

CHAPTER 9

**EXAMINING HUMAN AND FINANCIAL RESOURCE
ISSUES**

INTRODUCTION

In addition to the many decisions to be made in developing and implementing a teen court, two critical issues must be resolved. These issues concern how the program will be staffed and how necessary funding will be attained.

There is an increasing awareness and interest in teen courts across the country as evidenced by the growing number of communities implementing them. Also, national and federal programs and agencies (e.g., American Probation and Parole Association [APPA], National Highway Traffic Safety Administration [NHTSA], Mothers Against Drunk Driving [MADD], American Bar Association [ABA]) are promoting and advancing the concept of teen court. During a recent meeting of the Young Lawyers Division of the ABA, a resolution was approved that “encourages state legislatures and state court systems, in conjunction with state and local bar associations, to support and assist in the formation and expansion of youth courts in their communities.” (ABA, Special Committee on Citizen Education, 1995). It is up to teen court programs to capitalize on this interest to secure necessary human and financial resources for the program.

At the conclusion of this chapter, program organizers should be able to

- ◆ determine qualifications needed for teen court staff;
- ◆ develop a detailed job description and hiring plan; and
- ◆ determine possible in-kind and monetary funding sources for teen court programs.

STAFF SELECTION PROCESS

Mistakes in hiring can be very costly in terms of money, time, and program success; therefore, it is important to be cautious when selecting appropriate staff for the teen court program. To

begin, program developers should

- ◆ decide the best means for staffing the program;
- ◆ determine the duties the staff person will perform and the qualifications necessary to fulfill those duties;
- ◆ institute a method for evaluating staff performance; and
- ◆ examine how the program will promote job satisfaction and professional development.

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Determining How the Program Will Be Staffed

Teen courts have many moving parts and depend heavily on volunteers. However, someone must be designated to coordinate the operations and services of the program to ensure program accountability. The manner in which teen court programs are staffed differs among jurisdictions. Teen courts must examine their unique needs and resources to determine the most effective and efficient way to meet the demands of the program. The following types of questions should be examined:

- ◆ How many positions, minimally or optimally, are needed to staff the program?
- ◆ Should the program fill positions with part-time or full-time employees?
- ◆ Should the coordinator position be a paid or volunteer position?

Answers to these questions will be driven by workload and resource issues such as types of duties required; number of referrals anticipated; amount of funding available; and the extent of community, board, and management

involvement in day-to-day tasks and operations of the program. Program staffing should be revisited periodically as the program grows and as those managing the program experience the different types of demands being placed on their time.

The vast majority of teen court programs employ paid staff to manage the program; however, a few programs rely on volunteers to staff and manage the program (APPA, 1994). Figure 9-1 explains how teen court programs in Kentucky use volunteer staff. Advantages to using volunteer coordinators include minimizing costs of the program, strengthening community ties with the program, and offering valuable work experience to those who volunteer in this capacity. However, finding appropriate volunteers for management positions can be time-consuming and may require extensive training and support, which ultimately someone must oversee.

Figure 9-1: Kentucky's Use of Volunteer Staff

As of September 1995, there are eight teen court programs in Kentucky, seven in which fall under the auspices of the Administrative Office of the courts (AOC). AOC employs one full-time Teen Court Program Manager who oversees the implementation and operations of the teen courts. Each teen court is staffed by a volunteer coordinator(s) who handles the day-to-day operations of the program. In the majority of locations, the volunteer coordinators are master-degree-level students studying criminal justice or a related field. Although not an ideal solution in light of the fact that volunteer coordinators may change on a yearly basis, this option has afforded Kentucky the opportunity to implement more teen court programs throughout the state with fewer financial resources.

The success of teen court programs hinges on the relationships built among staff, defendants, volunteers, and the community. Therefore, staff should be selected with longevity in mind (Crowe and Schaefer, 1992). Without an incentive such as a paycheck, it may be more difficult to maintain staff's commitment to and interest in the program.

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Determining Job Duties and Qualifications

Teen court managers and coordinators are responsible for a wide range of duties requiring diverse skills and experience. A thorough and specific job description should be developed outlining the responsibilities of the position (see Figure 9-2). A job description indicates the purposes and objectives of the job and also specifies the procedures: what is to be done, how it is to be done, and under what authority the job is placed (Beatty et al., 1994). Based on the job description, the duties and tasks required should be analyzed to determine the background, skills, and experience necessary for accomplishing the objectives successfully (see Figure 9-3). The range of skills expected of job candidates will be a function of the diversity and priority of services offered by the program (Beatty et al., 1994).

