For purposes of tabulating and reporting your answers will be coded and combined with the answers of the other respondents for computer processing. No one will be shown your individual responses and the confidentiality of your questionnaire is completely assured.

The accuracy and usefulness of this survey is dependent upon your cooperation. Please answer all the questions fully and return the form right away in the prepaid envelope we have provided.

Thank you very much for your time and your assistance.

Solomon Kobrin

Principal Investigator
National Evaluation Staff

Jon Miller

Consultant on
Organizational Evaluation

SECTION I

1. Name _____

____ Male
____ Female

Age: _____ years

____ Black
____ White
____ Mexican American
____ American Indian
____ Puerto Rican
____ Oriental
____ Other

2. What is your relationship to the DSO program? Are you:

- ____ a full-time paid employee of the DSO project
- ____ a part-time paid employee of the DSO project
- ____ paid by another agency or organization but assigned to the DSO program
- ____ an unpaid volunteer
- ____ other (Specify _____)

3. Place of employment. Where do you report for work on the DSO program?

Street Address _____ City _____ State _____

4. What is the official title of your present job in the DSO program?

Please give a brief description of your major tasks and responsibilities in the DSO program:

5. What do you consider to be your occupation? Please give as precise a title as you can (for example, social worker, clinical psychologist, vocational counselor and not "rehabilitation work," "youth work" or "administration").

How many years of experience do you have in this occupation? _____ years

6. When did you assume your present duties on the DSO program? _____ Month _____ Day _____ Year

7. Please circle the highest level of education you have completed:

<u>Elementary School</u>	<u>High School</u>	<u>Undergraduate College</u>	<u>Graduate School</u>
1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5	1 2 3 4 5 6 7+

What formal academic degree(s), if any, do you hold?

1 _____ 2 _____ 3 _____ 4 _____

SECTION II

THE QUESTIONS IN THIS SECTION ASK FOR YOUR OPINIONS ABOUT DIFFERENT ASPECTS OF THE DSO PROGRAM AND THE TREATMENT OF JUVENILES. FOR EACH QUESTION CIRCLE THE NUMBER THAT BEST EXPRESSES YOUR OPINION.

1. When you think about your own work in the DSO program, how effective do you think your efforts have been?

Not at all effective 1 2 3 4 5 6 7 8 9 Extremely effective

2. Based on the part of it you are familiar with, how effective would you say the DSO program has been in its treatment of juvenile clients?

Not at all effective 1 2 3 4 5 6 7 8 9 Extremely effective

3. Use the following scale to indicate the extent to which you think juveniles in trouble are responsible for their own problems.

The juvenile is usually to blame for his/her problems 1 2 3 4 5 6 7 8 9 The juvenile is usually not to blame for his/her problems

4. In dealing with juveniles who are in trouble, what is the best strategy?

Ordinarily, juveniles in trouble should receive punishment 1 2 3 4 5 6 7 8 9 Ordinarily, juveniles in trouble should not receive punishment

5. On the following scale indicate the effect of social institutions as a contributing factor causing juveniles to get into trouble:

Not usually a major factor 1 2 3 4 5 6 7 8 9 Usually a major factor

6. How important are problems of psychological adjustment as a contributing factor causing juveniles to get into trouble?

Not usually a major factor 1 2 3 4 5 6 7 8 9 Usually a major factor

7. How important are the juvenile's immediate social surroundings as a contributing factor causing him/her to get into trouble?

Not usually a major factor 1 2 3 4 5 6 7 8 9 Usually a major factor

8. In your opinion, how much effort should those who deal with the problems of juveniles make to change the immediate social surroundings the juveniles have to live with?

Should be given very little effort 1 2 3 4 5 6 7 8 9 Should be given a great deal of effort

9. How much effort should those who deal with the problems of juveniles make to improve a child's psychological adjustment?

Should be given very little effort 1 2 3 4 5 6 7 8 9 Should be given a great deal of effort

10. How much effort should those who deal with the problems of juveniles make to change the social institutions of the surrounding community?

Should be given very little effort 1 2 3 4 5 6 7 8 9 Should be given a great deal of effort

SECTION III

BELOW IS A LIST OF ITEMS THAT SOMETIMES TROUBLE PEOPLE IN THEIR WORK. USING THE CODE LETTERS PROVIDED, INDICATE HOW FREQUENTLY YOU FEEL TROUBLED BY EACH ITEM IN YOUR WORK FOR THE DSO PROGRAM.

A Never B Rarely C Sometimes D Rather Often E Constantly

1. ___ Feeling that you have too little authority to carry out the responsibilities assigned to you in the program.
2. ___ Being unclear on just what the scope and responsibilities of your job in the program are.
3. ___ Not knowing what opportunities for promotion or advancement exist for you in the program.
4. ___ Feeling that you have too heavy a workload, one that you can't finish in a normal day.
5. ___ Feeling that the information you need in your DSO work comes too late to be of much use.
6. ___ Feeling that DSO organization is unable to keep you informed about changing conditions and problems that may affect your work.
7. ___ Feeling that you need more training to do your job properly.
8. ___ Being convinced that the DSO organization is unable to create a meaningful and rewarding work atmosphere for its personnel.
9. ___ Thinking the meetings and paper work required by the DSO program take up too much of your time.
10. ___ Thinking that you'll not be able to satisfy the conflicting demands of various people who rank above you in the DSO program.
11. ___ Feeling that you are not fully qualified to handle your job because you need more experience in working with juveniles.
12. ___ Not having enough opportunity to do the things you feel you are best at doing.
13. ___ Thinking you cannot get the information about the problems and needs of juveniles that is necessary to do your job properly.
14. ___ Not being able to try out your own ideas on the job.
15. ___ Feeling that your progress on the job so far has not been what it should be.
16. ___ Having to make decisions that affect other people working for the DSO program before you fully understand their problems.
17. ___ Thinking that you are unable to influence the decisions and actions of those who evaluate your work in the DSO program.
18. ___ Not knowing what those who judge your work in the DSO program think of your work or how they evaluate your performance.
19. ___ Thinking that the amount of work you have to do for the DSO program interferes with how well it gets done.
20. ___ Feeling that you have to do things for the DSO program that are against your better judgment.
21. ___ Not knowing what resources are available to meet the needs of juveniles in the program.
22. ___ Feeling that the DSO organization does not show enough concern for the welfare and satisfaction of those who work in the program.
23. ___ Not knowing what the people you normally work with in the DSO program think of you.
24. ___ Thinking that your future progress on your job in the DSO program is not likely to be what it should be.
25. ___ Thinking that you have too much responsibility delegated to you by your superiors in the DSO program.
26. ___ Believing that others in the DSO organization get ahead by making less of a contribution to the program than you do.
27. ___ Thinking that your DSO work does not give you enough freedom to choose your co-workers.
28. ___ Believing that there are too many rules and regulations to restrict you in your DSO work.
29. ___ Feeling that those above you in the DSO program don't pay enough attention to your own opinions about your work in the program.
30. ___ Feeling that your skills and qualifications don't count enough in determining your progress in the DSO program.

SECTION IV

A. THE FOLLOWING QUESTIONS DESCRIBE YOUR RELATIONSHIP WITH THE PERSON WHO SUPERVISES THE WORK YOU DO FOR THE DSO PROGRAM. (IF YOU ARE A DSO PROGRAM DIRECTOR AND HAVE NO IMMEDIATE SUPERVISOR IN THE PROGRAM, CHECK HERE AND GO ON TO PART B OF THIS SECTION ON THE NEXT PAGE.)

1. How often in the course of your work on the DSO program do you have contact with the person who supervises the work you do for the program? Circle the appropriate letter:

A Almost Constantly B Several times a day C Once or twice a day D Several times a week E About once a week F Less than once a week

2. How would you describe the time you spend with the person who supervises your work on the DSO program? Circle the number that best represents your opinion:

The time is almost never helpful to me 1 2 3 4 5 6 7 8 9 The time is almost always helpful to me

3. Which of the following statements best describes your relationship with the person who supervises the work you do for the DSO program?

- ___ We discuss things a great deal and come to a mutual decision about the task at hand.
- ___ We discuss things a great deal and the supervisor's decisions are usually adopted.
- ___ We discuss things a great deal and my decisions are usually adopted.
- ___ We don't discuss things very much but usually come to a mutual decision.
- ___ We don't discuss things very much and the supervisor's decisions are usually adopted.
- ___ We don't discuss things very much and my decisions are usually adopted.

4. If you could decide, how much would you prefer to participate with your DSO supervisor in making the decisions that determine how you do your work in the program?

- ___ Less than at present
- ___ About the same as at present
- ___ More than at present

B. IF YOUR JOB INVOLVES SUPERVISING THE WORK OF OTHERS IN THE DSO PROGRAM, PLEASE ANSWER THE FOLLOWING QUESTIONS. (IF YOU DO NOT SUPERVISE THE WORK OF ANYONE ELSE IN THE PROGRAM CHECK HERE AND GO ON TO THE NEXT SECTION OF THE QUESTIONNAIRE.)

