

GROUP HOMES
AN EVALUATION REPORT

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ACQUISITIONS

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Preface

This report is a summary and analysis of group homes in North Carolina. The spectrum will include group homes funded by LEAA up through June 30, 1976.

The group home idea originated from the need of a more humane and successful treatment program for juveniles. One of the goals of the group home idea is to eliminate the training school as a treatment program for juveniles.

The group home concept is viewed favorably by many due to it's family-oriented and it's individualized therapy program. The youths are allowed to operate in society while functioning under a structured system to modify their behavior to a socially acceptable fashion by the community.

The goal of this report is to document the success of group homes as an alternative to institutional schools. Hopefully the evaluation will prove the success of group homes through a reduction of the recidivism rate and cost as compared to the other institutional facilities for juveniles.

December, 1976

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Introduction

The scope of my evaluation design will attempt to prove that Group Homes are an effective therapy program as compared to other institutional facilities for juveniles. There will be a comparison between Group Homes and other juvenile facilities based on cost, recidivism, offenses treated, and success of the Group Home therapy program.

Many youths are faced with the problem of antagonizing relationships with their parents. Parents feel that the youths do not react appropriately to their request. The child feels that he is given no freedom in making his own decisions. Through constant conflicts between the two the family atmosphere will be one of chaos; therefore, preventing proper child development in society. The family neglects the child causing him to respond by getting in trouble with the law, while seeking attention. The youth's mental growth is retarded by developing self-defeating attitudes causing ambivalent behavior. The parents are at a loss or don't care about disciplining their child and they turn him/her over to the court system. The youth will be placed on probation with no type of treatment. Eventually the youth will violate probation and then be sent to a training school in most cases.

The training school environment tends to further magnify the child's problem. Usually the child's problem was only the need for proper care and love. It is sad to think that the child's problem originated from the parent's neglect.

In the majority of the cases the youth's needs could have been better met through community based facilities. Before Group Homes were available the only alternative to Training Schools was probation. This placed the burden on the Community.

When probation is broken they are then sent to Training Schools. It is a well documented fact that Training Schools are a failure. The North Carolina Bar Association Penal Committee of 1972 stated that "50 per cent of the youths in training schools did not belong there." These youths are being treated unjustly since their real problem is the need for a stable and happy family life.

The amendments of the North Carolina Juvenile Commitment Statutes enacted by the State Legislature of 1973 viewed favorably concerning undisciplined youths. It states: "The initial approach should involve working with the child in his own home, first consideration should be given to residential resources in the child's own community." It also stated that a child may not be sent to Training Schools if "his offense would not be a crime if committed by an adult" Unless all community resources are utilized to it's fullest potential.

The underlying problems that Group Homes wish to correct are community and family values, and the emotional state of the child in communicating to the family and community. There is a need to work with the family and the community. Parents may need therapy since they may be subject to emotional conflict themselves. The families emotional state may cause a child to lose his identity. The youth will rebel against imposed norms in order to support his own "devalued self-concept." His bad behavior results from seeking for his own identity. They begin to think like failures because this is what they have learned. They need time to analyze themselves along with their parents and find out where they are. This is the reason group homes have become very popular to the juvenile justice system.

CHAPTER I:

METHOD OF DATA COLLECTION AND ANALYSIS

Chapter I: Method of Data Collection and Analysis

Delineation of Report's Limitations

Problems were encountered in collecting the data. Most group homes failed to keep a current up-to-date progress report for the needs of the Evaluation Staff. Therefore, they had to begin from scratch in completing the questionnaire which caused a time lag in beginning the report.

The second limitation was the lack of response from some group homes in completing the questionnaire. Eventually most of these problems were solved and a delayed response was received.

The third limitation incurred was the time period it takes most group homes to accept their first child. There are numerous requirements which group homes must meet before accepting the first child. The time required is usually around twelve months after their first funding date. This delay has put some restrictions on the report since the sample was cut greater than expected.

The fourth limitation was that the information was so staggered within a few years that it limited many statistical tools which could have been used.

Method of Data Collection

Data for the evaluation was compiled in accordance to the evaluation design as stated in the Criminal Justice Plan for North Carolina-1976. The information was collected on a questionnaire bases mailed to LEAA funded Group Homes and past LEAA funded Group Homes.

CHAPTER II: EXAMINATION
OF LEAA FUNDED GROUP HOMES
IN NORTH CAROLINA
FUNDED FROM 1973 - 1975

Chapter II: Examination of LEAA funded Group Homes in North Carolina

Introduction:

The following charts examine each Group Home individually which accepted their first child between 1973-75. The majority of the information in this report is based on these charts.

These charts should furnish additional insight into the effectiveness of the operations of the Group Homes.

Each responding Group Home is broken down from the first child accepted up until June 30, 1976.

Some Group Homes did not provide complete responses to this questionnaire. This is due to the lack of current up-to-date records.

STATISTICS ON GROUP HOME NUMBER I

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Termination	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resident Non-Res.
1	15	I	F	Police	5/21/75	Undisc.	7/7/75				Before	No		6	Res.
2	13	W	F	Youth Service Bureau	5/23/75	Runaway	7/15/75				Before	No		6	Res.
3	12	B	M	DSS	5/26/75	Runaway	7/8/75			Yes (1)	After	Yes		6	Res.
4	14	W	F	DSS	5/30/75	Undisc.	7/22/75				After	Yes		6	Res.
5	12	W	M	Court Counselor	6/1/75	Delinquent	7/21/75				After	Yes		6	Res.
6	11	B	M	Court Counselor	6/4/75	Undisc.	7/8/75		Foster Placement Refused to Cooperate		After	Yes			Res.
7	14	W	F	Youth Service Bureau	6/6/75	Undisc.		7/3/75			After	Yes		6	Res.
8	11	W	M	Court Counselor	6/9/75	Runaway	8/27/75				After	Yes		6	Res.
9	14	B	M	Court Counselor	6/18/75	Delinquent		7/9/75	Illness		After	Yes		6	Res.
10	16	W	F	DSS	7/3/75	Drug and Alcohol Problems	9/1/75			Yes (1)	After	Yes			Res.
11				Police	7/8/75	Undisc.	9/16/75				Before	No			Non-Res.
12	16	W	F	Family	7/9/75	Runaway Truancy		8/29/75			Before	No			Non-Res.
13	13	B	F	Police	7/11/75	Undisc.		9/2/75	Assault on Houseparent		Before	No		6	Res.
14	15	W	F	DSS	7/17/75	Undisc.			Returned to Mother		Before	Yes			Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months Follow-Up	Res. Non-Res.
15	17	W	F	Court Counselor	7/18/75	Undisc.	7/22/75				After	Yes		6	Res.
16	13	W	M	Court Counselor	7/22/75	Undisc.	8/7/75				After	Yes			Res.
17	13	B	M	Police	7/23/75	Breaking And Entering	7/23/75								Non-Res.
18	10	W	F	Police	7/24/75	Sexual Acting Out	8/22/75				Before	Yes	Yes		Non-Res.
19	16	W	F	Sheriff	7/25/75	Runaway Undisc.	10/3/75				After	Yes		6	Non-Res.
20	15	W	M	Court Counselor	7/28/75	Undisc.	8/29/75				After	Yes		6	Res.
21	12	B	F	Police	7/30/75	Undisc.					Before	No			Non-Res.
22	15	B	F	Court Counselor	7/31/75	Undisc.		8/15/75	Bad Behavior		After	Yes		6	Res.
23	17	B	F	Family	7/31/75	Undisc.	10/3/75				Before	No			Non-Res.
24			F		8/6/75	Undisc.	8/6/75					No			Non-Res.
25	15	W	F	Police	8/6/75	Undisc.	10/3/75				Before	No			Non-Res.
26	16	I	F	Police	8/8/75	Undisc.	9/19/75				Before	No			Res.
27	13	B	M	Court Counselor	8/11/75	Seen for Testing					After	Yes			Non-Res.
28	14	W	F	Court Counselor	8/11/75	Runaway	9/23/75				After	Yes			Res.
29	14		M	Court Counselor	8/12/75	Emergency Placement		8/13/75	Court Counselor		After	Yes		6	Res.
30	16	W	F	Court Counselor	8/12/75	Seen for Testing									Non-Res.
31	16	W	F	Court Counselor	8/12/75	Runaway	12/9/75				After	Yes			Res.
32	16	W	F	Child Abuse Prevention	8/13/75	Abuse (Father)	10/3/75					Yes		6	Non-Res.
33	15	W	M	Court Counselor	8/15/75	Undisc.	9/15/75		Runaway	Yes (1)	After	Yes			Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway Times	Before or After Partition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months Follow-Up	Resid. Non-
34	14	W	M	Court Counselor	8/15/75	Runaway Truancy		9/18/75	Runaway	Yes (2)	After	Yes			Res.
35	14	W	M	DSS	8/15/75	Runaway Undisc.	9/16/75		Runaway	Yes (1)	After	Yes			Res.
36	16	B	F		8/21/75	Undisc.	9/29/75							6	Non-Res
37	13	W	F	Court Counselor	8/22/75	Undisc.	12/4/75				After	Yes			Res.
38	10	W	F	Police	8/25/75	Undisc.	9/24/75				Before	No			Non-Res
39	16	W	F	Self	8/25/75	Potential Runaway	8/26/75				Before	No		6	Non-Res
40	14	W	F	Police	8/28/75	Runaway	11/5/75				Before	No			Non-Res
41	13	B	F	Police	8/28/75	Assault		10/3/75	didn't want help		After	Yes		6	Non-Res
42	16	W	M	Court Counselor	8/28/75	Undisc.		9/12/75	Auto Theft		After	Yes			Res.
43	15	W	F	Police	9/2/75	Drug and Alcohol	10/3/75				Before	No			Res.
44	15	B	M	Court Counselor	9/3/75	Undisc.					After	Yes			Res. Non-Res.
45	15	W	M	Family Services	9/3/75	B and E Testing							Yes		Non-Res.
46	13	W	F	Police	9/4/75	Runaway		10/31/75	no need for Service		After	Yes			Non-Res.
47	15	B	M	DSS	9/9/75	Sexual Act. Out		10/3/75	Uncooperative		After	Yes		3	Res.
48	14	B	M	Court Counselor	9/9/75	Testing					After	Yes	Yes		Non-Res.
49	16	W	F	Police	9/11/75	Runaway	11/14/75				Before	No		3	Non-Res.
50	15	W	F	Schools	9/16/75	Truancy	10/20/75				Before	No			Non-Res.
51	14	W	M	Family	9/18/75	Undisc.					Before	No			Non-Res.
52	13	I	M	Police	9/18/75	Truancy		9/18/75			Before	No			Non-Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Wayway # Files	Before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resi Non-
53	13	W	M	Court Counselor	9/18/75	B and E		9/25/75			After	Yes			Non-Res
54	13	B	F	Court Counselor	9/18/75	Undisc. Assault	9/18/75				After	Yes			Non-Res
55	11	W	M	Youth Services	9/19/75	Testing Undisc.					Before	No	Yes		Non-Res
56	14	W	F	Family	9/19/75	Runaway	9/25/75				Before	No			Non-Res
57	14	W	M	Court Counselor	9/24/75	Runaway		9/29/75	Not Accepted		After	Yes			Non-Res
58	15	W	F	Sheriff	9/24/75	Undisc. Runaway	9/24/75								Non-Res
59	14	W	M	Court Counselor	9/25/75			9/29/75			After	Yes			Non-Res
60	15	B	M	Youth Services	9/26/75	Truant Drug Use	11/25/75				Before	No		3	Res.
61	15	B	F	Police	9/29/75	Undisc.		10/1/75	No Show		Before	No			Non-Res
62	16	W	M	Priest	9/30/75	Undisc.					Before	No			Res.
63	14		M	Court Counselor	9/30/75	Testing					After		Yes		Non-Res
64	14	W	F	Court Counselor	10/1/75	Runaway	12/1/75				After	Yes		3	Non-Res
65	12	W	M	DSS	10/3/75	Truancy Undisc.	12/12/75				After	Yes			Res.
66	13	B	M	Youth Services	10/3/75	Undisc. Runaway	10/3/75				Before	No		3	Non-Res
67	14	B	F	Youth Services	10/6/75	Truancy	10/6/75					No			Non-Res
68	16	W	F	Police	10/7/75	Undisc.						No			Non-Res
69	7	B	M	Mental Health	10/8/75	Temper Tantrums	11/22/75					No			Non-Res
70	15	W	F	Court Counselor	10/8/75	Runaway						No		3	Non-Res
71		W	F	Family	10/8/75	Undisc.						No			Non-Res

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway Times	Before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resid. Non-Res.
72	14	W	F	Court Counselor	10/9/75	Testing	10/9/75						Yes		Non-Res.
73	13	W	F	Police	10/9/75	Undisc.					Before	No			Non-Res.
74	13	B	F	Schools	10/10/75	Undisc.					After	Yes			Non-Res.
75	15	W	M	Police	10/13/75	Undisc.	11/24/75				After	Yes			Non-Res.
76	16	W	F	Court Counselor	10/13/75	Runaway (Raped)	10/13/75				After				Non-Res.
77	13	W	F	Police	10/4/75	Larceny Truancy	11/26/75				After	Yes			Non-Res.
78	14	W	M	Family	10/14/75	Truancy	11/26/75				Before	Yes		3	Non-Res.
79	14		F		10/14/75	Testing						Yes			Non-Res.
80	14	W	M	Court Counselor	10/15/75	Undisc.					After	Yes			Non-Res.
81	16	I	F	DSS	10/16/75	Undisc.	10/20/75		Emergency Placement		Before	No		3	Res.
82	14	W	F	Court Counselor	10/16/75	Runaway Drug		1/2/76	Runaway	Yes (1)	After	Yes			Res.
83	14	W	F	Court Counselor	10/16/75	Runaway Truancy	10/23/76				After	No			Non-Res.
84	17	W	M	Pre-Release & aftercare	10/16/75	Testing					After	Yes			Non-Res.
85	8	W	M	Office For Children	10/17/75	Undisc.	10/17/75								Non-Res.
86	14	B	F	DSS	10/20/75	Undisc.	10/20/75				Before			3	Non-Res.
87	13	W	M	Court Counselor	10/21/75	Truancy Undisc.	10/21/75				After	Yes		3	Non-Res.
88	16	W	F	Police	10/23/75						Before	No		3	Non-Res.
89	13	W	F	School	10/23/75		11/11/75				Before	No		3	Non-Res.
90	16	W	F	Mental Health	10/23/75	Undisc.	10/23/75				Before	No		3	Non-Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # times	Before or After Partition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Res: Non-
91	14	W	F	Court Counselor	10/23/75	Testing					After	Yes			Non-Res
92	15	W	F	Court Counselor	10/24/75	Runaway					After	Yes			Res.
93	16	W	F	Family	10/24/75	Undisc.		12/3/75	Lack of Motivation		Before	No			Non-Res
94	13	W	F	Court Counselor	10/27/75	Runaway	10/27/75				After	Yes			Non-Res
95	15	W	M	Police	10/28/75	Undisc.	11/26/75				Before	No			Non-Res
96	14	W	M	Court Counselor	10/28/75	Testing	10/29/75				After	No			Non-Res
97	11	W	M	Family	10/31/75	Undisc.					Before	No			Non-Res
98	14	W	M	DSS	11/3/75		11/3/75				Before	No			Non-Res
99	14	W	M		11/3/75	Undisc.		11/4/75	Not accepted			No			Non-Res
100	12	W	F	Police	11/4/75	Invol. Manslaughter	1/7/76		Parents			No			Non-Res
101	15	W	M	Court Counselor	11/5/75	Undisc.						Yes			Res. Non-Res
102	15	W	F	Court Counselor	11/6/75	Undisc.		12/2/75				Yes	Yes		Res. Non-Res
103	15	B	M	Youth Services	11/10/75	Undisc.						No			Res.
104	14	W	M	Court Counselor	11/6/75	Undisc.	11/10/75							3	Non-Res
105	15	W	F	Court Counselor	11/10/75	Runaway Truancy						Yes			Non-Res
106	15	W	M	Family	11/13/75	Auto Theft						No			Non-Res
107	16	W	F	Self	11/13/75		12/30/75			Yes (1)		No	Yes		
108	9	W	M	Police	11/13/75	Testing							Yes		Non-Res
109	13	W	M	Family	11/13/75	Truancy Undisc.						No			Non-Res