Because of the important role that teen court staff play in the lives of youth who participate in the program, it is recommended that staff have an understanding of adolescent development and have experience working with youth, including youth with problem behaviors. Many teen court participants (volunteers and defendants) may come from dysfunctional families where they are given no attention, predominately negative attention, or very inconsistent attention. These youth have learned to distrust the adults in their

lives. It often takes time before high-risk youth are able to open up and respond to adults, yet adults who work with youth must consistently be responsible and positive role models. Young people should be encouraged and empowered to take ownership and responsibility for as much of the development and operation of the teen court

program as possible. To allow for this, program staff should be able to assume the role of mentor and resource person, rather than director, when appropriate (National Crime Prevention Council, 1989). This often is not an easy transition for adults to make. Suggestions offered by the National Crime Prevention Council to aid

Figure 9-2: Sample Teen Court Coordinator Job Description

Teen Court Coordinator	
DEFINITION	To manage and direct the overall activities of the teen court; to recruit, train, and supervise youth and adult volunteers; and to develop and coordinate community support for the program.
DUTY	Duties may include, but are not limited to, the following: <ul style="list-style-type: none"> ◆ Interview juvenile offenders to determine their eligibility to enter the teen court program and refer eligible or ineligible youth to appropriate resources for counseling, as necessary. ◆ Recruit, train, and supervise youth and adult volunteers. ◆ Assist in the development, planning, and implementation of the goals and objectives of the teen court program. ◆ Develop and coordinate community work placements for the purpose of allowing defendants to work off “sentences.” ◆ Supervise and participate in the development of the budget for the teen court program. ◆ Respond to and resolve difficult and sensitive citizen inquiries and complaints. ◆ Communicate with representatives of the referring agencies to teen court. ◆ Oversee docket scheduling, trials, and case dispositions to ensure proper court procedures are followed. ◆ Perform public relations activities such as representing the teen court to youth groups and civic organizations. ◆ Maintain records and perform general administrative and clerical duties. ◆ Perform related duties as assigned.

Source: Irving Teen Court Program, nd

Figure 9-3: Sample Teen Court Coordinator's Qualifications

Teen Court Coordinator	
QUALIFICATIONS	
Knowledge of —	
	◆ Principles of supervision and training
	◆ Organizational and management practices as applied to the analysis and evaluation of programs, policies, and operational needs
	◆ Modern office procedures, methods, and computer equipment
	◆ Principles, practices, and techniques of records retention
	◆ Counseling techniques
	◆ Juvenile statutes and courtroom procedures
	◆ Principles and procedures of recordkeeping and report preparation
	◆ Local social services
	◆ Pertinent federal, state, and local laws, codes, and regulations
Ability to —	
	◆ Develop and maintain a positive public image and support for the diversionary court program.
	◆ Recognize drug and alcohol abuse symptoms.
	◆ Organize, direct, and implement a comprehensive teen court program.
	◆ Select, supervise, and train volunteer staff.
	◆ Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
	◆ Prepare and administer a budget.
	◆ Communicate clearly and concisely, both orally and in writing.
	◆ Respond to requests and inquiries from the public concerning the teen court program.
	◆ Establish and maintain cooperative working relationships with those contacted in the course of work.
	◆ Counsel and provide guidance to individuals and respond to situations that are of a sensitive nature.
	◆ Maintain detailed records.

Source: Irving Teen Court Program, nd

staff in making this transformation appear in Figure 9-4.

Figure 9-4: Guidelines for Building a Partnership Between Staff and Youth

Guidelines for Building a Partnership Between Staff and Youth	
◆	Stress and collaborative nature of the program from the beginning, in the needs assessment and design stages.
◆	Move to action as quickly as possible.
◆	Teach and guide teens as the program proceeds - don't withdraw when the activities get under way.
◆	Get to know each teen in your program and listen to each one's opinions, concerns, ideas.
◆	Help teens to secure community resources and support.
◆	Provide opportunities for teens to reflect on an evaluate their experiences with the program.
◆	Reward and recognize personal growth and other accomplishments.
◆	Demonstrate response for teens' abilities and contributions.
◆	Whatever leadership style you adopt, be appropriately consistent.

