

 HEALTH AND WELFARE PLANNING COUNCIL
VANCOUVER, WASHINGTON

58687

VOLUNTEERS IN CRIMINAL JUSTICE:

A Three Year Evaluation of the
Clark County, Washington Program

NCJRS

MAR 19 1979

ACQUISITIONS

October, 1977

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EXECUTIVE SUMMARY

THE CLARK COUNTY VOLUNTEERS IN CRIMINAL JUSTICE

The Clark County volunteer program began in 1972 in the District Court as an effort to provide a non-threatening role model for probationers who were seen infrequently by probation officers with heavy caseloads. The program was small due to lack of staff to coordinate the program. From 1972 through 1974, the Juvenile Court joined the District Court in seeking Law Enforcement Assistance Administration funds to hire a coordinator for both court programs. Finally, in 1974, funds were approved for the hiring of a program coordinator and part-time secretary.

The basic program was the One to One Program where volunteers were recruited and matched with probationers. Beyond that basic component were added pre-sentence investigations for the District Court and detention care and training, intern case supervision, Family Crisis Intervention Teams and the Juvenile Hall Auxillary for the Juvenile Court.

The results of an extensive analysis of 118 One to One Program "matches" over three years in both Courts and 30 families receiving

Family Crisis Intervention in one year in the Juvenile Court are unequivocally positive. Control groups selected on the basis of age, sex, severity of original offense and length of time known to the Court were selected for the One to One evaluation. The groups were shown at the outset to be equally matched. This design was chosen as the most acceptable to court staffs who would want to make the decision as to which probationers should be recommended for a volunteer.

The results indicated that some time passes from the point of first referral to the Courts and the point at which a volunteer is requested. During this period, the experimental group (those later assigned a volunteer) have more frequent offenses than the control group. These more severe repeaters often get referred for volunteer placement. Statistics show that following volunteer assignment, there is a significant reduction in reoffending and in the severity of offenses of those who do reoffend.

These findings are encouraging because of the many factors which should have mitigated against the success. First, prior to the volunteer placement, the experimental group were involved in more frequent offenses than the control group. Second, the period of volunteer assignment varied yet all in that group were followed through March or June of 1977. Thus the volunteer may have been assigned only a portion of the follow-up period. Finally, reoffenses

of the volunteer assigned group were more likely to come from the youngster, family or probation officer identifying the offense than through law enforcement.

The preliminary results from the Family Crisis Intervention process indicates success as well. The group of youngsters and their families provided this program were part of a national demonstration program utilizing a random assignment of youngsters to control and experimental groups. The thirty youngsters receiving Family Crisis Intervention were viewed as those most in need from the experimental group. Recidivism rates for those going through Family Crisis Intervention were 7% compared to the larger control group (N=125) rate of 19.8% during the first year of the program.

Additional information gained from staff, volunteers, and parents of probationers indicates the positive regard for the program. Ratings of psychological growth and maturity of probationers with volunteers are generally positive. A simple analysis of the program costs vs. gains indicates a net gain of over \$35,000 to the County over the three-year period. The savings or gain to the County is provided largely through the many hours of volunteer time in working with youngsters in detention.

It is clear through the volunteers' own stories and questionnaire results of the volunteers and staff that volunteering is not an easy task. Much of the individual is required. Failures and

frustrations are inevitable and success may come only after extensive involvement of volunteer and staff with a probationer. However, it is encouraging to report that the statistical evidence of success is far more convincing than volunteer or staff perceptions of the program processes.

The Clark County Courts were not unique in finding success in their program efforts. Yet other volunteer court programs have been recommended to disband due to lack of effectiveness. Program success depends heavily on the commitment of the volunteer, the ongoing efforts of a volunteer coordinator and the support given by the administration of the courts, including the judges and staff who refer the probationers to the program and then continue to meet with the volunteer regarding their mutual client. Clark County's program had a mix of all of these contributing factors. The number of volunteers recruited, screened and matched over the three years exceeds national norms and is an indication of the skills of the volunteer coordinator. The numbers of hours given and concern for the young people attest to the volunteers' commitment. Without the support of the administrations and line staff, the program would fail. Volunteers need clients with which to be "matched." These come from the recommendations of those who have the responsibility to provide supervision. The volunteers, staff, administration, judges, and Director of Volunteer Services need to be commended for their efforts in providing a needed and successful program in Clark County, Washington.

INTRODUCTION

The history of the volunteers in probation movement began in the 1960's in Royal Oaks, Michigan, where Judge Keith J. Leenouts suggested the notion of assigning a community volunteer to a young offender on probationary status. In light of the increased case-loads of probation officers in juvenile courts, this innovation seemed appropriate. The concept of Volunteers in Probation, as the project was later formally called, spread as informal results reached other courts around the country.

Several informal evaluations have been carried out of these newly developed volunteer programs. These informal "testimonials" required further confirmation. Two major studies have since been completed (Ku, 1975 and Berger et al, 1975). Both would be considered "experiments" because of the random assignments of clients to the volunteer or control group. The Ku Study found significant differences in reduction of offenses and in the severity of re-offenses by the volunteer group (N=40) compared to a control group over a one year period.

Probably more significant for program directors and ultimately policy makers is the massive effort of Berger, et al, at the Institute of Social Research, The University of Michigan. This "experiment" was costly and the results unencouraging for proponents

of the volunteer probation concept. Fortunately for the astute program director and research student, the results must be taken with much caution -- if not completely ignored.

The total sample of the ISR Study is small for the massive effort and expenditure. The initial total of 196 youngsters were identified as volunteer-participant, volunteer-nonparticipant, and control groups. The total sample was reduced to 150 at four months, 118 at six months, and 103 at twelve months. This resulted in sub-analyses of sample sizes as small as five being compared for statistical significance.

Treatment was never defined in quality or quantity. In fact, "from a quarter to a third of the probationers who were supposed to receive some kind of service never did." (P VII-1)

The fact that no differences were found between the volunteer and control groups did not deter the research group from undertaking massive analyses of psychological, self-report, and official report delinquency measures on youngsters as well as the volunteers. These internal analyses provided little illumination to the study. Lack of consistency from the six months to twelve months analyses was apparent. Although citing caution in generalizing results throughout, the final recommendations that "the court divest itself of volunteer services" and "should not provide direct rehabilitative services but should apply its resources to expedite judicial proceedings, to insure reparation when possible and containment when

necessary....." were restated after the analyses of the twelve months data.

Although the design developed for Clark County Courts was not a randomized experiment, the results of the first year's quasi-experimental design were sustained with results from additional probationers added in the second and third years.

It is hoped that the successful results reported in this evaluation will continue to keep the debate alive as to the merits of volunteer programs. Continued rigorous designs, identification of treatment, and follow-up over several years should provide more unequivocal results.

The Clark County, Washington, Volunteer Program was implemented to provide the more intensive interpersonal services to probationers through the use of volunteers. The implementation of the program was accompanied by a commitment to evaluate the program's effectiveness and efficiency. Such information was deemed essential by the Director of the Juvenile Court and the District Court Chief Probation Officer as well as the judges of both Courts.

THE CLARK COUNTY PROGRAM

Clark County, Washington, has a population of 150,000 (1975 estimates) and contains a mix of urban, suburban, and rural elements. Being located across the Columbia River from Portland, Oregon, makes the County a substantial bedroom community to that metropolitan community. Clark County's most salient demographic characteristics are its lack of minority population (less than $\frac{1}{2}$ of 1%, 1970 census) and high unemployment rate (8 -- 11%, 1975-6).

The Volunteer Program encompasses two separate Court programs. The Juvenile Court is a department of the Superior Court of the State of Washington. Four Superior Court Judges rotate service in the Juvenile Court. The Court operates under the control of the Superior Court Judges who appoint the Court Director and the deputy probation officers. Financial support for the court program is determined annually by the County Commissioners.

The District Court, with four District Court Judges, deals with misdemeanor cases. Funding is primarily derived through Court fines and the budget is set by the County Commissioners. In 1976, the Juvenile Court received 5,004 referrals and the District Court received 540 referrals.

The Clark County District Court had implemented a volunteer program early in 1972. They soon felt the need to have a full-time volunteer director rather than relying on a coordinator who volunteered time. It wasn't until 1974 that LEAA funds were awarded to implement a volunteer program in both the District and Juvenile Courts. One full-time director and a part-time secretary provided the selection, training, and coordination of the various program elements.

The philosophy behind the program is that a carefully selected and trained volunteer can provide incentive, motivation, and self-esteem to young people who may not have these feelings. In addition, extensive caseloads in both courts and limited funds necessitated using volunteers to assist in detention on regular shifts in Juvenile Court and in providing pre-sentence reports in District Court.

The program elements in each court are described below:

DISTRICT COURT

One to One

District Court volunteers primarily serve in one of two capacities. The first is the One to One program where volunteers are assigned as a "friend," "tutor," or "assistant." One to One volunteers are asked to meet with the probationers at least once a week for at least two hours. This varies, however, from situation to situation, with some volunteers spending up to 20 hours a month, while others spend as little as one or two hours a month.

A sincere interest in people is a prerequisite to volunteering on the One to One program.



Pre-sentence Investigators

The second frequently employed program in District Court is the use of volunteers to do pre-sentence investigations. The time required of volunteers to do pre-sentence investigations is extensive. Time reports by volunteers indicate a minimum of 32 hours a month to a high of 120 hours a month provided by an intern.

JUVENILE COURT

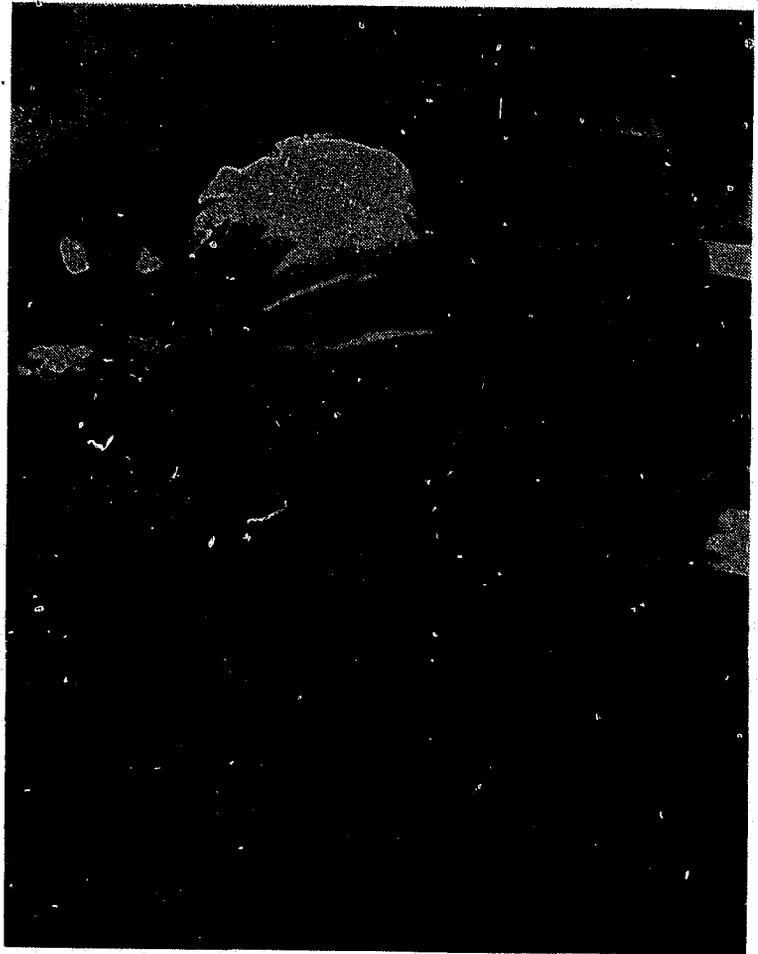
One to One

The One to One program in the Juvenile Court has been the core program, with the majority of the volunteer coordinator's efforts placed in recruiting, selection, training, and coordination. As with the District Court, volunteers are to provide a role model, friend, or assistant, for a minimum of two hours per week.

Detention

A real source of financial relief to the Juvenile Court budget is provided by volunteers who serve as volunteer detention officers. These volunteers serve just as a detention officer, and after brief training, they frequently replace detention officers -- particularly in cases of illness, vacation, or during training leave of regular officers. Volunteers in detention are generally asked to provide or share some special talents. Preparation of craft projects, singing, dancing, or physical education activities are planned and provided by volunteers.

A concerned interest on the part of the volunteer lets the young people feel that the community cares.



Diagnostic

After the second year evaluation results were presented to the Director, the recommendation was to assign a specific few volunteers to serve while a youngster was in the diagnostic unit. These youngsters in the diagnostic unit are placed in the juvenile facility under court order for an average period of 26 days while undergoing psychological, medical, and social diagnoses. The reason for the change in volunteer assignment was that youngsters going through diagnosis were the most severe delinquents. Since these youngsters may later be institutionalized and require extensive amounts of volunteer time during the diagnosis period, the effects of volunteer effort as measured by recidivism would be misleading. Because the number of youngsters who go to state institutions following diagnosis is large, a special cadre of volunteers serve only with youngsters while in the diagnostic unit.

Family Crisis Intervention

In January of 1976, the Clark County Juvenile Court was awarded a national discretionary grant with the major focus the deinstitutionalization of status offenders. Included in the program design was the novel idea of training volunteers in conjoint family therapy. The model was a highly shortened version of MacGregor's Multiple Impact Therapy model. Further information on this approach is provided in Anderson et al (1977), Roy (1977) and Howard (1977). Volunteers were recruited in teams of six to seven persons to be trained and then provide, on call, a five to six hour multiple

impact therapy to families in crises. At this writing, four teams are trained and providing service.