1. How many people working in the DSO program do you supervise, that is, how many must report directly to you in their work? _____

2. How often are you actually involved in directly supervising the work of others in the program? Circle the appropriate letter:

A	B	C	D	E	F
Almost	Several	Once or	Several	About once	Less than
Constantly	times a day	twice a day	times a week	a week	once a week

3. How would you describe the time you spend with those whose work on the DSO program you supervise? Circle the number on the scale that best describes your opinion:

The time is almost never helpful to me 1 2 3 4 5 6 7 8 9 The time is almost always helpful to me

4. Which of these statements best describes the relationship you have with those whose work in the DSO program you supervise?

- _____ We discuss things a great deal and come to a mutual decision about the task at hand.
- _____ We discuss things a great deal and my decision is usually adopted.
- _____ We discuss things a great deal and their decisions are usually adopted.
- _____ We don't discuss things very much but usually come to a mutual decision.
- _____ We don't discuss things very much and my decisions are usually adopted.
- _____ We don't discuss things very much and their decisions are usually adopted.

5. If you could decide, how much would you prefer to have those whose work you supervise participate with you in making the decisions that determine how they do their jobs?

- _____ Less than at present
- _____ About the same as at present
- _____ More than at present

SECTION V

THE QUESTIONS IN THIS SECTION ARE INTENDED TO GIVE US AN IDEA OF THE RELATIONSHIPS AMONG THE PEOPLE WHO WORK ON THE DSO PROGRAMS. ALL THE INFORMATION YOU GIVE US HERE WILL BE CODED AND ANALYZED WITH COMPLETE CONFIDENTIALITY. IN ANSWERING THE QUESTIONS PLEASE INCLUDE ONLY THE NAMES OF PEOPLE WHO YOU KNOW ARE DIRECTLY INVOLVED IN THE WORK OF THE DSO PROGRAM.

1. In the spaces provided below, list the names of the three people in the DSO program with whom you have the most contact. Indicate by checking the primary reason for your contact with each person.

Names:	Primary reason for the contact (Please check only the answer that best applies)			
	Sharing information and ideas about clients' problems	To find out about general DSO rules and procedures	Basically for reasons of friendship	Unavoidable; contact is required by the nature of the job
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Please give the names of the three people on the DSO project who you feel actually have the greatest influence over how you do your work on the project.

3. If you wanted to have your own work on the DSO program evaluated, who are the three individuals in the program whose opinion of your work you would respect the most?

4. If you had an opinion about the handling of juveniles that did not agree with official policy, who are the three individuals in the DSO program you could count on to help you get a hearing for your point of view?

5. If you were working with a client who was an especially difficult case, who are the three people on the DSO project who could offer the most assistance in dealing with the problem?

SECTION VI

THE QUESTIONS IN THIS SECTION ASK ABOUT YOUR CONTACTS WITH SOME OF THE ORGANIZATIONS IN THE COMMUNITY THAT THE DSO PROGRAM MAY WORK WITH. IF YOU HAVE NO CONTACT AT ALL WITH ANY ONE OF THE ORGANIZATIONS LISTED, BE SURE TO INDICATE THIS.

1. In the course of your work for the DSO program, how often do you come into contact with members of local police and/or sheriff's departments?

NEVER (GO ON TO QUESTION 2) Less than once a week About once a week Several times a week Once or twice a day Several times a day Almost constantly

Which of the following best states the primary reason for these contacts? (Check only one)

- To clarify the needs of individual DSO clients.
- To encourage a change in the way juveniles are handled.
- To get the resources that clients need.
- To encourage respect for the client as a person.

On each of these scales circle the number that best describes the contacts you have with members of these local police and sheriff's departments:

Contacts never with people in positions of authority	1	2	3	4	5	6	7	8	9	Contacts always with people in positions of authority
Contacts never produce benefits for DSO clients	1	2	3	4	5	6	7	8	9	Contacts always produce benefits for DSO clients
Contacts never lead to closer cooperation with law enforcement	1	2	3	4	5	6	7	8	9	Contacts always lead to closer cooperation with law enforcement

2. How often in the course of your work in the DSO program do you come into contact with representatives of local schools?

NEVER (GO ON TO QUESTION 3) Less than once a week About once a week Several times a week Once or twice a day Several times a day Almost constantly

Which of the following best states the primary reason for these contacts? (Check only one)

- To clarify the needs of individual DSO clients.
- To encourage a change in the way juveniles are handled.
- To get the resources that clients need.
- To encourage respect for the client as a person.

On each of these scales circle the number that best describes the contacts you have with representatives of local schools:

Contacts never with people in positions of authority	1	2	3	4	5	6	7	8	9	Contacts always with people in positions of authority
Contacts never produce benefits for DSO clients	1	2	3	4	5	6	7	8	9	Contacts always produce benefits for DSO clients
Contacts never lead to closer cooperation with schools	1	2	3	4	5	6	7	8	9	Contacts always lead to closer cooperation with schools

3. How often in the course of your work in the DSO program do you come into contact with representatives of local religious organizations?

NEVER (GO ON TO QUESTION 4) Less than once a week About once a week Several times a week Once or twice a day Several times a day Almost constantly

Which of the following best states the primary reason for these contacts? (Check only one)

- To clarify the needs of individual DSO clients.
- To encourage a change in the way juveniles are handled.
- To get the resources that clients need.
- To encourage respect for the client as a person.

On each of these scales circle the number that best describes the contacts you have with representatives of these local religious organizations:

Contacts never with people in positions of authority	1	2	3	4	5	6	7	8	9	Contacts always with people in positions of authority
Contacts never produce benefits for DSO clients	1	2	3	4	5	6	7	8	9	Contacts always produce benefits for DSO clients
Contacts never lead to closer cooperation with religious groups	1	2	3	4	5	6	7	8	9	Contacts always lead to closer cooperation with religious groups

4. How often in the course of your work in the DSO program do you come into contact with representatives of private non-profit community organizations that deal with juveniles but are not actually part of the DSO program? (Examples might include organizations such as the YMCA and YWCA, Boys' Clubs, Big Brothers and other organizations of this type.)

NEVER (GO ON TO QUESTION 5) Less than once a week About once a week Several times a week Once or twice a day Several times a day Almost constantly

Which of the following best states the primary reason for these contacts? (Check only one)

- To clarify the needs of individual DSO clients.
- To encourage a change in the way juveniles are handled.
- To get the resources that clients need.
- To encourage respect for the client as a person.

On each of these scales circle the number that best describes the contacts you have with representatives of these local private groups:

Contacts never with persons in positions of authority	1	2	3	4	5	6	7	8	9	Contacts always with people in positions of authority
Contacts never produce benefits for DSO clients	1	2	3	4	5	6	7	8	9	Contacts always produce benefits for DSO clients
Contacts never lead to closer cooperation with these local private groups	1	2	3	4	5	6	7	8	9	Contacts always lead to closer cooperation with these local private groups

5. How often in the course of your work in the DSO program do you come into contact with representatives of the courts?

NEVER (GO ON TO QUESTION 6) Less than once a week About once a week Several times a week Once or twice a day Several times a day Almost constantly

Which of the following best states the primary reason for these contacts? (Check only one)

To clarify the needs of individual DSO clients.
 To encourage a change in the way juveniles are handled.
 To get the resources that clients need.
 To encourage respect for the client as a person.

On each of these scales circle the number that best describes the contacts you have with representatives of the courts:

Contacts never with persons in positions of authority	1	2	3	4	5	6	7	8	9	Contacts always with people in positions of authority
Contacts never produce benefits for DSO clients	1	2	3	4	5	6	7	8	9	Contacts always produce benefits for DSO clients
Contacts never lead to closer cooperation with the courts	1	2	3	4	5	6	7	8	9	Contacts always lead to closer cooperation with the courts

6. How often in the course of your work in the DSO program do you come into contact with representatives of local public social service agencies, such as welfare agencies, employment services, mental health agencies, public health agencies and the like?

NEVER (GO ON TO QUESTION 7) Less than once a week About once a week Several times a week Once or twice a day Several times a day Almost constantly

Which of the following best states the primary reason for these contacts? (Check only one)

To clarify the needs of individual DSO clients.
 To encourage a change in the way juveniles are handled.
 To get the resources that clients need.
 To encourage respect for the client as a person

On each of these scales circle the number that best describes the contacts you have with representatives of local public service agencies:

Contacts never with persons in positions of authority	1	2	3	4	5	6	7	8	9	Contacts always with persons in positions of authority
Contacts never produce benefits for DSO clients	1	2	3	4	5	6	7	8	9	Contacts always produce benefits for DSO clients
Contacts never lead to closer cooperation with these local public service agencies	1	2	3	4	5	6	7	8	9	Contacts always lead to closer cooperation with these local public service agencies

7. Finally, how often in the course of your work in the DSO program are you involved in each of the following kinds of community activity?