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway Times	Before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Res. Non-Res.
110	15	W	M	Court Counselor	11/18/75	Suicidal Attempt		12/9/75	Uncooperative						Non-Res.
111	15	W	F	Police	11/9/75	Undisc.		1/8/76			Before	No			Non-Res.
112	14	B	M	Sheriff	11/20/75	Undisc.					Before	No		3	Non-Res.
113	12	B	M	Sheriff	11/20/75	Undisc.					Before	No		3	Non-Res.
114	13	I	F	DSS	11/21/75	Undisc.		1/26/75	Runaway	Yes (3)	After	Yes			Res.
115	17	W	F	Family	11/24/75						Before	No			Non-Res.
116	16	W	F	Court Counselor	11/26/75	Undisc.				Yes (1)	After	Yes			Res.
117	15	W	F	Court Counselor	11/28/75	Undisc.		1/6/75	No Interest		After	Yes			Non-Res.
118	12	B	M	Court Counselor	12/2/75	Undisc.					After	Yes			Res.
119	15	W	M	Police	12/3/75	School Problems					Before	No			Non-Res.
120	17	B	F	Family	12/4/75	Undisc.			Refused Services		Before	No			Non-Res.
121	13	B	F	Court Counselor	12/9/75	Undisc.		1/10/76	left by choice		After	Yes			Res.
122	14	W	M	Court Counselor	12/10/75	Truancy Undisc.					After	Yes			Non-Res.
123	16	W	F	DSS	12/11/75	Drugs					After	Yes			Res.
124	14	W	M	Court Counselor	12/11/75	Undisc.			No Futher help needed		After	Yes			Non-Res.
125	14	W	M	Court Counselor	12/11/75		12/11/75				After	Yes			Non-Res.
126	15	B	F	Court Counselor	12/11/75	Runaway Undisc.					After	Yes			Res.
127	15	B	M	Court Counselor	12/12/75	Undisc.		12/31/75	No Interest		After	Yes			Non-Res.
128	13	W	M	Police	12/12/75	Undisc.					After	Yes			Non-Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resid. Non-Res.
148	13	B	F	School	1/21/76						Before	No			Non-Res
149	15	B	F	School	1/21/76						Before	No			Non-Res
150	15	B	F	Court Counselor	1/22/76	Undisc.									Non-Res
151	11	W	F	DSS	1/23/76	Undisc.					Before				Non-Res
152	14	B	F	Police	1/26/76			2/23/76	Her decision		Before	No			Non-Res
153	16	W	F	Court Counselor	1/27/76	Testing					After	Yes			Non-Res.
154	15	I	M	Court Counselor	1/29/76	Auto Theft Runaway					After	Yes			Res.
155	14	W	F	Sheriff	1/29/76	Runaway					After				Non-Res.
156	12	B	M	School	1/29/76	Undisc.					Before				Non-Res.
157	13	W	F	Court Counselor	2/5/76	Shoplifting Truancy Runaway		2/17/76	Unco-op.		After				Non-Res.
158	14	W	M	Police	2/6/76	Indecent Exposure					Before				Non-Res.
159	11	W	M	Police	2/6/76	Shoplifting					Before				Non-Res.
160	13	B	M	Court Counselor	2/6/76	Testing					After				Non-Res.
161	12	W	M	Police	2/6/76			3/5/76	His Decision		Before				Non-Res.
162	14	B	F	Court Counselor	2/6/76	Undisc.		2/11/76	Unco-op.		After				Res.
163	16	B	F	Switch-Board	2/6/76						After				Non-Res.
164	14	W	F	School	2/12/76	Truancy					After				Non-Res.
165	13	W	M	Court Counselor	2/13/76						Before				Non-Res.
166	13	W	F	Court	2/18/76	Undisc.		3/10/76	Runaway	Yes (2)	After	Yes			Res.

Case #	Age	Race	Sex	Referred by:	Date of Referral	Offense	Completed Treatment Date	Termination Date	Reason for Termination	Runaway Times	Before or After Termination	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resid. Non-Res.
167	13	B	F	DSS	2/18/76	Undisc.									Non-Res.
168	12	B	F	DSS	2/18/76	Undisc.									Non-Res.
169	17	W	F	Friend	2/18/76						Before				Non-Res.
170	16	W	M	School	2/20/76	Bad-behavior					Before				Non-Res.
171	15	W	F	School	2/20/76	Bad-behavior					Before				Res.
172	12	B	F	Police	2/20/76						Before				Non-Res.
173	13	B	M	Police	2/24/76	Stealing					Before				Non-Res.
174	11	B	M	Police	2/24/76	Stealing					Before				Non-Res.
175	14	W	M	School	7/25/76	Undisc.					Before				Non-Res.
176	14	W	M	Family	2/26/76	School Problems					Before				Non-Res.
177	17	W	M	DSS	2/26/76	Undisc.					Before	No			Non-Res.
178	15	B	F	Court Counselor	2/26/76	Runaway					After	Yes			Non-Res.
179	9	r	F	Court Counselor	2/26/76	Psycho. Evaluation					Before	No			Non-Res.
180	16	W	F	Court Counselor	2/26/76	Undisc.					After	Yes			Non-Res.
181	15	B	F	Switch - Board	2/27/76	Runaway		3/23/76	cured		Before	No			Non-Res.
182	14	W	F	Police	3/2/76	Family Problems					Before	No			Non-Res.
183	15	B	M	Health Department	3/2/76	Undisc.					Before	No			Non-Res.
184	10	B	M	Health Department	3/2/76	Hyperact, Undisc.						No			Non-Res.
185	13	W	M	Court Counselor	3/2/76	Testing					After	Yes			Non-Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway Times	Before or After Referral	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resid. Non-Res.
186	15	W	M	Court Counselor	3/21/76	Runaway Undisc.		3/12/76	boys home		After	Yes			Res.
187	8	B	M	Health Department	3/2/76	Undisc.					Before	No			Non-Res.
188	15	W	M	Court Counselor	3/4/76	Undisc.		3/22/76	Un-Co-op.		After	Yes			Res.
189	14	W	F	Court Counselor	3/4/76	Psycho. Testing					After	Yes			Non-Res.
190	15	B	F	Health Department	3/9/76	Undisc.					Before	No			Non-Res.
191	14	B	F	Court	3/10/76	School Undisc.					Before				Non-Res.
192	15	B	F	Court Counselor	3/10/76	Testing					After	Yes	Yes		Non-Res.
193	14	W	M	Court Counselor	3/11/76	Runaway B and E					After	Yes			Res.
194	15	W	F	Police	3/15/76	Runaway					Before	No			Non-Res.
195	14	W	F	Court	3/16/76	Runaway					Before	No			Res.
196	14	W	M	Court	3/17/76	Truancy					Before				Non-Res.
197	14	W	M	Police	3/17/76	Indecent Exposure									Non-Res.
198	13	B	M	Health Dept.	3/18/76	Undisc.					Before	No			Non-Res.
199	13	B	M	Mental Health	3/18/76						Before	No			Res.
200	14	B	M	School	3/18/76	Truancy					Before	No			Non-Res.
201	15	W	M	Court Counselor	3/22/76	Runaway					After	Yes			Non-Res.
202	12	B	M	School	3/23/76	Truancy					Before	No			Non-Res.
204	9	W	M	Health Dept.	3/23/76	Undisc.					Before	No			Non-Res.
205	11	B	F	Court Counselor	3/25/76	Truancy Undisc.					After	Yes			Non-Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Periclin	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Res. Non-Res.
206	14	B	F	DSS	3/26/76	Undisc.					Before	No			Non-Res.
207	11	B	M	DSS	3/26/76	Undisc. Runaway					After	Yes			Non-Res.
208	16	B	M	Court	4/1/76	Undisc.					Before	Yes			Non-Res.
209	15	W	F	Court Counselor	4/5/76	Assault on Parents					After	Yes			Non-Res.
210	10	B	M	School	4/6/76	Shoplifting					After	Yes			Non-Res.
211	12	W	M	Health Dept.	4/6/76	Undisc.					Before	No			Non-Res.
212	9	W	F	Health Dept.	4/6/76						Before	No			Non-Res.
213	7	B	M	Police	4/6/76	Undisc.					Before	No			Non-Res.
214	14	B	M	Police	4/7/76	Shoplifting Undisc.					Before	No			Non-Res.
215	15	B	M		4/7/74	Emerg.									Res.
216	11	B	M	Court Counselor	4/8/76	Undisc.					Before	No			Non-Res.
217	15	W	F	Court Counselor	4/8/76	Runaway					After	Yes			Non-Res.
218	15	W	F	Court Counselor		Undisc.					After	Yes			Non-Res.
219	13	W	F	Court Counselor		Undisc.					After	Yes			Non-Res.
220	13	W	M	Police	4/9/76	Shoplifting					After				Non-Res.
221	8	W	M	Police	4/14/76	B and E					After				Non-Res.
222	14	W	F	School	4/14/76	Home Problems					Before				Res.
223	15	B	M	Police	4/21/76	Stealing					Before				Non-Res.
224	14	W	F		4/21/76	Runaway					After				Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resid. Non-
225	8	B	M	DSS	4/23/76	Emotional Problems									Non-Res.
226	10	B	F	City Clinic	4/27/76										Non-Res.
227	15	W	F	Court Counselor	4/29/76										Non-Res.
228	16	W	F	Courts	4/30/76										Non-Res.
229	16	B	M	DSS	5/11/76										Non-Res.
230	11	W	M	School	5/12/76										Non-Res.
231	8	W	M	Off. of Child.	5/13/76										Non-Res.
232	14	W	F	Courts	5/14/76	Testing									Non-Res.
233					5/14/76										Non-Res.
234	16	W	M	Parents	5/14/76										Res.
235	15	W	F	Counselor	5/19/76										Non-Res.
236	16	W	F	Courts	5/19/76										Non-Res.
237	15	W	F	Parents	5/19/76										Res.
238	13	B	M	Home School	5/19/76										Non-Res.
239	11	W	M	DSS	6/3/76	Undisc.									Non-Res.
240	14	W	M	Police	6/8/76	Undisc.									Non-Res.
241	15	W	M	DSS	6/11/76	Depression									Res.
242	13	W	M	Police	6/14/76	Larceny									Non-Res.
243	13	B	F	Police	6/14/76	Runaway									Non-Res.

STATISTICS ON GROUP HOME NUMBER II

Case	Age	Race	Sex	Referred by:	Date Referrad	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Parition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resident Non-Res.
1	14	B	F	Court	11/24/75	Runaway		6/25/76	Assault on Houseparent	Yes (1)	After	Yes		3	Res.
2	12	B	F	Court DSS	1/7/76	Shop-lifting				Yes (1)	After	No			Res.
3	15	W	F	Court	2/6/76	B and E		2/17/76	Runaway	Yes (3)	After	Yes			Res.
4	15	W	F	Court	3/15/76	Trespass Runaway	6/28/76				After	Yes		3	Res.
5	14	W	F	Court	4/6/76	Undisc. Runaway		5/6/76	Pregnant		After	Yes		3	Res.
6	14	W	F	DSS	4/27/76	Runaway		5/25/76	New Parents	Yes (1)	After	No		3	Res.
7	15	B	F	Court Parents	4/28/76	Undisc. Runaway	8/26/76				Before			3	Res.
8	15	W	F	Parents	7/21/76	Undisc.					Before	No			Res.
9	15	W	F	DSS	9/3/76	Undisc.					Before	No			Res.

STATISTICS ON GROUP HOME NUMBER IV

Case	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Partition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resident Non-Res.
1	14	W	M	Court Counselor	10/17/74	B and E	6/30/75			Yes (1)	After	Yes		6	Res.
2	13	W	M	Court Counselor	5/11/75	B and E Larceny	3/12/76				After	Yes		6	Res.
3	14	W	M	School	5/18/75		10/3/75				Before	No		12	Res.
4	14	W	M	Court Counselor	11/17/74	B and E	6/27/75				After	Yes		18	Res.
5	15	W	M	Family	12/21/74		6/30/75			Yes (1)	Before	No		18	Res.
6	12	B	M	DSS	12/21/74		8/29/75				Before	No		12	Res.
7	14	W	M	School	12/28/74		7/23/75				Before	No		18	Res.
8	12	W	M	DSS Court	9/21/75	Larceny B and E		7/2/76	Training School		After	Yes		3	Res.
9	14	W	M	Court Counselor	11/24/75	Truancy Runaway Larceny	6/16/76				After	Yes		3	Res.
10	14	W	M	Court Counselor	12/14/75	Truancy Runaway B and E	8/27/76				After	Yes		3	Res.

STATISTICS ON GROUP HOME NUMBER V

Case	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Pericition	Alternative to Training School or Parole	Diagnosis & Evaluation Only	Months of Follow-Up	Resident Non-Res.
1	13	W	F	Court	1/27/75	Runaway		7/22/75	Runaway	Yes (1)	After	Yes		6	Res.
2	14	W	F	DSS	2/12/75	Runaway		5/5/75			After	Yes		6	Res.
3	15	W	F	DSS	4/29/75	Runaway		6/12/75	Bad		After	Yes			Res.
4	14	W	F	DSS	2/24/75	Undisc.		10/8/75	Bad		After	Yes			Res.
5	16	W	F	Parents	3/10/75	Runaway		3/24/75	Bad		After	No			Res.
6	14	B	F	Court	4/2/75	Runaway		12/13/75	Bad	Yes (1)	After	Yes			Res.
7	14	W	F	Court	4/27/75	Runaway		5/5/75	Bad		After	Yes			Res.
8	14	W	F	Court	6/10/75	Undisc.		8/26/75	Bad		After	Yes			Res.
9	15	W	F	Court	6/25/75	Undisc.		10/8/75	Bad		After	Yes			Res.
10	14	B	F	DSS		Runaway					After	Yes			Res.
11	14	B	F	Court	9/16/75	Undisc.		3/15/76	Went Home		After	Yes			Res.
12	14	W	F	Court	12/7/75	Runaway Truancy		6/16/76	Went Home		After	No	Yes		Res.
13	13	W	F	Court	9/14/75	Runaway		10/1/75	Went Home		After	Yes			Res.
14	5	B	F	DSS							After	No	Yes		Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Parition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resid. Non-
15	13	W	F	DSS	12/3/75	Undisc.		7/5/76	Went Home		After	Yes			Res.
16	15	W	F	DSS	12/1/75	Undisc.		6/14/76	No Contract		After	Yes			Res.
17	14	W	F	DSS	12/8/75	Undisc.		6/16/76	Went Home		Before	Yes			Res.
18	15	W	F	Mental Health	1/23/76	Runaway		8/13/76	Went Home		Before	Yes			Res.
19	15	W	F	Parent	1/26/76	Runaway Undisc.		8/10/76	Went Home		Before	Yes			Res.
20	16	W	F	Court		Runaway Undisc.					After	Yes			Res.
21	15	W	F	Court	7/17/76	Undisc. Runaway		9/3/76	Went Home;		After	Yes			Res.
22	14	B	F	Court	8/1/76	Undisc.					After	Yes			Res.
23	16	W	F	DSS	9/20/76	Runaway Undisc.					After	Yes			Res.
24	15	B	F	Court	9/29/76	Undisc.					After	Yes			Res.
25	15	W	F	Court	10/6/76	Undisc.					After	Yes			Res.

