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EVALUATION PROGRESS REPORT (Report #4)

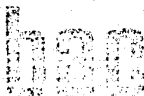
Project

WASHINGTON URBAN LEAGUE
YOUTH ACTIVATION CENTER
651 Florida Avenue,
Washington, D. C.

Period Covered;
August 1, - December, 1976

A project supported by the
Law Enforcement Assistance Administration

1235 - 15th St. N.W., Suite 608



Washington, D.C. 20005

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This report covers the period of August 1 - October 31, 1976, and is the final of four evaluation reports submitted to the Washington Urban League, by the external evaluation contractor for its LEAA funded Youth Arbitration Center project.

This report is designed to provide the sponsoring organization, the funding agency, the YAC project and the Evaluation unit with:

- accurate, established baseline data for PINS trends in the District of Columbia and Service Area Six, in order to establish a measurement base for second year comparison of PINS indices in Service Area 6;
- assessment of the Arbitration Center's progress toward statistically achieving its proposed objectives and goals;
- an assessment of project services by type and frequency presented to establish a baseline for the study of impact of treatment modalities on the project participants' behavior (non-adjudicated and adjudicated PINS);
- preliminary observations on tracking of terminated YAC cases;
- preliminary observations drawn from Parent-Child Pre-Counseling Inventory sample;
- a summary of major evaluation observations and limitations with recommendations toward the second year's evaluation effort.

I.

INTRODUCTION

In September, 1975, the Washington Urban League received a demonstration Grant from LEAA pursuant to the 1974, Juvenile Justice and Delinquency Prevention Act, to divert and serve status offenders in the District of Columbia's Service Area Six. This demonstration "diversion" project came under one of the "Act's" stipulations required that "status offenders" be removed from juvenile detention or correctional facilities within two years. The "status offender" often known as a "person in need of supervision" is a child who comes under the jurisdiction of the Juvenile Court for offenses (non-criminal) that would not be crimes if committed by adults.

The "Act" explicitly identified the desire of Congress to do whatever possible to: (1) prevent children from becoming delinquent; (2) to defer contact with traditional juvenile justice agencies as long as possible; and (3) to insure that the institutionalization of children takes place only as a last resort with discrete separation between status and non-status offenders. The Washington Urban League's Youth Arbitration Center (YAC) is focused on the first two desires of Congress stated above, that is, prevention and deferring official contact, thus YAC and the Evaluation Project most often servicing and describing "pre-adjudication" or "alleged" type behavior represents a new area of purposeful, systematic youth service and inquiry, and is not without its problems or potential for significant early intervention.

In 1970, the D.C. Court Reform Act established the classification known by the acronym, PINS. Also known --even before Court Reform Act-- is that the children and youth who have been adjudicated by the Courts as status offenders/PINS are usually beyond the control of their parents (or guardians) or because of repeated school truancy and improper school conduct.

Annually, the District of Columbia's adjudicated PINS cases have varied over the seven year period of 1970-76 from a low of 590, in the first project year (1976) to a peak of 1, 025, averaging between 49.2 to 85.4 PINS case per month. Tables I and II below display full detail on seven year PINS trends and annual case count averages. While at this time it cannot definitely be attributed to the YAC demonstration project, it can be observed that the lowest frequencies occurred during the project year.

TABLE I.

CITYWIDE PINS CASE TRENDS : 1970 - 1976
By Referral Reason and Year

- SEVEN YEAR-

PINS CASES --	1976	1975	1974	1973	1972	1971	1970
	590	604	702	1025	952	873	799
REFERRAL REASONS:	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Beyond Control (Ungovernable)	276	287	265	503	322	366	511
2. Interstate Compact Agreement*	233	229	262	301	136	NA	NA
3. Truancy: A. School	67	57	94	92	276	237	226
B. Home	4	21	69	98	154	214	22
4. Other	10	10	12	31	73	56	40

Source of data, D.C. Superior Court Research and Planning Division.

*The majority of the Interstate Compact Agreements are cases in which the incident occurred in Maryland and Virginia, respectively.

TABLE II.

AVERAGE MONTHLY PINS REFERRAL RATES
-CASES CITYWIDE-

YEAR	A.M.R.R.
1976	49.2
1975	50.3
1974	58.5
1973	85.4
1972	79.3
1971	72.8
1970	66.6
Seven Year Monthly Average	66.0

The project's more difficult comparison dilemma is that of accurately identifying for the year(s) prior to the YAC project those children referred to the Court from the 6th Service Area, but not accepted for formal processing toward possible adjudication. However, for the project year, this discrete data has been determined. Three (3) cases were adjudicated and 110 cases were referred to the project for service; the 1976 adjudication to service ratio in Service Area 6 was: 36.7.

With the project's adjudication to service ratio, it could be hypothesized that for the 44 adjudications (estimated by using the Court's percentage for Service Area Six adjudications) from Service Area Six in 1975, there may have been as many as 1,614.8 who found neither court or external services available. Thus, the 1975 potential catchment universe may have been as great as 1,658.8, as compared with a universe of 113 for the project's first service year. Thus a display of Service Area Six PINS universe possibilities would be as follows:

	<u>1976</u>	<u>1975</u>
Adjudicated	3	44
Referred for Service	110	1614.8
Possible Universe	113	1658.8

While the limitation of data from previous years on cases not accepted for adjudication "alleged" or "pre-PINS" behavior, remains an elusive problem, YAC's baseline frequency data on referrals and services will facilitate greater comparability during the 1977 project year.

II.

HIGHLIGHTS OF PROGRESS AND INITIAL FINDINGS

This section of the Evaluation Report briefly highlight areas of progress and initial findings, which appear in more detail in the body of the report. It has been designed to relate the original Arbitration Center objectives to the major tasks of the Evaluation contractor.

1. Stated from available case frequency project data (see chart 3), the Arbitration Center has exceeded its original caseload goal of 100 families and over 300 other family members. YAC has exceeded 110 case units, 195 cases and 345 other family members (see Table 8.).
2. It is maintained by the Evaluation Team and the Court's Division of Probation and Research that in view of the fact that the Arbitration Center is the only diversion program in Service Area Six, YAC is the most likely factor accounting for what appears to be, on the third data run, a 78.6% decrease in youth referred to Court for disposition from Service Area Six.

The program began receiving referrals in February, 1976. PINS cases requiring Court dispositions from Service Area Six dropped from 44 in 1975, the year preceeding YAC's services to four (4) through December, 1976. If this remains a reasonable assumption over the next computer runs, it can be concluded that YAC will be providing a viable alternative to Court dispositions, which could be expanded to all status offenders in the District.

3. Through November, 1976, in a follow-up sample survey, four (4) of nineteen (19) YAC youth served (primary clients) have had second referrals to the Juvenile Justice System (2 for alleged PINS behavior and 2 for planned counseling), suggesting an initial "recitivist" rate of "0".

A study of terminated cases is now designed to track progress or future difficulties of previous clients. Sample questionnaires are found in the Programmatic Observations.

4. The YAC Client Referral Frequency Distribution: The client referral reasons and in-school problems (Table VI, A.) remain concentrated at the levels of adolescent development, junior high school settings, academic achievement problems, and attitudinal-behavioral problems. While not a new observation on pre-delinquency behavior and preventive services, it does reinforce YAC's growing relationship with the Public Schools, suggesting that it should be strengthened and maintained.

5. YAC appears to be having a positive impact on improving interpersonal relationships between youth and their families. This is evident by the fact that the family, generally remains together, the service being necessary to find emergency shelter for only nine youth. Additionally, non-continuation (termination and bodies) in the program beyond thirty days correlates with having received the initial crisis counseling and initiating the interactive assessment process. Forms for the study of termination are included in Section .

III.

INDEX OF DELINQUENCY AND PINS TRENDS

This section of the report continues to describe the frequency and characteristics of anti-social juvenile behavior within the District of Columbia, as available through the Family Division of the Superior Court, Probation and Research Sections. This portion of the report responds to the Evaluation Project's responsibility to provide annual comparisons between juvenile "crime" rates, during the YAC program period and for previous years.

