

**AN EVALUATION  
OF  
THE LAKE COUNTY ILLINOIS  
VOLUNTEERS  
IN  
JUVENILE PROBATION  
PROGRAM**

by

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**1977**

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NCJRS

February 17, 1977

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ACQUISITIONS



AN EVALUATION  
OF THE LAKE COUNTY (ILLINOIS)  
VOLUNTEERS IN JUVENILE PROBATION PROGRAM

by

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(This project was supported by a grant from the Illinois Law  
Enforcement Commission: "State of Illinois - ILEC - Mattick - 2-77")

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### ACKNOWLEDGMENTS

An evaluation of the kind presented here necessarily depends upon the cooperation of many persons and organizations who deserve our thanks.

To begin with, there would have been no evaluation without the contract awarded to the Center for Research in Criminal Justice by the Illinois Law Enforcement Commission. More specific thanks are extended to Magnus Seng, Richard Sullivan, Bruce Marshall and Anne Beard of the ILEC Research Staff, and Kay Heyman, Action Grant monitor, all of whom were helpful during the initiation and the course of the contract.

Robert J. Trudel, Corrections Specialist of the National Criminal Justice Retrieval Service, furnished computerized abstracts of evaluation material from other volunteer programs for our use.

Most of the field research for this evaluation was conducted in the 19th Circuit Court located in Waukegan, Illinois. The Honorable Judge Harry D. Strouse, Jr., Chief Judge, was most cooperative in extending all courtesies to our field staff and facilitating their work. Mr. Jerry Klebe, Circuit Court Administrator, was similarly helpful during the evaluation.

Special thanks are extended to The Honorable Judge William D. Block, who presided over the Juvenile Court during the research period, and who lent his personal support to the evaluation team, granting them the opportunity to attend closed court sessions and to consult with members of his staff. Judge Block made himself available for advice or clarification when needed, and to him we are most grateful.

In the Lake County Court Services Department, Fred Connally, Director, and Robert Smith, Chief Juvenile Probation Officer, were helpful when called upon; indeed, the entire Juvenile Probation Division, officers and staff, extended their cooperation to the research effort.

The Center is particularly grateful to Ms. Candice Korpi, Coordinator of the VIP project. She had enough to do without the extra burden that questions from the research team imposed; nevertheless she gave of her time, and her secretary, Vinnie Windom, was also helpful. The volunteers and clients with whom the research team interacted served to inform the evaluation from their own perspective.

It is impossible to personally acknowledge all those who assisted us but particular thanks are due to Roger Slood, Director of Personnel for Lake County, who provided personnel information, and Ms. Carol Smeltzer, who supplied budget and salary information for the Probation Division. The Court Clerk's and State's Attorney's offices aided the evaluation by furnishing us with daily notes from the hearings so that cases could be put into the random assignment pool for the research sample.

At the Center for Research in Criminal Justice Ms. Candace Reed was the general factotum, and the secretaries, Ms. Centura J. Mullin, Ms. Margaret M. Costello and Ms. Mary Jane Lane, contributed more than secretarial effort to this evaluation. Ms. Helen Miller, administrative assistant in the Department of Sociology, was helpful to our staff members as they made use of the key punch and verifying machines. Computing services were provided by the Computer Center of the University of Illinois - Chicago Circle. Its assistance is gratefully acknowledged. To Richard McCleary, Assistant Professor of Criminal

Justice, we are grateful for some technical and methodological advice. David Koepke, a graduate psychology student, donated many hours of time in preparing our data for the computer runs.

In addition to the authors and editor, the research staff proper consisted of Candace Reed, Martha Ortiz, Centura J. Mullin, Mary Jane Lane and Harold Himelman.

While those mentioned above contributed information, services, and advice, the opinions and conclusions contained in this report are solely those of the authors and the editor.

SUMMARY: MAIN FINDINGS

Although a great deal of information was collected in an attempt to evaluate the Lake County Volunteers in Juvenile Probation program, the fact of the matter is that one year is simply inadequate as a period within which either the program or its participants have had a sufficient opportunity to "succeed" or "fail." Moreover, the Juvenile Probation Division experienced a high rate of staff turnover and underwent at least three reorganizations within the year in question. Despite these limiting conditions, however, the evaluation went forward. Many quantifiable variables were used (the Code Book appended to the copies of this report distributed to the funding and operating agencies gives some indication of their range) to test such hypotheses as the nature of the case permitted.

In the final analysis, it was the view of the evaluation team that the only quantifiable, and hence measurable, criteria for the success of the VIP program were to be found in one of its stated "objectives to be achieved," i.e., "through volunteer supervision, reduction in the rate of recidivism." In short, volunteer supervision was to be the means to the goal of reducing recidivism. Accordingly, a number of hypotheses including variables of recidivism and variables of supervision ("contacts") were tested. The results are set forth below. The rest of this study is merely a footnote to these findings:

- I. There is no difference between the experimental group (juveniles on probation or supervision who were served by a probation officer and a volunteer) and the control group (juveniles on probation or supervision without a



volunteer) with respect to recidivism as measured: (1) by difficulties with the law during the period of court supervision, (2) by subsequent referrals to the juvenile court, (3) by detentions, (4) by court reviews traceable to subsequent referrals, (5) by changes in the initial disposition of the court, or (6) by the type of termination of their cases.

- II. There is no difference between the experimental group and the control group with respect to the average number of contacts between the probation officer and the juvenile: (1) in the court, (2) in the field, or (3) by mail.
- III. There is no difference between the experimental group and the control group with respect to the average number of collateral contacts (with parents, school, employers, medical, mental health, social agency, etc.) by the probation officer: (1) in the juvenile's home, (2) in the field, (3) in court; or (4) by telephone, or (5) by mail.
- IV. The average number of contacts by the probation officer with the juvenile: (1) in his/her home and (2) over the telephone, is greater for the experimental group than for the control group.
- V. Statement IV is the only significant difference found between the experimental and control group.

*Hans W. Mattick*

HANS W. MATTICK, Editor,  
Professor and Director,  
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Chapter I: INTRODUCTION (A Short Historical Introduction to  
Voluntarism in Relation to Corrections, Voluntarism  
in Illinois, and to this Evaluation of the Lake  
County Volunteers in Juvenile Probation Program)

"THIRD OF ILLINOIS TEENAGERS TIED TO SERIOUS CRIME"

Front-page headlines like the one above which appeared in the January 24, 1977, edition of The Chicago Tribune, were met with widespread shock and disbelief by most of the general public. That headline and accompanying report was based on an Illinois Department of Mental Health six-year study of juvenile crime derived from the self-reports of a 3,180-person sample of Illinois teenagers between the ages of 14 and 18. That study stated, in part, that 13 percent of those interviewed admitted taking part in robbery; 40 percent in keeping stolen goods; and 50 percent in shoplifting. It projected that one-third of all Illinois teenagers had at some time in their adolescence committed at least one serious offense.<sup>1</sup>

Those more familiar with juvenile behavior, however, see this study as supportive of findings in similar, but smaller, studies conducted over the past several decades. Many experts view much of juvenile crime as simply a "part of growing up". Insofar as the process of achieving maturity includes elements of experimentation and "trial and error", one should not be surprised at some incidence of error. Rather, the problem posed by such incidence of error was the wisest and most efficient means to be adopted to reduce the amount of error without stifling the potential for achieving maturity. For reasons of this kind, throughout the criminal justice system allowances are made for the juvenile first-time or minor offender: juvenile crimes go unreported; if reported and a juvenile is apprehended, the Illinois Juvenile Court Act

authorizes the police juvenile officer to dispose of the case through a "station adjustment"; and the Intake units of probation departments are generally permitted to divert juveniles to other agencies (Youth Service Bureaus, Mental Health Departments, drug or alcohol abuse clinics, etc.), or to simply send them back to their homes under the supervision of their parents. State's Attorneys may also exercise their discretion to not file petitions, and judges may rule that findings of Delinquency or Minor in Need of Supervision and adjudications of wardship are not "in the best interests of the child" or community.

Given the philosophical, political, and budgetary constraints on public policy, the focus for juvenile crime control and correctional agents will probably remain on juveniles whose involvement in deviance is judicially determined to be dangerous, frequent, or portentous of a more serious future criminal career. While some of these juveniles may become inmates of mental or juvenile correctional institutions, for the most part they constitute the clientele of juvenile probation departments.

Juvenile probation departments across the nation today are struggling to provide juveniles with individualized treatment--the basic objective of what is called the juvenile justice model. At the same time, probation staffs are underfunded and over-burdened with excessive caseloads, administrative paperwork takes precedence over human contact, and a confusing succession of treatment ideologies, methods, and styles of probation are implemented--most of which are uncontested and remain untested. Under such adverse conditions, the struggle in all too many probation departments has turned from the reduction of juvenile crime to bureaucratic survival.

In a desperate attempt to come to the aid of embattled probation departments, observers have suggested a return to citizen participation in corrections--a return of volunteers to juvenile probation. Whether this return of the volunteer to probation is only the latest in a series of desperate measures designed to enable juvenile probation to survive within the philosophical, political and economic constraints alluded to earlier, or whether it is merely the latest attempt to achieve juvenile justice with the least amount of investment and the least disturbing amount of philosophical and political change remains to be seen. In any case, this evaluation will seek to determine what impact, if any, the return of the volunteer has had in this particular context.

#### A Short History of Probation and Voluntarism

Since Colonial times, America has had a tradition of voluntarism, expanding within the correction field in 1841 from jail visitations to alleviate the miseries of incarceration to what could later come to be called the beginnings of the "community treatment of offenders". In that year, wealthy Boston bootmaker John Augustus volunteered as surety for a drunkard who appeared before a Boston court. Ultimately, Augustus would bail nearly 2,000 defendants and would be hailed as America's first probation officer.<sup>2</sup>

Largely because of Augustus' work, the mayor of Boston was authorized under the first probation statute in 1878 to appoint annually a probation officer as a member of the police force. That power was extended to all towns and cities of Massachusetts in 1880, to judges of the lower court in 1891, and to judges of the Superior Court in 1898.

The first statute authorizing courts to grant probation as a condition appended to suspension or execution of sentence was passed in 1898 by the Vermont Legislature.<sup>3</sup>

During this period, in Illinois, the newly-created occupational role of probation officer was becoming institutionalized and also became more specialized through the efforts of volunteers and civic organizations in taking on the task of "child saving".<sup>4</sup> They were instrumental in laying the foundations for the first juvenile court which was legislatively mandated in Illinois in 1898. Until 1905, volunteers served as the first juvenile probation officers in that Cook County court. Their activities were not unobserved, however, and for a variety of reasons that are difficult to retrieve from the historical record, the day of the volunteer in court came to a relatively abrupt halt. Whether the increasing institutionalization of the probation officer position was seen as a patronage opportunity by political organizations, or whether the apparent competence of volunteers excited the fear or the envy of the developing social work profession is not clear. Nevertheless, the volunteer was diverted, and the "professional" was substituted.

In 1905, the legislature appropriated money to pay probation officers, and two years later, the county erected a new juvenile court building containing detention facilities. Due to these successes, the Juvenile Court Committee disbanded and re-formed as the Juvenile Protective League, which worked "to create a permanent public sentiment for the establishment of wholesome uplifting agencies, such as parks, playgrounds, gymnasiums, free baths, vacation schools, communal social centers and the like". This nominal change marks the beginning of the decline of child saving by volunteers and civic organizations. There was no place for amateurism or unsupervised philanthropy in "professional" probation work. "There can be no possible doubt", wrote Bernard Flexner, "that the indiscriminate use of volunteers is to be condemned...The fewer children given to a volunteer the better" (emphases added). 5

The volunteer child savers of the nineteenth century would now be replaced by the professional caseworkers of the twentieth century. To deal with the turn-of-the-century notion of "social disorganization", more trained professionals were recruited; volunteers alone were viewed as not able to meet the growing needs of social welfare. Effective work for "charity" was deemed to require trained professional direction and supervision. While the stature of the professional increased, the role of the volunteer "diminished to fund raising or advisory capacities".<sup>6</sup>

For nearly half a century, volunteers would serve almost everywhere except the courts: as trustees of colleges, universities or private schools; directors of private institutions or agencies; solicitors for the community chest; committee members of private institutions or agencies; and generally --persons who served educational, health, recreational, or welfare organizations in one way or another.<sup>7</sup>

It was not until the 1960's that volunteers would re-enter probation work. Judge Keith J. Leenhouts has been credited with initiating what has been called the modern volunteer court movement in Royal Oak, Michigan, in 1960. By 1963, it was claimed that about 500 volunteers were serving the Royal Oak court in many different ways: many were one-to-one friends or sponsors to offenders on probation; some gave money; some doctors, lawyers, psychiatrists, and psychologists gave professional services.<sup>8</sup> Leenhouts' primary goal was to provide an inspiring personality who might influence the life of a probationer. One-to-one friends or sponsors were recruited from the solid citizens of the community; besides serving as sources of inspiration these sponsors would also be able to provide educational assistance and employment opportunities.

During the 1960's the utilization of volunteers became increasingly popular. That decade had seen the creation of federal programs designed to involve a wide range of citizen participation in addressing both foreign and domestic problems: The Peace Corps (1961) and Volunteers in Service to America--VISTA (1964). In light of programs like these, the 1967 Task Force Report on Corrections pointed to the volunteer as a potential manpower source for corrections:

Despite a tradition of participation in corrections beginning with the late 18th century Prison Society in Pennsylvania, the use of volunteers has not kept pace with the growth of the field. There has been a consistent trend to replace volunteers with skilled specialists, as illustrated by the gradual decline in the number of 'parole sponsors,' or volunteer parole officers, during recent years. Yet current demonstrations of the vitality of the concept of the volunteer in corrections argue strongly that he can still be a strong ally in correctional programing. 9

Other federal programs like the Foster Grandparent Program (1967) and Retired Senior Volunteer Program--RSVP (1969) led the way in introducing volunteers back into juvenile court.

Private organizations also encouraged the return of volunteers to court. Volunteers in Probation, Inc. was formed in 1969 to provide professional advice for instituting volunteer programs in local courts, and the National Information Center on Volunteers in Courts published the Guidelines and Standards for the Use of Volunteers in Correctional Programs in 1972.<sup>10</sup> It was estimated at that time that one court per day was instituting a volunteer program.<sup>11</sup> Some of the Information Center's concerns were recruitment of volunteers, encouragement of staff involvement, insuring adequate funding, and the need for constant evaluation of the volunteer program.

Despite the felt need for evaluation, however, the overwhelming bulk of the literature on volunteers in courts or probation consisted of



program descriptions. Instead of concentrating on quantifiable measures, performance criteria, or the prevention of crime and the reduction of recidivism among court clients, adult or juvenile, the early "evaluations" tended to focus on the means used to prepare to have an impact. There were elaborate accounts of recruitment and training methods and some preoccupations with the process of "matching" volunteers and clients, but almost nothing about the results of having undertaken to organize volunteer programs. Insofar as quantitative measures were used, they were used to count the number of volunteers recruited and the number of clients served. Sometimes the frequency and length of contacts between volunteers and clients were counted, but there were seldom comparisons made between clients with and without volunteers, or between the performance of probation officers and volunteers.

For the most part, evaluations concerned with objective effectiveness and efficiency of volunteer programs in probation were simply outside the frame of reference in which the courts usually conduct their affairs. Not only was there a lack of receptivity to outside evaluation, but the nature and quality of record-keeping in volunteer programs did not permit the use of sophisticated research designs and methodologies. Where evaluations were made, despite adverse research conditions, effectiveness findings were varied: <sup>12</sup> juvenile probation volunteers were as successful as juvenile probation officers in reducing recidivism (Canada 1972), or more so (Kentucky 1975, Michigan 1975, Nebraska 1975); or no significant differences were observed in recidivism between experimental and control groups (California 1973, California 1974, Pennsylvania 1975, Colorado 1975). In Royal Oak, Michigan, the home court of the venerable Judge Leenhouts, founder of

the well-advertised "modern volunteer movement", researchers concluded that the volunteer program was not effective in reducing the self-reported delinquent behavior of its clients (Michigan 1975). Some researchers pointed to program operational problems: the anticipated number of matches were not made between volunteer and client (California 1974), and problems were experienced in the number of clients served (Ohio 1975).

Such a diversity in findings clearly reflects a similar diversity in volunteer programs and, necessarily, a diversity of research designs and methods that sought to evaluate these programs. It cannot be said that these evaluations represent replications of similar programs in different contexts. They are simply a series from which no valid generalization can be drawn about the success or failure of such programs.

From the better among the studies reviewed, it appears that the "success" of volunteer programs, whether defined in terms of survival or in terms of outcome, depends in large part on the administrators' abilities to plan, organize, coordinate, monitor, and control goal-directed activities and their capacities to solve problems and make effective decisions--especially as they specifically apply to (1) recruiting, training, and maintaining adequate numbers of volunteers from which timely, viable, and stable volunteer/client matches can be made; (2) establishing and maintaining support and involvement of probation officers trained in the use of volunteers in the application of comprehensive treatment plans; and (3) establishing and maintaining the support of high-level court and probation personnel, outside agencies and organizations, and the general public.

In recent years, volunteer programs (organized by, or related to, official criminal justice agencies) have had little difficulty in gaining this latter moral support, and many have been monetarily supported by local as well as state and/or federal funding. Ordinarily, the gaining of both moral and monetary support can be taken as an appropriate response by others as the result of a perception of a job well done; but the mixed results of such evaluations as have been conducted on a variety of volunteers in probation programs would tend to indicate that there can be no clear perception of just what it is they are doing or achieving. Moreover, it should be a cause for reflection to learn that in one case a researcher found that despite evidence that a volunteer project had not met the needs of a Department of Corrections, the department had continued to support it--with a 40% increase in budget (Delaware 1975).<sup>13</sup>

#### Illinois Volunteer Programs

Between 1969 and 1974, at least ten volunteer programs had been funded by the Illinois Law Enforcement Commission (ILEC) in counties scattered throughout the state: Tazewell, Lawrence, Macon, Peoria, Union, Kane, Madison, Ogle, Whiteside, and Lake. In 1975, on behalf of ILEC, Hans W. Mattick and Broderick E. Reischl of the Center for Research in Criminal Justice at the University of Illinois at Chicago Circle examined these ten volunteer programs and reported their findings in Some Problems in the Evaluation of Criminal Justice Programs: The Case of Volunteer Court Counselors and Volunteers in Probation.<sup>14</sup> They pointed to the "causal theory" of crime and delinquency that, at least implicitly, forms the rationale for inserting a volunteer into the life of a probationer to reduce recidivism:

...human beings are influenced in their behavior and attitudes by other human beings, and particularly by those human beings who form primary groups, e.g., the family, friends, play groups, work groups, and other small groups between whom there are face-to-face relations and sentimental bonds which lead to shared values. In its simplest version, the influence of primary groups on their members are, ordinarily, considered to be positive, i.e., the values that are transmitted come to be shared and are considered right. Occasionally, however, there is conflict or damage to the primary group which impairs the transmission of values and that can lead to deviance, or conduct that is defined as criminal by the larger group. When the latter condition obtains, the individual considered deviant or defined as criminal is not ordinarily rejected out of hand and ostracized from the group. Instead, attempts are made to restore the primary relation, or to substitute for one that is damaged, so that approved values may continue to be transmitted and ultimately shared (emphasis added). 15

The "problems" in the study's title refers, in part, to the observed lack of the basic conditions necessary for quality evaluative research: inadequate and/or unreliable data collection and recordkeeping by the funded programs as well as negative attitudes toward program evaluation caused by low-level struggles for program self-determination and survival. Volunteer programs seemed more caught up in what were considered the means (establishing warm volunteer/client relationships and positive internal and external organizational and personal relationships) rather than the goal of reducing recidivism.

The authors recommended that future grantees be required to provide a quantitative basis for the evaluation of their ultimate goal (reducing crime) and a clear description of the means proposed for achieving that goal (the program). They went on to describe and comment upon experimental designs which might be implemented to evaluate the effectiveness of these future programs.

An Overview of the Evaluation to be Presented in this Study

Acting upon the recommendation that future applicants for funding to organize volunteers in probation programs be required to agree to an evaluation by an independent, outside, research organization, the ILEC made such an evaluation a condition of the Lake County Probation Services Improvement Grant #001975. Apparently, the ILEC had concluded that the basic conditions necessary for quality evaluative research were present in the Lake County Court. ILEC had been negotiating with the Lake County authorities for more than a year ("initial technical assistance" had been given in October 1974 and the first draft had been submitted November 14, 1974), and by October 17, 1975, the ILEC Staff Reviewer had concluded: "This is an extremely well-designed project." Accordingly, the grant was approved for one year and scheduled to begin January 1, 1976. Tentative approval was also given for two more years of funding at rates of 75% and 50% of the first year's grant.

In December 1975, the ILEC approached the Center for Research in Criminal Justice, University of Illinois at Chicago Circle, with a request to review the grant proposal of the Lake County Juvenile Probation Division and to consider the possibility of conducting an evaluation of its outcome. On January 1, 1976, the Director of the Center responded to both the ILEC and the Lake County Court with a memorandum entitled: "The Evaluation of the Lake County Volunteers in Probation Project (A Memorandum of Understandings, Mutual Expectations and Cooperative Relations)". In that memorandum the necessary and desirable conditions for conducting an evaluation of this project were set forth. On January 7, 1976, the ILEC wrote to the Court Administrator of Lake County, stating "...it is important that a mutual agreement of this sort be accepted, rejected, or modified to the benefit

of all parties involved...any response forthcoming from the persons involved directly or indirectly with the upcoming evaluation should be in writing and to my attention no later than January 14, 1976. No response will be considered an acceptance and ILEC will then proceed to enter into a contract with Hans Mattick."

Accordingly, on January 12, 1976, the Center forwarded a "Proposal to Evaluate the Lake County Volunteers in Probation Project", so it would be on hand in a timely fashion. In due course the ILEC awarded a contract to the Center on February 17, 1976, for a one-year evaluation effort.

The evaluation was to include statistical and other archival data about the Lake County Juvenile Probation Division and its clients for the year 1975, the "baseline" period when that Division functioned without a volunteer program funded with ILEC assistance; and for the year 1976, the "experimental" period, during which the clients of the Juvenile Probation Division were to be randomly assigned to two groups: those to whom a volunteer was assigned (the "experimental" group) and those to whom no volunteer was assigned (the "control" group). Comparable periods in the baseline and experimental periods were the components of a longitudinal design, and the random assignment procedure gave rise to an experimental and control group design. This is the most simple and most general description of the research designs employed in the evaluation that will be set forth in much greater detail in the rest of this report.

According to the grant application submitted to ILEC by the Lake County Juvenile Probation Division, it was anticipated that through the organization and implementation of the Lake County Volunteers in Probation project (LC-VIP), the following objectives would be achieved:

- "1. Delivery of services to minors in Lake County would be enhanced;
  2. Special skills possessed by citizens in the program will be utilized to supplement existing probation services;
  3. Untapped community resources in the area of youth projects, employment, transportation, education, etc., will be developed and coordinated;
  4. Through volunteer supervision, the reduction in the rate of recidivism (i.e., the return of the offender to the Court);
  5. Provide more consistency and unity throughout the Department of Court Services."
- 16

Even a cursory reading of these five objectives will reveal that with the possible exception of number 4, it is unlikely that any agreement could be reached as to whether the objective had been achieved. They are not stated in terms that are capable of convincing proof or disproof. At best, drawing upon an incomplete knowledge of what might be included or excluded in the ambiguous and general terminology employed, one might be able to point to specific examples and attribute a meaning to them that could be construed as being within the bounds of the meaning intended by one or the other of these statements. Such language may serve well enough for work-a-day purposes, but it is much too elusive to serve as the basis for an evaluation.

The evaluation that follows, at some length, in the succeeding chapters of this report, will seek to determine what kinds of changes the presence of the newly-organized and implemented ILEC-funded program made in the participating Juvenile Probation Division, insofar as these changes can be disentangled from other changes taking place simultaneously from other sources; the longitudinal design will produce the data to describe these changes and, insofar as possible, that data

will be presented in quantitative form. Secondly, this evaluation will seek to measure any fluctuations in recidivism as between the baseline year and the experimental year; and within the latter year, such quantifiable differences as between the experimental and control groups, as the nature of the existing and retrievable data permit; the experimental and control group design will supplement the longitudinal design to produce the data for these measures. It should be clear that comparisons of outcome behavior between the experimental and control groups within a single year are an inadequate measure of the success or failure of the volunteer program, for juveniles placed on probation early in the year have a longer opportunity to succeed or fail than those placed on probation later in the year. Similarly, much more data is available about the baseline period than about the experimental period, for similar reasons. Therefore, in making comparisons between periods and/or groups, specified and comparable time periods, applicable to both will always be utilized. The more complete collection of data for the baseline period (1975), however, was planned from the beginning, and for the sake of the future. The funding of the evaluation effort for a single year necessarily limited the usefulness of any comparisons of outcome behavior that could be made within that year. Nevertheless, ILEC encouraged the researchers from the Center to collect relatively complete data for the baseline period so that future, and more meaningful, evaluations could be made from a good baseline period data collection effort. Whether a future opportunity to make such evaluations will come to pass, for either the Center, another research organization, or even, conceivably, the Lake County Juvenile Probation Division, itself, as an in-house self-evaluation, remains to be seen.



This study will not address questions of whether volunteers affect one kind of juvenile differently from another, what characteristics of the client and volunteer seem most important, or to what extent program effectiveness depends on matching a particular kind of juvenile to a particular kind of volunteer. Moreover, this study will make no attempt to present any kind of "cost-benefit" data on the VIP Program.\*

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(For those interested in a serious attempt to make a "dollars-and-cents" efficiency evaluation of the VIP program in Lake County Juvenile Probation, see Sharon I. Horton's A "Cost-Benefit" Analysis of Volunteers in Probation, an Internship Report Submitted in Partial Fulfillment of the Requirements for the Master of Arts Degree at the Department of Criminal Justice, University of Illinois at Chicago Circle, Chicago, Illinois, December 3, 1976).

Chapter II: THE RESEARCH ENVIRONMENT (Sources of Information, General Description of Lake County, Illinois, the Juvenile Probation Division, and the Legal and Organizational Context in which the LC-VIP Program was Conducted)

While the focus of the evaluation will be on the analysis of quantitative data that has been collected, what follows is a general description of the context in which the volunteer program and the evaluation research went forward, that is, the County, the Juvenile Probation Division, and major events occurring in and about the Division during 1975 and 1976--the period for which the quantitative data were collected.

Sources of Information

Data sources for this general description included:

(1) Documents

U.S. Census materials; maps, newspaper articles; the Illinois Juvenile Court Act; County personnel, salary, and budget records; reports, records, and memoranda of the Court Services Department and the Juvenile Probation Division; and program materials and statistics of both the Adult Probation Division volunteer program and the Juvenile Probation Division volunteer program.

(2) Informal Interviews

The Circuit Court's Chief Judge; the presiding Juvenile Court Judge; the Court Administrator; personnel of the Board of Education and the Departments of Accounting, Management Services, Regional Planning, and Personnel; staff of the State's Attorney and Public Defender offices and the Court Clerk's office; police juvenile officers;

school counselors; and personnel of other outside agencies (Youth Service Bureau, Department of Mental Health, private residential placement facilities); the Director of Court Services; the Chief Juvenile Probation Officer; Juvenile Probation supervisors and probation officers; Coordinator of Adult Probation Division's volunteer program; Coordinator of Juvenile Probation Division's volunteer program; volunteers; juveniles and their families and employers.

(3) Formal Interviews

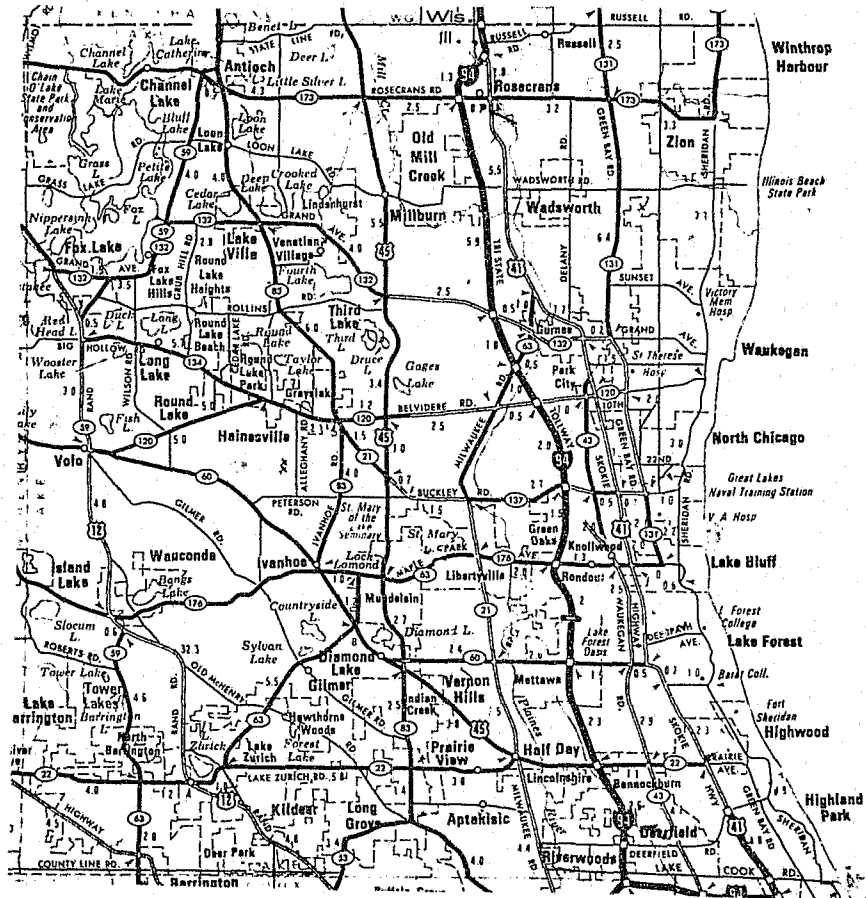
Although not widely administered due to time constraints, formal interview schedules were prepared for probation officers, volunteers, and juveniles (see Appendix A).

(4) Non-Participant Observation

A nine-month (March 1, 1976 to December 31, 1976) period of day-to-day observation of Juvenile Probation Division activities, including the probation office, staff meetings, volunteer recruitment and training meetings; observation of juvenile court proceedings; and selected meetings of related and outside organizations like the Juvenile Officer Association, the County Board, and a variety of social and service agencies related to the Juvenile Court. While there was, of course, informal interaction between the evaluation researchers and the staffs of these organizations, the researchers were careful to avoid making any policy suggestions in order to avoid any conflict of interests and the confounding of action and research objectives. The Juvenile Probation Division determined its policies and the evaluation research sought to measure the outcome of these policies.

## Geography, Economy, Population, Crime Rates of Lake County, Illinois

Lake County is the northeastern-most county in Illinois, bordered on the north by Wisconsin, the east by Lake Michigan, the west by McHenry County (with which it shares the 19th Judicial District), and on the south by Cook County.



In 1975, urbanologist Pierre DeVise ranked 200 communities with populations over 2,500 in the eight counties surrounding the city of Chicago: Lake County, Indiana, and in Illinois--Will, Kendall, DuPage, Kane, McHenry, Cook, and Lake. In his ranking based on median family income, percentage of families with incomes of \$25,000 or more, and median home value, Lake County had communities at the very top and the very bottom of the ranking. The bedroom communities, in which managers

and executives with ties to the industrial/commuting patterns of Chicago/O'Hare lived, included Barrington Hills (#2) with a median family income of \$37,880; Lake Forest (#7) with a median family income of \$33,800; and Lincolnshire (#8) with a median family income of \$31,490. Toward the lower end of the ranking, Waukegan, the largest city in the County, ranked #148 with a median family income of \$14,700. Cities with higher than the average county rate of unemployment, e.g., Zion, with a median family income of \$13,460, and North Chicago, with a median family income of \$10,890, were ranked #183 and #194 respectively. Of all the 200 communities ranked in the eight counties, Round Lake Beach in northwest Lake County ranked #196.<sup>17</sup>

Lake County ranks third in population among the 102 counties in the state: according to the 1970 census, its population totaled 382,638 persons, 81.4 percent of whom lived in urban areas; by 1975, it was estimated that the County had grown to almost 395,000. Of this latter total, approximately 40,000 to 50,000 are juveniles between the ages of 12 and 18. Table A shows the sex and racial distribution of the 1970 Lake County population.<sup>18</sup>

Table A

Population of Lake County, Illinois, 1970, by Race and Sex

	<u>White</u>	<u>Black</u>	<u>Other</u>	<u>Total</u>
Male	189,032	10,136	1,042	200,210
Female	<u>171,691</u>	<u>9,603</u>	<u>1,134</u>	<u>182,428</u>
	360,723	19,739	2,176	382,638*
	94.3%	5.2%	0.6%	100%

\*of this total, 11,072 are Spanish surnamed white, black, or other

In 1970 the black population resided primarily in three large towns: Waukegan had 8,421 blacks; North Chicago had 7,836 blacks; and Zion had 2,345 blacks. <sup>19</sup>

Table B ranks Lake County communities according to estimated 1975 population size and furnishes 1975 data on types, numbers, and rates of reported crimes in these areas. Seven communities have above-county-averages in crime-rates-per-100,000 population: Zion, Fox Lake, Antioch, Waukegan, Gurnee, Park City, and Grayslake--all located in the northern half of the county. Overall, the 1975 crime index was 2.6% higher than in the prior year. According to the Juvenile Probation Division records, the number of referrals to the Intake unit increased from 1,407 in 1974 to 1,510 in 1975 (+7.3%). For the first nine months of 1976, 1,146 referrals were received.



Table B

REPORTED INDEX CRIMES PER LAKE COUNTY LAW ENFORCEMENT AGENCIES FOR 1975  
RANKED ACCORDING TO 1975 POPULATION SERVED

20

Police Department	1975 Popul.	1975 Index Crime Rate per 100,000	1975 Index Crime Total	Murd. and Vol. Mans.	Rape	Robb.	Agg. Asslt. and Batt.	Burg. and B/E	Theft	Motor Veh. Theft
Lake County Sheriff	87,843	4,340	3,812	1	25	73	94	1379	1957	282
Waukegan	65,400	9,483*	6,202	4	20	334	240	1203	4046	355
North Chicago	47,400	3,852	1,826	1	12	138	148	458	957	112
Highland Park	32,300	2,898	936	0	2	8	13	271	608	34
Deerfield	19,000	5,358	1,018	0	0	1	5	169	827	16
Zion	17,511	11,833*	2,072	0	12	60	142	473	1249	136
Mundelein	17,315	4,256	737	0	2	4	25	141	524	41
Lake Forest	15,700	2,936	461	0	0	2	5	94	330	30
Libertyville	13,396	4,136	554	0	0	3	9	131	366	45
Round Lake Beach	10,525	1,416	149	0	0	2	7	46	81	13
Lake Zurich	6,789	3,226	219	0	2	1	12	56	139	9
Wauconda	5,662	4,486	254	0	0	3	4	81	157	9
Grayslake	5,062	5,788*	293	0	1	2	10	79	181	20
Lake Bluff	5,016	3,429	172	0	0	2	0	24	132	14
Highwood	5,010	2,655	133	0	0	0	12	26	89	6
Winthrop Harbor	4,829	4,618	223	0	0	0	17	50	146	10
Fox Lake	4,544	11,466*	521	1	1	3	4	84	408	20
Round Lake Park	3,817	3,956	151	0	1	2	8	37	99	4
Lindenhurst	3,713	3,609	134	0	0	0	1	23	108	2
Antioch	3,677	11,314*	416	0	0	6	13	70	302	25
Lincolnshire	3,540	3,305	117	0	0	0	1	22	87	7
Gurnee	3,268	8,599*	281	0	0	5	11	99	147	19
Park City	2,906	6,676*	194	0	1	6	12	48	110	17
<b>TOTAL LAKE COUNTY</b>	<b>394,700</b>	<b>5,466</b>	<b>21,574</b>	<b>7</b>	<b>81</b>	<b>660</b>	<b>814</b>	<b>5206</b>	<b>13541</b>	<b>1265</b>
*Above County Average						3%	4%	24%	63%	6%

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Legal and Organizational Contexts of Juvenile Probation

The Juvenile Court Act of Illinois is the statutory basis for juvenile probation and supervision, and for any entity like the Lake County VIP program that may be organized to supplement the efforts of the Probation Division. We reproduce below the pertinent parts of the Juvenile Court Act that set forth these provisions:

"The purpose of this Act is to secure for each minor subject hereto such care and guidance, preferably in his own home, as will serve the moral, emotional, mental, and physical welfare of the minor and the best interests of the community; to preserve and strengthen the minor's family ties whenever possible, removing him from the custody of his parents only when his welfare or safety or the protection of the public cannot be adequately safeguarded without removal; and, when the minor is removed from his own family, to secure for him custody, care and discipline as nearly as possible equivalent to that which should be given by his parents, and in cases where it should and can properly be done to place the minor in a family home so that he may become a member of the family by legal adoption or otherwise." 21

To carry out the purpose and policy of the Act, all Juvenile Probation Departments are required:

- (a) To receive, investigate and evaluate complaints indicating delinquency, behavior otherwise requiring supervision, neglect or dependency,...to determine or assist the complainant in determining whether a petition should be filed...or whether referral to an agency, association or other person or whether some other action is advisable; and to see that the indicating filing, referral or other action is accomplished.
- (b) When a petition is filed...to make pre-hearing investigations and formulate recommendations to the court.
- (c) To counsel, and, by order of the court, to supervise minors referred to the court; to conduct indicated programs of case-work, including referrals for medical and mental health service, organized recreation and job placement for wards of the court, and when appropriate for members of the family of a ward; to act as liaison officer between the court and agencies or associations to which minors are referred or through which they are placed; when so appointed, to serve as guardian of the person

- of a ward of the court; to provide probation supervision and protective supervision ordered by the court; and to provide like services to wards and probationers of the courts in other counties or jurisdictions who have lawfully become local residents.
- (d) To arrange for placements pursuant to court order.
  - (e) To assume administrative responsibility for such detention, shelter care and other institutions for minors as the court may operate.
  - (f) To maintain an adequate system of case records and statistical records and to make reports to the court and other authorized persons, and to other governmental bodies lawfully requiring them.
  - (g) To perform such other services as may be appropriate to effectuate the purposes of this Act or as may be directed by any order of court made under this Act. 22

#### The Legal Processing of Juveniles in Lake County

The Lake County Crime Commission has prepared a description of the Juvenile Court System of Lake County which is included in the Juvenile Probation Volunteer Handbook. This Handbook is also the main instructional resource for the volunteers who participate in the VIP program (See Appendix C.1). 23

#### Police

The initial contact of the minor with the Juvenile System is usually through a police department, specifically a patrolman or line officer, as a result of his investigation of a crime or report of child abuse. If the officer has reasonable grounds to believe that the minor fits into any one of the following categories, he may take the minor into custody without a warrant (such custody is not an arrest).

#### Delinquent Minor

Any minor younger than 17 years of age who violates the criminal law

#### Minor in Need of Supervision (MINS)

Any minor under 18 years of age who is beyond the control of his parents, habitually truant, or a drug addict

#### Neglected Minor

Any minor under 18 years of age whose welfare is endangered by his own actions or his environment

### Dependent Minor

Any minor under 18 years of age who is without a parent or legal guardian, has been abandoned, or whose parents wish to be relieved of parental responsibility.

The minor is then immediately turned over to the department's Juvenile Officer who usually attempts to work out a "station adjustment". If the case is beyond the Juvenile Officer's control, it goes to the Juvenile Court. Such a decision depends on the specific age, offense, prior encounters, and particular circumstances involved in the case.

### Petition

When the Juvenile Officer (with advice from the State's Attorney's Office and Probation Officer) believes that the case should be handled through the Court, a petition stating which category the minor falls into is filed and a Summons is issued to the minor and his legal guardian announcing the date of the Adjudicatory Hearing. This hearing is held within ten days of the filing of the petition if the minor is detained and within thirty days if the minor has been released from custody.

### Adjudicatory Hearing

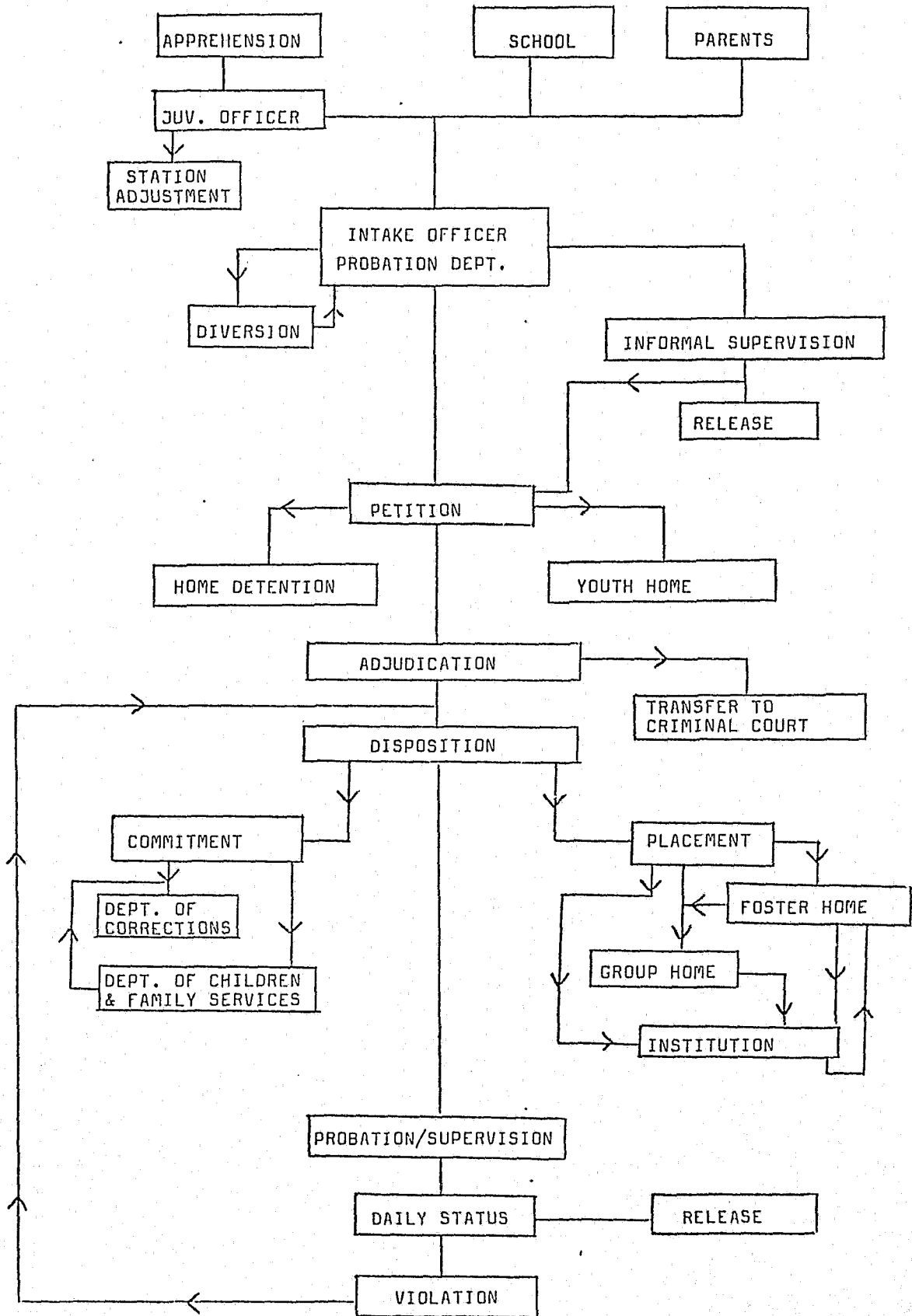
At the Adjudicatory Hearing (which is the trial), the Court hears evidence to either sustain the petition or dismiss the case. If the evidence sustains the petition, the minor is usually made a ward of the Court (the Court becomes another parent of the minor) by being adjudicated a "delinquent minor", "a minor in need of supervision", a "neglected minor", or a "dependent minor". For a delinquent minor and minor in need of supervision, the Juvenile Probation Department of Lake County is usually assigned to conduct a social investigation of the minor, his family and his environment. For a neglected or dependent minor, the Illinois Department of Children and Family Services does the investigation.

### Dispositional Hearing

After receiving a report in writing from the Probation Department or Family Services, the Court decides on the basis of this and other relevant evidence what action should be taken for the welfare of the minor and the public. Such action can be protective or strict supervision, mental treatment, probation, assignment to a new guardian, adoption, or, in extreme delinquent cases, assignment to the Illinois Department of Corrections. What action is taken is dependent on the specific case and situation.

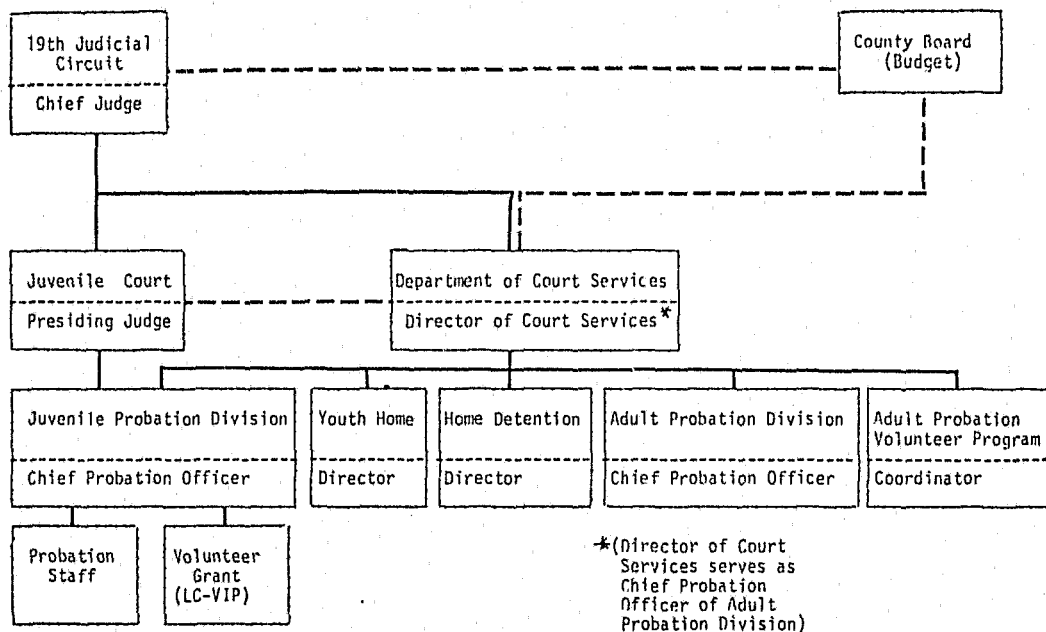
The Juvenile Probation Division has provided a more detailed pictorial representation of the process:

LEGAL PROCESS - JUVENILE



As of March 15, 1976, The Juvenile Probation Division and the Volunteers in Probation Program (VIP) were related to other components of the Lake County government and the 19th Judicial Circuit as illustrated in the organizational chart below:

LAKE COUNTY JUVENILE COURT AND PROBATION ORGANIZATION - March 15, 1976



The Juvenile Probation Division operates from two locations in Waukegan:

- (1) 3004 Grand Avenue, Waukegan

The Intake Unit which screens referrals is located on the grounds of the Lake County Mental Health Department and shares a building with the County's Youth Home (temporary detention facility for juveniles) and the grant-funded Home Detention program.

### 2.2.1 A Reanalysis of the Maturation Effect

In light of our comments on the AIR analysis of maturation (as summarized in their Table 10.4), it is clear that age must be handled as a continuous variable. For analytical purposes, we hypothesize that the post-release rate of delinquency for an individual is a function of the individual's age at the time of release from program or institution. This can be expressed as

$$\text{Suppression} = b_0 + b_1(\text{Age at Release})$$

Other things equal, we expect older delinquents to have lower post-release rates of police contact than younger delinquents. The parameter  $b_1$  is thus expected to be negative.

To conduct our reanalysis, we have defined Suppression as

$$\text{Suppression} = \frac{\text{Total Arrests in First Post-Release Year}}{\text{Total Arrests in Last Pre-Intervention Year}}$$

If a delinquent's post-release rate of arrest is lower than his pre-intervention rate of arrest, then

$$0 \leq \text{Suppression} < 1$$

that is, Suppression will be a fraction. If a delinquent's post-release rate of arrest is exactly the same as his pre-intervention rate of arrest, then

$$\text{Suppression} = 1$$

which implies that the intervention had no effect. Finally, if the delinquent's post-release rate of arrest is higher than his pre-intervention rate of arrest,

$$\text{Suppression} > 1$$

When Suppression is greater than unity, the implication is that the intervention has been harmful; it has made the delinquent more delinquent. When Suppression is less than unity, when it is a fraction, that is, the implication is that the intervention has been helpful; it has made the delinquent less delinquent.

In the AIR report, the suppression effect is ordinarily stated in terms of "percent reductions" in arrest rates from pre-intervention to post-release. The relationship between Percent Reduction and Suppression is simply

$$\text{Percent Reduction} = 100\% - 100 \times \text{Suppression}$$

$$\text{Suppression} = 1/100 \times (100\% - \text{Percent Reduction})$$

So we are operating in the same metric as the AIR report. For analytical purposes, however, it is easier to operate with Suppression than with Percent Reduction.

Because Suppression is constrained to the interval

$$0 \leq \text{Suppression} < + \infty$$

we must transform Suppression. The appropriate transformation is the natural logarithm transformation. The natural logarithm (denoted by "Ln") of Suppression is constrained to the interval

$$-\infty < \text{Ln}(\text{Suppression}) < + \infty$$

Because Ln(Suppression) may take on any value between negative and positive infinity, we are free to use regression methods on it. But our model is now

$$\text{Suppression} = b_0(\text{Age at Release})^{b_1}$$

$$\text{Ln}(\text{Suppression}) = \text{Ln}(b_0) + b_1 \text{Ln}(\text{Age at Release})$$

We will report our results in both the standard and natural log metrics.

If we turn to the Handbook which is designed to instruct the volunteers about probation, we note a section headed: "Objectives of Probation Supervision:" (underlining in the original) which describes these objectives as follows:

"Probation Supervision is not designed to control the conduct of the probationer so that (s)he does not commit any new offenses. Supervision is of limited duration and the negative function of control could only be exercised for that designated time. Therefore, probationary activities are directed toward the regeneration of the child's relationship with family, community and society. The object of probation is the ultimate re-establishment of the probationer in the community, and the probation officer must, accordingly, take a long view. The probation officer cannot adequately deal with either the person or the environmental aspect of the problem as a whole. It is necessary for the probation officer to direct attention to the main difficulties in the situation of the individual offender and, on the other hand, to act as an organizer or intermediary between the probation department and the resources already available in the community." 26

According to notes taken at an October 14, 1976 staff meeting of the Juvenile Probation Division, the following "management by objective" (MBO) goals for probation were defined through a process of group discussion and recorded on posters later displayed in the Probation Office as the product of the group's agreement:

- To find the most appropriate resource(s) available for the individual client. This is all in an effort to expedite a successful termination of an individual client.
- To facilitate the client through any legal means into redirecting his behavior in order to become a more productive member of society while still recognizing his own individuality with the least amount of damage to the individual or society. 27



It is clear that whatever guidance such direct and indirect statements of the goals of probation may provide to probation officers or volunteers in probation, they provide very little of a quantitative or quantifiable nature to measure the performance of staff or volunteers, and they fail to make explicit the criteria by which the outcome behavior of the clients of the Juvenile Probation Division may be evaluated, despite the fact that the latter were formulated as measurable (MBO) objectives. The evaluator is thus forced to resort to what is presumed to be the common goal of the criminal justice system (the prevention of crime and the reduction of recidivism), and to seek quantifiable data to measure performance and outcome behavior wherever it may be found.