STATISTICS ON GROUP HOME NUMBER VI

Case	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway Times	Before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resident Non-Res.
1	13	W	M	DSS							After		Yes		Res.
2	14	W	M	Family Service	6/17/75	Undisc.		12/10/75	Went Home		After	No			Res.
3	14	W	M	Court	9/4/75	Undisc.		9/10/75	Assault Houseparents		After	Yes			Res.
4	14	W	M	Court							After	Yes			Res.
5	14	W	M	Court	8/2/75	Drugs		8/11/75	Bad		After	Yes			Res.
6	14	W	M	Court	8/12/75	Undisc.		9/3/75	Bad		After	Yes			Res.
7	14	B	M	Court	8/26/76	B and E Larceny		6/10/76	Went Home		After	Yes			Res.
8	13	B	M	Court	9/23/75	B and E		3/15/76	Bad		After	Yes			Res.
9	15	W	M	Court	8/26/75	B and E Larceny		1/21/76	Went Home		After	Yes			Res.
10	14	W	M	Court							After	Yes			Res.
11	13	W	M	Court	12/10/75	Truancy		5/30/76	Went Home		After	Yes	Yes		Res.
12	15	W	M	DSS	2/9/76	Truancy		3/26/76	Went Home		After	Yes			Res.
13	10	W	M	Court	1/18/76	Truancy Larceny					After	No			Res.
14	14	W	M	DSS	1/27/76	None		7/15/76	Relative Home		After	No			Res.

Case #	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason for Termination	Runaway # Times	before or After Petition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resid. Non-Res.
15	14	W	M	DSS	1/27/76	None		7/15/76	Relatives Home			No			Res.
16	13	B	M	Parents	6/4/76							No			Res.
17	16	W	M	Court	3/18/76	Runaway		7/23/76	Job Corps		After	No			Res.
18	15	W	M	Court	3/28/76	Drugs		5/30/76	Relatives Home		After	No			Res.
19	13	W	M	Court	4/25/76	Truancy Runaway		8/10/76	No Goals		After	Yes			Res.
20	15	W	M	Court	5/30/76	B and E Larceny		7/15/76	Home		After	Yes			Res.
21	15	W	M	Court	6/16/76	B and E		6/22/76	Home		After	Yes			Res.
22	16	B	M	Court	7/26/76	B and E Larceny		10/7/76	Home		After	Yes			Res.
23	15	W	M	Mental Health								Yes			Res.
24	13	W	M	Court	8/16/76	Undisc.					After	Yes			Res.
25	13	W	M	Court								Yes		Yes	Res.
26	14	W	M	DSS								Yes			Res.
27	13	B	M	Court	8/17/76	Truancy Undisc.					After	Yes		Yes	Res.
28	15	W	M	Court	9/20/76	B and E Larceny					After	Yes		Yes	Res.

STATISTICS ON GROUP HOME NUMBER VII

Case	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Reception	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resident Non-Res.
1	16	W	F	Family	2/1/75	Undisc.	4/4/75				Before	No		12	Res.
2	16	W	F	DSS	2/1/75	Undisc.	3/17/75				After	No		12	Res.
3	15	W	F	DSS	2/1/75	Undisc.	2/17/75				After	No		18	Res.
4	14	W	F	DSS	2/1/75	Undisc.		4/7/75	Bad		Before	No		18	Res.
5	17	W	M	DSS	2/1/75	Undisc.	4/28/75				Before	No		18	Res.
6	16	W	M	DSS	2/1/75	Auto Theft	7/9/75				After	No		18	Res.
7	12	W	F	DSS	2/1/75	Undisc.	11/1/75				Before	No		18	Res.
8	16	W	M	Court	2/21/75	B and E	6/10/75				After	No		18	Non-Res.
9	16	W	F	DSS	3/3/75	Undisc.	6/2/75				Before	No		12	Res.
10	16	W	F	DSS	3/20/75	Undisc.	5/12/75				After	No		18	Res.
11	15	W	M	DSS	3/3/75	Undisc.	4/4/75				Before	No		3	Res.
12	16	W	M	Court	8/4/75	Auto Theft	8/29/75				After	No		12	Res.
13	16	W	F	DSS	5/6/75	Neglect Home		8/16/75			Before	No		18	Res.
14	13	W	M	DSS	5/12/75	Delinquent	6/6/75				Before	No		18	Res.

Case No.	Age	Race	Sex	Referred By	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason for Termination	Summary Files	Before or After Partition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Res. Non-Res.
15	16	W	M	Court	5/19/75	Delinquent	9/14/75				After	No		12	Res.
16	16	W	M	DSS	5/23/75	Undisc.	7/29/75				After	No			Non-Res.
17	16	W	F	DSS	6/13/75	Undisc.					Before	No			Res.
18	15	W	F	DSS	7/3/75	Undisc.		10/15/75	Runaway	Yes (3)	After	Yes		12	Non-Res.
19	12	W	M	DSS	7/22/75	Delinquent		11/6/75	Evaluation	Yes (2)	After	Yes		6	Non-Res.
20	15	W	F	DSS	8/12/75	Undisc.	10/15/75				Before	No		12	Res.
21	16	W	F	DSS	9/4/75	Undisc.	3/28/76				After	No		6	Non-Res.
22	14	W	M	DSS	9/9/75	Undisc.		10/6/75	Runaway	Yes (1)	After	No			Non-Res.
23	13	W	F	DSS	9/16/75	Undisc.		11/20/75	Runaway	Yes (2)	After	No		3	Non-Res.
24	16	W	M	DSS	9/26/75	Undisc.	9/30/75				Before	No		3	Res.
25	15	W	F	DSS	9/26/75	Undisc.	9/30/75				Before	No		3	Res.
26	15	W	M	Court	10/3/75	Delinquent		10/15/75	Runaway	Yes (1)	After	Yes			Res.
27	13	W	M	DSS	10/9/75	Dependent	2/6/76				Before	No		3	Res.
28	16	W	M	DSS	11/10/75	Undisc.	1/15/76				After	Yes		6	Res.
29	15	W	F	DSS	11/8/75	Undisc.	2/5/76				Before	No		3	Res.
30	14	W	F	DSS	11/19/75	Undisc.		6/18/76	Bad		Before	Yes		3	Non-Res.
31	15	W	M	DSS	3/19/76	Undisc.		4/12/76	Runaway	Yes (1)	Before	No			Non-Res.
32	15	W	F	DSS	3/22/76	Undisc.	7/17/76				After	Yes		3	Non-Res.

STATISTICS ON GROUP HOMES NUMBER VIII

Case	Age	Race	Sex	Referred by:	Date Referred	Offense	Completed Treatment Date	Termination Date	Reason Termination	Runaway # Times	Before or After Partition	Alternative to Training School or Detention	Diagnosis & Evaluation Only	Months of Follow-Up	Resident Non-Res.
1	13	W	M	DSS	4/74	Undisc.		11/74	Voluntary	Yes (2)	After	No		12	Res.
2	13	W	M	Police	4/74	Undisc. Truancy Theft		8/74	Parents		After	Yes		12	Res.
3	14	B	M	Court	4/74	Larceny B and E		6/75	Assault		After	Yes		12	Res.
4	14	B	M	Court	4/74	Undisc. Truancy		7/75	Foster Home		After	Yes		12	Res.
5	13	W	M	DSS	9/74	B and E Undisc.		8/75	Finished		After	Yes		12	Res.
6	11	B	M	DSS	9/74	Undisc.		8/75	Assault		After	Yes		12	Res.
7	12	W	M	Court	8/74	Assault Larceny		6/75	School		After	Yes		12	Res.
8	11	W	M	Court	9/74	Larceny		2/75	Foster Home		After	Yes		12	Res.
9	13	W	M	DSS	10/74	Undisc.		10/75			After	Yes		12	Res.
10	13	W	M	Court	2/75	B and E Truancy					After	Yes		12	Res.
11	13	W	M	Court	9/75	Assault Larceny		2/76	Didn't Adjust	Yes (3)	After	Yes		12	Res.
12	15	B	M	Court	12/75	Larceny		12/75	Voluntary	Yes (4)	After	Yes		12	Res.
13	14	W	M	Court	9/75	Larceny		10/75			After	No			Res.
14	13	W	M	Court	1/76	Larceny B and E					After	No			Res.

CHAPTER III:
COMPARISON OF INTAKE
STATISTICS BETWEEN
GROUP HOMES AND OTHER
JUVENILE FACILITIES

Referral Sources

In order for a child to be accepted by a group home he does not have to have a petition filed against him. He may be referred from numerous sources such as the school parents. Mental or health department. Whereas, in training schools a petition must be filed and the sole referral source is the court.

If group homes wish to divert children from being sent to training schools emphasis needs to be placed on accepting children before a petition has been filed to rehabilitate the children before becoming involved in the court system. However, attention needs to also be focused on children after a petition has been filed. This will help to reduce the number of children sent to training schools.

The following is a list of the group homes with the appropriate referral source and the per cent of children accepted before or after a petition was filed. The information was provided by the twelve responding group homes. Chapter II provides statistics on the eight oldest group homes.

Referral Sources

Group Home #	Court System	School	DSS	Parents	Mental & Health Dept.	Dr.
1	.59		.40	.09	.045	
2	.75		.14	.07	.04	
3	.09		.88	.02		
4	.61		.22	.16		
5	.50		.10	.10	.20	.10
6	.60	.20	.10	.10		
7	.71			.07	.21	
8	.67	.07	.09	.06	.09	
9	.56			.22		
10	.50	.08	.08	.17	.08	
11	.44					
12	.67		.25	.08	.25	
TOTAL	.56	.03	.24	.10	.08	.01

Before or After Petition

Group Home #	Before	After	N/A	No.	Before	After	N/A
1	.51	.49		7	.37	.39	.24
2	.14	.86		8	.33	.67	
3	.04	.96		9	.08	.67	.25
4	.40	.60		10	.67	.33	
5	.10	.60	.30	11	.50	.50	
6		1.00		12	.47	.53	

TOTAL: Before .30
 After .63
 N/A .07
 1.00

Presently the group homes are accurately meeting their objective of accepting children after a petition has been filed with the court as a referral source. But the ultimate goal is to take a child in before he enters the court system. However, before this is done attention needs to be placed on the children who have petitions against them. If not, these will surely enter the training schools whose recidivism rate is higher than the group homes.

Group Homes as an Alternative to Training Schools

Since Group Homes, funded by LEAA, is a relatively new idea in North Carolina it is difficult to base it's success on how many children are kept out of the court system. Another area to evaluate is the extent which Group Homes are being utilized as an alternative to Training Schools. This will be a good indication of a shift in favor of the group home concept.

The following calculations will determine the per cent of children, in each Group Home that were alternatives to training schools. This information was provided by the twelve responding group homes. This information for the eight oldest group homes can be found in Chapter II.

The following abbreviations will be used:

Y- (yes)- is an alternative to training schools.
 N- (no) - is not an alternative to training schools.
 N/A- (Not Available)

Group Home Number

1.	Y.	.34	N.	.33	N/A	.33
2.	Y.	.44	N.	.56	N/A	
3.	Y.	.56	N.	.44	N/A	
4.	Y.	.56	N.	.44	N/A	
5.	Y.	.88	N.	.12	N/A	
6.	Y.	.71	N.	.25	N/A	.04
7.	Y.	.19	N.	.81	N/A	
8.	Y.	.83	N.	.17	N/A	
9.	Y.	.58	N.	.41	N/A	
10.	Y.	.73	N.	.27	N/A	
11.	Y.	.33	N.	.66	N/A	
12.	Y.	.50	N.	.50	N/A	

Combined	Y.	.55	-	Were alternatives
	N.	.41	-	Were not alternatives
	N/A.	<u>.03</u>	-	Not Available

.99*

* 1% error due to rounding

The following percentages show that 55% of their children are alternatives to training school. The group homes are operating efficiently in this area. As time progresses for the group home they should begin to center their attention on keeping children out of the court system.

Comparison of Acceptances based on Committed Offenses

If group homes are to be an operative option to other facilities they must accept children who have committed all types of offenses. This section will attempt to demonstrate the effectiveness of Group Homes acceptance policy, based on offense category.

The following charts consist of admissions into group homes, County Jails, Juvenile Detention, and Training Schools by Offense.

These charts, with accompanying graphs, will hopefully prove that acceptance decisions are not altered by the seriousness of the offense. Other children who commit the serious offenses are the ones seeking love from the family. If they are sent to the Training School their needs have not been fulfilled. Therefore, group homes may be the best therapy for these children.

Offense categories will be as follows:

OFFENSE CHARGES

Part I
Person

Criminal Homicide
Murder
Manslaughter by Negligence
Forcible Rape

Robbery

Aggravated Assault

Part II Offenses

Arson
Forgery and Counterfeiting
Other Assault
Fraud
Embezzlement
Stolen Property
Carrying Concealed Weapon
Prostitution and Commercialized Vice
Sex Offenses
Offenses Against Family
Narcotic Drug Law Violations
Liquor Law Violations
Drunkenness
Vandalism
Disorderly Conduct
Vagrancy

Part I
Property

Burglary
Larceny
Breaking and Entering
Motor Vehicle Theft
Theft

Undisciplined
Truancy
School Discipline
Home Discipline
Chronic Runaway
Incorrigible Behavior
Probation Violation
Status Offenders

Other and Unknown
Detention Order
Order by Judge
Juvenile
Delinquent
Hit and Run
Speeding
No Operators License
No Offense Charged
Aiding and Abetting
Escape
Witness
No Offense Given

Part II Offenses Con't

Gambiling
Driving Intoxicated
Curfew and Loitering (Juvenile)
 Runaways (Juvenile)
All Other Offenses
 (Including Contempt, Kidnapping,
 Riots, Blackmail, Perjury, Etc.)

Information for this section was provided by individual responses from group homes which operated during the period 1973-75. Additional information was furnished by the Criminal Justice Performance Data (1972-75) and Census Bureau Estimated Criminal Justice Expenditure Data (1973-74).