Source: National Crime Prevention Council, 1989

Staff also should have experience working in the criminal justice system or a related field and have solid administrative and management skills. Because funding for teen court programs is typically a critical issue, it would be helpful to employ persons with knowledge about or experience in fundraising. Overall, teen court staff should be flexible and able to adapt to changing needs, priorities, and tasks.

Recruiting and Hiring Staff

Staff may be recruited in a number of ways: newspaper advertisements; ads in professional

newsletters; postings in university departments and placement offices; through local, county, or state government channels; or word of mouth. For programs being developed within existing agencies or organizations, internal job postings also may be used to advertise the new position to present employees (Beatty et al., 1994).

When using an advertisement to recruit applicants, it should be as specific about program positions and requisites as space and cost will allow. If ads are too vague, they will attract unqualified and uninterested applicants. Multiple sources of data should be sought for a preliminary screening of candidates, such as

- ◆ a cover letter;
- ◆ a resume;
- ◆ an application form; and
- ◆ letters of reference.

In addition, programs may want to examine certifications and transcripts. During the initial stage of the hiring process, candidate profiles can be developed from this information, which will consist of several categories of items: candidates' specific qualifications to meet job requirements, education, experience, knowledge, skills, abilities, and previous training. Several persons (preferably those who are or will be working in the program) should review candidates to offset purely subjective impressions or personal preferences of individual screeners (Beatty et al., 1994).

The employment interview is the mainstay of the hiring process. A clear and concise protocol should be developed in advance of actual interviews. If different persons will be interviewing candidates, a structured interview schedule will ensure a standardized format of questions. According to Beatty et al. (1994), each question asked should achieve a specific purpose, including the determination of

- ◆ the relevancy and transferability of the candidate's prior work experience;

- ◆ the candidate's general temperament, maturity, reasoning ability, and emotional stability;
- ◆ how the applicant would behave in situations encountered in the position;
- ◆ the applicant's motivation for seeking the job and long-term goals in the position;
- ◆ the candidate's interpersonal and verbal communication skills; and
- ◆ the applicant's expectations regarding the position and its duties.

Evaluating Job Performance

To help ensure staff accountability, a performance appraisal system should be developed to assess staff activities and progress. A typical performance appraisal system consists of a standard set of behavior-based criteria, which serves as the basis for evaluation. Different criteria should be established for different program positions and constructed with the input of the staff to be evaluated (Beatty et al., 1994). These criteria should be consensual and be tied directly to daily job duties and anticipated results of the program.

Staff performance should be assessed at least once per year relative to how well they meet the established criteria. Performance can be rated at three levels: exceeds expectations, meets expectations, or falls below expectations (Beatty et al., 1994). The staff member's previous standing on the criteria becomes a point of departure for each successive evaluation. Hence, the focus is on change in the staff performance — both overall and specific (Beatty et al., 1994). Example process and outcome performance criteria can be found in Figures 9-5 and 9-6. More detail on evaluation are given in Chapter 10.

Promoting Job Satisfaction and Professional Development

The Carnegie Council on Adolescent Development (1992) states that many youth service programs experience a high rate of staff

Figure 9-5: Example Performance Criteria — Process

Example Performance Criteria (Process)

- ◆ Completes defendant intake interviews and docket cases in a timely manner.
- ◆ Makes appropriate referrals to address client needs.
- ◆ Educates teen court volunteers to prepare them to perform their roles effectively and efficiently.
- ◆ Maintains communication and coordination with referral agencies.
- ◆ Organizes and participates in activities to promote awareness and programmatic and financial support of the program.

Figure 9-6: Example Performance Criteria — Outcome

Example Performance Criteria (Outcome)

- ◆ 70% of defendants (charged with an alcohol/drug offense) who complete the four-week substance abuse program will show a positive change in knowledge and attitude concerning alcohol/drug use.
- ◆ 90% of youth volunteers will successfully complete a teen court bar exam.
- ◆ 40% of the annual operating budget for the program will be secured through grants.

turnover because of low staff salaries and inattention to staff development. Although salary often is the most difficult area of job satisfaction to address because of state and federal funding guidelines (Fleischer, 1985), programs should make all efforts to obtain adequate funding to support the personnel and operating costs of teen court programs. The Carnegie Council on Adolescent Development (1992) also suggests that insufficient funding for

youth service programs leads to organizational instability, which in turn may contribute to the lack of dependable relationships among youth, staff, and volunteers. Funding issues will be discussed in more detail later in this chapter.