One readily available source of quantitative data may be found in the budgets provided for the Juvenile Probation Division:

Table C

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Lake County Juvenile Probation Division - Budget: Fiscal Years 1975 & 1976

	<u>Fiscal Year</u> <u>12/74-11/75</u>	<u>Fiscal Year</u> <u>12/75-11/76</u>
Dependent Children Fund	\$445,000	\$400,000
Salaries	212,488	225,192
Youth Service Bureau	-	25,000
Travel	12,500	12,000
Medical	12,000	10,000
Furniture & Equipment	2,500	500
Miscellaneous Contractuals	2,200	700
Training	2,000	2,000
Clothing	1,600	1,200
Office Supplies	1,000	1,300
Equipment Maintenance	750	500
Dues and Subscriptions	500	250
Operating Supplies	50	1,300
Miscellaneous Commodities	50	-
	<u>\$692,638</u>	<u>\$678,942</u>

Next to funds allocated to care of dependent children, salaries for probation staff is the largest expenditure in the Division's budget. In fiscal year 1976, staff salaries ranged from a high of \$17,000 annually for the Chief Juvenile Probation Officer, and just over \$14,000 for a Probation Officer Supervisor, to \$9,216 for a newly-hired, degreed but inexperienced Probation Officer Grade I. Salaries were increased with the expansion of the workweek from 35 hours to 37.5 hours on December 1, 1976. Probation officers do not receive overtime pay, but do receive travel allowances for using their personal automobiles in their work. Travel is required for social investigations, investigating potential placement facilities, meeting with outside agency personnel, etc. In addition, the Probation Division requires that each probationer receive at least one contact per month, preferably in person--either at the office or in the field (at the client's school, home, or job).

During 1975, the Division employed a total of 24 individuals as Probation Officers (including the Chief Juvenile Probation Officer) to carry out probation services. In 1976, that number increased to 31. Most of the apparent increase can be explained by a high rate of turnover rather than an absolute increase in numbers, although the number of officers in the Division has doubled in the last six years as shown below:

Table D

Lake County Juvenile Probation Division

Personnel Active as of December 31<sup>29</sup>

<u>Year</u>	<u>Probation Officer</u>	<u>Clerical Support</u>
1970	10	3
1971	11	3
1972	13	4
1973	16	4
1974	16	4
1975	19	4
1976	21	4

Tables E and F reflect the personnel situation in the Juvenile Probation Division in 1975 and 1976. The seniority, sex, race and months of service in those years are presented. Note that several of the more experienced officers left the Division in June 1976 (including one of the two supervisors), and a probation officer with 20 years of service left in September 1976. More than half the officers with the Division in 1976 had been with the Division less than six months. The Division operated without an official Chief from December 1975 until March 15, 1976, when a former Assistant State's Attorney assumed that position.

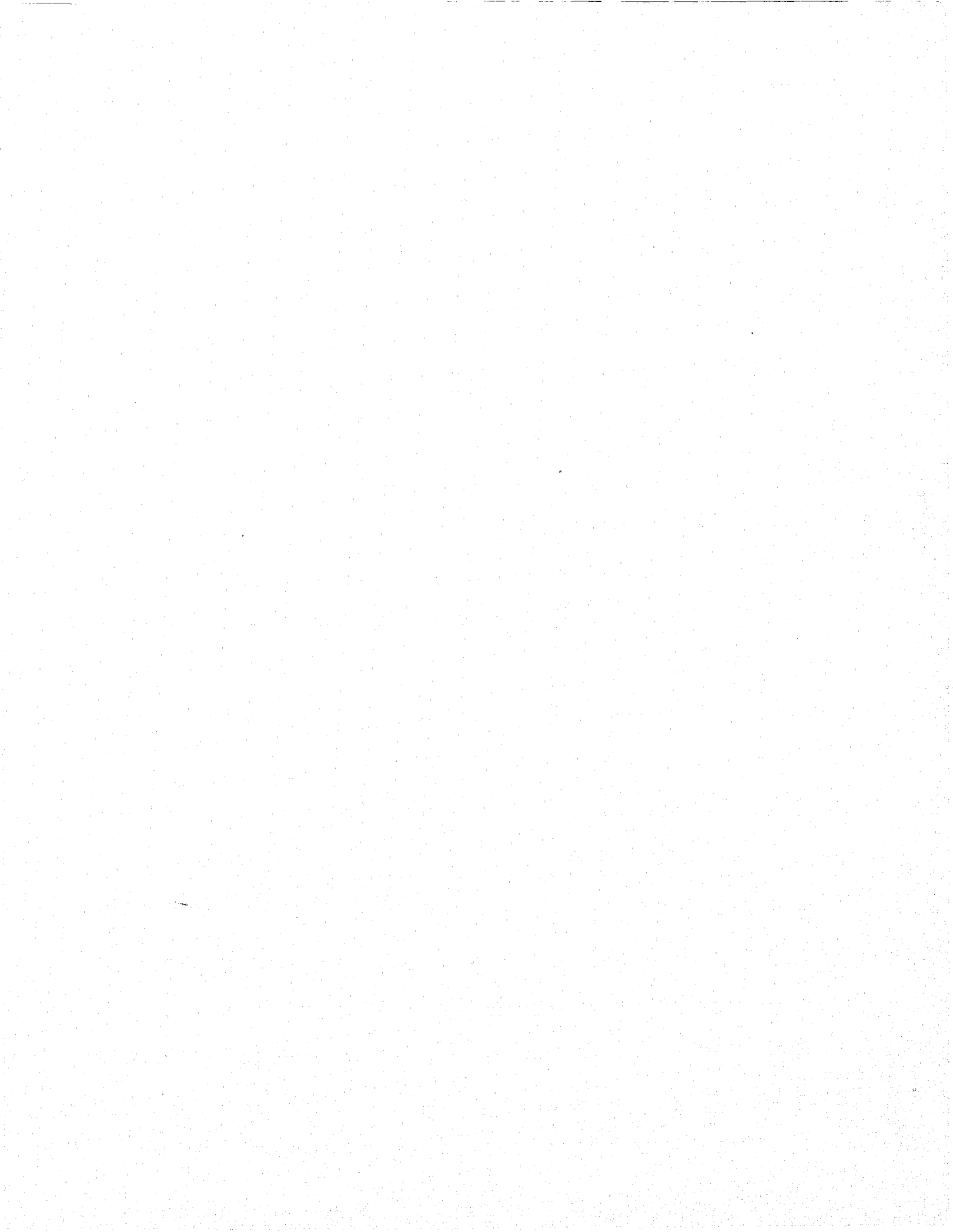


TABLE E

PERSONNEL OF LAKE COUNTY JUVENILE PROBATION DIVISION - 1975

Position	Service Date	Male	Female	White	Black	Other	1-75	2-75	3-75	4-75	5-75	6-75	7-75	8-75	9-75	10-75	11-75	12-75	Active 12-31-75	
Chief Probation Officer	8-74	x		x			-----													
Probation Officers	1 5-56	x		x			-----													
	2 5-69						-----													
	3 6-69		x	x			-----													
	4 1-70	x		x			-----													
	5 5-73	x		x			-----													
	6 7-73		x	x			-----													
	7 10-73	x		x			-----													
	8 10-73			x			-----													
	9 11-73	x		x			-----													
	10 1-74	x		x			-----													
	11 2-74	x		x			-----													
	12 3-74	x		x			-----													
	13 4-74			x			-----													
	14 7-74	x		x			-----													
	15 11-74	x		x			-----													
	16 2-75	x		x			-----													
	17 4-75			x			-----													
	18 5-75	x				x	-----													
	19 6-75		x			x	-----													
	20 7-75			x		x	-----													
	21 8-75			x		x	-----													
	22 12-75			x		x	-----													
	23 12-75	x				x	-----													
Clerical	11-71		x			x	-----													
	2-73		x		x		-----													
	4-74		x		x		-----													
	12-74		x		x		-----													
	2-75		x		x		-----													
	6-75		x		x		-----													
	10-75		x		x		-----													
	12-75	x			x		-----													

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TABLE F

PERSONNEL OF LAKE COUNTY JUVENILE PROBATION DIVISION - 1976

Position	Service Date	Male	Female	White	Black	Other	1-76	2-76	3-76	4-76	5-76	6-76	7-76	8-76	9-76	10-76	11-76	12-76	Active 12-31-76	
Chief Probation Officer	3-76	x		x																
Probation Officers	1 5-56	x		x																
	2 5-69	x		x																
	3 6-69		x	x																
	4 1-70	x		x																
	5 10-73	x		x																
	6 11-73	x		x																
	7 1-74	x		x																
	8 2-74	x		x																
	9 3-74	x		x																
	10 4-74		x	x																
	11 11-74	x		x																
	12 2-75	x		x																
	13 4-75		x	x																
	14 5-75	x				x														
	15 6-75		x			x														
	16 7-75		x		x															
	17 8-75		x		x															
	18 12-75	x		x																
	19 12-75		x		x															
	20 6-76		x		x															
	21 6-76	x		x																
	22 6-76	x		x																
	23 6-76	x		x																
	24 6-76	x		x																
	25 6-76		x		x															
	26 7-76	x				x														
	27 7-76		x		x															
	28 9-76		x		x															
	29 10-76	x		x																
	30 10-76		x		x															
Clerical	11-71		x			x														
	2-75		x		x															
	6-75		x		x															
	12-75		x		x															
	4-76		x			x														
8-76		x		x																



Applicants for Probation Officer positions are required to complete a Lake County employment application (see Appendix B). The County does not have Civil Service. Prospective probation officers must have a college degree, or its equivalent, in one of the social sciences. There is, apparently, no formal pre-service training for new probation officers. The first week or two is spent with a supervisor who explains the basic rules, regulations and procedures and answers any questions. The probation officer must be prepared to assume responsibility for a caseload immediately. More formal in-service training sessions are held several times a year and include such subjects as caseload management, interviewing, non-verbal cues, body language, reality therapy, etc.

In 1975 and 1976, personnel changes occurred not only within the Division, but also in the organization of the Court of which it is a part: personnel in the State's Attorney's office and in the Public Defender's office changed; and a new Juvenile Court judge was appointed effective January 1, 1976 (judges serve terms of from one to two years in selected courts "at the pleasure of the Chief Judge").

Casework responsibilities and management within the Division were also reorganized during this two-year period: in May, 1975, caseloads and responsibilities were shifted from individual officers to four "teams" composed of from two to three probation officers with one "team leader" per team. These teams reported to two probation supervisors. Three-member teams were responsible for handling up to 100 cases at any one time. The change was effected in order to provide coverage in the office and court by one member of the team while other officers in the team were doing required field work in four permanently-assigned geographic districts.

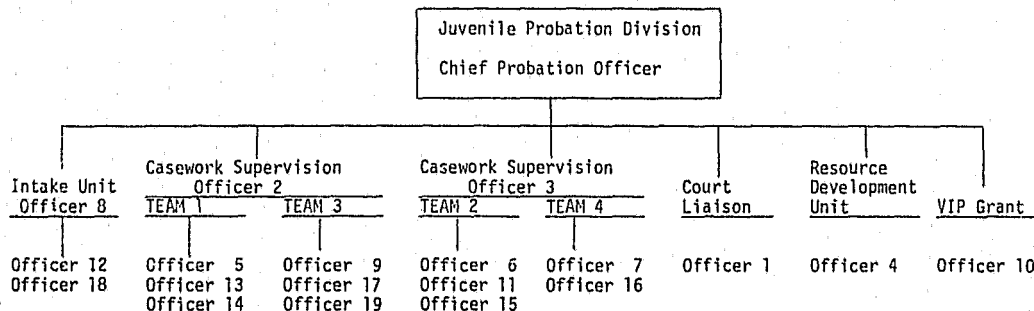


Casework officers were responsible for all phases of probation supervision, social investigations, court reports, court appearances, client supervision, and arranging for placement resources where regular probation supervision was considered inappropriate by the court.

As of March 15, 1976, the Divisional organization could be represented as follows (numbers are assigned pursuant to seniority in 1976 as shown previously in Table F):

JUVENILE PROBATION DIVISION ORGANIZATION

March 15, 1976



When the new Chief Juvenile Probation Officer joined the Division on March 15, 1976, plans were already being made to change the team approach; and on April 22, 1976, the Chief announced that effective May 1, 1976, the teams would be re-organized along the following lines: instead of being responsible for each juvenile in the team's geographic district, now officers were to be responsible only for juveniles passing through their respective, specialized areas of responsibility--Intake, Direct Service (average caseload per officer 33), Resource/Placement Supervision (average caseload per officer 30)--now according to school district. As of May 1, 1976, the Division caseloads were managed as follows:

## JUVENILE PROBATION DIVISION CASE MANAGEMENT

May 1, 1976

	TEAM A	TEAM B	TEAM C
SCHOOL DISTRICTS:	Highland Park Lake Forest North Chicago Prairie View <u>Lake Zurich</u>	Mundelein Gurnee Grayslake Libertyville <u>Round Lake</u>	Antioch Fox Lake Zion Wauconda <u>Barrington</u>
INTAKE (Officers 8, 12, 18) Screening Conferences, 90-day informals, social investigations	Officer 13	Officer 15	Officer 9
DIRECT SERVICE (Officer 2) Casework Supervision	Officer 5 Officer 14	Officer 6 Officer 19	Officer 7
RESOURCE Casework Supervision of juveniles in placement	Officer 11	Officer 17	Officer 16
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DETACHED DUTY Adoptions, divorce custody investigations	Officer 1		
Shelter care development Foster home development	Officer 3 Officer 4		

Shortly after the case management changes that went into effect May 1, 1976, six probation officers left. These were partially compensated for by the creation of a new position in the Division, and on June 16 and July 16, 1976 two "Family Counseling" officers were added to the Resource Unit of the Division. They were supposed to be assigned to cases where the supervising probation officer felt the juvenile and/or his family needed more individualized or specialized treatment than he alone could offer. By October 31, 1976, the division was operating along these lines:

## JUVENILE PROBATION DIVISION CASE MANAGEMENT

October 31, 1976

	<u>TEAM A</u>	<u>TEAM B</u>	<u>TEAM C</u>
INTAKE Officer 12 Officer 13 Officer 29	Officer 23	Officer 15	Officer 28
DIRECT SERVICE Officer 8	Officer 14 Officer 25	Officer 19 Officer 21	Officer 7 Officer 30
RESOURCE Officer 3  Foster Homes Officer 4  Family Counseling Officer 22 Officer 27	Officer 20	Officer 24	Officer 16

It is clear from the foregoing record of personnel changes and reorganizational patterns that the Lake County Court and especially the Juvenile Probation Division are in constant motion. Judges, State's Attorneys, Public Defenders, and Chief Probation Officers, who determine the basic policies and procedures of the Division, have relationships of relatively short duration to the Division. Moreover, within the Division, there is a high rate of probation officer turnover and one reorganization succeeds another as the Division seeks to come to grips with its day-to-day tasks. Under the impetus of such constant and rapid changes of personnel and work organization, it is difficult to envision any continuity of relationships between probation officers, clients and volunteers. As caseloads of clients are shifted from one probation officer to another as a consequence of functional reorganizations, to say nothing of the disrupted relations that result from staff turnover, it is no longer possible to assign responsibility for particular clients to particular probation officers, or even to a particular team of probation officers. Similarly, relationships

between probation officers and volunteers assigned to clients are re-distributed in response to staff turnover and the reorganization of work patterns. Whether similar rates of change also obtained in the baseline period of 1975 is not as completely retrievable from the record as it was for the experimental period of 1976; for while the personnel turnover is a matter of record, the frequency and scope of work reorganizations, and all that they may imply, are simply absent from the written record.

It should also be clear that this record of personnel changes and reorganizational patterns sets the terms and conditions for any evaluation of the VIP program that is to follow. Under such adverse conditions only the crudest and most general kinds of comparisons can be made between (1) the baseline period and the experimental period, and (2) within the experimental period between the experimental group and the control group of clients whose outcome behavior is to be the main quantitative measure to evaluate the VIP program.

Chapter III: THE VIP PROGRAM (Its Immediate Antecedents,  
Development in 1975-1976, and Plans for Its  
Evaluation)

History of Juvenile Volunteer Program in Lake County

The Volunteers in Probation (VIP) program for the Juvenile Division grew out of a similar program originating in the Adult Division. In July, 1971, the Adult Probation Division of the Department of Court Services formally instituted a volunteers in probation program entitled "Citizen Assistant Program." The program was funded over a four-year period by LEAA and Lake County. In December 1974, the program was incorporated into the County budget and is now part of the Adult Probation Division of the Department of Court Services. As of April 1976 it was reported to be serving more than 150 adult probationers with a volunteer pool of over 200 citizens. In 1973, the program was cited for its achievements by the National Association of Counties.

Based on that program's initial performance and promise, the John Howard Association was invited to study the Adult Program and to make recommendations as regards the Juvenile Division and recommended in their March 1973 report on Lake County's juvenile court and probation services (funded through LEAA Grant #487) that:

The Department should establish a volunteer program to help re-focus case services and to provide additional manpower and specialized services for the department. The Department should apply for special federal funds and use other means to finance case aid programs so probation staff will have the help of case aides and volunteers. This is the direction being taken by many probation departments and offers real promise for more effective work. <sup>30</sup>

Development of Juvenile VIP 1975-1976

While the formal funding of the juvenile VIP program by ILEC did not begin until March 1, 1976, planning and work toward such a program had

begun more than a year before that time. At the end of 1974, a volunteer program was already being planned for Lake County's Juvenile Probation Division, with implementation scheduled for April 1975. It was anticipated that a newly-created Resource Development Unit of Juvenile Probation would be responsible for this program, as well as for the development of foster homes for juveniles. On November 14, 1974, the first grant application was prepared. Six months later, in May 1975, the current Volunteer Coordinator was assigned to administer the volunteer program as part of her duties in the Resource Development Unit.

According to the 1975 Annual Report of the Resource Development Unit, the Volunteer Coordinator,

"spent many hours gathering information about volunteer programs. She was able to visit such successful programs as Retired Senior Volunteer Program (RSVP), Volunteers in Probation (Adult Division, Lake County), and the volunteer probation programs of Kane and DuPage Counties as well as the Missouri Board of Probation and Parole. She found volunteer program directors generous in sharing materials and advice. Based on her findings, (she) wrote a 45-page manual for the Lake County Juvenile Volunteer Program. She then began to interview and screen candidates for the program." 31

The manual referred to was a compilation of materials considered to be useful for the prospective volunteer program. It was later published as the Handbook, previously cited, and is attached as Appendix C.1.

By June 1975, the first volunteer had been recruited and students from local colleges like College of Lake County were being encouraged to become volunteers in juvenile probation. Juvenile probation officers were furnished forms through which they could request volunteers for specific cases of their choosing. In July, the duties of program development and coordination became the full-time responsibility of the Volunteer Coordinator. By the end of the month, five volunteers had been

"matched" with seven juvenile probationers.

In August, after discovering that the original grant request prepared nine months earlier had been lost in the review process, a second grant application was submitted. The program was well underway: additional volunteers had been recruited, bringing the total to 14; seven volunteers were attending the first six-week training course (one nightly 2-hour session weekly); and the manual for volunteers had been completed. September brought the approval of the grant application by the Lake-McHenry Law Enforcement Commission, with ILEC granting approval on December 1, 1975. By the end of 1975, it was reported that 47 volunteers had been recruited, 21 juveniles had been matched with volunteers, 60 training hours had been completed by volunteers, and 400 volunteer hours had been contributed.<sup>32</sup>

On January 13, 1976, a second six-week training course for volunteers was initiated, ending on February 17. A week earlier, on February 10, the Lake County Board had formally accepted the VIP grant and the accompanying requirement that the program be evaluated by an independent research organization--The Center for Research in Criminal Justice at the University of Illinois at Chicago Circle. Funding began March 1, 1976 and was distributed over the following areas:

Table J

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Lake County VIP First Year Budget  
by Expense Category

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	<u>3/1/76-</u> <u>2/28/77</u>
Salaries and Fringe Benefits for Full-Time Coordinator Secretary	\$21,589
Equipment	2,215
Travel	1,183
Consultant	1,000
Commodities Printed materials Office supplies Training materials Postage	1,000
TOTAL FIRST YEAR	<u>\$26,987</u>

(ILEC furnished \$25,638; the County furnished \$1,349)

### Recruitment

As in the case of the ten volunteer programs examined by the Center in its 1975 study, the volunteers in the Lake County Juvenile Probation Division VIP program were recruited on the presumption that as "Big Brothers" to probationers, they would be able to restore a damaged primary relation, or to substitute for one that has been broken; and that the positive values of volunteers would be transmitted to probationers through one-to-one, face-to-face volunteer contacts. This transmission was to assist in the rehabilitation of the offender and, as a result, reduce recidivism.



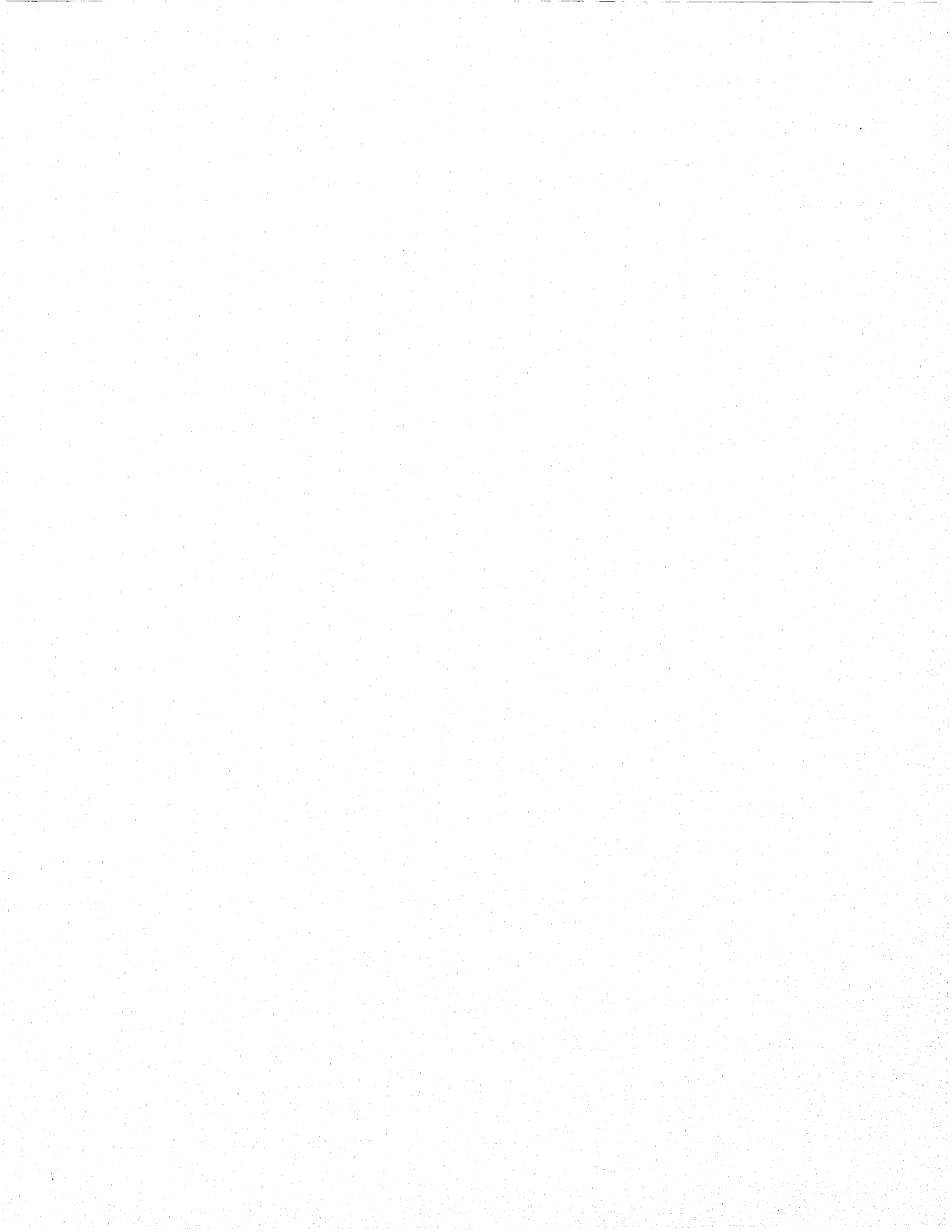
Volunteers applied to the program for a variety of reasons ranging from altruism, a desire to "feel needed", to fulfill school work requirements and to gain occupational experience in probation.<sup>34</sup> Volunteers were recruited through articles submitted to the County's major newspaper, from local colleges, through "flyers" distributed in various public buildings, and by "word-of-mouth." The following table shows the level of recruitment from June 1975 through September 1976:

Table K

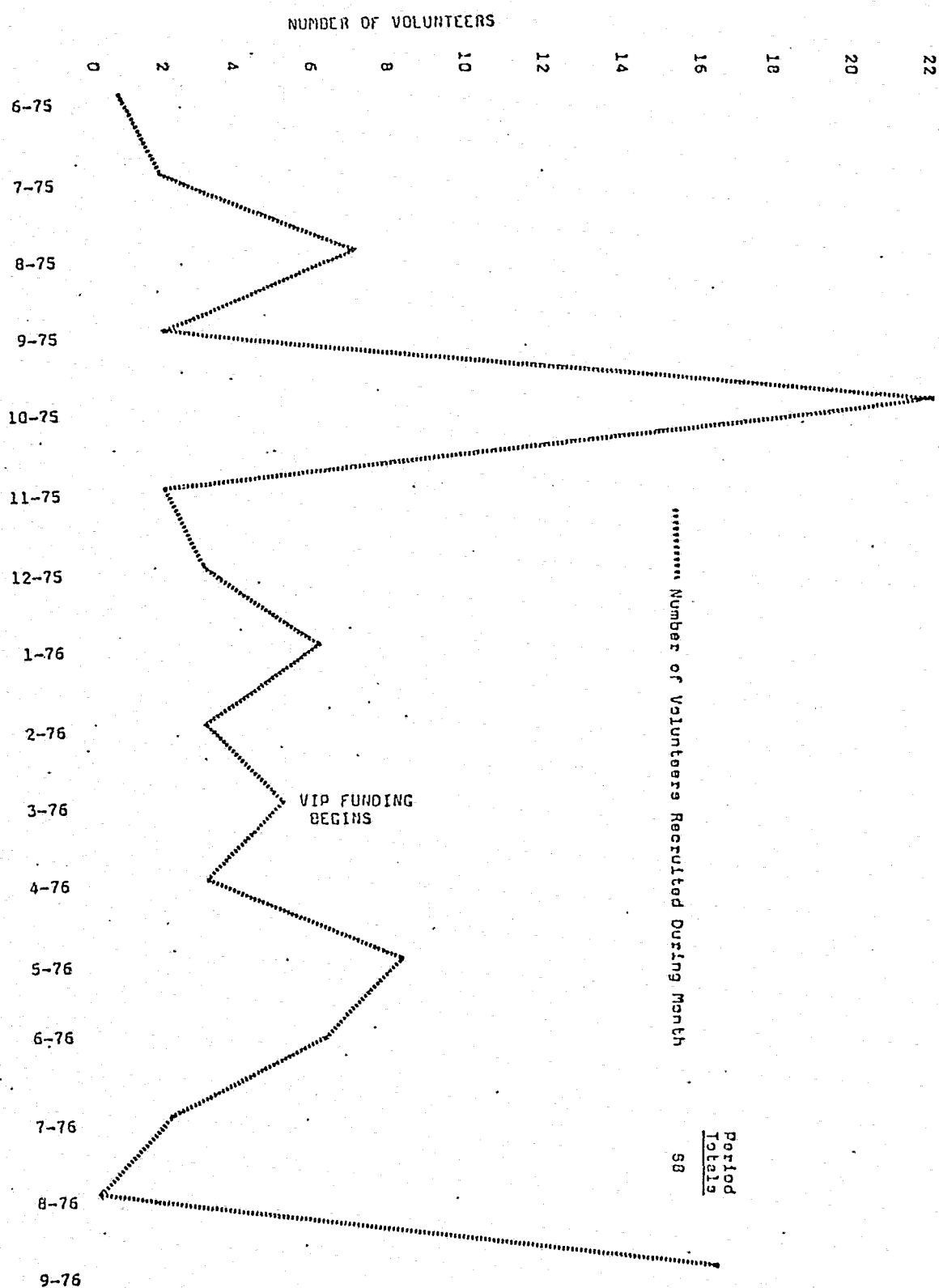
Volunteer Recruitment by Month of  
Volunteer Application to Program

<u>Month</u>	<u>Volunteers Recruited</u>	<u>Cumulative Total</u>
6-75	1	1
7-75	2	3
8-75	7	10
9-75	2	12
10-75	22	34
11-75	2	36
12-75	3	39
1-76	6	45
2-76	3	48
ILEC FUNDING BEGINS		
3-76	5	53
4-76	3	56
5-76	8	64
6-76	6	70
7-76	2	72
8-76	0	72
9-76	16	88

The recruitment pattern may be illustrated in the graph that follows:



VOLUNTEER RECRUITMENT BY MONTH OF  
VOLUNTEER APPLICATION



According to the applications of the volunteers reviewed,<sup>35</sup> of the cumulative total of 88 volunteers who had been recruited by September 1976, 40 were male and 48 were female. They listed their occupations as follows:

Male N=40

Student (9)  
 Unemployed or none listed (4)  
 Teacher (3)  
 Life Insurance (2)  
 Fire Protection Engineer  
 Dock Hand  
 Pharmacy  
 U.S. Navy  
 U.S. Navy Instructor  
 U.S. Army Food Inspector  
 Production Supervisor  
 Detoxification Counselor  
 Commodities Broker  
 Diamond Broker  
 Fireman, Power Plant  
 Store Clerk  
 Maintenance Technician  
 Electrician  
 Self-employed  
 Rubber Worker  
 Lifeguard  
 Painter  
 Auto Repair  
 Security Manager  
 Tax Collection  
 Photographer

Female N= 48

Student (12)  
 Unemployed or none listed (7)  
 Housewife (7)  
 Teacher (3)  
 Nursing Assistant (2)  
 Day Care Worker  
 Animal Cruelty Inspector  
 Nursing Home Activity Director  
 Occupational Therapist  
 Program Writer  
 Bookkeeper  
 Accounting Clerk  
 Clerk  
 Key punch Operator  
 Receptionist  
 Sales Clerk  
 Cashier  
 Beautician  
 Waitress  
 Parts Manager  
 Piece Worker  
 Assembler

The applicants ranged in age from 17 to 62.

Volunteers were not only required to have an interest in helping young people, but were also required to be at least 19 years of age, to have the necessary time to contribute, to have their own transportation (no travel expenses were reimbursed), and to be responsible individuals.<sup>36</sup> Upon their submitting their application to the program (Appendix C.3), the local police department was asked to determine whether there was any

prior criminal history on the applicant (Appendix C.4); and letters were mailed to three references furnished by each applicant, asking whether the applicant should be considered for a volunteer position (Appendix C.5).

Formal training during the funding period consisted of three one-night-per-week, six-week training sessions each of which, had a duration of one to two hours:

<u>Date</u>	<u>Location</u>
April 26, 1976 to May 31, 1976	Court Services Department
June 21, 1976 to August 2, 1976	Court Services Department
October 12, 1976 to November 16, 1976	Youth Home

Topics covered included the court system, the volunteer's role, adolescence and delinquency, the family, and communication skills. Posters were used to illustrate the discussions. The Coordinator conducted the training sessions with the assistance of guest speakers (probation officers, the Juvenile Court Judge, the Chief Juvenile Probation Officer). At the end of each six-week training session, certificates of achievement (Appendix C.6) were presented to those in attendance by either the Juvenile Court Judge or the Chief Juvenile Probation Officer. The record does not reflect how many volunteers completed training nor how many received certificates, but some of the training sessions were observed by members of the evaluation team.

### The Program Under Evaluation

Although the research design and methodology for the evaluation of the VIP program will be described in much greater detail in the sections of this report which follow, here it is sufficient to describe the experimental and control group design that was adopted for the experimental period of the evaluation.

During the period beginning March 12, 1976 and ending October 29, 1976, the Center was to refer to the Volunteer Coordinator the names of juveniles chosen randomly to receive volunteers. The coordinator was then to forward a VIP Referral Form to the juvenile's supervising probation officer (Appendix D.1). This form was intended to notify the officer that his client would be receiving a volunteer in addition to regular probation services. The officer was to complete and return the form to the VIP Coordinator who would use the information on the form to arrange matches between volunteers and juveniles. When such matches were made, the volunteer was to receive a copy of the form, which included the officer's statement of the probation plan for the juvenile.

During the period of random assignment, 68 juveniles were referred to the VIP Coordinator for volunteer interaction. Seven juveniles were excluded for various reasons which are described later in the study, leaving an experimental group of 61 juveniles. The following table describes this population:

Table L

Race and Sex of Juveniles Referred to VIP Program Volunteers  
from March 1976 through October 1976 by Month of Referral

<u>1976</u>	<u>Caucasian and/or Spanish Surname</u>		<u>Black</u>		<u>Total</u>	<u>Cum. Total</u>
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>		
March	2	0	1	0	3	3
April	5	2	2	0	9	12
May	6	0	1	0	7	19
June	3	0	0	0	3	22
July	3	0	2	1	6	28
August	7	1	0	0	8	36
September	8	0	3	0	11	47
October	<u>9</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>14</u>	61
	43	4	12	2	61	
	70%	7%	20%	3%	100%	

It was anticipated that the matching of juveniles and volunteers would be done relatively quickly for there was already an existing pool of trained volunteers from the work done in 1975. Moreover, once a match was made, it was anticipated that the volunteer would contact the juvenile as soon as possible and have at least one one-hour-per-week, in-person, contact with the juvenile throughout the period of his probation or supervision to (1) help work toward goals established by the juvenile and the probation officer; (2) provide support in a crisis situation; (3) evaluate the probationer's progress regarding school, peers, and family situations; and (4) assess the need for special assistance and involvement with established court programs or other community resources.

In July 1976, a VIP Assignment Agreement was formulated (Appendix D.2) and terms of the working relationship between Probation Officer, Volunteer in Probation and Volunteer Services Coordinator were defined (Appendix D.3). While this may seem to be relatively late in the game to begin "defining terms," as a matter of fact these were mere formalizations of what was supposed to have been the practice all along, and most of them were implicit in the Handbook.

Each month a reporting form (Appendix D.4) was to be mailed to active volunteers with the "People Helping People" Newsletter. The volunteer was to complete the form and return it to the Volunteer Coordinator, who would forward it to the supervising probation officer for inclusion in the client's probation file. Each client referred for a volunteer was to be provided a volunteer throughout the probation period. When a volunteer was no longer active, (s)he was to be replaced immediately. In July 1976, the Volunteer Coordinator instituted a procedure whereby each volunteer was to complete an "Evaluation of V.I.P. Experience" form (Appendix D.5) at the end of the volunteer's assignment. The juvenile client and his probation officer were to complete similar forms (Appendixes D.6 and D.7). In this way, an evaluational triangulation was to serve as a quality control and feedback for the Volunteer Coordinator.

Such were the plans and agreements for the VIP program during the experimental period, and the Volunteer Coordinator and the evaluation team had every reason to believe that these plans could be carried out when they were first formulated in February, 1976, based on what was said to have been past practice. It is clear, however, that both the high rate of probation officer turnover and the frequent reorganizations of the Juvenile Probation Division that took place in 1976, posed many difficulties for



both the Volunteer Coordinator and the evaluation team as they sought to preserve both the VIP program and the integrity of the research design with its random assignment method. Despite all the changes in personnel and the consequent disruption of relations between probation officers, juveniles on probation, and volunteers, every effort was made to enable the evaluation to go forward. The results which follow present such findings as survived.

Chapter IV: THE VIP PROGRAM AS JUDGED BY DATA FROM THE LAKE COUNTY COURT  
(A Method of Formulating Hypotheses for Further Testing)

This chapter provides a preliminary assessment of the volunteer program (VIP) using only statistical materials compiled by the Juvenile Probation Division of the Lake County Court. The court generates monthly statistical summaries which are primarily designed to serve management functions.

There is much to be said in favor of utilizing such materials for research purposes, but there are also limitations. On the positive side, routinely generated data have the virtue of availability. The availability of such data includes the potentiality of permitting research activities to be incorporated into the normal operating procedures of an agency in a minimally disruptive way. In addition, since the agency itself collects the information, issues of bias, accuracy, validity, etc., become "in-house" matters that are not easily displaced to outside evaluators. Another noteworthy consideration is that management oriented statistical summaries frequently antedate the introduction of a new program and thus provide a readily accessible before-and-after perspective for an evaluation. For reasons of this kind, and others, Daniel Glaser has urged the use of routinely compiled data in research efforts.<sup>38</sup>

Administrative data cannot, however, be mindlessly incorporated into an evaluation. Its chief limitation is that it has been collected for purposes other than evaluational research and may, therefore, be inappropriate to our evaluation research design. Such factors affect the nature and quality of the data, but it is usually impossible to determine exactly how they operate in a specific setting. This is especially true with respect to definitions which may be ambiguous and subject to change

over time. Since the evaluator has no control over such matters, it is prudent to make use of such administrative data in only limited ways and to be cautious about any evaluations derived from them.

We are, of course, mainly interested in the statistics related to juvenile cases that are regularly compiled by the Lake County Court and, among those, only those that may reasonably be related to the evaluation of the VIP program that is to follow. These will include: (1) the number of cases processed sub-classified by the type of petition filed against the juvenile, (2) the number of juveniles that the court decides should receive placements outside their homes, (3) the number of contacts reported by probation officers as reflecting the frequency of that part of their supervision activities, and (4) what are referred to as "subsequent referrals," i.e., bringing the juvenile back before the court for a reason that justifies such a referral. We will also make some use of the county's compilation of personnel data, i.e., the number of probation officers employed, but the four statistical measures enumerated above seem to have the most relevance for an evaluation of the VIP program based on court-generated data alone. In short, this simple, preliminary "evaluation," by these four criteria, could be ascertained by the court at any time it chose to do so without any resort to "outside" research organizations or evaluators.

We should note that only some of the foregoing statistical materials have been compiled on a monthly basis throughout 1975 but all of the materials are available for at least a substantial portion of 1975. The data, therefore, reflect the court situation as it existed well prior to the introduction of the VIP program in March 1976. (Although it was funded as of January, 1976, it was not sufficiently organized to be considered capable of serving as a stimulus that could have a measurable

effect until March 1976). We should note also that the same statistical materials continued to be compiled after the VIP program came into being. There is no indication that a substantial change in recording practices affected these statistical summaries during the period which is of interest to us. As a consequence, the court's routine statistical summaries provide an essential before-and-after comparison that is appropriate to test any hypothesis of change.

At the simplest level, it is possible to compare a pre-VIP average on some measure (e.g. average number of contacts) to a post-VIP average to determine whether there has been a substantial change since the introduction of the VIP program. A simple before-and-after comparison, however, would fail to make full use of the data that are available. The data have been collected on a monthly basis and thus can be presented in a chronological order. This fact may enable an evaluator to seek to identify "trends over time," and suggests that a time series analysis may be an appropriate mode of inquiry. Although the basic logic of a time series analysis can be reduced to a before-and-after comparison, it differs from the latter in respect to what is being compared. A time series analysis compares at least two trends, each of which must be defined by at least two observations that can be measured along two dimensions: first, according to an intrinsic "value" or "score," and secondly, according to a chronological scale. Whereas a simple before-and-after comparison can be made by comparing a pre-intervention measure to an analogous post-intervention measure (i.e., as few as two observations), time series analysis theoretically requires at least four observations (although in practice far more are necessary), with the further requirement that the observations be ordered according to a chronological sequence.

Clearly the court's monthly statistical summaries meet the basic requirements for a time series approach. There are several observations both before and after the introduction of the VIP program. (Each month represents an observation.) Each summary reflects a value, e.g., number of contacts that month, caseload that month, etc., and each summary can be associated with a particular point in time (i.e., the month) to satisfy the requisite chronological dimension. It is possible, therefore, to plot trends and to compare trends before and after the VIP program. The analysis of trends is a much more powerful procedure than a simple comparison between two measures.

In order for any analysis to have meaning, however, we should demonstrate that the data incorporated into it are appropriate. What is the relevance of caseload information to a volunteer program? Why would an evaluator of a volunteer program be interested in the number of contacts made by a probation office? What are "subsequent referrals" and how do they relate to a volunteer effort? Why should we think that a volunteer program could be responsible for a change in any such measures? The answers to these questions may be more or less evident, but the conduct of research demands that the rationale for such questions be made explicit.

At first glance, case count information may appear to be only marginally relevant to an evaluation of the VIP program. Caseloads are generated by referral, intake, adjudicatory, and dispositional processes. It seems reasonable to believe that a volunteer program would have little direct influence upon such caseload statistics. Still, a rather large body of literature (as well as our own observation of the court process) suggests that much of a court's activity can be characterized as discretionary. Referrals may generate a petition or the intake officer may

decide to treat a case "informally," and the petition is held in abeyance. A referral may allege several kinds of misbehavior but the petition may ignore some of the allegations. There are instances in which youthful misbehavior may be of such a character as to sustain either a delinquency petition or a MINS petition, and discretion operates to determine the kind of petition that will be filed. Finally, the adjudicatory and dispositional processes depend in large measure upon judicial decisions and discretionary processes again operate to determine whether a youth remains under court jurisdiction or whether he exits the system (through dismissal, commitment, various kinds of terminations, and the host of other mechanisms that are available).

It is this large discretionary component that justifies the use of case count and similar measures as criteria by which to assess the VIP program. It is not unreasonable to assume that the court is handling and disposing of juvenile cases in accordance with a given level or range of auxiliary resources available to it. Since a volunteer program injects additional resources into the system, we might speculate that the introduction of a volunteer program would change the screening functions of the court to permit more cases to formally enter the system. There would thus be a consequent increase in caseload. A related speculation is that the presence of the volunteer program might induce the intake unit --- or some other component of the system --- to change the kinds of decisions it previously made in the case of the less serious offender. When resources were scarce, trivial cases were more readily excluded from formal processing, but as the level or range of resources available to the court increases the less serious offender is more likely to be formally processed into (and to remain within) the system, i.e., the court will "cast a wider net." Insofar as such a chain of inferences has

any validity, it is conceivable that caseloads might increase and that the composition of the caseload would include a larger proportion of less serious offenders.

It is, of course, possible to construct an inferential chain leading to a contrary conclusion. If the VIP program is particularly effective in preventing juvenile crime and recidivism, it can be argued that there will be less need for extended periods of supervision. Presumably more cases would leave the system earlier and caseload figures would decrease. Similarly, if the presumed effectiveness of the VIP program rests in its ability to successfully handle less serious offenders, then the caseload composition would come to include a larger proportion of serious offenders. It is possible, therefore, that case count statistics could change in either direction depending upon how the VIP program is perceived to operate. There is no need, now, to argue the respective merits of the various theoretical formulations that might be advanced about the operation of the VIP program; it suffices at this point merely to establish that caseload statistics provide a reasonable area in which an evaluator may seek to find an effect.

Similarly, each of the other variables routinely compiled by the court can be considered a criterion by which to assess the VIP program. Subsequent referrals are basically recidivism statistics. They reflect the number of instances in which a youth under court jurisdiction is referred back to the court for some alleged additional act of misbehavior. If the VIP program is effective in preventing crime, we would expect the relative incidence of subsequent referrals to decrease. Equally plausible, however, is an argument that since the VIP program

provides closer supervision, it increases the opportunity for the discovery of additional infractions. On such a basis, subsequent referrals could conceivably show a relative increase.

The number of contacts between probation officers and their juvenile clients can also be considered in two ways. An effective volunteer program may provide the probation staff with more time for field activities. Such a line of reasoning would suggest that contacts may increase. An equally logical argument would tend to suggest that an effective volunteer program could provide many of the field visits that would otherwise be the task of the probation officer. Since the visitation activities would then be met in some degree by the volunteers, probation officers would not have to make as many contacts themselves, and contact statistics would show a relative decrease.

The same two-pronged arguments can be made for placements outside the home. If the services of the volunteers are effective in providing parental surrogates, then the need for placements might be reduced. On the other hand, placement is a difficult and time-consuming process. If the volunteer program serves to free the probation officer's time so that he can concentrate on developing placement resources and pursuing the kind of work necessary to effectuate placements, then placements might increase.

With all of the court-generated variables that we have considered, there exist some grounds from which to make a prediction of change in either direction. On an a priori basis, there seems little to influence the choice in a particular direction. Fortunately, it is not, now, necessary to predict a change in some specific direction. If we are convinced that the variables under investigation represent relevant criteria, we can review the data looking for changes of any kind. The



change, if discovered, will suggest the fashion in which the VIP program is operating, and then additional data can be invoked to test whether the empirically-generated anticipations are being borne out. In this fashion, we need not approach the evaluation of the VIP program with preconceived notions about the way in which the program operates. Rather than using the time series data to test preconceptions, we will use the time series data to generate hypotheses. The hypotheses suggested by the analysis of court-compiled statistics (and our own time series data in the next chapter) can then be tested against the data collected for the experimental portion of the evaluation effort.

Before moving on to the actual analysis of the court-generated materials, we should make two additional observations about the time series mode of analysis. First, we should note that time series analysis anticipates that the introduction of some new program will disrupt existing trends. If we look at a trend and observe that a disruption occurs simultaneously with (or shortly after) the introduction of a new program, then we may argue that the new program was a factor in bringing about the change that we observed. Time series analysis, however, lacks controls that are typically available in a true experiment. As a consequence, it would be exceedingly imprudent for an investigator to conclude that the new program was the only factor responsible for the altered trend. When a trend line exhibits discontinuity time series analysis demands that other possible sources of discontinuity be ruled out before some new program is tentatively asserted as the explanation for the disrupted trend. There are no rules to advise how far an investigator must go in his efforts to explore alternative explanations.

A second observation about time series analysis is a much more technical point relating to statistical treatment of time series data.

Donald T. Campbell,<sup>39</sup> in a seminal monograph on research design, has suggested that time series data can be analyzed by relatively simple statistical procedures which test whether any real significance can be attributed to the differences revealed by time series data when they are plotted out in graph form (as we will now do in what follows). This is no place to engage in a highly technical discussion about recent developments in statistical analysis. Suffice it to say that a convincing argument has been presented<sup>40</sup> that demonstrates that the statistical problems involved in testing the significance of time series data are more complicated than Campbell had indicated.

Fortunately, the graphic representations of time series data that we will use are capable of making their points visually without the added refinement of tests for statistical significance for, in point of fact, few statistically significant differences will be found in the data that will be presented. Moreover, we make explicit the added caution that even such few statistically significant differences as we cited, must be taken as merely advisory. At best they are a weak indication.

Figure One\* depicts the juvenile caseload trends of the Lake County Court since January 1975. The caseload "curve" (actually a rather jagged line) reflects the combined end-of-month count of delinquency and MINS petitions cases. The court handles a small number of dependency and neglect cases, and occasionally there is an adoption, custody, or similar proceeding, but these latter cases have been excluded from our presentation. The point at which the VIP program was introduced is represented along the horizontal axis, midway between the 14th and 15th months for which we have data. Separate trend lines (the straight lines) have been

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\* Figures one through nine, commented upon in Chapter IV, have been placed at the end of Chapter IV.

plotted by the least squares technique<sup>41</sup> for the periods before and after the introduction of the VIP program. Although the graph shows a decline in caseloads since the introduction of the VIP program, it is clear that the decline is merely an extension of the rather precipitous decrease that had begun well prior to the introduction of the volunteers. In over-all terms there is little to distinguish caseload trends in the two periods. Aside from the slight leveling apparent in recent months, there is little evidence to suggest that the presence of the VIP program had any impact upon the court's caseload during this period.

Figure Two presents data on caseload composition. Juvenile offenders can be considered as representing two types of misbehavior. Misbehavior for which the authorities take action only because the offender is a juvenile (e.g., truant, runaway, curfew violator, etc.) is called a "status offense." In general, status offenses generate a MINS (Minor in Need of Supervision) petition. MINS offenses may be considered less serious in nature. The other form of misbehavior encompasses law violations for which anyone (juvenile or adult) might be prosecuted. Misbehavior of this nature involves the violation of a law or ordinance that is applicable to all. In the case of juveniles, such violations can generate a "Delinquency" petition. Delinquency petitions are generally thought to reflect more serious forms of misbehavior. Although the Delinquency vs. MINS distinction provides only a rough index of seriousness, we believe that the distinction will hold in a sufficient number of cases to support some generalizations about caseload composition from a crime-seriousness point of view.

Figure Two reveals that there has been very little fluctuation in the caseload composition during the period under study. The percentage of

MINS cases making up the total offender caseload consistently falls between 35 and 45 percent. In the period prior to the introduction of the VIP program there had been a slight trend towards fewer MINS offenders in the caseload. With the introduction of the VIP program, however, the direction of this trend was reversed. The relative proportion of status offenders has shown an increase since March, 1976. A test of the difference between slopes for the two periods yields significance at the .05 level ( $|t| = 3.63$ ;  $df = 19$ ), but the inadequacies of such a test have already been indicated.

The information depicted in Figure Two suggests that the VIP program may be operating to include more of the less serious offenders into a system that might otherwise treat them in a more informal manner. In this connection, we note that Figure One also showed a slight leveling of the caseload trend in the latter part of our observation period and that such a leveling would be consistent with the suggestion flowing from Figure Two. There seem to be at least some empirical grounds to support a tentative assertion that the VIP program may operate in a counter-diversionary manner. To test the assertion, we must draw upon information such as crime seriousness index scores and other data to be considered later in this report.

Figure Three depicts the reported data on the monthly number of contacts between probation officers and their juvenile clients for the periods before and after the introduction of the VIP program. The number of contacts shows considerable variability on a month to month basis. In spite of the variability, however, there was a slight trend towards increased contacts in the pre-VIP period, and that trend was accelerated after the VIP program came into existence. No significance can be attached to the change that occurred, but the data seem to reflect favorably upon the presumed effectiveness of the volunteer effort if no

other factors enter the analysis. The problem, of course, is that contacts may be considered as a function of the Probation Division's personnel strength. In order to properly assess the meaning of increased contact, we should also have information on whether the contacts were increasing in proportion to staff growth. If, for example, the personnel strength of the Probation Division was growing at a faster rate than contacts, then the absolute measures plotted in Figure Three could be extremely misleading. They would, in fact, show an apparent increase when a relative decrease may actually have occurred.

Figure Four portrays personnel data for the period under study. Personnel summaries do not form part of the data that are routinely compiled by the court, but this information was readily available from the Lake County Payroll office. Since January, 1975, there has been a substantial increase in the Probation Division's professional staff strength (the data of Figure Four exclude clerical, secretarial, and other support positions but include supervisory staff including the Chief Probation Officer). Is it possible that increases in personnel have outstripped the gains for contacts? Figure Five provides an answer.

Figure Five relates contacts to staff. There was a very slight decrease in the trend of contacts per staff member before the introduction of the VIP program, but after the VIP program, there was a very slight increase. Adjusted for staff changes, therefore, the contact information continues to display a trend that is favorable to the presumed effectiveness of the VIP program. No statistical significance is claimed, but at least the movement is in the direction of one of the measurable goals set for the VIP program at the time that ILEC funding was requested.

Figure Six provides information on the monthly number of placements of juveniles outside their homes. Placement is a topic about which there

is much ambivalence. There are many in the social work and mental health fields who view placement as an extreme form of intervention with potentially deleterious consequences for the minor. On the other hand, advocates of diversion would certainly view placement as potentially less damaging than commitment to a correctional institution. There are no clear grounds, therefore, from which to view changes in the court's placement activities as being either favorable or unfavorable to a volunteer program, unless that volunteer program had set changes in the number of placements as one of its goals. We suspect that the meaning of placement will differ from setting to setting and case to case. Figure Six suggests that some change in the trend of placements has occurred (for whatever that might mean in the particular setting of Lake County). The trend lines differ significantly ( $|t| = 2.386$ ;  $df = 19$ ), but we again caution about placing reliance upon a statistical test of these data. There had been an apparent decline prior to the introduction of the VIP program; but after the VIP program came into being, placements leveled off and then showed a very slight upward trend.