MALE AND FEMALE ADMISSIONS TO
GROUP HOMES BY OFFENSE

Percent

<u>Offense</u>	1	2	3	4	5	6	7	8	
Part I Person Und.	0	0	0	0	0	0	2	0	.4%
Part II Undisc.	0	0	0	0	0	0	20	1	4.62%
No Offense Given	0	5	3	1	0	8	48	0	14.32%
Part II Part I Prop. Und.	3	0	0	0	0	0	2	0	1.10%
Part I Prop. Other	63	0	3	0	0	0	2	0	14.98%
Undisc.	0	0	0	10	0	0	16	0	5.73%
Part II	5	4	0	29	22	9	120	7	43.17%
Part I Property	0	1	0	0	0	3	31	0	7.71%
Part I Person	4	0	4	2	0	8	11	1	6.61%
Group Home	0	1	0	0	0	0	5	0	1.32%

MALE ADMISSIONS IN COUNTY JAIL BY OFFENSE

<u>Offense</u>	1975																	<u>Percent</u>
Other	9	29	44	14	41	100	106	8	20	30	57	200	83	16	97	43	22	57.69%
Undisc.	4	10	20	7	13	19	19	23	5	6	29	66	5	7	35	8	5	17.64%
Part II	2	7	3	1	5	4	9	0	0	1	6	4	4	2	7	0	8	3.95%
Part I Property	6	8	8	11	26	10	24	26	12	9	23	26	17	7	17	7	7	15.31%
Part I Person	5	0	1	5	9	11	10	11	11	1	2	7	3	0	3	5	2	5.40%
<u>Region</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

FEMALE ADMISSIONS IN COUNTY JAIL BY OFFENSE

<u>Offense</u>																		<u>Percent</u>
Other	14	20	55	7	51	70	52	7	10	11	17	165	63	6	80	34	3	.72%
Undisc.	6	3	1	9	11	11	5	12	10	10	18	58	2	1	46	10	9	.24%
Part II	3	0	2	0	1	1	3	1	2	0	0	2	0	0	1	1	4	2.30%
Part I Prop.	0	1	1	6	0	0	2	NA	1	2	0	0	0	0	3	0	0	1.70%
Part I Person	0	1	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	.40%
<u>Region</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

MALE ADMISSIONS INTO JUVENILE
DENTENTION CENTER BY OFFENSE
(1975)

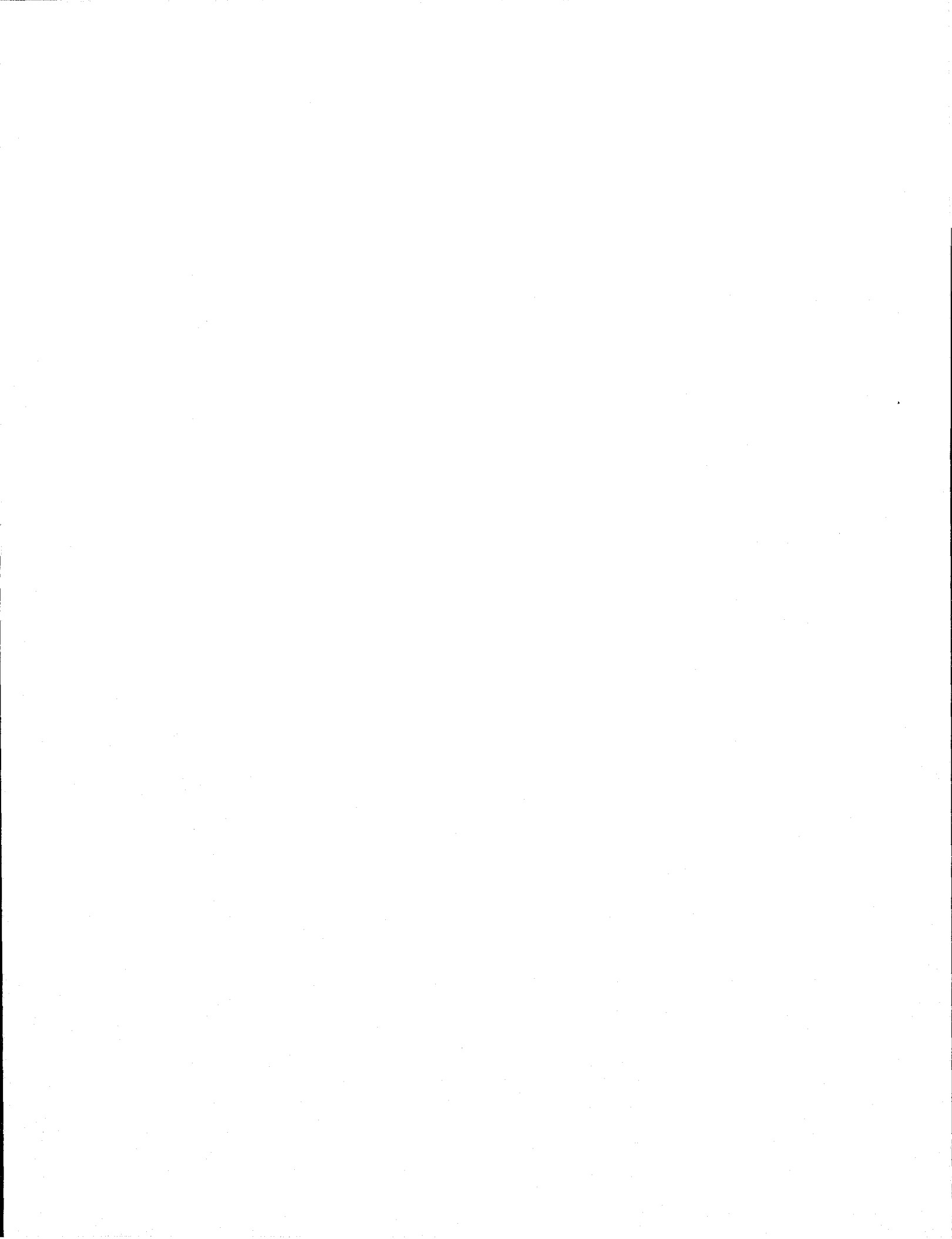
Offense									Percent
Other	10	7	65	2	80	20	11	9	7.8%
Undis.	52	50	149	75	427	160	291	155	51.7%
PartII	14	14	31	21	81	54	61	27	11.5%
PartI Prop.	32	68	67	58	121	76	213	63	26.5%
Part I Person	0	7	2	2	5	0	30	21	2.5%
Juvenile Detention Center	1	2	3	4	5	6	7	8	

FEMALE ADMISSIONS INTO JUVENILE DENTENTION
CENTER BY OFFENSE (1975)

								Percent
10	2	32	0	39	4	8	7	6.1%
119	66	189	83	384	145	192	252	.85%
4	11	8	9	13	10	17	19	5.4%
7	1	8	0	6	6	13	9	.3%
0	0	0	4	1	0	1	1	.4%
1	2	3	4	5	6	7	8	

Total of Male and Female Admissions into Training Schools
by Offense (1975)

28-Part I Person	Percent
131-Part I Property	2.2%
29-Part II	10.2%
10-Status Offenders	2.2%
1073-Violation of Probation	.8%
11-Other	83.7%
	.9%



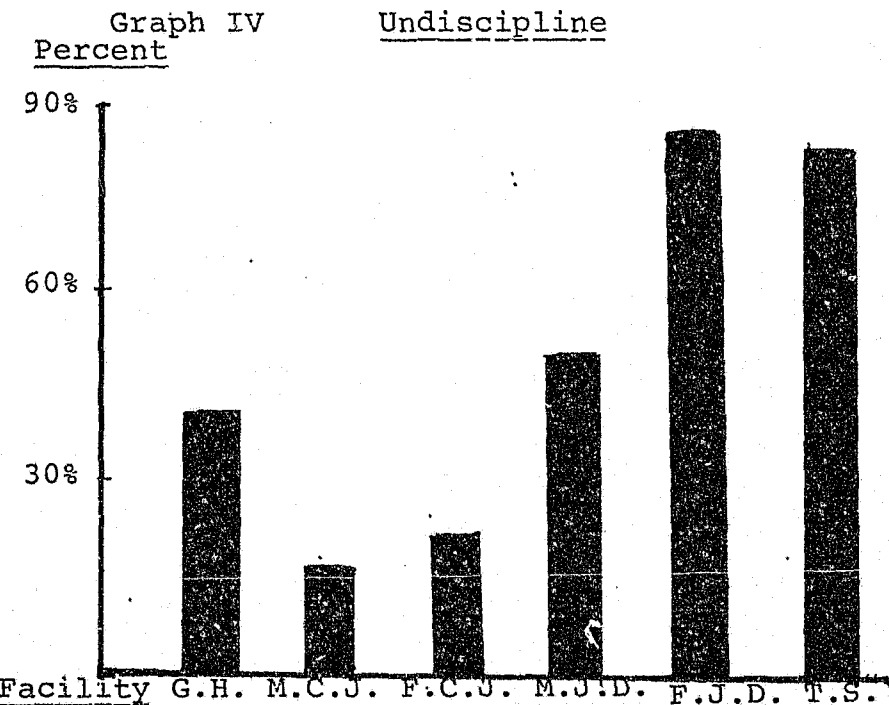
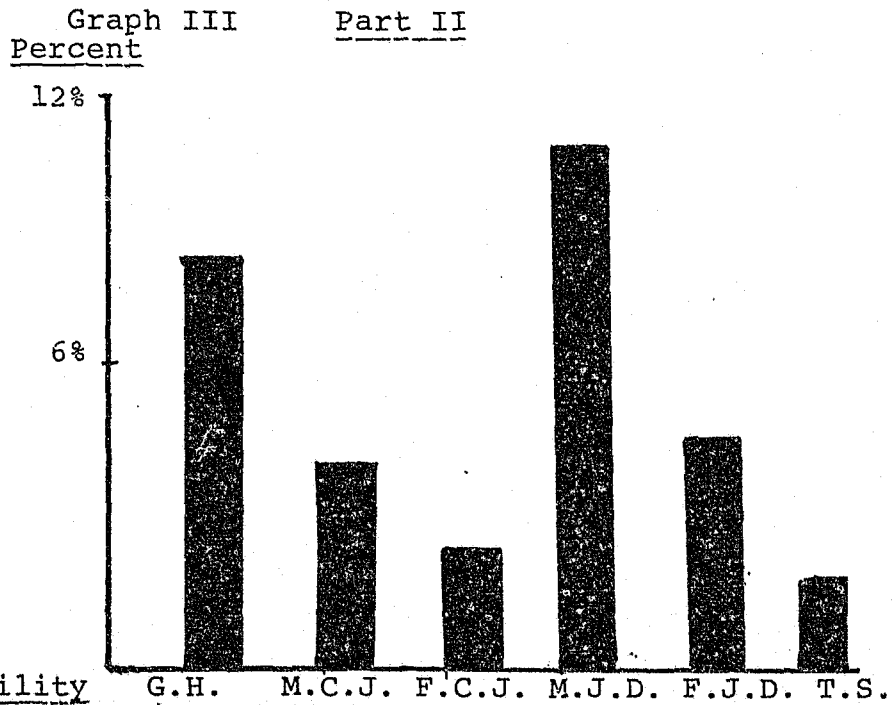
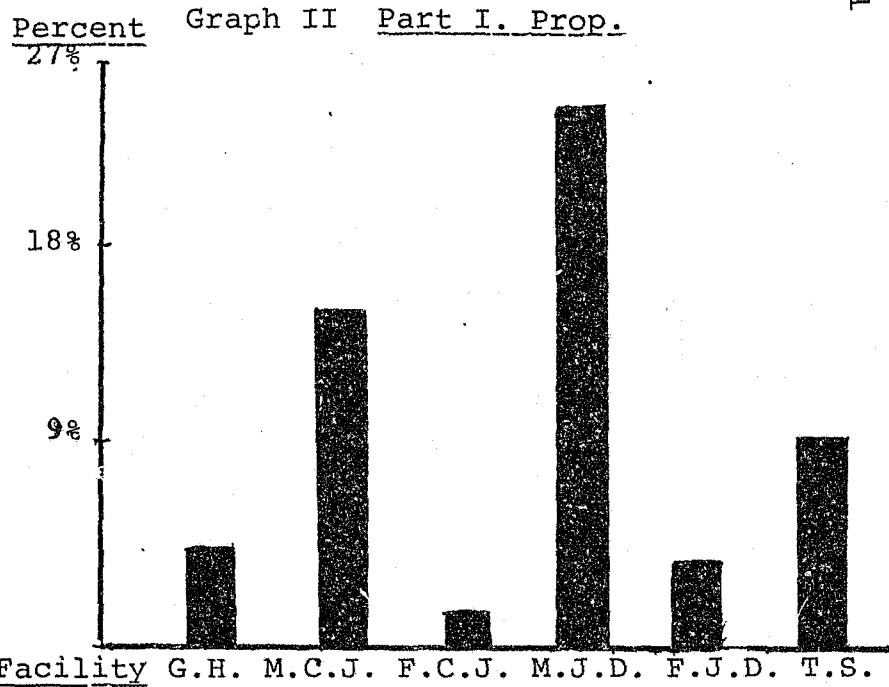
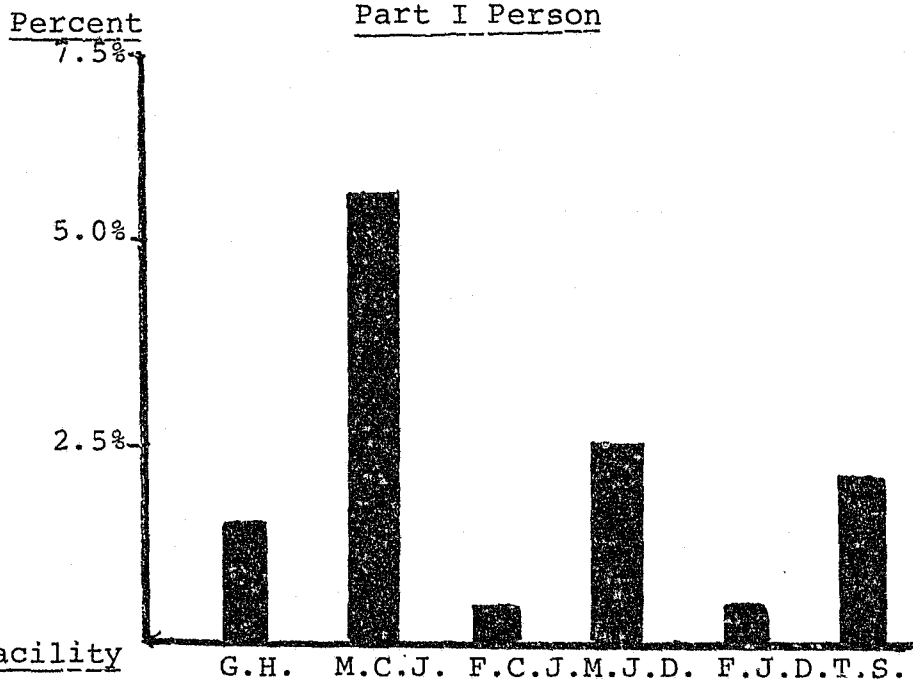
The following bar graphs will visually illustrate the presence or lack of bias that may exist in various facilities accepting juveniles.

The graphs are broken down by offense category. Each juvenile facility, pertinent to this report, is listed on the verticle axis. A percentage projection is then made on how many children were accepted into each offense category.

Abbreviations will be as follows:

G. H.	-	Group Home
M.C.J.	-	Males in County Jails
F.C.J.	-	Females in County Jails
M.J.D.	-	Males in Juvenile Detention
F.J.D.	-	Females in Juvenile Detention
T. S.	-	Training School
Undisc.	-	Undiscipline
Prop.	-	Property

Graph I



Graph V

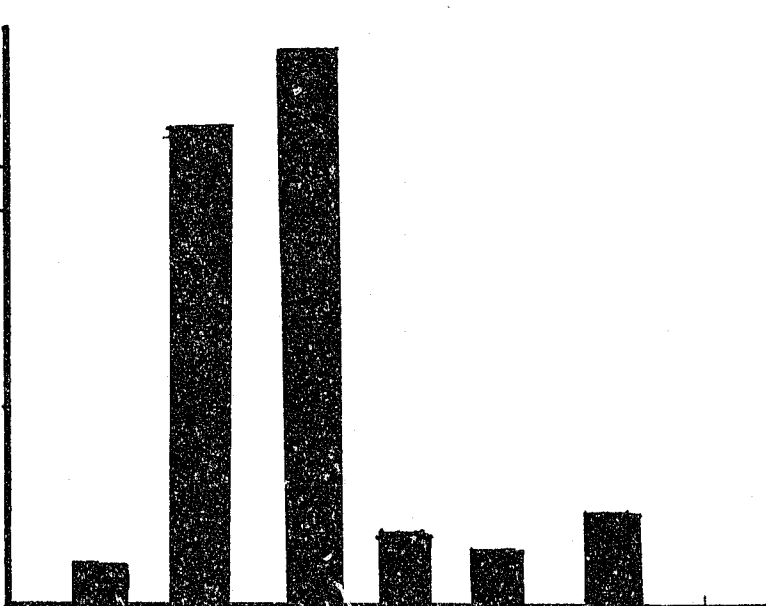
Percent

75%

50%

25%

Facility G.H. M.C.J. F.C.J. M.J.D. F.J.D. T.S.