A six year summary between 1970 - 1975, the general trend in delinquency and PINS cases referred to the Court indicates that the four uniform crime reporting areas constitute the following percentages of juvenile activity in the District of Columbia:

	<u>MEAN %</u>	<u>1975 %</u>
Acts against the person (Assault, homicide, robbery, rape, etc.)	27	32
Acts against property (Burglary, stolen auto, damage to property, etc.)	47	46
Acts against the Public order (Disorderly conduct, narcotics etc.)	15	14
Persons in need of Supervision (Truancy and beyond control)	11	8

In a closer look at the 11% six year average in the PINS category, a slight decline to 8% is observed after peaking at 14% in 1972 and 1973.

5	10	10	14	14	10	8	115
YEAR	1970	1971	1972	1973	1974	1975	Avg.

Even over an eleven year period with an average annual PINS rate of 9.8%, the 1975, 8% PINS referral rate is the lowest since 1968. It is believed that the decrease in PINS referrals may be related to the increase in delinquency referrals, most likely due to the pressures and priorities on the Court from a 1975, 6% increase in "acts against the person". Notwithstanding the current decrease in overall adjudicated PINS cases in Service Area Six, -- the YAC Program area-- experienced a 90.9% decline in PINS cases disposed of by the Court, since YAC services began in 1976. In 1975, estimated Service Area Six adjudications were 44 and 4 during the project year of 1965.

Below, a series of tables display currently available trends in baseline data; -- categorized by "cases" and "children", sex, referral reasons, and delinquency patterns for the District of Columbia's nine Service Areas. The overall trend for both children and cases referred to Court indicates a continuing general decline in all categories of referral except "neglect".

TABLE 3. 1970-76 DELINQUENCY, PINS AND NEGLECT : BY TYPE OF REFERRAL, NUMBER OF CHILDREN AND CASES

-A Six Year Overview-

YEARS	TOTAL		DELINQUENCY AND PINS		NEGLECT	
	CASES	CHILDREN	CASES	CHILDREN	CASES	CHILDREN
1976	7,391	NA	6,826	4,984	565	539
1975	7,756	5,709	7,212	5,170	544	539
1974	7,772	5,741	7,079	5,054	693	687
1973	7,991	6,084	7,340	5,439	651	645
1972	7,404	5,569	6,875	5,042	529	527
1971	8,816	6,547	8,375	6,117	441	43
1970	8,796	5,921	8,175	5,306	621	61

TABLE 4, below, examines referral by sex. It is interesting to note that the referral of girls are consistently high in PINS and low in delinquency.

TABLE 4. 1974-76 COMPARISON OF CHILDREN REFERRED : FOR REASONS OF DELINQUENCY, PINS AND NEGLECT

YEARE	TOTAL CHILDREN	PINS CHILDREN			DELINQUENT CHILDREN			NEGLECTED CHILDREN		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1976	NA	191	316	507	3954	523	4477	NA	NA	NA
1975	5709	184	267	451	4190	529	4719	287	252	539
1974	5741	233	291	529	4048	482	4530	340	347	687
		(decrease)			(increase)			(decrease)		

Data for computing percentage frequencies for children is currently unavailable to update Table 4a. below.

TABLE 4a. 1974-76 PERCENTAGE COMPARISON OF CHILDREN REFERRED : FOR DELINQUENCY, PINS AND NEGLECT

YEAR	TOTAL CHILDREN	PINS	DELINQUENT	NEGLECT
1976	NA	NA	NA	NA
1975	5709	7.9	82.6	9.4
1974	5741	9.1	78.9	12.0

Table 5. displays the continuing decline in PINS trends, as summarized over seven years, column 1./1976, representing the YAC Project year. While the 6th Service Area had only four (4) youth in the 1976 PINS total of 590, it is still not possible to break out PINS activity for all service areas through available Court planning and research data. Thus, YAC has been unable to clearly determine its impact on the flow PINS case to Court which could be the result of the general four year

decline in referrals. While YAC and the Evaluation Team would like to lay claim to this decline, it will not be statistically possible until 1977 project data is compared with presently available 1976 project baseline data.

TABLE 5. PINS CASE TRENDS
1970 - 1976

-SEVEN YEAR INDEX-

	1976	1975	1974	1973	1972	1971	1970
PINS CASES ----	590	604	702	1025	952	873	799
REFERRAL REASONS	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Beyond Control (Ungovernable)	276	287	265	503	322	366	511
2. Interstate Compact Agreement*	233	229	262	301	136	NA	NA
3. Truancy: A. School	67	57	94	92	276	237	226
B. Home	4	21	69	98	154	214	22
4. Other	10	10	12	31	73	56	40

*The majority of the Interstate Compact Agreements are cases in which the incident occurred in Maryland and Virginia, respectively.

--the primary data source is: Division of Planning and Research, D.C. Superior Court.

Table 6 further refines 1976 Citywide PINS case trends by the month to examine the continuing four(4) year decline in PINS cases. The observation of the months following the YAC's first cases, February-December 1976, indicate a continuing decline in 1976 except for July. It is the Evaluation Team's feeling that this 1976 decline can be attributed to the presence of YAC. This perception will be more measurable during the 1977 project year due to now available baseline data and refinements in the courts data collection system. The median age in 1976 continues at 15.6 years for the city.

TABLE 6.

1976 MONTHLY PINS CASE TRENDS*
- Citywide -

1976 PINS	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ACCUMULATIVE TOTALS	
													N	%
<u>REFERRAL REASONS:</u>														
1. Beyond Control (ungovernable)	31	27	30	23	18	23	39	23	17	11	16	18	276	46.8
2. Interstate Contract Agreement	13	16	24	28	17	19	20	18	22	24	18	14	233	39.5
3. Truancy: School Home	15	14	7	7	18	--	1	5	--	--	--	--	67	11.4
	--	--	1	2	1	--	--	--	--	--	--	--	4	.6
4. Other	2	1	--	2	--	1	2	--	--	1	--	1	10	1.7
TOTALS: PINS Cases	61	58	62	62	54	43	62	46	39	36	34	33	590	100%

*This table is presented as an update to Table 6., included in BAC's third Evaluation Report, March 1 - July 30, 1976.

- Source of Data: D.C. Superior Court, Planning and Research Division.

- Average Monthly Case Referral Rate is 54.1 Cases.

IV.

YOUTH ARBITRATION CENTER
ORGANIZATIONAL AND SERVICE DEVELOPMENT

While faced with the current refunding dilemma, the staff positions of the Youth Arbitration Center have been filled and continue to function in their respective roles as shown below:

Project Director
Clinical Director
Three Family Counselors
One Educational Specialist
One Youth Coordinator
One Community Resource Specialist
Three Social Service Aides
Administrative Assistant
Secretary

Time-wise, the project did appear to progress. There was obvious evidence of the professional growth of the staff -- their ability to accept professional critical analysis; their ability to present progressively clearer case diagnosis and prognosis; the casual observation of rapport between client and counselor; the obvious staff concern for the project's progress and growth.

The three aide positions are filled by Social Service students; one working toward a Master's Degree in Rehabilitation Counseling at George Washington University; another, a Master's Degree student in Social Work at Howard University, School of Social Work; and the other is a senior at Federal City College, Department of Social Work.