Staff relationships with defendants, volunteers, and the community are established and solidified over time. Employee dissatisfaction can have a negative influence on staff-youth relationships. Discontented workers may find it even more difficult to cope with the built-in stress of the position, which can have a negative impact on job performance. Therefore, programs should hire staff with longevity in mind and attempt to develop strategies for maintaining staff commitment and decreasing staff burnout.

The needs of youth participating in teen courts are complex. Teen court staff must bring an assortment of qualifications to the field. An important step in increasing the professionalism of the job is to provide opportunities for professional development and support to teen court staff. Providing employees with tools to do their job well is the essence of professional development. Efforts must be made to help staff manage the stress of their jobs so they can provide the kind of service inherent to teen court programs.

To show support for staff development, programs should earmark funds for staff training and professional development. Because teen court programs are small, staff often must rely on external sources for support and professional development. A variety of avenues can be accessed. For example, several states (e.g., Texas, Florida, Colorado, New Mexico) have organized statewide teen court associations to provide networking and training opportunities to teen court staff. There also are efforts to establish a National Teen Court Association to provide these same opportunities on a larger scale. In addition, national organizations such as APPA and the ABA offer training and technical assistance to professionals and agencies on teen

court issues and related topics in the juvenile justice field (e.g., law-related education).

FUNDING

Funding for most teen court programs is tenuous, and many report that it is a constant struggle to obtain adequate funding (APPA, 1994). The degree of funding needed may vary, depending on whether the program is administered and operated by an existing organization (e.g., probation department, police department, juvenile court) or whether it is formed as a private nonprofit agency. Programs operating within an existing organization may have a slight advantage in that they can perhaps be incorporated in the overall budget of the organization, whereas teen courts operating on their own as nonprofits more likely will have to begin at ground zero.

The need for community involvement and support for teen court programs in generating funds cannot be overstated.

The need for community involvement and support for teen court programs in generating funds cannot be overstated. It is vital that programs identify and access the knowledge and contacts that stakeholders and others in the community have to identify and secure resources to implement and operate the program.

Fundraising can be a time-consuming task, and typically, teen court coordinators have many duties that compete for their time and energy. Program staff are less likely to be frustrated if they have board and community support and assistance in raising funds. One way to harness volunteer commitment and support in generating resources is through the formation of a fundraising committee. This type of committee should consist of individuals who have experience in this area or have contacts with possible donors and funding agencies. Also, persons on this committee should understand

and buy into the vision of the program and have a personal commitment to seeing the program survive and thrive.

To help motivate and keep those involved in fundraising roles on task, a funding plan should be developed to keep volunteers interested and inspired (Nichols, 1991), such as

- ◆ sharing success stories of the program at committee meetings;
- ◆ showing videos of the program in action; and
- ◆ inviting and encouraging volunteers to attend court sessions.

Determining Costs of Program

In part because of the high level of volunteer and community support and involvement, teen court programs can be relatively inexpensive to operate. Respondents to the APPA (1994) teen court survey reported annual operating budgets ranging from \$800 to \$95,000, with an average annual budget of \$32,668. Program developers should analyze their needs and determine what it will take in terms of funding and other resources to reach program objectives (Nichols, 1991).

Some potential costs to consider include

- ◆ personnel costs (e.g., salary, fringe benefits);
- ◆ staff travel (e.g., training, networking opportunities);
- ◆ supplies and services (e.g., photocopying, postage, telephone, computer, office supplies); and
- ◆ office space (e.g., rent, utilities, repairs).

Both monetary and in-kind support and services should be considered when conducting this analysis.

Determining In-Kind Support and Services

One way to help keep the monetary costs of programs down is by soliciting in-kind support (actual goods and services, rather than money). (See Figure 9-7.) Agency collaboration is one

method of creative financing that could help defray expenses. Through a joint agreement, agencies can sometimes share space and supplies and engage in interagency training and staffing, too. It also may be possible to obtain equipment from local businesses in exchange for public recognition provided by the program. Services provided to teen court participants (e.g., counseling, educational workshops) also should be counted among in-kind services. Entities to be approached for in-kind support include governmental agencies, schools, churches, businesses, and community and civic organizations (Crowe and Schaefer, 1992).