	Never	Less than once a week	About once a week	Several times a week	Once or twice a day	Several times a day	Almost constantly
How often are you involved in efforts to get more local economic support for programs for juveniles?	—	—	—	—	—	—	—
How often are you involved in efforts to get more community organizations involved in the problems of juveniles?	—	—	—	—	—	—	—
How often are you involved in attempting to influence local policies on the ways the problems of juveniles are handled?	—	—	—	—	—	—	—
How often are you involved in attempts to get better local treatment resources for the problems of juveniles?	—	—	—	—	—	—	—

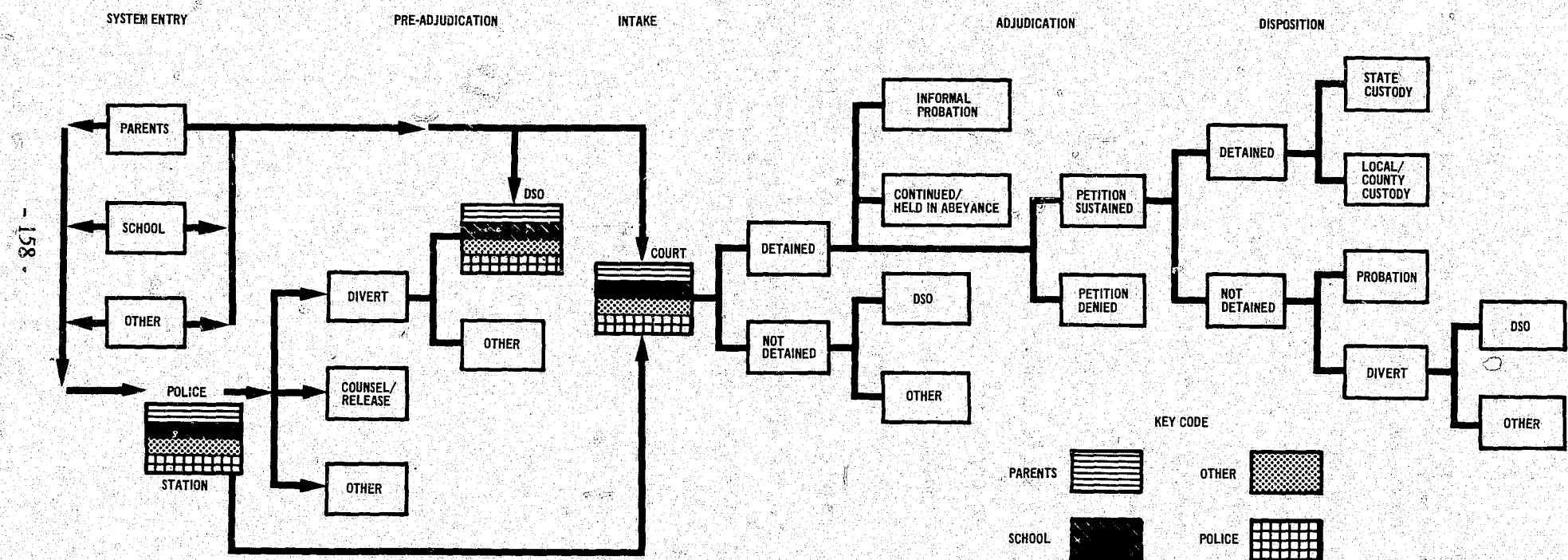
THANK YOU VERY MUCH FOR YOUR PATIENCE IN FILLING OUT THIS QUESTIONNAIRE. PLEASE CHECK TO SEE THAT ALL QUESTIONS ARE ANSWERED FULLY BEFORE RETURNING THE FORM TO US.

SYSTEM RATES

The "system" aspects of the juvenile justice system are both reality and fantasy. There is reality in that various agencies in the system are joined legally to process juveniles in accordance with statute; there is fantasy in that the system is not always joined in an efficient, effective or just manner. System rates as a methodology examine the justice system from a broad perspective and mandates that the assessment include a view both before and after the introduction into the system of programmatic activities. These two views of the system (before and after), contrasted with one another, provide data as to system behavior in terms of the proportion of cases selected from the total eligible population for different dispositions at various decision points in the justice system. System rates should be a particularly useful tool in assessing the impact of the status offender program on the juvenile justice system. The method requires a complete juvenile justice system flow chart and the appending of juvenile justice data to the various elements which collectively comprise the system chart. System rates as a methodology contain both system portraits and flows of cases so that analyses may be completed in terms of cohorts (specified populations flowing through the system over time) or inventories (the volume of cases processed by each particular part of the system within a specified period of time). Both types of analyses have a before-and-after requirement as relates to introduction, modification or deletion of programs.

Data collection for the analyses include construction of juvenile justice system charts (see attached example). Early commentary from the field and our own knowledge of the juvenile system suggest a considerable variety and diversity of juvenile systems as relates to organizational arrangements, decision-makers, system flows, etc. System charts are now being constructed and should be complete by September 30, 1976. Data relating to the flow of juveniles are being collected in the program jurisdictions using both total populations or samples of those populations. This first data collection effort and accompanying system flow chart is the "before" and should be completed by December, 1976. The second data collection, the "after," which includes possible changes to the system flow charts, should be completed by December, 1977. The two portraits of the systems will be analyzed starting in January, 1978 with the final report completed by June, 1978.

SYSTEM RATES FLOW CHART



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MULTI-ATTRIBUTE UTILITY MEASUREMENT

This is a method used in evaluating a program in terms of its impact from the viewpoints of various participants and constituencies of a social program. These viewpoints are based on the values expressed by those with a stake in the outcome of the program. Multi-attribute utility measurement begins by defining the various dimensions of value that an audience may attribute to a program where each value dimension is essentially a program impact of concern to the audience. It then obtains from each member of the audience two kinds of value judgments. The first is a judgment as to the relative importance of the various impacts. Each member is asked to assign actual importance weights to each program impact indicating its relative importance. The second value judgment is a measure of how the member feels about increasing or decreasing amounts of each impact (i.e., varying levels of performance of a program on this value dimension). This is done by assigning values to various amounts of the impact across the range of the impact. This is done individually for each program impact. At this point the value of any particular program impact can be determined by finding the amount of impact, converting it to a value for that amount of impact and multiplying that value by the appropriate importance weight for that impact. To find the over all program value, the value contribution of each individual impact is aggregated (using in effect a simple weighted average of the value contributions of each impact).

Multi-attribute utility measurement is particularly useful as a supplement to standard evaluation procedures, commonly based on program outcome data. Outcome data measure program effectiveness in terms of values defined by some subset of policy planners or researchers. But they do not necessarily measure program effectiveness in terms of values as they may be defined by others, most particularly by the local audiences and constituencies of the communities in which DSO programs are operating. It is likely that various DSO programs will score well or have deficiencies in impacting different program objectives. What will be regarded as "best" will turn out to be a function of the values and acceptable trade-offs among values as defined by members of a given interest group. Different values and preferences can be expected within a community and among communities, as well as differences with respect to the relative importance of different types of program outcome.

As an evaluation tool, multi-attribute utility measurement provides answers to questions of the following kind, raised by decision makers as well as evaluators:

Is a DSO program, or one similar to it, capable of providing a favorable net value to the community, and should local resources therefore be tapped for its further development?

Are there forms of the DSO program that constitute viable models for replication in selected types of communities?

If there are such models, what is the evidence on which local leaders may be persuaded to accept the program?

The procedure entailed in implementing this form of evaluation may be briefly outlined.

- a. The national evaluation team will prepare MAUM data collection instruments for use at all sites. These instruments will include an exhaustive list of MAUM attributes for evaluating the DSO programs (we estimate between 12 and 20 attributes). The instrument will be self-contained and include instructions, questions, and forms for responses. This instrument will be presented at the next quarterly meeting of program directors and a modified "dry run" of the instrument will be made at that time by a member of the national evaluation team (Peter Gardiner).
- b. The national evaluation team will mail the MAUM instruments to each DSO evaluator for local distribution following the September, 1976 meeting. This procedure will be repeated a year later, in 1977, for a second wave distribution.
- c. DSO program directors and site evaluators will jointly identify individuals who represent the various audiences with an interest in the DSO program. (This list will be checked with the national evaluation team for completeness for national evaluation purposes.)
- d. By October 1, the DSO site evaluators will mail a MAUM instrument to each individual identified in step 3, indicating when the forms should be completed and returned.

We recommend that the site evaluators announce a date (by October 10) when they (or representatives) will personally stop by to collect the completed form if resources permit. If not, a mailed response with telephone prompting could suffice.

- e. When all forms have been returned, the site evaluators will forward them to the national evaluation team by October 15, if possible.
- f. At the inclusion of the pooling of the mailed instrument responses, the evaluation and decision rule is simple: maximize value. For each interest group represented the DSO programs can be compared and contrasted in terms of the overall value as determined by multi-attribute utility measurement value models.

PRE-TEST DRAFT INSTRUMENT

INSTRUCTIONS

NAME _____ Title _____
(Please Print)

_____ PLEASE CHECK HERE IF YOU WOULD LIKE TO BE INFORMED OF THE RESULTS OF THIS SURVEY.

There are three parts to this questionnaire. Part I asks for your views about the relative importance of 14 factors to be considered in evaluating status offender programs. Part II asks for your preferences about different amounts of each evaluation factor considering just that factor by itself. Part III asks for your comments about the "completeness" of the current list of 14 factors. Please complete the questionnaire in order. We are interested in your personal preferences, so there are no "right" or "wrong" answers. We estimate that the length of time to complete this questionnaire will be about one hour.