Juvenile Hall Auxillary

The Juvenile Hall Auxillary was an outgrowth of the Volunteer Coordinator's speaking engagements. Early in the first year of the project, the Coordinator spoke to the Confederation of Women's Clubs which was holding a district meeting in the Clark County Area. As a result of this introduction into the needs of the Juvenile Court, the Clark County Alki Women's Club asked if it could form an auxillary whose function would be to raise money for the needs of the young people who come to the attention of the court. The auxillary meets ten months of the year and has an active attendance of 17. At the end of the three year period, the group had developed a series of money making projects. Included were a Christmas show for young people, annual tour of homes, rummage sales, and fountain coins from a local shopping center. Total receipts over the three year period exceeded \$5,000.

JUVENILE AND DISTRICT COURTS

Interns

Interns from Portland area colleges, Oregon State University, Washington State University, University of Washington, Evergreen State College and Clark College are recruited. Interns provide 20 to 40 hours of service a week for three to nine months, and may receive a course grade and credits for their assignment. District

Court uses interns to prepare pre-sentence investigations, and to carry caseloads of clients including court appearances. Juvenile Court has interns involved in interviewing, pre-court investigations, supervising assigned youngsters, and data analyses.

Clerical and Special

In special instances clerical, artistic, or graphic services are requested. The volunteer coordinator seeks to fulfill these specific requests. In addition, through speaking contacts, the coordinator has identified free or reduced fee services for probationers and in specific types, their volunteers. Examples include free hair styling at a local beauty school, free roller skating, and free tickets to sporting events.

VOLUNTEER ENLISTMENT

Recruitment

The initial months of the program were spent in planning and development. The operating procedures, forms, and interaction with individual probation officers regarding volunteer needs took place.

Recruitment then became the focus of attention. Initially, volunteers were recruited directly through personal acquaintance of the Director of Volunteer Services. Previous volunteers were contacted and asked to rejoin the program. Intentionally, newspaper articles were kept to a minimum so that selection and placement could proceed at an orderly pace. Speaking engagements were actively solicited in civic organizations, churches, and clubs.

During the second and third years, a number of newspaper articles appeared indicating the need for volunteers and cited personal accounts and successes of the program. In addition, orientation sessions where interested persons could attend and learn about the program were announced in the newspaper. The film A Second Chance was shown and persons still interested were invited to make an interview appointment with the Volunteer Director.

During the three years, 300 persons attended the orientation meetings or requested further information on the program.

An additional recruitment area was within the community's colleges and universities. The Portland Metropolitan Area has a number of liberal arts colleges, which in addition to the local community college, provide interns interested in learning about and experiencing juvenile court activities. During the three year program, 40 interns from 18 different colleges provided approximately 27% of all the direct service hours. Recruitment of interns from local colleges has been most successful when current volunteers or interns speak to the students. These "first-hand" experiences create greater interest and subsequent follow through than from written materials or from a Volunteer Director presentation.

Speaking engagements before fraternal and other groups did not result in the recruitment of many volunteers. Rather, these groups provided financial and material goods for the court program. Examples included a film, recreational equipment, monies for camperships, regular food donations, and fees for bowling.

Churches seemed extremely responsive with regular donations of baked goods, food, or money. One church has donated weekly treats for youngsters in detention over a two year period.



Churches and other organizations provide regular contributions of treats for young people in detention.

Screening

The screening of volunteers is critical and is handled in a thorough and sensitive manner. Each person must complete an application form and be interviewed by the Director of Volunteer Services. When interns are screened, probation officers are asked to conduct a second interview. References are checked and in certain situations, police record checks are conducted. The candidate's motives for wanting to become a volunteer are closely examined. Although occupation, education, family background, dependability, hobbies

and special talents are considered, the most important criteria for acceptance into the program is the applicant's genuine motivation for helping a young person or adult become a productive person. The program rejects applicants who have a serious emotional or social problem, have set no goals for their own lives, or are domineering, gullible, or vengeful. They must be able to spend sufficient time (at least two hours per week) with their probationer for a potential year's commitment.

There were over 300 persons interviewed to be a volunteer. Of that number, 255 were accepted and placed in one of the program areas.

Of the 116 volunteers active at the end of the third grant year, the majority were between 26 to 35 years and of white collar and professional occupations. (See Figures 1, 2, 3, and 4.) This is

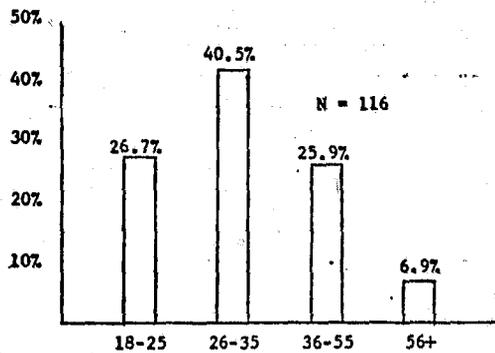


Figure 1 Age of Volunteers

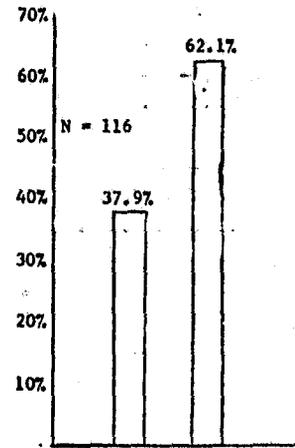


Figure 2 Sex of Volunteers

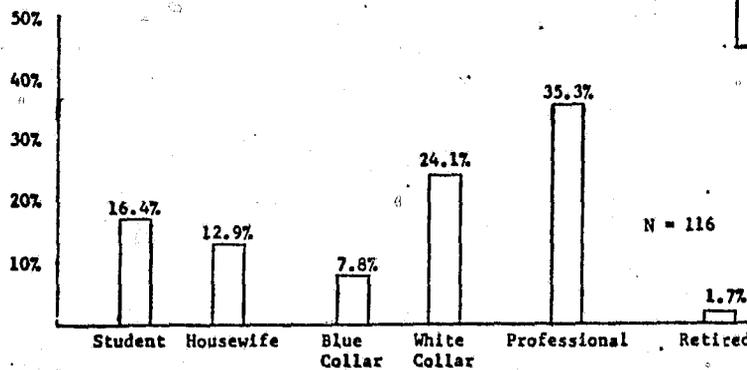
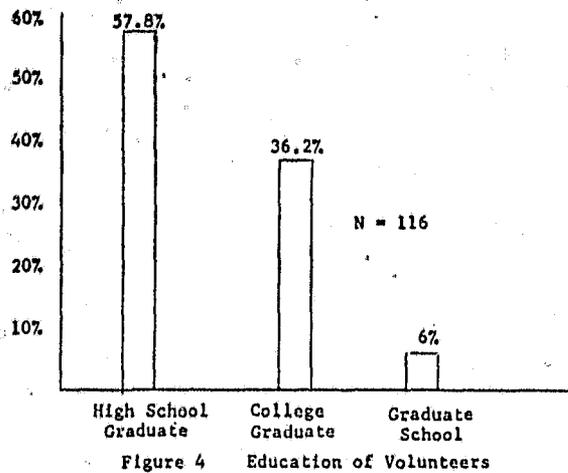


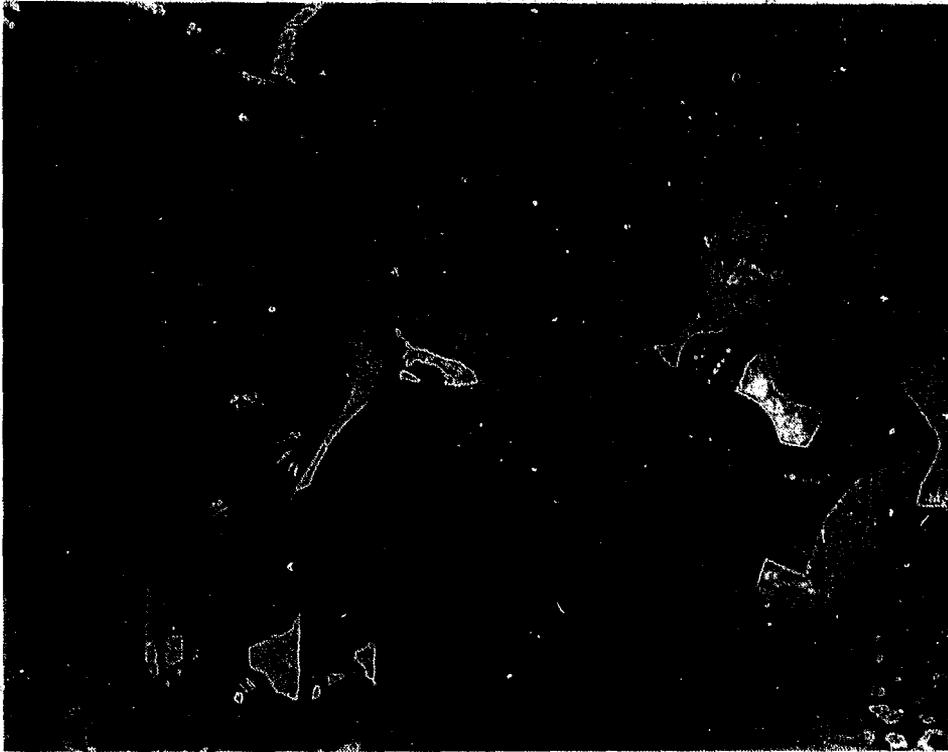
Figure 3 Occupation of Volunteers



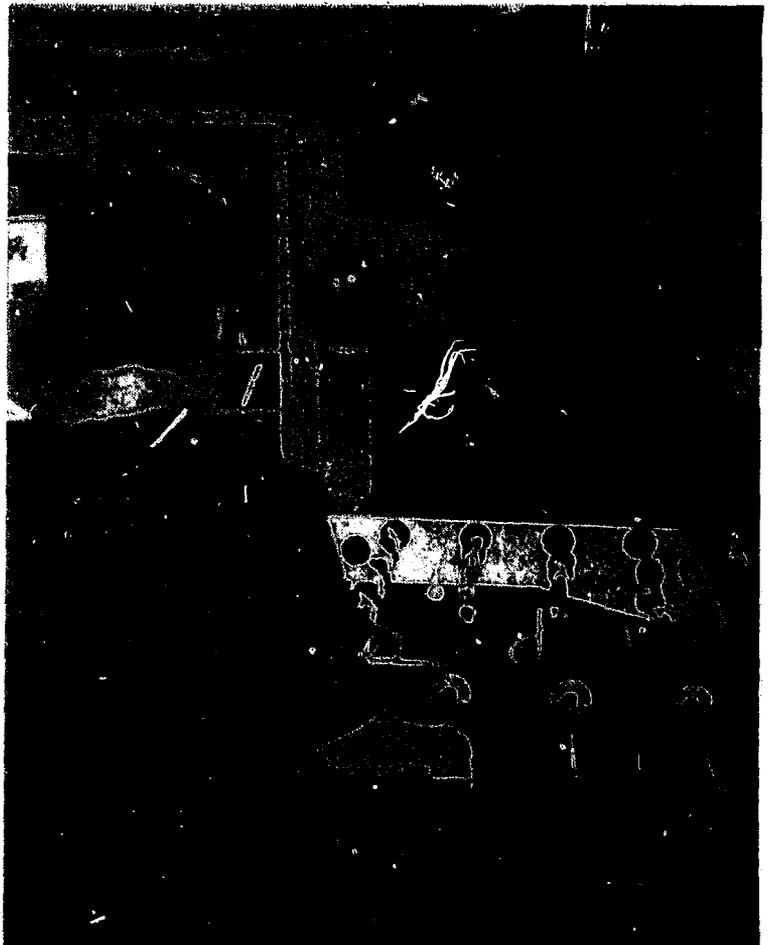
in contrast to some volunteer programs which rely heavily on college students for volunteers. Data from the Clark County program, although preliminary, suggests that, other than college students who gain college credit, the established adults provide greater consistency in their volunteering. They remain longer and are willing to take on new clients when the probationary period is over for their previous clients.

Training

A variety of training methods were utilized during the first year of the program. This included monthly sessions with meetings at various community resource facilities. A mental health professional consultant was hired to conduct two sessions on interviewing and counseling techniques. Each volunteer was required to have a minimum of three hours of training and view the film A Second Chance. The initial training session consisted of an overview of each court and a small group discussion with specific case examples and problems.



Volunteers provide activities for youngsters in detention.



Probation officers from each court participated in specific areas of training. Experienced volunteers provided constructive feedback about crisis situations that they have encountered. Each volunteer was asked to spend a half day in the court hearings as well as to read the Volunteer Manual and annual court reports.

A special two day training session for interns working in the Juvenile Detention Facility was held in the early summer of the first year. Those leading the discussion included a Superior Court Judge, the Director of the Juvenile Court, Unit Supervisors, intake, detention, and line staff.

Response from the volunteers led to some modification in the training approach during the second and third year. A major shift was to assign individuals interested in volunteering in Juvenile Court to start their training in detention. In detention, volunteers worked as recreational and tutorial aides as well as the performing the regular duties of detention officers. Such experiences helped the Volunteer Director determine whether working with young people was what the volunteer wanted to do. Information on the dependability of the volunteer and his/her ability to relate to young people was easily ascertained. After several weeks of volunteering in detention, the volunteers who wished to be assigned to an individual on a one to one basis were then "matched" with a young person.

In addition, instead of the monthly meetings, probation officers and volunteers were asked to meet at least monthly to discuss the

individual young person that both were assigned. Those probation officers who were able to schedule time for the volunteers to discuss individual clients were viewed as providing the most positive training by volunteers.