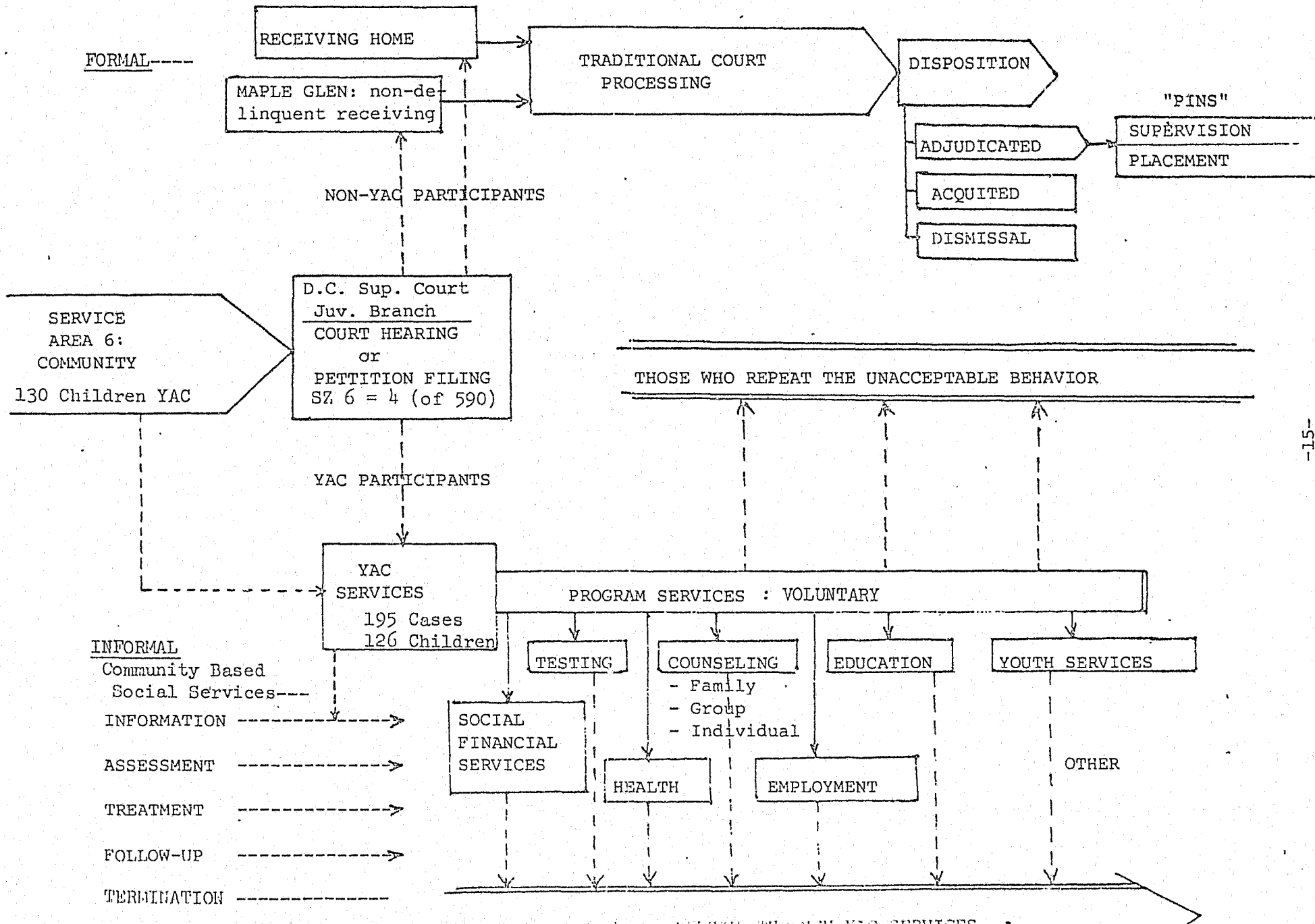
The Youth Arbitration Center describes as eligible, any District of Columbia resident of Service Area Six, as eligible for services being offered by the program. The services offered are in response to the needs of status offending youth and their families, arrest or formal petition need not be the basis for referral. The project accepts any

status offending youth between the ages of seven (7) and seventeen (17), the only condition being that both the youth and the parent or guardian agree to take part. Although in some special situations, youth may be accepted without parental involvement. Such has not been the situation to date.

Chart I, District of Columbia/YAC Diversionary Flow Chart, graphically presents how a child moves through the informal voluntary youth service process or through the formal Juvenile Justice System.

FLOW OF DIVERSIONARY CASES: YAC

CHART I.



The pre-adjudicated youth is greatly in need of a support system, which was one of the objectives of YAC. As a support system, it could provide the youth with both psychological development, essential to good mental health and his ethics, both of which would eventually lead to his becoming a fully productive individual within the system. YAC's responsibility for diverting youth from correctional system incarceration is vital to the community, as it relates to both manpower in the labor market and the nation's economy.

V.

PROGRAMMATIC OBSERVATIONS

The project's primary goal is to provide crisis intervention, family counseling and other needed services to status offending and pre-status offending youth and their families, experiencing conflict likely to threaten family break-up. The client population referred and receiving services include those families throughout the District of Columbia's Service Area Six. By providing services through a voluntary short-term (30 -90 day) treatment plan, YAC aids greatly in reducing the number of family minors coming in contact with the Juvenile Justice System of the District of Columbia, thereby discouraging their detention and incarceration, a secondary project goal.

To provide these diversion and crisis intervention services, the staff uses the methods and techniques of:

- assessment, family therapy;
- educational services
- individual and group counseling;
- non-binding arbitration and mediation;
- short-term emergency living facilities for youth;
- referrals to other social services;
- individualized assistance in solving pressing problems;
- recreational services;
- twenty-four hours --seven days a week-- crisis assistance;and
- training and consultation (continued professional development) for project staff.

A. Caseload Patterns:

The previous research report charted a brief YAC referral profile of the project's first sixty-seven (67) case units or one hundred-twenty (120) cases. This current report provides the first indepth examination of YAC client characteristics and patterns.

The objective of this section is to begin to establish potentially comparative baseline data for Service Area Six, to enable District-wide and Court referred comparisons. Such baseline data regarding non-adjudicated referred "PINS type" cases does not currently exist. Additionally, court referred PINS cases are not recorded by service area, but by probation officers and offense category. Thus, such baseline information can currently be collected only through such a project as the Youth Arbitration Center, in collaboration with the Court's Probation and Research Divisions.

During YAC's first year --December, 1975 - December, 1976: 110 case units, 195 cases and 345 family members were handled primarily between February and December. Of the 110 received, 34 were closed as of December 30, with 26 remaining active. (See Table 7.)

TABLE 7. TABULATION OF "PINS" FROM SERVICE AREA SIX
 -YAC began receiving referrals February, 1976-

NUMBER OF CASE UNITS ¹	NUMBER OF CASES ²	NUMBER OF PRIMARY CLIENTS ³ (CHILDREN)	NUMBER OF SECONDARY CLIENTS ⁴ (other family members)	NUMBER OF CHILDREN REFERRED TO COURT
(1)	(2)	(3)	(4)	(5)
110	195	126	345	1976 1975 4 44

This method of case counting has been adopted to facilitate correlation with the District of Columbia's Juvenile Court statistical methods, as reflected in columns (2) and (3). (Total Number of Clients = 471).

¹ A "case folder" is the file unit for a client and his/her family.

² A "case" (similar to the definition used by the Court) is one or more complaints (referral reasons) against a child referred to YAC by one source.

³ Primary client(s) is that or those family members for whom the original YAC referral was made.