Regardless of the interpretation of the use of placement as a disposition of the Juvenile Court, however, the placement data must be considered in a fashion similar to the way in which contact information was assessed, i.e., placement data may be misleading unless they are related to other trends which might conceivably "explain" the variation in the placement statistics. It seems reasonable that the number of placements could be strongly affected by the size of the caseload. When the caseload is very large, we would expect the number of placements to be relatively more numerous. Smaller caseloads should generate fewer placements. Figure Six depicts a general downward trend in placements, but Figure One also shows that the caseload itself has been growing smaller.

Can the placement statistics be "explained" by the caseload trend? Figure Seven responds to such a conjecture.

Figure Seven relates the number of placements to the size of the caseload. It is apparent that the size of the caseload has had little influence on the number of placements. The nearly horizontal trend line of the pre-VIP period indicates that, until March 1976, placements and caseloads were behaving in a generally similar fashion; but, after the introduction of the VIP program, the relative incidence of placement has increased. Together, Figures Six and Seven provide some empirical grounds upon which to consider placement statistics as criteria for assessing the impact of the VIP program. We can posit a tentative hypothesis that the placement activities of the court have been affected by the presence of the VIP program, even though the nature of the relationship is not well understood on the basis of the time constraints placed on the evaluation by a one year period and the inadequate number of observations that such a restricted period permitted.

On a priori grounds the most important indicator of the impact of the VIP program should be some measure of recidivism. After all, the filing of petitions which bring the minor under the jurisdiction of the court, contact with the minor over the course of his court experience, and placement of the minor in a setting outside of his home --- all of these may be considered as intermediate activities designed to achieve the successful reintegration of the offender into the community. In the final analysis, petitions, contacts, and placements will have little importance unless recidivism data indicate that the court is succeeding in its fight against juvenile crime.

Among the data routinely compiled by the court, information on "subsequent referrals" constitutes the only reasonably direct index of

recidivism. Subsequent referral statistics are not available for all of 1975. Figure Eight depicts data for the period during which subsequent referral statistics have been compiled. The trend in the pre-VIP period had been towards fewer subsequent referrals. This trend is closely paralleled in the post-VIP period, but the graph reveals a clear disruption coincidental with the introduction of the VIP program. When the VIP program came into being, the number of subsequent referrals increased.

Figure Nine, however, depicts the subsequent referral statistics in a somewhat more refined fashion by relating them to the size of the caseload. We might speculate that the number of subsequent referrals is related to the number of minors who form the "at risk" population. By relating the number of subsequent referrals to the size of the caseload, variations in the "at risk" population are controlled and the explanatory power of caseload considerations can be assessed. Figure Nine reveals that the discontinuity in the recidivism trend persists even when caseload trends are controlled. These data suggest that the apparent increase in the recidivism rate associated with the beginning of the VIP program cannot change.

To summarize, we have found that the monthly statistical summaries of the court provide empirical grounds upon which to establish a number of Hypotheses:

- 1) That the VIP program is associated with a shift towards larger proportions of less serious offenders in the caseload;
- 2) That the VIP program is associated with an increase in the rate of contact between probation officers and their clients;
- 3) That the VIP program is associated with an increase in the rate of placement; and,



4) That the VIP program is associated with an increase in the number of subsequent referrals (or "recidivism").

It is necessary to emphasize that the four points above are being advanced as Hypotheses rather than as conclusions. It is impossible in a limited study (such as the present undertaking) to investigate the range of effectiveness criteria that might be advanced on an a priori basis about the effect of a volunteer program in a complex setting such as the Lake County Court. Armchair speculation can generate an enormous range of conjecture that is completely beyond the capacity of the current evaluation. Our attempt, thus far, therefore, was to make use of readily available statistical materials to determine whether they could provide an empirical basis from which to select some hypotheses from among the many that an inquiring turn of mind could potentially conceive.

Two of the above Hypotheses (number One and number Four) could be taken as reflecting unfavorably upon the VIP program. We have already suggested that these observed trends have alternative implications that are not necessarily negative. If Hypotheses One and Four were posed without benefit of the court's data, a reader predisposed to favor voluntarism might judge this evaluation to be predisposed against the VIP program. But, if adversary Hypotheses are pursued because they are consistent with the court's own data, and have been selected on the basis of that rationale, it must be pointed out that, on the other hand, Hypothesis number Two will probably be viewed as reflecting favorably upon the VIP program. We would hope that the critics of voluntarism will permit us to pursue it with the same vigor that they expect to be displayed in regard to Hypotheses One and Four; for it also has been suggested on the basis of the court's own data.

Unfortunately, Hypothesis number Three (the placement hypothesis) is one which cannot be further addressed in the context of this study. Early in our research we had to make a number of design decisions. Since placement cases were considered unsuitable for volunteer intervention, the random assignment pool excluded them. (See the Appendix for random assignment criteria and procedures.) Hypothesis number Three has been included above merely for the sake of completeness, because, like the other three Hypotheses, it could be derived from the court's monthly statistical summaries. Perhaps a subsequent investigator with more time to include a more adequate number of observations to justify the full-scale powers of a valid time series analysis may find the matter worth pursuing. Indeed, as the methodological appendixes indicate, we have laid a proper groundwork to permit a future investigator to do this but, as is not at all unusual in the field of evaluational research, economic and time constraints frequently combine in such a way that the original evaluators, like other pioneers, engage in a great deal of necessary ground clearing and planting so that their successors can reap a more adequate harvest.

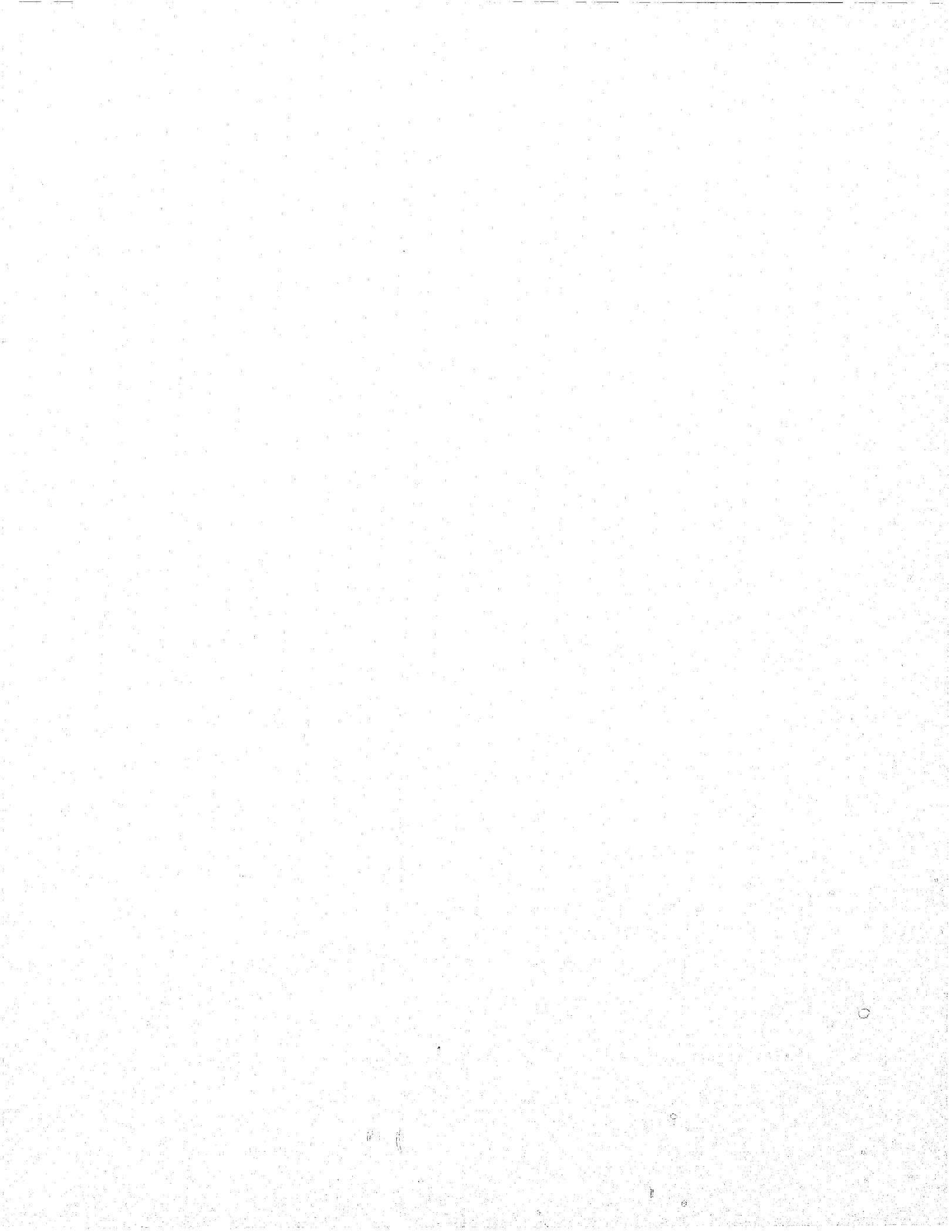


FIGURE 1

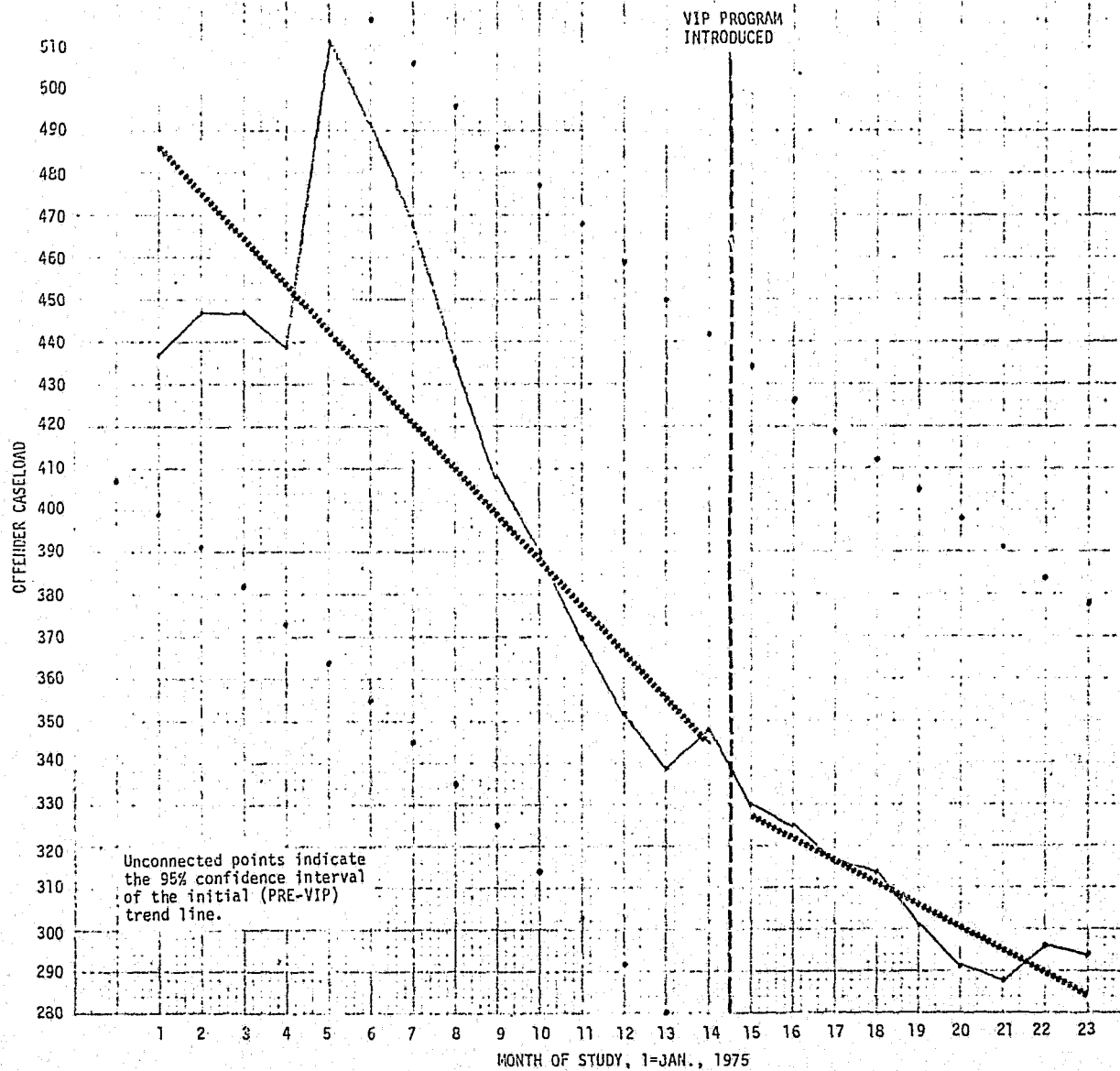


FIGURE 1: The Juvenile Caseload (Delinquency and MINS Petitions) from January 1975: Lake County, IL Juvenile Court, Before and After the Introduction of the VIP Program in March 1976. (Court-Generated Data)

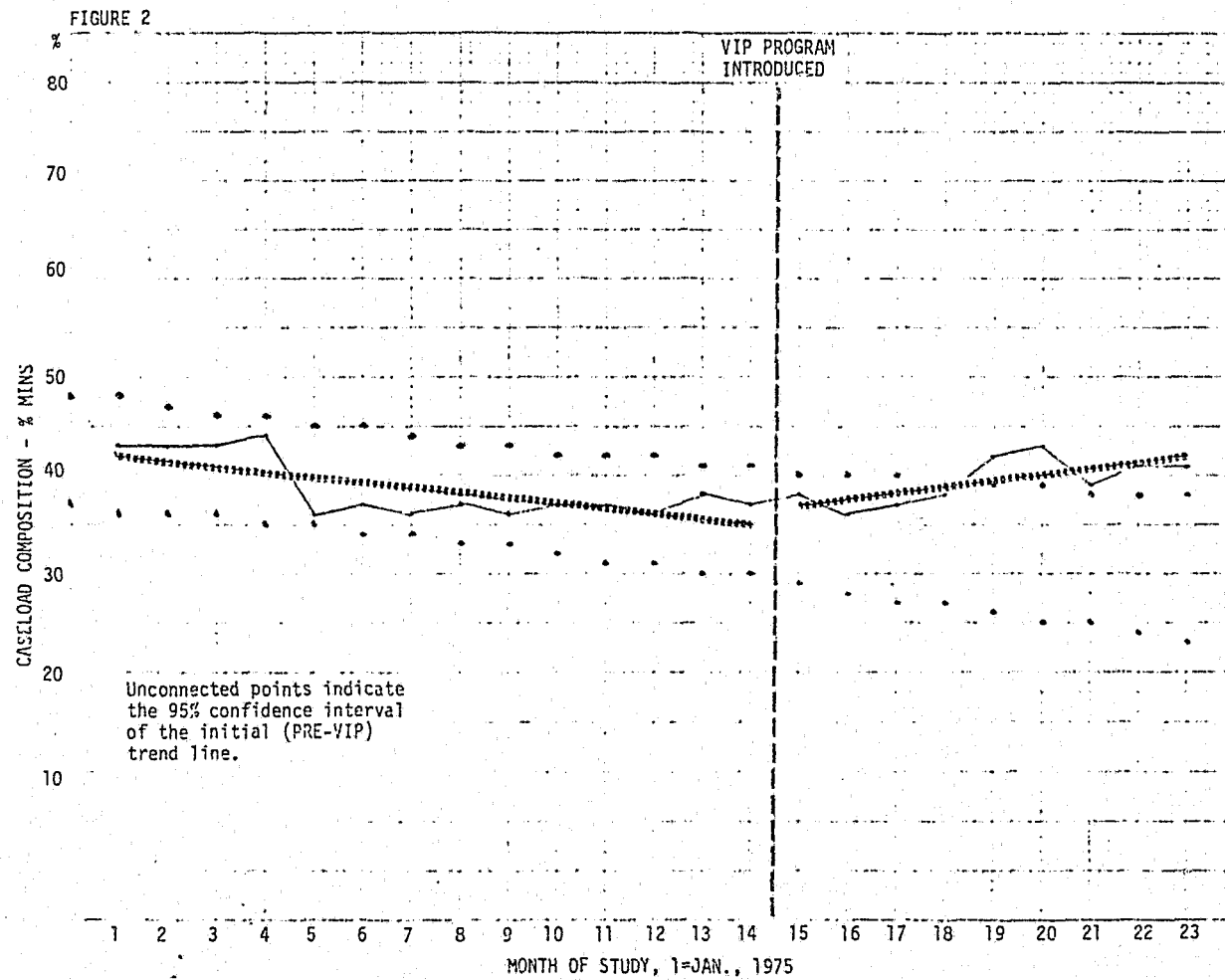


Figure 2: The Percentage of MINS Cases in the Juvenile Caseload, from January 1975. (Court-Generated Data)

FIGURE 3

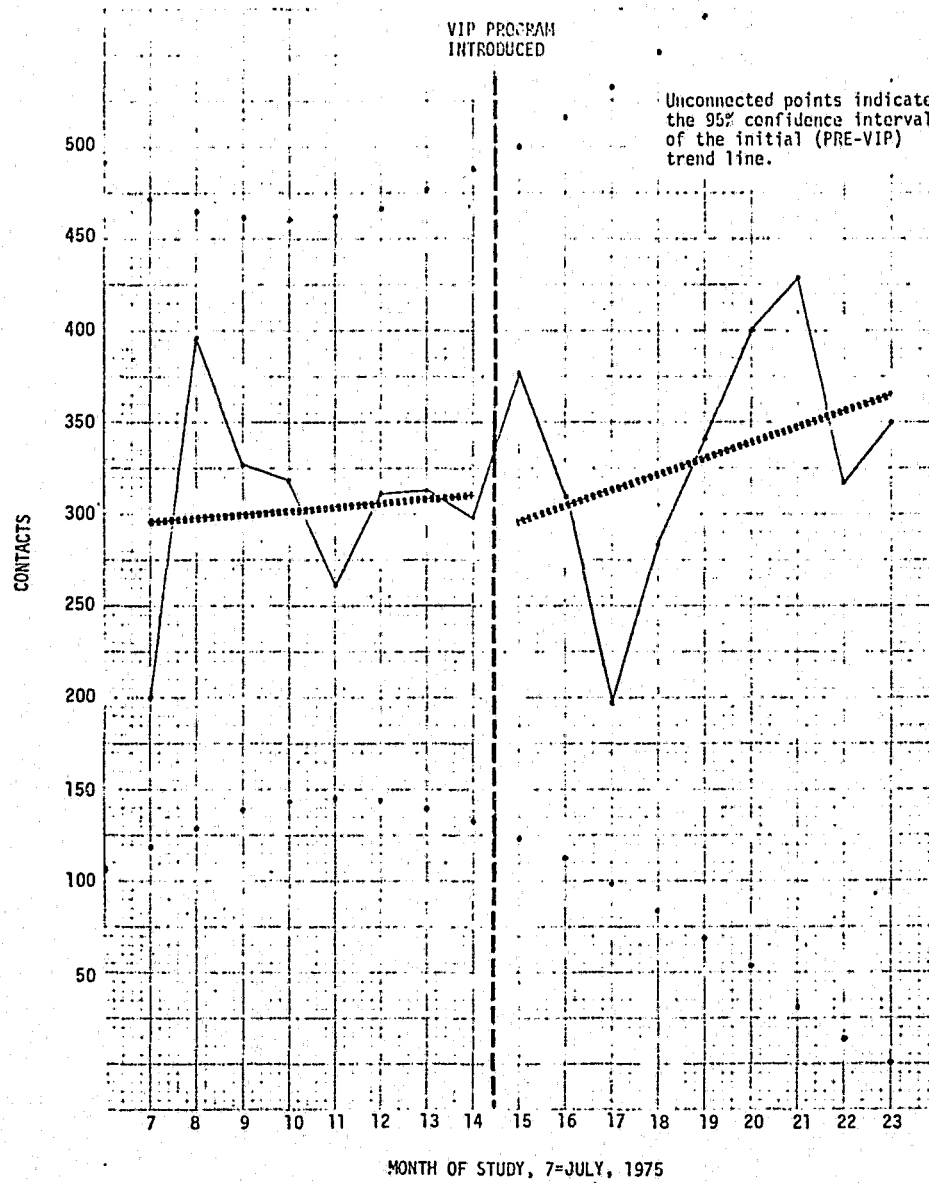


Figure 3: The Number of Reported Contacts Between Probation Officers and their Juvenile Clients, from July 1975. (Court-Generated Data)



**CONTINUED**

**1 OF 5**



FIGURE 4

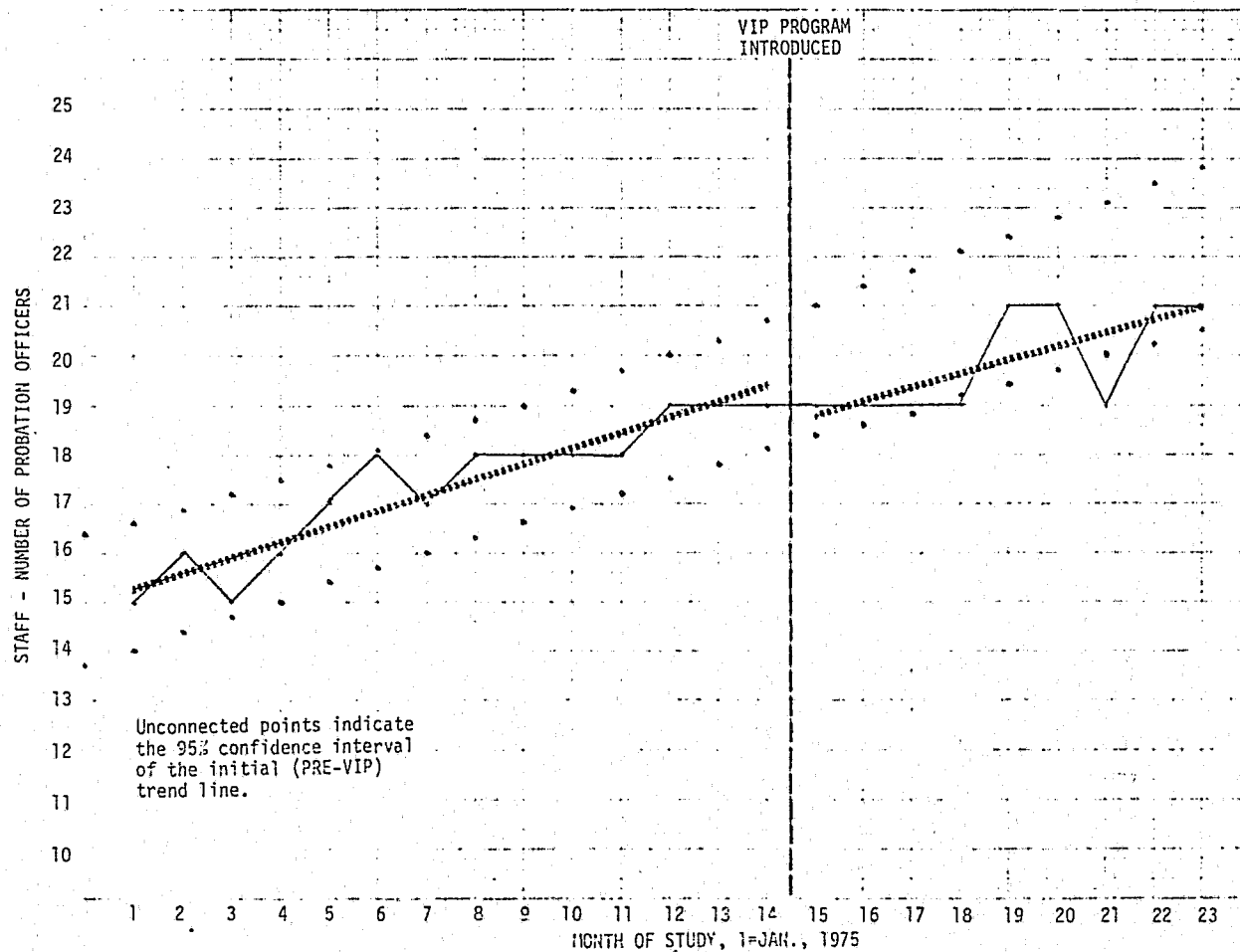


Figure 4: The Number of Probation Officers Employed by the Juvenile Probation Division, from January 1975. (Court Generated Data)

FIGURE 5

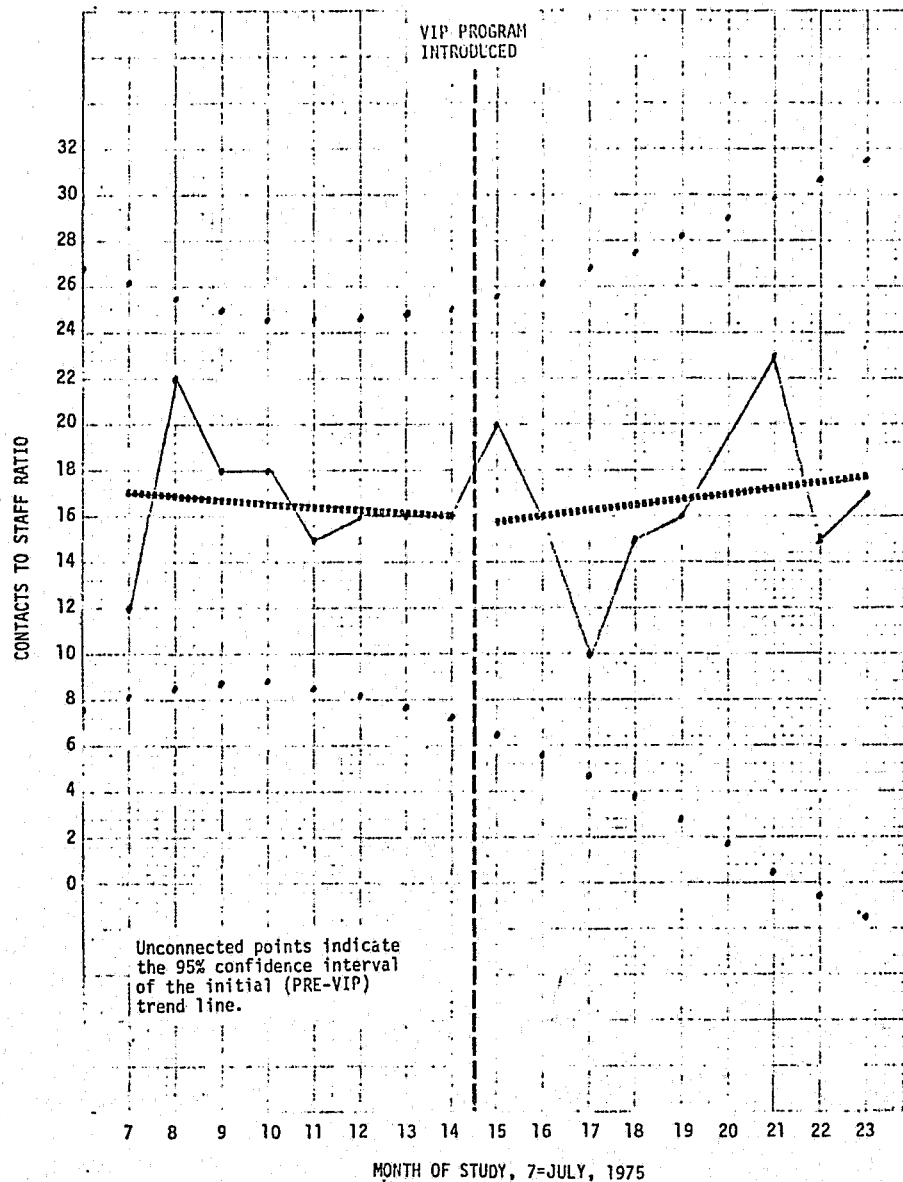


Figure 5: The Ratio of the Number of Contacts Reported by Probation Officers to the Number of Probation Officers Employed, from July 1975. (Court-Generated Data)

FIGURE 6

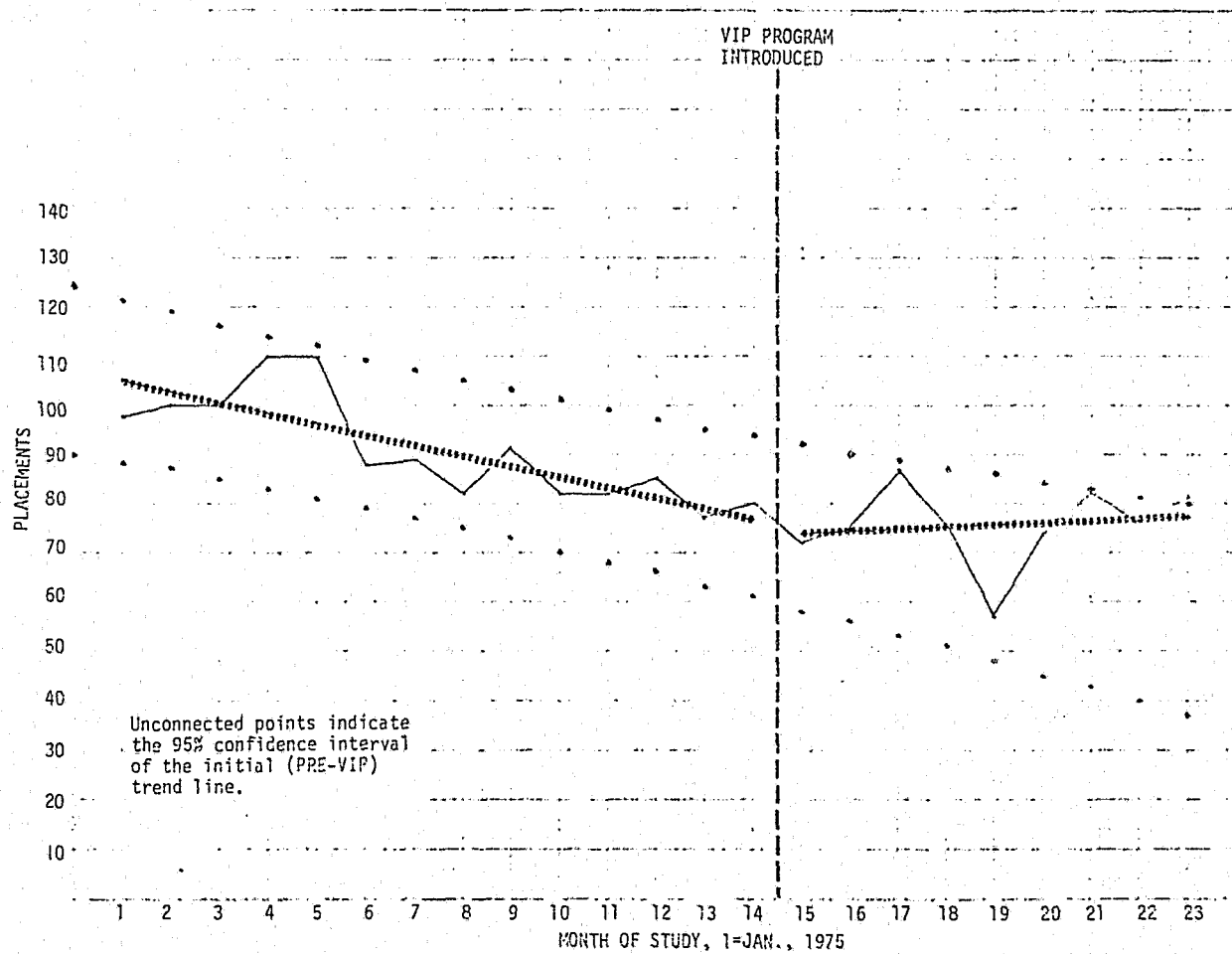


Figure 6: The Number of Juveniles in Placements Outside their Homes, from January 1975. (Court-Generated Data)

FIGURE 7

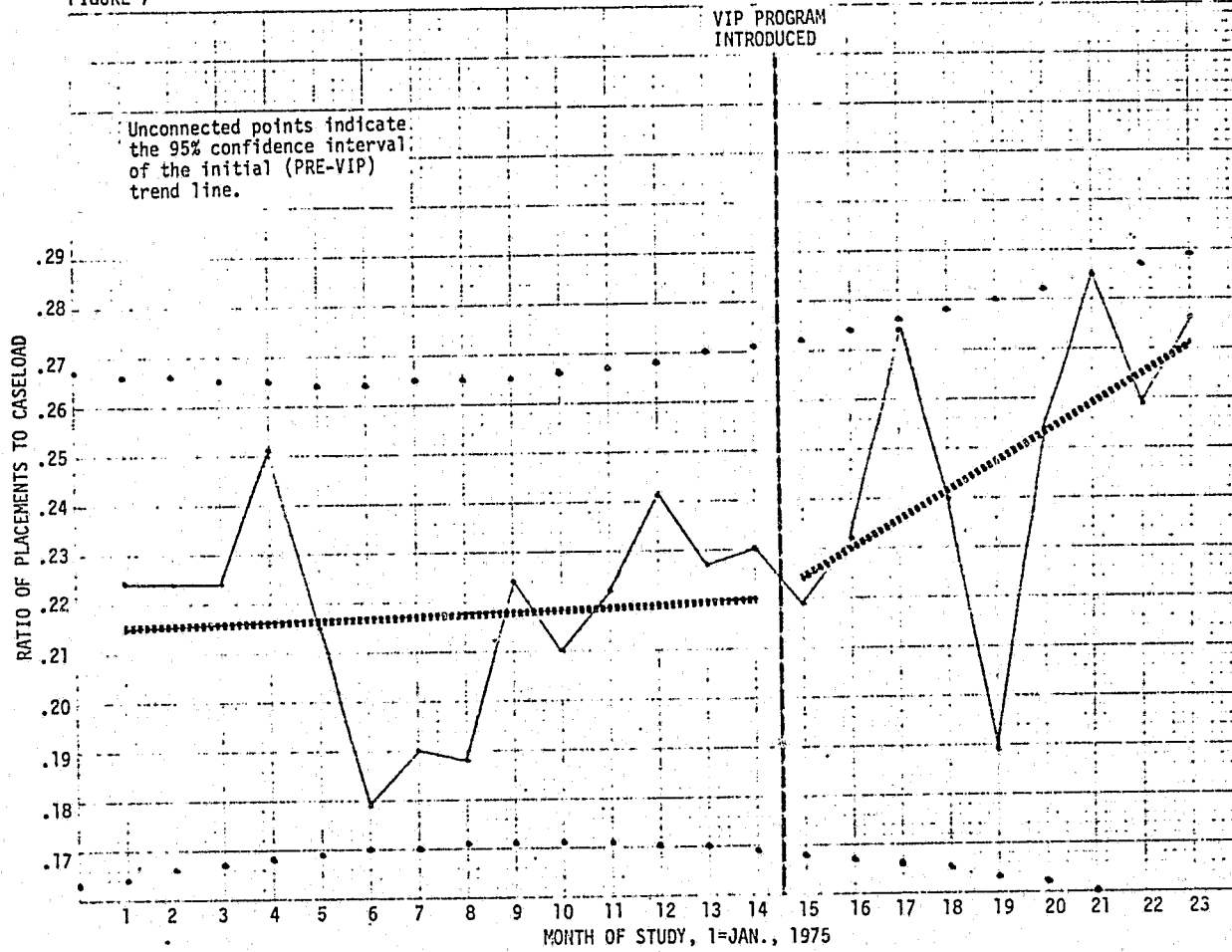


Figure 7: The Ratio of Placements Made to the Juvenile Caseload, from January 1975. (Court-Generated Data)

FIGURE 8

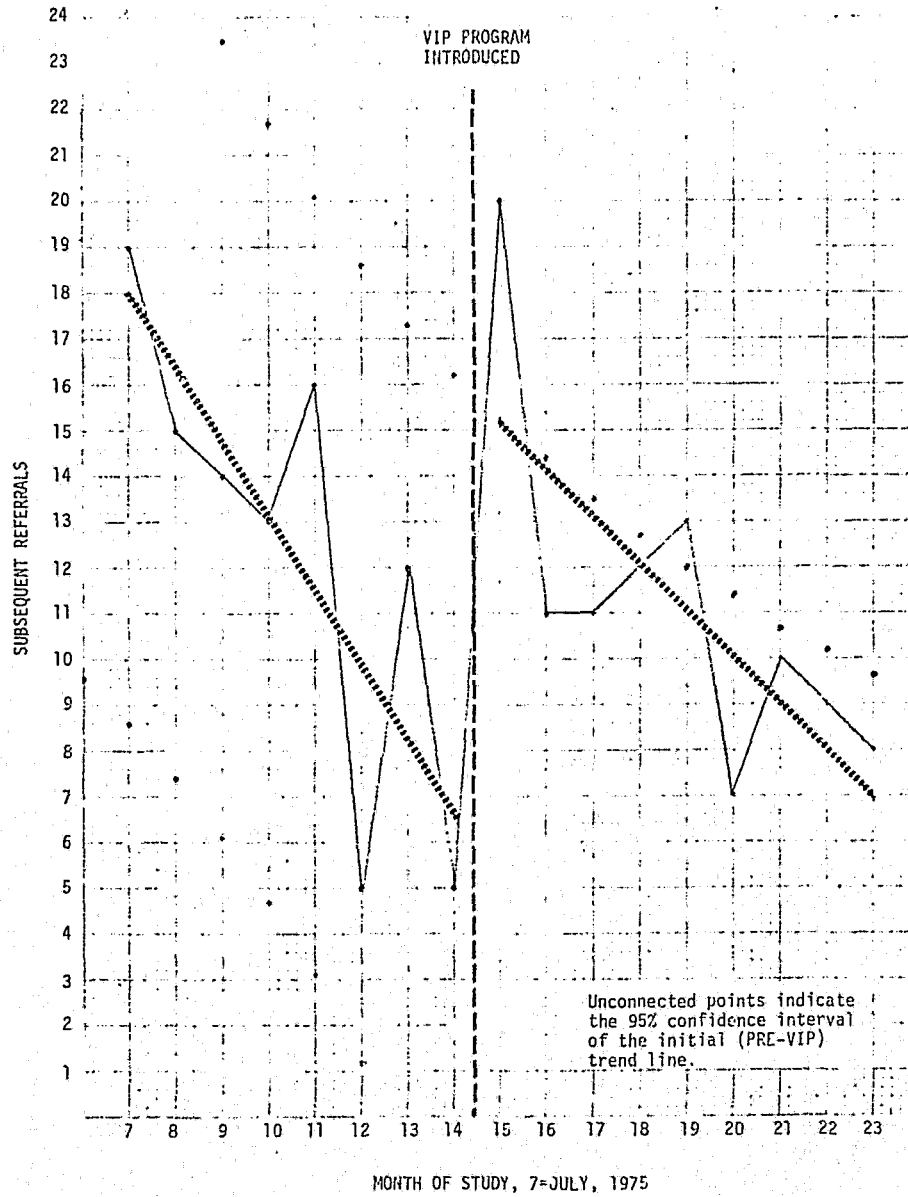


Figure 8: The Number of Subsequent Referrals (i.e., Recidivism) to the Court, from July 1975. (Court-Generated Data)

FIGURE 9

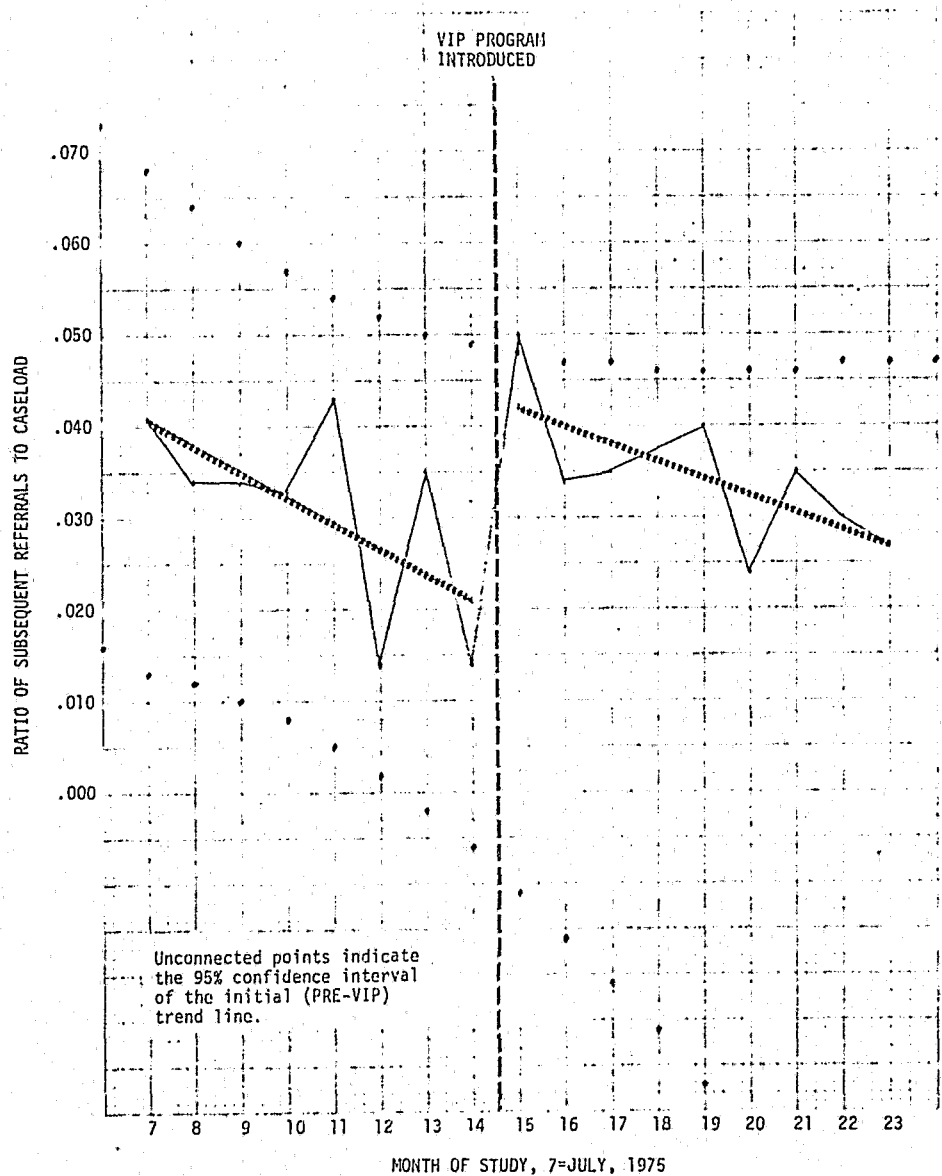


Figure 9: The Ratio of Subsequent Referrals to the Monthly Juvenile Caseload, from July 1975. (Court-Generated Data)

Chapter V: THE VIP PROGRAM AS JUDGED BY AN ANALYSIS OF THE COHORT DATA  
(A Method for Testing the Hypotheses Derived from  
Court-Generated Data)

In this chapter we will present research data (as contrasted with court-generated data, about 729 delinquency and MINS cases that received docket numbers during the period January 1, 1975 through October 31, 1976. This period includes all of the baseline period and 10 months of the experimental period. It was not appropriate to study all of the cases docketed by the Lake County Juvenile Court during this period because some of the petitions were dependency and neglect proceedings which do not reflect juvenile misbehavior. In addition, there were a few apparently eligible cases which were excluded from this cohort study for various reasons. These cases and the principal reasons for the exclusion of each are set forth in the Appendix.

To be consistent with the presentation of the previous chapter, we will make an effort to present the research data in time series fashion. Time series analysis of the research data has all of the shortcomings previously noted for the court-generated statistics and, additionally, some further difficulties attributable to the cohort nature of the research data. With respect to the research data, the principal shortcoming is that only 311 of the 729 cases (42.7 percent) had been terminated by the October 31, 1976 cut-off date for the collection of data. An equal number of cases, 311, were in an active status at the cut-off date, and information on the date of termination was missing from the records for the remaining 107 cases.

Presumably a substantial number of the active cases represent the least tractable clients in the cohort. Insofar as that presumption is true, one consequence is that the cases terminated in the latter portion

of the observation period--the time coinciding with presence of the VIP program--can be assumed to represent a larger proportion of the more difficult cases served by the Juvenile Probation Division. An assessment of the VIP program on the basis of activities associated with these cases is inevitably biased if the data are reported according to the month of termination. If the data are reported according to the month when each case was initiated, the situation is scarcely better. The research data contain full histories for relatively few of the cases that required an extended period of court supervision. Since full histories differ in their availability--more are available for later cases--the presentation of data according to the month when court proceedings began also produces a bias. The dilemma, of course, arises from the abbreviated period of observation available to this evaluation. If the observation period had been sufficiently long, a substantial portion of cases would reflect the full history of their court experience. In the present study, however, the number of active cases equals the number of terminated cases. Half of the outcomes cannot be determined with available data, and those outcomes that are available can be presumed to reflect disproportionate numbers of short-term clients. This is not a good situation from which to pursue an outcome evaluation. The data are insufficient to support firm conclusions.

Still, the evaluation effort is not without some value. We have treated the data of the previous chapter as being exploratory--and we must do the same for the data of this chapter.

Data from the preceding chapter tended to suggest that, since the introduction of the VIP program, the caseload composition was undergoing a slight but nevertheless discernible shift towards a larger proportion of MINS petitions. The data collected specifically for this research



tend to corroborate this phenomenon. Figure Ten\* shows the percentage of MINS proceedings of the total offender petitions (MINS and Delinquency) filed each month during the period of this study. Prior to the introduction of the VIP program, MINS petitions averaged 23.0 percent of the offender petitions filed; but after the VIP program, MINS proceedings, on the average, accounted for 28.4 percent of the monthly filings. The trend lines of Figure Ten reflect this shift although the shift is clearly not significant in a statistical sense. (It bears reiteration that any statistical tests run on the time series data of this study are merely advisory due to the limited number of observation points and the character of these data.)

The relative proportion of MINS and Delinquency petitions, of course, constitutes but one of several ways of assessing crime seriousness trends in the Lake County Juvenile Court. It was the only readily available index that could be gleaned from the court-generated materials reviewed in the last chapter. Because the comprehensive materials gathered for this evaluation permitted convenient comparison of the court and research data, it was useful to see that our research data tended to corroborate the court's statistics with respect to the higher proportions of less serious offenders being served by the court since the introduction of the VIP program. The evaluation effort, however, attempted to address the crime seriousness question by means of additional, more direct, measurement techniques.

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\* Figures Ten through Seventeen, commented upon in Chapter V, have been placed at the end of Chapter V.

A Sellin-Wolfgang crime seriousness score<sup>42</sup> was calculated for every case in the study. The Sellin-Wolfgang scaling technique has been widely employed in a variety of settings and over a substantial period of time. It is probably one of the most widely recognized methods for assessing crime seriousness. The Sellin-Wolfgang scale takes into account a number of factors (e.g., the degree of injury to the victim, dollar loss from theft or damage, the extent of intimidation, etc.) and, as a consequence, it is impossible to provide "typical" seriousness scores as examples of how the scoring technique "rates" various crimes without resorting to specific examples in concrete detail. In general, the higher the Sellin-Wolfgang score, the more serious the offense. Scores of two or below would tend to be trivial offenses; forcible rape or murder would yield scores of ten, twenty, or more, depending upon differing specific behavioral components entering into these offenses.

Figure Eleven plots the crime seriousness trend over the period of the evaluation. The graph shows the average crime seriousness score of the petitions filed each month during our study. The trend is very nearly horizontal, suggesting that the seriousness of the offenses processed by the Lake County Juvenile Court during the period of this study has remained largely the same before and after the introduction of the VIP program. We should point out that offender petitions were filed at the rate of about one per day (actually 32.9 petitions per month) during the period of the study. Because the monthly number of petitions tends to be rather small, a single serious offense tends to create a considerable distortion in the average crime seriousness score for the month in which it is tallied. Furthermore, since each minor is the subject of an individual petition, a single crime with joint perpetrators tends to produce additional distortion for the month in which it is reflected. For

these reasons, the graph tends to show even more apparent variation than would be evident from some other mode of analysis. The point, however, is clear: on the basis of crime seriousness scores, there is little to suggest that the introduction of the VIP program was accompanied by a tendency for the court to include greater numbers of less serious offenders under its jurisdiction.

We experienced considerable difficulty in applying the Sellin-Wolfgang technique in the setting of the Lake County Juvenile Court, because, in spite of the technique's broad applicability, it was not designed to deal with a court setting. The basic element in the Sellin-Wolfgang scale is the criminal "event," which can roughly be defined as the set of circumstances that would support a "complaint" in a police department. In precise terms, the Sellin-Wolfgang technique actually does not score a crime; it scores a criminal event which may encompass several related criminal activities each of which might be capable of supporting a separate prosecution. In the setting of the court, the "event" that was scored for our purposes consisted of so much of the descriptive material as was made a matter of record to describe the behavior or situation of the juvenile that led to either the referral or the petition. Separate crime seriousness scores were calculated based on the referral information and on the petition information. (Crime seriousness according to the referral often turned out to be several points higher than the crime seriousness according to the petition.) Since both the police referral and the petition often reflected several kinds of unrelated criminal activities, neither the petition nor the referral constituted an appropriate "event" as the concept is to be used in applying the Sellin-Wolfgang instrument. Take, for example, a minor who is apprehended for a burglary. When the minor is apprehended, the

police may discover evidence which connects him to several previous (but quite separately committed) burglaries. If the police refer the minor to the juvenile court, the referral will allege all of the prior burglaries and the ensuing petition may do the same. Crime seriousness, computed according to either the referral or the petition, may thus reflect a number of unrelated crimes, and the crime seriousness scoring procedures were not designed to reflect such multiple and simultaneous contingencies. As a consequence, although the scoring was done in a uniform manner for the juvenile cases in this study, and hence permits internal comparisons of crime seriousness to be made, these cases cannot be compared to other juvenile cases unless they have also been scored in a similar manner. We can, however, proceed to use one example of the research-generated crime seriousness scoring in order to compare it with the earlier, court-generated data.

Figure Twelve provides information on the proportion of offender petitions filed during each month that included reference to the use of a weapon. On a priori grounds it seems reasonable to view a crime committed with a weapon as being a relatively serious event. The graph shows almost no change in the level of petitions including a charge of weapons use during the months that preceded the introduction of the VIP program, but a slight upward trend after the VIP program was introduced. The difference is not enough to be statistically significant--and even if significance were found, the fact would not be conclusive--so we may say that the incidence of petitions including weapons use was reasonably similar both before and after the VIP program. According to the weapons use criterion, there is little to suggest that a greater proportion of less serious offenders was being included in the formal court processes after the introduction of the VIP program.

To summarize the research information, insofar as it relates to a possible change in the composition of the juvenile caseload, our data tend to corroborate court-generated statistics which show a somewhat higher proportion of MINS petitions being filed since the VIP program came into being. Although a shift towards a larger proportion of status offenders might imply that the court is "casting a wider net"-- by formally bringing more trivial offenders into the system--direct measures of crime seriousness fail to sustain such a conjecture. Crime seriousness scores have remained reasonably level throughout the period of our study and, according to the criterion of weapons use, there has even been a very slight trend towards a somewhat higher proportion of weapons users in the court's caseload. Therefore, neither the crime seriousness scores (about which we have reservations) nor the weapons use criterion support the "wider net" hypothesis. Whatever may be the meaning of the apparent trend towards larger proportions of MINS offenders in the caseload, it seems unlikely that the court has been maintaining jurisdiction over a larger number of less serious offenders because the VIP program became available as an additional resource.