Training for Family Crisis Intervention

The Family Crisis Intervention program was developed as part of a national discretionary grant for the Deinstitutionalization of Status Offenders from the Office of Juvenile Delinquency and Delinquency Prevention. The basic theoretical framework was that of multiple therapists working with a family over an intensive five to six hour period. Since probation officers carry heavy caseloads,



Intensive training in Family Crisis. Intervention was well received by volunteers.

it was impossible to expect them to participate on a regular basis in these sessions. Volunteers were recruited and screened carefully for this experimental program. They were provided 20 hours of training by a consultant from Portland who was developing this approach to therapy. During the last 14 months of the program, four teams averaging six persons each were trained.

Supervision

On-going supervision of the volunteer is essential. During the first year, on-going supervision and continuing support of the volunteers were seen as vitally important to the program. Monthly meetings provided a vehicle for the volunteers to discuss specific problem areas with the probation officers. Written monthly reports enabled the probation officers and the Director of Volunteer Services to monitor the progress of the volunteer/client relationship. The Director of the Volunteer Services was also available to help with crisis situations that arose in the volunteers' counseling work.

During the second and third years of the project, the monthly meetings were discontinued in favor of the volunteer spending time monthly with the probation officer. The Volunteer Director continued to receive monthly reports from the volunteers. (See appendix.) These reports were seen as vital by the Director and probation officers in order to keep in touch with the volunteer and to head off potential problems. Once assigned to a probation officer, the volunteer and his/her on-going activities was deemed the responsibility

of the probation officer. The volunteer program is thus developed not as a Director carrying a caseload of volunteers, but each probation officer maximizing his/her rehabilitation efforts through the volunteers. The success of the volunteer-young person match then is intimately tied to the probation officer.



The Volunteer Coordinator and Secretary go over speaking engagement calendar.

THE CLIENTS

The Juvenile Department serves three major classes of young people. Delinquents, referred for criminal offenses; dependent-incorrigible, referred for incorrigibility, runaway, or truancy; and dependent-neglected, referred for neglect, child abuse, or abandonment. The volunteers serve the delinquents and the dependent-incorrigibles. Referrals to the Court for these reasons averaged over 2,000 youngsters annually. The majority are between 13 and 17 years old (97%) and are males (69%).

One of the objectives of the third year of the program was to impact the target crimes* of burglary, petty and grand larceny, auto theft, possession of stolen property, and shoplifting. The percentage of young people arrested for these crimes was 23% of total delinquency and dependency-incorrigible arrests in 1976. The percentage of young people in the One to One volunteer program, whose initial arrest was one of the above target crimes, totaled 39% of all youngsters in the One to One program. The target crimes were thus being impacted by the volunteer program.

The caseload of each of the District Court probation officers averages 111 cases. The majority of the annual caseload of 500 cases consists of persons convicted of alcohol-related offenses (40%) and Part II crimes (misdemeanant offenses) (30%). The majority of

*Applicable in Juvenile Court only as District Court deals with misdemeanant offenses.

the referrals are between 18 and 25 years old (80%) and are male (76%). The District Court probation officer's time is spent primarily in the preparation of pre-sentence reports and dealing with crisis cases.

The volunteer program was implemented to meet the needs of both courts in providing more personal time with probationers. If personal caring and directing could reduce further criminal or court involvement, the project would be seen as a success.

THE EVALUATION DESIGN

The basic evaluation model followed in this report is to review the project objective as stated in the Law Enforcement Assistance Administration grant in three evaluation components:

Effort is a measure of service delivery. It indicates whether or not the program as initially conceived and described is in operation. Measures of effort include identification of the numbers of units of service, number of clients served, and number of volunteers recruited.

Effectiveness is a measure of how good the program is doing. It most often includes the immediate "good" in terms of the clients being served by the program. Common measures used in criminal justice include reduction in delinquency. Other measures include reduction in seriousness of subsequent offenses, change in attitudes, school attendance, work attendance and the like.

Efficiency is a measure of costs compared to the benefits obtained. It is extremely difficult to measure efficiency in toto since years must pass before an assessment can be made of delinquency reduction. Tentative costs, however, and benefits can be calculated to determine potential benefit or deficit associated with the program. Objectives were established in each of the goal areas and are identified below.

Effort Objectives

1. *To develop the operating procedures of the volunteer program, recruit, train, and screen volunteers.*

The development of a new program requires a minimum of two months of development planning, policy formation, and identification of operating procedures. Without appropriate planning and preparation, the program is likely to falter from premature decisions and lack of support from the staff.

A recruitment and screening plan must be carefully devised. Volunteers should be sought on the basis of their motivation to help young adults who have problems.

Training is essential such that the volunteer understands the legal and policy requirements of the justice system, the procedures of the volunteer program, and counseling or interaction skills.

Measuring this objective includes noting:

- the development of policies and procedures, including forms for data keeping
- the development of training materials
- the number of volunteers recruited
- the number accepted and rejected
- the number who dropped out of the program
- the number of training sessions and attendance; average number of hours of training
- the formation of an advisory council as identified in the grant
- the volunteers' reaction to the program.

2. *To increase service (counseling, supervision, friendship, tutoring and training) to youth in detention and to youth and young adults on probation.*

The need for additional service to young people involved in the justice system has been identified by staff of the courts for a number of years. The Profile and Analysis of the Juvenile Justice System (1974) identified high caseloads in probation and insufficient staff in detention. The trained and motivated volunteers can provide the youth a model with whom to identify, thus encouraging socially acceptable and conforming behavior whether in detention or in a "one-to-one" program. Volunteers are seen as being there because they want to; their motivation and responsibility is to assist the young person.

Measurement of the service provided by volunteers will be made with the following indicators:

- the number of volunteers serving in detention and one to one programs in each court
- the amount of time given in direct service (exclusive of training)
- the volunteer's reaction to the program
- the staff reaction to the volunteer program.

Effectiveness Objectives

3. *To provide an increase in public understanding and support for the justice system.*

The volunteers can provide a viable source of understanding and support for the justice system. In light of increasing crime rates, public misunderstanding and apathy only serve to further alienate young people who find themselves in the system. The "Lock em up and throw away the key" philosophy is not appropriate for the vast majority of young people who become involved with the system. The volunteer can, through sharing his experiences, dissipate some of these attitudes.

The Director of Volunteer Services can also play a role through presentation of the volunteer program and needs of the justice system to service groups and clubs in the community.

Measurement of public understanding will be made by:

- volunteers' reaction to the program
- number of speaking engagements by Volunteer Director
- support through donations.

4. To change the behavior and attitudes of the clients. To reduce the continued involvement in identified unlawful behavior.

The reduction of further criminal behavior is the ultimate goal of any correctional or rehabilitation program. National statistics have identified the fact that many crimes are committed by persons who have had previous contact with the justice system. The statistics available for the Clark County Juvenile Department indicate that the percentage of youngsters who have repeat offenses range from 49-68%, depending on type of referral. (Anderson, 1974)

Beginning programs have a tremendous burden of proof to demonstrate effectiveness. With short time periods, the results obtained may be overly optimistic due to insufficient time to measure whether a young person will be "caught" in a new offense or overly pessimistic because the length of the program (treatment) has been insufficient to provide a change in the young person's behavior. Thus, the measures of effectiveness involving recidivism and attitude changes should be over longer periods of time to enhance their validity.

With the above cautions in mind, the following measures will be made:

- the number of repeat offenses or probation violations by young persons who had volunteers
- the number of repeat offenses by a group of young persons who did not have a volunteer
- the staff and volunteer's evaluation of changes in attitude and behavior of young person
- young person's evaluation of the program.

Efficiency Objectives

5. *To provide a dollar savings to government.*

Financial effectiveness must be considered in the continuation of any new social program. The need for the program has to be reviewed in terms of the gain received for a given level of dollar spending. Unfortunately, cost effectiveness is generally a value judgment based usually on incomplete effectiveness data. Many new programs are not allowed the luxury of many years of experimentation and collection of data. This objective is particularly difficult for a new program to meet. Yet, reality is that programs must be cost beneficial; the public gain in safety (lowered recidivism) must be worth the program.

Measurement of this objective will be made with the following criteria:

- number of man hours of volunteer service and cost savings if government paid for this service.
- cost per each volunteer hour given
- net savings
- cost savings due to volunteer contributions.

Data Collection

During the planning stage of the volunteer program, several data collection instruments were developed. Since most new programs suffer under the weight of collecting more information than could be used, much effort went into streamlining the types of information required.

Data was kept by the Director of Volunteer Services, secretary, probation or detention staff, and the volunteer. Staff were asked to provide preliminary information and a judgment on the young person's behavior and attitudes. Final information was provided by both staff and volunteer when the young person successfully completed his probation or violated probation.

Most of the client information was transferred to IBM cards and analyzed using SPSS computer program. Additional data from questionnaires of probation officers, volunteers, and parents of young people were hand tabulated because of the small numbers.

EVALUATION RESULTS

EFFORT OBJECTIVES

Objective 1: To develop the operating procedures of the volunteer program, recruit, train, and screen volunteers.

Within three months of hiring the Director of Volunteer Services, a volunteer manual, forms for data keeping, and training sessions were developed. The value of the printed material was highlighted with ten requests from other areas received by the Director for the manual and forms.

During the three years when volunteers were recruited, 325 volunteers contacted the coordinator regarding placement as a volunteer.

Twenty-one percent of the volunteers were screened out either through self-withdrawal or through the Director suggesting they were not suited to the program. Table 1 indicates the volunteer recruiting and screening activity for the three years of implementation.

Table 1

Volunteer Recruitment - July 1974 - June 1976

Number of volunteers prior to July 1974	=	6	
Number of volunteers recruited (June - July 1975)	=	91	
Number of volunteers recruited (July - June 1976)	=	114	
Number of Volunteers recruited (July - June 1977)	=	<u>114</u>	325
<u>Prior to placement</u>			
Number of volunteers withdrew voluntarily	=	25	
Number of volunteers screened out by Coordinator	=	<u>44</u>	69
			<u>256</u>

Number of volunteers placed in Juv. & Dist. Court (July - June 1975) =	76	
Number of volunteers placed in Juv. & Dist. Court (July - June 1976) =	87	
Number of volunteers placed in Juv. & Dist. Court (July - June 1977) =	<u>92</u>	
Total volunteers involved in program (3 years) =		255
Number completing commitment	85	
Number dropped out	<u>54</u>	
		<u>139</u>
Number of active volunteers (1977)		116

Table 2

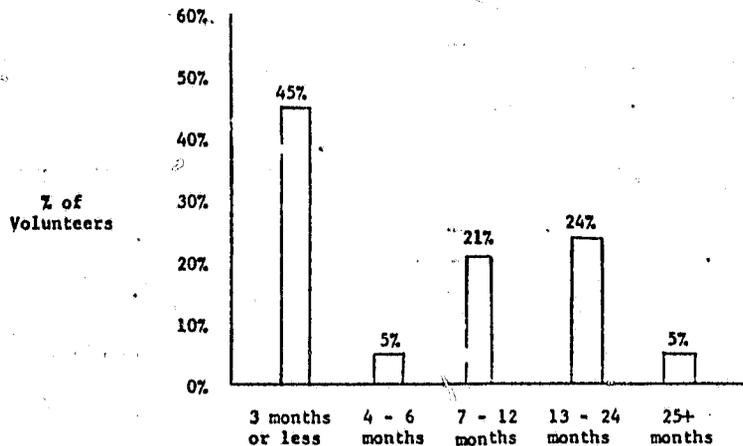
Reasons for Volunteers Leaving Programs through June of 1976

Completed commitment	61%
Didn't follow through in training	9%
Found full-time employment	5%
Health or family problems	7%
Moved from community or changed jobs	6%
Heavy job commitment	4%
Terminated by Director of Volunteer Services or Probation Officer as unsuitable	7%

Volunteer recruiting clearly has to be an active procedure. It is clear from the above statistics that volunteers do leave the program when their commitments have ended or when other circumstances make dropping out necessary. The fact that volunteers leave the program upon completing their commitment probably reflects the need to take a "breather" following a year of intensive interpersonal involvement with one or more clients. (See volunteer descriptions in the appendix.) It is clear that without constant recruitment, the program would diminish.

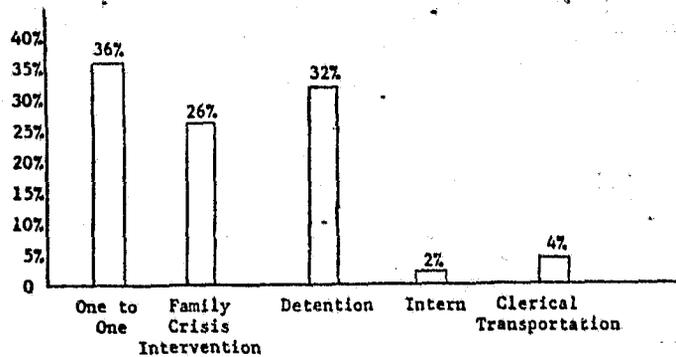
A questionnaire was sent in May of 1977 to all of the active volunteers. Of 116 sent, 47 volunteers (or 41%) responded. Length of involvement in the volunteer program is shown in Figure 5. Total average length of involvement was 9.7 months.

Figure 5
Length of Involvement in the Volunteer Program
by Volunteers Completing Questionnaire



The length of involvement of volunteers returning questionnaires is further suggestive of the need for continued recruitment. With three years of recruiting, only one volunteer had been involved 36 months and less than 5% were involved 25 months or more. The 45% who were involved three months or less may reflect the fact the newly recruited volunteers are more responsive to the program and feel that their ideas should be shared. Those involved in the first year of the program returned questionnaires in mid-1976. Figure 6 indicates the program involvement of those returning questionnaires.