TABLE 7a

YAC REFERRAL REASON FREQUENCY, DISTRIBUTION/SERVICE AREA SIX
-CASE LOAD PROFILE-

COLUMN KEY	REFERRAL REASON*	NUMBER	RANK	PERCENTAGE
(1)	Consent Decree	4	(10)	2.1
(2)	Truancy	51	(1)	26.1
(3)	Habitual Disobedience	12	(5)	6.2
(4)	Ungovernable	34	(2)	17.4
(5)	Disruptive Family Conflict (DFC)	8	(7)	4.1
(6)	History of Interper- sonal Tension (HIT)	7	(9)	3.6
(7)	Absconder	2	(13)	1.0
(8)	Runaway	8	(8)	4.1
(9)	Malicious Mischief	2	(14)	1.0
(10)	Drinking	-0-	(15)	-0-
(11)	Drug Use	4	(12)	2.1
(12)	Sexually Aggressive and Promiscuity	4	(11)	2.1
(13)	Theft	9	(6)	4.6
(14)	Curfew Violations	25	(3)	12.8
(15)	Others (fighting, failing in school, "bad" company)	<u>25</u>	(4)	<u>12.8</u>
	TOTAL:	195		100%

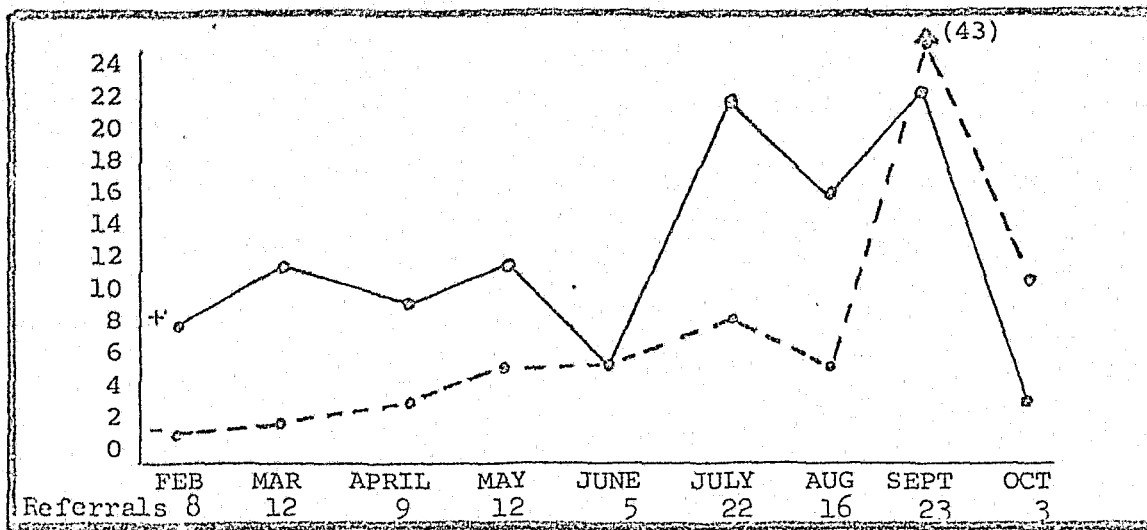
-- Singular Reasons	52	47.3
-- Multiple Reasons	<u>58</u>	<u>52.7</u>
TOTAL:	110	100%

*Terms taken from Monthly Court Case Count
Form I, as completed by YAC staff.

Table 7a, above, provide a discrete analysis of YAC's 195 cases involving services to the 126 children committing the referred status offenses. 52.7% of the YAC referred youth came with multiple reasons. An examination of the five reasons most frequently referred we continue to observe almost a 50% ratio between school and family related reasons. The five most frequently encountered reasons account for 74.3% of all referrals; 38.9% school related concerns and 35.4% family related concerns. This frequency continues to support the primary emphases of family and school related intervention services offered by the YAC project.

CHART II.

YAC MONTHLY "PINS" CASE REFERRAL AND CLOSURE RATE



+ Referrals
 - Terminations

COUNSELING SERVICES

The project utilizes increasingly, the findings of psychologist and psychiatrist in the determination and development of treatment alternatives for family members. From the initial intake and assessment procedures, YAC's many services have been made available to the primary client and family members. Truancy and poor school performance have been among the major problems encountered by project clients, often leading to a kind of defensive, ungovernable attitude. Thus, it is observed that academic performance has been evaluated in 57 (52%) of the 110 primary clients by YAC's Educational Specialist, in relationship to behavioral difficulties presented. School problems were further indicated as a significant PINS influence in consultation with parents, from youth themselves, from school records, and/or from school officials. Of this group, twenty (18.1%) of the youth required testing and sixteen (14.5%) were receiving tutoring, in addition to other project services.

The Youth Coordinator and the Resource Specialist have made available other needed program services. Five of the case families (4.5%) secured housing, nine (8.1%) of the 110 youth were placed in temporary living settings; ten families (9.1%) have received emergency financial aid; another eight families were provided clothing; twenty (18.1%) youth were placed in summer jobs; forty-two (38.1%) received medical exams; and twenty-one (19.1%) have received dental exams. Numerous social and recreational activities have been planned and carried out for both project youth and families.

TABLE 11

*TYPES OF SERVICES USED

SERVICE	YOUTH	PARENT	FAMILY	
Family Counseling			31	
Individual Counseling	29	17		
Parent Group		16		
Youth Groups	287			
Emergency Shelter	9			
Employment Referral/Placement	20			
Recreation	347			
Alcohol & Drug Abuse Treatment and Referral		2		
Mental Health Program - Psychological Evaluations	19			
Family Housing Assistance			5	
Summer Lunch Program	2			
Tutorial Service	16			
Psychiatric Evaluations	5	1		
Dental Examinations	21			
Emergency Clothing			9	
Educational Testing/Evaluation	57			
Medical Examinations	42			
Returned to School	10			
Referrals to Other Treatment Programs	13	2	1	
Emergency Financial Aid			10	
TOTALS	877	38	56	971
Average Number of Services per Case Unit:				8.8

Primary services, which are of a treatment nature and rendered by YAC Family Counselors and Clinical Psychologist to the families include: Family Counseling; Educational Counseling; Parent Group; Youth Group; and the Female Youth Group. These services are rendered generally on a weekly basis and at other specific scheduled times. Table 11 which follows, lists the YAC services and their frequency of use by case participants, concluding with a 8.8 average for service involvements per unit.

Tables 12 and 13 offer educational information, regarding school participation and grade level of YAC - Service Area Six Youth. More than three fourths of YAC's clients are enrolled in school. This may be an understatement, as 30 youth's educational status is currently unknown.

TABLE 12

YAC YOUTH PRESENTLY IN SCHOOL

	<u>NUMBER</u>	<u>PERCENTAGE</u>
YES	69	62.7
NO	11	10.0
UNKNOWN	30	27.3
TOTAL	<u>110</u>	<u>100%</u>

TABLE 13

EDUCATIONAL LEVEL OF YAC PARTICIPANTS
PRESENT GRADE

	<u>NUMBER</u>	<u>PERCENTAGE</u>
ELEMENTARY	12	10.9
SEVENTH	14	12.7
EIGHTH	17	15.5
NINTH	18	16.4
TENTH	5	4.5
ELEVENTH	1	.9
TWELTH	2	1.8
UNKNOWN	41	37.3
TOTAL	<u>110</u>	<u>100%</u>

YAC participants tend to be concentrated between the elementary and 9th grades, with a median age of 15.6 years. This observation tends to reinforce the need for a close school project relation as indicated in the comments under Table 7a.

TABLE 14

HAVE YOU HAD PREVIOUS INVOLVEMENT WITH JUVENILE COURT?

- Prior to entry into YAC Project -

	<u>NUMBER</u>	<u>PERCENTAGE</u>
YES	15	13.6
NO	82	74.6
UNKNOWN	<u>13</u>	<u>11.8</u>
TOTAL	<u>110</u>	<u>100%</u>

TABLE 15

EMPLOYMENT STATUS OF YAC YOUTH

	<u>NUMBER</u>	<u>PERCENTAGE</u>
EMPLOYED	7	6.4
UNEMPLOYED	54	49.1
EMPLOYED PART-TIME	-0-	-0-
SEEKING EMPLOYMENT	10	9.1
UNKNOWN	<u>39</u>	<u>35.4</u>
TOTAL	<u>110</u>	<u>100%</u>

Table 14 indicates that, of the 110 cases received, only 15 (14%) had any previous involvement with Juvenile Court. Although information on 13 (12%) of the youth indicated they were employed, while 54 (49.0%) were unemployed. Ten (9.1%) youth are presently seeking employment and information on the employment status of 39 (35.5%) is unknown (See Table 15).