Figure 9-7 Possible In-Kind Donations

Possible In-Kind Donations
◆ Office space
◆ Use of existing courtroom for teen court trials
◆ Equipment (e.g., photocopier, computer, fax machine)
◆ Utilities
◆ Office furniture (e.g., desk, file cabinets)
◆ Client services (e.g., counseling, educational workshops)

Determining Possible Sources of Monetary Support

Most programs will find it necessary to secure monetary support for the implementation and operation of the program as well. When determining possible sources, Nichols (1991) suggests the following types of funds should be kept in mind:

- ◆ **Unrestricted funds.** Monies that can be used at the full discretion of the organization.
- ◆ **Designated funds.** Monies directed to a particular program/service area with the specific use left to the discretion of the organization.

- ◆ **Restricted funds.** Monies for which the use is fully directed by the donor.

Whenever possible, programs should let their goals and objectives drive their fundraising efforts. Programs that accept designated and restricted monies for service areas outside the program goals, merely because it is available, may compromise other established goals and objectives for the program. Programs also should develop a method for tracking funds they acquired so that those responsible for administering and managing the budget can be sure that monies are being allocated and disbursed appropriately.

The more active the fundraising committee and the stronger the contacts available through committee members and other supporters of the program, the more options of possible funding sources will be realized. All alternatives should be outlined and prioritized according to the feasibility of obtaining funds (Nichols, 1991). The following section provides an overview of possible funding sources for teen court programs. (See Figure 9-8.)

Figure 9-8: Possible Funding Sources

Possible Funding Sources
◆ Federal government
◆ State government
◆ City/county government
◆ Schools districts
◆ Grants from private foundations and community organizations (e.g., local bar association, Junior League)
◆ Individual donations
◆ Service fees
◆ Profits from special events

Grants and Funding Programs

State, federal, private, or local resources are available to fund or defray the costs of implementing teen court programs. Some teen court programs are funded fully or in part by their city or county government, and some also receive support from their state. Those programs that receive city/county funding often are administered and operated by a local government entity (e.g., city government, police department) (APPA, 1994).

Recently, teen court programs in North Carolina received funding from the state legislature. According to a report prepared by the North Carolina Administrative Office of the Courts (1995), the 1993 North Carolina General Assembly, Extra Session 1994, passed legislation that appropriated \$75,000 for the development and implementation of teen court programs in the 1994-95 fiscal year. These monies were then allocated to selected jurisdictions within the state.

In addition, many federal agencies appropriate monies to affiliated state organizations to dispense to appropriate programs within each state. Figure 9-9 provides a brief synopsis of three potential federal funding sources for teen court programs. Generally, federal monies are designated for certain functions and are usually allocated for a specific purpose for a specified amount of time. Although these grants are not intended to provide continuous support, they can help programs get started or fund new service ideas. Once possible federal funding sources are determined, agencies should get in touch with the appropriate state contact person for that agency. The federal office should be able to provide that contact name.

Mayors, council members, and other stakeholders in political positions may be helpful to programs trying to access and secure these types of funds. Teen court program organizers and staff should be aware of the

political climate within the community and state at all times and should be knowledgeable of the system players as the political pendulum shifts.

Figure 9-9: Potential Federal Funding Sources

Potential Federal Funding Sources

National Highway Traffic Safety Administration (NHTSA): NHTSA is an agency under the auspices of the U.S. Department of Transportation designated to seeking ways to reduce motor vehicle crashes, injuries, and fatalities and to improve highway safety programs in the states. The Governor's Representative on Highway Safety for each state receives federal dollars to be dispensed locally for programs that address a highway safety concern. Underage drinking and impaired driving are of particular significance when it comes addressing issues related the highway safety. Therefore, programs that aim to enforce underage drinking and impaired driving laws may be eligible for NHTSA funds.

Office for Juvenile Justice and Delinquency Prevention (OJJDP): The Department of Justice through OJJDP, provides national leadership, direction, and resources to assist the juvenile justice community in helping to prevent and control delinquency throughout the country. The Special Emphasis Division provides discretionary funds to replicate tested approaches to delinquency and juvenile drug abuse prevention, treatment and control. The Research and Program Development Division provides demonstration programs. The State Relations and Assistance Division manages OJJDP's Formula Grants, Title V Delinquency Prevention, and State Challenge Grant programs, which provide direct support to State and local governments to prevent and treat delinquency, including drug abuse, and improve their juvenile justice systems.

U.S. Department of Education: The mission of the Department of Education is to ensure equal access to education and to promote education and to promote educational excellence throughout the Nation. This mission cannot be achieved, however, unless schools are safe, disciplined, and drug-free. The Office of Elementary and Secondary Education through its Safe and Drug-Free Schools Program, helps State and local educational agencies and other public and private nonprofit organizations develop and operate drug and violence prevention programs for students at all grade levels.