PART I

On page 3, you will find 14 Evaluation Factors (i.e., impacts) that we consider important for the purpose of evaluating the merits of any proposed program to treat status offenders. We would like you to review this list and then indicate your views as to the relative importance of each factor on the list as follows:

1. Please consider the 14 factors (and only these 14) and then RANK ORDER them in decreasing order of importance to you, with number 1 being most important and the least important last. (ties are acceptable)
2. Once you have rank-ordered them, please reflect on their relative importance to you. How much weight does each factor carry relative to the other factors as you would use them to evaluate a Status Offender program if there were one in your community? Please write the weights you would assign to each factor to reflect its relative importance to you.
 - a. Do this by assigning a weight of 10 to the least important factor (lowest rank) as a common starting point.
 - b. Next, for the factor with the next highest rank, assign it a weight to reflect its importance compared to the lowest factor. For example, it may be half again as important to you as the lowest factor. If so, it would receive a weight of 15. If it is twice as important, it would receive a weight of 20.
 - c. Then go to the next most important factor and compare it to the one just completed and repeat the process.

A factor with a weight of 40 is twice as important as one with 20 and half as important as one with 80, and so on. A factor with 50 is as important as one with 20 and one with 30 taken together.

There are no limits to the weights you assign. When finished, you will have weighted all the factors to reflect their relative importance to you. Page 2 shows a simplified example of how this is done.

EXAMPLE: EVALUATING AUTOMOBILES

STEP 1. REVIEW LIST OF EVALUATION FACTORS
(A FACTOR = A "THING TO CONSIDER")

STEP 2. RANK ORDER EVALUATION FACTORS
TO REFLECT THEIR RELATIVE IMPORTANCE TO YOU AS YOU EVALUATE AUTOMOBILES. TIES ARE ACCEPTABLE. ENTER THE LETTER CORRESPONDING TO THE MOST IMPORTANT FACTOR LISTED IN STEP 1 ON LINE 1. ENTER THE SECOND MOST IMPORTANT ON LINE 2, AND SO ON. IF ANY TWO FACTORS ARE EQUALLY IMPORTANT, PLACE BOTH LETTERS ON THE SAME LINE. FOR THREE-WAY TIES, PLACE THREE LETTERS ON THE SAME LINE, AND SO ON.

STEP 3. WEIGHT THE EVALUATION FACTORS
ASSIGN 10 POINTS TO THE LEAST IMPORTANT FACTOR AND THEN INDICATE YOUR OWN OPINION ABOUT THE RELATIVE IMPORTANCE OF EACH FACTOR BY ASSIGNING WEIGHTS ACCORDINGLY. (NO UPPER LIMIT ON WEIGHTS)

EVALUATION FACTORS

- A. PURCHASE PRICE
- B. COMFORT
- C. STYLE
- D. HANDLING
- E. GAS MILEAGE
- F. SAFETY

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	RANK ORDER	ASSIGN WEIGHTS	
LINE 1	<u>a</u> (MOST IMPORTANT)	60	
LINE 2	<u>c</u>	50	
LINE 3	<u>E</u>	30	← GAS MILEAGE IS TWICE AS IMPORTANT AS SAFETY
LINE 4	<u>B, F</u> (A TIE)	15	
LINE 5	<u>D</u> (LEAST IMPORTANT)	10	← 10 POINTS ASSIGNED AS REFERENCE TO LEAST IMPORTANT FACTOR
LINE 6	(EMPTY IN THIS EXAMPLE)		

PURCHASE PRICE (60) POINTS IS TWICE AS IMPORTANT AS GAS MILEAGE (30 POINTS) FOUR TIMES AS IMPORTANT AS SAFETY (OR COMFORT) (BOTH TIED AT 15 POINTS) AND SIX TIMES AS IMPORTANT AS HANDLING (10 POINTS)

EVALUATING STATUS OFFENDER PROGRAMS

STEP 1 -- REVIEW THE FOLLOWING FACTORS IN TERMS OF THEIR IMPORTANCE IN EVALUATING STATUS OFFENDER PROGRAMS:

EVALUATION FACTORS

- A. THE AVERAGE NUMBER OF ARRESTS PER STATUS OFFENDER PER YEAR. TYPICALLY, ARRESTS OF INDIVIDUAL STATUS OFFENDERS MIGHT RANGE FROM 0 TO 10 OR MORE PER YEAR.
- B. THE PROPORTION OF STATUS OFFENSE ARRESTS THAT RESULT IN COURT APPEARANCE.
- C. THE AVERAGE NUMBER OF SERIOUS DELINQUENT OFFENSES (SUCH AS ROBBERY) THAT MIGHT OCCUR IN A SIX MONTH PERIOD, REGARDLESS OF WHETHER THESE OFFENSES COME TO THE ATTENTION OF JUSTICE AUTHORITIES.
- D. THE AMOUNT OF TIME STATUS OFFENDERS SPEND WITH FAMILY.
- E. STATUS OFFENDERS' PERCEPTIONS ABOUT THE SERIOUSNESS OF AN OFFENSE SUCH AS ROBBERY.
- F. STATUS OFFENDERS' PERCEPTIONS OF JUSTICE SYSTEM EFFECTIVENESS.
- G. PARENTAL KNOWLEDGE OF WHEREABOUTS OF STATUS OFFENDER.
- H. STATUS OFFENDERS' ATTITUDES TOWARD OBSERVING THE LAW.
- I. THE AVERAGE NUMBER OF MINOR DELINQUENT OFFENSES (SUCH AS TRUANCY) THAT MIGHT OCCUR IN A SIX MONTH PERIOD, REGARDLESS OF WHETHER THESE OFFENSES COME TO THE ATTENTION OF JUSTICE AUTHORITIES.
- J. THE ANNUAL COST IN DOLLARS PER INDIVIDUAL STATUS OFFENDER SERVED (\$200 WOULD BE THE APPROXIMATE COST OF SHORT-TERM COUNSELING ONLY AND \$4,000 THE APPROXIMATE COST OF RESIDENTIAL PLACEMENT INCLUDING A WIDE VARIETY OF SERVICES).
- K. STATUS OFFENDERS' PERCEPTIONS ABOUT THE SERIOUSNESS OF AN OFFENSE SUCH AS TRUANCY.
- L. FREQUENCY OF CONTACT BETWEEN PROGRAMS SET UP TO PROVIDE SERVICES TO STATUS OFFENDERS AND OTHER SOCIAL SERVICE AGENCIES OR INSTITUTIONS.
- M. THE PERCENTAGE OF ARRESTED STATUS OFFENDERS PLACED IN LOCKED FACILITIES WHILE WAITING FOR A COURT APPEARANCE.
- N. LEVEL OF THE STATUS OFFENDER'S SCHOOL PERFORMANCE RELATIVE TO HIS SCHOOL MATES.

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STEP 2. RANK ORDER EVALUATION FACTORS
 TO REFLECT THEIR RELATIVE IMPORTANCE TO YOU AS YOU EVALUATE AUTOMOBILES, TIES ARE ACCEPTABLE. ENTER THE LETTER CORRESPONDING TO THE MOST IMPORTANT FACTOR LISTED IN STEP 1 ON LINE 1. ENTER THE SECOND MOST IMPORTANT ON LINE 2, AND SO ON. IF ANY TWO FACTORS ARE EQUALLY IMPORTANT, PLACE BOTH LETTERS ON THE SAME LINE. FOR THREE-WAY TIES, PLACE THREE LETTERS ON THE SAME LINE, AND SO ON.

STEP 3. WEIGHT THE EVALUATION FACTORS
 ASSIGN 10 POINTS TO THE LEAST IMPORTANT FACTOR AND THEN INDICATE YOUR OWN OPINION ABOUT THE RELATIVE IMPORTANCE OF EACH FACTOR BY ASSIGNING WEIGHTS ACCORDINGLY. (NO UPPER LIMIT ON WEIGHTS)

	RANK ORDER (MOST IMPORTANT)	ASSIGN WEIGHTS
LINE 1	_____	_____
LINE 2	_____	_____
LINE 3	_____	_____
LINE 4	_____	_____
LINE 5	_____	_____
LINE 6	_____	_____
LINE 7	_____	_____
LINE 8	_____	_____
LINE 9	_____	_____
LINE 10	_____	_____
LINE 11	_____	_____
LINE 12	_____	_____
LINE 13	_____	_____
LINE 14	_____	_____

PART 2

In Part I of this questionnaire we were interested in how you felt about the relative importance of each evaluation factor--one compared with the other. In this part of the questionnaire, we are interested in how you feel about varying amounts of each particular factor considered one at a time, independently of the other factors. For example, "How do you feel about more and more (or less and less) cost per status offender to run the treatment program, regardless of what is happening on the other factors?" (To answer this, assume everything else is equal. The only thing that is changing is the amount, or level of performance--dollar cost--on this single factor).

On Page 5 you will find one of the evaluation factors for an automobile used as an example of how to follow the four steps necessary to complete Part 2. In some cases it may appear obvious as to what the "Best" and "Worst" sample points are (Steps 2-4) that are to be placed at 100 and zero. However, it is the relative worth to you of the remaining sample points that is of importance in evaluating program impact.