Graph VI

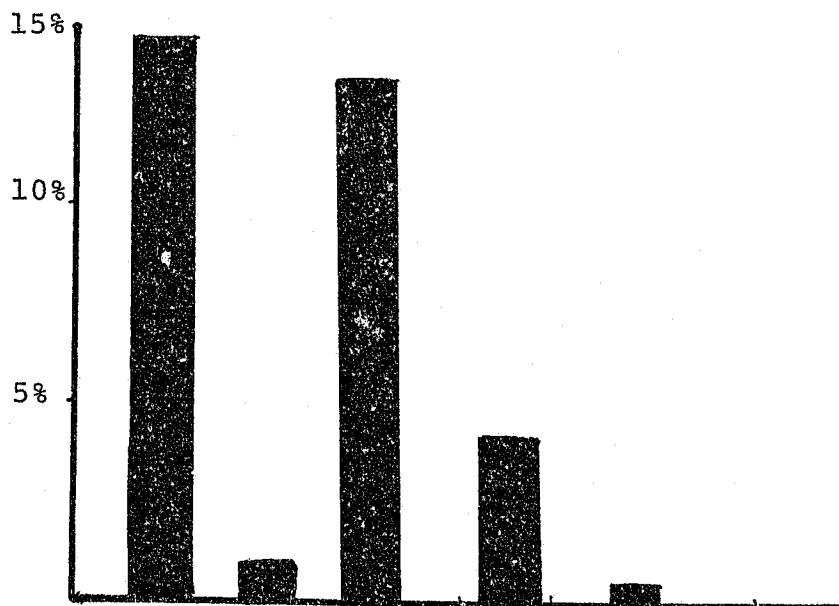
*Combination offenses in Group Home

15%

10%

5%

Part I Prop. Undisc. Part II Prop. No. Offense Given Part II Undisc. Part I Person Undis.



*This chart is a result of children committing more than one offense prior to entry in the Group Home.

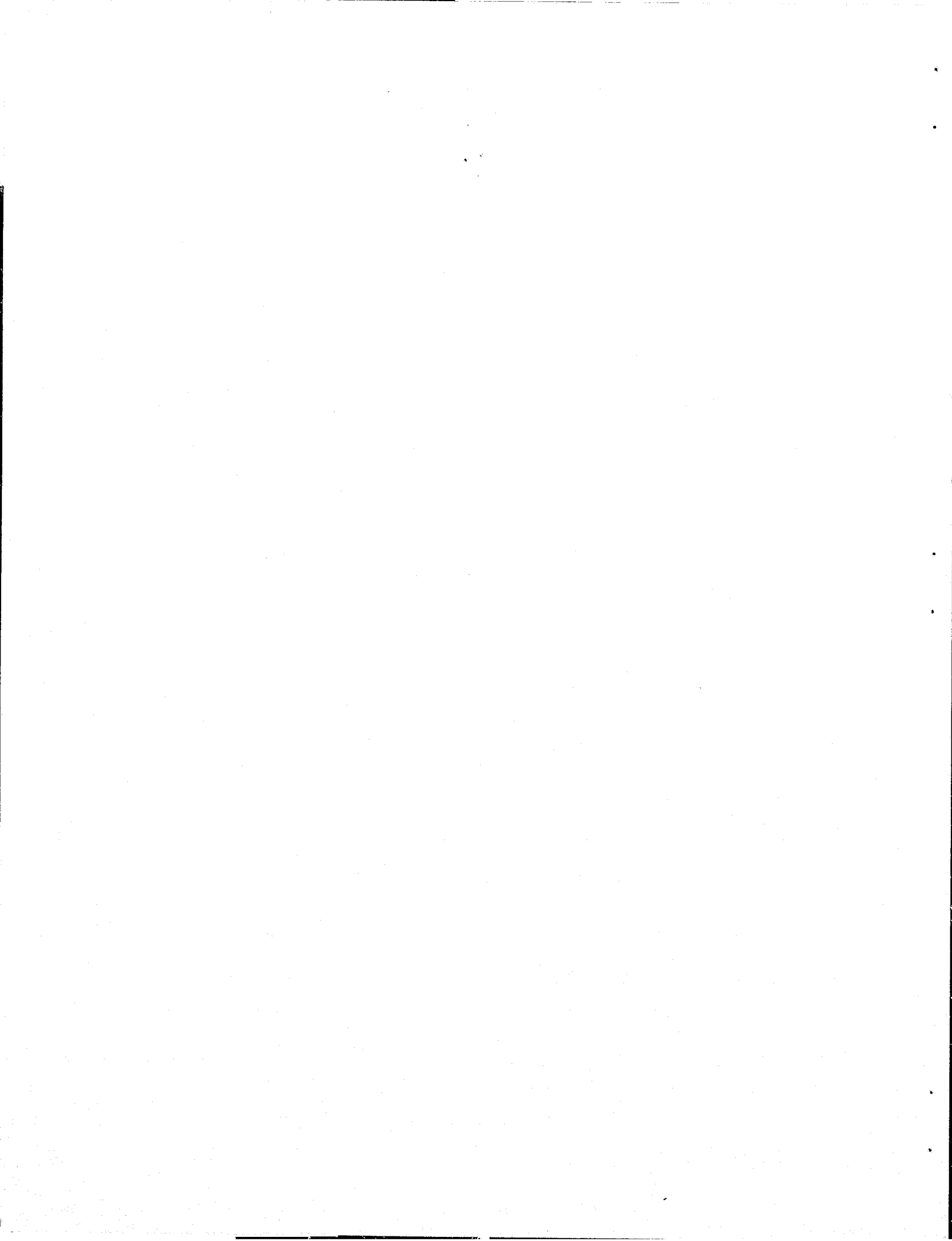
The bar graphs reveal that group homes are unbiased in accepting children based on their committed offenses. This is very important if group homes are to serve as an alternative to other juvenile facilities.

The following is a summary of the results of the bar graphs based on the per cent of children accepted under each offense category. The list compare Group Home acceptances to other juvenile facilities.

<u>OFFENSE</u>	<u>G.H. ACCEPTANCES</u>	<u>JUVENILE FACILITIES</u>
Part I Person	1.72%	2.1%
Part I Property	21.59%	13.05%
Part II	12.33%	6.28%
Undisciplined	43.17%	51.00%
Other	20.05%	27.42%
	<u>98.96%</u>	<u>99.85%</u>
5 Children committed		
Part I prop & Part II	<u>1.10%</u>	
	99.96%	

In calculating the Group Homes participation, graph 6 was combined with the first five graphs under its appropriate category. 51% of the children taken into other juvenile facilities were undisciplined. This is considered a status offense. It is a shame to think that children can be sent to Training Schools for an offense which adults are not punished for. Group Homes is thought to provide an atmosphere which these youths need. Therapy is not only offered to children but to their parents. It is imperative that group homes begin to accept most of these children through the increased efficiency of the referral sources.

CHAPTER IV:
STATISTICS ON THE CHILD
FROM ENTRY DATE
TO COMPLETION DATE



Analysis of the Project Staff
Members in the Group Home

If a group home is to effectively administer their rehabilitative program they need educated and experienced personnel to keep the project stable and operative. The idea is to make the child feel comfortable and secure in his new setting. The child will be able to sense any insecurity in the staff which will lead to negative feelings by him/her. In the questionnaire mailed out, each group home was asked to give the number of project staff members involved in in-service training and development programs during the report period with a description of the nature and extent of his/her training. The following is the responses received.

Group Home Number 1 The houseparents receive one-hour consultations weekly from a psychologist. Both houseparents attend a one-week workshop in Chapel Hill on group home child care. The workshop was sponsored by the Group Child Care Project, UNC-CH.

Group Home Number 2 Prior to the entrance of their first child the teaching parents, along with five other DSS staff members who serve as substitute parents, completed a four-day intensive, on-site training in the teaching family model as conducted by Dr. Bruce A. Baldwin of the UNC School of Medicine's Department of Psychiatry.

Group Home Number 3 Five people involved in in-service training. One staff member attended one day workshop in Charlotte on How to Deal with Anger. Two staff members attended First Aid Training for 64 hours. Four staff members attended the Southeastern Child Care Association Workshop on Staff Relations for 3 days. Two staff members attended Winter Seminar for Social Workers on Dealing with Separation-for 1½ days. Five staff members attended consultation from Group Child Care Consultants Services at UNC-CH on staff relations for 1½ days.

Group Home Number 4 The teaching parents were trained by the Bringing It All Back Home Program at Western Carolina Center in Morganton, North Carolina. The assistant teacher-parents were trained by the full time teacher parents. The project director served for four years on the teaching staff of Homewood School of Highland Hospital, the psychiatric division of Duke Hospital.

Group Home Numbers 5 and 6 8 teaching parents and 2 supervisors received one week's intensive training in the Teaching Family Model at the Bringing It All Back Home Training Center in Morganton, North Carolina. The Group Home Supervisor holds supervisory meetings at each home each week. Group Home personnel attend in-service education programs at the Mental Health Center twice each month and personnel attend conferences away from the center as time and money permit. Full time group home staff provide a one-day training program for part time staff.

Group Home Number 7 Training experiences include one week training seminars at an established group home, one training course "Basic Youth Conflicts," and a variety of readings.

Group Home Number 8 The group home parents attend week long workshop ("Child Care Training") sponsored by the Villages, a meninger Foundation Project. They also attended DSS sponsored workshop on child-care and related subjects throughout the year. They are also members of the North Carolina Group Home Association.

Group Home Number 9 and 10 There are 5 staff members involved in-in service training. The clinical director receives training in transactional analysis (TA) through didactic and experimental workshops. Workshops are held about once a month centered around individual, family, and group therapy for all houseparents.

On-going training is offered to the social workers once a week with the assistance of the Mental Health Consultant. After each family session the resident social workers receive instruction in family therapy through serving as co-therapist with the Director for family therapy sessions and discussions.

It is evident from the above that education plays a strong role in the Group Homes. However, in order for all Group Homes to be highly successful education must be a continuing process. Weekly meetings should be held where they analyze the cases and recommend future actions. By operating this way the staff can learn from their past mistakes and re-correct future actions in their therapy program. It is mandatory that the houseparents continually reinforce their knowledge of rehabilitative programs for each youth according to his/her problem. The director should attend as many workshops as he can to learn of any new techniques which could be beneficial to his/her group home.

COMMUNITY RESOURCES

There has been no adequate or positive research produced that credits success to the juvenile courts, detention, or probation systems in their rehabilitative efforts with juveniles. These systems offer a constraining atmosphere to the youth preventing his freedom in adjusting or readjusting to the community. In fact many cases lead to an increased probability of future delinquent acts, at a more serious offense, after release from one of the previously mentioned facilities.

In the past few years the tendency has been towards discovering "Alternatives to institutions." The new idea is that delinquents can be more effectively dealt with by working with them on a one-to-one basis. Therefore, their problem may be singled out and dealt with on an individual bases to meet the child's specific need.

The previous idea suggest treating the child in the community, by utilizing community resources, rather than committing them to training schools. This new idea of community based programs is centered around the most recent concept of treating the child in the community, where the problem began.

The philosophy, behind this idea, is that the community should provide professional services to their youths in need of such help. The ultimate goal is to prevent disorderly conduct by informing the society of such rehabilitative programs and offer their services to any potential child showing signs of getting in trouble with the law. By doing this they aim to deviate a child's behavior before committing any offenses involving them in the Criminal Justice System.

With the present lack of adequate community facilities it often forces the court to send a child to training schools. The child leaves home making it virtually impossible for the parent to participate in the rehabilitative process. Yet, the child is expected to adjust to his community and family when he returns.

Due to the previously stated problems, group homes have centered their treatment program on working with the child and parents through utilizing community resources.

LEAA funded group homes were requested to list the community resources they utilized in a questionnaire mailed to them below is the responses received from the responding group homes.

- | | |
|---------------------------|--|
| Group Home Number 1 and 2 | <ol style="list-style-type: none"> 1. Mental Health 2. DSS 3. Juvenile Court 4. Jr. League Volunteers 5. YMCA 6. Tutoring Services |
|---------------------------|--|

- Group Home Number 3
1. Neighborhood Youth Corps.
 2. School counselors and Pupil Personnel
 3. Mental Health
 4. Health Department
- Group Home Number 4
1. DSS
 2. Mental Health Clinic
 3. Detention Center
 4. Juvenile Court and Juvenile Court Counselor
 5. Doctors and Psychiatrists
 6. Professional Reading Specialist
 7. School Aged Clinic
 8. Health Department
 9. Volunteers
- Group Home Number 5 and 6
1. Mental Health Center
 2. Public Schools
 3. Court Counselor
 4. Doctors
 5. DSS
 6. Vocational Rehabilitation
 7. Health Department
 8. Recreational Resources
- Group Home Number 7
1. Mental Health Center
 2. University
- Group Home Number 8
1. Public Schools
 2. Mental Health Center
 3. Psychologist (DSS)
 4. Juvenile Court
 5. Juvenile Court Counselor
 6. Youth Corps
 7. Social Worker (DSS)
- Group Home Number 9
1. Court System
 2. Mental Health
 3. DSS
 4. Volunteers
- Group Home Number 10
1. DSS
 2. Mental Health Department
 3. Court System
 4. Court Counselors
 5. Public Schools
 6. Special tutors and counselors
 7. College

It is imperative that these youths are allowed to utilize all community resources if they are to be properly rehabilitated to live in the society in a socially acceptable manner.

It needs to be noted that often the community is uneducated to the purpose of a group home. They may react in a negative manner to the idea and limit their resources they offer them. As the group home becomes more established in the community and they know what the group homes function is, they tend to open up and offer more assistance.

TREATMENT MODELS

The following discussion is concerned with the various treatment models utilized by the responding group homes. Each homes treatment program will be discussed separately. This is necessary so that a comparison can be drawn as to the most successful treatment program. In order to properly evaluate the programs only the group homes accepting children between 1973 and 1975 will be discussed.

Group Homes 1 and 2 have the same treatment model since they are under the same management. The treatment program follows the teaching Family Model or Achievement Place Model which is a behavioral/interactional program. It offers a systematic residential treatment program which involves reality therapy, individually and group counseling, and natural family interaction. The teaching parents provide a family and therapeutic environment. The program centers around developing academic, social behavior, and self-help skills by using a specialized treatment program. The idea is to interrupt a child's individual cycle of problems behavior by early intervention into the adolescent's life. The child is rewarded for appropriate behavior by being granted freedom and responsibility. The youths attend family meetings where they aid in making decisions regarding group homes. By helping to make decisions the youth develops a sense of responsibility regarding their own behavior. The teaching parents help the youths understand why certain behavioral acts are wrong and work with the child to develop alternate behavioral patterns resulting in positive consequences. Parents are heavily involved in this program in order to facilitate the transition of the youth from the group home to his natural home.

This home administers no test to record any attitudinal change in the child. In order to determine a child's progress he/she should be analyzed upon entry into the group and upon completion of the program. If this is not done it is hard to predict the impact the group home has had on the child.

The treatment at the next two group homes is also the same format since it is under the same management. The framework of their treatment system includes individual, group, and family counseling. Each client receives individual therapy centered around his immediate environment of this school, work, living arrangements, and life experiences. Individual counseling sessions are conducted once a week, or as often as needed, by the Director. Individual contracts are made on each client based on his needs and desires. Weekly the child will evaluate his own performance. The same model for group sessions will be used in individual therapy sessions. The only difference is that group therapy center on transactional analysis while individual sessions emphasize game and script analysis.

Upon entry into the group home the child's past is studied in detail through the use of community records. The child receives psychological and physical diagnostics and in-depth therapy evaluative sessions. After the child has been in the group home for three weeks a contract is made concerning needed treatment services and expectations. When this contract is drawn up the child, his guardian, the staff, and other involved agencies attend the conference and participate in drawing up the contract. Home visitations are complemented with family therapy sessions with the Director based on structural, transactional, game, and scrip analysis. The family system is treated as a whole and will be conducted on a bi-weekly basis. Group sessions focused on the individual will be conducted on a bi-weekly bases with the Director. These sessions concern the dynamics of the family system of the group home. This home does administer pre-test upon the child's entry but it administers no test when the child completes the program.

The fifth group home's treatment program has three phases covered around interpreting and meeting the psychological needs of the child. The first phase involves the identification of specific target behaviors to be developed and an evaluation of the intellectual and personality dynamics of the child to be served.