TABLE 16

AGE AND SEX OF YAC SERVICED CLIENTS

AGE	NUMBER	PERCENTAGE	MALE	PERCENTAGE	FEMALE	PERCENTAGE
10	3	2.7	3	2.7	-	-
11	4	3.6	2	1.8	2	1.8
12	6	5.5	3	2.7	3	2.7
13	14	12.7	8	7.3	6	5.5
14	19	17.3	6	5.5	13	11.8
15	27	24.6	16	14.6	11	10.0
16	16	14.6	10	9.0	6	5.5
17	5	4.5	-	-	5	4.5
18	3	2.7	-	-	3	2.7
NI	13	11.8	7	6.4	6	5.5
TOTAL	110	100%	55	50%	55	50%

In Table 16 it is observed that less than one percent of the clients were white, with the majority being Black. Of the 110 clients 50% were male and 50% were female. Client ages range from 10 to 18. Sixty-nine (69) percent of the youth fall within an age range of 13 and 16, with a median age of 15.6.

A. INITIAL OBSERVATIONS ON YAC PARENT-CHILD RELATIONS :
A PARENT-CHILD PRE-COUNSELING INVENTORY

The third Evaluation Report described the methodology for the design to assess the impact of the Arbitration Center services on client behavior measured over three time intervals. This current report examines the evaluation team's initial pre-test observations on baseline behavioral data from the use of a modified PARENT-CHILD PRE-COUNSELING INVENTORY (PCPCI). This assessment instrument was selected and revised for the YAC project for its applicability to both the interest of evaluation research and clinical assessment potential. Specifically, the PCPCI instrument facilitates a direct focus on the dynamics (frequency, structure and scope) of the parent-child relationship at the levels of family interaction, decision-making, communication, behavior exchanges, privileges and responsibilities.

The PCPCI was used to assess parent(s)/child(ren) interaction within the ecological environments of the family. Several families (N=20) with children, who require special attention were administered the instruments as a pre-test. The children have had problems adjusting to their home and school environments; and therefore were referred by parent(s), Social Service Division, Superior Court; schools and others to the YAC program.

The data were collected mainly in home interviews; and some were collected at the Arbitration Center. Analysis of the data reveals several factors that appear to be crucial in planning family intervention

strategies, as well as applicability for evaluation reporting. In general, problems in compatibility of the match, between the child's home and school situations may result from a lack of parental control (e.g., disciplines, rules and nurturance) and a misunderstanding by the child of what is expected of him/her.

The outline for the present analysis and results involves basic demographic variables concerning the sample and selected variables for comparison of the responses of parent(s) and child(ren) to similar questionnaire items.

DEMOGRAPHIC VARIABLES

The relationship of the "parent figure" to the "identified child" was the first factor to be considered. Eighty-five percent (85%), (N=17) of the respondents were the natural or biological mother of the identified child. Ten percent (10%), (N=2) were grandmother to the child; and 5%, (N=1) was a mother via adoption process. Therefore, the majority of the children stay in the parents' homes and not with other relatives or non-relatives. This factor seems important to the link between potential power or influence, through kinship, versus an unrelated parental or foster situation, which may not possess this potential influence over the child's behavior.

The marital status of the mothers revealed 20% married; 10% widowed; 65% separated and 5% (N=1) for the no response rates. Interestingly enough, 75% of the families interviewed were female parent families, raising the identified child without the aid of a husband.

The age of these mothers ranged from 21-53, ($\bar{x} = 39.1$ yrs; $N=17$). The demographic data on the identified child revealed that there were equal numbers of male and female children ($N=10$). The mean age for the males was 15.4 yrs. (range 12-17; $S = 2.4$). The mean age for the females was 13.8 yrs. (range 10-17; $S = 2.4$). The mean number of children per family is 4.0 (2.0 males; 2.0 females).

DESCRIPTIVE DATA

Numerous questions were posed to the parent and identified child dealing with the home and school ecological environments. The match between these two environments can play a vital role in the adequate development of the child.

A preliminary analysis of the data reveals a general factor of parental degree of control vs. lack of control over the child's values, role perceptions, behavior intentions and expectation of reinforcement. In short, it appears that both parent and child are ambivalent as to who is in charge.

Question A asked: "Please list the three things which your father/mother (of son/daughter) do, which makes you feel good, stressing what they do, rather than what they are."

The responses of the parent focused more so on efforts that had been directed at the child to help him/her. Table 1. indicates the relative percentage of each category.

TABLE 1.

FREQUENCY DISTRIBUTION FOR QUESTIONNAIRE ITEM:
"Things done to make feel good" - (N=20)

RESPONSE	PARENT	CHILD	
		MALE	FEMALE
Improve School Work	60%	1%	5%
Improve Personal Cleanliness	25%	10%	15%
Improve dealings with others	10%	40%	25%
Involve more so in housework	5%	19%	35%
Let "child" go out more often	0%	30%	20%
	100%	100%	100%

The responses of the child, however, focused on things such as "buy me more clothes" or "give me more money" stressing a more selfish attitude towards the types of things that make them feel good.

Question 1 of Part B, Communication asked: "How would you like your child (or parent) to tell you what they do like about the things you do?"

TABLE 2.

FREQUENCY DISTRIBUTIONS FOR THE PARENT & CHILD
RESPONSES TO QUESTION 1: (N=20)

RESPONSE	PARENT	CHILD
Sit down and talk	70%	50%
Tell me without yelling	25%	50%
Don't know	5%	0%

The responses to the question indicate that both parents and children feel it is very important to sit down and talk about their relationship with each other. It also seems important, as indicated by the response frequencies, that these parent/child discussions must not involve yelling or arguing, but be a calm and understanding exchange of views.

When the parent was asked to list two nice things and behaviors which he/she would like his/her child to do more often, the majority of the responses (80%) involved devoting more time and/or effort to education and schooling. The remainder of the parents' responses seemed to focus on aspects of improving the child's grooming habits. The child answered this question in an entirely different way. The majority of the children sampled wanted more freedom (e.g., "let me go out more often", "let me have company") to do as they pleased. The responses to this question express a parental need for more control and the child's desire for less control and more freedom.

The most interesting result seems to come from the responses to the question concerning the types of rules the parent has for the child, which states: "Many families have rules, which help people know what they can do and what their responsibilities are. Sometimes, these rules are stated --actually written down-- and other times they are not stated, but people follow them regularly anyway. We would like to know about the rules in your family: what are they and what changes, if any, would you like to see made."

For the first section of this question, "rule about free time", 80% of those parents questioned had no rules concerning the use of the child's free time! The responses of the remaining 20% were somewhat vague in describing this rule with responses such as "use constructively" or

"not waste time". These responses indicate a lack of the parent's knowledge about what the child does when not at school or at home performing chores. Strategies for dealing with this problem would involve closer parental supervision and direction of the child's leisure activities.

The second part of this question asked about the rule regarding spending money. The sample child seems to suggest that there is no spending money. The parents, however, suggest that the child must spend his/her money wisely, on school materials and clothes. There were fewer suggestions for changes in the "money rules" than for any of the other parts of this question. This conclusion suggests that there are restrictions as to the allocation of money in these homes. Some cross tabulation of the income of these families with the amount of money given to the identified child may be of further interest. There were no suggestions for changes or improvements in the money rule.

The "rules about school" part provides the most stringent and prescribed rules for the children. Ninety percent (90%) of those sampled suggested that the child was required to attend school everyday and not give the teachers any discipline problems. The remaining 10% stated that the child should attend school to attain some objective (e.g., to stay out of trouble, to get an education). It seems that parents are more concerned about education of the identified child. This part of the question evoked more detailed responses than others, indicating the possibility of focusing on the academic achievement aspect of helping these children. The responses to this part were consistent across the sex of the child, as well as types of marital status.

The "rule about friends" part reveals another aspect of the lack of parental supervision for these children. The responses were divided among the following categories:

No rules	60%
Parent chooses friends	10%
None of the wrong crowd	30%

The latter response does not control for the type of persons the child chooses to associate with.

The rule about "the way the adolescent dresses" produced an even split for no rule and some sort of rule. Of the 50%, who responded that the child had some sort of "appropriate dress code", 30% said "child must be clean"; with the remaining percentage stating "dress the proper way". The responses to this part indicate an ambivalence over the amount of control that the parent has concerning the way the child dresses.