After reviewing the example on page 5, please turn to page 6 and complete the questionnaire.

EXAMPLE: EVALUATING AUTOMOBILES

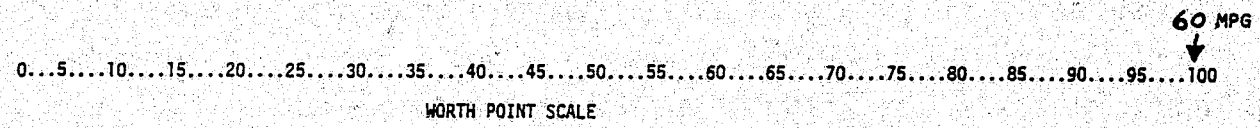
STEP 1. CONSIDER "GAS MILEAGE" BY ITSELF.

FACTOR: GAS MILEAGE
RANGE: 6 MILES PER GALLON (MPG)
TO
60 MILES PER GALLON

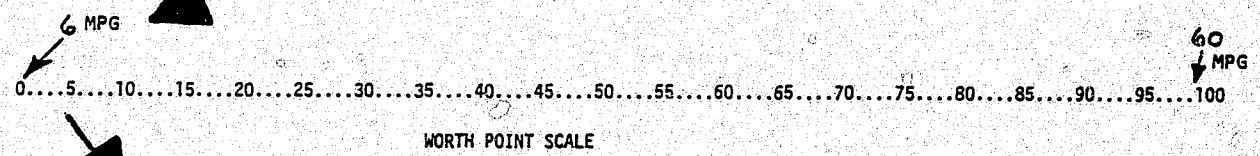
STEP 2. CONSIDER "SAMPLE" MILEAGES.

FACTOR: GAS MILEAGE
6 MPG 15 MPG 25 MPG 35 MPG 50 MPG 60 MPG

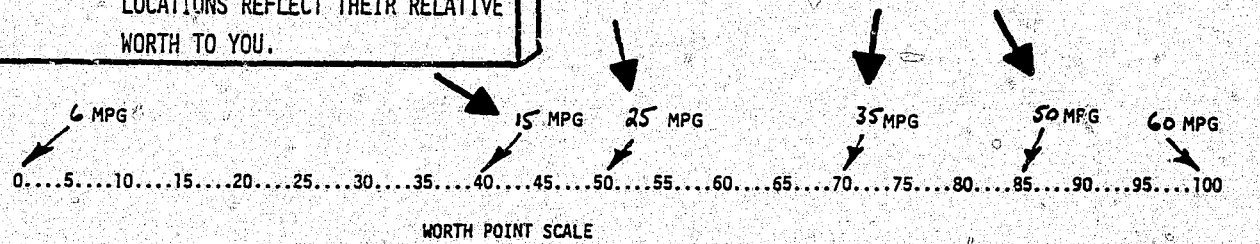
STEP 3. SELECT THE BEST GAS MILEAGE
PLACE IT AT 100 WORTH POINTS.



STEP 4. SELECT THE WORST GAS MILEAGE
PLACE IT AT ZERO WORTH POINTS.



STEP 5. PLACE THE REMAINING "SAMPLE" GAS MILEAGES ON THE WORTH SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.



CONTINUED

2 OF 3

EVALUATION FACTOR A

STEP 1. CONSIDER THE AVERAGE NUMBER OF ARRESTS PER STATUS OFFENDER, PER YEAR. TYPICALLY, ARRESTS OF INDIVIDUAL STATUS OFFENDERS MIGHT RANGE FROM 0 - 10 OR MORE PER YEAR.

STEP 2. CONSIDER THE FOLLOWING SAMPLE OF POINTS ON THE RANGE GIVEN IN STEP 1:

AVERAGE NUMBER OF ARRESTS PER YEAR

0 2 4 6 8 10 or more

-162g-

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "BEST" AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "WORST" AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0.....5.....10.....15.....20.....25.....30.....35.....40.....45.....50.....55.....60.....65.....70.....75.....80.....85.....90.....95.....100

WORTH POINT SCALE

EVALUATION FACTOR 8

STEP 1. CONSIDER THE PROPORTION OF STATUS OFFENSE ARRESTS THAT RESULT IN COURT APPEARANCE. THIS FACTOR HAS A RANGE OF 0% to 100%.

STEP 2. CONSIDER THE FOLLOWING SAMPLE OF POINTS ON THE RANGE GIVEN IN STEP 1:

- 0.....no arrests go to court
- 25%..... $\frac{1}{4}$ of arrests go to court
- 50%..... $\frac{1}{2}$ of arrests go to court
- 75%..... $\frac{3}{4}$ of arrests go to court
- 100%.....all arrests go to court

-162h-

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "BEST" AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

-7-

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "WORST" AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0....5....10....15....20....25....30....35....40....45....50....55....60....65....70....75....80....85....90....95....100

WORTH POINT SCALE

EVALUATION FACTOR C

STEP 1. CONSIDER THE AVERAGE NUMBER OF SERIOUS DELINQUENT OFFENSES (SUCH AS ROBBERY) THAT MIGHT OCCUR IN A SIX MONTH PERIOD, REGARDLESS OF WHETHER THESE OFFENSES COME TO THE ATTENTION OF JUSTICE AUTHORITIES. STATUS OFFENDERS IN VARIOUS PARTS OF THE UNITED STATES HAVE BEEN ASKED THE QUESTION, "How many times in the last six months have you used force or threat of force to take something from another person?" THIS FACTOR HAS A RANGE OF 0 TIMES TO 15 TIMES OR MORE.

STEP 2. CONSIDER THE FOLLOWING SAMPLE POINTS ON THE RANGE GIVEN IN STEP 1:

NUMBER OF TIMES OFFENSE COMMITTED

0 3 6 9 12 15 or more

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0.....5.....10.....15.....20.....25.....30.....35.....40.....45.....50.....55.....60.....65.....70.....75.....80.....85.....90.....95.....100

WORTH POINT SCALE

EVALUATION FACTOR D

STEP 1. CONSIDER THE AMOUNT OF TIME STATUS OFFENDERS SPEND WITH FAMILY. STATUS OFFENDERS IN VARIOUS PARTS OF THE UNITED STATES HAVE BEEN ASKED THE QUESTION, "How much time, if any, do you spend with your family?" THIS FACTOR HAS A RANGE OF 1 (ALL OF THEIR TIME) TO 4 (NONE OF THEIR TIME).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....all of their time
- 2.....some of their time
- 3.....very little time
- 4.....none of their time

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

-162-

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80...85...90...95...100

WORTH POINT SCALE

EVALUATION FACTOR E

STEP 1. CONSIDER STATUS OFFENDERS' PERCEPTIONS ABOUT THE SERIOUSNESS OF AN OFFENSE SUCH AS ROBBERY. THIS FACTOR HAS A RANGE OF 1 (EXTREMELY SERIOUS) TO 7 (NOT AT ALL SERIOUS).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....extremely serious
- 2
- 3
- 4.....somewhat serious
- 5
- 6
- 7.....not at all serious

-162k-

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "BEST" AND PLACE IT AT 100 ON THE WORTH POINT SCALE. (POINTS 2, 3, 5, 6 ARE NOT LABELLED BUT SHOULD BE PLACED ON THE WORTH SCALE.)

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "WORST" AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80...85...90...95...100

WORTH POINT SCALE

-10-

EVALUATION FACTOR F

STEP 1. CONSIDER STATUS OFFENDERS' PERCEPTIONS OF JUSTICE SYSTEM EFFECTIVENESS. STATUS OFFENDERS WERE ASKED WHETHER OR NOT THEY AGREED WITH THE STATEMENT, "If kids get caught breaking the law they are almost always punished." THIS FACTOR HAS A RANGE OF 1 (AGREE STRONGLY) TO 6 (DISAGREE STRONGLY).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....agree strongly
- 2.....agree pretty much
- 3.....agree a little
- 4.....disagree a little
- 5.....disagree pretty much
- 6.....disagree strongly

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0.....5.....10.....15.....20.....25.....30.....35.....40.....45.....50.....55.....60.....65.....70.....75.....80.....85.....90.....95.....100

WORTH POINT SCALE

-1621-

-11-

EVALUATION FACTOR G

STEP 1. CONSIDER PARENTAL KNOWLEDGE OF WHEREABOUTS OF STATUS OFFENDER. STATUS OFFENDERS WERE ASKED WHETHER OR NOT THEY AGREED WITH THE STATEMENT, "My parents usually know where I am." THIS FACTOR HAS A RANGE OF 1 (AGREE STRONGLY) TO 6 (DISAGREE STRONGLY).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....agree strongly
- 2.....agree pretty much
- 3.....agree a little
- 4.....disagree a little
- 5.....disagree pretty much
- 6.....disagree strongly

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80...85...90...95...100

WORTH POINT SCALE

-162m-

-12-

EVALUATION FACTOR H

STEP 1. CONSIDER STATUS OFFENDERS' ATTITUDES TOWARD OBSERVING THE LAW. STATUS OFFENDERS WERE ASKED WHETHER OR NOT THEY AGREED WITH THE STATEMENT, "It is alright to get around the law if you can get away with it." THIS FACTOR HAS A RANGE OF 1 (AGREE STRONGLY) TO 6 (DISAGREE STRONGLY).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....agree strongly
- 2.....agree pretty much
- 3.....agree a little
- 4.....disagree a little
- 5.....disagree pretty much
- 6.....disagree strongly

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0.....5.....10.....15.....20.....25.....30.....35.....40.....45.....50.....55.....60.....65.....70.....75.....80.....85.....90.....95.....100

WORTH POINT SCALE

-162n-

-13-

EVALUATION FACTOR I

STEP 1. CONSIDER THE AVERAGE NUMBER OF MINOR DELINQUENT OFFENSES (SUCH AS TRUANCY) THAT MIGHT OCCUR IN A SIX MONTH PERIOD, REGARDLESS OF WHETHER THESE OFFENSES COME TO THE ATTENTION OF JUSTICE AUTHORITIES. STATUS OFFENDERS HAVE BEEN ASKED THE QUESTION, "How many times in the last six months have you skipped classes while at school or left school early without permission?" THIS FACTOR HAS A RANGE OF 0 TIMES TO 15 TIMES OR MORE.