Figure 6
Areas of Volunteer Service
for those responding to Questionnaire



The greater number of volunteers in detention reflects the change in training and supervision that occurred during the second and third year. New volunteers are placed in detention first to receive orientation to the court and the young people who have to be detained. Thus, those involved less than three months are more likely to be involved in the detention program.

Objective 2: To increase service (counseling, supervision, friendship, tutoring, and training) to youth in detention and to youth and young adults on probation.

The increase in service must be measured both by objective and subjective means. Figure 7 provides the total number of clients served in District and Juvenile Courts during the three years. The significantly higher number of clients served in Juvenile Court is due in part to the detention program where one volunteer may easily work

with 8-10 youngsters on a craft project in an evening. The total number of clients seen in Juvenile Court was 8,056 while in District Court it was 614.

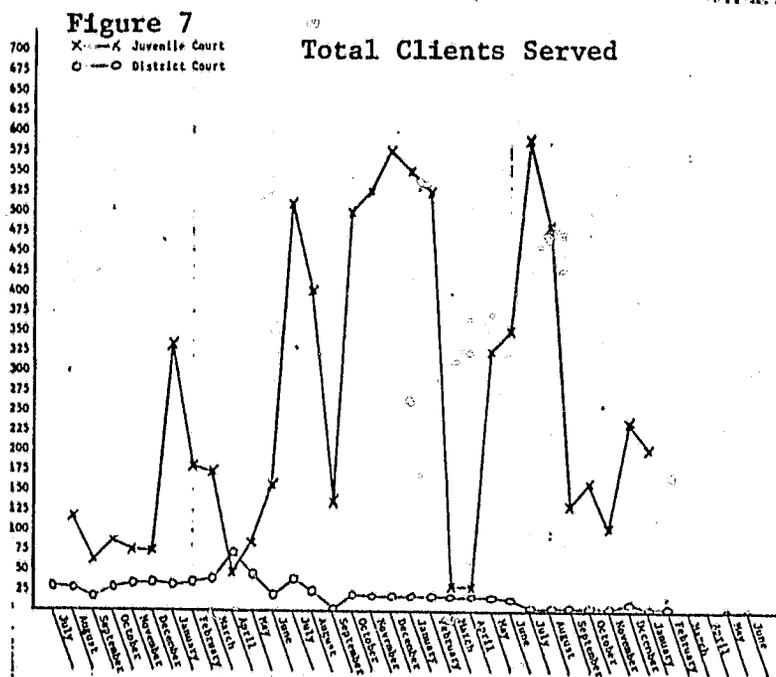


Figure 8 provides the number of volunteers assigned to the One to One Program in each of the Courts. The arrow shows the date of the implementation of the Community Corrections Program. The Community Corrections Program is a massive effort at providing community services in seven specific program components. The reduction in use of volunteers in the One to One Program since the implementation of this program is apparent.

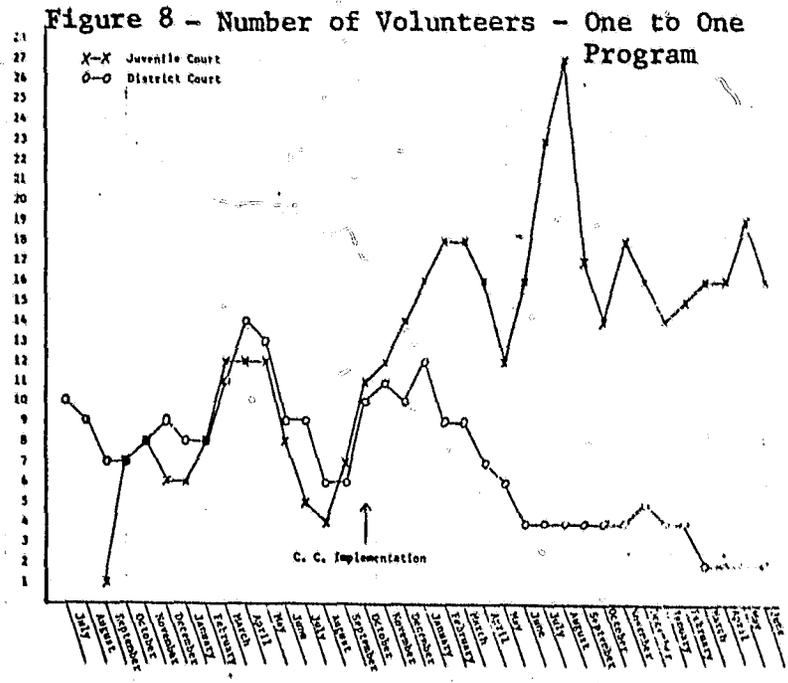
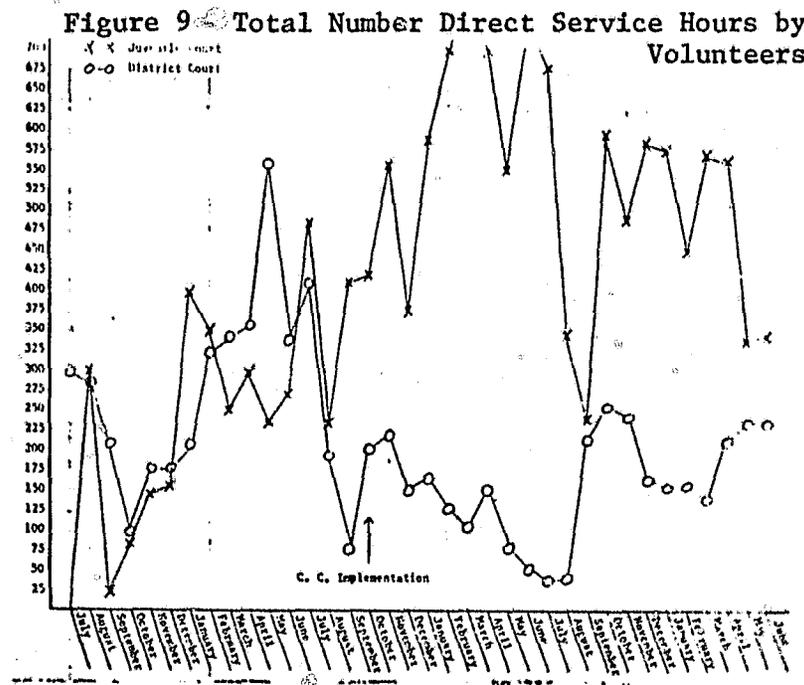


Figure 9 indicates the number of direct service hours provided by the volunteers to each of the courts. The total number of hours provided to District Court was 7,327, and 15,187 hours were provided to Juvenile Court for a total of 22,514 hours of volunteer services.



Besides objective measures of service by hours and numbers, subjective measures are provided through examining reasons volunteers listed for serving. The volunteers responded to an open-ended question on why they wanted to be a volunteer. All responded in one way or another that they felt the need for the program and wanted to help someone. The following are illustrative:

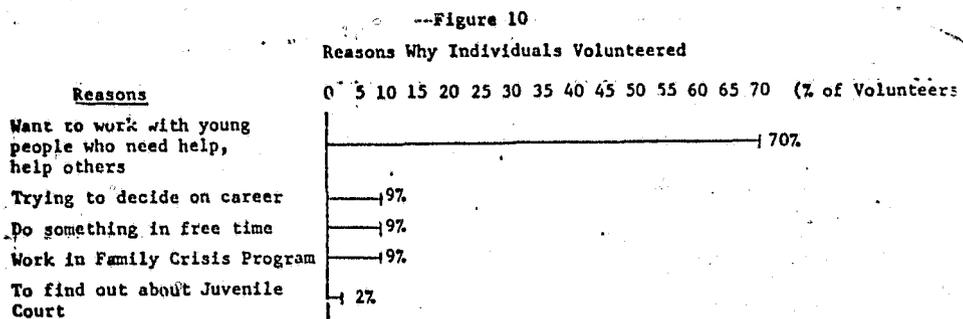
"I realized the need of the Probation Department for help. I like young people and am happiest when I am involved with others." (DISTRICT COURT)

"I wanted to "help someone that the professionals don't have time for." (DISTRICT COURT)

"Because I wanted to help someone be a better person." (JUVENILE COURT)

"I have "an interest in helping youngsters and enjoying children." (JUVENILE COURT)

Grouping the responses provided fairly consistent reasons for volunteering. They are listed in Figure 10.



The main satisfactions that the volunteers get out of the program are also advantages to the young people. Volunteers responded in the following ways to what they saw as their satisfactions in the program:

"The satisfactions of being of help to someone who needs love and to know that someone cares . . . the forming of new friendships." (DISTRICT COURT)

"The rewards are few in working with alcohol and related problems, but in the years to come the seeds may grow." (DISTRICT COURT)

"The knowledge that I am making an effort to be a part of the solution and that it is individual involvement that is as effective as professional help." (JUVENILE COURT)

"An opportunity to see our relationship with the probationer grow and change over the months. Seeing life through the eyes of a teenager." (JUVENILE COURT)

"Seeing families with new hope and some new skills." (FAMILY CRISIS INTERVENTION VOLUNTEER)

"It is fulfilling to watch a family grow closer together, and as individuals, over the course of one evening." (FAMILY CRISIS INTERVENTION VOLUNTEER)

A comparison of staff responses following the first year of the program (Anderson, 1975) and those following the third year (Table 3) indicate an overall increase in the rating of the program by staff, an increase in staff time required for the program in all areas with the exception of District Court, and an increase in volunteers requested by staff. Increases in the last year of the grant period were predominantly in the new Family Crisis Intervention Program and in the Diagnostic Unit. Detention requests remained high as did those in the Special Subsidy Unit.

Table 3

Staff Response to Volunteer Program

Third Year of Program Questionnaire

Type of Staff	Number Completing Questionnaire	Average Number Hours per week to work with vol.	Average Rating of Volunteer Program	Total No. requests for volunteers on 1 to 1 in 3 yrs.*
Juvenile Line	6	1.6	7.8	38 (9)
Subsidy	2	1.0	9.0	36 (3)
Detention	6	7.3	9.2	NA (over 100 placed)
Diagnostic	5	1.0	8.3	36 (2 yrs.) (1 caseload)
Family Crisis Intervention (Status Offender)	2	6.0	9.5	29 (1 yr.)
DISTRICT	3	.05	7.7	42 (3)

*From records of Volunteer Director. Numbers reflect requests from all officers. The number of officers requesting is in parentheses.

Staff was very candid about the volunteer program (as were the volunteers). The following comments are illustrative:

"The value of the program is difficult to assess, obviously, because the real benefits lie in the kids' involvement with and personal growth from the volunteers. . ." DETENTION OFFICER

"The volunteers have been extremely appreciated by myself. Without them my job would have been a lot tougher." DETENTION OFFICER

"The program has shown that it has a place in the Juvenile Court system in Clark County through diligent efforts by the Volunteer Director and staff. Quality applicants have reduced

staff time required to actively supervise clients, coupled with providing a person who the client knows cares. There is little doubt in my mind that this program is worthy of being continued with hope of expanding in the future."
SUBSIDY OFFICER.

"Some confusion is who's to supervise . . . I'm a strong believer in volunteers (especially one to one matches). I think a good match can make a tremendous difference in a kid's life and I think the experience and exposure something like this affords is valuable. I also think that you do an outstanding job of recruiting, screening and maintaining contact with your volunteers." DIAGNOSTIC STAFF

The value is . . . "Having a well organized volunteer intern program to work with the Probation Officer would be most beneficial to the Department, having it so you always have an intern to work on an on-going basis in each unit."
DELINQUENCY OFFICER

There were at least three comments relative to the issue of who supervises the volunteer. It seems that some staff feel it is the responsibility of the Director. Others accept the philosophy of the Director who feels it is the probation or detention officer's responsibility. If the Director supervised the 116 volunteers on 116 different cases, it is obvious that the job of recruiting, screening, and training could not get done.

The overall support of the various components is highlighted by staff. Each unit has a different type of need for volunteers. Delinquency Officers prefer interns, Family Crisis Intervention requires the most extensively trained volunteer, Subsidy and District Court prefer One to One, and Detention prefers recreational aides.

Staff were asked to rate the need for volunteer hours "next year."

The following gives their rating:

	Fewer Hours	About the Same	More	Great Deal More
Juvenile Line			6	
Juvenile Subsidy			1	
Juvenile Detention			4	
Juvenile Diagnostic			4	
District Probation		3		

Staff rating of the need for more volunteer time suggests a commitment to the concept and is a credit to the staff. The change from ratings of the first year to the third suggested greater regard for the program by Juvenile staff and a reflection of the reduction in emphasis and use of the program by District Court staff.

The first year report recommended that each officer identify a minimum of ten percent of his/her caseload for volunteer assignment. This was not done as the limited requests for volunteers (Table 3) attests. The problem of volunteers being trained and waiting assignment is a real one. During the three years there were a number of volunteers each month waiting placement. With Detention and Family Crisis Intervention Programs and the Diagnostic Program using the bulk of current volunteers, perhaps volunteers "waiting" could be assigned to programs ready to use them as an interim step to One to One placement.

Table 4 indicates staff concerns about the volunteer program. The area of most concern in Juvenile Court was volunteer turnover, followed by frequency of staff contact (probation officers). Staff perception of high turnover rates must be viewed in the context of the percent of volunteers who complete their commitment (See Table 2). Sixty-one percent left the program for that reason. Thus, high turnover is largely a function of completing one's commitment rather than dropping out. Additionally, the volunteer questionnaire results seem to strongly suggest the need for a combined training/probation officer contact with the volunteers. The most frequently mentioned way the volunteers indicated that the program could be improved was through communication with probation officers assigned to the cases. This seems to produce a dilemma because probation officers saw as the second greatest concern the time required with the volunteers.