Based on the information gathered from phase one specific target behaviors to be developed will be identified. The parents or guardians, child, referring agency, and the group home will be involved in identifying the target behaviors. A specific plan will be developed for each child to guide him in meeting his final goal. A system of rewards will be incorporated in the plan.

The first two phases are primarily identification and planning stages. The third stage is the actual Behavior Development Phase. This phase is centered in a structural family-like atmosphere offering personal attention and care to each child. In addition there are four supplementary approaches in effect within the home. First, an explicit behavior modification program is used within the home to develop skills conducive to a happy family environment.

A second service offered is a tutoring program throughout the school year. The home also offers various opportunities for vocational skill training. The final service offered is weekly individual counseling sessions. These sessions act as a therapeutic experience and it provides continuing evaluation of each client.

The sixth home has a treatment model consisting of four parts the first, a daily system; second, a weekly system; third, a merit system and fourth the Homeward Bound part of the program. Daily points are earned or lost by each child based on his behavior allowing for daily privileges. This system soon

progresses to the weekly system. The merit system follows the weekly point system. At this stage the child is judged by other members of the family based on his behavior. Following this comes the Homeward Bound System. At this stage the child begins to spend more and more time at home. Follow-up is maintained on the child to determine if there is a further need for counseling or if the child should return to the group home.

Family conferences are held where the houseparents and children bring up issues, discuss them, and vote on them. Each child is required to carry a daily school notecard to school to have it filled out by the teacher daily. There is also a home note card for home visits to be filled out by the parents.

One of the most highly successful group home responding to my questionnaire is Youth Care in Greensboro, North Carolina. Directed by Barbara Sarudus. They have been in operation since May 21, 1975. In comparison to the other responding group homes they have one of the lowest runaway rates of 3.90%. This is strong evidence that the children are satisfied in their new home environment. They also have the highest completion rates (children completing the program) of the other group homes. The completion rate is 92% youth care has one of the lowest recidivism rates as compared to other LEAA funded group homes. Their recidivism rate is 13.4%. They also have the lowest costs/child/day. Their cost is estimated at \$9.33/child/day. In order for a group home to operate as efficiently as Youth care their treatment model has to be strongly effective and one of the very best.

In internal evaluation was conducted on their treatment program. A copy of this evaluation report is included in Appendix A. This information will be very beneficial to all who are concerned with the success of group homes.

One of the major differences of Youth Care as compared to other group homes is that they administer pre and post test to their children. These test are called the Jesness Inventory by Carl F. Jesness, Ph.D. Pre and post test should be administered to all children. It is a very useful tool in helping to identify personality defects in the children. They can then center their therapy procedures on these problems with the ultimate goal of eliminating his/her drive to commit juvenile offenses. The post test are used to determine the effect their therapy has had on the child's personality and behavior. This can be helpful in providing insight as to treatment procedures for the child once he leaves the group home. The parents can greatly learn from this information in providing a new corrective home environment for the child.

PROBLEMS ENCOUNTERED BY

THE GROUP HOME

The group homes have encountered numerous problems mainly due to the newness of the group home idea. People tend to be reluctant to accept a new idea until it has proven its effectiveness and stability. Due to this characteristic of people; it has slowed the development of the concept of group home rehabilitative programs.

Each group home was asked to state all problems encountered within their group home and community. The following is a summary of the ten responding group homes problems.

Families often present the biggest problem. Since group homes are a therapy program involving the parents it is imperative that they participate. However, many problems are encountered when the parents live a long distance from the base of the operation. This becomes critical when the family does not have a telephone. This problem is further intensified by a limited travel budget. It is extremely hard to set up times for conferences and home visits when there is a limited means of communication.

Often a child comes from a background which for a variety of reasons fail to provide the kind of support and guidance so necessary to the wholesome development of mind and body. They really want the child out of the house. Therefore, it is hard to get the parents to co-operate and to participate in the program. Since parent involvement is an essential part of the program-therapy for the child is altered greatly by an apparent lack of parental guidance when distance is a concern not an extreme factor some will try to reduce this program by providing in-home consultation, parent groups and parent conferences. Usually this leads to little success because these parents just don't have any interest in the child. These are the parents who react in an apathetic manner.

One group home states that the Health Department was not totally co-operative. Their rules of confidentiality prevented the teaching parents from obtaining a complete record of the child. It is vital that this information be obtained if the child is to be taught proper health care.

Often the community presents a problem in accepting a group home. Since this is a new idea they really don't know what to expect. Their first impression is that "criminals"

to be their neighbors. Also since group homes are not prejudice, blacks and whites will be living together. This leads to social interaction and alot of people still consider this taboo. These problems are being dealt with in various ways. In one case an opposing citizen was asked to join the Advisory Board. After he realized that the group homes would not create any unusual conditions his suspicion and the rest of the communities suspicions were expelled. This is a new idea and it will take time for the community to realize it's benifits and it's lack of threat to them.

In a small community there will be a lack of resources for the youth to utilize. When a recreational night is planned it of ten involves alot of travel. This can inhibit planning of activities due to the time and money it requires.

Hiring for substitute group home parents often presents a problem. Due to the nature and pay of the job, it is extremely difficult to locate couples who are qualified and will accept full responsibility.

A lot of group homes have encountered a variety of problems in developing policies and philasophies for working with their clients. In some cases this is due to the severe emotional and behavioral problems of the youth coupled with the lack of adequate psychiatric and psychological backup services. One group home stated that one of their problems in dealing with their clients at first was that they were more interested in the youth changing than he/she was which can lead to rebellion on the part of the family or child. The child realized the situation and began to take advantage of it. This group home finally changed their behavioral model. Often the child and parents have a natural inclination not to accept his new enviroment. But, soon these problems are usually eliminated.

When the group home is trying to establish itself they often receive unappropriate referrals. Often the court does not make appropriate referrals. However, as the program becomes more established in the community it is increasingly viewed as a viable alternative to the customary judicial disposal of juvenile cases.

Some referring agencies view the group home concept as being to structured and this causes some dissatisfaction. This results in inappropriate referrals.

One of the main goals the group home should aim at is in establishing the support and cooperation of all agencies, organizations, and institutions in their counties which have a mandate and responsibility for services for the juveniles. By creating good public relations and establishing the confidence of the community referral sources will improve.

Some group homes find it hard to locate adequate facilities for housing. There are numerous state regulations and guidelines that they must meet before accepting their first child. There are approximately fifty individual guidelines to meet. This slows the process down greatly as to when the first child is accepted. There were complaints that these regulations were too strict. In some cases there were complaints that in order to comply with these regulations it limited the resident occupancy.

The last problem was that at the beginning of the project the Administrative Board experienced some difficulty in accepting an active role in establishing the guidance for the program. However, in most cases this problem was eliminated as the projects became more familiar to the board as to their objectives and program format.

The main overall problems stem from the fact that group homes are a new idea in rehabilitating juveniles. As they continue to establish their success among society it will be accepted without so much suspicion. It is the view of many that in time group homes will be welcomed in North Carolina because of their record of humane treatment provided juveniles and the success they have experienced in rehabilitating them. The rest of the problems, such as appropriate treatment models and meeting state regulations and guidelines, will be eliminated as group homes gain more knowledge and experience.



CONTINUED

1 OF 2

Cost Data

One of the important determinants to the success of group homes is the cost to rehabilitate a child. It must be noted that the first year of operation is expensive due to the facilities which must be bought for each group home. In most cases this means purchasing a house.

The data for this information was provided by responses from the group homes in a written questionnaire. To properly project the cost/day in a group home only the homes beginning operations between 1973-75 were included. The remainder of the information was provided by the Criminal Justice System Performance Data (1973-75) and Census Bureau Estimated Criminal Justice Expenditure Data (1971-74).

*1. Group Home Number	Cost / Day	(1973-76) Data
1	\$15.22	
2	15.22	
3	12.41	
4	18.80	
5	18.80	
6	22.79	
7	9.33	
8	22.21	Average-\$16.85

Juvenile Detention	(1974 Data)
1	\$45
2	36
3	29
4	25
5	31
6	21
	Average_\$31.17

*2. Residential Facility	(1974 Data)
1	\$38
2	26
3	30
4	16
5	42
6	25
7	15
8	29
9	33
10	41
	Average-\$29.50

Youth Services Number	(1974 Data)
1	\$2
2	5
3	32
4	N/A

There was no breakdown of cost/day for a child in training schools. However it is estimated to be \$14.67. This was calculated by dividing the total budget by the annual population divided by 365. This is 1974 data.

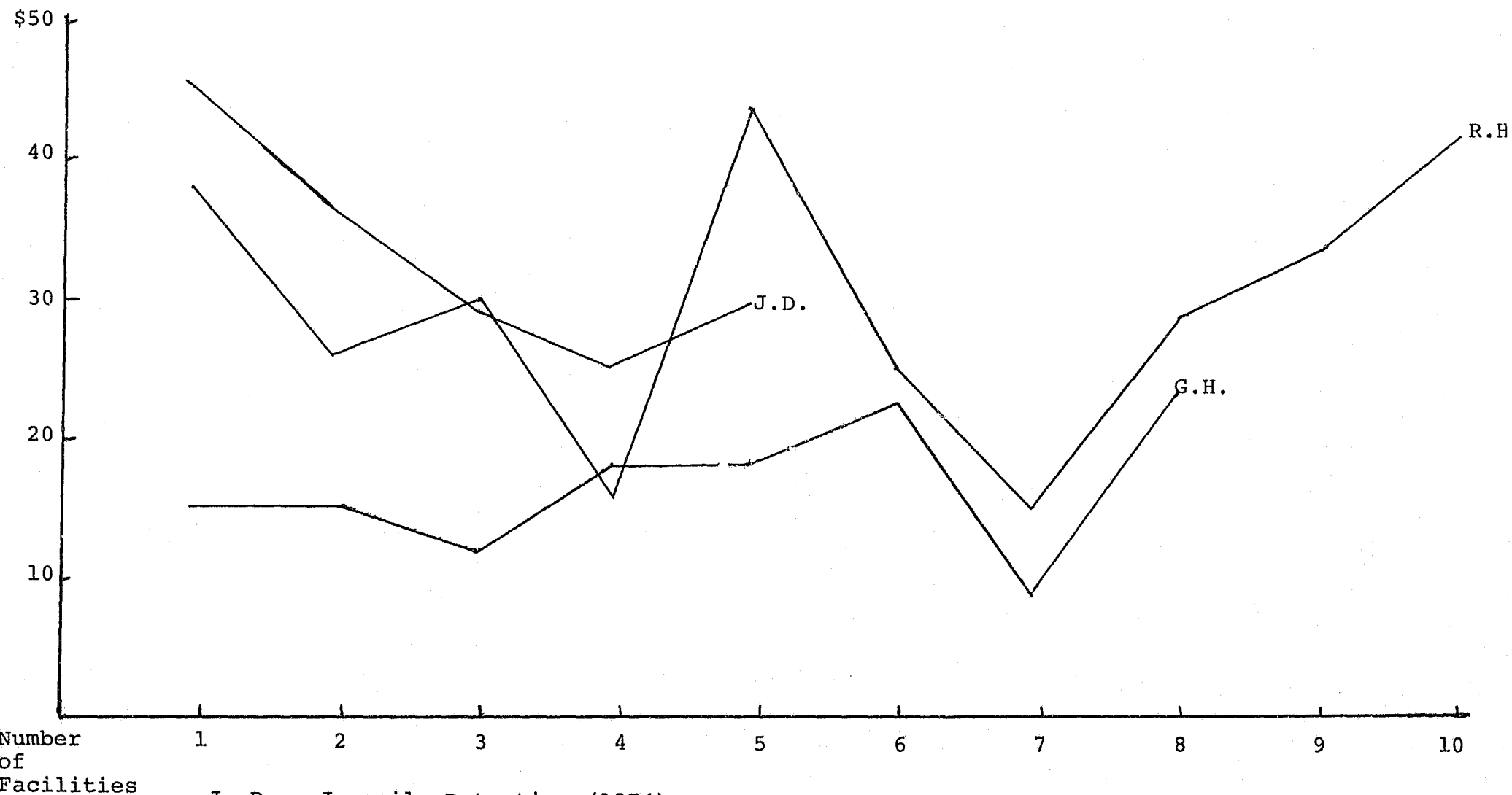
On the following page there is a graphical demonstration of group homes, juvenile detention centers, residential facilities cost/day and the average cost for training schools.

*1 Group Homes exclusively funded by LEAA.

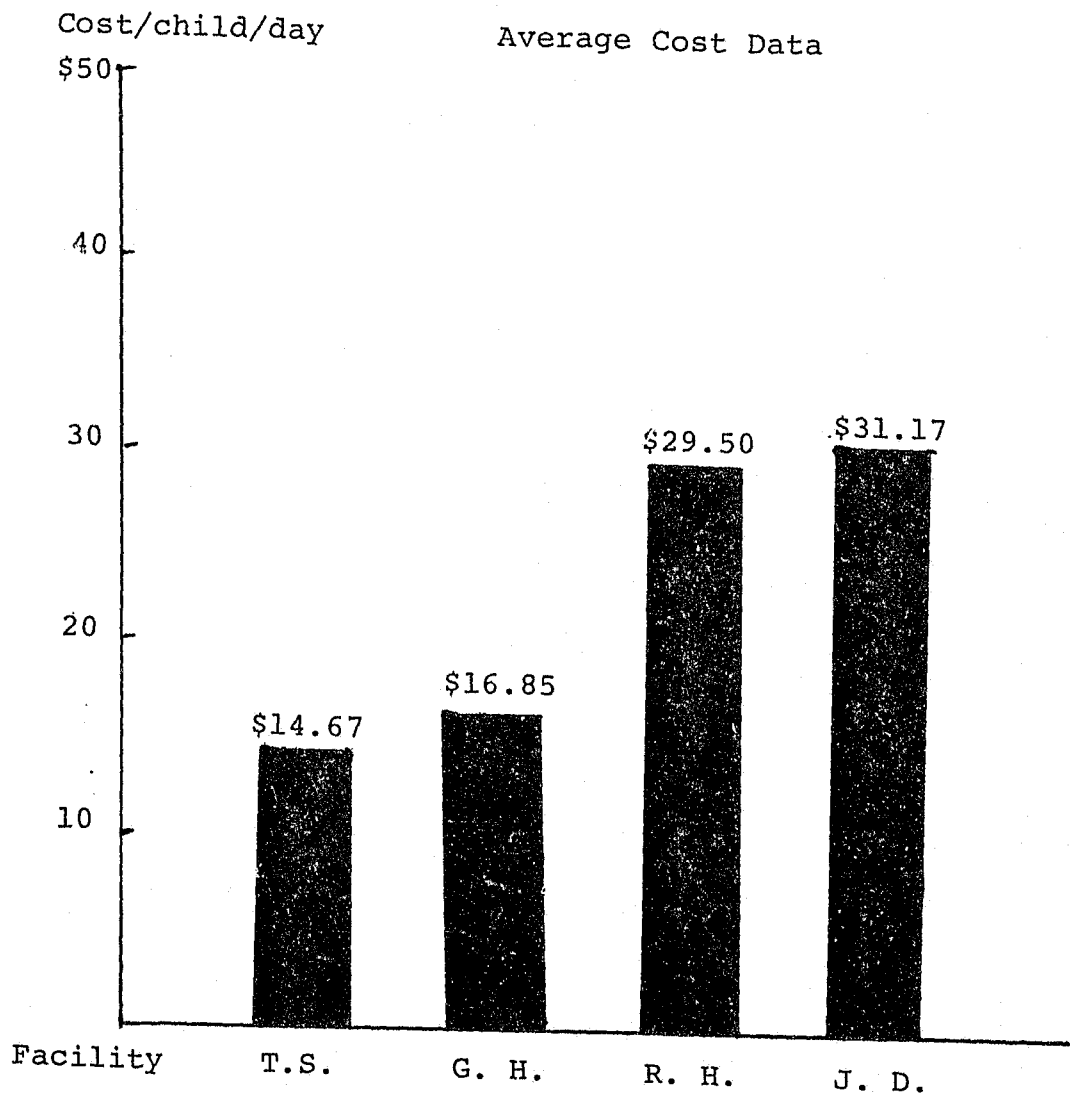
*2 These residential facilities are not LEAA funded Group Homes.