Source: Coordinating Council on Juvenile Justice and Delinquency Prevention, 1992.

Teen court programs also report receiving monies from private foundations (e.g., local bar association) and community organizations (e.g., Junior League) (APPA, 1994). When soliciting funds from foundations, it is important to know what types of organizations they support and what restrictions may be placed on the monies. It is suggested that programs begin by researching local foundations, because the bulk of grants and grant dollars are given by foundations to nonprofits in their own communities. The local branch of the United Way (or a similar organization) may have a guide to area foundations (Nichols, 1991).

For a more complete listing of private funding sources on a national scale, programs should locate a copy of *The Foundation Directory* at any major area library. This directory includes information such as the name of the foundation, its mission and activities, financial information, the size of grants available, and the number of grants awarded. (Knepper, 1993).

Advice similar to that for soliciting foundation monies can be applied when requesting financial support from local businesses community organizations. The key is to locate those businesses and civic/social organizations in the community that have an interest in an area that teen court addresses. For example, because of a concern about juvenile crime, local Junior Leagues in Texas and Florida have provided several teen court programs in those areas with financial and volunteer support.

Once these groups are identified, organizers or staff should arrange to make a presentation about the teen court program. Whenever possible, youth should assist in delivering the presentation. It also may be helpful to conduct a mock trial so community groups can get a better idea of how the teen court process works.

Additional Sources of Funding

In addition to the types of sources discussed above, teen court programs report receiving

some funds from religious institutions, individual donations, service fees, and profits from special events. Examples of special events conducted by teen courts include car washes, golf tournaments, and raffles (APPA, 1994).

Special events can be costly to organize; therefore, programs should determine if the potential amount of funds to be made is likely to outweigh the costs associated with putting on the special event (e.g., costs of staff and volunteer time and resources needed for the event itself). However, although funds raised from special events may be minimal, these types of fundraisers can be excellent vehicles for involving large numbers of volunteers and participants to help promote awareness of the program in the community (Nichols, 1991).

CONCLUSION

Staffing and funding are issues with which teen court programs will likely struggle. Through careful attention and planning, obstacles encountered can be alleviated. Programs should strive continually to support, guide, and assist staff in carrying out the goals and objectives of the program.

The unfortunate reality is that many teen court programs will find themselves relying on small grants from a variety of sources to meet their budget goal. Therefore, a visible presence in and sustained support of the community is essential. It also will be important for programs to justify the need for and value of their services in the community. The next chapter will discuss methods for evaluating and reporting program success.

CHECKLIST FOR STAFFING AND FUNDING

Have teen court program organizers or staff —

- Determined how the teen court program will be staffed?
 - Determined how many staff will be needed?
 - Determined whether staff positions will be paid or volunteer?
 - Determined whether the positions will be part-time or full-time?
- Determined job duties and qualifications and developed job descriptions?
 - Identified the duties required for each position?
 - Identified what knowledge and skills are needed to perform the duties?
 - Determined what authority the position will have?
- Recruited and hired staff?
 - Identified methods for recruiting staff (e.g., newspapers, internal and external postings, word of mouth)?
 - Determined information applicants will be required to submit (e.g., application form, resume, cover letter, references, certifications, transcripts)?
 - Designated who will be responsible for interviewing candidates?
 - Determined the questions to be asked of each candidate?
 - Selected staff with longevity in mind?
- Designed a method for evaluating staff performance?
 - Established results-oriented criteria upon which staff will be evaluated?
 - Informed staff of the criteria upon which they will be evaluated?
 - Determined who will be responsible for evaluating staff?
- Established mechanisms for promoting job satisfaction and professional development for staff?
 - Analyzed staff duties and attempted to secure sufficient funds for the salary of staff?
 - Established a relatively stable program?
 - Created and provided opportunities for staff to access professional development?
 - Encouraged and provided access to an appropriate support system?

- Determined the cost of the teen court program?
 - Identified the potential costs of the program (e.g., personnel costs, staff travel, supplies and services, office space)?
 - Created a program budget?

- Developed a funding plan and secured funds?
 - Identified possible sources of in-kind support and services?
 - Determined the amount of funding needed from outside sources?
 - Identified possible sources of monetary support (e.g., grants, city/state support, special events)?
 - Designated a person(s) to be responsible for raising funds?