Finally, the question concerning the rule about the adolescent's personal habits revealed responses that were categorized in the following ways:

No Rules	10%
Cleanliness	70%
Good Manners	20%

It seems that the parent urges the child to keep his/her body and clothes clean.

Selected questions on the Supplement 2, of the questionnaire concerning the amount of communication between parent and family are of particular interest. A composite index was composed of the bi-polar responses to each of ten questions: from (1) representing "does not fit us at all" to (5) representing "is usually true for us". Therefore,

the 5 represents the greater amount of communication. Parents' scores were summed and divided by the number of questions and the responses revealed a mean of 3.4, suggesting a moderate degree of communication between parent and child.

When the child's responses were computed in a similar manner, the means were 2.4 for males and 3.1 for females. The communication between the female parent and the male child seems to be lower than between the former and the female child. "T" tests on the means between the groups revealed no significant effects, however. It appears that the communication barriers between parents and children must be broken down through discussions on problems about school and about friends.

SUMMARY

The data from the present study seems to suggest three problem areas of inter-personal contact between the respondent parent and the identified child. These areas may be categorized into problems of: a) interdependence; b) interaction; and c) influence. The degree to which the child needs the parent for encouragement or advice is low; and needs to be developed. Frequency distributions from the selected data analysis reveals the independence rather than interdependence between parent and child. This relationship may be enhanced by assigning more tasks, chores and responsibility for the child, within the family's functioning (e.g., buying groceries, using allowance to buy foods child wants). Once the interdependence is set, more interaction will occur between parent and child. This effect may produce a better

relationship in terms of planning and coordinating the child's activities within the family. The communication "level" would also be enhanced through greater amounts of interaction.

Finally, the influence factor should be enhanced through the "quality" of interdependence and interaction achieved. The YAC program should stress the authority of parents and teachers to develop the child's concept of rules, responsibilities and privileges, as well as increase the influence potential of the parent in the home ecological situation.

B. OBSERVATIONS ON YAC TREATMENT MODALITIES

The Arbitration Center used various treatment modalities to achieve the resolution of client problems accepted for participation in the program.

Research observations of the treatment modalities utilized are as follows:

1. Individual and Group Psychotherapy:

This modality was designed to reach the client (youth) at his level through knowledge of his own unique lifestyle and culture. Utilizing this modality, youth had the opportunity to identify, examine and analyze his own personal problems, either singularly or in a small group of peers, under the leadership of a trained therapist. The individual or group treatment programs were used depending on the problems and needs of the youth.

2. Individual and Group Family Counseling:

This modality was used to improve communication with the family and to increase understanding of the total family's relationship to the problem of the client; assist the family in acknowledging the client's problem; to deal with the emotional stress of the family and to maintain some continuity as the family and therapist worked toward solving problems. This proved to be the most frequently used and a successful modality.

3. Clinical Meeting:

Clinical Meetings were held weekly and all staff working with clients were usually in attendance. Facilitated by the Clinical Director, these meetings usually provided for a clinical evaluation of all youth accepted into, or rejected from the program; to deal with issues on increasing better staff relationships; and generally to foster a positive working climate within the Center.

Clinical Meetings were also designed for the interdisciplinary team of staff members to discuss and select the various treatment modalities to be used and also to select the participants for the treatment modality. The treatment for individual clients was determined by the specific problem(s) and/or needs that the client brought to the Center and as further identified by the clinical staff.

4. Case Conference:

Facilitated by the Clinical Director and held weekly, this process involves family counselors and other relevant staff presenting data, observations and progress on newly acquired or existing cases. For example, the reporting of family counselors include: initial inter-

views with potential client, home visits, conferences and/or phone conversations with referral agency personnel, initial observations, impressions and recommendations. During each presentation, staff has the responsibility to probe, analyze and make recommendations and to determine the plan of treatment for the client(s). Staff recommendations to the presenting counselor might include: the need for further exploration and data collection before action can be taken; referral back to the referral source, since the client is either over age, out of service area, etc.; acceptance or rejection, termination, referral to other social agency, the need to utilize other staff resources, e.g., Education Specialist, Social Service Coordinator; and renegotiate record or third contract.

Some Research recommendations to YAC from the Conference group observations include:

- That the Clinical Supervisor accompany family counselors on field trips (home visits) on a periodic basis.
- That monthly seminars be conducted to review and provide staff with methods on interviewing techniques.
- That family counselors be premitted to tape their counseling sessions with clients.
- That family counselors not limit themselves to only home and office visits of clients for interviewing; begin to use the client's life space as long as it is private, meets with client's approval and levels of confidentiality can be maintained.
- That staff be required to use referral terminology, consistent to the forms developed.

- That case conference presentations be the only items/issues discussed during this session.
- That program issues relating to either content and/or process be discussed in separate meeting established exclusively for that purpose.
- That these sessions be observed by a master clinical psychologist for evaluation and staff development purposes.
- That cases be prepared and circulated prior to meeting in order to receive maximum input from colleagues who would have familiarized themselves with cases prior to the meeting.

The Case Conference is also used to make a 30 day assessment and to determine future treatment for all cases.

5. Parent Group:

Designed to assist parents of youth in identifying and relating to behavior, which may be dysfunctional or having a negative effect upon the development of their child(ren); to identify problems, work on possible solutions, set goals and assess the impact the treatment has had on improving inter-family relationships; to give mutual support through sharing similar problems in child-rearing. The research role in the Parent Group is that of an observer and staff debriefing.

The following is an example of a Parent's Group observed by Research:

PURPOSE:

Attendance at this session was for the purpose of determining the impact of case treatment for parents of children in the program.

PROCESS:

This session was conducted by the Clinical Supervisor, who shared the leadership role with a family counselor aide and this researcher.

CONTENT:

This session dealt with primarily manifestation of parental anxieties and how they relate to their role as either parent or guardian. The behavioral concern was that of obesity and its significance.

IMPRESSIONS:

As a session, this was one of the best to be observed. Although at the outset, there was no evidence of structure, one did evolve and the participants were able to identify their weight problems with their anxieties and the affect upon their children. For some of the participants, it was difficult to convey the importance of their own sense of self-worth. There was resistance, because the stark reality of their behavior had too great an impact upon them and/or their children.

RECOMMENDATIONS:

- (1) That each session be related to the prior session.
- (2) That the leadership role be shared by participating parent members, who have attended regular.
- (3) That the Clinical Supervisor be less "value laden" in relationship to this client population.

6. Special Education Service:

Data collected from the ongoing service records and interviews with the Education Specialist, revealed that educational assistance was an ongoing service of the Center for youth who needed regular tutoring, testing and evaluation; in addition to guidance, preparation and assistance in returning to school and/or preparation for the GED. Individual programs were designed by the specialist to reflect the youth's specific educational needs. In designing

the individualized programs, the specialist had to be cognizant of some of the things that affect the youth as he interacted with teachers, peers administration and curriculum; the client's learning style; the nature of the conflicts experienced by the youth; the youth's overall school record.

OVERALL OBSERVATIONS, IMPRESSIONS AND RECOMMENDATIONS:

The overall observation is that from the use of the various treatment modalities, the program served as a catalyst for improvements in the family and in the youth in:

- improving decision-making skills, thereby enabling client to make better decisions;
- improving communication skills: it was evident in the family group sessions that family members were talking with each other more and attempting to understand and respect the feelings and opinions of each other.
- dealing with problems with the family;
- better understanding of one's own behavior, its impact on others and assuming responsibility for the same.
- enabling family members to express more openly, especially in the group sessions, both negative and positive feelings about the behavior and/or other likes or dislikes about each other. Most clients admitted that the free expression of feelings was a new phenomenon to them.

It appeared as though considerable professional growth has taken place among the staff. Despite this growth, there appears to be an absence of harmony among staff. Yet, the staff exhibits less defensive mechanisms and seems to have acquired the ability to conduct more in-depth interviews and identify client problems with greater facility.