Cost/Child/Day

Cost Data



J. D. - Juvenile Detention (1974)
 R. H. - Residential Homes not funded by LEAA (1974)
 G. H. - Group Homes funded by LEAA (1973-75)



T. S. - Training Schools
 G. H. - Group Homes funded by LEAA
 R. H. - Residential Homes not funded by LEAA
 J. D. - Juvenile Detention

The two charts reveal that training schools cost less, per child, to provide their services. They are \$2.18 cheaper than group homes in treating each child. Group homes, funded by LEAA, are \$12.65 cheaper, per child, in their treatment program than other residential homes.

Since these group homes, funded by LEAA began operations between 1973-75 it is feasible to project a further decline in treating each child. The majority of these homes also began operations in 1975 making them a newer project than training schools which means higher cost in the beginning years.

There was one group home beginning operations in 1973, two in 1974, and five in 1975. Therefore it was necessary to base group home statistics on all three years. Whereas the remainder of the statistics was based on 1974 data since this is the latest information available.

Reason for Termination

The following information should provide insight to the success of group homes in providing a successful home environment for the children.

The data gives the reasons for the child's termination from the program. The information was provided by individual responses from the group homes.

Group Homes Number	1	2	3	4	5	6
Runaway	1		7			
Defy Rules	7	4	6			1
Completed	13	22	30	6	9	12
Parents				4		
Foster Home						
*Other	1	2			1	1
N/A						
Group Home Number	7	8	9	10	11	12
Runaway			1			2
Defy Rules	5	12	1	1		
Completed	7	238	2	5	52	4
Parents					3	
Foster Home	2	1				3
Other	4	6	1	3		2
N/A				3	4	1

<u>Reason</u>	<u>Total</u>	<u>Percentage</u>
Runaway	11	.025
Defy Rules	37	.084
Completed	350	.795
Parents	7	.016
Foster Home	6	.014
Other	21	.048
N/A	8	.018
	<u>440</u>	<u>1.000</u>

The following percentages indicate that approximately 79.5% of the children complete their therapy at the group homes. This is a very strong percent considering that these children are not forced to attend or stay at the group home. Usually most group homes require a written consent by the parents for their child to live at the group home. The child is usually required to sign a contract stating his desire to live at the group home.

*Other-includes the following: no contract, job corps, child's decision, training school, sickness, court counselor, emergency, not accepted, pregnancy, and lack of motivation.

Runaway Rate

The runaway rate can be used to determine how well a child accepts the group home. Since a child is in a home atmosphere, it is very easy for him to runaway.

It must be noted that this is a new atmosphere for the child and he may find it hard to adjust to at first. Some children will resort to running away rather than adjusting to his new environment. Only 2.5% of the cases were terminated due to running away. (refer to page 61). Therefore we hope to prove that most runaways adjust to the group home atmosphere.

The following are the calculations for the runaway rate. The data was obtained from individual responses of the group homes and can be found in Chapter II.

Group Home Number	Runaway Rate
1 = $\frac{10}{257}$	3.90%
2 = $\frac{6}{10}$	60%
3 = $\frac{2}{10}$	20%
4 = $\frac{5}{18}$	27.80%
5 = $\frac{9}{43}$	21%
6 = $\frac{2}{22}$	9%
7 = $\frac{0}{0}$	0%
8 = $\frac{4}{9}$	44%

Average runaway rate = 23.21%

The following calculations combined with the runaway termination rate of 2.5% prove that 20.71% of the 23.21% runaways return to the group home and remain there without running away again.

RECIDIVISM RATES

Recidivism Rates is considered to be one of the most reliable sources in determining the effectiveness of a juvenile rehabilitation program. This rate determines the effectiveness of a program by calculating how many children leave the juvenile system and have to return later for committing other juvenile offenses.

It is highly unrealistic that any program can be 100% effective in rehabilitating a child. However, this is the goal that all juvenile systems should strive for.

The following recidivism rates were determined in the group homes by considering how many children left the program and recommitted further offenses and were sent to training schools or came back into the group home system. The information was provided by responses from the LEAA funded group homes. Only the homes operating in 1973-75 were included in this section. Data concerning the training schools was provided by Dale Johnson, Assistant Director, Research and Development at Youth Development.

<u>Group-Homes</u>	<u>Recidivism Rates</u>
1	27%
2	14%
3	11.6%
4	27.8%
5	20%
6	30%
7	11%
8	<u>13.8%</u>
Average	19.4%

The only reasonably and valid recidivism data the Division of Youth Services has on recidivism rates is based on the number of conditional releases revoked during the usual one year conditional release period. This involves only children returning to this system, and does not include children sent to Youthful Offenders in the Department of Correction or that move out of the state. For calendar 1974 this was approximately 25%, for calendar 1975-28%, with current figures appearing to indicate a rate of about 30% for calendar 1976. These figures are not precise, due to the division's difficulties with computers since transferring from corrections to Human Resources, but a likely error figure is plus or minus 3%.

The national recidivism rates for training schools is approximately 75%.

It is more than evident which program is the most effective. In view of the recidivism rates for group homes they range from 11-30%. The group homes with the smaller ricidivism rates have been in operation longer than the others. This is a great indication of a further decline in these rates as time goes on and the group homes gain more knowledge and experience in effectively administering their program to these juveniles.

OTHER FACTORS AFFECTING
A CHILD'S STAY IN THE GROUP HOME

In order for a child to be properly rehabilitated he must feel that he is important. Atmosphere plays a vital role in this. If a child is in a relatively personalized environment where his problem can be dealt with individually there is a greater probability of correcting his/her problem. Responses from the group homes funded between 1973-75 indicated average daily population as follows.

<u>Group Home Number</u>	<u>*A. D. P.</u>
1	5.5
2	5
3	5
4	5.19
5	4
6	4.4
7	<u>3</u>
Average	4.58

The total average daily population is 4.58 in group homes. The average in training schools is estimated at 775. The training schools end up looking like a dorm where the child is left to bare his on problems with very little counseling.

Counseling a child in the group homes is the most important aspect of their therapy program. These youths receive approximately two hours individual therapy each week administered by the teaching parents and psychiatrist. There is approximately 13.6 hours spent in therapy with the parents and child at a joint session during the child's stay. In the training schools each child receives around 20 minutes of therapy. This is not enough time to sit down with the child and discuss his problem, come up with a treatment program for him, and to evaluate his success in correcting his badly deviated behavior pattern.

A child in the group home stays on the average 4.5 months whereas the average stay in the training schools is 8.5 months. It is evident that the group homes have a more efficient and effective impact on the child plus it takes about half the time to administer their program as compared to training schools.

* A. D. P. - Average daily population

* All information concerning training schools was provided by Dale Johnson, Assistant Director of Research and Development at Youth Development in the Department of Human Resources.

SUMMARY AND RECOMMENDATIONS

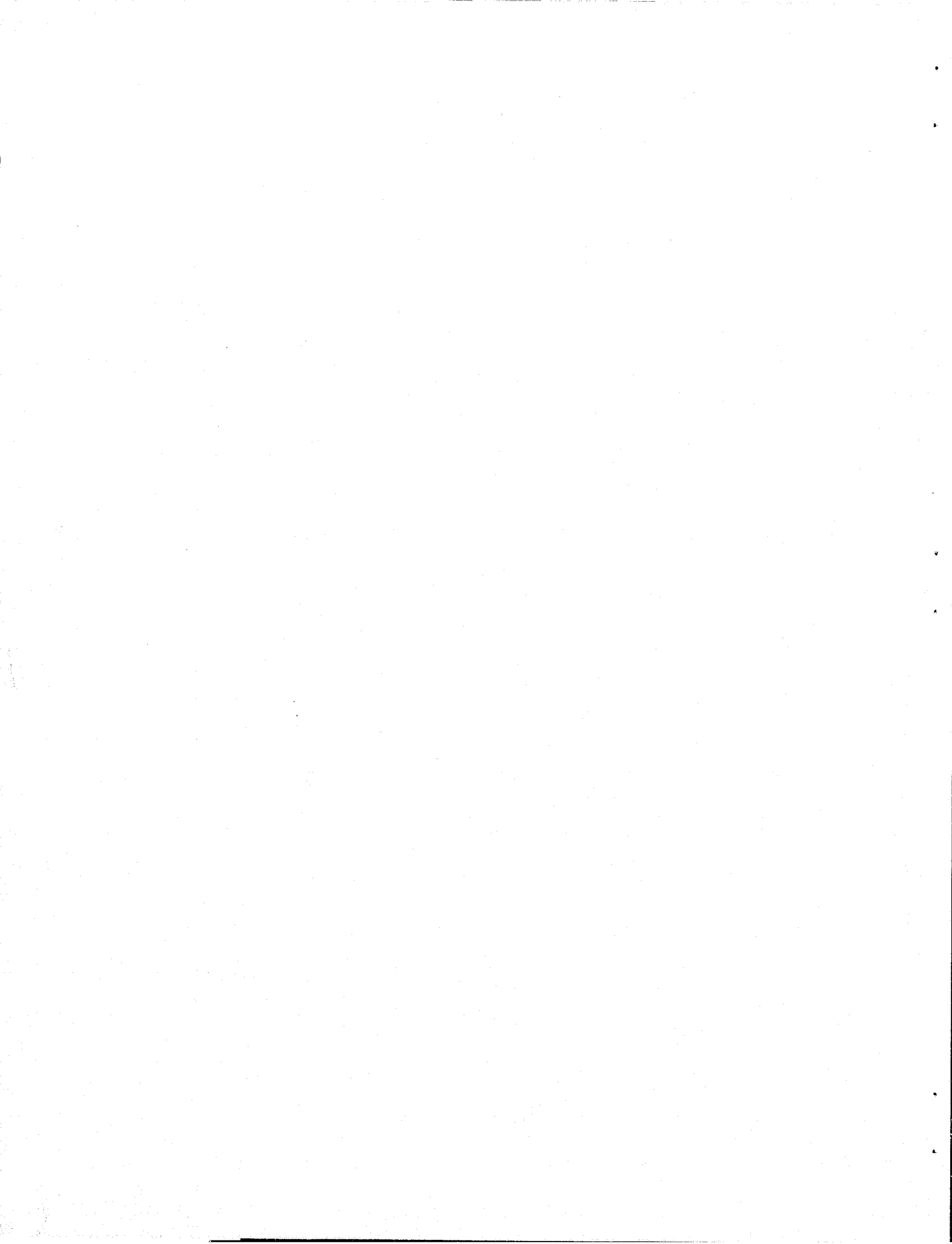
This report was initiated to substantiate the desirability and feasibility of group homes. Dealing strictly with LEAA funded group homes, this evaluation has proven the success of group homes. There appears to be a strong future for them as their idea spreads through out North Carolina.

Group homes success can be credited to the very hard work of the directors and teaching-parents. They have taken a relatively new idea and integrated it successfully into the Juvenile Justice System. Thier success is expressed in this report by the reduced recidivism rates, cost/ child/day, and the increased improvement of the referral sources. As the group homes become more established in the community, the community resources become a greater integral part of their program.

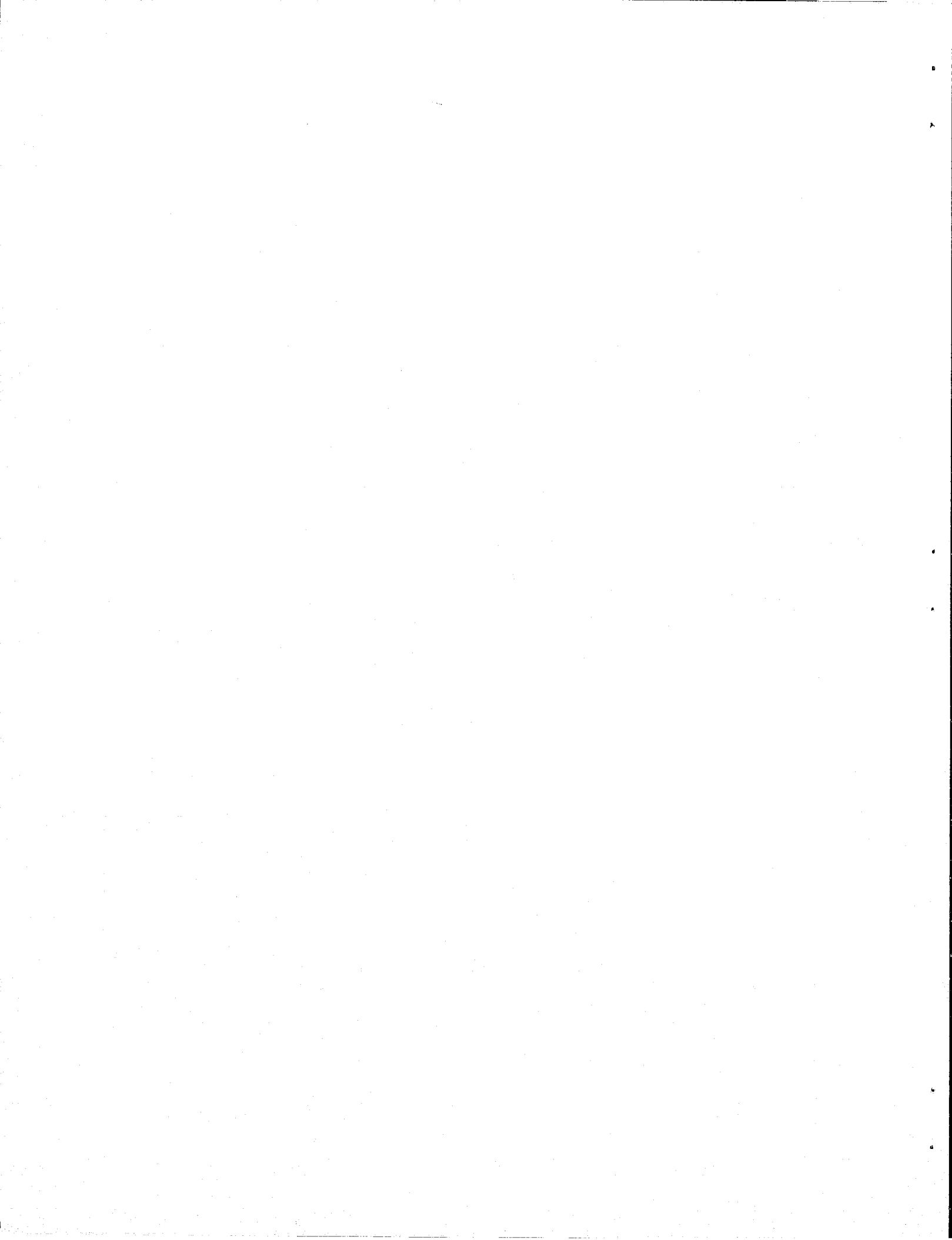
Due to the services offered a child, (i.e. family atmosphere and individual counseling), in the group homes it can be credited with the increased success in youth improvement. Community-based facilities are viewed by many as a favorable alternative to training schools and other institutional facilities. The Governor's Advisory Committee on Youth Development (1973) supported this view of greater utilization of community-based facilities when they stated: "The Committee recommends greater utilization of community-based facilities and programs to deal with the delinquent youth wherever possible in lieu of commitment to training schools (p.i.)."

Recommendations for group homes are as follows:

1. Group homes should thoroughly analyze their data, an a continual bases, concerning each individual case and the overall program. By doing so, up-grading group homes continually will lead to a more efficient and effective operation
2. Group homes and the community should strive for a better flow of communication and interaction between the two in order to utilize all facilities and knowledge to the benefit of the juvenile .
3. Training sessions should be offered on a continual bases to keep the residential staff up-to-date on any new treatment procedures which may better their treatment model.
4. Group home grants have proven to be a success in providing an alternative to other institutional facilities. Therefore, this project is strongly recommended to continue and become an intergral part of the juvenile justice system. I also recommend that more funds be allocated to the group homes in an effort to make them a dominate form of rehabilitation to juveniles.