Figures Three and Five of the previous chapter provided information about the trend of contacts between probation officers and juveniles since the introduction of the VIP program. On the basis of the court's data, there was a slight trend towards increased contact after the introduction of the VIP program. Our research data, however, suggest that a slight reversal in the trend of contacts may have occurred. Figure Thirteen shows that the average rate of contact by the probation officer with the juvenile has displayed a slight downward trend for cases initiated after the introduction of the VIP program. Still, the data of Figure Thirteen may be misleading and we should alert the reader to the possi-

bility. Figure Thirteen depicts the average rate of contact according to the month in which the case was initiated--which is different from the way in which the court-generated data were presented. Rather elaborate computer routines could have been brought to bear upon the research-generated data in order to render them compatible with Figures Three and Five, but we judged that the effort was not worthwhile in terms of the information that was to be gained. Time series data are not conclusive, and the variable is one that can be addressed with greater rigor within the framework of the experimental design which is reported in the next chapter. Our analysis of the time series data in Figures Three, Five, Thirteen and Fourteen (to be addressed presently) suggest that the available contact information may be capable of being presented in contradictory ways. In passing, we might remark that Figure Thirteen shows the probation office as falling somewhat short of its goal of contacting a client at least once a month. Throughout the period of our study, the monthly rate of contact with the juvenile by the probation officer has averaged .81, i.e., about four contacts in every five-month period.

Figure Fourteen presents contact data which include collateral contacts, e.g., contacts with the parents, schools, potential employers or others who may have an important relationship with the juvenile. When collateral contacts are included in the data, the rate of contact on each case is substantially increased. Including collaterals, the average monthly rate of contact over the study period was 1.55, i.e., about three contacts for every two months that the case was under court jurisdiction. The trends for total contacts that are presented in Figure Fourteen are very similar to the trends previously identified for Figure Thirteen. This is to be expected since Figure Fourteen simply adds collateral con-

tacts to the rates already reported in Figure Thirteen. The effect is to make the existing trends more pronounced, but not sufficiently to achieve statistical significance. Furthermore, contact information based upon our cohort data is susceptible to rather extreme distortions due to the abbreviated time span of our period of observation. The contact data are more appropriately analyzed in the context of a truly experimental design such as is reported on in the next chapter. The presentation of contact data here merely serves to show that (1) a decrease in the rate of contact may also be possible, depending upon how the data are portrayed (confer Figures Three and Five in the last chapter), and (2) that an objective assessment of the contact experience would require a test for changes in either direction.

The previous chapter presented some conflicting data about possible changes in the court's resort to placement as a treatment alternative. Figure Six, in the above chapter, showed that the placement caseload--in terms of the absolute number of clients in placement-- had displayed a general decline prior to the VIP program and there was only a very slight reversal of the trend after the VIP program had come into being. As a percentage of the total offender caseload, however, the proportion of placements had shown a rather substantial-- although not statistically significant--increase (see Figure Seven). Our own research data (Figure Fifteen) show that placement as an initial disposition has remained remarkably stable throughout the period of our study. In no month were there more than six initial dispositions of placement and, in the two instances for which there were exactly six placements, one occurred prior to the VIP program and one afterward. The trend lines are nearly horizontal throughout the period of our observations. The graph provides little evidence to support a hypothesis that the VIP program was in any

way associated with a change in the court's use of placement as an initial disposition. It is possible, of course, that the court might have changed its policies with respect to placement as a change in the treatment plan some time after the initial disposition. In the previous chapter we did see a change in the trend for data that were reported according to a somewhat different format than the data of Figure Fifteen.

Whatever the possible effect that a volunteer program might have upon the court's placement experience, the matter cannot be further pursued in this study. The data available to us on a time series and/or cohort basis are not adequate to address the issue. The potential effect, if any, seems to be indirect and the court itself ruled out placement cases in establishing the eligibility criteria for the VIP program. Because placement cases were deemed ineligible for volunteer services, they did not fall into the random assignment pool utilized for the controlled research approach described in the next chapter and there is no way of rendering conclusive judgments on the basis of the data that are available.

Recidivism criteria constitute the most crucial variables by which to evaluate the VIP program, but the court's routine statistical summaries provided only one index of recidivism: subsequent referrals. In the last chapter we saw that subsequent referrals abruptly increased coincidentally with the introduction of the VIP program (see Figures Eight and Nine). Such an "effect" was probably not anticipated by program planners. Still, we attached no statistical significance to the apparent disruption in the trend line and chose, instead, to emphasize the shortcomings of time series analysis with so few observation points. The empirical evidence available from the court was at least enough to show that changes in unanticipated directions can occur and that we ought not



to disregard such possibilities.

The research effort undertaken for this study collected several different kinds of information that could be used to measure recidivism. Information about subsequent referrals, of course, was among the data that we collected. In order to achieve a consistent presentation, it is appropriate at this point to compare the evaluational research project's cohort data with the subsequent referral charts that have been previously reported in the last chapter. Figures Sixteen and Seventeen present the cohort data in a time series fashion, but we must candidly admit that the time series presentation of these data is replete with distortion. We have, throughout this report, commented upon the inadequacies of time series analysis over such an abbreviated time span as a one-year research effort afforded. Often the reader may have felt we were overly concerned with the finer points of statistical methods that may have appeared to be marginal issues. Figures Sixteen and Seventeen, however, present subsequent referral (i.e., recidivism) data in a fashion that should convince even the least statistically-concerned reader of the dangers stemming from an abbreviated period of observation. Figure Sixteen shows the percentage of cases that reflected at least one subsequent referral. The cases are reported according to the month in which the petition was filed. Since the introduction of the VIP program, the trend would appear to have taken a sharp downturn. The trends in Figure Sixteen are quite different from those reported for the court-compiled data in Figures Eight and Nine. On the basis of the information in Figure Sixteen, a reader might be tempted to see the VIP program as being highly successful in reducing subsequent referrals. Unfortunately, that view of the VIP program cannot be sustained. A more sophisticated appraisal of the graph must involve a recognition that subsequent referrals are accumulated over

time and that recent cases have simply not had the same amount of time as the earlier cases to accumulate subsequent referrals. In reporting the data by the month when the petition was initiated, recent cases are all grouped together and the resulting appearance seems to favor the VIP program.

Figure Seventeen provides analogous data, but this time presents the information by month of termination. The trend now appears to be reversed. The apparent reversal of trend occurs because trivial cases--ones that have relatively short periods of court supervision and are thus less vulnerable to the hazard of subsequent referrals--are disproportionately represented on the leftmost portions of the chart. With each succeeding month of the study, there is a better opportunity for the more difficult cases to have moved on to a termination--and these are the cases that have been longer under court supervision and thus have the greater likelihood of acquiring subsequent referrals. When the data are plotted according to the month of termination, the VIP program appears to have had a much less satisfactory impact. It is possible that these data could be "massaged" to portray yet additional trends--but enough is enough. It should be clear that the ease with which these data can be distorted is mainly attributable to the short time span of this study: relatively few cases have run their course, and any portrayal of the data will be based upon a large number of incomplete histories which bias whatever presentations might be made.

Fortunately, the subsequent referral criterion--along with other recidivism measures--can be conclusively addressed by the experimental design reported in the next chapter.

Lest the reader believe that the effort to acquire cohort data has been worthless, we should emphasize that not all of the cohort infor-

mation is subject to the kind of bias just noted--the bias is to be found for those elements of information that must be accumulated over a span of court history. The bias is not present for variables such as crime seriousness measures, type of initial petition, and other similar characteristics which are "one-time" phenomena that occur at the beginning of the court's processing of the case. Although there may be some statistical handicaps in interpreting data about these variables with a limited number of observations, such "front-end" characteristics can be profitably explored. The cohort data, for example, tended to support the hypothesis that the court's caseload composition had indeed undergone a shift towards a larger proportion of MINS cases--but the cohort data also indicated that the trend of crime seriousness was not downward. It is possible that some cases which might previously have been adjudicated as delinquents were later being handled as MINS petitions even though seriousness of the misbehaviors may not have changed. Even a very slight change in the court's policies or procedures (such as might result from a change in personnel: the judge, the state's attorney or the public defender) could account for this shift.

We must also admit that we were more optimistic about the cohort data than circumstances may have warranted. The evaluation was undertaken on very short notice, and we had no information about factors such as lengths of court supervision in Lake County. For this reason we decided that the effort to acquire a baseline would be worthwhile. If we could learn enough, and soon enough, through the accumulation of baseline data, the cohort data might have proved useful even in the short-term evaluation of the VIP program. If, on the other hand, the cohort data could not contribute to the immediate effort, at least a baseline would be established so that the court would have the opportunity to view its

procedures in a way not previously possible, and the groundwork would be laid for later comparative assessments which might conceivably be undertaken.

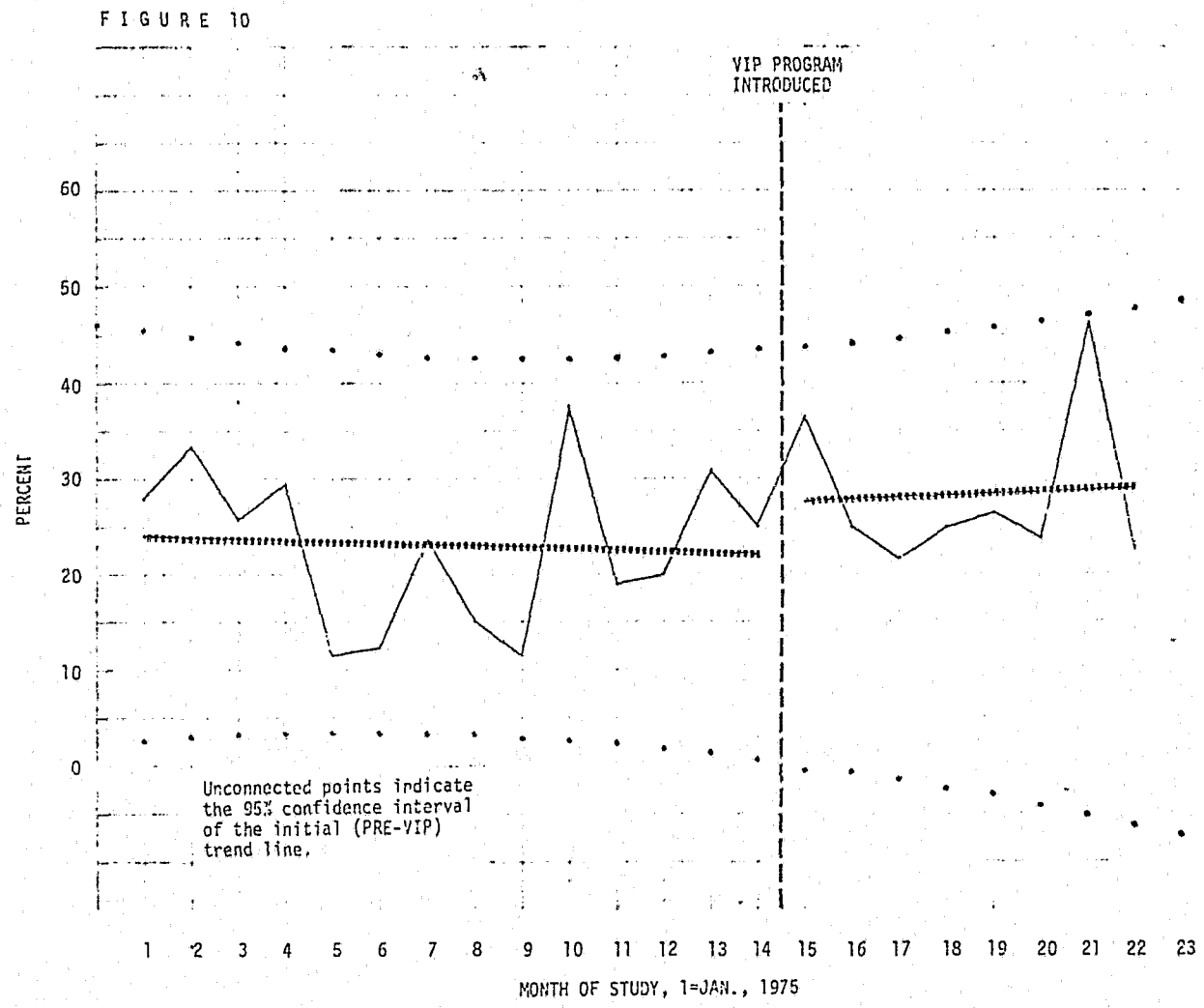


Figure 10: The Percentage of MINS Cases in the Juvenile Caseload, by Month in Which the Original Petition was Filed, from January 1975. (Research-Generated Data)

FIGURE 11

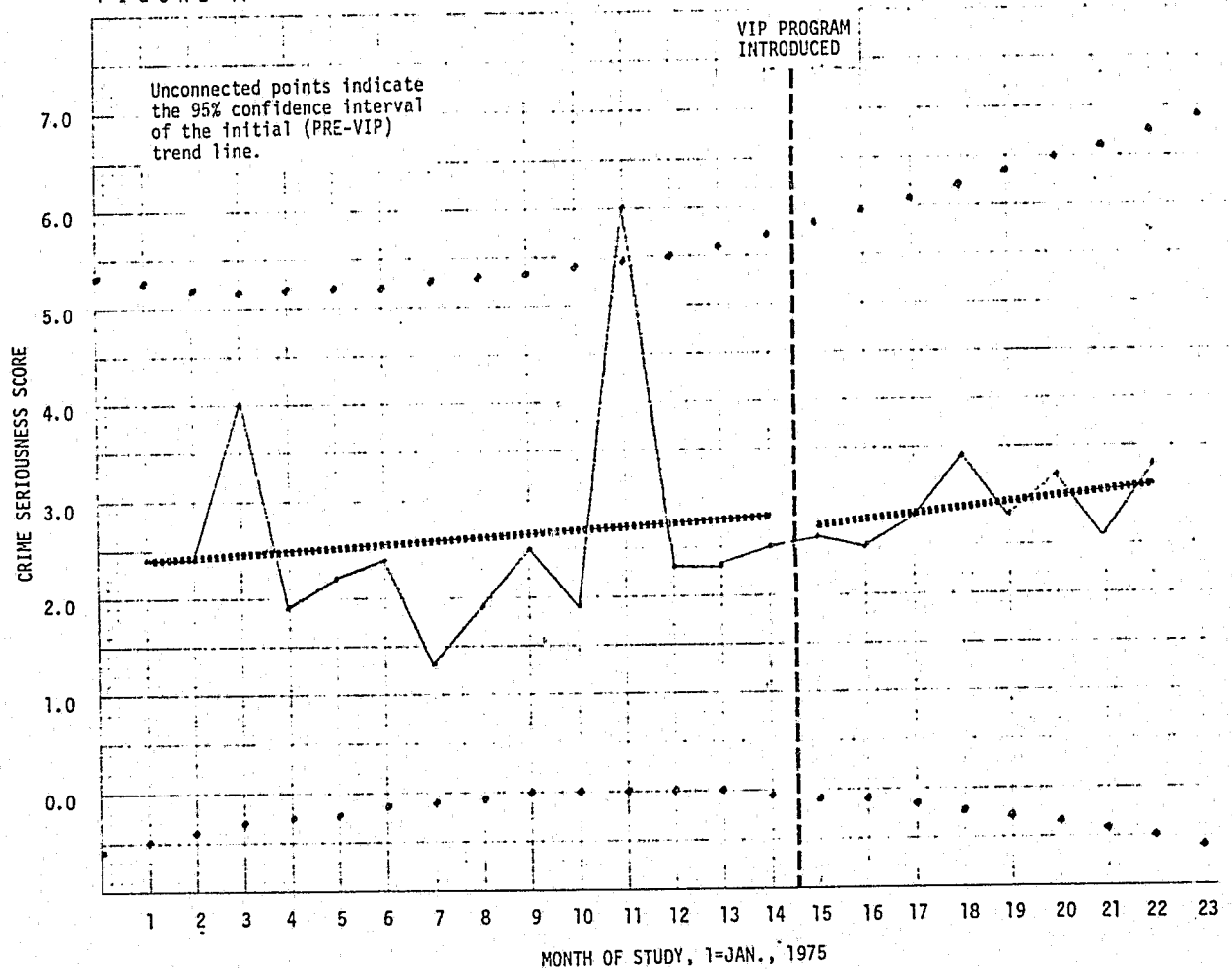


Figure 11: The Average Seriousness Scores of the Juvenile Caseload, by Month in Which the Original Petition was Filed, from January 1975. (Research-Generated Data)

FIGURE 12

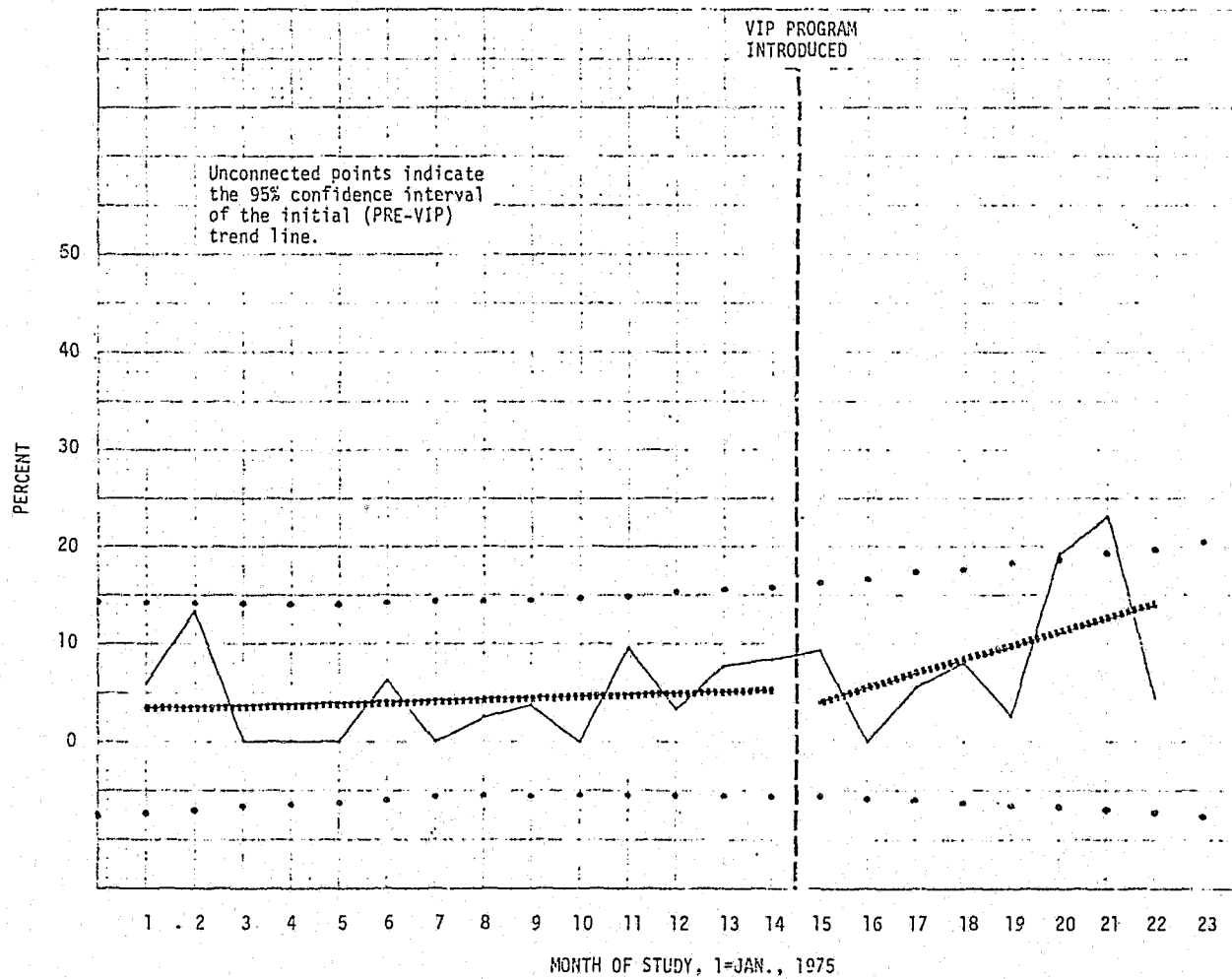


Figure 12: The Percentage of Delinquency Cases Involving the Use of a Weapon, by Month in Which the Original Petition was Filed, from January 1975. (Research-Generated Data)

FIGURE 13

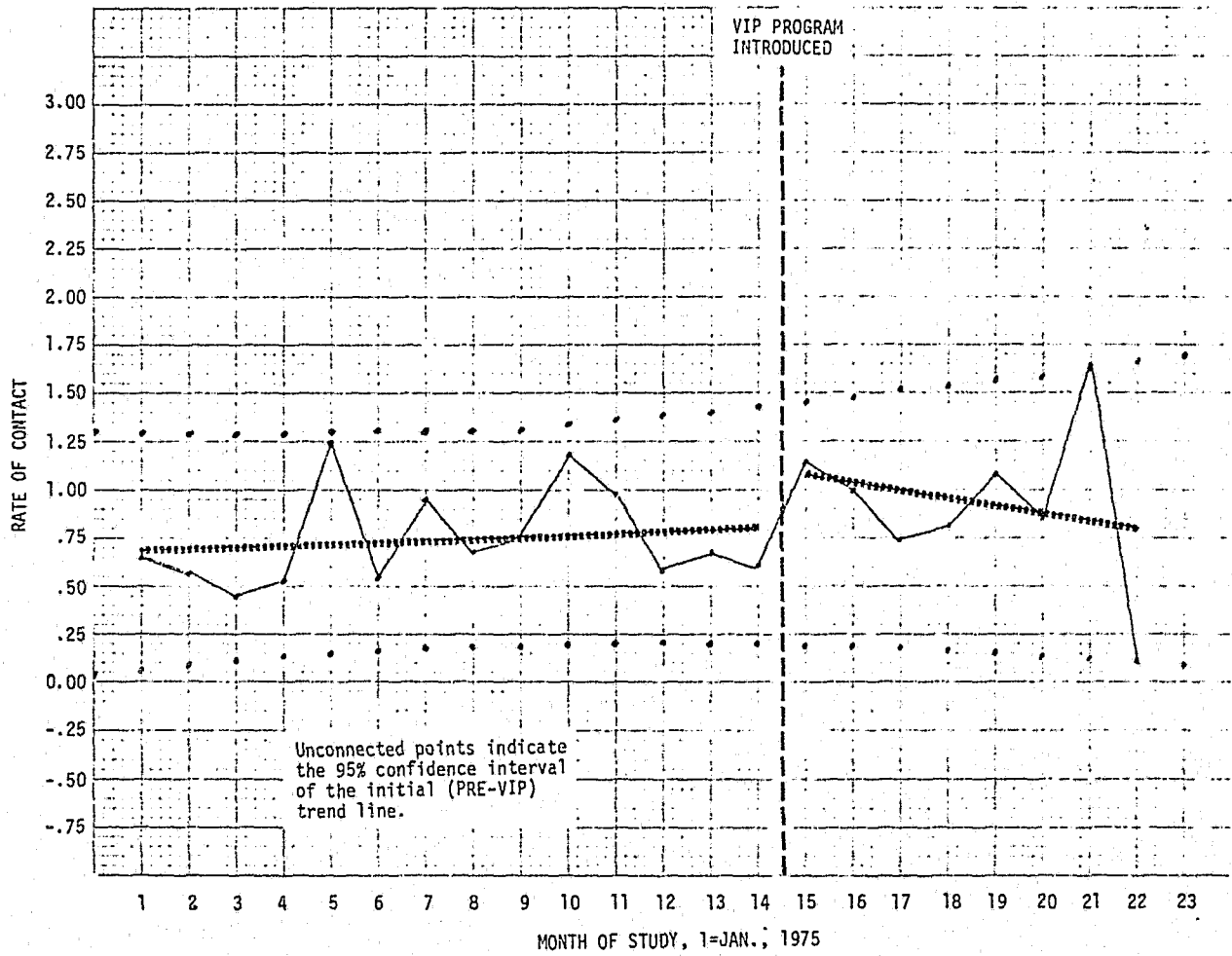


Figure 13: The Average Rate of Contact Between Probation Officers and Their Juvenile Clients, by Month in Which the Original Petition was Filed, from January 1975. (Research-Generated Data)



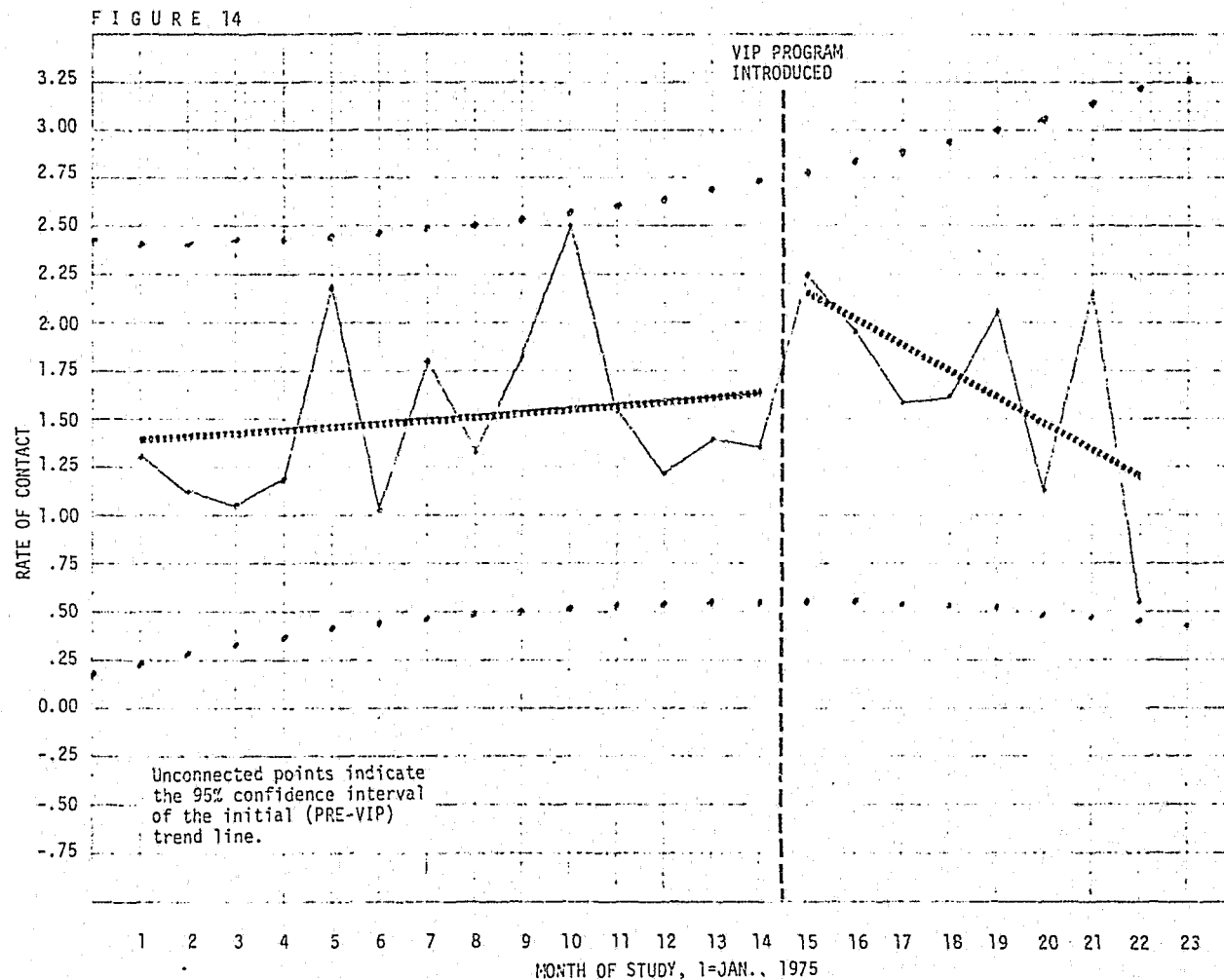


Figure 14: The Average Rate of Contact Between Probation Officers, Their Juvenile Clients, and Collateral Contacts, by Month in Which the Original Petition was Filled, from January 1975. (Research-Generated Data)

FIGURE 15

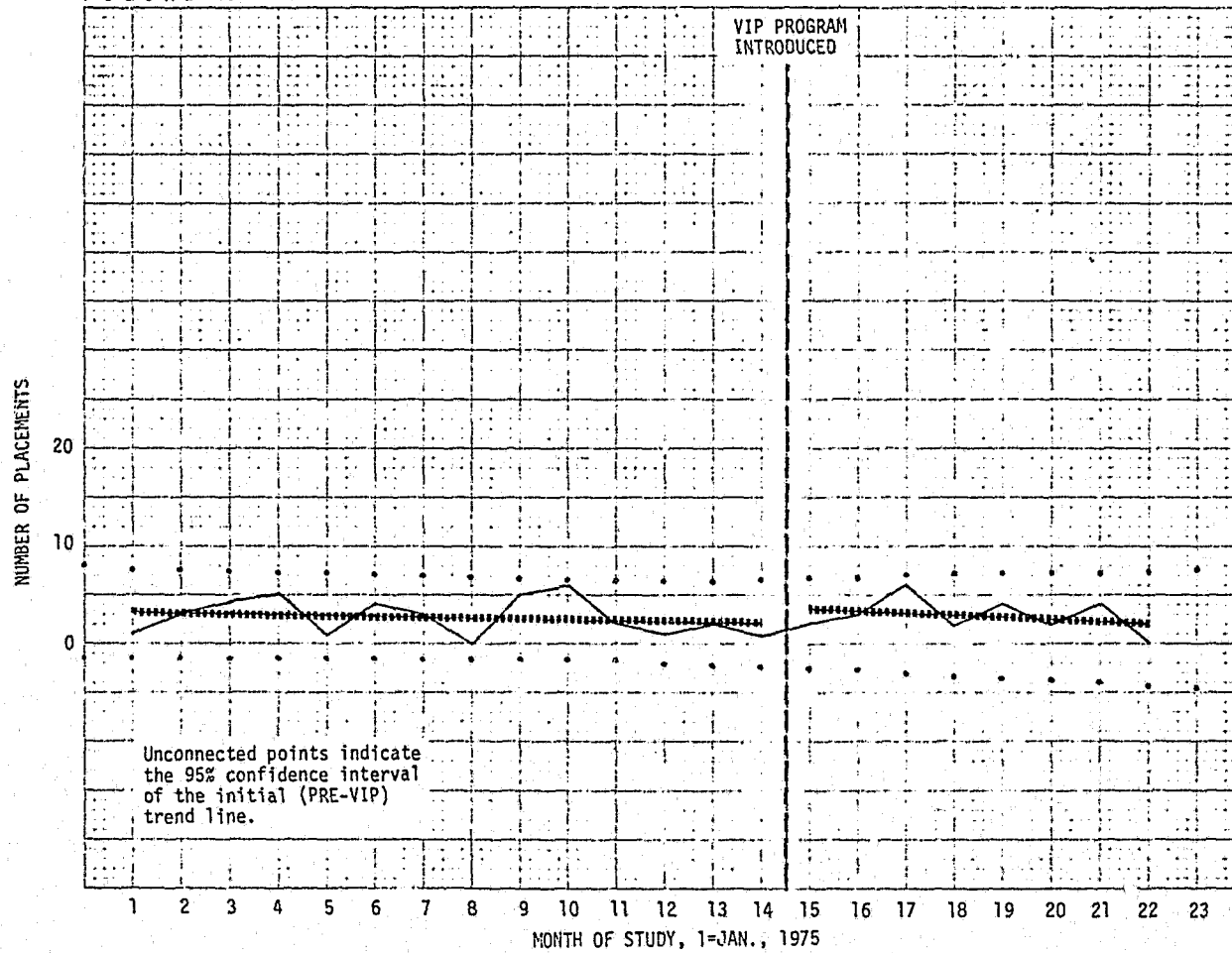


Figure 15: The Number of Juveniles with Initial Dispositions of Placement, by Month in Which the Original Petition was Filed, from January 1975. (Research-Generated Data)

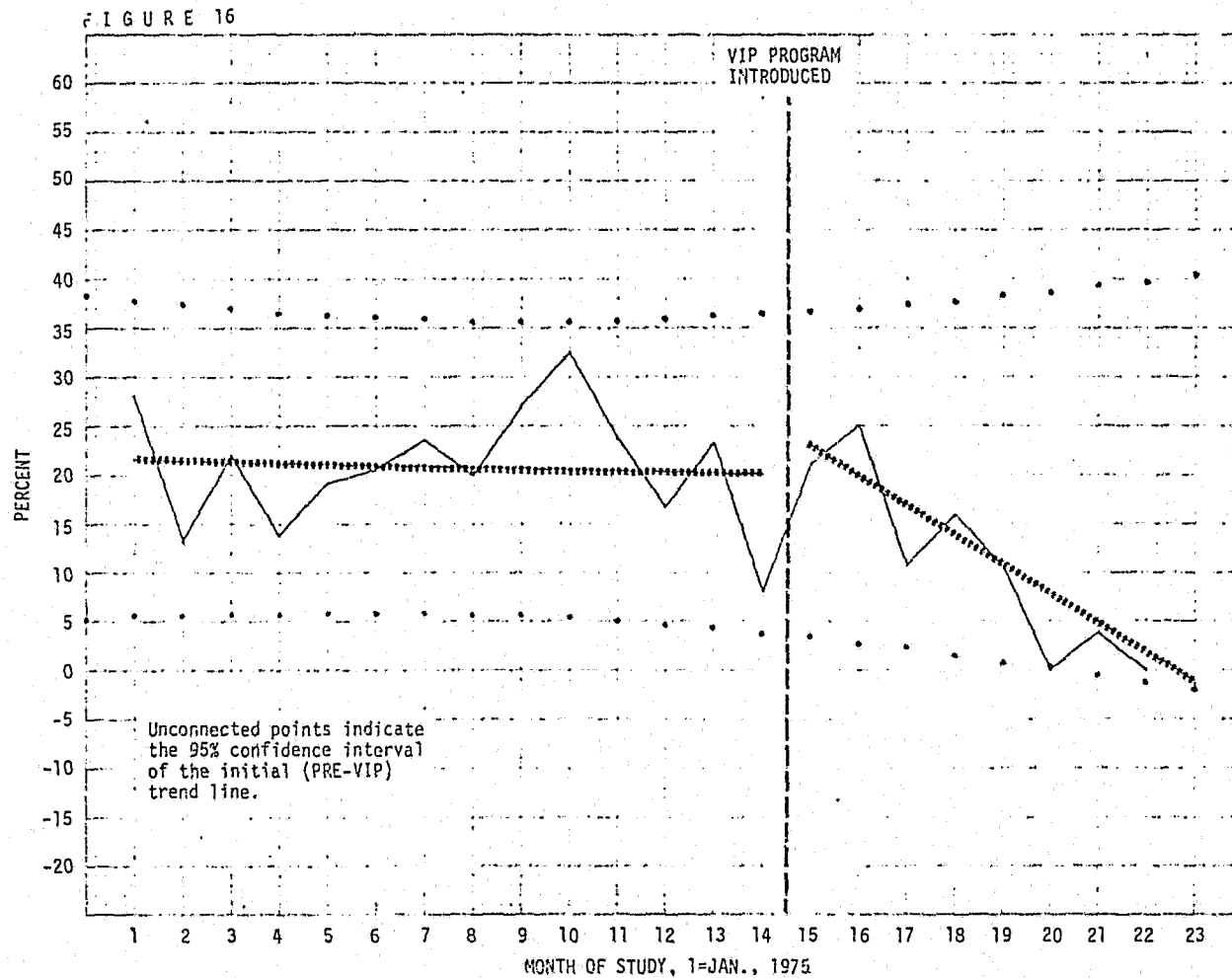


Figure 16: The Percentage of Juvenile Cases Having at Least One Subsequent Referral (Recidivism), by Month in Which the Original Petition was Filed, from January 1975. (Research-Generated Data)

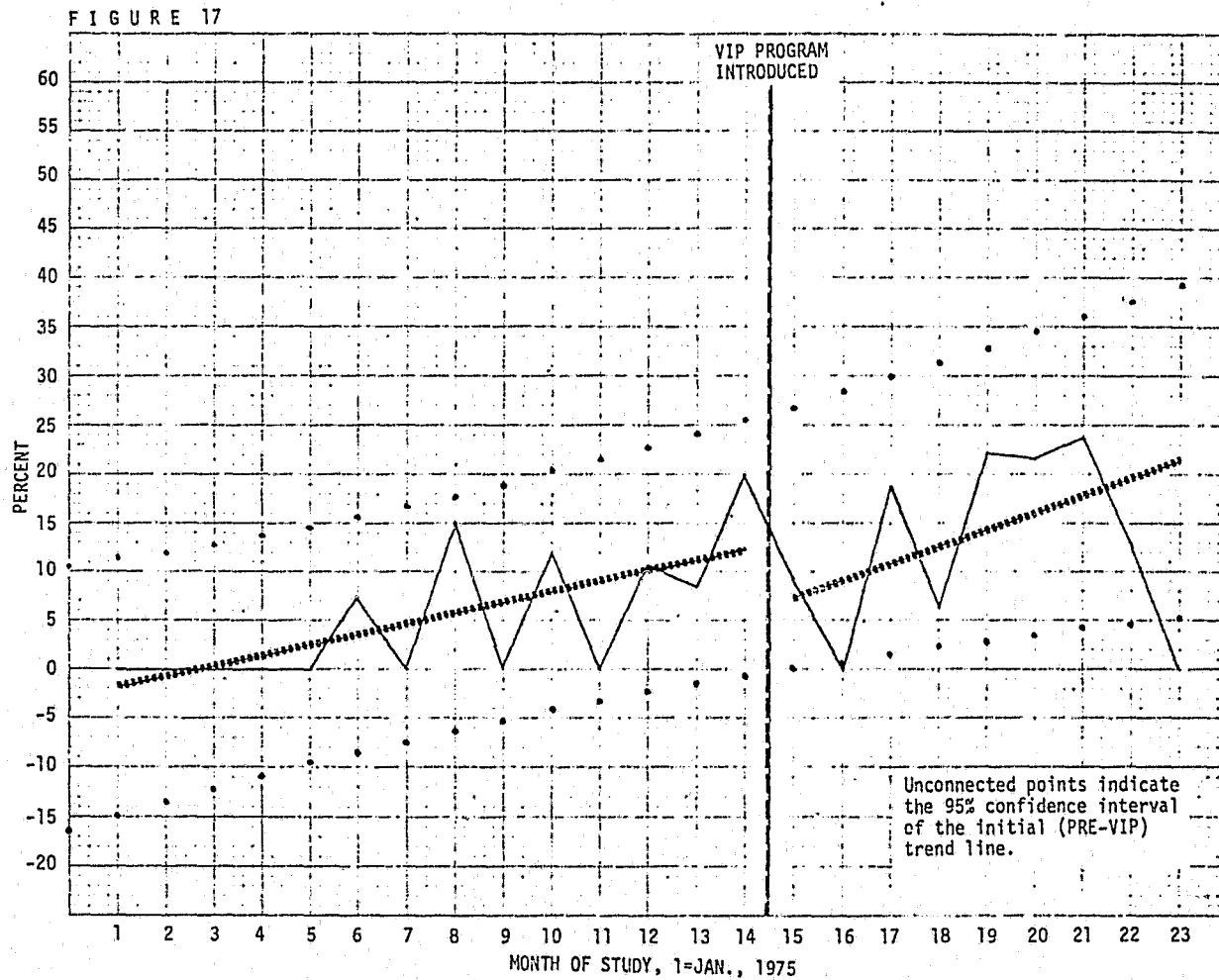


Figure 17: The Percentage of Juvenile Cases Having at Least One Subsequent Referral (Recidivism), by Month in Which the Case is Terminated, from January 1975. (Research-Generated Data)

Chapter VI: THE VIP PROGRAM AS EVALUATED BY THE EXPERIMENTAL  
AND CONTROL GROUP DESIGN  
(The Most Valid Measures of the Impact of the VIP  
Program Included in this Study)

In the previous chapters we have explored statistical materials compiled by the court and we have reviewed data collected within the framework of this research on a cohort of juvenile offenders. Because of the limitations of time series analysis, it was impossible to render conclusive judgments about the VIP program based upon the court's data; the cohort study had all of the shortcomings of time series analysis and was even further hampered because of the abbreviated period of observation. As a consequence, the material of the earlier chapters was used to generate a series of empirically-derived hypotheses. We will undertake, in the present chapter, the testing of those hypotheses which can be addressed by data that have been collected according to a research design that is stronger than the time series approach.

Data for the present chapter are derived from a subset of delinquency and MINS cases reaching adjudication and disposition during the period March 10, 1976 through October 31, 1976. March 10 is a date of no particular consequence to the court, but it was the earliest date after funding of the evaluation at which an experimental-level research design could be implemented in the field. Nearly a month (from mid-February through March 10) was spent in establishing the necessary liaisons at the court, explaining and clarifying various roles, expectations, and requirements, in recruiting evaluation staff and in accomplishing the host of other administrative requirements that had to be met before the actual evaluation could begin.

Every case adjudicated on or after March 10, 1976, was reviewed to determine whether the case was suitable to be served by a volunteer

worker. If the case met the eligibility requirements, a table of random numbers was consulted and the court was advised whether that particular client should be assigned a volunteer. During the period from March 10 through October 31, 1976, a total of 121 clients met the eligibility requirements for the VIP program and were subject to the random assignment procedures. Because random assignment is an extremely important factor from a methodological standpoint, the Appendix provides a very detailed account of the assignment procedures. It became necessary during the course of the study to modify the original random assignment routines, but we believe that the modifications were accomplished without substantially jeopardizing the study. Persons with methodological interests may want to review the Appendixes and judge for themselves. After the modification of the assignment procedures, five of the 121 cases in the eligibility pool were discovered to represent questionable aspects which could conceivably threaten the integrity of the experiment. The potentially threatening aspects are described in detail in the Appendix. The five questionable cases were "flagged" for special attention in the event that the experimental findings might require additional interpretation because of these potentially confounding cases.

Once the eligibility for volunteer services was established, the assignment procedures divided the pool of 121 eligible candidates into two groups: an experimental group of 61 clients (including two questionable cases) which were to receive a volunteer from the VIP program, and a control group of 60 clients (including three questionable cases) who were not to receive a volunteer from the program. It is to be noted that primary responsibility for every case--experimental or control--rested with the probation officer. In the experimental group, the volunteer did not replace the probation officer; rather the volunteer supplemented the

officer on the case.

Because there was a total of only 121 clients in the randomly-formed groups, the data collection problems were not as formidable as for the balance of the cohort cases previously reported. It was also possible to observe the randomly-assigned clients for a slightly longer period of time, i.e., until December 15, 1976. Data in this chapter, therefore, reflect all recorded case activities and contacts up to and including the December 15 cut-off date. This is a time span of approximately nine months for the earliest assigned case in the experimental and control groups that were randomly assigned.

In a design such as employed for this phase of the evaluation, the random assignment procedures operate to distribute client-related characteristics between the experimental and control groups in such a way that neither group is disproportionately affected by such factors. Random assignment produces groups that are equal except for chance differences which can be accounted for in terms of mathematical probabilities. Since the groups may be considered equivalent at the beginning of the experiment, the design presumes that any differences at the end of the experiment must be attributable to the VIP program--which is the only systematic way in which the groups should be distinguishable. The logic of the design assumes that the experimental stimulus (i.e., the VIP program) will be applied to the experimental group and withheld from the control group. This assumption points to a shortcoming of the design when it is employed in a field setting: it may be unrealistic to presume that the control group was shielded from the experimental stimulus.

As we have pointed out in an earlier chapter, volunteers are not unusual in a court setting. John Augustus, credited as the first probation officer, was a volunteer worker. In the past decade some probation

departments have made considerable efforts to utilize volunteers through formal programs, but there is scarcely a professionalized probation department in the country that has not made informal use of volunteers. Indeed, the philosophy of probation holds that available community resources should be brought to bear in behalf of the client whenever possible--and volunteers are certainly a community resource. In the design established through the random assignment of clients, how then was the research team to "protect" the control group from exposure to volunteers?

A realistic appraisal suggested that it was not only unfeasible but indeed counter-productive to struggle against the informal use of volunteers. We fully expected that probation officers would make use of whatever community resources were available--and we did not want to deprive control-group probationers by making demands that might conceivably limit the effectiveness of probation officers serving them. We couldn't very well ask the probation officers to deny their clients apparently beneficial liaisons in the community simply to preserve the purity of a research design. Consequently, we advised the probation officers serving control-group clients to pursue the cases as they would in a setting that lacked a volunteer program. The officers were free to make use of whatever community resources were available (even informal non-VIP volunteers), but they could not have a VIP volunteer to assist them with control-group clients nor could they enroll control-group clients in any VIP programs that might be developed.

Such directions with respect to the control group have important implications for a proper understanding of the nature of the experimental stimulus that served to distinguish the control group from the experimental group. The experimental stimulus was not simply the presence of a



volunteer on the case; rather the experimental stimulus was the presence of a formal VIP volunteer who was recruited, screened, trained, matched to the client according to the VIP Coordinator's discretion, etc., under the program funded by the Illinois Law Enforcement Commission. The distinction is important because we know that volunteers were available and working with clients in the Lake County Juvenile court long before the program received the support of an action grant from the Illinois Law Enforcement Commission. Under these circumstances, the issue to be investigated is: has the ILEC support for a formalized VIP program enhanced the capacity of the Lake County Juvenile court in dealing with its juvenile offenders? Properly speaking, the issue can only be resolved if the experimental and control groups are differentiated, not simply by the presence of a volunteer, but rather by a volunteer provided within the framework of the formalized program.

A strong effort was made to monitor the experiment continuously to assure that the necessary distinctions were being maintained--that no VIP volunteers worked with the control group and (as a corollary) that the experimental-group clients actually received the formalized volunteer services that were intended. The monitoring effort identified one control-group client who received the services of a volunteer through an agency outside of the court. With respect to the experimental group, a somewhat higher rate of contamination was discovered. Eight experimental-group cases were discovered to have had no VIP volunteer exposure whatsoever, i.e., they were referred to the VIP program but a volunteer was never assigned to the case. The cases are identified in the Appendix.

Since both inadvertent exposure of a control-group client to a volunteer and the non-exposure (intended or unintended) of experimental-

group clients could be considered as non-random events, the nine cases which did not meet the underlying assumption of the experimental design were "flagged" as potentially-confounding cases. The number of "flagged" cases was consequently raised to fourteen: five cases flagged because of questionable circumstances related to random assignment, plus the nine cases flagged because of deficiencies in the application of the experimental stimulus. Because the fourteen flagged cases represented a substantial portion of the study population (11.6 percent) data for the experimental phase of this evaluation were processed twice. The initial processing analyzed all 121 of the clients in the eligibility pool, comparing the 61 experimental-group cases to the 60 control-group cases. A second run of the data was then undertaken with the potentially confounded cases removed from the study population. The second analysis was based upon the 107 presumably uncontaminated cases: 51 in the experimental group, and 56 in the control group. When the initial analysis was compared to the second analysis, we found that outcome measures yielded similar results for both the "pure" population and the population which included the potentially confounded cases.

There is no evidence that the conclusions of the experiment are threatened in any way because of the possible confounding that we had feared from the "flagged" cases. The following information, therefore, is based on the study population of all 121 randomly-assigned clients.

In its broadest terms, the first and most central hypotheses states that the formal VIP program affects the recidivism experience of the court. The program grant application clearly anticipates that the VIP program will operate to reduce recidivism. However, analysis of the court-generated time series data has suggested, albeit on slim evidence, that the introduction of the VIP program was associated with a rather

sharp increase in recidivism (see Figures Eight and Nine), and consequently it is possible to hypothesize that the VIP program may actually have operated to increase recidivism. There remains, of course, the statistical "null hypothesis," i.e., that the VIP program had no effect one way or the other upon recidivism.

We may state the null hypothesis formally as follows:

1.  $H_0$ : There is no difference between the control group and the experimental group with respect to recidivism measures.

The null hypothesis, being a negative statement, reads as if it is biased against the VIP program, but it is merely a hypothesis that is subject to proof or disproof. If sustained, it would indicate that the VIP program has not achieved its goal of reduced recidivism. Failure to demonstrate an effect does not, of course, prove that an effect was absent; it means simply that the effect cannot be identified on any of the recidivism measures employed in the analysis. Nevertheless, if the null hypothesis cannot be rejected, the alternative hypotheses (below) have no support, and the VIP program emerges as being of no consequence with respect to the recidivism measures tested.

2.  $H_1$ : The experimental group exhibits less recidivism than the control group.

This first alternative to the null hypothesis sets forth the anticipations of the court. Provided that the null hypothesis can be rejected (i.e., that a difference in some direction is discovered), then it becomes necessary to look to the valence that such a difference takes. If there is less recidivism in the experimental group than in the control group, the court's anticipations with respect to the VIP program will be sustained. We can then conclude that the VIP program is effective in

reducing recidivism.

3.  $H_2$ : The experimental group exhibits more recidivism than the control group.

The above (second) alternative to the null hypothesis addresses the possibility that the VIP program may operate to increase recidivism. Although persons who are predisposed to favor voluntarism may tend to discount such an alternative--certainly, the volunteers do not encourage the minor to commit additional offenses!--we should point out that many programs which focus upon an offender population produce a "discovery" phenomenon. The extra attention provided to the clients who receive the services of the program may also provide extra opportunities for authorities to become aware of transgressions and to take actions which result in some program "failures" which might otherwise have been overlooked. Additional conditions that might operate to increase recidivism can also be explored; but, whatever the underlying explanations, we should not reject out of hand the possibility that the difference might be in an unfavorable direction. If recidivism in the experimental group exceeds the recidivism in the control group, we will conclude that the VIP program has operated counter to anticipations--at least with respect to the recidivism measures tested.

A variety of criterion measures were employed within the framework of the experimental design to test the foregoing hypotheses about the VIP program's influence upon recidivism. Each criterion, of course, suggests a somewhat different definition of recidivism. In general, a "recidivist" may be considered as a "repeat offender," but the general concept masks distinctions that can be made about the levels of recidivating behavior. A variable measuring recidivism over a wide range of definitions is data element number 133 (see the Code Book in the

Appendix): "Difficulties with the Law Since Initial Disposition." This variable was coded in such a way that subsequent offenses could be categorized from mere allegations that were contained in the case record all the way through offenses which precipitated a court review changing the status of the client. We should note that the information tabulated for data element 133 could include offenses that came to the attention of the Probation Division even though outside police agencies or other referral sources had no awareness of them. It was not necessary that a client be formally re-referred in order to generate adverse entries on this variable. The findings are shown in the following table:

Table M

133: "Difficulties With the Law Since Initial Disposition"

<u>Group</u>	<u>No Offenses Alleged</u>	<u>Allegations but no Action</u>	<u>Action but Status Unchanged</u>	<u>Change in Status</u>	<u>Total</u>
VIP Program	36	7	9	9	61
Controls	42	5	6	7	60
Total	78	12	15	16	121

$$\chi^2 = 1.63672, df = 3, P > .05 \text{ (N.S.)}$$

Table M reveals that 25 of the clients in the VIP program group (41.0 percent) had case records which indicated at least the allegation of some additional offense after the initial disposition of the petition. In seven instances, the so-called offenses were mere allegations for which no follow-up action was taken--but in 18 cases follow-up action was taken--and in half of those instances the follow-up action resulted in a change in the status of the offender. Only 18 (30.0 percent) of the

clients in the control group showed any indication of a subsequent offense having been alleged after the initial disposition of the case. In five instances, the "offense" consisted only of an allegation; but in 13 cases the subsequent offense precipitated follow-up action which resulted in a change of status for seven of the control-group clients. Overall, the VIP program group displayed a relatively higher incidence of difficulties with the law than did the control group. The difference, however, was not sufficient to be statistically significant. We therefore conclude:

There is no difference between the VIP program group and the control group in recidivism as measured by difficulties with the law during the period of court supervision.