STEP 2. CONSIDER THE FOLLOWING SAMPLE POINTS ON THE RANGE GIVEN IN STEP 1:

NUMBER OF TIMES

0 3 6 9 12 15 or more

-1620-

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

-14-

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80...85...90...95...100

WORTH POINT SCALE

EVALUATION FACTOR J

STEP 1. CONSIDER THE ANNUAL COST IN DOLLARS PER INDIVIDUAL STATUS OFFENDER SERVED. THIS FACTOR HAS A RANGE OF \$200 (\$200 would be the approximate cost of short-term crisis counseling only) TO \$14,000 (\$14,000 would be the approximate cost of residential placement including a wide variety of services).

STEP 2. CONSIDER THE FOLLOWING SAMPLE OF POINTS ON THE RANGE GIVEN IN STEP 1:

COST PER INDIVIDUAL STATUS OFFENDER SERVED

\$200 \$1,000 \$4,000 \$9,000 \$14,000

-12p- STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "BEST" AND PLACE IT AT 100 ON THE WORTH POINT SCALE. -15-

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "WORST" AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80...85...90...95...100

WORTH POINT SCALE

EVALUATION FACTOR K

STEP 1. CONSIDER STATUS OFFENDERS' PERCEPTIONS ABOUT THE SERIOUSNESS OF AN OFFENSE SUCH AS TRUANCY. THIS FACTOR HAS A RANGE OF 1 (EXTREMELY SERIOUS) TO 7 (NOT AT ALL SERIOUS).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....extremely serious
- 2
- 3
- 4.....somewhat serious
- 5
- 6
- 7.....not at all serious

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE. (Points 2, 3, 5, 6 are not labeled but should be placed on the worth scale.)

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0....5....10....15....20....25....30....35....40....45....50....55....60....65....70....75....80....85....90....95....100

WORTH POINT SCALE

EVALUATION FACTOR L

STEP 1. CONSIDER FREQUENCY OF CONTACT BETWEEN PROGRAMS SET UP TO PROVIDE SERVICES TO STATUS OFFENDERS AND OTHER SOCIAL SERVICE AGENCIES OR INSTITUTIONS. THIS FACTOR HAS A RANGE OF 1 (NO CONTACTS) TO 4 (CONTACTS SEVERAL TIMES A WEEK).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....no contact between service providers and other agencies
- 2.....contact less than once a week
- 3.....contact about once a week
- 4.....contact several times a week

-162-

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0....5....10....15....20....25....30....35....40....45....50....55....60....65....70....75....80....85....90....95....100

WORTH POINT SCALE

EVALUATION FACTOR M

STEP 1. IN SOME JURISDICTIONS, LOCKED FACILITIES ARE PROVIDED FOR DETENTION OF STATUS OFFENDERS PRIOR TO COURT APPEARANCE, CONSIDER THE PERCENTAGE OF ARRESTED STATUS OFFENDERS PLACED IN LOCKED FACILITIES WHILE WAITING FOR A COURT APPEARANCE. THIS FACTOR HAS A RANGE OF 0% (NO STATUS OFFENDERS PLACED IN SUCH FACILITIES) TO 100% (ALL ARRESTED STATUS OFFENDERS PLACED IN SUCH FACILITIES).

STEP 2. CONSIDER THE FOLLOWING SAMPLE OF POINTS ON THE RANGE GIVEN IN STEP 1:

- 0%.....no arrested status offenders placed in locked detention facilities while waiting for a court appearance.
- 25%..... $\frac{1}{4}$ of arrested status offenders placed in locked detention facilities while waiting for a court appearance.
- 50%..... $\frac{1}{2}$ of arrested status offenders placed in locked detention facilities while waiting for a court appearance.
- 75%..... $\frac{3}{4}$ of arrested status offenders placed in locked detention facilities while waiting for a court appearance.
- 100%.....all arrested status offenders placed in locked detention facilities while waiting for a court appearance.

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "BEST" AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER "WORST" AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0.....5.....10.....15.....20.....25.....30.....35.....40.....45.....50.....55.....60.....65.....70.....75.....80.....85.....90.....95.....100

WORTH POINT SCALE

-1825-

-18-

EVALUATION FACTOR N

STEP 1. CONSIDER LEVEL OF THE STATUS OFFENDER'S SCHOOL PERFORMANCE RELATIVE TO HIS SCHOOL MATES. STATUS OFFENDERS WERE ASKED THE QUESTION, "How would you describe your grades at school compared to other kids in your same school year?" THIS FACTOR HAS A RANGE OF 1 (MUCH BETTER) TO 5 (MUCH WORSE).

STEP 2. CONSIDER THE FOLLOWING POINTS ON THE RANGE GIVEN IN STEP 1:

- 1.....much better than school mates'
- 2.....better than school mates'
- 3.....about the same as school mates'
- 4.....worse than school mates'
- 5.....much worse than school mates'

STEP 3. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "BEST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT 100 ON THE WORTH POINT SCALE.

STEP 4. SELECT THE POINT IN STEP TWO THAT YOU CONSIDER THE "WORST" RESPONSE A JUVENILE MIGHT GIVE AND PLACE IT AT ZERO ON THE WORTH POINT SCALE.

STEP 5. PLACE THE REMAINING POINTS IN STEP TWO ON THE WORTH POINT SCALE (RELATIVE TO THE BEST AND WORST) SO THAT DISTANCES BETWEEN THEIR LOCATIONS REFLECT THEIR RELATIVE WORTH TO YOU.

0....5....10....15....20....25....30....35....40....45....50....55....60....65....70....75....80....85....90....95....100

WORTH POINT SCALE

-162-

-19-

PART 3

Obviously, there are other important factors to be considered in planning or evaluating status offender programs. We would like to ask your help in identifying additional factors you personally consider important. We do not maintain that these 14 factors are exhaustive. Please indicate your suggestions in the space provided below, being as specific as possible in describing them.

SUGGESTIONS FOR ADDITIONAL FACTORS

1.

2.

3.

4.

Thank you again for your participation in this national evaluation study.

COST ANALYSIS AND RECIDIVISM COMPARISON
WITH PRE-PROGRAM EXPERIENCE

The program unit of OJJDP and the administrative staff of LEAA has requested that a cost analysis of the DSO program in relation to delinquency reduction effectiveness be incorporated into the national evaluation. Although a complete benefit-cost analysis of the program, incorporating all benefits and costs, would be preferred for its completeness, it is not feasible in this situation for the following reasons: a) many of the benefits and costs are not directly measurable in quantifiable terms; b) many of the benefits and costs, even if measurable, will not be realized within the two-year study period; and c) a benefit-cost analysis of this complexity would require major research not included in the current evaluation contracts. It should, however, be feasible to obtain data for purposes of comparing the cost of the DSO program operations with the cost of non-DSO services in each program jurisdiction, such as detention centers, probation services, training schools, local camps, halfway houses, mental health services, and other treatment facilities.

Total expenditures for each program will be obtained from yearly reports and will be tabulated on a per annual, individual client basis. Cost figures for DSO programs will be obtained at the end of the first year of operation, while figures for standard alternative programs will cover the nearest year prior to the beginning of the DSO program operations. Three categories of information for each program component

will be included: (1) number of individuals served, (2) annual cost of the program component, and (3) the per individual cost. The following tabulation with hypothetical numbers illustrates one convenient form for organizing the data:

Annual Cost Data Site XYZ DSO Program			
Program Components	Number of Program Clients	Cost of Component	Per Individual Cost
Foster Homes	50	\$20,000	\$400
Crisis Intervention	250	5,000	20
Client Counselling	70	14,000	70
etc.	370	1,850	5
Administration	740	3,700	5
TOTAL	740	\$44,550	\$ 60

Annual Cost Data Site XYZ Standard Program			
Program Components	Number of Subjects	Cost of Component	Per Individual Cost
Detention Center	850	\$ 85,000	\$100
State Training Center	320	125,000	390
Probation Service	175	78,400	448
Mental Health Service	30	3,000	100
etc.	240	3,600	15
Administration	1,615	19,380	12
TOTAL	1,615	\$314,380	\$195

Because accounting systems and cost attributions in standard programs are likely to differ across jurisdictions, comparability among the eight evaluation sites will be difficult. For example, the per annual cost for operating a detention center among various jurisdictions may or may not include amortized capital expenditures as well as direct staff and maintenance costs. In reporting costs in each instance the items included will be specified as to content in order to facilitate comparisons across jurisdictions.