Further impressions reveal that the staff seems to have fewer communication problems. Professional growth became more evident, because sessions seemed to have a more congenial and professional atmosphere. Case presentations were more conclusive and less defensiveness was exhibited by staff members when questioned by colleagues.

PROJECT OBJECTIVES:

The Washington Urban League's Youth Arbitration Center's central objectives are:

- to provide an alternative to Juvenile Court processing for non-delinquent youth in trouble;
- to provide crisis arbitration and other supportive services, designed to resolve problems of short-term crisis and long-term conflicts and problems, that cause continuing stress on all family members and which threatens family break-up;
- to test whether decentralized and free service for non-delinquent youth and their families decrease future family problems; and overall
- to reduce juvenile crime and delinquency.

MAJOR PROJECT ACTIVITIES:

To achieve stated objectives, the project staff offers the following services:

- Out-of-Court arbitration, designed to isolate and assess issues and problems;
- Crisis Counseling, aimed at involving the entire family in a recognition of the family's involvement in the problem;
- Upon acceptance in the program, ongoing services and activities include:
 - Family Counseling
 - Group Therapy (Parent Group, Youth Group, Female Youth Group, Parent/ Youth Group)
 - Individual Counseling
 - Medical and Dental Examinations
 - Educational Testing and Evaluation
 - Tutorial Services
 - Psychological and Psychiatric Evaluations

- Family Housing Assistance
- Emergency Shelter
- Summer Lunch Program
- Employment Referrals
- Alcohol & Drug Abuse Treatment & Referrals
- Recreational.

EVALUATION ACTIVITIES:

To measure the effectiveness of project impact, the evaluation team is engaged in a variety of activities, and depends on the following for data collection, correlation and interpretation:

- Instruments developed or modified for the YAC Program;
- Data collection from staff, clients and agencies;
- Weekly updating, case reviews and project intake forms and records; (a record was kept on each client accepted in the program)
- Factual, perceptual, demographic and baseline data;
- Participation and observation in the following meetings for feedback, information and consultation:
 - General Administrative Staff Meetings
(internal - external)
 - Inter-Agency Meetings
 - Case Conferences
 - Clinical Meetings

Treatment Groups:

- Parent Group
- Youth Therapy Group
- Female Youth Group

The YAC program and its Evaluation Project have made significant progress on the majority of their objectives and tasks --exceptions being: (1) an undefinable control study population of non-court referred status offending youth impeding a control comparison; also due to the courts unwillingness to permit selective servicing of referred clients and (2) the limited formal YAC residential program capability; a contract plan is now in existence to provide such a capability.

This evaluation effort has implications for several separate groups, but the implications for two groups will be emphasized. The two groups are (1) people administering pre-PINS adjudication intervention projects and (2) people involved in juvenile justice system evaluation.

1. It is important that the project refine specific criteria for selecting and terminating clients. Data will be collected on why each person that was considered was accepted or rejected; i.e., if rejected, what criteria they did not meet. This practice will tend to make pre-PINS adjudication intervention less arbitrary and the effects of the project on the juvenile justice system would be more open to analysis.

2. A major problem with doing evaluation in the courts is a lack of data. In particular, cost data on the courts is almost non-existent. This evaluation effort, as well as others, has been hampered by the data problem in courts; in fact a cost-benefit analysis has been severely limited due to this problem. Therefore, research funding agencies should put money into developing cost and other types of data in the courts. Possibly this could be incorporated in the development of more discrete court information systems. Such as supporting the Court in the refinement of more distinctive PINS data by census tracks. This would offer more helpful data in implementing more successful diversion and preventive youth service programs in the District.

3. Existing PINS services at YAC and other District programs should continue equal emphasis on service to girls as well as boys. The table below indicates the sex of greatest frequency in the categories studied.

RECOMMENDATIONS FOR SERVICE EMPHASIS
BASED ON SEX AND REFERRAL REASONS:
 A four year observation of referral patterns by sex of referred.

<u>BEHAVIORAL</u> <u>CATEGORY</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>PROGRAM</u> <u>EMPHASIS</u> <u>BY FREQUENCY</u>
PINS	40-47%	53-60%	Girls
DELINQUENCY	89-90%	10-11%	Boys
NEGLECT	49-53%	47-51%	Both

4. In view of the establishment of a citywide diversion program for the remaining service areas, YAC must share its experiences and findings, most importantly its assessment, crisis family, counseling methodologies and research data.

5. YAC should continue to reinforce and maintain its relationship with the public schools serving Service Area 6, based on the constantly significant percentage of the YAC cases having school centered referral reasons.

6. Evaluation efforts should now focus on the comparative use of now existing 1976 Service Area 6 baseline data, tracking and measurable changes in client population behavior.

ACKNOWLEDGEMENTS

In any setting involving alternative Juvenile Justice services, particularly for pre-status offending youth, adjudicated PMS youth and confidentiality of information, it is impossible to conduct evaluation research without significant levels of official agency cooperation. BAC's evaluation of the Washington Urban League/Youth Arbitration Center continues to receive that kind of agency support, consultation, specially programed statistical information and interpretative discussion. Thus, it would be in-appropriate not to express our continuing and sincere appreciation to the D. C. Superior Court's Division of Social Service and Planning and Research, for the on-going contributions of: Thelma Abrams; Dan Feeney; Emilie Strand; and their Directors, Al Schuman and Nancy A. Wynstra. In the same manner, our appreciation is expressed to the District Office of Criminal Justice Plans and Analysis for the continuing contributions of Alicia Yowell, Jen Kirby and Ira Stolhman.

APPENDIX

CASE TERMINATION ASSESSMENT:
By Counselors

Form #1

Reason for termination:

Intervention completed _____
Client terminated _____
Treatment referral _____
Other (Explain) _____

1. Has the problem which led to the juvenile's referral changed since he/she began this program?

much worse somewhat worse unchanged somewhat improved much improved

2. In your opinion, what are the chances that this youth will have subsequent police contact within the next year?

very unlikely unlikely even chance likely very likely

3. Have the goals stated in the Intervention Plan been achieved, concerning:

a) communication patterns

not at all somewhat a great deal not relevant

b) specific behavior problems

not at all somewhat a great deal not relevant

c) coping skills

not at all somewhat a great deal not relevant

d) community involvement

not at all somewhat a great deal not relevant

4. Other Comments

Staff _____

Personal Sessions _____

Date _____

Phone Sessions _____

Approval _____
(Clinical Supervisor)

Group Sessions _____

CASE TERMINATION ASSESSMENT
for use by parents

#2

1. Has the problem which led to your child's referral changed since he/she began this program? (Please circle one)

much worse somewhat worse unchanged somewhat improved much improved

2. If the program has helped, what specifically has changed? (Please circle one answer for each.)

- a) We communicate better as a family: not at all somewhat a great deal
- b) We can change our child's behavior by making agreements: not at all somewhat a great deal
- c) We have learned some things here which have helped us deal with my son/daughter not at all somewhat a great deal
- d) I can deal with some very serious problems in my relationship with my son/daughter: not at all somewhat a great deal
- e) My son/daughter's relationships have improved outside the family: If so, what has improved? not at all somewhat a great deal

3. If you had your counseling sessions at a Police Facility, did you mind that location?

not at all somewhat a great deal

4. In general, what is your opinion of the local police?

very positive somewhat positive no opinion somewhat negative very negative

5. As a result of your contact with the Youth Service Program, has your opinion of the local police changed?

a great deal more positive a little more positive not at all a little more negative a great deal more negative

6. Would you recommend this program to other parents in a similar situation?

Yes No

7. In your opinion, what are the chances that your child will have a subsequent police contact within the next year?

very unlikely unlikely even chance likely very likely

8. Do you have any suggestions for improving the program, or comments on what you liked or disliked about it?

This is _____ working with the Social Service Division of
 (callér's name)
 Superior Court. I am making a follow-up contact on a person under 18 years
 who came into contact with the Social Service Division for supervision in the
 last six (twelve or eighteen) months. We are trying to determine the special
 needs of juveniles in Washington, D.C. I'd like you to help by volunteering to
 answer a few brief questions if you will.