"Subsequent referral" constitutes a second, very useful, index of recidivism. When a police officer apprehends a juvenile offender, or when any person or law enforcement agency seeks to bring a juvenile under court jurisdiction, the effort generates a "referral" to the juvenile court. When a client who has already come under the jurisdiction of the court is re-referred, the result is known as a "subsequent referral." Information on subsequent referrals was collected as data element 146 (see Code Book in Appendix). Subsequent referrals represent repeat offenses that are charged by persons outside of the court setting and, as such, reflect client activities that extend beyond the private knowledge that a probation officer might have. In addition, all subsequent referrals have the characteristic of representing some formalized recognition of repetitious misbehavior. Table N shows the incidence of subsequent referrals in the experimental and control groups.

Table N

146: "Number of Subsequent Referrals"

Group	Referrals				Total
	0	1	2	3	
VIP Program	47	9	4	1	61
Controls	49	6	3	2	60
Total	96	15	7	3	121

$$\chi^2 = 1.10967, df = 3, P > .05 (N.S.)$$

In the VIP program group, 14 (23.0 percent) of the clients had one or more subsequent referrals. By comparison, the control group included only 11 clients (18.3 percent) who were the subject of subsequent referrals. The VIP program group generated a total of 20 subsequent referrals and the control group generated 18 such referrals. Although the VIP program group exceeded the control group both in the number of clients who received subsequent referrals and in the number of subsequent referrals received, the differences are not statistically significant. We conclude:

There is no difference between the VIP program group and the control group in recidivism as measured by subsequent referrals during the period of court supervision.

Detentions attributable to subsequent referrals may be taken as yet another index of recidivism. Subsequent referrals can precipitate various actions by the court and, as a consequence, it is useful to compare the clients served by the VIP program with the control group to

determine the number of detentions attributable to subsequent referrals, Detention may be considered as a more extreme reaction to subsequent misbehavior than simple referral. The incidence of subsequent referrals resulting in detention was collected as data element number 148 (see Code Book in Appendix). The data are presented below.

Table 0

148: "Subsequent Referrals Resulting in Detention"

Group	Detention Referrals				Total
	0	1	2	3	
VIP Program	53	5	3	0	61
Controls	54	5	0	1	60
Total	107	10	3	1	121

$$\chi^2 = 4.00135, df = 3, P > .05 (N.S.)$$

As Table 0 indicates, in the VIP program group subsequent referrals resulted in 11 detentions (13.1 percent) which took place after the initial disposition of the case had been reached. The number of such detentions discovered for the control group totalled eight (10.0 percent) in the control group. Although the control group showed fewer detentions and fewer clients detained, the differences were not sufficient to yield statistical significance. We conclude:

There is no difference between the VIP program group and the control group in recidivism as measured by detentions during the period of court supervision.

It is routine for the court to review the disposition that it has



made on a case. Review dates are frequently set at the time of initial disposition and represent a kind of tentative discharge date in the sense that, if no further misbehavior occurs, the client has a rather strong likelihood of having his case terminated when it comes up for review. Sometimes, also, changes occur in the social circumstances of the client that require some modification of the existing supervision arrangements and a review becomes necessary. The mere fact that the court has decided to review its disposition cannot be taken as a recidivism index; but when the review is precipitated by a subsequent referral, there exist reasonable grounds for identifying the review as an action taken in response to the client's repetitious law violations. Court reviews traceable to a subsequent referral, therefore, may be taken as yet another index of recidivism. Information on subsequent referrals that precipitated a court review was collected as data element number 152 (see Code Book in Appendix). The data are tabulated below.

Table P

152: "Number of Subsequent Referrals Precipitating a Court Review"

Group	Number of Referrals				Total
	0	1	2	3	
VIP Program	50	8	3	0	61
Controls	49	7	3	1	60
Total	99	15	6	1	121

$$X^2 = 1.06858, df = 3, P > .05 (N.S.)$$

Table P shows that subsequent referral precipitated a court review of 11 VIP program group clients and an equal number of control group clients. Although the number of clients who had their dispositions

reviewed was the same for each group, there were 14 review hearings precipitated by a subsequent referral in the VIP program group and 15 such hearings for the control group. The difference arises from one control group client who had three subsequent referrals--each resulting in a review. The overall similarity between the VIP program and control groups makes it evident that this difference in Table P does not achieve statistical significance. We conclude:

There is no difference between the VIP program group and the control group in recidivism as measured by the number of court reviews traceable to a subsequent referral.

A change in disposition is also a rather routine occurrence in a court setting. Repetitious misbehavior is by no means the only reason for dispositions to be changed; still, quite a few changes may be precipitated by continued misbehavior and, to the extent that such changes reflect the repetition of an offense, they may be used as an index of recidivism. Information about change in disposition was collected as data element number 83 (see Code Book in Appendix). Table Q compares the VIP program group to the control group with respect to changes in the initial disposition.

Table Q

83: "Changes in Initial Disposition"

	Change to					
Group	No Change	Sup.	Prob.	Place.	Commit.	Total
VIP Program	53	0	2	6	0	61
Controls	54	1	0	4	1	60
Total	107	1	2	10	1	121

$$\chi^2 = 4.40138, df = 4, P > .05 (N.S.)$$

We believe it is fair to say that a substantial proportion of the changes reported in the table reflect a failure to adjust under the arrangements of the initial disposition. Still, the salient feature of Table Q tends to be similarity between the groups in the proportion of cases where no change occurred; there was no change for 53 of the clients in the VIP program group and 54 clients in the control group. The differences to be seen among the various categories of change are statistically inconsequential--although we might observe the instance of a commitment in the control group. We conclude:

There is no difference between the VIP program group and the control group in recidivism as measured by changes in the initial disposition.

There are circumstances under which the repetition of an offense may result in the termination of a case rather than in a subsequent referral or a change in disposition. Such circumstances can arise when the minor commits another offense outside of Lake County (the other county may take jurisdiction), or when a second offense results in a decision to prosecute the offender as an adult. Under such circumstances, the Lake County court may simply terminate the case. Data collectors were instructed to code the reason for termination according to criteria that would permit such unsuccessful terminations to be identified (see data element 97 of the Code Book in Appendix). Data on the type of termination may be used as another index of recidivism. These data are reported in Table R.

Table R

97: "Type of Termination"

Group	Not Terminated	Termination		Total
		Unsuccessful	Successful	
VIP Program	52	0	9	61
Controls	46	1	13	60
Total	98	1	22	121

$$\chi^2 = 2.0867, df = 2, P > .05 (N.S.)$$

Due to the short time span of the study, relatively few cases in either group were terminated. Nine cases (14.8 percent) of the 61 VIP program group cases were terminated successfully compared to 13 (21.7 percent) of the 60 cases in the control group. Apparent differences in Table R are not sufficient to establish statistical significance, and we conclude:

There is no difference between the VIP program group and the control group in recidivism as measured by the type of termination.

None of the above tables has provided data which can be used to reject the null hypothesis. Since the null hypothesis has not been rejected, there is no point in entertaining the alternative hypotheses. Our summary conclusion is:

There is no difference between the VIP program group and the control group with respect to recidivism as measured by difficulties with the law during the period of court supervision, by subsequent referrals, by detentions, by court reviews traceable to a subsequent referral, by change

in the initial disposition, or by type of termination.

Despite the fact that recidivism measures provide the most direct criteria by which to assess the VIP program, we freely admit that the period of observation was extremely short, and any possible differential in the recidivism experience between the two groups had very little opportunity to become manifest. For this reason other performance criteria become important. Client contact is a factor that deserves attention because it can be treated, at least indirectly, as an effectiveness measure. To be sure, "contact" must be considered an instrumental activity, rather than as a goal in itself; but the presumption is that, by repeated contact, the probation officer (or, indeed, the volunteer) will be able to influence the client towards appropriate behavior.

Material in the previous chapters suggested that the rate at which the probation officers contact the client might be affected by the presence of the VIP program. Although the empirical evidence was slight and conflicting, several rationales could be advanced to support an expectation of differences that could be attributed to the VIP program. The applicable rationale, of course, depended upon the contact situation that was hypothesized. The following hypotheses can be addressed with contact data:

- (1)  $H_0$ : There is no difference between the control group and the experimental group with respect to the number of probation officer contacts.

Curiously, this is a hypothesis that can be considered favorable to the VIP program. If the volunteer is presumed to have any contact at all with the client, then the VIP program will produce an incremental increase in the level of contact--as long as the probation officer

maintains his (or her) typical rate of contact. If this (the null) hypothesis is sustained, the VIP program can be judged effective to whatever extent additional volunteer contacts can be shown.

- (2)  $H_1$ : The experimental group shows fewer contacts by  
 the probation officer than the control group.

If the null hypothesis is rejected (because some statistically significant difference is demonstrated), then we must consider whether the direction of difference is towards a lower rate of probation officer contact for the VIP program group clients as compared to control group clients. If the rate of probation officer contact is lower for the volunteer group, the first alternative ( $H_1$ ) to the null hypothesis will be sustained--and the presumed effectiveness of the VIP program will be threatened: only threatened, not controverted. Acceptance of the first alternative hypothesis will not, in itself, be conclusive against the VIP program because it is possible that the additional contacts by volunteers (assuming quality, time, and other factors to be equal) may be enough to offset the "loss." Still, if this alternative is accepted, the burden of proof for program effectiveness will rest upon the countervailing performance of the volunteers.

- (3)  $H_2$ : The experimental group shows more contact by  
 the probation officer than the control group.

This is the only hypothesis about contact that is unequivocally favorable to the VIP program. If the null hypothesis is rejected and the direction of difference sustains this (the second) alternative, then it does not matter whether the volunteers made any contact at all! This alternative, if accepted, will be sufficient in itself to support a conclusion of VIP program effectiveness by a contact criterion.

Information about contacts was collected in very great detail and provision was made for every recorded contact to be individually coded according to several dimensions. The coding and keypunch work (to say nothing of the data compilation and interpretation) of such detailed information, however, would have amounted to a separate study in its own right. As a consequence, additional provisions were incorporated into the code to provide summary measures. Coders totalled the contacts by hand and provided the necessary entries for the summary data which can be reported at this time. We would have much greater confidence in our data if the period of funding for the study had permitted the machine tabulation of each contact. This is especially the case with respect to contacts by the volunteer for which the available data are classified only according to "direct" contact (i.e., with the minor) and "collateral" contacts (with other persons). For probation officer contacts, the present summaries permit us to make further distinctions as to the site of the contact (home, field, or court) and as to the mode of contact (face-to-face, telephone, or mail). Moreover, there is the possibility of an "over-count" of contacts if volunteer contacts are added to probation officer contacts to arrive at an over-all total because joint contacts might be doubly represented in the total. In a similar vein, a single conference between the volunteer and the probation officer resulted in a collateral contact for both. For these reasons, we cannot "mix" categories in the following analysis either by adding probation officer and volunteer contacts together or by adding contacts with the minor to collateral contacts. The implications of the foregoing considerations for data analysis are that, whenever the null hypothesis or the first alternative hypothesis is accepted, we cannot be conclusive in our assessment of program effectiveness. On the other hand, whenever the

second alternative hypothesis is sustained, pronouncements of program effectiveness can indeed, be conclusive, because no additional information about volunteer activities is necessary to buttress the findings.

Table S identifies the types of contact that yielded no statistically significant differences between the VIP program group and the control group. Although slight variation between the groups is apparent throughout the Table, none of these differences is sufficiently great to warrant the rejection of the null hypothesis.

Table S

Type of Contact	<u>Average Contacts per Client</u>		Value of t*
	VIP Program Group	Control Group	
Direct:			
Field	1.28	1.48	-0.73
Court	2.80	2.68	0.27
Mail	.05	.07	-0.36
Collateral:			
Home	.43	.27	1.35
Field	.46	.40	.40
Court	.57	.37	1.26
Telephone	3.97	4.45	-0.44
Mail	.64	.43	.88

\*For all tabled t-values:  $df = 119, P > .05$  (N.S.)

It is evident, at least for the kinds of contact represented in Table S, that the volunteer group rather closely parallels the control group. We are unable to reject the null hypothesis as it applies to these data, and we therefore conclude:



There is no difference between the VIP program group and the control group with respect to the average number of contacts with the minor by the probation officer in the court, in the field, or by mail. We further conclude:

There is no difference between the VIP program group and the control group with respect to the average number of collateral contacts by the probation officer in the minor's home, in the field, in court, or by telephone, or by mail.

Having accepted the null hypothesis with respect to these data, the effectiveness of the VIP program will depend upon the extent to which it promotes additional contacts of the various kinds specified above. Our summary data, however, do not provide the necessary additional information with sufficient precision.

Overall, the cases served by the volunteers averaged 1.8 volunteer contacts (of all kinds) with the minor and .61 collateral contacts of all kinds by the volunteers. The rate of volunteer contact was extremely low. Considering that the total volunteer contacts would be distributed among the various kinds of contact listed in Table S (as well as two important additional categories which are not shown above: home visits with the minor and telephone contacts with the minor), it seems unlikely that significant differences could emerge even if the contacts of the volunteers were to be added to those of the probation officers. While we may conjecture as to what such unavailable data may reveal, it is clear that the data that are available show no differences between the VIP program group and the control group with respect to the above measures.

The two criteria omitted from Table S (i.e., home visits with the minor and telephone contacts with the minor) provided differences sufficiently great to force the rejection of the null hypothesis. In

both instances, the differences were in the direction necessary to support the second alternative hypothesis with respect to contacts. The data are provided in Table T.

Table T

Type of Contact	<u>Average Contacts per Client</u>		Value of t*
	VIP Program Group	Control Group	
Home Visits with Minor	1.74	1.00	2.34
Telephone With Minor	1.95	1.03	2.10

\*Due to non-homogeneous variances, approximations of t are reported. Degrees of freedom for t = 2.34 and t = 2.10 are 102 and 100 respectively. For both measures:  $P < .05$  (sig.)

These data show that, on the average, clients in the VIP program group were visited at home and contacted over the telephone by their probation officers significantly more than clients in the control group. The substantial difference is sufficient to force rejection of the null hypothesis in favor of the second alternative. We conclude:

The average number of contacts by the probation officer with the minor in his home and over the telephone is greater in the VIP program group than in the control group.

As we have indicated above, this conclusion is capable of standing alone regardless of the extent to which the volunteers themselves may have provided additional contacts. By the criteria of home visits to the minor and telephone contacts with the minor, the visits of the volunteers can only further enhance the already (by these criteria) demonstrated effectiveness of the program. We conclude that the VIP program is indeed

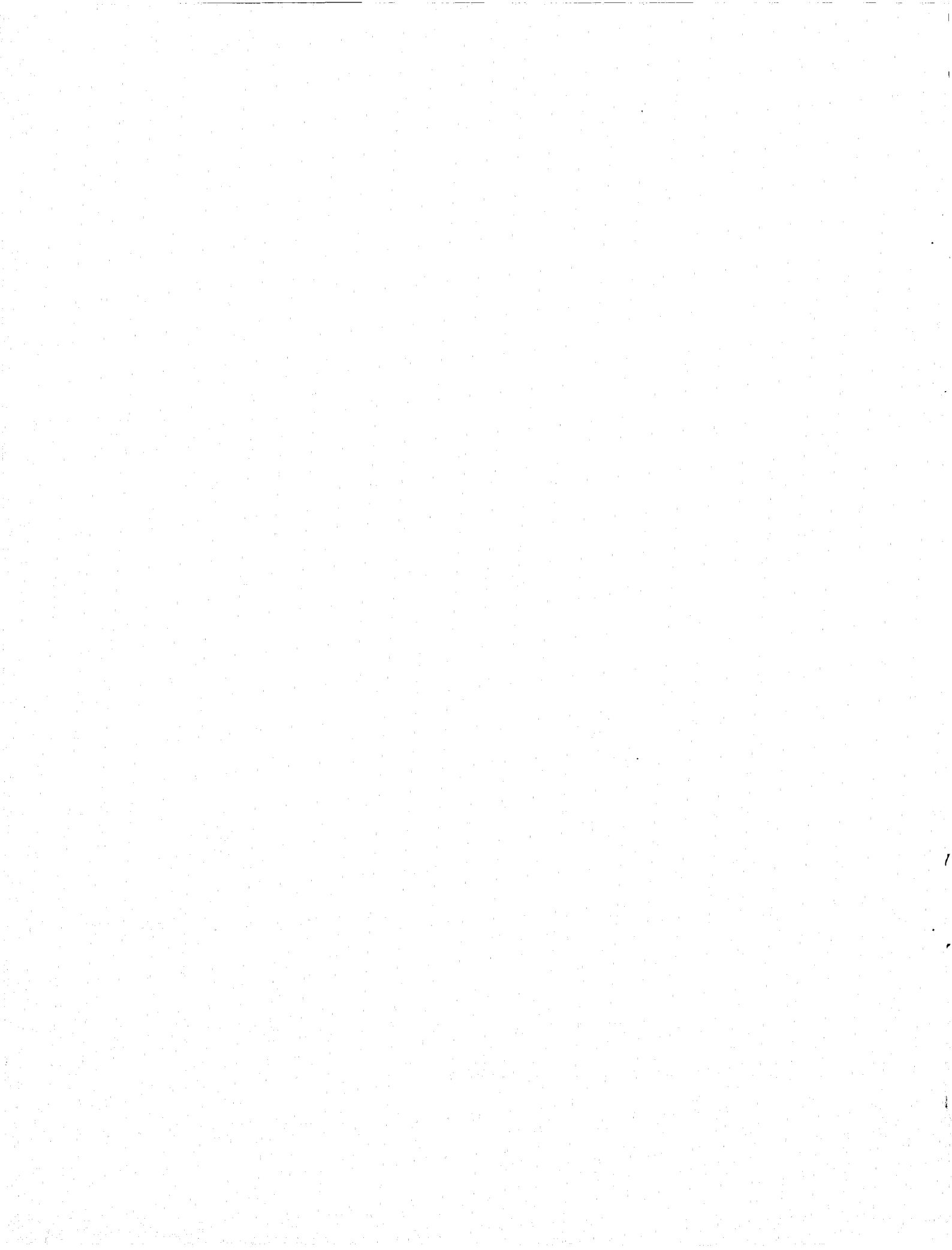
effective in increasing the number of home visits and telephone calls to the minors that it serves.

The reservation should be expressed, however, that 1.74 home visits and 1.95 telephone calls are a minimal level of contact. While it is true that other forms of contact raise the intensity of contact considerably (the VIP program group, on the average, received a total of 7.82 direct probation officer contacts of all kinds as compared to 6.27 for the control group), the VIP program group versus control group differences remain rather small in terms of absolute numbers.

Lastly, we should warn that the abbreviated time span of the follow-up period may have been the primary reason for such statistically significant differences as existed for the contact criteria. If "introductory" visits and telephone calls (during which the probation officer merely introduces the volunteer and his client) were, indeed responsible for the significant differences--which is not impossible over the short span when the client-to-client variation is restricted due to the period of observation--then these differences might "wash out" over a longer follow-up period which would generate more variance among the clients in the number of probation officer contacts reflected for each case.

In addition to the contacts providing various kinds of effectiveness criteria in their own right, the findings with respect to the frequency of contact also provide some explanation for the failure to discover significant differences according to recidivism criteria. The incidence of volunteer contact in the experimental group-- which constituted the experimental stimulus--was so low that it is worth questioning whether there was a sufficient application of the experimental stimulus for any variation to be attributed to it. In fact, the rate of contact was so low that we even ran a significance test to determine if the experimental

group differed significantly from the control group on the experimental stimulus! (The groups did differ--so we are satisfied that the program had at least a statistical existence.) When the experimental stimulus is so weak and must be assessed in a setting where it competes with other powerful stimuli (such as judicial policies), through a period of almost continuous office "reorganization," over a follow-up period too short to reflect the full court histories of even a majority of the cases being evaluated, then it is surprising indeed that any effect at all could have been demonstrated. That the effect was demonstrated for some contact criteria, but not on any of the recidivism measures, seems reasonable because contacts represent an intermediate goal whereas the recidivism measures represent at least one level beyond.



## FOOTNOTES

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## APPENDIX A

### INTERVIEW PLAN

The interview plan anticipates that the evaluation team will interview in person:

- (a) 6 volunteers who have been assigned a minor under the VIP program
- (b) 6 probation officers
- (c) 6 minors in the VIP pool who have been designated to receive a VIP, and 6 minors in the VIP pool who have been designated to receive PO only
- (d) Family member if available

### Volunteers

Since one of the first minors in the VIP pool was assigned to a volunteer who had initially applied to the volunteer program on October 15, 1975, a telephone survey to locate six volunteers who have been matched with minors by the VIP Coordinator will begin with volunteers who applied to the program after that date. The Chronological Listing by Application Date of Active VIP Volunteers as of 6-24-74 will be used for this purpose. Each applicant will receive a telephone interview. If the results of the telephone interview indicate that the volunteer has not been contacted to work with a specific juvenile, several additional questions will be asked pertaining to the VIP experience and the interview terminated. If, however, the results of the telephone interview indicate that the volunteer has been contacted to work with a specific VIP juvenile, a personal visit will be arranged at which time an in-depth interview will be held.

### Probation Officers

In August 1976, it was decided that the six juvenile probation officers with the most seniority would be interviewed. These officers were selected since they were most likely to have been exposed to the VIP program as either intake or direct service officers.

### Juveniles

Using the Random Assignment Pool List, beginning with Case #1, a personal visit will be made to the home of each listed minor. The visits will continue until, eventually, six minors in the experimental group (VIP+PO) and six minors in the control group (PO only) will be interviewed.

### Juvenile's Family

In instances where an adult family member is available, one researcher will administer an exploratory interview with that individual while the other researcher administers the formal interview to the juvenile.

Attachments: Interview formats (with white space for recording answers omitted to conserve space in this report).

TELEPHONE INTERVIEW FOR VIP APPLICANTS

VIP Interviewed \_\_\_\_\_ Telephone \_\_\_\_\_

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

INTRODUCTION

1. How did you first hear about Volunteers in Probation?
2. When did you apply?
3. When you first applied, what did you think your job would be?
4. Has (give name), the VIP Coordinator, ever contacted you to act as a Volunteer for a specific child?

IF ANSWER IS YES, MAKE AN APPOINTMENT FOR AN IN-PERSON INTERVIEW

Appointment set for \_\_\_\_\_ at \_\_\_\_\_ a.m./p.m.

Location \_\_\_\_\_

IF ANSWER IS NO, PROCEED WITH TELEPHONE INTERVIEW, #5

5. Have you called (give name), the VIP Coordinator about having a child assigned to you?
7. What has been the response?
8. Have you specified a particular type of child with whom you would like to work?
9. What kind of child was that?
10. Have you attended any training sessions?  
(IF NO, SKIP TO #16)
11. When did the training begin?
12. When did the training end?
13. How many sessions did you attend?
14. At the end of your training, had you changed your original idea of what your job as a Volunteer would be?
15. If YES, In what ways?
16. How would you like to see the program changed?
17. Anything else?

18. Are you still interested in working as a VIP?

19. Why/Why not?

20. Would you recommend a friend to the VIP program as a volunteer?

21. Why/Why not?

HOME INTERVIEW FOR VIP VOLUNTEERS

VIP Interviewed \_\_\_\_\_ Telephone \_\_\_\_\_

Interviewer \_\_\_\_\_ Date \_\_\_\_\_ Location \_\_\_\_\_

INTRODUCTION

22. Have you attended any volunteer training sessions?
23. (IF YES) When did the training begin?
24. When did the training end?
25. How many sessions did you attend?
26. At the end of your training, had you changed your original idea of what your job would be as a VIP volunteer?
27. (IF YES) In what ways?
28. What kind of child did you specify?
29. (IF SPECIFIED) Why?

YOU SAY YOU HAVE BEEN CONTACTED ABOUT A PARTICULAR CHILD. . .

30. What is his name?
31. Who is his probation officer (list available)?
32. When did you first talk with a probation officer about (minor's name)?
33. And who was that?
34. Was that in person or on the telephone?
35. (IF TELEPHONE) When, then, did you first meet the probation officer face to face?
36. Where was that meeting?

37. Do you remember what the probation plan was for the child?
38. What specific sorts of things did the probation officer tell you about (Minor's name)?
39. What did you learn from the file?
40. What do you think of the plan for (minor's name)?
41. When did you first talk with (minor's name)?
42. (IF NO CONTACT) Why/Why not?

IF CONTACT WITH MINOR, SKIP TO #56  
 IF NO CONTACT WITH MINOR CONTINUE INTERVIEW WITH #43

(ASSIGNED VIPS WITH NO CONTACT)

43. What kind of relationship would you say you have with (minor's name)'s probation officer?
44. What sorts of things has the probation officer asked you to do?
45. What sorts of things have you asked the probation officer to do?
46. What kind of relationship would you say you have had with the VIP coordinator?
47. What sorts of things has the coordinator asked you to do?
48. What have you asked of the coordinator?
49. Have you been contacted to work with another child?  
(IF YES, GO BACK TO #30)
50. How would you like to see the VIP program changed?
51. Anything else?
52. Are you still interested in being a VIP?
53. Why/Why not?
54. Would you recommend a friend to the VIP program as a volunteer?
55. Why/Why not?

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HOME INTERVIEW FOR ACTIVE VIPS

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56. Was that in person or on the telephone?
57. (IF TELEPHONE) When, then, did you first meet the child in person?
58. Where did you meet?

59. When was the last time you saw the child in person?
60. Where was that?
61. And the time before that?
62. How many times in all would you say you have met with the child in person?
63. Do you have an appointment to meet?
64. When is that meeting to be held?
65. Where will it be?
66. When was the last time you spoke to the child on the telephone?
67. When before that?
68. How many times in all would you say you have telephoned him?
69. How many times in all would you say he has called you?
70. What sorts of other contacts have you made (school, court, parents, job, etc.)?
71. In general, what sorts of things have you talked about with the child?
72. Have you ever discussed plans or drawn up goals for the future?
73. What sorts of things have you done together besides talking?
74. Have you ever talked with the child and the probation officer together?
75. When was that?
76. Where
77. Has the child ever called you to ask that you help him with something special?
78. What was that?
79. When?
80. How was this handled?
81. How do you get along with the child?
82. What kind of relationship would you say you have had with his probation officer(s)?

83. What sorts of things has the probation officer asked you to do?
84. What sorts of things have you asked the probation officer to do?
85. What kind of relationship would you say you have had with the VIP coordinator?
86. What sorts of things has the coordinator asked you to do?
87. What have you asked of the coordinator?
88. Do you feel your participation as a VIP made a difference in Minor's name's case?
89. Why/Why not?
90. Do you feel your VIP training was helpful in what you had to face in your experience as a VIP?
91. What aspect of it was most helpful?
- (IF MINOR IS OFF PROBATION)
92. Do you still maintain contact with the minor?
93. (IF NO) Why not?
94. Have you been contacted to work with another child?  
(IF YES, GO TO # 30)
95. What has the VIP experience meant to you?
96. How would you like to see the program changed?
97. Anything else?
98. Would you recommend a friend to the VIP program as a volunteer?
99. Why/Why not?
100. Are you going to continue as a VIP volunteer?
101. Why/Why not?

THIS IS THE END OF THE FORMAL QUESTIONS. ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE WOULD BE APPRECIATED.

Evaluation:

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INTERVIEW FORMAT - PROBATION OFFICER

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1. How many juveniles have you had on your caseload who are eligible for VIP volunteers?

2. What are the eligible juveniles' names?
3. How many have had active volunteers?
4. What are the minors' names?
5. Who are their respective VIPS?
6. Concerning Minor's name, do you think he "needs" a VIP?
7. When did you first talk to the VIP about him?
8. Where was that?
9. Was that face to face or by phone?
10. (IF TELEPHONE) When, then, did you first meet the VIP face to face?
11. Where was that?
12. What sorts of things did you tell the VIP about the minor?
13. What was your plan for the minor?
14. Can you remember anything specific?
15. What was that?
16. What did you expect the VIP to do?
17. Was the VIP cooperative/uncooperative in this plan?
18. Did you show the VIP the minor's probation file?
19. Did he have any specific questions?
20. What were they?
21. How was the child first informed that he was getting a VIP?
22. When was that?
23. What was his reaction?
24. What did you tell him the VIP would be doing?
25. What was his reaction then?
26. When was the last time you saw the juvenile in person?
27. Where was that?
28. And the time before that?

29. How many times in all would you say you have met with the minor face to face?
30. When is the next meeting scheduled?
31. Where will it be?
32. When was the last time you spoke to the minor on the telephone?
33. When before that?
34. How many times in all would you say you have telephoned him?
35. How many times in all would you say he had called you?
36. What sorts of collateral contacts have you made in this case (school, court, parents, job, etc.)?
37. Has the frequency of these collateral contacts been more/less/no different than in your other cases?
38. When was the last time you saw the VIP?
39. Where was that?
40. And the time before that?
41. Where was that?
42. How many times in all would you say you have met with the VIP in person?
43. Has the minor ever reported a problem to you?
44. What was that?
45. When was that?
46. How was it handled?
47. Did you contact the volunteer concerning this problem?
48. What was the outcome of the situation?
49. Any other incidents? (IF YES, GO TO #44)
50. To your knowledge, has the minor ever contacted the volunteer directly in a crisis situation or asked for special help?
51. What was that?
52. When?

53. How was it handled?
54. Did you think this was appropriate?
55. Do you think the training received by the VIP was adequate/appropriate to handle this?
56. Was this the only incident? (IF NO, GO TO #51)
57. Besides training VIPS, how do you see the role of the VIP coordinator?
58. What sorts of things has the coordinator asked you to do?
59. What have you asked of the coordinator?
60. How many times have you met with the VIP coordinator to discuss the volunteer's performance?
61. What was the outcome?
62. Were you satisfied?
63. How does the VIP report his progress/problems with the minor to you?
64. How often?
65. How much weight do you give his opinions?
66. Do you keep the VIP's reports in the minor's probation file?
67. Do you include the VIP's recommendations in your reports to the court?
68. Do you feel that having a VIP in this case has made it easier to handle?
69. In what ways?
70. Do you feel that having a VIP on the case has been helpful/irrelevant/harmful to the minor? (RETURN TO # 6 IF # 4 GENERATES MORE THAN 1 MINOR)
71. Do you feel minors with VIPS do better/worse/no differently than minors without VIPS?
72. In your own words, would you please describe how the VIP program is supposed to function?
73. What would you change about the program?
74. How would you describe a successful probation case?
75. Do you feel the VIP program helps achieve that kind of success?
76. Why/Why not?

EVALUATION OF INTERVIEW:

INTERVIEW FORMAT - MINOR

Interview No.                      (Code No. for Minor)

Date of Interview                     

Interviewer(s)                     

Follow-up Telephone                     

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INTRODUCTION

1. When were you born?
2. What was the last school you attended?
3. When were you placed on probation?
4. Who was your probation officer?
5. Have you had more than one?  
(SHOW LIST OF PROBATION OFFICERS, IF NECESSARY)
6. Starting with the first one you had, when did you first talk with your probation officer?
7. Was that in person or on the telephone?
8. (IF TELEPHONE) When, then, did you first meet your probation officer face to face?
9. Where was that meeting?
10. When was the last time you saw him in person?
11. Where was that meeting?
12. And when before that?
13. Where?
14. How many times in all would you say you have met with your probation officer in person?
15. When is your next meeting to be held?
16. When was the last time you spoke to your probation officer on the telephone?
17. When was the time before that?
18. How many times in all would you say you have telephoned him?
19. How many times in all would you say he has telephoned you?
20. What sorts of things have you talked about with him?

21. Have you asked your probation officer to do something special to help you?
22. What was that?
23. When?
24. Did he say he would try to help?
25. What happened?
26. How do you get along with your probation officer?
27. After (give name of P.O.), who was your next probation officer?  
(GO BACK TO #6)
28. Was there another probation officer?  
(IF YES, GO BACK TO #6)
29. Overall, how would you describe your experience with the juvenile Probation Department?
30. Would you say you were helped/hindered/that it made no difference?
31. In what way?
32. Do you know anybody else on probation in Lake County?
33. (IF YES) How do they say they get along with their probation officers?
34. Do you feel their experiences with probation are better/worse/no different from your own?
35. Why?
36. Have any other agencies or persons working with young people helped you with any problems you might have had?
37. Any of the ones on this list?  
(SHOW LIST OF AGENCIES - VIP AND VIPS' NAMES LISTED THEREIN)
38. When did you first become involved with (Agency other than VIP)?
39. When did you last visit (agency other than VIP)?
40. How many times have you been there?
41. Do you plan to continue going there?
42. What is your opinion of their program?
43. Were you helped/hindered/it made no difference?



44. If you had a friend, would you recommend that he go to (agency other than VIP) ?

---

INTERVIEW FORMAT - MINORS WITH VIP VOLUNTEERS

---

45. You say you have been involved with the Volunteers in Probation program. What is your volunteer's name?  
(SHOW LIST OF VOLUNTEERS, IF NECESSARY)
46. Have you had more than one?
47. When did you first learn you would be getting a volunteer?
48. Who told you?
49. How did you feel when you learned you would be getting a volunteer?
50. When did you first talk with your volunteer? (CONVERT TO DATE)
51. Was that in person or on the telephone?
52. (IF TELEPHONE) When, then, did you first meet your volunteer in person?
53. Where was that meeting?
54. When was the last time you saw him in person?
55. Where was that meeting?
56. And before that?
57. When?
58. Where?
59. Was anybody else there?
60. Who?
61. How many times in all would you say you have met with your volunteer face to face?
62. When is your next meeting?
63. When was the last time you spoke to your volunteer on the telephone?  
(CONVERT TO DATE)
64. When was the time before that?
65. And before that?
66. How many times in all would you say you have telephoned him?
67. How many times in all would you say he has called you?
68. What sorts of things have you talked about with him?
69. Have you ever discussed plans or set goals for the future?
70. What sorts of things have you done together besides talking?
71. Have you spoken with both your probation officer and your volunteer together at any time?
72. When was that?
73. Where was that?
74. Have you ever asked your volunteer to do something special for you?
75. What was that?
76. Did he say he would try to help?
77. What happened?
78. How have you gotten along with your volunteer?
79. If you had a problem you felt you couldn't handle yourself, who would you call first? Your probation officer, your volunteer or somebody else? (SPECIFY OTHER \_\_\_\_\_)
80. If you just wanted to talk to somebody, whom would you call first? Your probation officer, this volunteer, or somebody else? (SPECIFY OTHER \_\_\_\_\_)
81. Do you feel another volunteer would have been more helpful?
82. Have you had another volunteer?  
(IF YES, GO TO #50)
83. Right now, do you feel you were helped/hindered/that it made no difference having a volunteer?
84. Would you have preferred not having a volunteer?
85. Why?
86. Regardless of how you feel, do you feel others should get volunteers?
87. Why/Why not?
88. (IF YES ON #32) You mentioned earlier that you knew someone else on probation. Does he have a volunteer?

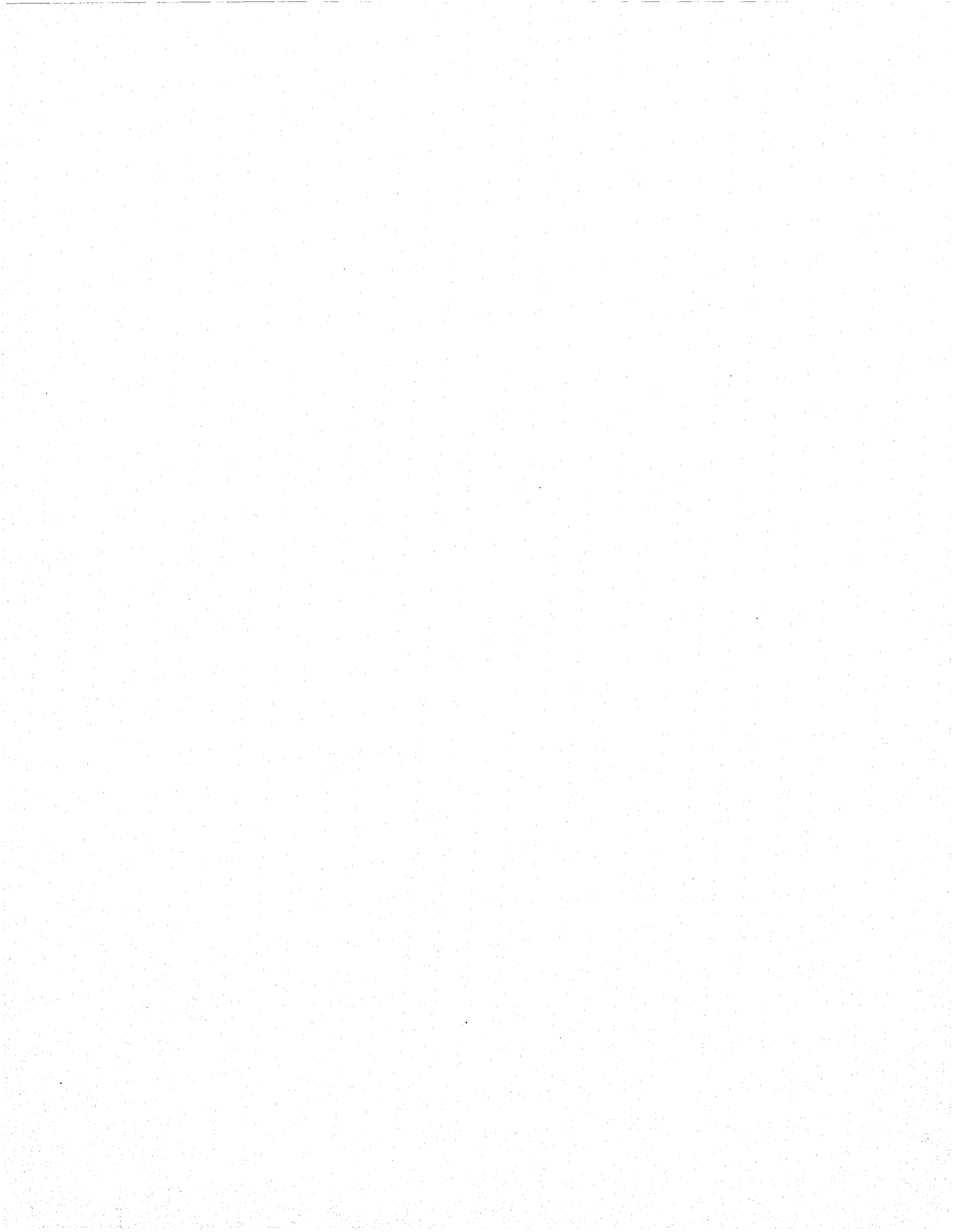
89. What does he say about having a volunteer?

90. Do you feel his experience with his volunteer is better/worse/no different from your own?

THIS IS THE END OF THE FORMAL INTERVIEW. IS THERE ANYTHING ELSE THAT YOU WANT TO TALK ABOUT RELATED TO THIS PROGRAM, YOUR PROBATION OFFICER OR YOUR VOLUNTEER?

THANK YOU.

EVALUATION OF INTERVIEW:



EMPLOYMENT APPLICATION



NAME MR. MRS. MISS	LAST	FIRST	MIDDLE (MAIDEN NAME)	SOCIAL SECURITY NUMBER	DATE
PRESENT ADDRESS	NO. STREET	CITY	STATE	ZIP CODE	A/C- PHONE
PERMANENT ADDRESS IF DIFFERENT	NO. STREET	CITY	STATE	ZIP CODE	A/C- PHONE
DATE OF BIRTH	NO. DAY YR.	AGE	HEIGHT Ft. In.	WEIGHT Lb.	LIST YOUR LAST TWO PREVIOUS RESIDENCES
SINGLE MARRIED			WIDOW (ER) DIVORCED		SEPARATED ENGAGED
DATES OF MARRIAGE(S)			TOTAL PERSONS YOU SUPPORT (EXCLUDE YOURSELF)		
CHILDRENS AGES			U.S. CITIZEN		WHAT COUNTRY
NAME OF SPOUSE (ADDRESS IF DIFFERENT FROM YOURS)			EMPLOYER		OCCUPATION AGE A/C-PHONE
PERSON TO BE NOTIFIED IN CASE OF EMERGENCY (IN ADDITION TO SPOUSE)				RELATIONSHIP	
NAME ADDRESS				A/C-PHONE	
TYPE OF POSITION(S) DESIRED		<input type="checkbox"/> REGULAR FULL TIME <input type="checkbox"/> SUMMER OR TEMPORARY		<input type="checkbox"/> PART TIME	
DO YOU HAVE A VALID DRIVERS LICENSE		<input type="checkbox"/> YES <input type="checkbox"/> NO		OWN CAR SALARY DESIRED DATE AVAILABLE	
PHYSICAL CONDITION VISION		HOW MANY DAYS HAVE YOU LOST FROM WORK OR SCHOOL DUE TO SICKNESS IN THE PAST TWO YEARS?		HAVE YOU EVER BEEN TREATED FOR A MENTAL OR NERVOUS CONDITION?	
HOW MANY DAYS HAVE YOU LOST FROM WORK OR SCHOOL DUE TO PERSONAL REASONS IN PAST TWO YEARS?		HAVE YOU APPLIED FOR OR RECEIVED WORKMEN'S OR DISABILITY COMPENSATION FROM ANY CIVILIAN OR MILITARY SOURCE?		HAVE YOU HAD ANY SERIOUS ILLNESS (ES OR MAJOR OPERATION(S)	
IF YOU HAVE ANSWERED YES TO ANY OF THE QUESTIONS ON THE ABOVE LINE, PLEASE EXPLAIN FULLY, GIVING DATES; USE SEPARATE SHEET IF NECESSARY					
OUR EMPLOYEES ARE BONDED HAVE YOU EVER BEEN BONDED?			HAS YOUR APPLICATION FOR OR COVERAGE UNDER A FIDELITY OR SURETY BOND EVER BEEN DENIED OR CANCELLED? IF YES, PLEASE EXPLAIN ON A SEPARATE SHEET.		
<input type="checkbox"/> YES <input type="checkbox"/> NO			YES NO		
HAVE YOU EVER BEEN CONVICTED-FEDERAL, STATE LOCAL, MILITARY-GIVE DATE, CHARGE, PLACE AND ACTION TAKEN					
WHAT CONTACT PROMPTED YOU TO SEEK EMPLOYMENT WITH LAKE COUNTY?			LIST ALL RELATIVES AND FRIENDS WORKING FOR LAKE COUNTY		
HAVE YOU PREVIOUSLY WORKED FOR LAKE COUNTY?			DATE(S)		LOCATION(S)
<input type="checkbox"/> YES <input type="checkbox"/> NO					
HAVE YOU EVER APPLIED FOR WORK AT LAKE COUNTY?					
<input type="checkbox"/> YES <input type="checkbox"/> NO					

LAST SCHOOL ATTENDED	CITY	STATE	DATES		GRADUATE	CIRCLE HIGHEST GRADE COMPLETED	
			FROM MO-YR	TO MO-YR		YES NO	ELEMENTARY SCHOOL
						5 6 7 8	1 2 3 4 5 6

BEGIN WITH THE PRESENT OR LAST EMPLOYER AND WORK BACK, LISTING IN ORDER ALL EMPLOYMENT, SELF EMPLOYMENT AND UNEMPLOYMENT REGARDLESS OF THE LENGTH OF TIME FOR EACH. IF DISCHARGED OR ASKED TO RESIGN, EXPLAIN IN REASONS FOR LEAVING BELOW, INDICATE APPROXIMATE HOURS WORKED PER WEEK, IF PART TIME (USE EXTRA SHEETS IF NECESSARY). ALSO, PLEASE ATTACH A COPY OF YOUR RESUME IF YOU HAVE ONE PREPARED.

MAY WE CONTACT YOUR PRESENT EMPLOYER NOW? YES NO

EMPLOYER (1)	ADDRESS NO.	STREET	CITY	STATE	ZIP	A/C-PHONE
FROM MO. YR.	TO MO. YR.	POSITION TITLE	NO. SUPERVISED	DEPARTMENT	NAME OF SUPERVISOR	TYPE OF BUSINESS
STARTING SALARY \$ PER	FINAL SALARY \$ PER	DESCRIBE YOUR WORK	REASON FOR LEAVING			

EMPLOYER (2)	ADDRESS NO.	STREET	CITY	STATE	ZIP	A/C-PHONE
FROM MO. YR.	TO MO. YR.	POSITION TITLE	NO. SUPERVISED	DEPARTMENT	NAME OF SUPERVISOR	TYPE OF BUSINESS
STARTING SALARY \$ PER	FINAL SALARY \$ PER	DESCRIBE YOUR WORK	REASON FOR LEAVING			

EMPLOYMENT	FROM	TO	EMPLOYER	POSITION AND DUTIES	REASONS FOR LEAVING
(3)					
(4)					
(5)					

SELECTIVE SERVICE CLASSIFICATION (IF 1Y OR 4F, NOTE REASON AND DATE)	PRESENT RESERVE STATUS	DATE OF DISCHARGE OR EXPECTED DATE
ACTIVE SERVICE COMPLETION	BRANCH	MARK AND PAY GRADE
STARTING	ENDING	TYPE OF SEPARATION
FROM MO. YR.	TO MO. YR.	FROM MO. YR.
LIST TWO PERSONS WITH GOOD KNOWLEDGE OF YOUR CRIMINAL AND CIVIL RECORDS SUCH AS MENTAL HEALTH OR WORK ASSOCIATIONS. DO NOT LIST RELATIVES, FAMILY PHYSICIAN, CLERGYMAN, ETC. PLACE ACTIVITY (*) BEFORE NAME OF ANY YOU DO NOT WISH CONTACTED WITHOUT SPECIAL PERMISSION.		
NAME	OCCUPATION	NO. STREET CITY STATE TELEPHONE YEARS KNOWN
NAME	OCCUPATION	NO. STREET CITY STATE TELEPHONE YEARS KNOWN

IT IS UNDERSTOOD THAT BY SIGNATURE BELOW AND THE INFORMATION THAT I HAVE PROVIDED ESTABLISHES NO OBLIGATION ON THE PART OF LAKE COUNTY OR ANY OF THEIR REPRESENTATIVE AGENCIES AT ANY LOCATION TO EMPLOY ME, AND THAT THERE HAS BEEN NO IMPLIED OR EXPRESSED GUARANTEE THAT MY PREPARATION OF THIS APPLICATION WILL NECESSARILY RESULT IN MY EMPLOYMENT. I AUTHORIZE INVESTIGATION OF ALL MATTERS CONTAINED IN THIS APPLICATION AND AGREE THAT IF ANY MIS-REPRESENTATION HAS BEEN MADE BY ME OR THE RESULTS OF SUCH INVESTIGATIONS ARE NOT SATISFACTORY IN THE JUDGMENT OF THE COUNTY, ANY OFFER OF EMPLOYMENT WITHDRAWN OR MY EMPLOYMENT TERMINATED IMMEDIATELY WITHOUT ANY OBLIGATION OR LIABILITY TO ME OTHER THAN FOR PAYMENT AT THE RATE APPLICABLE UNDER SERVICE CONTRACTS ACTUALLY PERFORMED. IF I HAVE BEEN EMPLOYED, I ALSO AGREE TO PAY OF MY PREVIOUS, PRESENT AND SCHOOL OR MILITARY OBLIGATIONS TO FURNISH INFORMATION REQUESTED BY LAKE COUNTY AND AGREE TO RELEASE ALL SUCH EMPLOYERS AND ORGANIZATIONS FROM ANY CLAIMS FOR DAMAGES BY REASON OF FURNISHING SUCH INFORMATION TO LAKE COUNTY.

YOUR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

APPENDIX C.1

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LAKE COUNTY JUVENILE PROBATION  
VOLUNTEER HANDBOOK

18 North County Street  
Waukegan, Illinois 60085  
689-6343

(undated: ca. 1975)

A FORWARD TO VOLUNTEERS

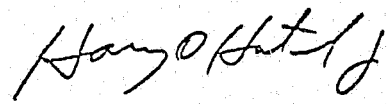
The Juvenile Court has two fundamental purposes:

1. To guarantee each minor within its jurisdiction his right to the services necessary for his proper development including health, education and social services;
2. To protect the community.

The Juvenile Court is premised on the theory that these two purposes are not conflicting and that providing for the individual needs of each minor and hereby hopefully helping him to develop into a responsible adult is in the long run the best protection for the community.

Meeting the unlimited variety of needs assumes that the Court has an unlimited variety of resources.

Unfortunately, that is a rather shaky assumption and the Probation Department, which is the Court's social service agency, is constantly required to develop new resources.



HARRY D. HARTEL, JR.  
Juvenile Judge

THE JUVENILE COURT SYSTEM  
OF LAKE COUNTY

Prepared and Published by the Lake County Crime Commission

POLICE

The initial contact of the minor with the Juvenile System is usually through a police department, specifically a patrolman or line officer, as a result of his investigation of a crime or report of child abuse. If the officer has reasonable grounds to believe that the minor fits into any one of the following categories, he may take the minor into custody without a warrant (such custody is not an arrest).

Delinquent Minor: Any minor younger than 17 years of age who violates the criminal law.

Minor In Need of Supervision: Any minor under 18 years of age who is beyond the control of his parents, habitually truant, or a drug addict.

Neglected Minor: Any minor under 18 years of age who welfare is endangered by his own actions or his environment.

Dependent Minor: Any minor under 18 years of age ... who is without a parent or legal guardian, has been abandoned, or whose parents wish to be relieved of parental responsibility.

The minor is then immediately turned over to the department's Juvenile Officer who usually attempts to work out a "station adjustment." If the case is beyond the Juvenile Officer's control, it goes to the Juvenile Court. Such a decision depends on the specific age, offense, prior encounters, and particular circumstances involved in the case.

DETENTION

If there is good reason to believe that a minor will attempt to run away, that he is a danger to others, or that he is in physical danger himself, he may be placed in a detention facility known as the Lake County Youth Home. In the event physical restraint is not necessary, shelter care is often provided through foster homes. No minor under 16 years of age may be put in jail. In extreme cases of serious acts, there is a special juvenile section of the Lake County Jail which may be used to hold minors 16 years of older.

DETENTION HEARING

If detained at the Youth Home, a Detention Hearing will be held within 36 hours to determine: (1) If there is reason to believe (2)

that the minor falls into one of the above four categories;  
 (2) If there is an immediate and urgent necessity to detain him for the protection of himself, or the person or property of others.

#### PETITION

When the Juvenile Officer (with advice from the State's Attorney's Office and Probation Officer) believes that the case should be handled through the Court, a petition stating which category the minor falls into is filed and a Summons is issued to the minor and his legal guardian announcing the date of the Adjudicatory Hearing. This hearing is held within ten days of the filing of the petition if the minor is detained and within thirty days if the minor has been released from custody.

#### ADJUDICATORY HEARING

At the Adjudicatory Hearing (which is the trial), the Court hears evidence to either sustain the petition or dismiss the case. If the evidence sustains the petition, the minor is usually made a ward of the Court (the Court becomes another parent of the minor) by being adjudicated a "delinquent minor", "a minor in need of supervision," a "neglected minor," or a "dependent minor." For a delinquent minor and minor in need of supervision, the Juvenile Probation Department of Lake County is usually assigned to conduct a social investigation of the minor, his family and his environment. For a neglected or dependent minor, the Illinois Department of Children or Family Services does the investigation.

#### DISPOSITIONAL HEARING

After receiving a report in writing from the Probation Department or Family Services, the Court decides on the basis of this and other relevant evidence what action should be taken for the welfare of the minor and the public. Such action can be protective or strict supervision, mental treatment, probation, assignment to a new guardian, adoption, or, in extreme delinquent cases, assignment to the Illinois Department of Corrections. What action is taken is dependent on the specific case and situation.

The Juvenile Court System should not be compared with the adult Criminal Justice System. Rather than punishment, the greater emphasis in the Juvenile System is always on rehabilitation. In short, the purpose behind all of the Juvenile Court System's actions can be summarized in a few words: The welfare of the minor as well as the public.