Table 4

Concerns of Professional Staff about the Volunteer Program

Concern	Juvenile Probation	Juvenile Detention	District Probation
Insurance liability	2		
Lack of training	1	2	2
Volunteer turnover	7	6	
Time required/matching	1	1	2
Attendance at training Sessions		2	1
Time required/supervision	4	1	2
Frequency of contact/with volunteer	5	1	1
Frequency of contact/Volunteer w/client	1		
TOTAL RESPONSES	21	13	8

Other items of concern or frustration listed by volunteers centered heavily on their own perceived inadequacies in dealing with these young peoples' needs. In this open-ended question asking volunteers to cite things that were frustrating to them, six listed, "Want to help more!" and six listed "Lack of motivation on the part of the clients," while three indicated lack of parental cooperation. These comments reinforce the need for greater probation officer/volunteer communication.

Staff indication of the value of the volunteer program overwhelmingly is supportive of the program in that it provides exposure to positive life experiences to youngsters. The second most frequently chosen value was provision of an adult role model. The values of the program are presented in their priority as selected by both staffs in Table 5.

Table 5

Staff Ranking of Value of Volunteers

Rank	
1	Exposure to positive life experiences
2	Adult role model
3	Improvement in client's self-esteem
4	Reduction in probation officers' time required to supervise clients
5	Youngster more likely to stay out of trouble
tie	Improvement in skills
6	Publicity for Juvenile and District Courts

Even though there appear to be some concerns, evidenced by some staff participating in the program and volunteers waiting to be matched, the over-all reaction by staff and volunteers is overwhelmingly positive. Further, the amount of service extended by the volunteers is seen as positive, both by staff and the volunteers.

Effectiveness

Objective 3: To provide an increase in public understanding and support for the justice system.

The increase in public understanding is difficult to measure. Yet in the past three years, numerous articles have appeared in the newspapers about the program. When the County Commissioners were considering the need for the construction of a new facility, many letters to the editor cited the inadequate physical facilities. Many of these letters came from volunteers who had served in the juvenile facility.

Volunteers responded to a question about the value of the program. This open-ended question resulted in ten of the 42 writing that the program indicated to the young people that "the community cares." The following are illustrative:

"Families feel this tremendous caring by a whole team. They seem to feel supportive and willing to try new ways."
FAMILY CRISIS VOLUNTEER

"The volunteer opportunity allows probationers to see people from the community wanting to get involved and show they care."
JUVENILE COURT VOLUNTEER

The over-all responses of the volunteers to the program is highly positive. Some suggestions for improvement were offered. Yet, almost 15% of the volunteers could think of no way the program could be improved. From the open-ended question on what was most satisfying, the following major categories came through:

Table 6

Volunteers Report of Greatest Satisfaction with the Volunteer Program

	No. Giving Response
Sense of worthwhileness for volunteer	12
Help young people	18
Relieve overworked staff	4
Seeing results	6

In addition to the support provided by volunteers in the community, the Director of Volunteer Services has been involved in a number of speaking engagements with the purpose of explaining the Juvenile and District Court operations and identifying the needs for volunteers. During the initial year, the Director of Volunteer Services spoke to 23 different groups with total attendance estimated at 599. Total estimates for the three years are 48 groups with attendance of over 1,000.

As a result of one speaking engagement, the Juvenile Department Auxillary has been formed and incorporated for the express purpose of raising funds for the physical needs of the Juvenile Court.

Through the auxillary service clubs and individuals, monetary donations and goods were donated as the result of community concern for the programs. These contributions are identified under cost efficiency.

Objective 4: To change the behavior and attitudes of clients. To reduce the continued involvement in identified unlawful behavior.

One indicator of effectiveness is whether the young person was identified as having a repeat violation or probation violation.

Probation violations are breaking the conditions of probation, and do not reflect, necessarily, breaking the law. Using the criterion of repeat law violation or probation violation, an examination was made of the court records of all youngsters assigned a volunteer.

All violations were noted both before and after volunteer placement. The length of time the volunteer was involved, length of time prior to volunteer placement, length of time from placement to an arbitrarily defined end point,* and severity of all offenses were noted. All information was keypunched and analyzed with computer assistance.

In addition to those youngsters and young adults having a volunteer (the experimental group) a group of young people was developed as a control group by selecting clients with similarly severe presenting offenses, from the same time period, same sex, and as close as possible to the same age.

*The end point was considered as March 31, 1977, for Juvenile Court clients and June 31, 1977 for District Court clients. This was the period of "treatment" and follow-up during which subsequent offenses were noted.

This resulted in a matched group of 76 in Juvenile Court and 42 in District Court. Tables 7 and 8 provide the attribute data for both the Juvenile and District Court.

Table 7

Attribute means and standard deviations for Matching in Juvenile Court

	Experimental (N=76)	Control (N=76)	Significance
Age	14.13 $\sigma=1.7$	14.35 $\sigma=1.39$	N.S. t=.89, P>.05
Severity of Original Offense	3.71 $\sigma=1.39$	3.56 $\sigma=1.46$	N.S. t=.62, P>.05
Total Time Since orig. Referral	33.45 mo $\sigma=19.3$	31.19 $\sigma=15.6$	N.S. t=.79, P>.05
Sex	51% male 48% female	55% male 45% female	N.S. t=.79, P>.05
Time from Referral to Vol. Placement	16.45 mo $\sigma=18.4$	NA	
Time from Vol. Placement to 3-31-77	17.27 mo $\sigma= 8.9$	NA	

Table 8

Attribute Matching in District Court

	Experimental (N=42)	Control (N=42)	Significance
Age	MN= 23.76 σ =8.8 (N=39)	MN= 23.77, σ =7.6 (N=40)	N.S. t=.00, P>.05
Severity	MN= 3.30, σ =1.74	MN= 2.73, σ =1.63	N.S. t=1.55, P>.05
Sex	62% male 38% female	62% male 38% female	N.S. t=00 P>.05
Time since original referral to 3/31/77	MN=45.97, σ =23.79 (N=41)	MN= 39.33, σ =24.6	N.S. t=1.26, P>.05
Time from Referral to Vol. Placement	MN= 23.90, σ =19.8	NA	
Time from Vol. Placement to 6-11-77	MN= 23.02, σ =9.9	NA	

There were no significant differences in age, sex, or severity of offense between the control and experimental groups for Juvenile and District Courts. There was also no significant differences between time since referral for control and experimental groups for each court. In both courts the client had been known to the court for some time before a request for a volunteer. In Juvenile Court, the average time was 16 months and in District Court it was 23 months. Such a finding strongly suggests that in both courts repeat offenders and those carried on caseloads over a period of time are likely to be placed with a volunteer.

For each case the number and severity of offenses during the length of time prior to volunteer placement and after volunteer placement was collected. The period of time from volunteer placement was taken away from the point of volunteer match to March of 1977 for Juvenile Court and to June 30, 1977 for District Court. This is the period for which data on subsequent arrests was available. This did not mean that the volunteer was assigned during that entire time. The estimated length of placement for Juvenile is eight months and for District one year. However, the time since placement was viewed as the treatment plus the period of time following volunteer termination. The total period following volunteer involvement should be considered affected by the volunteer involvement.

One additional finding was that in the Juvenile Court, where annual statistical reports are available, clients assigned volunteers were more likely to be more serious offenders. A comparison of the average severity¹ of all referrals to the Juvenile Court in 1975 (excluding dependency-neglect) indicated that those assigned to volunteers had a significantly higher average severity for their initial offense compared to all those youngsters referred in 1975 ($t=4.47, P>.01$).

An interesting anomaly that occurs with the data from both Juvenile and District Courts is that the average period from referral to

1. Severity is determined through numerical assignment of the offense to a number using the SARP SCALE.

volunteer placement almost equals the time from volunteer placement to the follow-up date.

In summary, the matching process resulted in equivalent groups of clients in both the Juvenile and District Courts. Data on these groups were examined to note whether the introduction of a volunteer had any effect on subsequent referrals or arrests.

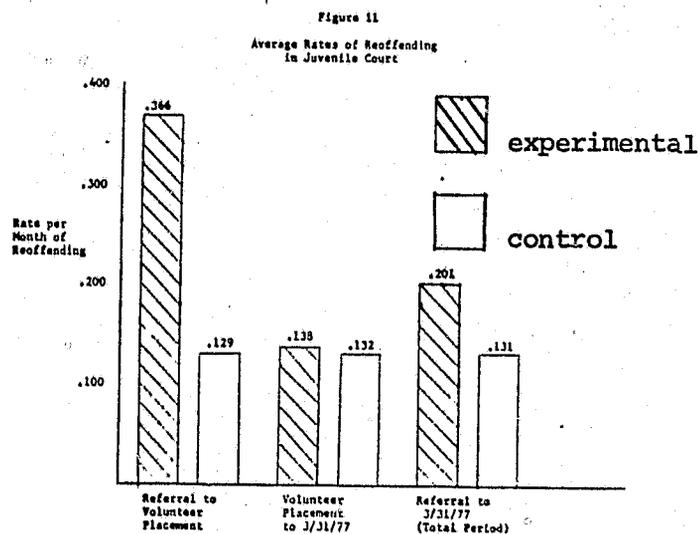
Results from the Juvenile Court volunteer program are presented in Table 9. Rate of reoffending was used since absolute number of reoffenses is a function of time. The period of time varied for each individual both before volunteer placement and after placement. The results confirm the notion that more serious juvenile offenders were assigned to volunteers.

Table 9

Comparison of the Rate of Reoffending Per Month for Juvenile Court

	Experimental (N=76)	Control (N=76)	Significance
Total Rate of Reoffending Since Original Referral	.201/mo $\sigma = .168$.131/mo $\sigma = .116$	t=3.02 P>.003
Rate of Reoffending Referral to Volunteer Placement	.366/mo $\sigma = .502$	NA	
Rate of Reoffending from Date of Volunteer Placement to 3/31/77	.138/mo $\sigma = .168$	NA	

The average rate of reoffending for the experimental group, from referral to March 31, 1977, was significantly higher than the control group ($t=3.02$ $P>.003$). However, after placement with a volunteer, there is a significant reduction in the rate of reoffending for the group who had a volunteer ($t=3.89$, $P>.001$). Figure 11 graphically portrays these changes.



In order to get a comparison rate for the control group, the number of offenses per month were taken from referral date to the mid point of that date and March 31, 1977. (Recall that volunteer placement occurred almost mid way from referral date to March 31, 1977. Thus the same proportionate mid point was used for the control group.) A "before" and "after" the mid point provided average rates of reoffending for the control group. These rates remained constant and confirm

the notion of a constant rate of reoffending for the control group. The results of the Juvenile Court analyses supports the finding of more severe and chronic young people having a significant reduction in offenses following assignment to a volunteer.

Table 10 provides the rate of reoffending for the District Court clients. Here there are no differences between the overall rates in the experimental and control groups from referral to June 30, 1977. There was a significant reduction of reoffending from the period prior to volunteer placement to the period after volunteer placement ($t=3.77$, $P<.05$) for those having a volunteer. This supports the success of the volunteer program in the District Court.

Table 10

Comparison of Rate of Reoffending Per Month in District Court

	Experimental (N=42)	Control N=42)	Significance
Average Rate of Reoffending -- Original Referral to Present	MN=.0943, $\sigma=.08$	MN=.106, $\sigma=.09$	NS $t=-.57$, $P>.05$
Rate of Reoffending before Volunteer Placement	MN=.1477, $\sigma=.156$		
Rate of Reoffending After Volunteer Placement	MN=.044, $\sigma=.07$		

A second major comparison was to look at the average severity of subsequent offenses. The severity of the offense is rated using the SARP Scale. Table 11 provides the data from Juvenile Court. The average severity of offenses over the total time period does not differ for experimental and control groups. Yet again, before volunteer placement, the experimental group had a higher severity level. The reduction, after volunteer placement is significant ($t=3.49$, $P<.001$). The severity of the offenses following volunteer placement is significantly lower in the experimental (volunteer) group than the overall rate for the control group ($t=3.53$, $P<.001$).

Table 11

Comparison of Average Severity of Subsequent Offenses of Experimental and Control Group -- Juvenile Court

	Experimental (N=76)	Control (N=76)	Significance
Average Severity all Subsequent Offenses	2.70, $\sigma=1.21$	2.67, $\sigma=1.33$	N.S. $t=.01$, $P>.05$
Average Severity Before Volunteer Placement	2.58, $\sigma=1.37$		
Average Severity After Volunteer Placement	1.79, $\sigma=1.74$		

The average severity of offenses for District Court are presented in Table 12. Again, the overall rates do not differ between control and experimental groups. The difference, however, occurs with a

significant reduction in severity of subsequent offenses following volunteer placement ($t=2.83$, $P<.05$). This severity of offenses following placement with the volunteer is significantly less than the control group ($t=2.84$, $P<.005$).

Table 12

Comparison of Average Severity of Subsequent Offenses of Volunteer and Control Group -- District Court

	Experimental (N=42)	Control (N=42)	Significance
Average Severity all Subsequent Offenses	MN= 2.068, $\sigma=1.21$	MN= 1.94, $\sigma=1.44$	N.S. $t=.41$, $P>.05$
Average Severity Referral to Volunteer Placement	MN= 1.919, $\sigma=1.67$		
Average Severity Since Volunteer Placement	MN= 1.036, $\sigma=1.49$		

Some other interesting finds with the volunteer program included the significant increase in probation officer contacts following placement of a client with a volunteer ($t=4.70$, $P<.001$). This can partially be explained by the conclusion that clients placed with volunteers are more serious and chronic. Also, as previously described, the volunteer spends considerable time with the client and meets with the probation officer monthly. This extra involvement increases the contacts required by probation officers.