In addition to providing a comparative cost analysis among program components and alternative treatment services for youth, the cost data will also be analyzed in conjunction with the recidivism data for both the program and pre-program periods to allow an estimate of cost effectiveness in reducing official delinquency. For example, using subsequent offense data for pre-program and program populations as a measure of delinquency reduction effectiveness, it is possible to determine the levels of per capital expenditures that are most highly associated with the lowest levels of recidivism with each program site.

ATTACHMENT C

TIME FLOW CHARTS FOR LOCAL AND NATIONAL EVALUATION PROJECT TASKS

CHART IV
TIME FLOW FOR NATIONAL EVALUATION
PROJECT TASKS

	1976					1977					1978														
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	
1. National/Local Evaluation Meetings			X			X			X			X		X											
2. National Advisory Board Meetings (Tentative)				X									X							X					
3. National Guideline Final Version	X	X																							
4. Consultation:																									
Local Evaluators	X	X	X	X	X	X	X	X	As Needed			X	X	X	X	X	X								
Agencies and Other Interested Persons	X	X	X	X	X	X	X		As Requested			X	X	X	X	X	X								
5. Construction of Data Storage Files	X	X																							
6. Log In Data Forms, Visual Editing, Etc.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
7. DATA PROCESSING: Coding, Key punching, Machine Reading, Transfer To Data Tapes, Computer Proc.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
8. Feedback to Local Evaluators		X	X	X	X	(Monthly or as Requested)							X	X	X	X									
9. Feedback to OJJDP Program Staff and Local Program Directors			X			X			X			X			X				X						

CHART IV (continued)

	1976												1977					1978						
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
10. Data Analysis/Reports																								
A. Summary Statistical Reports																								
1. Monthly - Clients	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
2. Quarterly - Clients				X			X			X			X			X								
3. Census of Detained & Institutionalized Status Offenders				X			X			X			X			X								
B. Effectiveness of Program Service Components on Client Outcome																								
1. Data Collection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
2. Analysis																			X	X	X	X	X	
3. Final Report																								X
C. Program Impact Studies:																								
1. Cost Analysis																								
a. Data Collection																		X						
b. Analysis																			X	X	X	X	X	
c. Final Report																								X
2. Organizational Analysis																								
a. Phase I																								
1) Collection				X	X	X																		
2) Analysis						X	X	X	X	X	X													
3) Reports											X													
b. Phase II																								
1) Collection																X	X	X						
2) Analysis																	X	X	X	X	X	X	X	
3) Reports																								X

CHART IV (continued)

	1976												1977					1978																								
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J																		
3. Multi Attribute Utility Measures																																										
a. First Wave Collection			X	X																																						
b. Second Wave Collection														X	X																											
c. Final Report																								X																		
4. Deinstitutionalization Experience																																										
a. Data Collection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																								
b. Analysis																			X	X	X	X	X																			
c. Final Report																								X																		
5. Juvenile Justice System Rates																																										
a. Data Collection						X												X																								
b. Analysis																			X																							
c. Final Report																								X																		
D. Special Studies	TIME & RESOURCES PERMITTING																																									
Examples of Possibilities:																																										
1. Offense Patterns																																					X	X	X	X	X	X
2. Sex-based Differences																																					X	X	X	X	X	X
3. Self Report Vs. Official Delinquency																																					X	X	X	X	X	X
4. Problems and Prospects of Intervention Programs (Narrative Log)																																					X	X	X	X	X	X
5. Additional Publications																			X	X	X	X	X	X																		

ATTACHMENT D
RESEARCH DESIGN AND PROCEDURES FOR SELECTING EVALUATION
AND COMPARISON CONTROL SUBJECT

Research Design and Procedures of Selecting Evaluation
and Comparison/Control Subjects

The interest of the national evaluation is in assessing the effectiveness of the DSO program during the first year of operation. A rolling-wave design (see attachment) will be followed during this period, with total enumeration or sampling of specific status offense categories and sufficient post-program exposure to allow for the detection of main effects and analysis of possible control factors. The design will require initial and follow-up measures of self-reported offenses and social adjustment on all evaluated subjects, and the collection of official offense data on both evaluated and comparison subjects.

1. Selection of DSO Subjects for Evaluation: Program personnel will use Data Form 1-A to record entry information on all subjects received by the DSO programs. This information will consist mainly of individual characteristics (sex, ethnic background, date of birth, etc.), referral source, service recommendation, and the incident for which referred with a classification according to type of status offense. If a total enumeration is not being conducted, the local evaluator should use the classification of status offense to select enough cases to fulfill a monthly quota of 60 subjects equally distributed over five major types of status violations: runaway, ungovernable, curfew, truancy, and minor in possession of alcohol (The following cases should be excluded from the sample as status offenders - (a) transient offenders who are referred to a jurisdiction outside the DSO program area, and (b) status offenders who are returned to the DSO program after termination from a previous service pattern - for additional detail see attached memo dated July 9, 1976). Selection of cases should be in accordance with the Forecasting Technique described on the following pages. The general logic of quota sampling by this technique should be guided by the goal of ideally obtaining a total sample of approximately 60 cases for each of the 12 program months and equivalent numbers in each of the five subclassifications. If this procedure is followed for each month of the first DSO program year it will eventually yield a fairly representative sample of approximately 700 clients with stratified sub-samples of 140 clients in each of the five status offense classifications.

2. Selection of the Comparison/Control Subjects: The national evaluation will use comparison data on the officially recorded offenses of a pre-program group to be identified during the twelve month period prededing the start of the DSO programs. All identification and offense data will be gathered from official records and there will be no requirement for personal contact with any member of the comparison group.

For the first month of the pre-program period it will be necessary to identify the population of status offenders. This search can possibly be limited to juvenile court intake records, but, depending upon local referral procedures, some sites may also require a search of police records. If less than a total enumeration is planned, the monthly cohort should be sub-sampled to gain equal representation of the five status offenses: runaway, ungovernable, curfew, truancy, and minor in possession of alcohol (see the above for reference to the exclusion of subjects from the sample). As in the evaluated sample, each sub-sample should contain 12 members and the total monthly sample cohort should contain 60. Since the cohort is assembled prior to sampling, a simple random procedure will be sufficient for selecting each sub-sample. This same procedure should be repeated for the second and each subsequent month of the pre-program period with the added feature that all subjects identified in the previous period are excluded from the sample (for added detail see the memo date July 9, 1976). This procedure will yield a representative pre-program group of approximately 700 status offenders with stratified sub-samples of 140 for each type of status offense.

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July 9, 1976

To: Site Evaluators
From: Frank Hellum, National Evaluation
Subject: Selection of Subjects for Program and Pre-Program Groups

Two issues were raised at the recent meeting of data collection supervisors regarding the selection of subjects for the program and pre-program groups. The following outlines each of the issues and specifies the procedure to be used by site evaluators in resolving each issue. This memo supercedes any previous instruction concerning these issues.

1. MIXED DELINQUENT AND STATUS OFFENSES: Technically the juvenile who is detained for multiple offenses involving both status and delinquent violations should be processed as a delinquent offender and thus would not be referred to the DSO program. However, in practice this distinction is likely to be governed by the discretionary decision-making of the referral source, and it can be anticipated that the programs will receive referrals of mixed offenders, especially when the delinquency is a minor violation. Therefore, to provide the necessary comparison it will be necessary to include mixed delinquency and status offenders in the pre-program group. This means that when the offense incident used in determining inclusion in the program or pre-program group consists of both status and delinquent violations, the subject's instant offense is defined as the most serious status offense.

2. DUPLICATE LISTINGS: The names of repeating offenders will be duplicated in many of the listings from which program and pre-program subjects are drawn. This creates the possibility of multiple selection of the same individual for inclusion in either the program or pre-program group. Resolution of this issue depends on the type of enumeration (total or sample) and whether the duplication occurs between or within the program and pre-program groups.

a. Total enumeration and duplication within program and pre-program listings. Selection of all individuals is to be made according to the month of the instant status offense. In selecting the pre-program group if the same individual is a repeat offender in a subsequent month he/she would simply continue as a member and would not be eligible for selection in the subsequent month. For the program group repeating status offenders could return to the DSO program for a subsequent service pattern which would require the completion of Forms 1-A and 1-B, but they would not be assigned new identification numbers.

b. Total enumeration and duplication between program and pre-program listings. The same individual could appear in both the program and pre-program groups, and in this event the site evaluator should not attempt to purge the individual from either group. The elimination of duplicate listings between groups must be accomplished on a random basis in order to avoid a concentration of repeating offenders in one group. This elimination will be done by the national evaluator as part of the analysis.