### ADMINISTRATIVE DIVISIONS WITHIN THE JUVENILE COURT

#### Director of Court Services

Coordinates the services of all divisions of Family Court including Adult Probation, Juvenile Probation, Lake County Youth Home, Home Detention, and Volunteer Services.

#### Court Administrator

Maintains supportive services for the professional Court services staff and is responsible for the functioning of the total picture. Areas of responsibility include finance, personnel, maintenance, supplies and clerical services.

#### Lake County Youth Home

Responsible for all detained children; provides child care and educational services, participates in diagnostic work-ups and counsels children to aid their adjustment.

#### Home Detention Program

Intense supervision for youth who would otherwise remain at the Youth Home.

#### Intake Services

Responsible for the screening of all referrals to the Lake County Juvenile Court.

#### Field Probation Services

Responsible for all cases referred from Intake prior to, and after adjudication. These services include social histories and evaluations for the development and implementation of a treatment plan and for supervision of a child while on probation.

#### Resource Development

A variety of services which augment the work of the probation officer:

- A. Temporary Alternative Parents (TAP), a foster home program; recruits, evaluates and supervises foster homes. Provides ongoing consultation to foster parents and probation staff.
- B. Volunteers In Probation (VIP): recruits and screens Court volunteers in addition to providing orientation for both volunteers and staff. Coordinates activities of volunteers with staff and aides in the development of volunteer job descriptions.





**CONTINUED**

**2 OF 5**

WHERE DO YOU, THE VOLUNTEER, FIT INTO THE JUVENILE COURT SYSTEM?

Role of the Volunteer

- .. Volunteer services are an integral and coordinated part of Court Services rather than an appendage.
- 1. Volunteers are partners with the professional staff and compromise an important part of the treatment team.
- 5. You complement rather than replace the professional staff.
- 1. Volunteers are not paid and therefore, have a special meaning and value to the children they serve.
- 1. You represent community care and concern rather than professional treatment in their relationship with children.
- .. You bring a richness and variety of skills, talents and interests which are given through large investments of time and energy to meet both the normal and special needs of children on an individualized and group basis.
- .. Volunteers help the professional staff to more effectively treat the whole child and his/her physical, social, emotional and intellectual needs.

What Does the Probation Department Expect of the Volunteer?

- .. Visit probationer a minimum of one hour per week or four hours per month.
- .. Submit one report in writing and one oral report to probation officer per month. (Closely coordinated efforts between the staff and the volunteer are important.)
- .. Learn the plans for the probationer and help him/her achieve these goals. It is the duty of the volunteer to be supportive of the probation officer. If you have any questions about the prospective plans for the probationer, please feel free to discuss your ideas with the probation officer.
- .. The volunteer provides encouragement and is available for advice and suggestions. The Probation Department trusts that the volunteer will assume a role which will aid the probationer to overcome adverse situations at home, in school, etc. without undermining the authority or function of parents and school system.
- .. The volunteer is an aid rather than a substitute for the Probation Department and any final decisions will be in the hands of that Department.

HISTORY OF PROBATION

Probation is essentially a modern method for the treatment of offenders. It is an indication of movement away from the punitive and repressive approach which has been a historical part of criminal policy. This trend coincides with attempts to prevent crime by the improvement of social conditions by the development of social services. In other words, probation is directed toward rehabilitating the individual offender, through the development of effective, rational casework.

In the United States, the first steps toward "probation" as we know it, are linked to a man named John Augustus. In August of 1841, this man, who was a cobbler by trade, attended police court in Boston, Massachusetts and decided to stand bail for a man charged with being a drunkard. The defendant was ordered to appear for sentence in three weeks at which time he was able to show convincing signs of reform.

Augustus was encouraged by his experience and stood bail for more offenders. He undertook the task of supervising their behavior during the period pending judgment. Augustus expanded and continued his work for 18 years until his death in 1859. He "bailed on probation" almost 2,000 persons and achieved a very high proportion of successes.

During the period of his activities in the courts of Boston, John Augustus developed several features still used in probation work such as: screened prospective probationers, directed probationers to go to school or supplied them with employment, made impartial reports to the Court, and maintained a careful register of all cases handled.

In 1869, the State of Massachusetts provided the appointment of a state agent of the Board of State Charities to investigate cases of children tried before the courts, to attend such trials and to receive children for placement if the Court so ordered.

Probation was regulated by statute for the first time in 1878, when Massachusetts passed a law providing for the appointment of a paid probation officer. The statute prescribed the duties of the probation officer as including Court attendance, the investigation of the cases of persons charged with or convicted of crimes or misdemeanors, the making of recommendations to the courts with regard to the advisability of using probation, the submission of periodical reports to the Court, visiting probationers and the rendering of "such assistance and encouragement to probationers to prevent their committing new offenses."

Provisions for juvenile probation were first made in Illinois in 1899 when the Illinois statute established a special juvenile Court in Chicago (Cook County) and gave this Court jurisdiction over all juvenile offenders up to the age of 16 years. Later, in the same year, the State of Minnesota followed suit.

The essential principles of the Juvenile Court are:

- A. The acceptance of protective guidance instead of punishment as the objective of the treatment of juvenile offenders.
- B. The adoption of a flexible, individually-adjusted plan of treatment for each offender.

As a method of treatment, probation is one of the indispensable instruments of the Juvenile Court.

PROBATION SUPERVISION: SCOPE

Probation is a humanitarian method of administering justice, not a gesture of leniency. It is social casework with the power of the law behind it.

The essence of the probation system lies in the fact that the offender is not merely given "another chance," but that society provides him/her with constructive assistance in the struggle for social rehabilitation. This assistance is primarily provided through the probation officer. The term "probation supervision" is misleading insofar as it emphasizes only the disciplinary aspect of release on probation -- the authoritative control over the behavior of the probationer with the sanctions of the law and the threat of application of suspended punishment behind it. The present-day scope of probation is much wider than its term implies. In its simplest form, it involves the assignment of special officers to "advise, assist and befriend" the probationer. In its more complex form, probation is a process of treatment founded on the psychological and social sciences. It is a field of professional activity.

In either form, it builds its success upon a personal relationship of trust and guidance and involves the systematic mobilization of community resources to facilitate and advance the social rehabilitation of the probationer.

Objectives of Probation Supervision: Probation supervision is not designed to control the conduct of the probationer so that (s)he does not commit any new offenses. Supervision is of limited duration and the negative function of control could only be exercised for that designated time.

Therefore, probationary activities are directed toward the re-generation of the child's relationship with family, community and society. The object of probation is the ultimate re-establishment of the probationer in the community, and the probation officer must, accordingly, take a long view. The probation officer cannot adequately deal with either the personal or the environmental aspect of the problem as a whole. It is necessary for the probation officer to direct attention to the main difficulties in the situation of the individual offender and, on the other hand, to act as an organizer or intermediary between the probation department and the resources already available in the community.

The probationary process of treatment has certain essential elements. As probation officers gain more experience, skill and training, they develop more expertise in dealing with the deep-seated personality problems. Probationary treatment requires some measure of deliberate planning. The plan must have constructive value and must be based upon insight into the personality and environment of the minor. The problems he presents must be set forth and there must be an evaluation of the

probationer's needs, and the practical and workable means that are to be used to influence him toward a higher level of responsibility and social consciousness. The plan of treatment must further envisage the broadening of social relationships, family adjustment and improvement in the physical conditions under which the probationer lives and bring about the development of a measure of responsibility.

Professional Responsibilities of the Probation Officer: The officer must have a working knowledge of the principles and practices of social casework. This includes an understanding of individual motivation, of the relationships of physical, mental and emotional health in regard to their conduct, of family problems and relationships, a knowledge of community problems and resources including employment agencies, group work and other social and community cooperating agencies. The officer must also have the ability to keep clear and adequate records and to prepare concise reports.

As an administrative agent of the Court, the probation officer must be familiar with the specific laws within which he operates and the powers and limitations of his position.

The officer must be familiar with the operation of related law enforcement agencies in his jurisdiction.

#### GLOSSARY OF TERMS IN JUVENILE PROBATION WORK

Accusation	The formal statement of the alleged offense filed against the person suspected of a crime. The term "accusation" is often used interchangeably with "charge."
Adjudication	Decision by the judge that a child has committed a delinquent act or that a child is dependent, neglected or minor in need of supervision.
Child (Minor)	The term "child" is used to designate a boy or girl who, at the time of being brought before the Court, has not reached his or her 17th birthday on a criminal offense, of the 18th birthday for non-criminal offenses.
Child Welfare Agency	Licensed or accredited agency, the purpose of which is to receive children for care, maintenance or placement.
Clerk of the Court	An officer of the Court of Justice who has charge of the clerical part of its business, who keeps its records and seals, issues processes, enters judgments and orders and gives certified copies from the records.
Conditional Discharge	"A sentence of conditional and revocable release without probationary supervision, but under such conditions as may be imposed by the Court."
Delinquent Minor	"Any minor who, prior to his 17th birthday, has violated or attempted to violate, regardless of where the act occurred, any federal, state or municipal ordinance."
Detention	The temporary care of a child for his own protection, or for the protection of the community. Detention means temporary care of the child who requires secure custody for his or her own, or the community's, protection in physical restriction facilities pending Court processing.
Disposition	The part of the Juvenile Court hearing after the child has been adjudicated during which the Court report is read and a judge makes a decision concerning the custody of a child, either returning him to the custody of his natural parents or placing him in a facility outside of the parental home.

Felony	"Offense for which a sentence to a term of imprisonment in a penitentiary for one year or more is provided."	Subpoena	An order directing a witness to appear in Court.
Guardian ad Litem	An attorney appointed by the Court to represent the child, to stand instead of the parents, when there is a conflict of interest.	Summons	To cite a defendant to appear in Court to answer a suit which has been initiated against him.
Informal Petition	Probationary supervision undertaken by a probation officer without Court action and with the hope of preventing same. In such cases, the probation officer has no legal authority.	Supervision	This is the watchful maintenance by a probation officer over probation cases, sometimes called "control."
Intake Division	All cases referred to a department are handled initially by this division. They receive and screen all youths referred by law enforcement agencies, public and private agencies and other sources. They divert as many minors as possible from the juvenile justice system and refer for Court action those for whom such action is deemed necessary.	Ward of the Court	A child who has been adjudicated a delinquent minor, a minor in need of supervision, a dependent or neglected minor, and placed under the guardianship of the Court.
Judgment	A legal decision of a Court on a particular case.		
Jurisdiction	A lawful right to exercise official authority.		
Jurisprudence	The philosophy of law or the science which treats the principles of positive law and legal relation.		
Legal Custody	Denotes those rights and responsibilities associated with the day-to-day care of a child.		
Petition	The legal document containing the allegations upon which the Court's jurisdiction is based.		
Petition Amended	When the original petition is changed to include a new offense and there has been no final orders on the original petition.		
Probation	A sentence or disposition of conditional and revocable release under the supervision of probation authority.		
Re-integration	Process of a probationer to be accepted in society and accept society and its norms.		
Revocation of probation	The action of a Court in canceling or terminating a probationary period, generally to commit the probationer to a state institution.		
Social Investigation	A detailed report prescribed by the Juvenile Court Act which is a legal document that the probation officer makes a report on in		

## TERMS OF PROBATION

The following are terms and conditions of probation that can be imposed upon a minor, under the Illinois Juvenile Court Act:

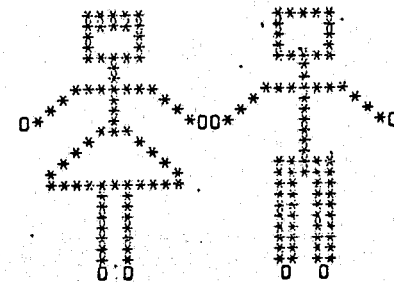
The Court may as a condition of probation, or of conditional discharge, require that the minor:

1. Not violate any criminal statute of any jurisdiction.
2. Make a report to and report in person before any person or agency as directed by the Court.
3. Work or pursue a course of study or vocational training.
4. Undergo medical or psychiatric treatment or treatment for drug addiction or alcoholism.
5. Attend or reside in a facility established in a facility established for the instruction or residence of persons on probation.
6. Support his dependents, if any.
7. Refrain from possessing a firearm or other dangerous weapon, or an automobile.
8. Permit the probation officer to visit him at his home or elsewhere.
9. Reside with his parents or in a foster home.
10. Attend school.
11. Attend a non-residential program for youth.
12. Contribute to his own support at home or in a foster home.
13. Comply with other conditions as may be ordered by the Court.

RIGHTS OF THE CHILD

From both the Court and the probation officer, the minor has the right to expect:

1. That he will be treated fairly. This includes the full extension to him of his constitutional rights during all of the preliminary processes before the Court hearings as well as throughout the hearings.
2. That he will be given an opportunity to understand. The probation officers, attorneys and judges should speak words the minor understands not the technical language of the law, psychiatry or the social worker.
3. That once a decision is reached, it will be carried out. If the minor is placed on supervised probation with certain conditions, he has a right to know immediately what those conditions are and that he must live up to them or have his probation revoked. He cannot be taught respect for the law if he is not informed of the rules or if they are not enforced. If he is told a probation officer will help him, he should receive that help. He has a right to the supervision, treatment and rehabilitation which he has been promised will be provided for his own good.
4. That he will be treated as a human being. He has the right to be heard and to be handled as an individual.
5. That he will be given the time necessary for a proper determination of the case.



## GAULT DECISION (May, 1967)

As a result of the Gault Decision, children appearing before Juvenile Court in all fifty states now have:

1. the right to counsel
2. the right to adequate notice of charges
3. the right to remain silent
4. the right to confrontation of witnesses and cross-examination
5. the privilege against self-incrimination.

To say that the Gault Decision was the most significant Court ruling in juvenile justice would be an understatement. Its effect on juvenile, appellate and state courts was immediate and precedent-setting.

The rights of children involve two areas:

1. procedural rights (as stated above)
2. substantive rights

Substantive rights in earlier years were expressed in terms of protection and welfare: the right to food, clothing and shelter, a healthy environment and family life, an education, and protection from material exploitation. The "new" substantive rights inject a new element: the right to refuse unwanted services, the right to make or participate in choices that affect one's life, and the right to be free from unnecessary restrictions on individual development. Underlying all efforts to define these new rights is the question of whether children, as well as adults, have a fundamental interest in privacy that might be expressed as the "right to be left alone."

## WHEN DO WE CONSIDER USING A VOLUNTEER?

- When the youth needs more time and frequency of contact.
- When the child needs more enrichment, exposure experience, trips to enlarge his world.
- When the child needs an adult model.
- Where the family needs more support.
- Where there are school problems.
- Where the child has been emotionally and socially deprived but is not unreachable.
- Where the child's ego or self-image needs growth.
- Where the child/family needs help in using community resources.
- Where extra skills are needed: sewing, music, use of tools, grooming.
- Where help is needed in overcoming special problems.
- When special community resources need to be tapped.

## JOBS VOLUNTEERS CAN PERFORM FOR COURT SERVICES

Advisory Council Member  
 Arts and Crafts  
 Background Information on Probationers  
 Big Brother  
 Big Sister  
 Camps, Camping  
 Case Aide, Intake  
 Clerical Aide, Clerical Volunteer, Clerical Services  
 Clothing, Clothing Volunteer  
 Coordinator  
 Discussion Group Coordinator  
 Neighborhood Work  
 Newsletter Editor  
 Probation Aide  
 Public Relations  
 Recreation, Recreational Activity Volunteer  
 Recruiter  
 Speakers' Bureau  
 Special Skills Volunteer  
 Stay-in-School Counselor  
 Talks for Parents or Probationers  
 Transportation Volunteer  
 Tutor  
 Typist  
 Visitation Volunteer  
 Vocational Service Aide  
 Writer (Informational or Promotional)

**JOB DESCRIPTIONS**  
**Volunteer Probation Aide**  
**Casework Aide**

**I. Nature of Work**

Supervision of child on probation, helps child work toward goals established by himself and probation officer. Provides support in crisis situations.

**II. Typical Duties**

Evaluate probationers' academic progress, living and family situations, needs for special assistance and involvement with established Court programs or other community resources. Keep chronological notes on contacts with child and report to supervising probation officer as directed ( see reports page 2 ). May accompany child to Court if permission is received from the child's probation officer.

**III. Training**

Six weeks of orientation sessions, one night per week. Continued monthly training sessions, one night per month.

**IV. Supervision**

Ongoing supervision by assigned probation officer.

**V. Type of Person**

Mature, dependable, able to relate to both children and adults, ability to develop supportive relationship while maintaining a degree of objectivity.

**VI. Minimum Qualification**

19 years of age.

**VII. Time Commitment**

One hour per week minimum for duration of minor's probation.

**VOLUNTEER TRANSPORTATION AIDE**

**I. Nature of Work**

Accompany children to and from appointments in keeping with their probation orders. Run occasional errands with own car.

**II. Typical Duties**

Transport child from placement facility to Lake County Youth Home, airport, Probation Department, Lake County Mental Health Center, etc.

**III. Training**

Volunteer orientation sessions for six weeks, one night per week.

**IV. Supervision**

Provided by Volunteer Services Coordinator.

**V. Type of Person**

Ability to relate to children, tactful but not afraid to exercise control when necessary.

**VI. Minimum Qualification**

Nineteen years of age and must have own car and valid driver's license.

**VII. Time Commitment**

Usually four hours per week (may vary from week to week); minimum of six months.



## VOLUNTEER CLERICAL ASSISTANT

## I. Nature of Work

General secretarial duties, under the direct supervision of the Volunteer Services Coordinator.

## II. Typical Duties

Typing references, assistant editor to "People Helping People" monthly newsletter, arranging community speaking engagements, answering phone, filing and research.

## III. Training

Volunteer orientation session one night per week for six weeks. Continued training will follow through supervision.

## IV. Supervision

Provided by the Volunteer Services Coordinator.

## V. Type of Person

A responsible person who will respect confidential material and who is willing to accept direction and perform a multiplicity of duties.

## VI. Minimum Qualification

light secretarial skills, organizational and community relations ability.

## VII. Time Commitment

Four hours per week during a 9-5 workday. A minimum of six months.

## Probation Aide Tutors

## I. Nature of Work

Individual academic help for those children who are experiencing classroom difficulties in one or more subjects in the school setting.

## II. Typical Duties

Intensive but informal instruction of either one child or small group of children in methods of improving their performance and understanding in a number of academic areas. Instruction could take place in either the child's home or any one of a number of pre-planned locations. Tutoring for high school CED could be a specialty.

## III. Training

Six weeks of orientation sessions, one night per week. Individual sessions oriented toward making the volunteers aware of specific problems which are encountered by children who are on probation.

## IV. Supervision

Supervision, if needed, will be provided by the officer to whom the volunteer is assigned, in the way of enumerating problems encountered by the individual probationer with whom the tutor is working.

## V. Type of Person

An emphatic and sensitive individual who is academically qualified to work with children in a tactful and understanding manner. An ability to communicate closely with the child, both verbally and in writing is essential.

## VI. Minimum Qualifications

A sound understanding of the specific academic area in which the child is having difficulties is required.

## VII. Time Commitment

Based upon the needs of probationer and lesson-planning time is necessary.

## FORMS

On the following pages are forms with which the volunteer should be familiar.

**VIP referral form:** Completed by the probation officer when the services of a volunteer are required. Information for the form is taken from the probation department file. One copy of this form is given to the volunteer prior to meeting his client.

**Volunteer application:** To be completed by every person who will be participating in the VIP program.

**VIP monthly report:** This form is mailed to the volunteer each month in the People Helping People News. It is to be returned by the first of each month so that the information conveyed may be included in the probation officers' running record on the minor.

## VOLUNTEER TRAINING

Any person who has applied to be a volunteer with the Juvenile Court and whose application has been screened and approved by the Volunteer Services Coordinator must attend a series of orientation sessions. These will be held at various locations in the County for the convenience of the volunteers.

Sessions include an introduction to Court philosophy, procedures and policy. Time is devoted to explaining the role and functions of both the probation officer and the volunteer. Experienced volunteers and staff members share techniques of working with children. Talks will be given by various persons involved in the Court system, plus films and a case study are used to clarify the volunteer's role. All sessions are flexible and informal, and questions from the volunteers are encouraged. When volunteer applicants are unable to attend all of the training sessions, special arrangements are made, when possible, to provide individualized attention.

After the volunteer completes the sessions, he will be assigned to a staff member who will be expected to explain policy and procedure as the need arises with the individual volunteer. If further resources are needed, contact the Volunteer Services Coordinator.

### WHY VOLUNTEERS VOLUNTEER

No two people volunteer for the same reason(s).

The simple desire to help is one of the biggest reasons for volunteering. Frequently, this desire is called by many names including the altruistic motive, humanitarianism, brotherhood, a sense of social responsibility, and a supportive or succorant motive.

The volunteer usually wants personal contact in his work, as part of the helping motive is the desire for a meaningful personal relationship. Volunteerism seems to be one of the few remaining outlets for personal relationships in modern life. More and more, mass society is cold, casual, big and impersonal. Also, the volunteer has an opportunity to relate to the probation staff, and other volunteers he will meet and get to know.

Closely related to the friendship motive is the need to identify with a larger, meaningful cause, a need to belong to it and to share with others, its labour and fulfillment.

Another reason for volunteering can be stated as the desire for a freshening change of pace from another dominant life theme or pattern. Current society is surprisingly lacking in ways to satisfy needs for personal growth. It seems to expect the still-vital but retired person to sit on his hands and rust away. In the working world, on the other hand, people are frequently trapped in well-paying jobs which offer little or no personal satisfaction. The housewife may be very devoted to her family but she needs other outlets for satisfying her need for variegated activity.

The volunteer may legitimately value Court work as experience and development. Persons interested in entering the field of corrections or social work can benefit greatly from their volunteer experience. It can be seen as a trial experience in which the volunteer can better determine whether or not he really wants to enter such a career.

The Court has many natural opportunities to make probation work a fresh and attractive growth experience.

### THE FIRST MEETING

When it has been determined by the Probation Officer and his/her supervisor that a volunteer should be assigned to a particular case, a referral to the VIP Program (Volunteers In Probation) is made. (See form no. 1 ) This sheet is completed by the Probation Officer to protect the confidentiality of the probation files. The VIP referral form provides all the necessary information for the volunteer. However, if there is more the volunteer would like to know about the client, he/she can feel free to ask the Probation Officer any questions he/she may have.

The key to the success of the volunteer program is the matching of the personalities and abilities of the child with those of the volunteer. This is not always an accurate assessment however, as the volunteer and child get to know each other, stumbling blocks may arise. If a volunteer sincerely feels he is not capable of working with this particular child, he may decline the assignment.

The first meeting may take place in a variety of settings. Much of this is decided by the volunteer unless unusual circumstances prevail. Many volunteers like to meet the child in a neutral setting, i.e. a restaurant for a coke, a park, etc. Other times, a volunteer will visit the juvenile at home so he/she can meet the child's family. It occasionally happens that a volunteer may be assigned to a minor while he/she is being detained in the Lake County Youth Home. The volunteer may visit the child at the Youth Home prior to being released back to the community, often receiving permission from the Director or authorized Youth Home staff.

Understandably, the client may feel a little cautious during the first several meetings with the volunteer. DON'T BE DISCOURAGED. Relationships with a child on probation are limited only by the sensitivity, affection, imagination and concern of the volunteer. There will be occasions when a child will fail, disappointing himself and the volunteer. With patience, the rehabilitation program established will, on the whole, be successful.

A volunteer may also be involved in working with the parents. The parents of the child should gain insight from seeing how the volunteer works with the child. One cannot really help just one person in a group effectively without working with or helping others.

Conferences should be held individually and as a family unit in order to get a better understanding of everyone.

LAKE COUNTY JUVENILE PROBATION  
SUGGESTIONS FOR VOLUNTEERS

INTRODUCTION

In an effort to help you be successful in working with your probationer, the following are some principles and suggestions for your guidance in working with minors. There are no "right" or "wrong" answers in working with probationers; there are no simple solutions. There are, however, various alternatives and it is hoped these guidelines may suggest some innovative approaches to help the probationer become a more effective person. In general, the Probation Staff feels that the relationship you develop with the client is of utmost concern. This relationship must be one of mutual trust, concern and honesty, if meaningful results are to occur. Our ultimate goal in working with all juveniles is to develop responsible behavior.

ACCEPTANCE

This is one of the most important factors involved in working with others. You must be able to accept the individual as he is without prejudging him. This may be difficult. Because of his background and environment, he may have a vastly different set of values than your own. If, at any time during your relationship with the probationer, you find you cannot be accepting of him, you should not hesitate to discuss the situation with the probation officer. If you can accept him as he is, he will be aware of this acceptance and concern and the basis for change, will have been established. It will take time to establish this type of involved relationship and therefore, frequent contact with the client will be necessary.

RELATIONSHIP

As the relationship develops, begin to encourage the client to think about himself and his goals. From that knowledge, mutually discuss and plan more constructive activities from which he may derive self-respect and success. Be supportive, encouraging and friendly, but also firm in your relationship with the probationer.

ADVICE

Be cautious in giving advice to your probationer. He has probably received much of this and unless it is given from his point of view, it may be ignored. In other words, your method of solving a particular problem may not be the best way for him to solve a similar problem for himself. Be patient and don't push the probationer into immediately changing his lifestyle. Because his pattern of behavior has developed over a period of years, it will probably take some time for change to occur. Mutual discussion of a problem and its alternatives, will usually yield more productive results. Advice is better received when it is sought.

LISTENING

Hear your probationer out and try to understand what he means. Let him talk but do not blindly accept everything he says. However, avoid the tendency to pass judgment and moralize. If the probationer's version is not in accord with reality, let him know that you are aware of it. Respect what the client tells you and treat it in a confidential manner. By being willing to listen, you will better understand him and his problems, his needs, his

capabilities, and his limitations. Determine his interests and encourage him to channel them and his energies into socially acceptable paths of responsible behavior.

However, be a discerning listener. Listening does not mean you have to believe everything you hear. Some children are fairly skilled manipulators and some may not even know that they stretch the facts. Some of their talk will be letting off steam. It may be well for you to check the facts whenever possible to see how well what the child tells you accords with reality. You can let him/her know when the facts don't jive. As the client comes to know that you expect honesty, he is more likely to meet those expectations.

#### COMMUNICATION

Talk to him on his level. Do not talk over his head. Use simple, non-technical language. Always mean what you say and be consistent. Never make a promise or proposal until you have thought it through and considered the consequences. And... keep the lines of communication open to the probation officer. You should contact him or her once a month and send monthly reports, regarding the probationer's progress, but you should not hesitate to contact him if you have any questions or if you think a consultation might help.

Respect confidentiality completely. Whatever you know and/or surmise about a youngster is under no circumstance to be divulged or discussed with anyone but a person fully authorized by the court to receive this information. Not even the fact that the client is a juvenile offender should be discussed or disclosed to anyone. Violators are not only highly unethical, they are a sure way to destroy a relationship with a child.

#### CONCLUSION

An awareness of some of these principles may help you in your work in this program. Your role is most important and it should be the most rewarding in terms of accomplishment. It is challenging and can also be frustrating. If you can accept

these probationers and respect them as individuals; if you can make them feel important and offer friendly encouragement; if you are willing to be giving of your time and energy, then the prospects of change are great, and your reward of personal satisfaction should be most satisfying.

These suggestions may be summarized into (1), be yourself and (2), have concern for the probationer. We are confident that you, as a volunteer, are that type of person. If the probation staff can be of any assistance to you in your efforts, do not hesitate to let us know.

## SELECTED READINGS

Axline, Virginia, Dibs: In Search of Self. New York; Ballantine Books, 1967

Demonstrates active listening and the power of the language of acceptance.

Borman, Ernest, Effective Small Group Communication. Minneapolis; Burgess Publishing., 1972

Practical techniques for working with others.

Cohen, Sidney, The Drug Dilemma. New York; McGraw-Hill, 1969

Relevant information regarding drug misuse. Involves many levels of discussion regarding drugs including historical, physiological, psychological and philosophic viewpoints.

Ginott, Hiam, Between Parent and Teenager. New York; Macmillan Company, 1969

Examines a wide range of human relations including: needs, feelings and how to communicate effectively.

Gordon, Thomas, Parent Effectiveness Training. New York; Peter Wyden Publishing, 1973

Dr. Gordon explains his program step-by-step and shows parents how they can raise happier, more responsible and cooperative children.

Konopka, Gisela, The Adolescent Girl in Conflict. New Jersey; Prentice-Hall, 1956

Identifies the specific problems peculiar to girls that lead to the misbehavior of most girls who are officially tagged and handled as delinquent.

Menninger, Karl, The Crime of Punishment. New York; Viking Press, 1969

Dr. Menninger takes our penal system apart to show why it doesn't work and what could be done to set it right.

Morris, Joe A. First Offender. New York; Readers Digest Association, 1970

An especially important book--- tells the full story of the famous Royal Oak program for rehabilitating young people in trouble with the law.

Shostrom, Everett, Man the Manipulator. New York; Bantam Press,

A guide to understanding ourselves and others; about the tricks we play on our selves and other people.

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ARCO Test Tutor-GED High School Equivalency Diploma Tests  
Guide for complete preparation to help pass high school  
equivalency diploma test.

All of the above books are available in the Juvenile Probation Resource Department Library. They may be checked out for one month at a time, and it is up to the borrower to return them on time.

## PLEASE STOP PLAYING GAMES

Dan Kiley  
Law in American Society  
Juvenile Justice  
Vol. 3, #1 2-74

THE GAMES

It may appear to a casual observer that some delinquent youths are completely hedonistic. They live their lives for one moment of immediate pleasure, despite the long-term consequences. They figure that they are going to be losers in the long run anyway, so they might as well get while the getting is good. Saving something for a rainy day is ridiculous - their whole life is a storm.

Delinquent youth have no place where they can find dependable shelter from the storm of life. Everything they do or say becomes crucially important to survival. As they learn to adjust to constant threat, delinquent youth find many ways to make life funny and less dramatic. They transform many of the critical life and death struggles into playful encounters. It's almost like a man who's dying of cancer entertaining himself by playing Russian Roulette.

Delinquent youth, in order to keep their sanity, try to have fun while struggling for survival. They have accepted the fact that life will continue to be painful. They feel they have no power to alter that fact. Their only alternative is to use covert, sneaky methods to obtain the good things in life. This style of living with others is sometimes referred to as "gaming."

It is helpful to our discussion to refer to the concept of "games" according to the brilliant analysis given by Dr. Eric Berne.\*

Delinquent youth play games for many reasons. All their games are somehow related to their drive for survival. No matter "where they're at" or whom they're with, they evaluate what happens to them in terms of how well they are surviving. If their evaluation proves positive, they feel good about life; if it proves negative, they feel rotten and are immediately driven to try to feel good again.

Survival gives delinquent youth power; power helps them survive better. Delinquent youth search for the kind of power that will make them feel cool, bad, up-tight and outta-sight. In shrink talk, they are working for feelings of worth and a positive self-concept; they are in constant needs of ego strength. From a reflective point of view, they are searching for the power that will awaken every inch of their body; a tingling excitement that grows from the stomach and captures the sensitivities of every nerve. When a kid (or anybody for that matter) is bristling with the natural high of being alive and realizes that he has the right to be happy, then he has attained the most important power imaginable.

The best way to understand the role-playing style of delinquents is to realize that all their games are designed for the same goal. With this thought in mind, one needs to understand three fundamental strategies that are common to all their games in varying degrees.

The most frequent strategy is the one I call "Cure Me or Cure Me, I Bet You Can't." The delinquent defies the counselor or confidant to help him change his self-image as a "bad guy." The delinquent is likewise searching for justification for remaining just as he is; if he can come out on top of the counselor, he has proven to himself that he has a right to behave as he does. Often, I've seen delinquents who want to prove to me that I can't help them; obviously I cannot nor can anyone help them if they don't really want to change. I can almost hear them say, "Try to cure me, Doc, and I'll show you that you can't," which means, "Between you and me, I am better than you."

A counterpart of Cure Me is the strategy called Control Me. Control Me or I Can't Help Myself is the delinquent's basic message which he delivers when faced with overwhelming confusion and he cannot quickly or easily escape it. Control Me is the delinquent's cry for help; yet, he is not willing to make a personal and serious commitment to change his life. Control Me is the delinquent's way of saying, "I am faced with my worthlessness and none of my other strategies of escape are working. Please make the world go away."

Favor Me is the third major strategy underlying the games that delinquents play. Favor Me or Tell Me I'm Special reflects a major drive in the delinquent's life. The gaming techniques involved in Favor Me are so familiar to the delinquent (he has had so much practice) that he has little or no awareness that he is searching for a feeling of worthwhileness. Favor Me is strategy that, with practice, yields intermediate payoffs. While he is ultimately looking for "OK" feelings, the excitement of lying to others without getting caught or of receiving special favors by playing the games successfully delivers a great reward in and of itself. Thus, not only can the kid obtain the prize of "OK" feelings, but he also receives other payoffs, such as excitement, praise, and special recognition.

All three of these strategies are intricately woven into a network of games. It takes a keen clinical sense, as well as experience and an understanding of adolescents, to identify these strategies. Brief here are some of the more frequently-played games which reflect these strategies.

HOT POTATO

This game is highlighted by getting rid of the blame to the next guy as soon as possible. It takes three or more kids to have an interesting game of "Hot Potato," as well as a situation in which they are

confronted with some inappropriate act committed by one of them, identity unknown. The "Hot Potato" is responsibility and it is "hot" because somebody is going to get burnt (punished) if the authority discovers who is the responsible person. To remain on top of the interaction, each kid must "cop a better plea" than the guy sitting next to him. So, around the room we go like a spinning bottle, each kid passing the "Hot Potato" to another guy. There is only one rule: Nobody tricks (tells) on the responsible party. Many times, the guy who is at the bottom of the pecking order will finally, but passively, take the responsibility. He plays the role of the "whipping boy" if the heat is really on to find the doer of the foul deed. The guy who, in reality, is responsible, will not be caught if he is really "cool;" he's so cool that he knows how to handle the potato without getting burnt. His peers will admire his behavior and wish they could be as cool as he is; the process is circular and antagonistic to the development of honesty in communication. "Hot Potato" is founded on the irrational assumption that taking responsibility for failure means one is "Not OK."

#### OH POOR ME (OPM)

OPM is a common game played by the younger delinquent. Perhaps it is the most common game among human beings in general. The delinquent's version of OPM is a combination of the Favor Me and Cure Me strategies. It is the easiest game to enact because it doesn't take much practice--it comes naturally. OPM is the substance that depressions and anxieties are made of; it isn't all that serious, but it is very pervasive, especially in the delinquent culture.

OPM is usually one of the earliest tactics used by delinquents because it doesn't take very much sophistication to enact. The frequency of usage of OPM seems to have an inverse relationship to the length of the kid's delinquency. The longer he has been associated with delinquent peers, the more sophisticated his games and the less he uses OPM. All in all, OPM doesn't offer much of a challenge for the delinquent and it is easily identified, even by the fledgling counselor. Therefore, OPM doesn't help the kid survive very well.

OPM is a cry for someone to feel sorry and will lead the "bleeding heart" counselor into cardiac arrest. Once the delinquent catches someone to feel sorry for him and for how rough he's had it, he will progress onto more sophisticated games. The delinquent can use OPM as the bait to catch a bleeding heart and then utilize other games to "reel in" some special favors and/or considerations.

#### WHAT DO YOU EXPECT FROM A DELINQUENT? (WDYEFAD)

The kid plays "What Do You Expect From A Delinquent" as a way of justifying or excusing his behavior. He capitalizes on the stereotyping that all of us get into from time to time. The delinquent counts on the cliché: "Everyone knows that a delinquent is a poor, unfortunate person."

WDYEFAD is a step up on the sophistication ladder from "Oh, Poor Me." If OPM could be considered the left jab, then WDYEFAD is the right cross. It has more power and finesse associated with it. "Delinquent," like OPM, is played when the kid is confronted with his own lack of responsibility. When "Delinquent" doesn't help him abdicate responsibility, the kid moves on to a new game in which the strategy Control Me is employed.

#### WATCH OUT, I'M DANGEROUS (WOID)

WOID is usually a veiled threat by the delinquent of the horrible things he might do to himself or others if he is expected to face his own problems. Depending on the underlying personality, WOID will either be a threat of self-harm, like an overdose of pills, or harm to others like, "I might kill him if he keeps hassling me." WOID can be distinguished from "for real" threats by a clinical interpretation of the context within which the threats are made. For example, the threats, are usually made during a counseling session. Of course, the counselor does have to take these threats somewhat seriously, since the delinquent who resorts to this game is often in bad psychological shape. WOID players count on counselors becoming very upset. In this way, they hope that the counselors will quit pushing them to deal with their problems.

#### YES, BUT (YB)

YB in delinquent games follows the same pattern suggested by Berne. YB takes place in a situation in which the confidant seeks to give the delinquent viable alternatives for dealing with a problem that he faces. But the kid presents a picture of hopelessness. He wants the counselor to agree that he is locked into a problem to which there is no workable solution. Once he can convince the counselor that there is a drawback to every suggestion the counselor makes, he hopes to justify his behavior and his position of self-pity. YB reflects the naivete of the delinquent with respect to reality. YB is based on the kid's symbolic notion that any "real" solution to life's problems has to be totally trouble-free. If the kid truly believes that the only good solution to a problem is a perfect one, then no wonder he desperately needs to engage in this game. In YB, a change means to go from bad to perfection. Yes, but is one of the delinquent's more refined techniques to avoid dealing with problems.

#### I DON'T REMEMBER (IDR)

I Don't Remember is a lazy delinquent's game. The player intends to abdicate responsibility by convincing others that he forgot to remember what it was he was told to do. IDR usually goes something like this:

Counselor: "Well, how did my suggestion work?"

Counselor: "Oh, I forgot what you told me."



Counselor: "Were you listening?"

Counselee: "Yeah, but I don't remember what you said."

The player hopes that others will become so exasperated with his stupidity, that they won't expect him to learn responsibility. I have experienced IDR players who have become so habitually stupid, that they could lose reminder notes pinned to their undershorts. The players have long since realized the "magic" of calculated stupidity.

IDR players, with lots of experience, are well versed in all possible excuses for forgetting. Unfortunately, not remembering has become such an important life-style, that the kid not only can't remember social responsibilities, but he can't remember work instructions, reading and numerical skills, and other necessary survival skills.

The most efficient player can conduct an IDR session in a clinically sound manner, complete with the facial expressions and emotions that are appropriate and fitting for absentmindedness.

#### CHUMP

There is a wide variety of game intensities in Chump but all relate to a common theme: "I lied to you, I was dishonest, and you didn't see it; you thought I was being honest. I chumped you. I am better than you."

The Chump player will lie pragmatically. He lies to the extent needed to get him what he wants. He may lie in order to simply feel better or in order to avoid going to jail. Whenever the need arises, the "chumper" can meet and pass the test; of course, with practice, some kids are better chumpers than others. Chumping is one of the basic games in the personal arsenal of the adolescent. Without chumping abilities, the delinquent is seriously limited in his activities, particularly when it comes to playing other "games."

"Chumping" is a basic survival strategy when the delinquent is faced with a problem. The better he can "chump" others, the better are his chances of being a leader, thereby shaping the opinions and attitudes of the group to his own liking. Chump serves several key needs of the delinquent: it helps him feel OK, it keeps people from confronting him too regularly, it gets him out of tough situations, it supports his leadership role, and he can use it to get revenge on others without putting himself in jeopardy. Chumping permits the delinquent to be a jack-of-all-trades, but prohibits him from being a master of anything.

#### THE DEVIL MADE ME DO IT (TDMMDI)

TDMMDI is something like Hot Potato in that the delinquent is placing responsibility for his behavior on someone or something else. TDMMDI unfolds as a kid seriously attempts to explain the causes of his behavior. TDMMDI is a barrier to problem solving because the kid is

convinced that somebody else actually makes him behave as he does.

The concept of devil denotes that some mysterious (not necessarily spiritual), force has "got it in for him." This notion carries with it the same connotation as that of "the bad seed" or "black sheep." Without a doubt, the delinquent has had many years during which to confirm in his mind that his "badness" is, indeed, beyond his control. In other words TDMMDI is his congenital justification for rage. Delinquents believe that their anger is a force which controls them. Anger "takes over" under certain conditions. In these situations, anger is the only emotion they can express and they are helpless. Rather like the theory of "Possession" that is so popular at the moment.

#### KICK ME

Delinquents play much the same kind of game which Dr. Berne calls "Kick Me." The general dynamics of the game entail the kid wearing an imaginary sign on his back that reads "Kick Me." When people do kick him, he criticizes them for being mean to him. Specifically, the Kick Me player has his ideas of success and failure reversed. Amazingly enough, success to the Kick Me player is the attainment of failure. He conducts himself in a forlorn, pitiful manner, continually planning how to fail in the most efficient way possible. When success criteria are outlined for him, he systematically fails to meet each of the criteria. He knows how to fail; success to him is failing. Although he doesn't like the pain of failure, he usually receives a lot of pity and support for his "unfortunate condition." Kick Me is the archetype of the failure identity many delinquents have.

#### SO WHAT?

These are a few of the major games that delinquents play. The efficient game player can conduct his life like a professional concert master. He uses one theme (approval means worthwhileness) and by changing the melody and words, he can implement an entire life-style that, for the most part, helps him survive with excitement and a fair amount of happiness. The delinquent's effectiveness at the game plan will aid him in finding his place in his peer group. His games will be patterned after his dominant role in his peer group.

So often I have had guys and gals call me to ask for help when life has caught up with them and they hurt. In so many ways, they ask me to make the world go away. When I'm on my toes enough to remember that I, too, am human, I give them the best shot of care that I have. "When you stop playing games with me, I'll be able to help you. I can't make the world go away; neither can you. When you find that out, come to me and I'll help you learn to live with it!"

FAIRY TALE

By Claude M. Steiner  
Transactional Analysis Bulletin

Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth, a small, soft Fuzzy Bag. Anytime a person reached into this bag, he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy, it made him feel warm and fuzzy all over. People who did not get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days, it was very easy to get Warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day, it would smile and blossom into a large shaggy Warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for Warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence, everyone was happy and felt warm and fuzzy most of the time.

One day, a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim; look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually, she is going to run out and there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there is not a Warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No, absolutely not. And once you run out, that's it. You don't have any more." With this, she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a Warm Fuzzy to someone else. Eventually he got very worried and upset because he liked Maggie's Warm very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a Warm Fuzzy to someone else, and because Maggie

liked him very much, she stopped giving Warm Fuzzies to other people as often and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up Warm Fuzzies any time you were asked, or felt like it. They, too, became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many Fuzzies. Even though they found a Warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy. Soon people began to notice the lack of Warm Fuzzies and they began to feel less like giving them out freely because they did not want to lack Warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they did not seem to work.

Well, the situation was getting very serious indeed. The bad witch who had been watching all of this did not really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this one was cold while the Fuzzy Bag was warm. Inside the witch's bag were Cold Pricklies. These Cold Pricklies did not make people feel warm and fuzzy but made them feel cold and prickly instead. But, they did prevent people's backs from shriveling up. So from then on, every time somebody said, "I want a Warm Fuzzy," people who were worried about depleting their supply, would say, "I can't give you a Warm Fuzzy, but would you like a Cold Prickly?" Sometimes, two people would walk up to each other thinking they could get a Warm Fuzzy, but one or the other would change his mind and they would wind up giving each other Cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because since the coming of the witch, there were less and less Warm Fuzzies around, so Warm Fuzzies which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a Warm Fuzzy. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take Cold Pricklies -- which was limitless and freely available -- coat them white and fluffy and pass them on as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging Warm Fuzzies, people grew very confused about this,

never realizing that their cold prickly feelings were really the result of the fact they had been given a lot of Plastic Fuzzies.

So, the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzy Bag and find no more.

Not long ago, a young woman with big hips born under the sign of Aquarius came to this unhappy land. She had not heard about the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely even when not asked. They called her the Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt good around her and they, too, began to give out Warm Fuzzies whenever they felt like it. The grownups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offense to give them out whenever they felt like it and always when asked. Because there were many, many children, almost as many as grownups, it began to look as if maybe, they would have their way.

As of now, it is hard to say what will happen. Will the grown-up forces of law-and-order stop the wrecklessness of the children? Are the grownups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will the children be persuaded by their parents that it is dangerous to continually give out Warm Fuzzies???????????????

#### PLEASE HEAR WHAT I'M NOT SAYING

Don't be fooled by me.

Don't be fooled by the face I wear.

For I wear a mask, I wear a thousand masks,  
Masks that I'm afraid to take off,

And none of them are me.

Pretending is an art that's second nature with me.

But don't be fooled, for God's sake, don't be fooled.

I give you the impression that I'm secure,

That all is sunny and unruffled with me,

Within as well as without,

That confidence is my name and coolness my game,

That the water's calm and I'm in command,

And that I need no one.

But don't believe me.

Please.

My surface may seem smooth, but my surface is my mask,

My ever-varying and ever-concealing mask.

Beneath lies no smugness, no complacency.

Beneath dwells the real me in confusion, in fear, in aloneness.

But I hide this.

I panic at the thought of my weakness and fear being exposed.

That's why I frantically create a mask to hide behind,

A nonchalant, sophisticated facade to help me pretend,

To shield me from the glance that knows.

But such a glance is precisely my salvation. My only salvation.

And I know it.

That if it's followed by acceptance, if it's followed by love,

It's the only thing that can liberate me from myself,

From my own self-built prison walls,

From the barriers that I so painstakingly erect.

It's the only thing that will assure me of what I can't assure myself,

That I'm really worth something,

But I don't tell you this. I don't dare. I'm afraid to.

I'm afraid your glance will not be followed by acceptance and love.

I'm afraid you'll think less of me, that you'll laugh,

I'm afraid that deep-down I'm nothing, that I'm just no good,  
 And that you will see this and reject me.  
 So I play my game, my desperate pretending game,  
 With a facade of assurance without, and a trembling child within.  
 And so begins the parade of masks,  
 The glittering but empty parade of masks.  
 Any my life becomes a front.  
 I idly chatter to you in the suave tones of surface talk.  
 I tell you everything that's really nothing,  
 And nothing of what's everything, of what's crying within me.  
 So when I'm going through my routine, do not be fooled by what  
 I'm saying.  
 Please listen carefully and try to hear that I'm not saying,  
 What I'd like to be able to say, what for survival I need to say,  
 But what I can't say.  
 I dislike hiding, honestly.  
 I dislike the superficial game I'm playing, the superficial,  
 Phony game.  
 I'd really like to genuine and spontaneous and me,  
 But you've got to help me.  
 You've got to hold out your hand  
 Even when that's the last thing I seem to want, or need.  
 Only you can wipe away from my eyes the blank stare of the  
 Breating dea.  
 Only you can call me into aliveness.  
 Each time you're kind, and gentle, and encouraging,  
 Each time you try to understand because you really care,  
 My heart begins to grow wings, very small wings, very feeble  
 Wing, but wings.  
 With your sensitivity and sympathy, and your power of understanding,  
 You can breath life into me. I want you to know that.  
 I want you to know how important you are to me, how you can be  
 A creator of the person that is me if you choose to.  
 Please choose to.  
 You alone can break down the wall behind which I tremble,  
 You alone can remove my mask,  
 You alone can release me from my shadow world of panic and

Uncertainty, from my lonely prison.  
 So do not pass me by. Please do not pass me by.  
 It will not be easy for you.  
 A long conviction of worthlessness builds strong walls.  
 The nearer you approach to me, the blinder I may strike back.  
 It's irrational, but despite what the books say about man,  
 I am irrational.  
 I fight against the very thing that I cry out for. But I  
 Am told that love is stronger than strong walls, and in this  
 Lies my hope. My only hope.  
 Please try to beat down these walls with firm hands, but with  
 Gentle hands -- for a child is very sensitive.  
 Who am I, you may wonder? I am someone you know very well.  
 For I am every man you meet, and I am every woman you meet.

## JUVENILE PROBATION DEPARTMENT

AT DAY'S END

Is anybody happier because you passed his way?  
 Does anyone remember that you spoke to him today?  
 The day is almost over, and its toiling time is through;  
 Is there anyone to utter now a kindly word of you?  
 Can you say tonight, in parting with the day that's slipping fast,  
 That you helped a single brother of the many that you passed?  
 Is a single heart rejoicing over what you did or said;  
 Does the man whose hopes were fading now with courage look ahead?  
 Did you waste the day, or lose it? Was it well or sorely spent?  
 Did you leave a trail of kindness, or a scar of discontent?  
 As you close your eyes in slumber, do you think that Godd will say  
 "You have earned one more tomorrow by the work you did today?"

John Hall

## A CLOSING WORD TO VOLUNTEERS

In these days of economic uncertainty, declining job opportunities, and lack of valuable resources, one area is bright....Probation Volunteers.

As we open the door of a new adventure in the Juvenile Probation Department, I am enthusiastic about the challenges facing us. It is my perspective that the volunteer perhaps represents the only untapped resource still available to corrections. In my experience with volunteers, I have discovered that community people (volunteers) offer a significant potential in delivering increased direct service to clients. Whether corrections as a whole will utilize this resource to it's fullest potential heavily relies on the professional personnel in the system. For too long in Probation the greatest resource of our communities—the citizen—has remained isolated from the system.

As we embark upon this endeavor, I am convinced that large numbers of volunteers will not solve the myriad of probationer's problems. However, I do believe that through the combined efforts of volunteers and probation officers working together, lives of many probationers will be turned around. Probation officers can, and do, provide the necessary leadership and insights and volunteers have the needed time and wealth of natural resources to increase probation effectiveness.

I, among many, look forward to the challenge.

*Daniel C. Salisbury*  
 Daniel C. Salisbury

APPENDIX C.2

VOLUNTEERS IN PROBATION ORIENTATION HANDBOOK



The purpose of this booklet is to familiarize the reader with general information about the Juvenile Court in Lake County, and the role of the volunteer within this system. For the citizens who intends to offer services to the Juvenile Court this information will serve as a foundation of knowledge necessary to begin the volunteer orientation sessions.

If you would like more information or an application to join the Volunteers In Probation Program, please contact:

Candice A. Korpi  
Volunteer Services Coordinator  
Lake County Juvenile Probation Department  
18 North County Street  
Waukegan, Illinois 60085  
Phone: (312) 689-6343

82.

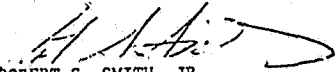


As Project Director for the Volunteers In Probation, I would like to first thank you for the time and effort that you have spent already and will spend on behalf of the young people of this County.

The use of volunteers and their contribution to the enrichment of young people's lives is of inestimable value not only to the Court System but most especially to the young people whom you serve. Your ability to add fresh insight to a case and to inject innovative planning and concern into the life of a child is very often the ingredient which in later life, will make that child a useful and productive citizen.

Again, thank you for your efforts, and if you have any suggestions as to the workings of this program, please do not hesitate to call the coordinator of the program or me.

Very truly yours,

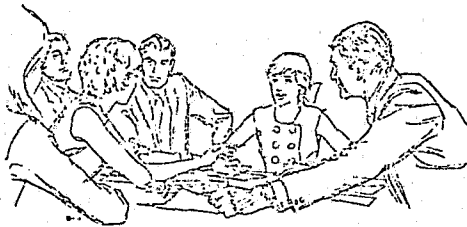
  
ROBERT S. SMITH, JR.  
Chief Probation Officer  
Juvenile Probation Division

RRS/bh

#3.

MANY CITIZENS WANT TO KNOW HOW A CHILD  
BECOMES INVOLVED IN JUVENILE COURT

Most cases are referred to Juvenile Court through Law Enforcement Agencies, Social Service Agencies, school officials, parents or relatives.



The initial contact of a minor with the Juvenile Court System is usually through a police department. The patrolman or line officer turns the minor over to the Department's Juvenile Officer, who is specially trained to work with children, their families and the community. The Juvenile Officer usually attempts to work out a station adjustment based on the child's specific age, offense, prior encounters, parental supervision and particular circumstances involved in the case.