Further support for an increase of time required of probation officers comes from the data on referral source. Juvenile Court has a computer

file of all referrals. Data collected on clients following assignment to volunteers revealed a different pattern from the overall referral percentages.

Table 13 provides the percentages of referrals for all sources in 1976 (excluding dependency-neglect) and the sample of referrals for clients with a volunteer. A Chi^2 of 12.21 is significant, suggesting that more referrals to the Court following volunteer placement are through the probation officer or family and relatives. Thus, further illegal behavior is picked up less frequently by law enforcement.

Table 13
Source of Referral to Juvenile Court

	Total Client Intake	Clients having Volunteers
Probation Officer	4%	10%
Law Enforcement	79%	72%
Parents/Self/School/ Relatives	10%	21%
Other	7%	0%

In conclusion, the data on matched groups of District Court and Juvenile Court clients provides statistical support to the effectiveness of the program. More serious and chronic clients are matched with volunteers. Following volunteer involvement, there is a significant reduction in rate of reoffending and where there are subsequent offenses, they are significantly less severe.

PSYCHOLOGICAL GROWTH

Besides recidivism, the volunteer program evaluation measured several categories of psychological growth. This format was intended to provide a "before-after" picture of the probationer by both the volunteer and the probation officer. The evaluation form (see appendix) measures self-esteem, impulse control, inter-personal relations, acceptance of responsibilities, goal awareness, and general maturity level. The volunteer and probation officer rated each client, independently, at the time of placement and upon termination of the volunteer placement. The difference in scores, positive for improvement, negative for worsening, were noted for probation officers and volunteers for 29 clients. Since each client was rated on the six psychological variables, there were 174 different scores for volunteers and probation officers. Of the scores, 75% were positive indicating client improvement as rated by probation officers, and 79% of the scores made by volunteers showed client improvement. The overall ratings by volunteers and probation officers were correlated ($r=.39$) which was significant ($S=.018$). This means that volunteers and probation officers were seeing the same relative growth or lack of growth in the probationers. Correlations for self-esteem and impulse control were highest, suggesting agreement between the volunteer and probation officer. Other correlations were low suggesting no relationship.

Table 14

Average Difference Scores Before and After Volunteer Placement

	Probation Officer Ratings N=29	Volunteer Ratings N=29
Self-esteem	+ 1.74	+ 1.82
Impulse Control	+ 2.01	+ 1.63
Inter-personal Relations	+ 1.58	+ 1.31
Acceptance of Responsibility	+ 1.44	+ 1.60
Goal Awareness	+ 1.91	+ 1.75
General Maturity Level	<u>+ 1.39</u>	<u>+ 1.20</u>
Average	+ 1.68	+ 1.55

Table 14 suggests that overall improvement is made by the clients. Probation officers saw greatest improvement in impulse control and goal awareness, while volunteers rated improvement in self-esteem the highest. Probation officers noted greater average improvement than volunteers.

A final view of the effectiveness of the volunteer program was made through personal telephone interviews of a small sample of parents of juveniles who were assigned volunteers. Half (23) of the Juvenile Court youngsters in the One to One Program during 1977 were selected for phone interview, and 14, or 61%* of the sample was reached. Since

*Some youngsters were off probation or had moved by the time the sample was interviewed, thus reducing the response rate.

this number reflects only 30% of the total, the results can only be considered tentative.

Of the juveniles contacted, 64% were living at home, 21% were in a group home, and 14% were in foster homes, according to their parents. Seventy-two percent of the juveniles were rated by their parents as feeling the "same" or "better" than prior to the volunteer program. One (7%) rated responsibility "worse." Fifty percent were rated as having "improved" their maturity level, 43% "the same" and 7% didn't know. Seventy-one percent felt their youngster benefited from the volunteer placement. Twenty-one percent said their youngster had not benefited. The following comments of parents are illustrative:

"My daughter is able to be more open."

"My daughter is doing beautifully. Without the help of the Juvenile Court, she wouldn't be where she is now."

"My son tended to use his big brother. Volunteers can be too lenient."

"The idea is terrific (but) my daughter is a selfish spoiled brat."

Family Crisis Intervention

The Family Crisis Intervention program is too new to obtain definitive results. Yet the results so far are extremely encouraging. This program was a part of a larger crisis counseling program in the Juvenile

Court. Since the larger program was a national demonstration program requiring extensive research, youngsters were randomly assigned to the regular Dependency Unit for service or to the newly created Status Offender Unit. From the group randomly assigned to the Status Offender Unit, families were offered the Family Crisis Intervention. Only those "most in need" as defined by the youngsters' refusing to go home were offered the program. Since the inception, 30 families have received the therapy sessions. Only two youngsters were referred again to the Court system; one in Clark County and one in California. The recidivism rate for the Family Crisis Intervention Program is thus 7% compared to 19.8% in a control group. If these percentages continue to hold with higher numbers, the results will be highly significant.

Efficiency

Objective 5: To provide a dollar savings to government.

The cost savings to government has to be evaluated in terms of the total cost, the savings due to volunteer hours of service donated, and value of goods provided.

Volunteers provided a total of 22,515 hours of direct service to the Juvenile and District Courts. The majority of the time (67%) was provided to the Juvenile Court in detention, intern, and Family Crisis Intervention programs. The number of total hours is slightly over eleven and one half man years of donated time over the three years.

The National Center for Voluntary Information at Boulder, Colorado, estimates the value of the voluntary hour to be \$4.50. The value of the services rendered over the three years would then be placed at approximately \$101,000.00! These figures do not include training, report writing, or record keeping, nor do they include the hours provided by the members of the Juvenile Auxillary.

In addition to the dollar value of the donated hours, speaking engagements and the work of the Auxillary have resulted in sizeable donations of cash and contributions.

Donated Hours	\$ 101,317.50	
Auxillary (cash)	4,710.05	
Goods donated by Clubs and Individuals	<u>2,613.00</u>	
	\$ 108,640.55	GAIN
Grant -- LEAA -- three years (Includes County Match)	<u>\$ 72,988.00</u>	COST
	\$ 35,652.55	NET GAIN

The net gain from the volunteer program is obvious. The expenditure of donated time far exceeds the cost to administer and coordinate the program. The value to the youngsters, their families, volunteers, and probation staff has been highlighted throughout the report.

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APPENDICES

- A-1 Example of Communication between Director of Volunteer Services and Volunteers
- A-2, 3 Example of Communications between Director of Volunteer Services and Court Staff
- A-4 Volunteer Questionnaire
- A-5 Staff Questionnaire
- A-6 Probationer Evaluation
- A-7-26 Volunteer descriptions of the Volunteer Process

VOLUNTEER SERVICES
CLARK COUNTY, WASHINGTON

May 3, 1977

Dear Volunteers/Interns:

It's time again for monthly reports. Please mail them back to us today, OK!

I'm sorry that I wasn't able to talk to each of you personally during National Volunteer Week, to say how much we really appreciate each and every one of you!

We have some new faces around the court. We welcome new volunteers - June

	Lillie	Ellen	Diane	Mary	Lucy
Candy	Lori	Rita	and Mary		

I want to remind volunteers in the one-to-one program of the resources we have available:

1. Free hair cuts, styling and shampoos - Magee's School of Beauty - call us for details.
2. Golden Skate offers free skating for youngsters and volunteers. There is a 75¢ fee for skate rental.
3. Racquet Ball Club offers free courts - 50¢ rental for racquets. Present your Volunteer I.D. card.

The Juvenile Court Auxiliary is sponsoring their second annual "Tour of Homes" on May 25th from 11 AM to 4 PM. Homes featured are: Jack Campbell's, Ahmad Sabahi's, Ron Greenen's and Don Campbell's. Call us for tickets - 699-2466 donation is \$4.00. Mark your calendar - Wednesday - May 25th - Take a friend!

The Clark County Bar Association invites you to "Your Day In Court" on Friday, May 6th, 11:00 A.M. to 1:00 P.M. Come and see how the judicial system works. It's fun, educational and very informal. Bring the whole family - free coffee and cookies. Subjects to be discussed range from criminal law to no fault insurance and include other areas such as adoption, probate/wills, small claims, traffic violations, negligence, personal injury and any other questions you might have. The judges, lawyers and law enforcement officials will help your family understand how we can help preserve good laws, change bad laws and make better laws.

We will be having an orientation session for people interested in the Volunteer Program on Wednesday, May 18th from 7:30 P.M. to 9:30 P.M. at the Juvenile Detention facility. If you know of someone who might be interested, please pass the word along.

Remember - we need your monthly reports!

Very sincerely,

(Mrs.) Barbara Howard
Director of Volunteer Services

Encl.

BH:rh

A-1

PLEASE POST FOR STAFF

MEMO

TO : Detention Staff
FROM : Barb Howard
RE : Volunteers
DATE : September 23, 1976

New volunteers for court observance are:

1. Shelia - A.M. - Sept. 29th
2. Ralph - A.M. - Sept. 29th

New Volunteers in detention:

1. Kathy - Saturday - 3 to 5 P.M. Volunteer Kathy will train and supervise her with your help.
2. Shelia - 7:30 - 9:30 P.M. on Wednesdays.

Volunteer, Leanna will not be coming in for awhile. Tony and Margaret have returned to school.

New volunteer, Mary will be coming to detention and court. Rita will set up schedule.

MEMO

TO: Staff

FROM: Barb

RE: Volunteers waiting placement

DATE: April 28, 1977

Following Volunteers ready for one-to-one match:

Joan - 32 years old, married, two children ages 6 and 9. Has been volunteering in Detention since December. Good interpersonal skills, very artistic, into sports, plants, arts and crafts. Is very patient and could work with incorrigible girl. Excellent model.

Shelia * 26 years old, single parent of one year old son. Has been working in detention since December. Very creative, soft spoken - has worked briefly on a one-to-one. Is very dependable and has good skills

Jane - married and has two boys, ages 7 and 11. Swimming instructor and has worked in detention since November doing exercises with the kids. Would prefer a boy. Her husband is a coach. She has asked for a match with Rene Delegford. She is a very assertive person. Would need roles well defined. Lives in Ridgefield.

Diane - Married 27 year old gal with two children ages 2½ and 5½. Started in Detention in April. Should have an "easy case." Preferably young (around 12) and could be a boy as she and her husband will include youngster in family outings. Interests include tennis, bowling, biking and macrame.

*Sharon . may have girl for this volunteer.

A4 Volunteer Questionnaire

We need your help again---your ideas to help us improve our volunteer program. Please give us the benefit of your frank opinion on these questions. You may sign the form or remain anonymous, just as you prefer. Please be sure to give your best answer for all questions on the form. Thank you.

1. How long have you been in this volunteer program? _____

2. Please describe briefly your volunteer job(s) in this volunteer program.

3. Where does your volunteer time go in an average month? (Please fill in all lines as best you can)

_____ Hours total per month

_____ Hours with clients, or otherwise on the job, per month

_____ Hours consulting with regular staff per month

_____ Hours in various volunteer meetings per month

_____ Hours filling out reports, paperwork (not part of the job itself) per month

4. What are the main reasons you joined up as a volunteer? _____

5. What are some of the main satisfactions you're getting from your volunteer work now?

6. What are some of the main frustrations?

7. What do you see as some of the good things about this volunteer program now?

8. What do you see as some of the things that could be improved?

9. Have you recommended joining this volunteer program to any of your friends or family?

Yes, definitely ___ No, not really ___ General mention, might not have been a strong recommendation ___

10. For this volunteer program, would you please rate each of the things below on a scale of 1 to 5, using the following key:

1 = exists but poor 3 = average 5 = excellent
2 = fair 4 = good

Training of volunteers in this program:	1	2	3	4	5
Acceptance and support of volunteers by staff:	1	2	3	4	5
Recognition given to volunteers:	1	2	3	4	5
Volunteers are trusted to do important things:	1	2	3	4	5

11. Any other comments you'd care to make would be appreciated. Write on back.

Signature _____ Date _____

Staff Evaluation

This questionnaire is not just to make more paperwork for you. It's because we want your frank ideas on improving the volunteer program. You may sign it or not, just as you prefer. Please answer all questions on the form and return it to your supervisor by J

1. How much time during an average week are you in direct contact (supervisory) with the volunteer and/or volunteers who are working with your probationer?
_____ hours

2. What are the main different things volunteers do directly for you?

3. What do you think is the best way of organizing volunteer programs for our agency? Choose the closest to right for you.

- a. As a part of the Juvenile Court only.
- b. As a separate "outside" agency.
- c. Only with volunteers - no paid staff.
- d. As a part of District Court only.
- e. Other _____

4. With regards to the numbers of volunteers involved in each of the volunteer programs, circle the direction you think it should go next year.

<u>JUVENILE</u>	Fewer	About same	More	Great deal more
One to one	_____	_____	_____	_____
Detention	_____	_____	_____	_____
Clerical	_____	_____	_____	_____
Tutors	_____	_____	_____	_____
Interns	_____	_____	_____	_____
<u>DISTRICT</u>				
Pre-sentence Inv.	_____	_____	_____	_____
One to one	_____	_____	_____	_____
Clerical	_____	_____	_____	_____
Interns	_____	_____	_____	_____

5. With regards to the number of hours available, circle what you would like to see next year.

Fewer About the same Some more A great deal more

6. On a scale of 1 to 10 (10 the highest) rate the volunteer program for this year.

1 2 3 4 5 6 7 8 9 10

7. The following is a list of concerns about the volunteer program. Which concerns you the most? You may choose more than one. Circle

- a. Insurance liability
- b. Lack of training
- c. Vol. turnover rate
- d. Time required for matching
- e. Attendance at training sessions
- f. Time required for supervision
- g. Frequency of contacts with volunteer
- h. Frequency of contacts with vol. to client

8. The following is a list of positive reactions to the volunteer program. Which do you agree with the most? You may choose more than one.