NOTE: If a duplication does occur the site evaluator should assign the individual the same five-digit identification number for both the program and pre-program groups. The population code will distinguish between the individual's program and pre-program records.

c. Sample enumeration and duplication within the program and pre-program listings. Within either the program or pre-program groups, individuals should have an equal likelihood of being selected into the sample. This means that when an individual appears in a monthly sampling frame a decision is reached concerning random selection into the sample. If the same individual should appear in a sampling frame for a subsequent month, he/she would be automatically excluded from consideration, even though he/she might not have been randomly selected into the sample in the previous month¹ (i.e., each individual would have only one chance of being selected into the sample). Previously selected repeating offenders would retain their membership in the pre-program group or would be considered a re-referral to the program group, whichever the case may be.

d. Sample enumeration and duplication between program and pre-program listings. The same considerations apply as in (b) above. Also, duplications between groups should be considered independently of duplications within groups.

¹ This introduces a complication in selecting the pre-program sample because the listing for each monthly cohort or sample frame will have to be checked against the listings for all previous months for duplications. The previous listings may be rather extensive since they will include both the selected and non-selected cases (a method should be developed for flagging previously considered, but non-selected cases). This problem will not be encountered in the program group, since all previously considered, but non-selected cases will have a previously assigned identification number from Form 1-A.

Forecast sampling provides a method of random sampling from a population in which a) the exact size of the population cannot be determined prior to the sampling decision, and b) cases must be selected for inclusion in the sample at the time they are identified as members of the population. Since both of these conditions are characteristic of the situation encountered by site evaluators in sampling from the flow of status offenders entering the DSO project it is recommended that forecast sampling be considered as a possible technique in selecting subjects to fill the quotas of status offense categories requested by the national evaluators. The technique can be implemented according to the following steps:

1. For the initial program month obtain an estimate of the total case flow. This will require a determination of the number of status offenders encountered during a comparable previous month. The estimate could be based on either the first or last month of a twelve month pre-program period since the former is representative of seasonal variation and the latter is most proximate to the first program month. It is also possible to modify the sampling procedure during the initial program month so that the forecasting technique is actually implemented during the second month, using the initial month's flow as the estimate.

2. Using a random procedure, specify those cases in the estimated flow to be included in the sample. For instance, the following could constitute the estimates for the first program month: 24 runaway, 48 ungovernable, 16 truant, 12 curfew, and 8 minor in possession of alcohol. Assuming a quota of 12 cases in each offense category, the evaluator would randomly select this number from a series of 24, 48 and 16 members representing the estimates for the first three offense categories. Since the last two categories do not involve estimates exceeding the quota all members would be included in the sample.

3. During the first program month include in the sample those subjects whose order of referral corresponds to the randomly selected number from the estimated flow. Using the previous example, if the random selection for the estimated flow of runaways generated the sequence 3, 4, 7, 9, 10, 11, 13, 15, 17, 20, 21 and 24, then the evaluator would omit the 1st and 2nd referral for runaway from the evaluation, select the 3rd and 4th referral for inclusion in the sample and continue in this manner throughout the first month of the program.* If the actual flow exceeds the estimated flow of cases, then the evaluator would simply repeat the randomly generated sequence in deciding whom to select from the overflow for inclusion in the sample.

4. For all subsequent program months repeat the above procedure with the following modifications.

a) In any extant program month (i.e., the month in which it is anticipated that samples will be drawn) estimate the flow of status offenders using the average number of monthly referrals based on flow in the immediately preceding month and all prior months used as a basis for estimation.

b) Determine the quota for the sample size in each stratified status offense category using the following formula: $m(12) - n_p = Q_m$ (where 'm' is the number indicating the position of the extant month in the order of all program months; 'n_p' is the number of subjects previously included in the stratified sub-sample).

* If the actual order of referral is ambiguous (e.g., referrals may be grouped and the order within the group is unknown) then assign the order of referral randomly.

FORECASTING TECHNIQUE

In practice these modifications would operate as follows. If in the first program month there were 36 runaways referred to the DSO program instead of the estimated 24, then the repetition of the randomly generated sequence in the overflow would lead to the selection of 18 subjects in the sample of runaways during the first program month. In the second program month the estimate for runaways would be 30 [i.e., the month used as a basis for estimation yielded 24 runaways, and the immediately preceding month yielded another 36, giving a total of 60 runaways for the two months. The average number of referrals would then be 30 ($60/2 = 30$)]. The quota for the runaway sub-sample would be six: ($2 \times 12 - 18 = 6$). Using the procedure outlined above the evaluator would randomly select six numbers from a set of 30 and admit to the sample during the second program month those subjects whose order of referral corresponds to the randomly generated sequence.

5. As outlined in a previous memo concerning sample selection, transients (those youth not residents of the state) and repeaters (those previously included in program evaluation sample) should be excluded.

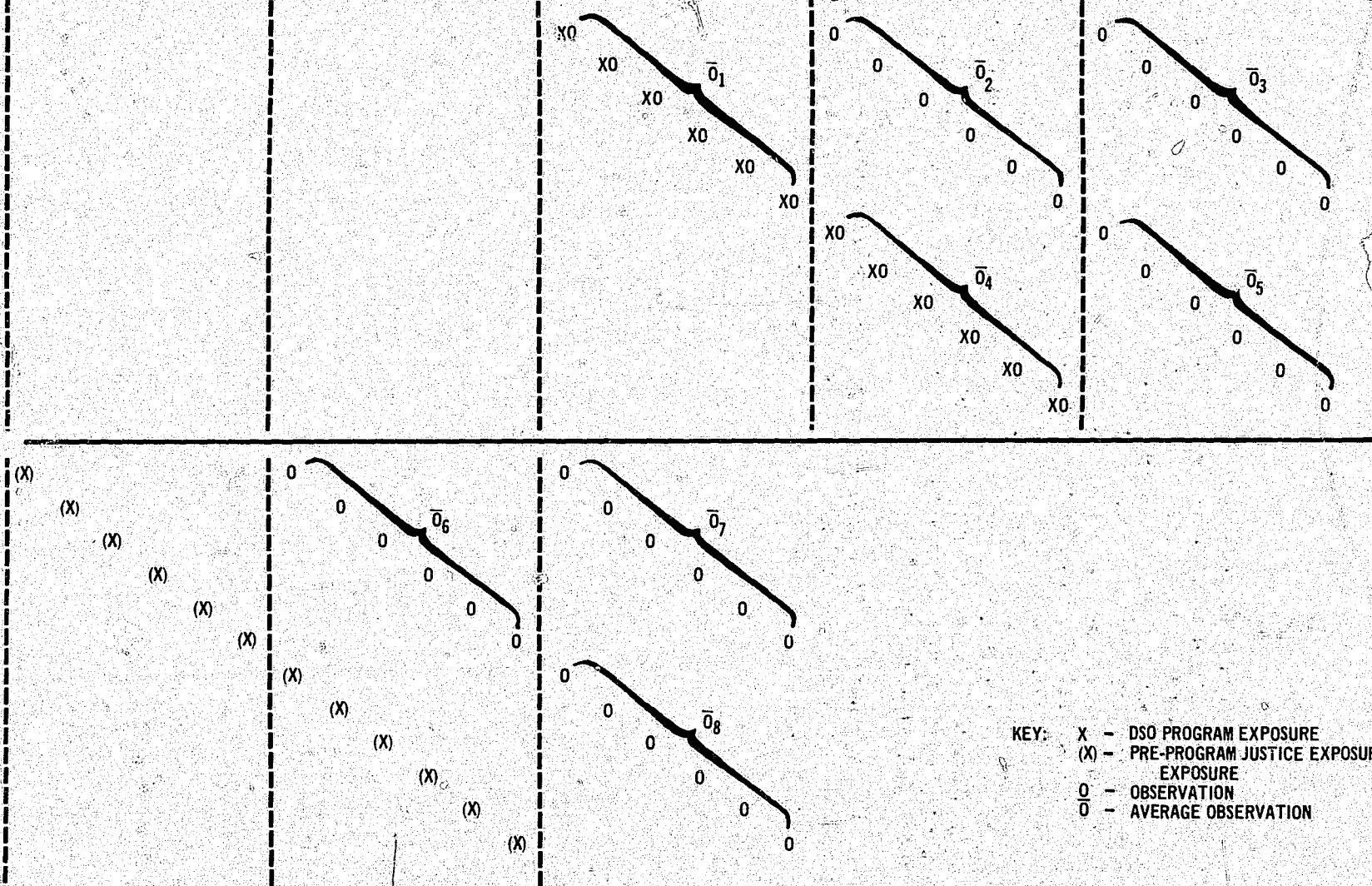
RESEARCH DESIGN AND DATA COLLECTION SCHEDULE FOR NATIONAL DSO EVALUATION

YEAR: 1975 -----) (----- 1976 -----) (----- 1977 -----)

MONTH: J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D

DSO PROGRAM
SUBJECTS

PRE-PROGRAM
SUBJECTS



KEY: X - DSO PROGRAM EXPOSURE
 (X) - PRE-PROGRAM JUSTICE EXPOSURE
 O - OBSERVATION
 O-bar - AVERAGE OBSERVATION

END