The Juvenile Officer may wish to bring the case to the attention of the Juvenile Court by filing a petition, (a legal document containing allegations upon which the court's jurisdiction is based).

Another alternative the Juvenile Officer has, is to place the minor in custody at the Lake County Youth Home. Detention is used only if there is good reason to believe a minor will attempt to run away, is a danger to others, or is in physical danger to him/herself. No minor under 16 years of age may be put in jail.

After a child has been referred to the Juvenile Court, there are 3 kinds of hearings to be held. The brief descriptions below should give you a general understanding of each:

#4.

DETENTION (CUSTODY) HEARING

The Juvenile Court Act provides that a child may not be held in detention for more than 36 hours, exclusive of Sundays and holidays, without an order from the Court. The purpose of the Detention Hearing is to determine whether a child should remain at home or be held in custody at the Lake County Youth Home, while awaiting a Court Hearing.

ADJUDICATORY HEARING

It is at this time the Court hears evidence to either sustain the petition or dismiss the case. An adjudication is a judgement or decision made by the judge, based on the evidence or facts presented. A child becomes a "ward of the court" by being adjudicated a "delinquent minor".

DISPOSITIONAL HEARING

The purpose of this hearing is to determine what disposition of the case will best serve the interests of the minor and the public.

Before the Disposition Hearing is held, either the Probation Department or the Department of Children & Family Services are ordered by the Court to make a social investigation of the minor, the family and environment.

It is at the Disposition Hearing that you, the Volunteer, are officially assigned to the child. The social investigation has indicated the minor will benefit from your investment of time and energy, as a supplement to existing probation services.

WHERE DO YOU, THE VOLUNTEER, FIT INTO

THE JUVENILE COURT SYSTEM?

As a volunteer you are a partner with the professional probation staff. Volunteers are not paid, and therefore, have a special meaning and value to the client. You bring a richness and variety of skills, talents and interests which are given through large investments of time and enthusiasm to meet the children with whom you will be working.

YOU ARE AN EXTREMELY IMPORTANT PART OF THE PROBATION SYSTEMBOTH THE VOLUNTEERS AND THE CLIENTS  
HAVE RIGHTS AND RESPONSIBILITIES

## As a volunteer you have rights:

- To be treated with respect and courtesy.
- To choose the type activity you wish to participate in as a volunteer.
- To make a reasonable decision regarding the type of offender you wish to become involved with.
- To all pertinent information, legal and professional.
- To assistance in developing the best methods and programs for dealing with a probationer.
- To orientatic: which is relevant and meaningful.

## And responsibilities:

- To follow out and carry orders and directions of the Court.
- To be in regular communication and contact with the assigned family or to be in regular attendance at the institution assigned to.
- To keep your team P.O. or assigned department staff informed of your activities.
- To cooperate with salaried staff in the development of treatment or goals for the probationer.
- To provide for the Court a sense of the values of your community.

ALSO, THE CHILD ON PROBATION HAS RIGHTS WHICH ARE  
A RESULT OF SEVERAL WELL KNOWN COURT CASES

One of these cases is known as the Gault Decision. You may want to look up the history of the Gault Decision at your public library. To say that this case was the most significant court ruling in Juvenile Justice would be an understatement. Its effect on juvenile, appellate and state courts was immediate and precedent setting.

## The rights of the juvenile are:

1. The right to counsel
2. The right to adequate notice of charges
3. The right to remain silent
4. The right to confrontation of witnesses and cross examination
5. The right of privilege against self-incrimination

## And Responsibilities

The minors' responsibilities are usually outlined in the orders (of terms, of probation. There are 13 terms of probation listed in the Illinois Juvenile Court Act.



The Court may as a condition of probation, or of conditional discharge, require that the minor:

1. Not violate any criminal statute of any jurisdiction.
2. Make a report to and report in person before any person or agency as directed by the Court.
3. Work or pursue a course study or vocational training.
4. Undergo medical or psychiatric treatment of treatment for drug addiction or alcoholism.
5. Attend or reside in a facility established in a facility established for the instruction or residence of persons on probation.
6. Support his dependents, if any.
7. Refrain from possessing a firearm or other dangerous weapons, or an automobile.
8. Permit the probation officer to visit him at his home or elsewhere.
9. Reside with his parents or in a foster home.
10. Attend school
11. Attend a non-residential program for youth.
12. Contribute to his own support at home or in a foster home.
13. Comply with other conditions as may be ordered by the court.

If you would like more information about the disposition of probation cases a copy of the Illinois Juvenile Court Act may be borrowed from the Resource Division Library, in the Juvenile Probation Department.

## PROBATION - ITS' BEGINNING STAGES AND PRESENT FORM

### HISTORY OF PROBATION

In the United States, the first step towards "Probation" as we know it, are linked to a man named, John Augustus. In August, 1841, this man who was a cobbler by trade, attended a Police Court in Boston, Massachusetts and decided to stand bail for a man charged with being a drunkard. The defendant was ordered to appear in court for sentence in 3 weeks at which time he was able to show convincing signs to reform.

Augustus was encouraged by his experience and stood bail for more offenders. He undertook the task of supervising their behavior during the period pending judgement. Augustus expanded and continued his work for 18 years until his death in 1859. He "bailed on probation" almost 2,000 persons and achieved a very high proportion of successfulness.

Provisions for Juvenile Probation were first made in Illinois in 1890 when the Illinois statute established a special Juvenile Court in Cook County and gave this court jurisdiction over all juvenile offenders up to the age of 16 years. Later in the same year, Minnesota followed suit.

### SCOPE OF PROBATION

During the period of his activities in the Courts, of Boston, John Augustus developed several features still used in probation work such as: screened prospective probationers, directed probationers to go to school or supplied them with employment, made impartial reports to the court, and maintained a careful register of all cases handled.

Probationary activities are directed toward the re-generation of the clients' relationships with family, community and society. The object of probation is the ultimate re-establishment of the probationer in the community. Probation is not a gesture of leniency, it is a humanitarian method of administering justice.

### PROFESSIONAL RESPONSIBILITIES OF THE PROBATION OFFICER

The officer must have a working knowledge of the principles and practices of social casework. This includes an understanding of individual motivation, of the relationships of mental, physical and emotional health in regard of their conduct, of family problems, and relationships, a knowledge of community problems and resources including employment agencies, group work and other social and community cooperating agencies. The officer must also have the ability to keep clear and adequate records and to prepare concise reports.

As an administrative agent of the Court, the probation officer must be familiar with specific laws within which he operates and the powers and limitations of his position.

The officer must be familiar with the operation of related law enforcement agencies in his jurisdiction.

### SOMETIMES PEOPLE WOULD LIKE TO VOLUNTEER THEIR SERVICES BUT ARE NOT CERTAIN AS TO THE ALTERNATIVES AVAILABLE TO THEM

The Juvenile Probation Department uses volunteers to provide; individual attention for a client, transportation, tutoring, clerical assistance, and community education.

All of the above duties require the specialized training program which are been developed for volunteers. The training is offered free of charge on a regular basis. If a volunteer is unable to attend a regularly scheduled class, an individualized program is planned.

During the V.I.P. Orientation or shortly after its' completion, the volunteer is matched with an appropriate client. Much of the success of a volunteer program is the matching of the personalities and abilities of the child with those of the volunteer.

Understandably, you and your client may feel a little cautious during the first few meeting, Don't Be Discouraged! It takes

time and patience to build a trusting relationship between the volunteer and the child.

As a volunteer you will also be involved in working with the minor's family, school and friends. It is important for you to see the various aspects of a child's environment and how (s)he relates to it.

The Juvenile Probation Department will provide you with adequate training and supervision to help you work effectively with your client. There are no "right" or "wrong" answers in working with probationers; there are no simple solutions. There are, however, various alternatives from which you may help the child choose constructive goals and activities.

### CONCLUSION

Your role as a Volunteer In Probation is extremely important. It is challenging, but it can also be frustrating. If you can accept a client as an individual; if you can make him/her feel important and offer friendly encouragement; if you are willing to be giving of your time and energy, then the prospects for change are great, and your reward of personal satisfaction should be most satisfying.



APPENDIX C.3

LAKE COUNTY JUVENILE PROBATION  
Volunteer Application Form

It is our procedure to reserve the right to make such checks as we deem appropriate on the suitability of any volunteer. Further, it is our policy to treat volunteers with all the consideration given to paid probation staff.

We trust you will understand this in the spirit intended. Any checks will be strictly confidential. Please feel free to discuss the matter further before proceeding with arrangements for volunteer service.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Business Phone: \_\_\_\_\_

Birth Date: \_\_\_\_\_ Birth Place: \_\_\_\_\_

Marital Status (circle one): S M W D Separated Sex: \_\_\_\_\_

Spouse's name and Occupation \_\_\_\_\_

Children and their ages: \_\_\_\_\_

Have you ever been arrested other than for traffic violation?

Yes \_\_\_\_\_ No \_\_\_\_\_

High School Diploma? Circle yes no Years in College \_\_\_\_\_

Degrees received \_\_\_\_\_

Major/Minor areas \_\_\_\_\_

Present Occupation and how long? (give dates) \_\_\_\_\_

May we contact you at work? Yes \_\_\_\_\_ No \_\_\_\_\_

Hours of employment \_\_\_\_\_ a.m.: \_\_\_\_\_ a.m.:

Personal References (3) Give complete name and address.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What hobbies/recreation do you enjoy most? \_\_\_\_\_

Business/Professional/Other organizations: \_\_\_\_\_

Have you ever worked with young adults (13-21) before? If so, please describe this work briefly.

What sort of work would you like to do as a volunteer and how much time per week (on the average) do you think you will be able to spend. \_\_\_\_\_

We would be interested in your ideas/views of Juvenile Delinquency. Please state your views frankly: \_\_\_\_\_

Time and day of the week most convenient for orientation on the role of a volunteer in the Juvenile Court System. \_\_\_\_\_

From what source did you learn about the Lake County Juvenile Division, Volunteers in Probation Program. \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

THANK YOU FOR TAKING THE TIME TO ANSWER COMPLETELY ALL OF THE QUESTIONS ON THIS FORM.



APPENDIX C.4

LAKE COUNTY JUVENILE PROBATION  
VOLUNTEERS IN PROBATION

Police Department Reference Form

Regarding: Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

Dear Sir:

The above named applicant has applied to this department to be a Volunteer in Probation. If you have had any contact with this individual, which would indicate he-she would not be an appropriate person to work with minors (12-18 yrs. of age), please contact the probation department immediately.

Thank you for your cooperation in this matter.

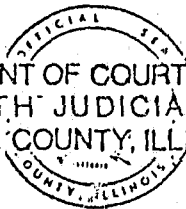
Cordially,

*Candice Korpi*

Candice Korpi  
Volunteer Service Coordinator  
689-6343

APPENDIX C.5

DEPARTMENT OF COURT SERVICES  
NINETEENTH JUDICIAL CIRCUIT  
LAKE COUNTY, ILLINOIS



Office of Director  
26 N. Utica St.  
Waukegan, Ill. 60085  
312 689 6456

Director of Court Services  
Fred Connally, Jr.  
312 689 6456

Youth Home  
George Callaugh, Director Dear  
3004 Grand Ave.  
Waukegan, Ill.  
312 662 8355

Juvenile Probation  
Robert S. Smith, Jr.  
Chief Probation Officer  
C-106  
Court House  
Waukegan, Ill.  
312 689 6343

Volunteers In Probation  
Juvenile Division  
Candice A. Korpi  
Volunteer Services Coordinator  
C-106  
Court House  
Waukegan, Ill.  
312 689 6343

Adult Probation  
Fred Connally, Jr.  
Chief Probation Officer  
26 N. Utica St.  
Waukegan, Ill.  
312 689 6457

Citizen Assistant Program  
In Probation - Adult Division  
Vivian V. Leland  
Volunteer Services Coordinator  
26 N. Utica St.  
Waukegan, Ill.  
312 689 6455

Home Detention Program  
Gerald L. Hanson  
Project Director  
3004 Grand Ave.  
Waukegan, Ill.  
312 662 1155

We have received an application from \_\_\_\_\_  
to be considered as a Volunteer Worker. The applicant gave  
your name as a character reference. Please complete the  
questionnaire below and return it at your earliest convenience.  
Be assured that all answers will be held in confidence, and  
the applicant will not see your response. Thank you very  
much for your cooperation.

Sincerely,

Candice Korpi  
VOLUNTEER SERVICES COORDINATOR

REFERENCE STATEMENT

- RE: \_\_\_\_\_
1. How long have you known applicant? \_\_\_\_\_
  2. How well do you know applicant? What associations do you have with applicant? \_\_\_\_\_
  3. Describe what you know regarding applicant's background, education, interests, hobbies, character and reputation. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  4. Would you recommend applicant as a Volunteer Worker with the Juvenile Probation Department? Why or Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Certificate of Achievement

"The problems of crime bring us together. Even as we join in common action, we know there can be no instant victory. Ancient evils do not yield to easy conquest. We cannot limit our efforts to enemies we can see. We must, with equal resolve, seek out new knowledge, new techniques, and new understanding."

Lyndon B. Johnson

Awarded to \_\_\_\_\_ by the

Juvenile Probation Division of Lake County, Illinois

In recognition of participation in the Basic Training Program

DATED

*Candice A. Koepf*

COORDINATOR



*William D. Clark*

JUVENILE JUDGE

*[Signature]*

CHIEF PROBATION OFFICER



APPENDIX D.1

Date: \_\_\_\_\_

TO: Probation Officer: \_\_\_\_\_

RE: Assignment of VIP aid to: \_\_\_\_\_ (MINS)(DEL)  
\_\_\_\_\_ ordered on \_\_\_\_\_ (date)

The above-named minor is to be assigned a Volunteer in Probation. Please complete and return this referral information form by \_\_\_\_\_. If there is any reason you feel you cannot complete this form by that date, please contact me. Thank you.

Candice Korpi

-----  
Please Type

Name \_\_\_\_\_ Address \_\_\_\_\_

Phone \_\_\_\_\_

Father's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Mother's Name \_\_\_\_\_ Occupation \_\_\_\_\_

FAMILY SITUATION (relationships, income and education levels, family size, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

SCHOOL PERFORMANCE (grades, ability, attendance, etc.)

\_\_\_\_\_  
\_\_\_\_\_

PEER GROUP RELATIONSHIPS

\_\_\_\_\_  
\_\_\_\_\_

PERSONAL EVALUATION BY OFFICER (include VIP role in total plan)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date Form Completed

\_\_\_\_\_  
Probation Officer



APPENDIX D.2

V.I.P. ASSIGNMENT AGREEMENT

These terms are to be discussed before assignment begins. Probation Officer, Volunteer In Probation and Coordinator must sign agreement. This Agreement to remain in V.I.P. file for duration of V.I.P. Assignment.

Date \_\_\_\_\_

- 1) \_\_\_\_\_ Discussion of case history completed.  
Specify Conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_ Discussion of case direction completed.  
Specify Conditions (Indicate target dates): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_ Discussion of emergency procedures completed.  
Specify Conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4) \_\_\_\_\_ Discussion of confidentiality completed.  
Specify Conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5) \_\_\_\_\_ Discussion of Volunteer's role completed.  
Specify Conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V.I.P. ASSIGNMENT AGREEMENT Cont'd.

- 6) \_\_\_\_\_ Discussion of Probation Officer - Volunteer In Probation contact completed.  
Specify Conditions (Date of next contact, etc.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 7) \_\_\_\_\_ Discussion of Monthly Contact Reports completed.  
Specify Conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 8) \_\_\_\_\_ Arrangements made for V.I.P. to meet client.  
Specify Date and Conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNED: \_\_\_\_\_  
Probation Officer

SIGNED: \_\_\_\_\_  
Volunteer In Probation

SIGNED: \_\_\_\_\_  
Volunteer Services Coordinator

APPENDIX D.3

TERMS OF WORKING RELATIONSHIP BETWEEN  
PROBATION OFFICER, VOLUNTEER IN PROBATION AND  
VOLUNTEER SERVICES COORDINATOR

- 1) Probation Officer to inform V.I.P. of client's background, offenses and current situation and whatever other information is appropriate and pertinent to the case.
- 2) Probation Officer and V.I.P. to discuss case plan and direction.  
Include information about client's employment, schooling, need to report, special rules of probation etc. Specify goals and objectives and set time limits.
- 3) Probation Officer, V.I.P. and Coordinator to discuss emergency procedures.  
Accidents, violations, phone calls, etc.
- 4) Probation Officer, V.I.P. and Coordinator to discuss confidentiality.  
Violations, records etc.
- 5) Probation Officer, V.I.P. and Coordinator to discuss nature of Volunteer role.  
What do we hope to gain from assigning a V.I.P.?  
What are limits for Volunteer?  
What are areas of client need that V.I.P. should be involved in?  
What is time commitment?
- 6) Probation Officer and V.I.P. to discuss time and frequency of contact.  
Probation Officer and V.I.P. to meet regularly regarding case progress.  
Will there be weekly, monthly, quarterly meetings or phone calls.  
Arrange necessary contact times. Including dates.
- 7) Probation Officer, V.I.P. and Coordinator to discuss monthly contact reports.  
Explain V.I.P. will be mailed monthly report in newsletter.  
Importance of reports to Probation Officer.
- 8) Probation Officer and V.I.P. to arrange appointment for introduction of V.I.P. to client. Specify date of meeting and subsequent follow-ups.

APPENDIX D.4

LAKE COUNTY JUVENILE PROBATION  
VIP MONTHLY REPORT

Client's Name: \_\_\_\_\_ Date: \_\_\_\_\_

- I. Please list below, date of each contact, length of time spent, and the nature of the contact.

Date	Length	Remarks

- II. Briefly describe the client's attitude and your impression of the relationship that now exists between you and the client.

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- III. Describe any significant changes in the client's home, employment, or school situation.

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- IV. Are there any further comments that you would like to make or assistance from this office that you need?

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Signed \_\_\_\_\_  
VOLUNTEER

APPENDIX D.5

VOLUNTEERS IN PROBATION  
Lake County Department of Court Services



EVALUATION OF V.I.P. EXPERIENCE

NOTE: This evaluation may be completed by the Probation Officer, V.I.P., and Youth in two ways:

1. Collectively -- all persons present and giving combined statements or answers.
2. Individually -- each person may put down his own thoughts/answers and these will be made available to the other persons by the Coordinator after all evaluations are done.

Regardless of whether this evaluation is done collectively or separately, you may decide to:

1. Answer only the written questions if these seem relevant to the goals you feel you have achieved or would like to have achieved.
2. Only give a personal statement about the whole V.I.P. experience and what it has meant to you or how you now feel about your involvement in the V.I.P. program. If you decide on this alternative, please include your feelings or thoughts about how you related to or were helpful to the other person comprising this V.I.P. assignment.
3. Answer the written questions and give a personal statement about the V.I.P. experience.

Thank you for taking time to complete this form.

Candice A. Korpi  
Volunteer Services Coordinator

NAME OF V.I.P. \_\_\_\_\_

NAME OF PROBATION OFFICER \_\_\_\_\_

NAME OF YOUTH \_\_\_\_\_

Date assignment started \_\_\_\_\_

Date assignment ended \_\_\_\_\_

VOLUNTEER EVALUATION OF V.I.P. ASSIGNMENT

Please underline the appropriate word/words to indicate which of the following are true assessments of your feelings about your V.I.P. assignment at this time.

To be completed by V.I.P.

1. My Probationer and I were/were not able to relate to each other honestly and we have/have not developed a mutual trust or meaningful friendship (relationship).
2. My Probationer and I were/were not able to handle some or any emergency or crisis situations which occurred and had a direct effect on our relationship.
3. The Probation Officer, my Probationer and I were/were not able to work cooperatively towards some established plan or goal which the Probation had decided to pursue.
4. I did/did not receive the necessary support from the Probation Department to continue my relationship with my Probationer.
5. I have/have not found this V.I.P. experience to be personally rewarding or growth facilitating and I do/do not plan to continue with this or another assignment.

COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX D.6

VOLUNTEERS IN PROBATION  
Lake County Department of Court Services



EVALUATION OF V.I.P. EXPERIENCE

NOTE: This evaluation may be completed by the Probation Officer, V.I.P., and Youth in two ways:

1. Collectively -- all persons present and giving combined statements or answers.
2. Individually -- each person may put down his own thoughts/answers and these will be made available to the other persons by the Coordinator after all evaluations are done.

Regardless of whether this evaluation is done collectively or separately, you may decide to:

1. Answer only the written questions if these seem relevant to the goals you feel you have achieved or would like to have achieved.
2. Only give a personal statement about the whole V.I.P. experience and what it has meant to you or how you now feel about your involvement in the V.I.P. program. If you decide on this alternative, please include your feelings or thoughts about how you related to or were helpful to the other person comprising this V.I.P. assignment.
3. Answer the written questions and give a personal statement about the V.I.P. experience.

Thank you for taking time to complete this form.

Candice A. Korpi  
Volunteer Services Coordinator

NAME OF V.I.P. \_\_\_\_\_

NAME OF PROBATION OFFICER \_\_\_\_\_

NAME OF YOUTH \_\_\_\_\_

Date assignment started \_\_\_\_\_

Date assignment ended \_\_\_\_\_

MINOR EVALUATION OF V.I.P. ASSIGNMENT

Please underline the appropriate word/words to indicate which of the following are true assessments of your feelings about your V.I.P. assignment at this time.

To be completed by Youth:

1. My V.I.P. and I were/were not able to relate to each other honestly and we have/have not developed a mutual trust or meaningful friendship (relationship).
2. My V.I.P. and I were/were not able to handle some or any emergency or crisis situation which occurred and had a direct effect on our relationship.
3. The Probation Officer, my V.I.P. and I were/were not able to work cooperatively toward some or any established plan or goal which I had decided to pursue.
4. My V.I.P. was/was not usually available to me and we did/did not keep weekly or otherwise routine contacts with each other.
5. As a result of my relationship with my V.I.P. and the support I did/did not receive from him/her I feel this experience has/has not been beneficial to me.

Comments:

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APPENDIX D.7

VOLUNTEERS IN PROBATION  
Lake County Department of Court Services



EVALUATION OF V.I.P. EXPERIENCE

NOTE: This evaluation may be completed by the Probation Officer, V.I.P., and Youth in two ways:

1. Collectively -- all persons present and giving combined statements or answers.
2. Individually -- each person may put down his own thoughts/answers and these will be made available to the other persons by the Coordinator after all evaluations are done.

Regardless of whether this evaluation is done collectively or separately, you may decide to:

1. Answer only the written questions if these seem relevant to the goals you feel you have achieved or would like to have achieved.
2. Only give a personal statement about the whole V.I.P. experience and what it has meant to you or how you now feel about your involvement in the V.I.P. program. If you decide on this alternative, please include your feelings or thoughts about how you related to or were helpful to the other person comprising this V.I.P. assignment.
3. Answer the written questions and give a personal statement about the V.I.P. experience.

Thank you for taking time to complete this form.

Candice A. Korpi  
Volunteer Services Coordinator

NAME OF V.I.P. \_\_\_\_\_

NAME OF PROBATION OFFICER \_\_\_\_\_

NAME OF YOUTH \_\_\_\_\_

Date assignment started \_\_\_\_\_

Date assignment ended \_\_\_\_\_

PROBATION OFFICER EVALUATION OF V.I.P. ASSIGNMENT

Please underline the appropriate word/words to indicate which of the following are true assessments of your feelings about your V.I.P. assignment at this time.

To be completed by Probation Officer:

1. I do/do not feel this V.I.P. assignment has been beneficial to my Probationer.
2. I feel that my V.I.P. and Probationer were/were not able to handle some or any emergency or crisis situations which occurred and had a direct effect on their relationship.
3. My V.I.P., Probationer and I were/were not able to work cooperatively towards some goal or plan which the Probationer had decided to pursue.
4. I feel I did/did not give the necessary support to my V.I.P. and Probationer for them to continue with their relationship.
5. As a result of this V.I.P. assignment, I was/was not able to spend more time in working with the parents and others involved in the stabilization or plans to improve my Probationer's family situation.

Comments:

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## APPENDIX E

This appendix contains a narrative description of the Lake County Volunteers in Juvenile Probation program. The description has been excerpted verbatim from Lake County's grant application to the Illinois Law Enforcement Commission. When the grant application was first submitted to the Law Enforcement Commission, the program was entitled "Citizen's Participation Program" but eventually the project sustained a change in name. Such changes are not unusual in the grant review process.

## CITIZENS PARTICIPATION PROGRAM

### PROJECT NARRATIVE

#### PROBLEM STATEMENT

In recent years, the Lake County Juvenile Probation Department has experienced a growth in the number of juveniles placed on probation or supervision. Annually over 1200 juveniles are referred to Juvenile Court by law enforcement agencies, schools, parents and other agencies. Currently, there are approximately 500 juvenile cases under the Lake County Juvenile Probation Department. A probation study conducted by the John Howard Association recommended the establishment of a volunteer program in the department. The department includes ten line officers with an average case-load of 50. The Lake County Juvenile Probation Department is also cognizant of the potential resource available through citizen participation in the criminal justice system. To date, this valuable resource has not been utilized to its fullest potential.

#### BACKGROUND -- DEPARTMENT OF COURT SERVICES

The 19th Judicial District which is responsible for the Juvenile Probation Department as well as the Adult Probation Department and the County Youth Home recently designed a program to upgrade and improve the coordination between these three departments. The major change was the establishment of a Department of Court Services to oversee the Adult and Juvenile Probation Departments and the County Youth Home. With the creation of this new department, it is hoped that better supervision and cooperation will be established between the various departments so that they can act as a cohesive unit.

The program proposed below, in addition to supplementing services provided by the Juvenile Probation Department, is an attempt to utilize the

untapped skills possessed by the participants in the Citizens Participation Program. This is an attempt to provide consistency and unity under the Department of Court Services.

The adult volunteer program, nationally recognized as a model "volunteer" program, has been in operation for four years. Originally, the program was funded by the ILEC, but during the last year of operations, the County of Lake has assumed the cost of the program. A total of 342 volunteers have been screened and trained to supervise offenders on a one-to-one ratio. There are currently 185 active volunteers, many having maintained active status since the program's beginning. A total of 641 probationers have progressed through the program. Currently 160 probationers are dealing directly with volunteers, with 481 having completed their probation period. Of these 481 probationers, only seven have been revoked, a remarkably low recidivism rate.

#### PROJECT METHODOLOGY

Based upon the success achieved in the adult volunteer program and the need to extend such rehabilitative services to the juvenile probationer, the following program is proposed.

In an effort to coordinate services between the Citizens Participation program and the Juvenile Probation Department, it has been agreed that the Volunteer Services Coordinator will serve under the Director of the Chief Juvenile Probation Officer. The Volunteer Services Coordinator will be responsible for the overall direction, coordination and policy formation of the program. In addition, the Volunteer Services Coordinator (VSC) will be responsible for the following:

1. The coordinator will supervise the operation of the volunteer program: recruiting, training, referrals.
2. The coordinator will act as a liaison between the probation officers and the volunteers.

3. The coordinator will be responsible for the public relations aspect of the program. For example, additional exposure to the community by planning various activities and meeting community leaders in an effort to recruit and utilize available resources which will further the program.
4. The coordinator will delegate responsibility to various volunteers in the area of youth projects, employment seeking, community resources, etc.
5. The coordinator will be accountable to the Chief Juvenile Probation Officer on a monthly basis in regard to status of the program, on-going projects, and goals.

Briefly, under the Citizens Participation Program, the volunteer will work with one probationer for the entire period of probation. The volunteer will maintain close contact with the coordinator via monthly report forms, and one in-person report to the probation officer per month.

The volunteer will be required to attend basic training sessions to acquaint the citizen with the goals and objectives of the program. The volunteer must also continue to attend monthly follow-up sessions to further acquaint himself with the dynamics of working with youth.

The program goals of the Citizens Participation Program are:

1. To help reduce the extent of crime in the community by assigning trained probation volunteers to those placed on probation.
2. To activate and utilize community citizen resources. To involve the citizen in the workings of the criminal justice system.  
To utilize special skills of the volunteer.

3. To recruit, train and supervise a corp of volunteer citizens who will be assigned to work one-to-one with the probationer, transportation, speakers bureau, tutoring, social history (pre-sentence investigation) and develop community resources.
4. Through sustained supervision, to reduce the rate of recidivism, i.e. the return of the offenders to the Court.
5. The complement and supplement the work of the Juvenile Probation Department and provide rehabilitative assistance to the probationer.

#### ADDITIONAL INFORMATION

It should be noted the Citizens Participation Program will work closely with the following departments:

Home Detention Program: A program designed to divert juveniles from the County Youth Home. Juveniles will be screened and returned to their homes and schools under supervision of community counselors while awaiting disposition of their cases in Court.

Youth Service Bureau: The Bureau will provide an alternative to the criminal justice system. The Bureau will act as the centralized contact with community resources that will serve individual and family needs, thereby preventing recidivism and the eventual use of the Court.

Warren Township Committee on Youth: Family, individual, group and peer counseling, big brother/sister provided drug education, ala teen groups, walk-in centers, crisis intervention, youth employment bank, family life and communication education to adults vocational counseling, police consultation and referral, youth advocacy program.

Zion Social Service Unit: An outreach oriented diversion program.

Provides crisis intervention and intense counseling services. Involved in community resource development and in identifying geographical areas of high delinquency, for casework purposes.

Lake County Youth Home: Serves the community's youth who requires a closed and supportive environment while awaiting their detention hearing. Provides for all physical care and treatment; education and religious services are also provided.

#### RELATIONSHIP TO NAC STANDARDS AND GOALS

The National Advisory Commission on Criminal Justice Standards and Goals this past year issued a far-ranging report containing hundreds of recommendations for state and localities to reduce crime. The Lake County Juvenile Probation Department, cognizant of the importance of these goals, has incorporated several of them into the proposed project. They include:

1. Seek to obtain public involvement in corrections. (NAC Corrections Standard 7.3)
2. Seek to develop a range of community-based alternatives to institutionalization.
3. Implement formal diversion programs. (NAC Corrections Standard 3.1)

## APPENDIX F

This appendix contains copies of correspondence produced during the planning stages for the evaluation of the Volunteer program. The letters outline the conditions and agreements that were necessary to establish the research climate for the evaluation.



## APPENDIX F.1

January 1, 1976



To: The Honorable William Block, Associate Judge, 19th Judicial Circuit  
Mr. Jerry Klebe, Court Administrator  
Ms. Candice Korpi, Volunteer Services Coordinator  
(Future Appointee), Chief Juvenile Probation Officer

Mr. Bruce H. Marshall, Illinois Law Enforcement Commission

From: Hans W. Mattick, Professor and Director, Center for Research in  
Criminal Justice (Project Director: Evaluation of LC-VIP project).

Re: The Evaluation of the Lake County Volunteers in Probation project:  
(A Memorandum of Understandings, Mutual Expectations and Cooperative  
Relations).

1. All together, five (5) persons will be assigned to work on the  
evaluation of the LC-VIP project:

Hans W. Mattick (Project Director: 10% time)  
Broderick E. Reischl (Assistant Project Director: 20% time)  
Centura J. Mullin (Project Secretary: 25% time)  
To be hired (Research Associate: 100% time)  
To be hired (Research Assistant: 100% time)

The first three will be based in Suite 4060, Behavioral Sciences Building, University of Illinois at Chicago Circle, Box 4348, Chicago, Illinois 60680. Telephone (312) 996-5618. The last two will be assigned to the field and will spend the majority of their time in and around Waukegan, Illinois. In order to conduct their work, it will be important for the field team to have some work space (2 desks and chairs and a phone extension) in close proximity to the Juvenile Probation Office (e.g., the Chief Probation Officer's Office or the Volunteer Coordinator's office). An assigned parking space, if such are available, will also be helpful. Members of the research team working in Waukegan will be instructed to place all work-related telephone calls to Chicago on a "collect" basis. They will have identification papers validating their status as employees of the Center for Research in Criminal Justice, University of Illinois at Chicago Circle. It will facilitate their work if they are also supplied with some kind of identification associating them with the LC-VIP project. The field team will also have work space in Suite 4060, BSB, UICC.

2. The Research Associate and Research Assistant will accommodate themselves to the work schedules and processes of the Court, the Probation Office and the Coordinator's Office in such a way as to be least disruptive of work routines, consistent with being able to carry out their evaluative tasks. They will freely share information about their work with authorized persons, be helpful to the Court staff as time permits, and avoid any interference with LC-VIP project policies.

3. In order to lay the basis for a valid evaluation the method of random assignment of juvenile cases to (a) the traditional juvenile probation service and (b) the newly organized volunteers in probation service, must be implemented. In practice this means that the Court will adjudicate juvenile cases according to the usual judicial processes that result in the usual range of alternative dispositions deemed appropriate by the Court. Juveniles who are placed on probation by the Court, however, will then be subject to random assignment to either (a) or (b) above, for purposes of supervision. Such random assignment should be made after adjudication but before any decision about the nature of future probation supervision has been made. There are several ways of insuring random assignment and it is best that the method be agreed upon in advance and that its integrity be adhered to except in the most unusual of cases (e.g., a deaf and dumb probationer who must be assigned to someone who knows sign language). Moreover, once the random assignment has been made, it should not be changed (as to type: probation officer or volunteer) except under the most urgent of circumstances, by either the Court or the Probation Service.

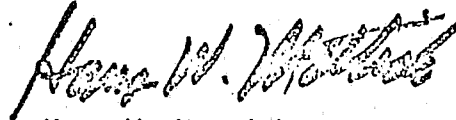
4. In order to conduct their work the research team must have access to all written records relevant to the evaluation of the LC-VIP project (e.g., juvenile court cases, probation staff, volunteers and probation-related agencies). Such access will be requested through an authorized person associated with the LC-VIP project, or designated by the Court. All information gained by access to such records will be held in the strictest confidence and be treated in such a way as to respect the privacy of individuals. The only exception to this rule will be the kind of work-related communication with persons associated with the LC-VIP project, and then only on a need-to-know basis.

5. Members of the research team will need to have reasonable access to all persons associated with the LC-VIP project (e.g., the Court, probation and volunteer staff, volunteers, volunteer trainers, clients, project-related agency staffs), and reasonable opportunity to observe the publicly-conducted work of such persons. This includes the non-participant observation of all stages through which juvenile cases are processed from the time they enter the jurisdiction of the Court through final discharge procedures, including potential probation revocation hearings. The same general rules about confidentiality and privacy will obtain about knowledge gained through such access and observation.

6. From time to time members of the research team will need to have the opportunity to interview persons associated with the LC-VIP project on a more systematic basis than informal day-to-day interaction. In decreasing order

of frequency such periodic and systematic interviews will be conducted with: volunteers, probation officers, clients, project staff, project-related agency staff persons and the Court.

7. In order to construct a proper base-line and make appropriate comparisons of data for a valid evaluation members of the research team must have access to all written records relevant to the evaluation (see 2, above) for a period of one year prior to the organization of the LC-VIP project. Again, the same rules of confidentiality and privacy will apply to information abstracted from such records.



Hans W. Mattick  
Professor and Director  
(Project Director: Eval. LC-VIP project)

1/15/76



APPENDIX F.2

**ILLINOIS LAW ENFORCEMENT COMMISSION**

120 SOUTH RIVERSIDE PLAZA  
CHICAGO, ILLINOIS 60606  
312/454-1560

January 7, 1976

Jerry Klebe  
Court Administrator  
Lake County Courthouse  
Waukegan, Illinois 60085

Dear Jerry:

As per our phone conversation of Tuesday, January 6, 1976, it is my understanding that you have received Professor Hans Mattick's Memorandum of Understanding, Mutual Expectations and Cooperative Relations.

Because of the working relationship required between those persons in your agency, listed on the Mattick memo, and Hans Mattick's research staff, it is important that a mutual agreement of this sort be accepted, rejected, or modified to the benefit of all parties involved.

As a result, any responses forthcoming from the persons involved directly or indirectly with the upcoming evaluation should be in writing and to my attention no later than January 14, 1976. No response will be considered an acceptance and ILEC will then proceed to enter into a contract with Hans Mattick.

Thank you for your cooperation and quick response.

Sincerely,

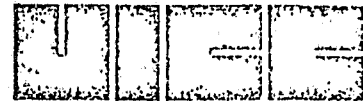
Bruce H. Marshall  
Program Evaluation Specialist

BHM/jr

cc: Hans Mattick  
Richard Sullivan  
Kay Heyman  
✓ Master File #1975

APPENDIX F.3

January 12, 1976



TO: Richard F. Sullivan, Director of Research  
and Evaluation, Illinois Law Enforcement  
Commission, 120 S. Riverside Plaza, 10th Floor,  
Chicago, Illinois 60606

FROM: Hans W. Mattick, Professor and Director, Center for Research  
in Criminal Justice, University of Illinois at Chicago Circle

In re: Proposal to Evaluate the Lake County Volunteers in Probation Project

In accordance with the budget (\$62,492.17) and the "Memorandum of Understandings, Mutual Expectations and Cooperative Relations" (attached), the Center proposes to evaluate the LC-VIP project. The evaluation will commence upon written notification that the contract between ILEC and UICC has been successfully negotiated and that the Center may commence. The evaluational effort is scheduled for a term of one year. At the end of 11 months a draft "Final Report" will be submitted to ILEC and the LC-VIP project director for preliminary review and opportunity for comment. The Final Report of the evaluation will issue at the end of the year.

1. For purposes of evaluation, a "base line" will be constructed from the records of the Lake County Court and Probation Department, reflecting the work of the year prior to the organization of the LC-VIP project. Information will be sought on that year's juvenile court caseload, on that portion of the caseload that was assigned to probation and their subsequent careers, and on the work of the Lake County Court and Probation Office staffs. Insofar as record retrieval permits, the most important information to be collected will be of a quantifiable nature in order to permit measurement of change.

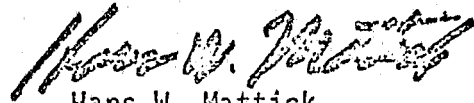
2. As the LC-VIP project gets under way, the evaluation team will monitor all of its processes related to courts, probation officers, volunteers, clients and probation-related agencies and activities, in order to construct a record that may be compared, in pertinent part, to the record of the base line year.

3. In general, the comparisons to be made, as presently contemplated are: (a) an over-all comparison of the work of the juvenile court and probation during the base line year and the experimental year; (b) a comparison of Lake County juvenile probation without volunteers in the base line year, and with volunteers, in the experimental year; and (c) a comparison of randomly assigned

Richard F. Sullivan, Director of Research  
and Evaluation  
Illinois Law Enforcement Commission  
January 12, 1976  
Page 2

juvenile probationers who are assigned to volunteers and who are assigned to probation officers during the experimental year.

4. - In the process of focusing upon the quantifiable aspects of the comparisons to be made in 3 above, a great deal of information will have been collected on the court, the probation office, the volunteer project, the clients and the significant agencies and actors that, all together, comprise juvenile probation in Lake County during the base line and experimental years. So much of this information as is pertinent and illuminating will enter into the Final Report in order to render a comprehensive evaluation of the LC-VIP project.



Hans W. Mattick  
Professor and Director  
(Project Director: Evaluation of  
LC-VIP project)

Encl: "First Year Budget  
"Memorandum of Understandings," etc.  
Letter, 1/7/76 Marshall to Klebe

## APPENDIX G

This appendix describes in detail the random assignment procedures that were followed for the experimental phase of the evaluation effort. The assignment process sustained a slight modification early in the project and there was a substantial change after some difficulties became apparent in mid-June. All assignment procedures and changes are fully documented by the following materials.

APPENDIX G.1

LAKE COUNTY VOLUNTEERS IN PROBATION EVALUATION

RANDOM ASSIGNMENT PROCEDURE -

EXPLANATION OF REVISION EFFECTIVE 7-1-76

In the Lake County Grant Application #1975, submitted in August 1975, the anticipated target date for assignment of volunteers to Lake County juveniles was to be as early as possible after apprehension so that volunteers could assist the following Lake County juvenile- oriented agencies and programs in either diversion from the court process or assistance through it (see page 8.3) of Grant Application):

(a) Youth Service Bureau

Warren Township Committee on Youth

Zion Social Service Unit

(diversion resources used by Juvenile Court Intake)

(b) Youth Home

Home Detention Program

(court-related facilities where juveniles are supervised while awaiting court hearings on detention, adjudication, and/or disposition)

On September 29, 1975, in reply to an ILEC request for greater detail on how the proposed program would interface with these agencies and programs, Chief Juvenile Probation Officer Daniel Salisbury stated "The volunteer will be involved in both of these programs by being assigned at the intake level of the court process" (emphasis added).



In a letter dated January 1, 1976, to the Juvenile Court Judge and ILEC, the Center for Research in Criminal Justice, in order to lay the basis for a valid evaluation, restated the timing of assignment of volunteers to juveniles to a later period--after adjudication but before disposition:

3. In order to lay the basis for a valid evaluation the method of random assignment of juvenile cases to (a) the traditional juvenile probation service and (b) the newly organized volunteers in probation service, must be implemented. In practice this means that the Court will adjudicate juvenile cases according to the usual judicial processes that result in the usual range of alternative dispositions deemed appropriate by the Court. Juveniles who are placed on probation by the Court, however, will then be subject to random assignment to either (a) or (b) above, for purposes of supervision. Such random assignment should be made after adjudication but before any decision about the nature of future probation supervision has been made. There are several ways of insuring random assignment and it is best that the method be agreed upon in advance and that its integrity be adhered to except in the most unusual of cases (e.g., a deaf and dumb probationer who must be assigned to someone who knows sign language). Moreover, once the random assignment has been made, it should not be changed (as to type: probation officer or volunteer) except under the most urgent of circumstances, by either the Court or the Probation Service.

As of March 1, 1976, the design of the program was still not yet firm. Several questions remained unanswered, among them: Were clients to be assigned to a VIP volunteer alone, or to a VIP volunteer and a regular Probation Officer? What would be the role of the volunteer (the grant application outlined several job categories--probation/casework aide, transportation aide, clerical assistant, tutor, etc.)? How would 704-7 Continuance Under Supervision cases be handled? What proportion of the client population would receive VIP volunteers?

By March 10, 1976, however, several program decisions had been made:

- (1) Clients would be referred randomly to one of two conditions:
  - (a) 1/3 to Probation Officer + VIP (experimental group);
  - (b) 2/3 to Probation Officer only (control group)(by the end of March, this proportion was changed to 1/2 and 1/2)
- (2) Clients would be placed in the assignment pool as of
  - (a) Date minor received a 704-7 continuance;
  - (b) Date minor adjudged a ward of the court; or
  - (c) Date minor received an initial disposition of either Probation (in cases of Delinquent petitions) or Supervision (in cases of Minor in Need of Supervision petitions).

The decision to include minors receiving 704-7 continuances was made because a great proportion of the court's caseload was comprised of these "informal" supervisions where "in the absence of objection made in open court...the court may, before proceeding to findings and adjudication (emphasis added)...continue the hearing from time to time, allowing the minor to remain in his own home subject to such conditions as to conduct and visitation and supervision by the probation officer or other designee of the court as the court may prescribe." (Juvenile Court Act, Section 704-7).

The VIP Coordinator's decision to assign minors who had been adjudged wards of the court at the adjudicatory hearing but prior to disposition re-affirmed the understanding of the evaluation team. The Coordinator emphasized that the youthful offender is in a vulnerable position during the period of adjudication and disposition, and that the early intervention and support of a volunteer might be beneficial in helping the client handle anxieties that are present while disposition in the case is still pending. In some cases the time delay between adjudication of wardship and disposition was as much as four weeks (time required for Probation Department to complete a pre-disposition social investigation), enough time for a volunteer to have some effect.

The following operational definition was thus used for assigning clients to the VIP assignment pool:

Minors with Delinquent or Minor-in-Need-of-Supervision (MINS) petitions who receive (a) 4-7 continuance, (b) wardship, or (c) initial probation/supervision disposition within the time frame of the study (court dates beginning March 10, 1976). Where a minor's name is selected at wardship and later appears in the probation/supervision disposition list, the second appearance is not counted, so that the minor will not have a second opportunity to be assigned to the pool.

The above assignment procedure worked smoothly until late June 1976, when several problems became apparent with the practice of assigning at adjudication of wardship:

- (1) In several cases, the disposition following the adjudication of wardship was not probation/supervision, but rather a placement (foster home, residential treat-

ment center, Department of Corrections facility), supervision by another agency (Department of Children and Family Services, police, other community agencies), or transfer to another jurisdiction--making VIP volunteer and client interaction next to impossible except by mail or telephone.

- (2) The Juvenile Court judge had the potential of knowing that certain cases up for disposition had been assigned to the VIP pool at adjudication. This knowledge of VIP pool assignment could bias the disposition.

Clearly, the original assignment procedures were methodologically flawed. The assignment of volunteers at wardship had inadvertently created the potential for volunteer cases to be treated differently at the time of disposition and, therefore, had the potential for confounding the experiment by introducing additional "explanations" for whatever outcomes might be observed.

For example, it might be argued that the court exercised greater care at disposition with volunteer cases (a selection and/or history bias); that risky cases were eliminated by placement (attrition); that dispositions were based upon presumptions about the matching of volunteer to client (a form of interaction bias); that the volunteer provided additional information about the seriousness of the offense or some other aspect affecting the disposition of the case (instrumentation); that clients served by volunteers might have conducted themselves differently at the disposition hearing (testing); etc. In short, a critic might relate the experimental outcome to differentials in the disposition rather than to the differential in treat-

ment. While the threats to the experiment might be categorized by a limited number of methodological labels, the ways in which such threats could occur in the court setting were virtually unlimited.

Of course, some alternative explanations would be more plausible than others. Our first impulse was to "live with" whatever confounding might have occurred, to go along with continued assignment at time of adjudication for the sake of consistency, and to anticipate additional data comparisons during the analysis phase of the study in order to "rule out" the most probable sources of confounding.

This notion was quickly rejected. More dispositions inappropriate for volunteer involvement (as stated in (1) above) were sure to arise. If we continued to assign at the time of adjudication, some members of the experimental group would be non-randomly removed from the study, and an inevitable bias would occur.

Furthermore, there remained the very real possibility that the assignment of a VIP volunteer might affect the case disposition. Such confounding could not really be "explained away" by artful statistical sophistry.

Our second approach was to consider an expansion of the experimental design to accommodate two stages of random assignment. We knew that our assignment at adjudication was in accordance with random procedures, and we reasoned that the randomly-formed control group might be subjected to a second random assignment procedure in which some clients received volunteers after the time of disposition. Such a design would result in three groups:

- (1) a control group unexposed to volunteers;
- (2) an experimental group having volunteers from the time of adjudication; and
- (3) an experimental group having volunteers from the time of disposition.

By inter-comparisons among the three groups, we hoped to explore whether outcome measures were affected by the time of assignment, by the presence of volunteers, or both. But the apparent logic of the expanded design was deceptive. Although we anticipated the groups formed at the time of adjudication to be similar, we soon realized that the groups assigned volunteers at the time of disposition would be systematically different from both the control group and the initially formed experimental group (because the second assignment would necessarily have to be made from only those cases with dispositions suitable for volunteer involvement).

Furthermore, the expanded design did not eliminate the attrition problem--when cases assigned to the volunteers at adjudication eventually received dispositions that were unsuitable for volunteer involvement.

There seemed to be no real solution to the difficulty that had arisen, so we set out to revise the operational definition for assigning clients to the assignment pool. When the evaluation staff and the court personnel jointly conducted a critique of the eligibility criteria, we were able to arrive at a somewhat more realistic description of the eligible client population. Two advantages arose. On the one hand, the volunteer program was able to gain a much clearer understanding of the client population eligible for its services. On the other hand, the research staff was able to more precisely operationalize the target population. Both of these gains reflect substantial accomplishments and are a sine qua non for adequate program assessment.

The following operational definition emerged:

For methodological reasons, the assignment to the random assignment pool will be made at the time of disposition rather than adjudication of wardship. We are forming our random assignment

pool for the Lake County Volunteers in Probation program from Delinquent and In Need of Supervision cases receiving initial dispositions of 4-7 continuance or direct probation/supervision by the Lake County Juvenile Probation Department within the time frame of the study (on or after March 10, 1976). The following types of dispositions are not to be included in the pool: placement; supervisions by the Department of Children and Family Services, police departments, or other agencies; or where the Lake County court specifically states there will be no Probation Department intervention.

Using the above definition, we then began an exhaustive review of the cases previously assigned to the pool (through June 18, 1976). As it turned out, the difficulties that had come to light proved to be blessings in disguise. This review alerted us to additional problems which we might not have recognized until the study's end.

In order to assign VIP volunteers as quickly as possible, we had initially been relying upon the court clerk's notations on the daily court call and later the court clerk's hand-written minutes of the court hearing from which court orders would be prepared by the State's Attorney. When we reviewed the case files to assess possible confounding, we discovered a number of cases where these notes were at variance with the official judge-signed orders. Some "discrepancies" were traceable to the abbreviated nature of the clerk's notes. Sometimes the notes had not contained enough information for the evaluation staff to properly assess the status of the case. Additionally, some notes were ambiguous to persons who had not been present at the hearings. Lastly, there were occasional errors (eventually corrected) which were, of course, not known to be errors when the evaluation staff made its assignment recommendations. Such factors had resulted in the questionable assignment of a number of cases and revealed the clerk's notes to be an inadequate source from which to form the study

groups. The decision was made that subsequent assignments were to be made only upon receipt of the official judge-signed order; notes on the court call and clerk's notes were to be used only as "early warning signals" to alert the evaluation staff of cases potentially eligible for assignment.

Another result of the interim review was to allay some of the concern felt by the research staff about possible confounding of the study. To be sure, some confounding had occurred. Still, the situation was not nearly as bleak as we had first feared. When the revised eligibility criteria were applied to all the sixty study subjects that had been assigned as of June 18, 1976, there were 16 cases that had to be dropped from the study because they failed to meet the eligibility requirements. Seven subjects were dropped from the experimental group, and nine subjects were dropped from the control group. The table below summarizes the 16 cases which were excluded from the study population:

<u>Reason for Removal</u>	<u>VIP+P.O. (Experimental)</u>	<u>P.O. Only (Control)</u>	<u>Total</u>
Placement	2	5	7
Prior Disposition received before 3-10-76	4	2	6
Other Reason	1	0	1
	0	1	1
	<u>0</u>	<u>1</u>	<u>1</u>
	7	9	16



The seven placement cases need little explanation. In each of these instances assignment had preceded a disposition of placement. Had the assignment been made after disposition, none of these cases would have met the eligibility requirements.

There were 6 cases in which the assignment had been made, not on the basis of an initial disposition hearing, but rather on a supplementary court appearance. In each case the first disposition had been made prior to the study period. (It was not always clear from the clerk's notes whether a court appearance reflected an initial disposition, a change of disposition, or a routine review date.) Since the research was interested only in cases which received an initial disposition during the study period, the 6 cases that failed to meet this criterion had to be excluded.

Of the 3 remaining cases excluded from the study one (in the experimental group) was a case in which the court had specifically stated that the minor was to be supervised by local police; one was a Neglect petition which had been erroneously included in the study population because a change in the original petition did not become evident until the case record was brought up to date; and one involved a minor whose case had been transferred to Cook County for disposition.

After the exclusion of these 16 ineligibles, the study population totaled 44 cases that had been assigned prior to June 18, 1976. Although all these assignments had been made on a random basis, the evaluation staff were still concerned about the possibility of a bias affecting those cases where assignment to the pool was made as a result of an adjudication of wardship which was not followed immediately (on the same day) by a disposition. But there were only five such cases remaining: two in the experimental group and three in the control group. We thought it

highly unlikely that all five cases could have been subjected to a biased disposition because of the early assignment. In fact, of the five cases in question, we discovered only two cases (both in the experimental group) where the disposition might have been influenced by the volunteer program. In the first, the anticipated involvement of the volunteer had been made a part of the Probation Officer's summary for the dispositional hearing and could conceivably have affected the judicial disposition of the case; and, in the second instance, a probation officer had reported in the social investigation and orally that the case was scheduled to receive volunteer services.