- a. Youngsters more likely to stay out of trouble.
- b. Reduces time required to supervise.
- c. Publicity for Juvenile & District Courts.
- d. Adult model for juvenile/adult.
- e. Exposure to positive life experiences.
- f. Improvement in skills.
- g. Improvement in self-esteem.

9. Please add any comments you feel would be helpful in evaluating the volunteer program.

Signature (optional)

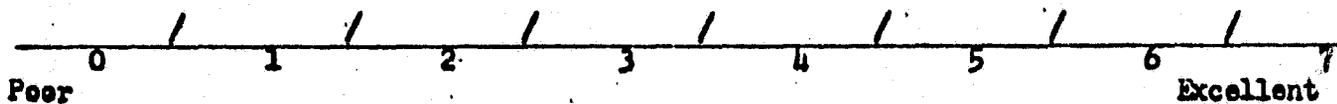
VOLUNTEER'S NAME _____ PROBATIONER'S NAME _____

DATE _____

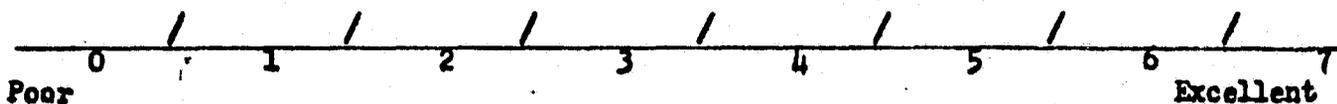
EVALUATION

INSTRUCTIONS: Place an "X" where you feel the Probationer is right now.- Do not spend a lot of time reflecting, your immediate response will probably be more accurate.

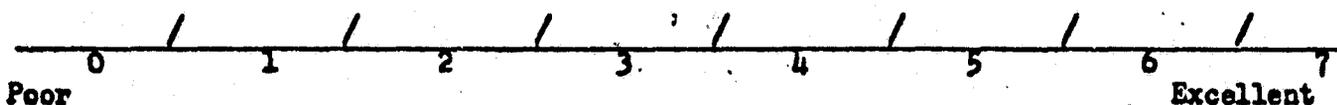
SELF-ESTEEM



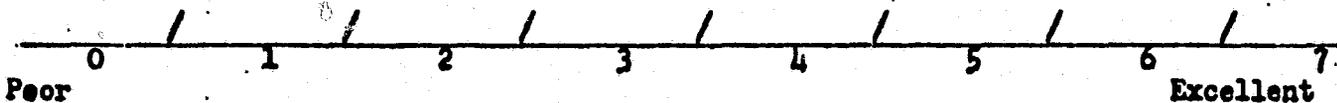
IMPULSE CONTROL



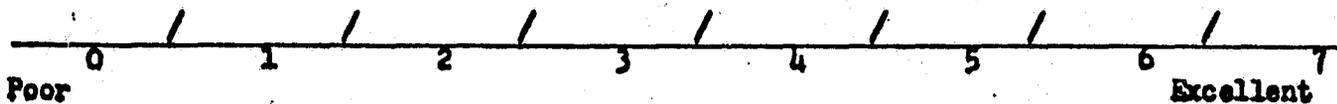
INTER-PERSONAL RELATIONS



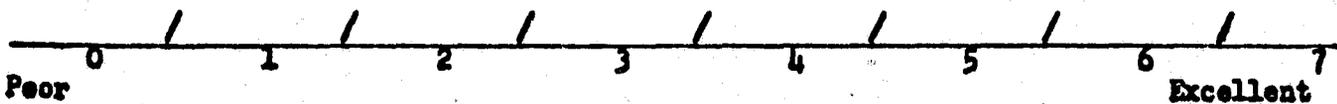
ACCEPTING OF RESPONSIBILITY



GOAL AWARENESS



GENERAL MATURITY LEVEL



VOLUNTEER EVALUATION

I was working at Morrison Oil Company in Portland, Oregon at the time I was introduced to the Volunteer Program. A man, came into our office to collect donations for some type of summer camp which was for juvenile delinquents. He had photo albums with pictures of the children camping, hiking, etc. You could tell by the looks on their faces that they were enjoying themselves. It gave a person the feeling that this type of program would be very beneficial to Juveniles who had no families, or who had been in trouble for the majority of their young life. I am divorced, without children and at that point and time in my life, I felt the need to help someone else who was having problems. While this man was showing me these photographs and telling me a short case history of some of the kids, I couldn't help but think how awful it would be to have parents that didn't care or were alcoholics. I felt if I could give just one of these kids a little encouragement and love, it would make me feel better and possibly help the child realize that there are people who care, and possibly guide them in the right direction to leading a more productive and fulfilling life. I asked this man how a person could get involved in Volunteer work and what qualifications you needed. He told me to contact Barbara Howard at Juvenile Hall in Vancouver and make arrangements with her, which I did.

When I met Barbara Howard, she was very pleasant and made me feel very comfortable. Mrs. Howard then reviewed the qualifications and responsibilities of a volunteer. I filled out a questionnaire and waited approximately one week to find out the results as to whether I would qualify.

Upon notification of acceptance as a volunteer, I was to report to Juvenile Hall twice a week for approximately four hours during "recreation

period". During this time, the kids are released from their rooms and are able to converse, listen to records, play ping-pong, work with arts and crafts, etc. My job was to just be there during this time and converse with the kids if they wanted to and also to supervise if need be. I remember distinctly being told not to turn my back on the kids, not to believe everything I was told by them and to make sure there were no cigarette butts, matches, or sharp objects close at hand. Having never been exposed to juvenile delinquents of any sort previous to my volunteer work, I was somewhat frightened and appalled at the idea of the possibility of these kids being liars, thieves and having no respect for the law and/or parents. However, I learned soon enough that a large majority of these, "poor little deprived darlings" did have a good home life and didn't have alcoholic parents. Morals and family life seems to have changed quite a bit since I was in Junior High and High School. I feel extremely old when I say that, "kid's don't realize how easy they have it now-a-days".

The second or third time I was at Juvenile Hall recreation period, I met Dianne. She was a very quiet girl with sad eyes and by looking at her I assumed she was about sixteen or seventeen years old. Much to my surprise, Dianne was twelve years old. During a short conversation with her, I realized her age, but she had the body and mind (sometimes) of a twenty year old. Dianne and I hit it off right away. Throughout our conversation I still found it hard to believe she was only twelve and didn't really seem to worry about the possibilities of pregnancy, etc. This statement was really hard for me to accept for when I was twelve, I didn't even think about sex, let alone know how to go about it. I was too interested in sports and the biggest talk around school was when some girl had been "felt up" by some boy. Apparently this rumor wouldn't ruffle anyone's feathers this day and age.

After conversing with Dianne for the whole recreation period, I was informed that she was being sent to Cascadia Diagnostic Center for three or four months. This center is located near Olympia. Dianne and I exchanged addresses and she made me promise to write to her. During this time lapse, Barbara Howard felt I was ready to be matched up on a "one-to-one" basis with a juvenile. I was matched with a girl and for a while things went fairly well, but, at the end of a few months, Barbara Howard removed me from this particular "one-to-one" arrangement as the girl I was matched with was not making any progress (many complications). During this time, I had received one letter from Dianne stating she missed me and if I came up to see her, would I please bring her some cigarettes. I responded to Dianne's letter and told her I was unable to visit her, however, when she returned home, to please call as I would like very much to see her again and be her friend.

I don't recall what month it was, but Dianne came back to Vancouver and began living in an "Interim Home". Dianne requested she be placed with me on a "one-to-one" basis and I had also. Dianne and I were "reunited", so to speak, at Juvenile Hall and I drove her to the Interim Home, which was located in Ridgefield. Upon our arrival, I met Mrs. Carter, who had at that time, three or four juveniles plus several of her own kids. I visited for awhile and made arrangements with Dianne to take her shopping the next week and reminded her to call me anytime she needed someone to talk to.

Dianne and I got along great the next few weeks. We went to the movies, shopping, to my parents house for dinner and sometimes we just sat around and talked. It was difficult to get Dianne to "open-up" at first, but I didn't want to push her because I figured there had been enough people involved in her life up to this stage of the game who had attempted to "get into her head" to find out what was ticking. I felt that if we started off on just a light

basis where we just conversed about day-to-day things she would gradually feel comfortable around me and then possibly reveal her inner thoughts. After awhile, Dianne decided she didn't really want to live at the Carter's home anymore. She didn't get along with the other kids and it was "too far out in the country" to her liking. Due to extensive "red tape" or what have you, Diane was not able to be placed into a Foster Home. Dianne asked permission to live with Cathy Jones (an old schoolmate) and her family. Sharon, Dianne's probation officer, studied the situation and decided to let Dianne try out these living quarters for awhile. Mrs. Jones was a divorcee and had three children of her own, however, she was very fond of Dianne and wanted her to stay with them.

Dianne was very happy with her new home and was also doing very well in school. I might add her attendance was much better than before. On several occasions I had the opportunity visit her and pick her up at the Jones residence for various outings. I noticed that Mrs. Jones didn't receive any respect from Cathy Jones and I felt at that time that it wasn't that good of a surrounding or example for Dianne, however, Dianne did treat Mrs. Jones with respect. Mrs. Jones was also agreeable with Cathy and Dianne hitchhiking from place to place all hours of the day. I know this sounds a little over-protective, but I felt at the time, that this type of surrounding was not beneficial to Dianne. I felt she needed a family-type situation where there was a mother and father, rules to follow and just an overall family unit situation as this was one of the things she had lacked in her own family. During this time that she was staying with the Joneses, we were in contact with each other quite often. She would call me just to talk and I would do the same. We went shopping, to the movies, etc.

After a period of time, Dianne began to get restless. Things weren't going the way she would have like them. One night she was at the Dairy Queen and ended up riding to Pasco, Wa. with two boys; one approximately 19 years old and the other twenty or twenty-one. Their vehicle was stopped on a traffic violation by a Pasco Police Officer and marijuana was found in the vehicle. When Dianne was asked to give her name, age, etc., she lied at first, then after a short interview, gave the Officer the correct information. I was now employed by the Vancouver Police Dept. and received a call from the Pasco Police in regards to Dianne. At this point, Dianne had been missing for two days and I just wouldn't believe that she had run away from Vancouver or that it was of her choice to be missing for so long. Well, I certainly found out differently when I received the phone call from Pasco. The disappointment and confusion as to what Dianne had done was very disheartening to me. I had felt that she had been doing so well and was finally on the right road to being straightened out. I felt that I had failed in some way and possibly should have been in contact with her more often or possibly been more understanding. After I had persecuted myself, I realized that it wasn't my fault and that I could only guide her and not constantly keep watch over her. She was old enough to know better and I told her that if she wanted to be treated like an adult, she had better act like one. Dianne had always stated to me on various occasions that she was "too old" for this and "too old" for that, but she never could figure out when to let the adult take over the child in her or vice versa.

After this last episode was settled, Dianne was sent back to live with her parents. Mrs. Jones decided that she didn't really want Dianne to live with them after all, that it was too expensive. Not having much choice, Dianne

decided to give it another try at home. She stayed there for several weeks and I didn't have much contact with her during this period. I was working the Swing Shift at the V.P.D. and going to school during the day. Dianne would come in to see me on occasion and I would give her a ride back home, etc. A few weeks after living at home, Dianne and a girl friend took a vehicle without permission and hid out for several days in places unknown to myself and Sharon (the P.O.). Dianne's mother returned the vehicle to it's proper owner and also turned in Dianne. Here she was -- in trouble again! Everything seemed to be going backwards as far as her progress. Sharon, the P.O., had bent over backwards time and time again for her and yet she never seemed to realize how lucky and fortunate she was to have someone to help her.

Dianne ended up spending some time in Juvenile Detention Hall and pleading with everyone not to send her out of town to a Correctional Institute or whatever. Sharon and the Court Psychologist decided to put Dianne through Diagnostic Treatment in JDH and I was to attend also. I was very impressed with the Diagnostic Treatment as it provided me with important information on Dianne's background that I was not aware of. Dianne's mother was present also and this definitely shed a lot of light. Dianne had the opportunity several times to voice her opinion on what was to happen to her yet she kept it all inside as usual. I stressed that fact to her, that it was time to speak up and say what the problem was and how she would like to solve it, yet she still said nothing. A young (21 year old) woman was there also who Dee Dee had babysat for in the past. She had stayed with this lady while she was "on the run" at one time. This lady was married, had two or three kids of her own and was very young herself. This matter was thoroughly discussed

that Dianne would live with her. She was in agreement with this idea, and it was finally decided to give it a try. Naturally Sharon and myself wanted Dianne to have a family environment as opposed to living in a Youth Outreach Home or a facility somewhere out of state.

At the end of this meeting Dianne had gotten her way once again and I felt very confident that this meeting and the subjects that were discussed had a very strong impact on her. I felt at last Dianne now realized the seriousness of her future and the time, patience and love all these people had donated just to help her live a fuller and richer life.

I haven't heard from Dianne for quite some time now. As far as I know she is still living with the young couple. Things are still "rough" for her at times but that is only because she can't cope with life when she is told "no".