APPENDIX A: EVALUATION
OF YOUTH CARE GROUP HOME
TREATMENT PROGRAM FOR
DELINQUENTS



EVALUATION OF
YOUTH CARE GROUP HOME TREATMENT PROGRAM

INTRODUCTION

Youth care, Inc., a private non-profit agency in Guilford County, North Carolina operated during fiscal year 1975-76 three group homes for delinquent and undisciplined children. The project was supported primarily by a grant from the federal Law Enforcement Assistance Administration and by Guilford County. This study was done in an effort to evaluate the effectiveness of the treatment provided and the type of youth that benefits most from such treatment.

One home for 5-7 boys and one home for 5-7 girls, both with a maximum period of residential care at six months, were operated the entire fiscal year. A third home for girls, with maximum period of care at 1 year, was opened slightly later than the other two homes and at the time of this study, had been in operation approximately eight months. Treatment in these three homes consisted of a variety of approaches but was consistent from home to home. Six full-time houseparents and two full-time psychologists provided the bulk of the treatment which consisted of:

1. A group-home-based behavior modification "token economy" which rewarded appropriate behavior.
2. Group-home-based behavior modification "parent effectiveness" techniques (time out, use of extinction, punishment, over correction).
3. Individual counseling.
4. Group counseling.
5. Family counseling and parent re-education.

Treatment was generally directed towards areas of conflict or problem areas that could lead the youth back into trouble with the law, therefore, this study set out to measure the change primarily in those areas. The measures to evaluate the program consisted of a personality inventory. The Jesness Inventory-given prior to the start of treatment and at its conclusion and court data.

METHOD

Subject. Seven male and five female residents of Guilford County between the ages of 13 and 16 who had completed treatment served as research participants in the portion of the present study investigating program effectiveness. Eight were alleged or adjudicated delinquent and four undisciplined. Eight of the participants were white, three were black and one Indian.

Follow-up data on 38 juveniles who participated in the Youth Care program over the past year was used to formulate a recidivism rate for the program's participants. The 17 males and 21 females in this group ranged in age from 11 to 17 years. The follow-up data was collected by a volunteer worker from a semi-professional community assistance organization. Although the research participants were referred to the program by the court system as well as various other community agencies, actual participation in the program was strictly voluntary.

Materials. The Jesness Inventory, a 155 item true-false test designed for the classification and treatment of juvenile delinquents was employed to measure change in the research participants. A questionnaire concerning a participant's involvement with the law subsequent to his participation in the program was developed and used to gather follow-up information.

Procedure. The Jesness Inventory was administered as part of a standard intake evaluation procedure to everyone being considered for the program. The results of this administration prior to any acceptance decision were used as pre-test data. The same form of the Jesness was again administered to the participant within one week of program completion.

Follow-up data was obtained at various intervals after the participants were out of the program for a least three months. Information was gathered both via telephone interview with the participant's family as well as by direct contact with the court.

The manner in which the pre-test data was gathered also allowed a comparison between those participants who satisfactorily completed treatment and those who terminated prior to completion for whatever reason. This comparison, it was felt, could possibly offer some suggestions as to the type of youth that would benefit most from the program.

Design. Separate correlated T-tests were performed comparing the pre-test and post-test data of those participants completing treatment in the program. Analyses were performed on the Social Maladjustment (SM), Value Orientation (VO), and Immaturity (Imm) Scales of the Jesness Inventory as these are the only validated scales of that Inventory. A 3 (Personality test scales) x 2 (Program Completion) analysis of variance was performed on Pre-test data comparing those participants who completed treatment and those who terminated treatment prior to completion. Percentage figures were computed to determine the recidivism rate on the 38 children for who follow-up data was available.

RESULTS

The T-test measuring pre and post change on the Social Maladjustment scale resulted in a T of 2.59 which was significant at the .05 level. On the scale of Value Orientation the T-test was T-3.20 which is again significant at the .05 level. Finally, on the Immaturity scale the T-test revealed a T of .48 which failed to reach significance at the .05 level. Figure 1 presents the mean score on each scale for the pre and post test administrations of the Jesness. The means of Social Maladjustment, pre and post respectively are 62.5 and 59.9; Value Orientation, pre and post, 59.5 and 56.3; and Immaturity, pre and post, 55.3 and 49.2.

Results of the comparison of pre-treatment Jesness scores on children completing treatment and those failing to complete treatment are summarized in Table 1 which presents the data from an analysis of variance on that data. No significant F ratios were obtained: $F_A = 1.81$.05; $F_B = 0.93$, .05; $F_{A \times B} = 0.07$, .05.

Finally, follow-up data on the 38 children in the program, whether successfully completing the program or not, on whom follow-up data was available indicates that 6 have since had further trouble with the law, resulting in a recidivism rate of 15.7%.

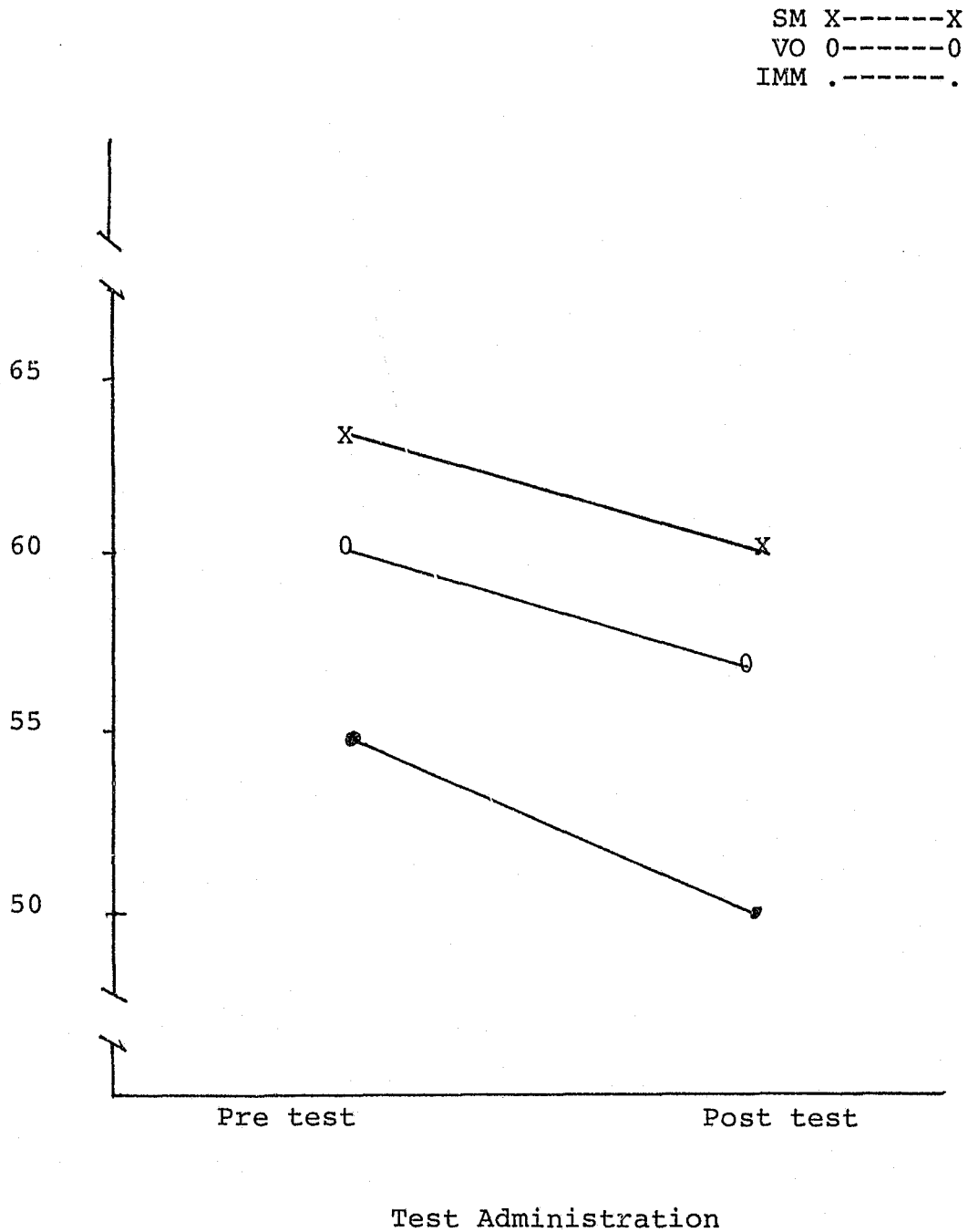


Figure 1. Means score on the pre and post measures on three scales of the Jesness Inventory: Social maladjustment (SM), Value Orientation (VO), and Immaturity (IMM).

Table 1

Analysis of Variance of Pre-Treatment
Jesness Scores with Children Completing Treatment
and Those Not Completing Treatment

Source	SS	df	MS	F	F
Jesness Scores (A)	513.96	2	256.98	1.81	.05
Completed vs. Failed to Complete (B)	107.09	1	107.09	0.93	.05
Interaction (A X B)	17.79	2	8.89	0.07	.05
within groups	7,898.00	66	119.44		
Total	8,536.84	71			

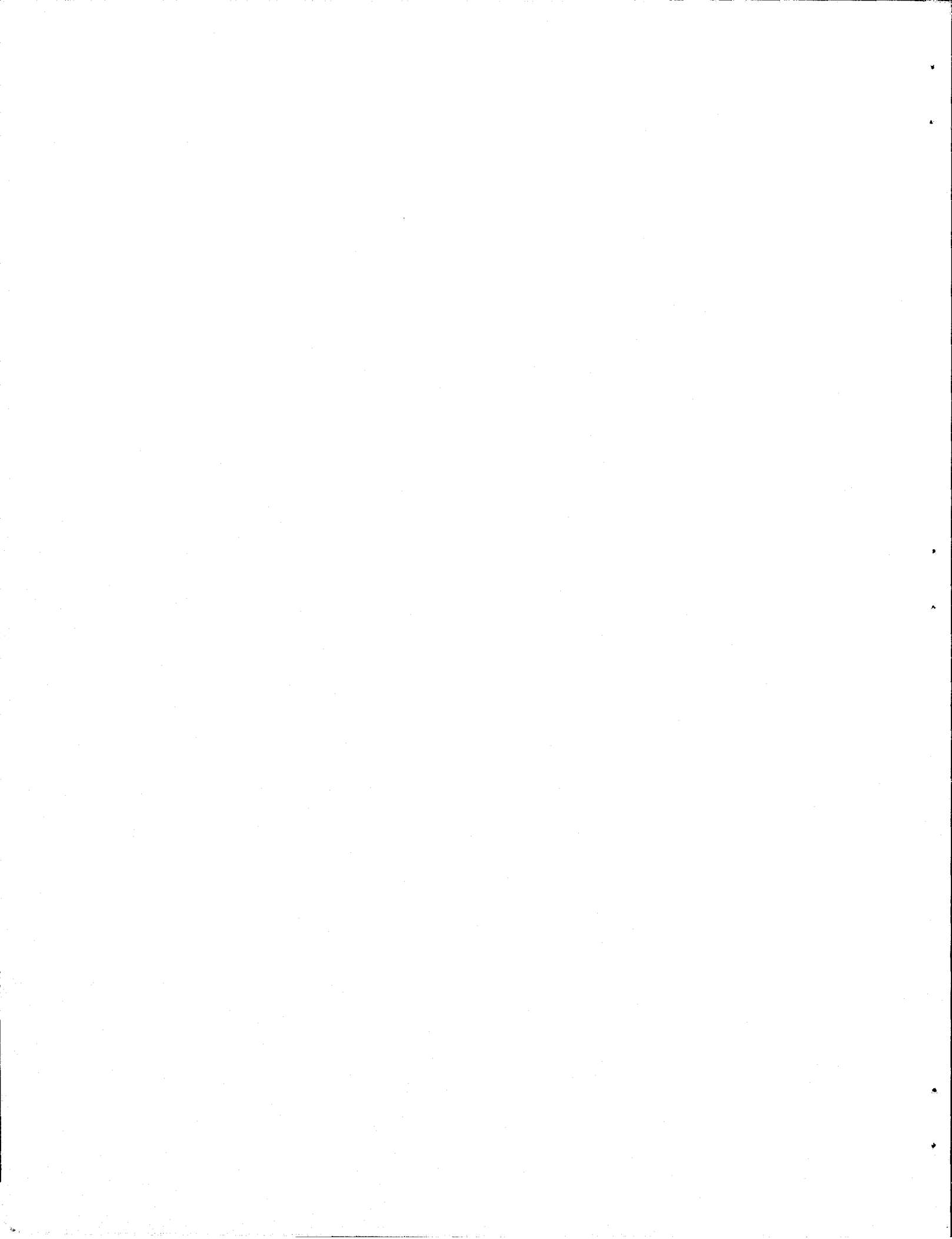
DISCUSSION

Results of the T-test on the three validated scales of the Jesness - the SM, VO, and IMM scales - indicate a significant change in a positive direction on the first two scales - SM and VO, while no significant change was observed on Imm. This seems to indicate, then, that these subjects are less socially maladjusted and have a value orientation that is more similar to a non-delinquent group than prior to treatment. The lack of a significant change on Imm on the T-test can perhaps be explained in several ways. First, the data as viewed in Figure 1 indicates a trend clearly in the direction of greater maturity which to some extent says that a change did occur. Second, in analyzing the raw data most subjects did show a small improvement on this scale while a very few subjects showed a very large change in the opposite direction indicating that a few atypical subjects distorted the data. Finally, it could be hypothesized that while a decrease in immaturity would be beneficial for most children in trouble (i. e. becoming more responsible, etc.) some children in trouble are actually too mature already and need to return to a more dependent state. For example, some children are in trouble because they are assuming adult behaviors prior to that being legally acceptable - e. g. the use of alcohol, sexual acting out, etc. For them a change to "less mature" is appropriate.

One criticism of studies that use subjects with whom there is a drop-out of subjects is that any significant changes in the post treatment group could be attributed to the fact that those subjects who stayed in treatment were in some way predisposed to change already by being a less disturbed group than those that dropped out. In somewhat clearer terms relevant to this study one might say, "The really hard core kids dropped out- you only helped the less disturbed group". Accordingly, an analysis of variance was done on the pre-test data for the subjects completing treatment and a random sample of those that dropped out. As was previously reported the analysis showed no significant F ratios indicating that the two groups were statistically similar at the onset of treatment.

Finally, the recidivism rate indicates that of all subjects dealt with, including those who dropped out of treatment, only 6 of 38 or 15.7% have subsequently been in trouble with the law again. This compares favorably with institutional types of facilities (training schools, correction schools, etc.) where our clients would have been treated in the past where recidivism rates are around 75%.

APPENDIX B:
LIST OF ALL RESPONDING
GROUP HOMES



APPENDIX B

GROUP HOMES RESPONDING TO QUESTIONNAIRE

<u>PROJECT NUMBER</u>	<u>TITLE</u>	<u>TOTAL PROJECT COST</u>
74-01-H01-1008	Hawthorne Heights	\$35,301.00
74-01-H01-1319	Haven House	41,487.39
74-01-H01-1029	Madison-Yancey Achievment Home	54,743.00
74-01-H01-1354	Nash County Group Home	47,036.68
74-01-H01-1423	New Hanover County Group Care Home	35,556.00
74-01-H01-1254	Youth Care	140,223.52
74-01-H01-2575	Heritage House	43,230.00
74-01-H01-3489	Light House	30,640.00
74-01-H01-2019	Transylvania	29,260.00
74-01-H01-1355	Outlook	44,224.00
74-01-H01-1222	Youth Opportunity Home Staff Expansion	19,683.00



END