Can you tell me.....

1. Has the problem which caused a police or fuvvenile court contact for you
 (your son/daughter) changed since that time? In other words, has the
 problem which caused the contact in _____ seem better or worse now,
 or about the same? (month)

(If better or worse, then ask--How much better/worse?)

much worse _____ somewhat worse _____ same _____ somewhat better _____ much better _____ other _____

If so explain: _____

2. Have you (your son/daughter) had any more contacts with the police or court
 since then?

Yes _____ No _____

If yes, explain: _____

3. Did you feel the police or courts were or were not helpful in dealing with the
 incident:

Explain: _____

4. Do you have any suggestions as to how the police or courts could have handled
 the incident differently?

5. What was your opinion of the police or court before this incident?

very _____ somewhat _____ no _____ somewhat _____ very _____

11. Would you recommend this program to other friends (parents) in a similar situation? Yes _____ No _____

12. Anything else you would like to say, any comments or suggestions?

THANK YOU VERY MUCH. YOUR ASSISTANCE IS GREATLY APPRECIATED

13. Impressions of Evaluator: _____

14. Interview time: _____

15. Date: _____

16. Relationship of person interviewed:

Evaluation Form: Designed for Follow-up with the Social Service Division of Juvenile Court

#4

1. How does the Youth Arbitration Center (YAC) affect your workload?
Please circle one.

greatly increases it increases it somewhat unchanged decreases it somewhat greatly decreases it

2. Would you like to see the YAC continued?

definitely not probably not no opinion probably definitely

3. How does the YAC affect the attitude of the community toward juvenile court?

much less favorable somewhat less favorable no change somewhat more favorable much more favorable

4. Does the YAC help prevent "future court contacts" with the youngsters in the program?

definitely not probably not no opinion probably definitely

5. How satisfied are you with the feedback you are receiving regarding the cases?

not satisfied somewhat satisfied satisfied

Would you like any changes in the feedback system?

6. Are there other ways you feel the YAC could be of more service to the District of Columbia Juvenile Court System and to the community, or any additional comments you would like to make?

Of the number of cases you referred to, the Youth Arbitration Center to date:

- (1) Estimate the number of cases you would have filed an application for petition to PINS supervision if you had not referred them to the YAC.

10% _____ 20% _____ 40% _____ 60% _____ 80% _____ 100% _____

- (2) Estimate the number of cases who would have had a subsequent police contact and Probation referral if they had not been referred to the YAC

10% _____ 20% _____ 40% _____ 60% _____ 80% _____ 100% _____

I. STRUCTURE OF EVALUATION PROJECT'S FILING SYSTEMData Collection & Analysis:

The Filing unit consist of eight (8) areas for research data collection:

- a) Correspondence: designed to reflect YAC's organizational and case related activity; in addition, a separate folder was maintain for each month, including a brief synopsis on the content of each item (log sheet); dates covered: September, 1975 - October, 1976.
- b) Legal: Contract Agreement and related correspondence.
- c) General Research: Guidelines and Procedures; Staff Data (resumes, time schedules, listing of methodologies, etc.); Staff meetings (Staff & Clinical Meeting Format); Setting-up Cases; Treatment Procedures; Referral Procedures.
- d) Instrumentation: Operational Forms (client data collection, intake & services, etc.); Counseling Inventory.
- e) YAC Counselor's Weekly Progress Report: April, 1976 - August, 1976.
- f) YAC/BAC Activity: Log Sheet; Internal and External Meeting announcements and minutes.
- g) Comprehensive Case File: Intake Collection log (synopsis of client data); Client Appointment Schedule; Miscellaneous Case Related Data; Cases #001 - 110, folders included a check list recording case activity (i.e., use of forms, client information, services received, reason for referral and related correspondence).
- h) Evaluation Progress Reports: Internal Reports (consultants' and staff reports); Initial Research Evaluation Reports (1,2,3).

II. ONGOING ACTIVITYA. Coordination of Materials & Communication:

- collate data for analysis & reporting (Reports 1,2,3);
- maintain current bibliography;
- update charts & tables, reflecting current statistical case data;

- Prepare and circulate correspondence (Inter-agency & Internal; Meeting announcements; Meeting Notes; Invoices; etc.)

B. Technical Coordination : Typing & Preparation:

- Reports, Correspondence, Instruments, etc.
- Coordinate Meeting Materials (agenda, references, research data);
- Record & Circulate Meeting Activities and Tasks Assignments;
- Duplication: Supply & record--request for materials.

C. Other Supportive Assistance:

In an effort to provide researchers with easy access to data for analysis and evaluation, the following supplements were developed:

- "BAC/YAC Reports & Proposals"
- "Evaluation & Data Collection"
- 2 Vol. Case Book, including check list for in-house and field data collection.

D. Instruments Designed for Data Collection:

- Case Check List
- Data Collection Form
- Activity Log
- Correspondence Log
- Staff Data: Experience & Credential Synopsis

III. CATELOGUE OF MAJOR DOCUMENTS

- A. An Arbitration Center - WUL Proposal
- B. Arbitration Center Project Revision (Draft)
- C. Project Summary
- D. Methodology & Assessments (Draft)
- E. Initial Evaluation Report: 12/1/75 - 2/29/76
- F. Evaluation Progress Report (Report #2): 12/1/75 - 3/31/76
- G. Case Analysis & Activity Report
- H. Initial Evaluation Report #3: 3/1/76 - 7/30/76
- I. Evaluation Proposal

TABLE

CASE PROFILE

CASE I.D.	REFERRAL CHARACTERISTICS															CASE COUNT TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
068					(X)	X										2
069														(X)		1
070															(X)	1
071		(X)						X								2
072		(X)											X			2
073		(X)		X												2
074										X				(X)		2
075				(X)											X	2
076			(X)					X								2
077								(X)								1
078			(X)										X		X	3
079		X											(X)	X	X	4
080				(X)												1
081				(X)												1
082															(X)	1
083			(X)												X	2
084				(X)												1
085		X		X										(X)		3
086				(X)											X	2
087				X											(X)	2
088				(X)												1
089				(X)												1
090															(X)	1
091								(X)								1
092		(X)														1
093		(X)	X											X		3
094				(X)										X		2
095					(X)											1

(X) Represents primary referral reason

X Represents secondary referral reasons

II. EVALUATION OBJECTIVES: RESTATED

The scope of work and the primary measurement objectives of the evaluation project are derived from the Youth Arbitration Center's initial statement of Objectives and services. Thus, the evaluation will describe the project's total operations and evaluate its demonstrated ability to:

A. YAC Objectives

1. Provide a viable alternative to juvenile court PINS procedures for non-delinquent youth in trouble, thus, keeping non-delinquent youth out of the criminal justice system and discouraging their detention;
2. Improve the interpersonal relationships between the youth referred and their families by resolving crisis situations which threaten family breakup; thereby reducing the number of juveniles in contact with the criminal justice system;
3. Reduce juvenile crime and delinquency;
4. Provide youth and parents with a range of services designed to resolve short-term crisis situations and long-term conflicts that cause continuing stress on all family members;
5. Evaluate whether decentralized and free services for the non-delinquent youth and their families decrease future family problems and delinquency and reduce the incidence of juvenile incarceration;
6. Assess the effectiveness of non-residential and (limited residential) assistance in solving serious family problems involving youth;
7. Provide the project with an on-going evaluation capability to assess the program's effectiveness and diversification capability as a result of getting youth and their families to resolve conflicts.

B. YAC Services

1. out of court arbitration;
2. family oriented crisis counseling;
3. individual, group and family counseling;
4. education services;
5. short-term emergency living facilities;
6. referral to needed social and medical services;
7. individualized assistance in solving pressing problems;
8. twenty-four hour, seven days-a-week crisis assistance; and
9. training and consultation services for project staff.

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