It's difficult for me to put into words what I feel Dianne is and has been going through physically and mentally. Having an adult body and a mature outlook at times and yet only being fourteen would seem rather chaotic to me. I guess you could say its like fitting a square peg into a round hole. My relationship with Dianne has not only helped her in many ways, but has also helped me a great deal. I've learned to be more patient, I've also learned that there are reasons for people acting the way they do and if you just take the time to "scratch the surface" you can always find something good about someone. I really disliked Dianne's mother for things she had done to her but yet when I saw and talked to her at the Diagnostic meeting, I could understand her and the reasons for her actions.

The people who work with these kids day in and day out (the probation officers, the Volunteer Director, the Court Psychologist, and others) should be commended for the excellent job they are doing and the time, patience, and most important, the caring they give so freely. It's always been my understanding that when a person has a child it is their responsibility to raise, feed, clothe, and love the child. In this last year and a half, I've learned that not every person can handle all of those responsibilities; thank God there are people around like the ones I have mentioned and more, to take over and help out when the going gets rough.

"GETTING YOUR MONEY'S WORTH"

In this time of inflation, we are all concerned with getting our money's worth.

For the past two and a half years the people of First Christian Church in Vancouver, Washington have more than gotten their money's worth in a project in which we have been involved with the Clark County Juvenile Detention Facility.

Let me tell you about it. Our Adult Community Forum Class learned of the need for a new Juvenile Hall. After touring the old facility and seeing the need and the dedication of the staff, we, as a class and as a Church became supportive of a new building. Some of our members became involved with the kids, but a group of us wanted to involve the whole Church. As parents, we knew that most kids could always eat. So, we decided to have a project. We call it "Snacks for Kids at Juvenile Hall".

The ladies and some of the men of our Church have furnished home-baked cookies, brownies, cinnamon rolls, etc., every Monday. In addition, an informal collection is received the first Sunday of the month during our after-service coffee hour. We call it our "Tin Plate Collection" because from the beginning we have used an old tin pie plate. We ask that no one give more than a quarter, but sometimes larger coins or even bills find their way into the pie plate. The money is used to purchase apples, oranges, and juice to supplement the snacks.

We have been told that these snacks have had an impact on the young people at Juvenile Hall, but I don't think it can compare with the job and good feelings it has brought to our Hall every Monday. Surely the cookies, the fruit, the nickles, dimes and quarters that we have given have returned to us a hundred-fold in the knowledge that the kids at Juvenile know that we care and are concerned. I ask you, in these times of inflation, do you know where a quarter can be better spent?

VOLUNTEER EVALUATION

I first entered into the volunteer program because I needed something to fill my time as I wasn't working. Also, I enjoy working with teenagers. I was a little apprehensive at first and felt uncomfortable with the kids as I didn't know how they would react to me or me to them. But as soon as I realized that most of them were just kids with serious problems they couldn't work out on their own, I felt at ease.

When I decided I wanted to be in the one to one program I must admit, my apprehension about my ability to help returned. But, now, I wouldn't trade the experiences and insights that I have been a part of for anything. The girl I was matched with at first was very shy and hardly talked at all. But, by letting her move at her own pace I established a very good relationship with her. There were many frustrations at first when she was transferred to a group home. She was having trouble facing up to her situation and when things got to much for her to handle she would run away. But, she always called me and we talked and then she went back. I have been working on a one to one basis with her for nine months and even though she ended up having to go to an institution out of the area I don't feel it was a failure. She is a different girl than when I first met her and I think she has learned to cope with her situation better, and has a better feeling about herself. I am still in contact with her and have been to see her.

There are a lot of people who have a lot to offer to these kids in understanding and love and I hope more people will have the opportunity that I have had in working with the kids. Sometimes it's very frustrating but I feel if I can be a small light in their sometimes dark world than it's worth it.

VOLUNTEER EVALUATION

I've known my young person for 16 months. Her name is Alexia. She is 16 years old, 5 feet, 6 inches tall. She has blue eyes, blonde hair and is 6 months pregnant.

There were six children and both natural parents in the home at the time that I first met Alexia. The children, five girls and one boy, ranged in age from 17 years to 1 year (the boy). Alexia is the third child. At that time the sisters on both sides of Alexia were also involved with the court and were starting the volunteer program at the same time.

I characterize the family as eight emotionally starved people trying to get support from everyone around them and not having enough to freely give to anyone else. Their home life was chaotic.

The parents are insecure people caught up in a cycle of putting the other one down to build themselves up. The mother usually landed on the bottom. Parenting skills are limited in both individuals.

As each of the four older children reached their teens they began to dominate their mother and learned to successfully manipulate their father. At that time the mother had become totally overpowered by the three oldest girls. The fourth was soon to gain the same control. I and the two other volunteers were seen as rescuers. Consequently, we had "parental support", but due to the limited parental skills I often felt as if I was doing more mothering than the mother was. This was not my job. In fact, I felt that I would soon be undermining myself if I didn't refrain from doing it. I tried, instead, to help Alexia's mother with parenting skills when specific incidences arose.

Alexia and I met for the first time with her Probation Officer. I was informed of her court, school, and family history before she and her mother were brought in. The basic goals for each of us were spelled out. I then took Alexia home. I detoured by the way of the ice cream shop where we discussed our expectations of each other. With that taken care of we turned our attention to sports, music, school and becoming friends. When we reached her home we exchanged addresses and phone numbers. Before leaving I set up a time to call her the following week.

I decided on several goals for the first few months. First, I wanted Alexia to learn to trust me, second, to learn the importance of honesty, thirdly, to help her cope with her mistakes. I felt that non-threatening and non-demanding situations were a good way to begin toward these goals. Therefore, our first two months together were spent at ice cream shops, parks, movies, shopping, etc., anything that we could have fun doing and fun doing together. I emphasize "we". Alexia was as much a part of the relationship as I was. Consequently, we were both involved with the planning of our activities.

The first few months were filled with many phone calls and greetings from her mother saying that Alexia had skipped school, had lied or had been impossible. I would take a deep breath, sit down and listen to her. Then Alexia and I would find a quiet place to talk. After hearing Alexia's story we would discuss what the mother had said and how she had said it. I felt that this would help understand her mother better. Also, if she were ever in a similar situation this would help her find different ways of coping. Finally, we would discuss ways that Alexia could have prevented the problem and alternate ways that she could have dealt with the problem once it had arisen. These talks, which were frequent, helped to build a trust between us.

Alexia reoffended after our third month together. She and some friends were arrested for making bomb threats. Their longing for excitement on a boring afternoon turned into a stay in detention. I went down to see her. We talked and for once she didn't bombard me with rationalizations. Alexia had a talent for shirking responsibilities. Her rationalization abilities were well developed. She admitted her actions were important to me. She was taken to court and placed on probation. The continuance of our relationship was included in the court order.

During the next few months Alexia and I concentrated on her homework. She worked hard to improve her grades and work her way off probation. I worked hard at showing her how to have fun without spending money or getting into trouble.

When spring came we started taking trips to the zoo, the beach, hiking, etc. My camera went along. I had suggested that we start a photo album. Alexia was enthused with the idea. We decided to go half and half. We each bought an album. Alexia bought the film. I paid for the developing and we split the cost of the reprints. It was fun to watch her with the camera. At first I had to encourage her to use it. Soon she was snapping pictures of everything she saw. Photography added a new demension to our outings. We both enjoyed it.

In November Alexia was dismissed from probation. Her grades had improved. Her attitude was better and her home life was somewhat quieter. It was time for me to start phasing myself out.

I was seeing her about once every two weeks when I received a call to come to talk with her after work. Alexia had "ran away". She had been to a party and had fallen asleep. Since it was late and because it was a long distance she had decided not to call home and spent the night at a friend's house. The

next day a friend had driven her home. The old Alexia was coming back. I was worried.

At this time several things happened. First, the oldest sister married. Then Alexia's acting out behavior worsened resulting in a trip to detention. After a couple days she was released pending her court hearing. The second sister and Alexia, within a short time afterwards, forged two of their parent's checks. The second sister was given a diagnostic evaluation and then placed in a girls' home outside of the county. In two months Alexia's world had been turned upside down. She had been close to both of her older sisters. Now she was at home without their support having to face her parents and the pending court hearing.

Alexia was reduced to tears at the hearing. She was placed on strict probation in the Special Supervision Unit and assigned to a new Probation Officer. That was a few months ago. Shortly afterwards she became more relaxed and happier. About a month later she told me she was pregnant. I expected her mother to explode, but she didn't. In fact, she has been more supportive to Alexia. The pregnancy has added more financial stresses to the family, but it seems to have had a calming affect on both Alexia and her mother. At this time Alexia is planning to keep her baby. Whether these two changes will add more stress to the family will remain to be seen. However, I feel that Alexia is better able to cope with it today than she was 16 months ago. She has reoffended several times, but she has improved many necessary survival skills, i.e., her ability to communicate feelings, to cope with stress situations, to relate to people, etc. I feel that her greater strength in these areas will help her succeed in the future.

EVALUATIONS BY A VOLUNTEER

I became interested in the Volunteer Program through a forum class interested in local social problems. Barbara Howard, the Volunteer Coordinator for District-Juvenile Court, spoke to our group. The class as a whole and individually asked, "What can we do?" She pointed out several areas where Volunteers are needed; group activities, transportation, snacks and one to one counseling by non-professionals. I thought about it. "There is more that I could do with my life, part of it could be given to help someone else."

My occupation does not deal with the social services. I am an insurance agent but I felt here was a way to help young people to understand and cope with life. No matter how small a part I might play in the lives of others, each encounter adds to both of our growth.

MATCH 1

I first worked with a 65 year old man with a serious drinking problem and an ailing wife. He had been in and out of jail several times. After being with him a short time I felt if there was some way for him to control his money it might last until the next pay day. I went to the bank and made arrangements to have their Social Security checks to go to the bank. With the help of the bank 5 checks were issued for his monthly bills, also one a week for groceries. Both he and his wife signed the authorization. The plan failed! He withdrew all the money within one week. The man was unable to control his drinking.

MATCH 11

The next match was a young 24 year old man with a wife and 3 children; he too had a drinking problem. I felt my best way to help him was to help the entire family. Both husband and wife had border-line intelligence with no social skills.

They had no parenting skills. The wife had tried to get the children into Head Start but without any success. After several telephone calls and help from the Volunteer Coordinator, Head Start provided multi-services for all family members. In addition, I attempted to have my Probationer obtain his G.E.D. Because of limited skills and intelligence, he did not follow through with the classes. Although he was willing to attend free reading classes, he would attend only if I provided the transportation.

During our 3 month relationship, he had 3 jobs and was either fired or quit after only 1 week of employment. He was terminated from the service station job due to his inability to make change.

They felt the solution to their problems was to leave town and tell no one!!!

Because of an operation and other matters I didn't accept another match until mid-winter.

MATCH 111

I am presently working with a 31 year old male. He was twice referred to the Court for being drunk in public and assaulting a police officer. The Probation Officer felt he needed a Volunteer because he was a very lonely anti-social human being with no social skills. His alcohol problem, the Probation Officer felt, was to fill the void in his life.

As we began meeting, although our first meetings were cordial, I sensed he felt I was an authority figure or perhaps a stuffed shirt. It wasn't until I showed him that I was a person like himself that he dropped the "Stand-Offish" attitude.

Since then we have made tremendous progress. Every Wednesday evening we usually go to dinner, listen to music or visit friends of mine.

Recently he has shown marked improved social skills. He is able to attend dances and converse with casual acquaintances. Recently he related to me Wednesday evenings were the only time he felt totally relaxed and free from wrong.

He is a conscientious worker, and a fanatic about paying his bills, to the point of depriving himself of proper food and housing. His most prized possession, an expensive motorcycle was recently demolished through no fault of his. After this crisis, his first action was to call me instead of his usual problem solving-drinking.

Our friendship deepens weekly. He has dinner at our home, helped me with projects. He trusts me as a friend. Changes are taking place. His personal appearance has improved as well as his ability to spend money for improving his home environment.

Whenever we do something for others there is a counter balance that comes back to the giver. I've had many rewards through personal challenges, new interests, pleasure from seeing other people accomplish improvement in their lives, and a deeper understanding of people and life.

I'm glad I've had this opportunity.

VOLUNTEER EVALUATION

I was first introduced to the Vancouver Junvenile Program via a friend when I toured the detention facility, and acting on a subdued longing to do something to help kids, I contacted Barb Howard as a possible volunteer.

After talking with Barb, we jointly decided to have me begin as a volunteer worker in the detention facility, as I was not sure if I'd be able, emotionally, to handle the concerns and restraints of the kids. I began in October, 1975 and by February, 1976, I knew I'd be able to handle a more personal relationship in a one-to-one match.

I was assigned to Julie Fry, 13, one of three sisters involved in the Juvenile Court's One-to-One Program.

Julie had problems in control and communication at home, school, and in public. Her grades were very poor. Her attitude was negative, and she lacked personal responsibility in her family life.

Julie and I met once a week (sometimes more) for a fun time, a study time or a library outing. At first she was shy, quiet and not too enthusiastic about my being around. As time went on and we got to know each other better we talked out problems, concerns, and in general, what I and the Law expected of her.

Julie's grades improved, her attitudes toward school, authority, responsibility and self worth improved greatly! She tried to find work and she offered to do more around the house.

Julie was released from probation three months early due to her

improvement in responsibility and attitudes regarding school, home and the Law in general.

All in all, I think Julie learned a very good lesson and matured a great deal due to this experience and our relationship. I know I learned a great deal! Julie and I have continued to see each other since the end of the one-to-one program as we had become friends.

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