On July 1, 1976, we discussed the two cases with the Juvenile Court judge during our assessment of possible confounding, and we are reasonably assured that his dispositions were made without reference to the experiment. The judge said he was surprised at how the probation officers knew about the impending involvement of volunteers in these cases (he had been unaware that assignment was being made at adjudication of wardship). His expression of surprise is both reassuring and disturbing--but it is more the former. It highlights the incidents as unusual. Although it may be impossible to say that the judge arrived at the two dispositions unaware of their consequences for the volunteer program, the cases certainly emerge as unusual events when compared to the 42 other eligible clients that had been included in the study population up to June 18.

We concluded that systematic error was minimal, and that the research design could easily accommodate what little confounding might have occurred. To be absolutely safe, however, we decided that the final analysis would be made with two sets of data. If we were to perform the first analysis with all eligible cases (and projecting an additional 60



**CONTINUED**

**3 OF 5**

cases through October 31, 1976), we estimated that there would be approximately 110 cases in the study population at the experiment's end; then a second run of the data could then be performed with the five potentially confounding cases removed from the population; and we would be able to identify any noteworthy differences between the first and second data runs. Where the deletion of the 5 cases might make a substantial difference in our findings, the matter could be brought to the reader's attention by a footnote or other appropriate notice. In any event, conclusions which could be reversed on the basis of but 5 cases would inevitably fall out as borderline.

We resumed assignment recommendations on July 16, 1976. All assignments thereafter were made strictly on the basis of the eligibility criteria stated above; and the updated case record, rather than the clerk's notes, provided the source data for each assignment.

At the beginning of the project, when assignment to the Volunteer Service was made on a one out of three basis, a random starting point was selected in a table of random numbers that has been widely published: Herbert Arkin & Raymond R. Colton, Tables for Statisticians (New York: Barnes & Noble, 1966). The 3 digit groups were found by starting in the second thousand random digits, 19th row, 12th column, and reading down the columns. Lists were prepared so that the project secretary could provide assignment information without having to repeatedly refer back to the table of random digits.

When it became apparent that assignment was not proceeding quickly enough, the Volunteer Coordinator requested that we modify the assignment procedures so that one out of every two probations could be assigned to the Volunteer Program. In accordance with the request, the assignment instructions were modified (see the second set of instructions) and new assignment lists were prepared. For the revised assignment procedure we used the table of random digits published in the authoritative text, Statistical Methods, by George Snedecor and William Cochran (Ames, Iowa: University of Iowa Press, 1971). A random starting point (row 57, column 23) was selected and random digits were extracted by reading down the columns. Lists were again prepared so that the project secretary could advise about the assignment without having to refer to the table of random numbers. In the latter assignment scheme only the first name in each pair required a random digit (since the assignment of the first member resulted in the second member's placement as well.) Although we used a different set of random numbers for the pairwise assignment, the "switch" was simply a matter of convenience; we used research materials that were conveniently at hand when each assignment procedure was developed. We have no reason to believe that

the random number tables in Snedecor's text are in any way "better" than those available in the Arkin & Colton book.

## APPENDIX G.2

### Instructions for the Random Assignment of Probation Cases to the Volunteer (Experimental) Group and Regular Probation Service (Control) Group - Initial

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1. Clients placed on probation are to be assigned to control or experimental groups from an assignment sheet which will remain at the Center for Research in Criminal Justice, University of Illinois - Chicago Circle Campus during the evaluation project.
2. Designated personnel in Lake County will telephone the Center and provide the Name, Docket#, Petition, and Disposition of each case newly placed on probation. Clients are to be reported to the Center in the order in which the disposition was reached at court starting with the last unassigned case, if any.
3. The assignment sheet will consist of a chronological listing of all cases placed on probation or 4-7 supervision as the disposition is reached.
4. Center personnel will record the client's name and docket # on the assignment sheet. (The docket# is to insure identification of the case in the event of of similar names.)
5. Center personnel will also record the kind of petition and disposition. (This amounts to an immediate editing process to insure that the case is appropriate to be included in the study).
6. The names of all clients are to be entered on the assignment sheet exactly in the order in which they are supplied by Lake County. Because we possess the table of random numbers (and thus have the capacity for knowing the groups to which the next cases will be assigned), it is important for us not to bias the assignment by ordering the cases. If we were permitted to enter the names in any other that suited our fancy, we could arrange, for example, that names with certain ethnic connotations got a specific kind of assignment. To rebut any criticism that this sort of thing might have occurred, it is important that the order of names on our assignment list coincides with the order in which names appear in the records of the Lake County Court. Consequently, enter the names on our list exactly in the order provided by the Lake County records.
7. Clients are to be assigned in groups of three (3). Make no assignment of clients individually. This requirement is necessary because the assignment of the first two members of a group determines the treatment of the remaining third member. If, on some day, only one or two cases are placed on probation and we assign them without waiting for the third case, then on the next day the court will know the kind of treatment that is to be given to the first probation that it grants. Such a circumstance could conceivably allow the Court to manipulate the order in which cases are heard to assure that some specified client receives some pre-determined mode of treatment. By making assignment only in three (3's) we can rebut any critic who charges such manipulation.



8. For each pair of clients, determine the assignment of the first member of the pair by the random digit: an even random digit indicates assignment to the volunteer program (experimental group); and odd random digit indicates assignment to the regular probation service (control group).
9. When the first member of each pair has been assigned, his counterpart will be placed in the remaining program (and thus every even numbered name on the assignment sheet has an "X" in the random digit column since no random digit is required for its assignment).
10. From time to time during the course of the project, the evaluation staff will check the names on the assignment sheet against the names on the court record to be sure that all probation cases are accounted for. Remember that, for such checks, neither the assignment sheet nor a copy of it is to be removed from the Center.

### APPENDIX G.3

#### Instructions for the Random Assignment of Probation Cases to the Volunteer (Experimental) Group and Regular Probation Service (Control) Group - Revised

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1. Clients placed on probation are to be assigned to control or experimental groups from an assignment sheet which will remain at the Center for Research in Criminal Justice, University of Illinois - Chicago Circle Campus during the evaluation project.
2. Designated personnel in Lake County will telephone the Center and provide the Name, Docket #, Petition, and Disposition of each case newly placed on probation. Clients are to be reported to the Center in the order in which their disposition was reached at court starting with the last unassigned case, if any.
3. The assignment sheet will consist of a chronological listing of all cases placed on probation or 4-7 supervision as the disposition is reached.
4. Center personnel will record the client's name and docket # on the assignment sheet. (The docket # is to insure identification of the case in the event of similar names.)
5. Center personnel will also record the kind of petition and disposition. (This amounts to an immediate editing process to insure that the case is appropriate to be included in the study.)
6. The names of all clients are to be entered on the assignment sheet exactly in the order in which they are supplied by Lake County. Because we possess the table of random numbers (and thus have the capacity for knowing to which group the next case will be assigned), it is important for us not to bias the assignment by ordering the cases. If we were permitted to enter the names in any order that suited our fancy, we could arrange, for example, that names with certain ethnic connotations got a specific kind of assignment. To rebut any criticism that this sort of thing might have occurred, it is important that the order of names on our assignment list coincides with the order in which names appear in the records of the Lake County Court. Consequently, enter the names on our list exactly in the order provided by the Lake County records.
7. Clients must be assigned in pairs. Make no assignment of clients individually. This requirement is necessary because the assignment of the first member of a pair determines the treatment of the second member. If, on some day, only one case is placed on probation and we assign it to the volunteer program, then on the next day the court will know that the first probation that it grants will receive regular probation supervision. Such a circumstance could conceivably allow the court to manipulate the order in which cases are heard to assure that some specified client receives some pre-determined mode of treatment. By making assignment only in pairs we can rebut any critic who charges such manipulation.

8. For each group of three (3) clients, determine which client is to receive a volunteer by an "odd man out" procedure. Groups of three (3) consecutive random digits have been extracted from a table of random numbers, and entered on the assignment sheet one digit to a line. In the table of random numbers any three digit group that contained all odd or all even numbers was disregarded and thus each 3 digit group used for our assignment contains a mixture of 2 odd and 1 even numbers (or vice-versa). The client associated with the singular odd or even random digit in each 3 line grouping on our assignment sheet will be assigned to the volunteer program and the remaining two clients will be assigned to the regular probation service.
  
9. From time to time during the course of the project, the evaluation staff will check the names on the assignment sheet against the names on the court record to be sure that all probation cases are accounted for. Remember that, for such checks, neither the assignment sheet nor a copy of it is to be removed from the Center.

## APPENDIX H

In the conduct of an experiment it is anticipated that the stimulus (in this instance, the services of a volunteer) will be applied to members of the experimental group, and that the stimulus will be withheld from members of the control group. This appendix identifies instances in which the customary anticipations clearly were not met.

## APPENDIX H.1

### NO VIP INVOLVEMENT FOR EXPERIMENTAL GROUP CASES

Among the experimental group cases where the presumption is such that these cases should have had some kind of volunteer involvement, our presumption did not hold in the following 8 cases listed below with the reasons set forth.

- 1) Study Number 561 - Coordinator removed minor from VIP assignment because minor was placed in a Military School by his parents making him ineligible for VIP assignment. Referred as experimental case on 7/16/76.
- 2) Study Number 566 - Nothing in file indicating VIP involvement. Referred as experimental case on 7/16/76.
- 3) Study Number 585 - Probation officer refused VIP involvement because minor was ill. Referred as experimental case on 7/16/76.
- 4) Study Number 587 - No indication of VIP involvement. Referred as experimental case on 9/28/76.
- 5) Study Number 617 - No evidence of VIP involvement in file. Referred as experimental case on 8/12/76.
- 6) Study Number 655 - Probation officer refused VIP involvement in case. Reason unknown. Referred as experimental case on 9/20/76.
- 7) Study Number 669 - No evidence of VIP in file. Referred as experimental case on 9/17/76.
- 8) Study Number 678 - No evidence of VIP in file as of 12/8/76, and no assignment as of 12/20/76. Referred as experimental case on 10/4/76.

All of the above cases were coded to reflect no volunteer involvement (i.e., Card 5, Column 80 = 1). In addition, one experimental group case - Number 612 - was coded as having received the services of an "informal" volunteer because a VIP volunteer was found to have been already working with the client prior to disposition. When the random assignment process provided for the case to go in the experimental group, no "official" assignment was made -- apparently because it was seen as superfluous. The consequence was that we had no record of official assignment.

## APPENDIX H.2

### VIP INVOLVEMENT FOR CONTROL GROUP

Among the control group cases where the presumption is such that these cases should not have any kind of volunteer involvement, our presumption did not hold in the following case listed below with the reason set forth.

- 1) Study Number 504 - Received a volunteer prior to pool assignment through another agency.

## APPENDIX I

On the basis of docket numbers there were 743 cases apparently eligible for study. Of these, fourteen had to be excluded for various reasons. This appendix identifies cases excluded from the study and sets forth the reasons for their exclusion.

## EXCLUSIONS FROM THE STUDY PCPULATION

Beginning in January, 1975, every case brought before the court on a delinquent or minor in need of supervision petition was considered for inclusion in the study. Over the course of the study, therefore, an effort was made to collect data on 743 cases. Of this number, 14 cases were omitted from the study for various reasons. The 14 cases are identified below and the reason for exclusion is given.

- 1) Study Number 030 - Case transferred before sufficient information was entered into court record.
- 2) Study Number 101 - Subsequent referral of a 1973 case; inadvertent assignment of second Docket Number.
- 3) Study Number 124 - Petition not filed.
- 4) Study Number 296 - Subsequent referral of a 1974 case; inadvertent assignment of a second Docket Number.
- 5) Study Number 297 - 1974 McHenry County case transferred to Lake County in 1975.
- 6) Study Number 325 - Case discovered to reflect a neglect petition and thus not eligible.
- 7) Study Number 403 - Case discovered to reflect a neglect petition and thus not eligible.
- 8) Study Number 463 - No petition.
- 9) Study Number 499 - Case discovered to reflect a neglect petition and thus not eligible.
- 10) Study Number 594 - Inadvertent assignment of second Docket Number. Case represented as Study Number 600.
- 11) Study Number 595 - Inadvertent assignment of second Docket Number. Case represented as Study Number 601.
- 12) Study Number 596 - Inadvertent assignment of second Docket Number. Case represented as Study Number 602.
- 13) Study Number 611 - Inadvertent assignment of second Docket Number. Case represented as Study Number 618.
- 14) Study Number 694 - A 1974 petition.



## APPENDIX J

This appendix contains a copy of the data collection instrument and the code book developed for the evaluation. Included is a copy of the calculator program used to digitize calendar dates during coding.

APPENDIX J.1  
CASE HISTORY  
DOCUMENT SCHEDULE

Reviewer \_\_\_\_\_ Date \_\_\_\_\_  
Editor \_\_\_\_\_ Date \_\_\_\_\_  
Coder \_\_\_\_\_ Date \_\_\_\_\_

Study No. 1

Docket No. 2

Date(s) of Offense(s) 3

Offense(s) Occurred in 4

5 Date of Arrest by 6

Offense per referral source: 7

Offense per petition: 8

		Ch. <sup>9</sup>	Sec. <sup>10</sup>
Seriousness			
According to			
<u>Refer.</u>	<u>Pet.</u>	<u>Referral</u>	<u>Petition</u>
<u>11</u>	<u>12</u>		
	Bodily Harm		
	Number of victims		
	Receiving minor injuries	<u>13</u>	<u>14</u>
	Treated and discharged	<u>15</u>	<u>16</u>
	Hospitalized	<u>17</u>	<u>18</u>
	Killed	<u>19</u>	<u>20</u>
<u>21</u>	<u>22</u>		
	Forcible Sexual Intercourse		
	Number of victims	<u>23</u>	<u>24</u>
<u>25</u>	<u>26</u>		
	Intimidation of Victim		
	Number of victims intimidated		
	Without weapon	<u>27</u>	<u>28</u>
	With weapon	<u>29</u>	<u>30</u>
	Type(s) used <sup>31</sup>		
<u>32</u>	<u>33</u>		
	Theft - Dollar amount taken	<u>34</u> \$	<u>35</u> \$
<u>36</u>	<u>37</u>		
	Theft of Motor Vehicle - Number taken	<u>38</u>	<u>39</u>
	Damage to recovered vehicle(s)	<u>40</u> \$	<u>41</u> \$
	Loss to unrecovered vehicle(s)	<u>42</u> \$	<u>43</u> \$
<u>44</u>	<u>45</u>		
	Damage to Property - Amount of Loss	<u>46</u> \$	<u>47</u> \$
<u>48</u>	<u>49</u>		
	Forced Entry - Number of Premises	<u>50</u>	<u>51</u>
<u>52</u>	<u>53</u>		
	Minor acted with others - number	<u>54</u>	<u>55</u>
		<u>Referral</u>	<u>Probation</u>
Number of Prior Station Adjustments		<u>56</u>	<u>57</u>
	Intake Contacts (MINS&DEL)	<u>58</u>	<u>59</u>
	Petitions (MINS&DEL)	<u>60</u>	<u>61</u>
	Supervisions/Probations	<u>62</u>	<u>63</u>
	Date completed	<u>64</u>	<u>65</u>

66 \_\_\_\_\_ Date of first Intake Conference with <sup>67</sup> \_\_\_\_\_

68 \_\_\_\_\_ Date minor placed in Detention at <sup>69</sup> \_\_\_\_\_

70 \_\_\_\_\_ Date of Detention Hearing.

71 \_\_\_\_\_ Date of release from Detention by Judge <sup>72</sup> \_\_\_\_\_ to <sup>73</sup> \_\_\_\_\_

74 \_\_\_\_\_ Date minor placed in Home Detention Program by <sup>75</sup> \_\_\_\_\_

76 \_\_\_\_\_ Date minor released from Home Detention Program by <sup>77</sup> \_\_\_\_\_

78 \_\_\_\_\_ Date minor attempted escape from custody; returned on <sup>79</sup> \_\_\_\_\_

80 \_\_\_\_\_ Date attorney named for minor (Public Defender <sup>81</sup> \_\_\_\_\_)

82 \_\_\_\_\_ Date attorney named for minor (Private Attorney <sup>83</sup> \_\_\_\_\_)

84 \_\_\_\_\_ Date <sup>85</sup> \_\_\_\_\_ named for minor

86 \_\_\_\_\_ Date Petition for Hearing on Adjudication of Wardship

Filed by <sup>87</sup> \_\_\_\_\_ Petition Type <sup>88</sup> \_\_\_\_\_

Date(s) set for Adjudication Hearing <sup>89</sup> \_\_\_\_\_

90 \_\_\_\_\_ Date of final Adjudication Judge <sup>91</sup> \_\_\_\_\_ Attorney <sup>92</sup> \_\_\_\_\_ P.O. <sup>93</sup> \_\_\_\_\_

Finding <sup>94</sup> \_\_\_\_\_ No Finding <sup>95</sup> \_\_\_\_\_ Dismissal <sup>96</sup> \_\_\_\_\_ 4-7 Continuance <sup>97</sup> \_\_\_\_\_

Orders: <sup>98</sup> \_\_\_\_\_

Dispositional Orders Judge Attorney P.O.

99 \_\_\_\_\_ Supervision 100 \_\_\_\_\_ 101 \_\_\_\_\_ 102 \_\_\_\_\_

103 \_\_\_\_\_ Probation 104 \_\_\_\_\_ 105 \_\_\_\_\_ 106 \_\_\_\_\_

107 \_\_\_\_\_ Placement in <sup>108</sup> \_\_\_\_\_ 109 \_\_\_\_\_ 110 \_\_\_\_\_ 111 \_\_\_\_\_

112 \_\_\_\_\_ Commitment to <sup>113</sup> \_\_\_\_\_ 114 \_\_\_\_\_ 115 \_\_\_\_\_ 116 \_\_\_\_\_

Probation Department Recommendation <sup>117</sup> \_\_\_\_\_

Other Agency <sup>118</sup> \_\_\_\_\_ Recommendation <sup>119</sup> \_\_\_\_\_

Review Dates Set <sup>120</sup> \_\_\_\_\_

<sup>121</sup> \_\_\_\_\_ Date terminated/transferred from Juvenile Court. Reason(s):

<sup>122</sup> \_\_\_\_\_

Judge <sup>123</sup> \_\_\_\_\_ Attorney <sup>124</sup> \_\_\_\_\_ P.O. <sup>125</sup> \_\_\_\_\_

PROBATION CONTACTS/SOCIAL INFORMATION

126 \_\_\_\_\_ Date of Intake Report by 127 \_\_\_\_\_

128 \_\_\_\_\_ Date Judge 129 \_\_\_\_\_ orders Social Investigation

130 \_\_\_\_\_ Date Judge 131 \_\_\_\_\_ orders Clinical Evaluation by 132 \_\_\_\_\_

133 \_\_\_\_\_ Date Case Face Sheet prepared by 134 \_\_\_\_\_

135 \_\_\_\_\_ Date Social Investigation prepared by 136 \_\_\_\_\_

Contacts from Date of Probation to Termination of Probation

Date	Agencies or Persons Contacted	Home Visit	Other Field	Office Court	Tel.	Mail	P.O.	Vol.

Total	Minor Other	137 144 _____	138 145 _____	139 146 _____	140 147 _____	141 148 _____	142 149 _____	143 150 _____
-------	----------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------

Community Resources Used: 151 \_\_\_\_\_

152 \_\_\_\_\_ Date School Report received from 153 \_\_\_\_\_

Academic performance 154 \_\_\_\_\_

Problem Areas Cited 155 \_\_\_\_\_

Current Grade 156 \_\_\_\_\_

I.Q. 157 \_\_\_\_\_

Problem areas cited by other source(s) other than for current offense:

158 \_\_\_\_\_  
\_\_\_\_\_

Comments to file: 159

SOCIAL INFORMATION

Minor's Sex <sup>160</sup> \_\_\_\_\_ Date of Birth per referral <sup>161</sup> \_\_\_\_\_  
 Race<sup>162</sup> \_\_\_\_\_ per Probation<sup>163</sup> \_\_\_\_\_  
 Religion <sup>164</sup> \_\_\_\_\_

Minor's Living Arrangement (numbered in chronological order)

	<u>Address</u>	<u>Date</u>
165 Both natural parents	166 _____	167 _____
168 Both adoptive parents	169 _____	170 _____
171 Natural mother	172 _____	173 _____
174 Natural father	175 _____	176 _____
177 Natural mother+stepfather	178 _____	179 _____
180 Natural father+stepmother	181 _____	182 _____
183 Relatives <sup>184</sup>	185 _____	186 _____
187 Foster parent(s) <sup>188</sup>	189 _____	190 _____
191 Institution <sup>192</sup>	193 _____	194 _____
195 Other <sup>196</sup>	197 _____	198 _____
199 Unknown		200 _____

<u>Employment of Household Occupants</u>	<u>Minor</u>	<u>Adults</u>		<u>Younger Minors /Same</u>		<u>Older Minors</u>	
		<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Full-time	201 _____	202 _____	203 _____	204 _____	205 _____	206 _____	207 _____
Part-time	208 _____	209 _____	210 _____	211 _____	212 _____	213 _____	214 _____
Full-time + House	215 _____	216 _____	217 _____	218 _____	219 _____	220 _____	221 _____
Part-Time + House	222 _____	223 _____	224 _____	225 _____	226 _____	227 _____	228 _____
House Only	229 _____	230 _____	231 _____	232 _____	233 _____	234 _____	235 _____
Part-time + School	236 _____	237 _____	238 _____	239 _____	240 _____	241 _____	242 _____
School Only	243 _____	244 _____	245 _____	246 _____	247 _____	248 _____	249 _____
House + School	250 _____	251 _____	252 _____	253 _____	254 _____	255 _____	256 _____
Other	257 _____	258 _____	259 _____	260 _____	261 _____	262 _____	263 _____
Unknown	264 _____	265 _____	266 _____	267 _____	268 _____	269 _____	270 _____
Income	271\$ _____	272\$ _____	273\$ _____	274\$ _____	275\$ _____	276\$ _____	277\$ _____

Highest grade completed by Male Adult <sup>278</sup> \_\_\_\_\_, Female Adult <sup>279</sup> \_\_\_\_\_  
 Occupation of Male Adult <sup>280</sup> \_\_\_\_\_, Female Adult <sup>281</sup> \_\_\_\_\_



Reviewer \_\_\_\_\_ Date \_\_\_\_\_  
Editor \_\_\_\_\_ Date \_\_\_\_\_  
Coder \_\_\_\_\_ Date \_\_\_\_\_

CASE HISTORY  
DOCUMENT SCHEDULE  
Additional Referral  
Page \_\_\_\_\_

Study No. \_\_\_\_\_

Docket No. 2 \_\_\_\_\_

Date(s) of Offense(s) <sup>3</sup> \_\_\_\_\_

Offense(s) Occurred in <sup>4</sup> \_\_\_\_\_

<sup>5</sup> \_\_\_\_\_ Date of Arrest by <sup>6</sup> \_\_\_\_\_

Offense per referral source: <sup>7</sup> \_\_\_\_\_

Offense per petition: <sup>8</sup> \_\_\_\_\_

Seriousness According to Refer. Pet.		Ch. 9	Sec. 10
<u>Refer.</u>	<u>Pet.</u>	<u>Referral</u>	<u>Petition</u>
<u>11</u>	<u>12</u>		
	Bodily Harm		
	Number of victims		
	Receiving minor injuries	<u>13</u>	<u>14</u>
	Treated and discharged	<u>15</u>	<u>16</u>
	Hospitalized	<u>17</u>	<u>18</u>
	Killed	<u>19</u>	<u>20</u>
<u>21</u>	<u>22</u>		
	Forcible Sexual Intercourse		
	Number of victims	<u>23</u>	<u>24</u>
<u>25</u>	<u>26</u>		
	Intimidation of Victim		
	Number of victims intimidated		
	Without weapon	<u>27</u>	<u>28</u>
	With weapon	<u>29</u>	<u>30</u>
	Type(s) used <sup>31</sup> _____		
<u>32</u>	<u>33</u>		
	Theft - Dollar amount taken	<u>34</u> \$	<u>35</u> \$
<u>36</u>	<u>37</u>		
	Theft of Motor Vehicle - Number taken	<u>38</u>	<u>39</u>
	Damage to recovered vehicle(s)	<u>40</u> \$	<u>41</u> \$
	Loss to unrecovered vehicle(s)	<u>42</u> \$	<u>43</u> \$
<u>44</u>	<u>45</u>		
	Damage to Property - Amount of Loss	<u>46</u> \$	<u>47</u> \$
<u>48</u>	<u>49</u>		
	Forced Entry - Number of Premises	<u>50</u>	<u>51</u>
<u>52</u>	<u>53</u>		
	Minor acted with others - number	<u>54</u>	<u>55</u>

68 \_\_\_\_\_ Date minor placed in Detention at <sup>69</sup> \_\_\_\_\_

70 \_\_\_\_\_ Date of Detention Hearing.

71 \_\_\_\_\_ Date of release from Detention by Judge <sup>72</sup> \_\_\_\_\_ to <sup>73</sup> \_\_\_\_\_

74 \_\_\_\_\_ Date minor placed in Home Detention Program by <sup>75</sup> \_\_\_\_\_

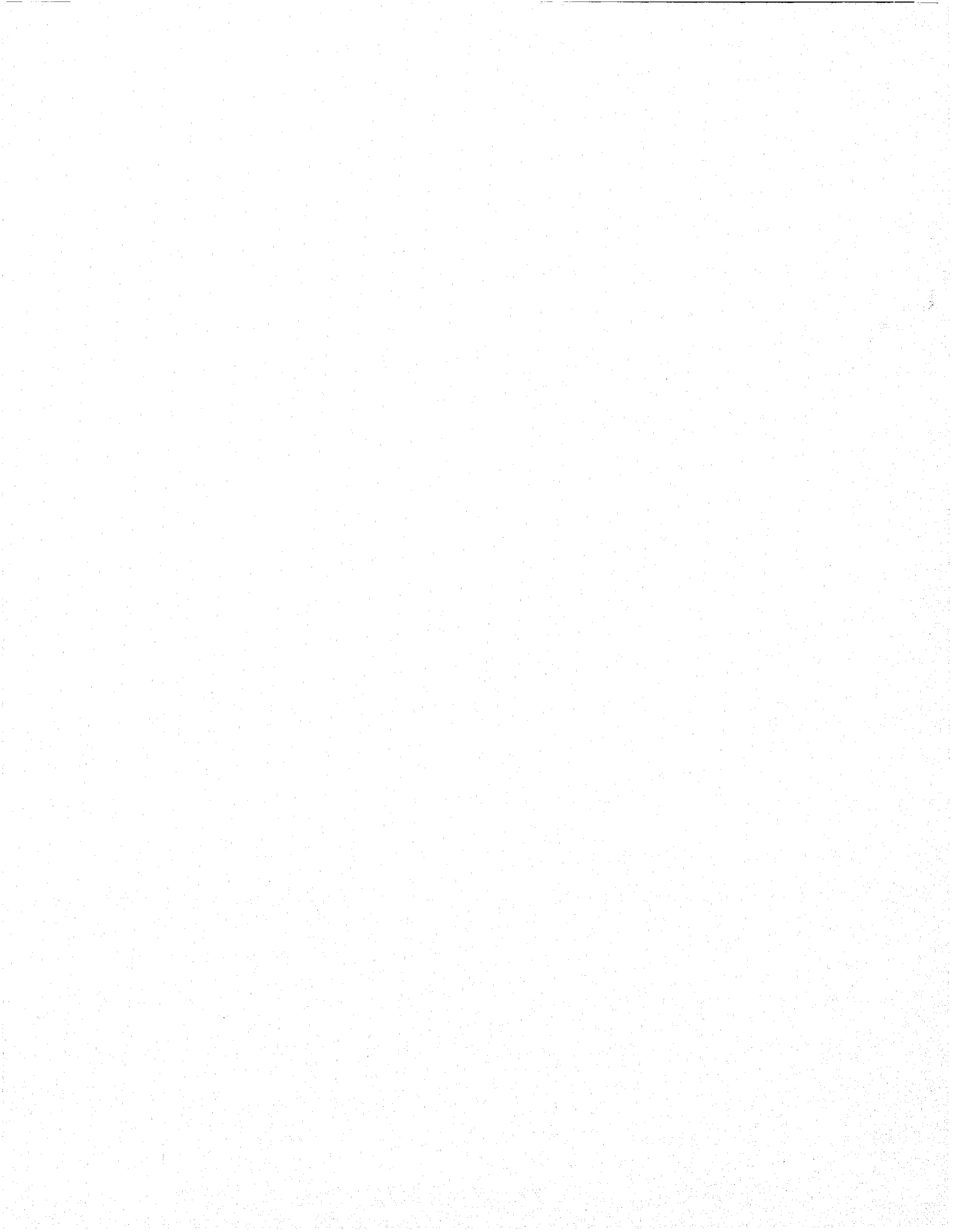
76 \_\_\_\_\_ Date minor released from Home Detention Program by <sup>77</sup> \_\_\_\_\_

78 \_\_\_\_\_ Date minor attempted escape from custody; returned on <sup>79</sup> \_\_\_\_\_

86 \_\_\_\_\_ Date Petition for Hearing

Date(s) set <sup>89</sup> \_\_\_\_\_

90 \_\_\_\_\_ Date of decision 91 \_\_\_\_\_ Judge 92 \_\_\_\_\_ Attorney 93 \_\_\_\_\_ P.O.





APPENDIX J.4

CODE BOOK

LAKE COUNTY VIP EVALUATION

GENERAL INSTRUCTIONS:

All codes are to be right justified within their respective fields. Leading zeros are to be punched. All dates are to be digitized\* using 12/31/55 as a base date (e.g., 1/1/56 would be encoded as 0001 because it is the 1st day following 12/31; 1/1/75 would be encoded as 6941 because it is the 6,941st day after 12/31/55, etc.).

DATA ELEMENT NUMBER (Card 1)	VARIABLE (MNEMONIC)	CARD COLUMN(S)
1	STUDY NUMBER (STUDYNO) This is the number entered on line 1 of the data collection instrument. It was assigned to the case by the research group. No blank or missing value code is permissible within this field. Right justify.	1-4
2	CARD NUMBER (CARDNO) Code as 1. No other code, blank, or missing value is permissible within this field on this card.	5
3	DOCKET NUMBER (DOCKTHO) This is the court's alphanumeric reference number found on line 2 of the data collection instrument. It consists of a two-digit representation of the year, followed by a "J," followed by an unique identifier. Disregard the alpha character ("J"). Encode the year in columns 6-7, and the unique identifier --- right justified --- in columns 8-10. If either the year or the identifier is missing, code the <u>entire</u> five column field: 99999 = MISSING VALUE CODE	6-10

DATA ELEMENT NUMBER

VARIABLE (MNEMONIC)

CARD COLUMN(S)

4	DATE OF INITIAL OFFENSE (OFDATE1) N.B. If the Court referral is based on several criminal acts, and these have been separately identified on the data collection sheet, only the earliest date on line 3 is to be encoded. Digitize the date as per general instructions. 9999 = MISSING VALUE CODE	11-14
5	DATE OF PRECIPITATING OFFENSE (PREDAY1) From line 3 of the research instrument. This may be the same date as for data element 4 (above); but if there is more than one date on line 3, encode the date that matches or most closely precedes the date of the petition (line 86). Digitize as per general instructions. Right justify. 9999 = Missing data (use only if line 3 is BLANK).	15-18
6	DATE OF ARREST FOR PRECIPITATING OFFENSE (ARDATE1) This data element is found on line 5 of the data collection instrument. In the event that referral was precipitated by multiple arrests (i.e., there is more than one arrest date on line 5), use the arrest date that matches or most closely precedes the date of the petition (line 86). Encode the digitized date as per general instructions. 9999 = MISSING VALUE CODE	19-22

\*A programmable HEWLITT-PACKARD HP-25 calculator was used to digitize the dates during coding. The calculator program was specially written for this evaluation and may be found in the appendix.

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
7	ARRESTING AGENCY-PRECIPITATING OFFENSE (AGENCY1) Found on line 6 of the data collection instrument. In the event that more than one agency made arrests for the offenses that precipitated referral, identify the agency that made the arrest on the date that matches or most closely precedes the date of petition (line 86). Use the following codes: 99 = MISSING VALUE CODE 01 = Lake County Sheriff's Dept. 02 = Antioch 03 = Bannockburn 04 = Barrington 05 = Barrington Hills 06 = Buffalo Grove 07 = Deerfield 08 = DeerPark 09 = Fox Lake 10 = Grayslake 11 = Green Oaks 12 = Gurnee 13 = Hainesville 14 = Hawthorne Woods 15 = Highland Park 16 = Highwood 17 = Indian Creek 18 = Island Lake 19 = Kildeer 20 = Lake Barrington 21 = Lake Bluff 22 = Lake Forest 23 = Lake Villa 24 = Lake Zurich 25 = Libertyville	23-24	7 cont'd.	ARRESTING AGENCY-PRECIPITATING OFFENSE (AGENCY1) cont'd. 26 = Lincolnshire 27 = Lindenhurst 28 = Long Grove 29 = Mettawa 30 = Mundelein 31 = North Barrington 32 = North Chicago 33 = Old Mill Creek 34 = Park City 35 = Riverwoods 36 = Round Lake 37 = Round Lake Beach 38 = Round Lake Heights 39 = Round Lake Park 40 = Third Lake 41 = Tower Lakes 42 = Vernon Hills 43 = Wadsworth 44 = Wauconda 45 = Waukegan 47 = Zion 48 = Other incorporated area 49 = Police of special geographic jurisdiction within Lake County (e.g., Forest Preserve Rangers, Railroad Police, FBI, etc.) 50 = Illinois State Police 51 = Any Police agency (except Illinois State Police) outside of Lake County. 52 = No arrest, Minor brought to Court Authorities by parent, relative, guardian, or responsible adult. 53 = No Arrest, Minor brought to Court Authorities by social agency. 54 = Self-referral by minor directly to Court. 55 = Other (e.g., arrest by quasi-police agent such as truant officer.)	23-24 cont'd.
			(N.B. SKIP) 8-9	bbbb (bbbb) Leave Blank	25-30

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
10	MINOR INJURIES IN OFFENSE PER INITIAL REFERRAL (HURTR1) Enter the number shown on line 13 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 13 is blank.	31-32	17	KILLED IN OFFENSE PER INITIAL PETITION (DEADP1) Enter the number shown on line 20 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 20 is blank.	45-46
11	MINOR INJURIES IN OFFENSE PER INITIAL PETITION (HURTP1) Enter the number shown on line 14 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 14 is blank.	33-34	18	SEX VICTIMS IN OFFENSE PER INITIAL REFERRAL (SEXVR1) Enter the number shown on line 23 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 23 is blank.	47-48
12	TREATED AND DISCHARGED IN OFFENSE PER INITIAL REFERRAL (TRTR1) Enter the number shown on line 15 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 15 is blank.	35-36	19	SEX VICTIMS IN OFFENSE PER INITIAL PETITION (SEXVP1) Enter the number shown on line 24 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 24 is blank.	49-50
13	TREATED AND DISCHARGED IN OFFENSE PER INITIAL PETITION (TRTP1) Enter the number shown on line 16 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 16 is blank.	37-38	20	VICTIMS OF ARMED SEXUAL ASSAULT IN OFFENSE PER INITIAL REFERRAL (SEXAR1) This information was inadvertently omitted from the data collection sheet when the instrument was readied for printing. Data collectors have provided it (when-ever applicable) in the "comments to file" section, page 3, line 159 of the research instrument. If the "comments to file" make no mention of sex victims intimidated with a weapon, code the item "00." If, according to line 159, the referral alleges some sex victims to have been intimidated with a weapon, make sure that the reference relates to the initial referral (rather than to a possible subsequent referral) and then enter the number of such victims - right justified - in columns 51-52. No missing data code is permissible for this item.	51-52
14	HOSPITALIZED IN OFFENSE PER INITIAL REFERRAL (HOSPR1) Enter the number shown on line 17 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 17 is blank.	39-40			
15	HOSPITALIZED IN OFFENSE PER INITIAL PETITION (HOSPP1) Enter the number shown on line 18 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 18 is blank.	41-42			
16	KILLED IN OFFENSE PER INITIAL REFERRAL (DEADR1) Enter the number shown on line 19 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 19 is blank.	43-44			

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
21	VICTIMS OF ARMED SEXUAL ASSAULT IN OFFENSE PER INITIAL PETITION (SEXAPI) This information was inadvertently omitted from the data collection sheet when the instrument was readied for printing. Data collectors have provided it (whenever applicable) in the "comments to file" section: page 3, line 159 of the research instrument. If the "comments to file" make no mention of sex victims intimidated with a weapon, code the item "00." If, according to line 159, the petition alleges some sex victims to have been intimidated with a weapon, make sure that the reference relates to the initial petition (rather than to a possible subsequent petition) and then enter the number of such victims --- right justified --- in columns 53-54. No missing data code is permissible for this item.	53-54	26	WEAPON USED IN INITIAL OFFENSE (WEAPON1) From line 31 of the research instrument. No missing data code is permissible for this data element. If line 31 is blank, use code "0" = "No Weapon" <u>except</u> when the offense information (lines 7, 8, 9, and/or 10) clearly indicates a weapon. When line 31 is blank but the offense consists of a weapons offense (e.g., "armed robbery"), then use code "5" - "Weapon not specified." If more than one weapon is listed, code only one according to the order that weapons appear on the coding list below: 0 = No Weapon used 1 = Gun, or other ballistic device 2 = Knife, ice-pick, or other cutting/stabbing instrument 3 = Poison, Gas, or Noxious Liquid/Aerosol 4 = Club, brass knuckles, or other striking instrument 5 = Other, weapon not specified	63
22	VICTIMS OF UNARMED INTIMIDATION IN OFFENSE PER INITIAL REFERRAL (UNARMRI) Enter the number shown on line 27 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 27 is blank.	55-56	27	THEFT-DOLLAR AMOUNT TAKEN IN OFFENSE PER INITIAL REFERRAL (THEFTR1) This is from line 34 of the research instrument. Encode the dollar value of goods stolen. If the amount has been reported in both dollars and cents (e.g., \$9.99) disregard cents and code dollars only (e.g., 9). Truncate cents. Do not round to nearest dollar. Use <u>no</u> special characters (i.e., dollar signs, commas, or decimal points); code numbers only. Right justify. Employ the following rules to arrive at dollar value: 1. When precise dollar value is given use the reported amount to arrive at the proper code. 2. When checks and/or negotiable instruments of determined value (i.e., not blank) have been stolen, treat them as cash.	64-68
23	VICTIMS OF UNARMED INTIMIDATION IN OFFENSE PER INITIAL PETITION (UNARMP1) Enter the number shown on line 28 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 28 is blank.	57-58			
24	VICTIMS OF ARMED INTIMIDATION IN OFFENSE PER INITIAL REFERRAL (ARMEDRI) Enter the number shown on line 29 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 29 is blank.	59-60			
25	VICTIMS OF ARMED INTIMIDATION IN OFFENSE PER INITIAL PETITION (ARMEDPI) Enter the number shown on line 30 of the research instrument. Right justify. No missing data code is permissible for this item. 00 = line 30 is blank.	61-62			

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

27 cont'd.

THEFT-DOLLAR AMOUNT TAKEN IN OFFENSE PER  
INITIAL REFERRAL (THEFTR) cont'd.

64-68 cont'd.

3. Credit cards, blank checks, and guns are to be treated as having a value of ten dollars.

4. When only property has been stolen (no cash taken), treat each item of property as having a value of nine dollars unless the property is clearly known to exceed a specified value and/or a precise figure has been reported. In the latter instances code accordingly.

5. When the theft includes both cash and property, add the value of each together to arrive at the proper code. Each property item of unspecified value will be treated as having a value of nine dollars for coding purposes; therefore, theft of "\$245 cash and a TV set" results in code 00254 (245 + 9 = 254).

6. Be especially careful when line 34 is blank. Code a blank as "00000" only when such a code is consistent with the offense information shown for item 7 of the research instrument. (E.g., "00000" would be OK if the offense were "runaway"; but it would be inconsistent with an offense of "38/16-1, Theft.")

7. If only one item has been stolen and the value is not specified or specified only as "less than 150", treat the incident as a theft of nine dollars.

8. If two or more items of undetermined value have been taken, give each item a value of nine dollars, add together, and encode the total dollar loss resulting from the theft. "Theft of binoculars and wristwatch", for example should be coded as "00018" (9 + 9 = 18).

9. If the value of an item is specified as "in excess" of a determined amount (e.g., "\$3000+") add one dollar. For example, encode "3,000+" as "03001".

No missing value code is permissible for this data element.

00000 = Nothing stolen

00009 = Item(s) and/or amount(s) not specified, or "less than 150".

80001 = Any amount in excess of \$80,000 regardless of exact amount.

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

28

THEFT-DOLLAR AMOUNT TAKEN IN OFFENSE PER INITIAL PETITION (THEFTPI)  
This is from line 35 of the research instrument. Be especially careful when line 35 is blank. Code a blank as "00000" only when such a code is consistent with the offense information shown for lines 8, 9, and 10 of the research instrument. Otherwise, follow the same coding instructions as for data element 27 (immediately above):

00000 = Nothing stolen

00009 = Item(s) and/or amount(s) not specified, or "less than 150."

80001 = Any amount in excess of \$80,000 regardless of exact amount.

69-73

29

NUMBER OF CARS STOLEN IN OFFENSE PER INITIAL REFERRAL (CARSR1)  
Enter the number shown on line 38 of the research instrument. Right justify. No missing data code is permissible for this item.

00 = line 38 is blank and the "offense," (line 7) is something other than "Auto Theft."

01 = line 38 is blank but the offense is "Auto Theft."

74-75

30

NUMBER OF CARS STOLEN IN OFFENSE PER INITIAL PETITION (CARSP1)  
Enter the number shown on line 39 of the research instrument. Right justify. No missing data code is permissible for this item.

00 = line 39 is blank and the "offense", line 7, is something other than "Auto Theft."

01 = line 39 is blank but the "offense" is "Auto Theft."

76-77

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
XXX	bbbbbb (bbbb) Leave Blank	78-80			
(Card 2)		(Card 2)	32	DAMAGE TO RECOVERED CARS IN OFFENSE PER INITIAL PETITION (CARDMP1) From line 41 of the research instrument Truncate cents, if reported; do <u>not</u> round to the nearest dollar. Use no special characters (i.e., dollar signs, commas, or decimals); code numbers only. Right justify. Code the precise figure if it is reported <u>unless</u> the damage exceeds \$80,000. If the damage is specified as "in excess of" a determined amount (e.g., \$200+) add one dollar. For example, encode "\$200+" as "00201." No missing data code is permissible for this item. 00000 = No damage, or line 41 is blank. 00010 = Some damage, but exact amount not determined (e.g., "accident with stolen car"). 80001 = Any damage to stolen vehicle(s) in excess of \$80,000, regardless of exact amount.	11-15
1	STUDY NUMBER (STUDYNO) This is the number entered on line 1 of the data collection instrument. It was assigned to the case by the research group. No blank or missing value code is permissible within this field. Right justify.	1-4			
2	CARD NUMBER (CARDNO) Code as 2. No other code, blank, or missing value is permissible within this field on this card.	5			
31	DAMAGE TO RECOVERED CARS IN OFFENSE PER INITIAL REFERRAL (CARDIR1) From line 40 of the research instrument. Truncate cents, if reported; do <u>not</u> round to nearest dollar. Use no special characters (i.e., dollar signs, commas, or decimals); code numbers only. Right justify. Code the precise figure if it is reported <u>unless</u> the damage exceeds \$80,000. If damage is specified as "in excess of" a determined amount (e.g., \$200+) add one dollar. For example, encode "\$200+" as "00201." No missing data code is permissible for this item. 00000 = No damage, or line 40 is blank. 00010 = Some damage but exact amount not determined (e.g., "accident with stolen car") 80001 = Any damage to stolen vehicle(s) in excess of \$80,000, regardless of exact amount.	6-10	33	LOSS IN UNRECOVERED CARS IN OFFENSE PER INITIAL REFERRAL (XLOSSR1) From line 42 of research instrument. It is presumed that cars are recovered unless non-recovery has been specified. In columns 16-20, enter the value of unrecovered vehicle(s) --- no special characters permitted --- right justified. If a value is not specifically stated, count each unrecovered vehicle as having a value of \$251 dollars. No missing value code is permissible for this data element. 00000 = Car(s) recovered, line 42 is blank. 80001 = Non-recovery of vehicle(s) totalling more than \$80,000, regardless of exact amount.	16-20

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
			<u>35 cont'd.</u>	<u>DAMAGE TO PROPERTY IN OFFENSE PER INITIAL REFERRAL (VANDLRI) cont'd.</u>	<u>26-30 cont'd.</u>
34	<p>LOSS IN UNRECOVERED CARS IN OFFENSE PER INITIAL PETITION (XLOSSP1)</p> <p>From line 43 of the research instrument It is presumed that cars are recovered unless non-recovery has been specified. In columns 21-25, enter the value of unrecovered vehicle(s) --- no special characters permitted --- right justified. If a value is not specifically stated, count each unrecovered vehicle as having a value of \$251 dollars. No missing value code is permissible for this data element.</p> <p>00000 = Car(s) recovered, line 43 is blank.</p> <p>80001 = Non-recovery of vehicle(s) totalling more than \$80,000, regardless of exact amount.</p>	21-25		<p>00000 = No damage; or lines 46 and/or 7 fail to identify any specific item of property that has been damaged.</p> <p>80001 = Any property damage in excess of \$80,000, regardless of exact amount.</p>	
			36	<p>DAMAGE TO PROPERTY IN OFFENSE PER INITIAL PETITION (VANDLP1)</p> <p>From line 47 of the research instrument. When the precise amount of loss is given on line 47, encode the reported amount. Code numbers only; do not use special characters. Right justify.</p> <p>If line 47 is blank and the offense description (line 8 of the research instrument) fails to reference any specific property or extent of loss, enter "00000". Note that a person may be charged with criminal damage to property even when no damage has occurred (e.g., setting a stink bomb). Therefore, do not infer simply because of the offense that some actual dollar loss has been sustained.</p> <p>When damage is specified as "in excess" of some amount (e.g., "more than \$300 damage to school") add one dollar and encode accordingly (e.g., 00301).</p> <p>If either line 46 or 7 identify specific property, but the extent of damage is undetermined, treat each damaged item as representing a loss of nine dollars. Add all damaged items together to arrive at the total figure to be encoded.</p> <p>No missing value code is permissible for this data element.</p> <p>00000 = No damage; or lines 47 and/or 8 fail to identify any specific item of property that has been damaged.</p> <p>80001 = Property damage in excess of \$80,000, regardless of exact amount.</p>	31-35
35	<p>DAMAGE TO PROPERTY IN OFFENSE PER INITIAL REFERRAL (VANDLRI)</p> <p>From line 46 of the research instrument. When the precise amount of loss is given on line 46, encode the reported amount. Code numbers only; do not use special characters. Right justify.</p> <p>If line 46 is blank and the offense description (line 7 of the research instrument) fails to reference any specific property or extent of loss, enter "00000". Note that a person may be charged with criminal damage to property even when no damage has occurred (e.g., setting a stink bomb). Therefore, do not infer simply because of the offense that some actual dollar loss has been sustained.</p> <p>When damage is specified as "in excess" of some amount (e.g., "more than \$300 damage to school") add one dollar and encode accordingly (e.g., 00301).</p> <p>If either lines 46 or 7 identify specific property, but the extent of damage is undetermined, treat each damaged item as representing a loss of nine dollars. Add all damaged items together to arrive at the total figure to be encoded.</p> <p>No missing value code is permissible for this data element.</p>	26-30			

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
37	PREMISES FORCIBLY ENTERED IN OFFENSE PER INITIAL REFERRAL (ENTRYR1) From line 50 of the research instrument. Note that it is possible for a person to be charged with burglary under Illinois law and not have entered any premises in the sense of the Wolfgang index. Do not infer simply from the offense that a forcible entry has occurred. Right Justify. No missing data code is permissible for this data element. 00 = No premises forcibly entered; or line 50 is blank.	36-37	40	OTHERS WITH MINOR IN OFFENSE PER INITIAL PETITION (OTHERSP1) From line 55 of the data collection instrument. Offender is presumed to have acted alone unless otherwise specified. If line 55 is blank, use code "0" unless such coding would be clearly inconsistent with the offense (e.g., offense of "Mob Action"). Do not count victims as companions. For offenses such as prostitution, do not count patrons as companions. 0 = No Companions 9 = Offender is known to have acted with companions, but the exact number is missing/unspecified. 1 thru 7 = Number of companions from line 55 8 = Any specific number of companions in excess of seven.	41
38	PREMISES FORCIBLY ENTERED IN OFFENSE PER INITIAL PETITION (ENTRYPI) From line 51 of the research instrument. See instructions for data element 37 (immediately preceding). Right Justify. No missing data code is permissible. 00 = No premises forcibly entered; or line 51 is blank.	38-39	41	PRIOR STATION ADJUSTMENTS PER REFERRAL (ADJUSTR) From line 56 of the research instrument. 9 = Known to have had some station adjustments, but the exact number is missing/unspecified. 0 = No prior station adjustments, or line 56 is blank. 1 thru 7 = Number of adjustments shown on line 56. 8 = Any specific number of adjustments in excess of seven.	42
39	OTHERS WITH MINOR IN OFFENSE PER INITIAL REFERRAL (OTHERSR1) From line 54 of the data collection instrument. Offender is presumed to have acted alone unless otherwise specified. If line 54 is blank, use code "0" unless such coding would be clearly inconsistent with the offense (e.g., offense of "Mob Action"). Do not count victims as companions. For offenses such as prostitution, do not count patrons as companions. 0 = No companions 1 thru 7 = Number of companions from line 54 8 = Any specific number of companions in excess of seven. 9 = Offender is known to have acted with companions, but the exact number is missing/unspecified.	40	42	PRIOR STATION ADJUSTMENTS PER PROBATION DEPARTMENT (ADJUSTP) From line 57 of the research instrument. 9 = Known to have had some station adjustments, but the exact number is missing/unspecified. 0 = No prior station adjustment, or line 57 is blank. 1 thru 7 = Number of adjustments shown on line 57. 8 = Any specific number of adjustments in excess of seven.	43



DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
43	<p>PRIOR INTAKE CONTACTS PER REFERRAL (INTAKER)</p> <p>From line 58 of the research instrument.</p> <p>9 = Known to have had some prior intake contacts, but the exact number is missing/unspecified.</p> <p>0 = No prior intake contacts; line 58 is blank.</p> <p>1 thru 7 = Number of contacts shown on line 58.</p> <p>8 = Any specific number of contacts in excess of seven.</p>	44	46	<p>PRIOR PETITIONS FILED PER PROBATION DEPARTMENT (PETHSP)</p> <p>From line 61 of the research instrument.</p> <p>9 = Known to have had prior petitions filed, but the exact number is missing/unspecified.</p> <p>0 = No prior petitions filed; line 61 is blank.</p> <p>1 thru 7 = Number of prior petitions shown on line 61.</p> <p>8 = Any specific number of prior petitions in excess of seven.</p>	47
44	<p>PRIOR INTAKE CONTACTS PER PROBATION DEPARTMENT (INTAKEP)</p> <p>From line 59 of the research instrument.</p> <p>9 = Known to have had some prior intake contacts, but the exact number is missing/unspecified.</p> <p>0 = No prior intake contacts; line 59 is blank.</p> <p>1 thru 7 = Number of contacts shown on line 59.</p> <p>8 = Any specific number of contacts in excess of seven.</p>	45	47	<p>PRIOR SUPERVISIONS OR PROBATIONS PER REFERRAL (PROBSR)</p> <p>From line 62 of the research instrument.</p> <p>9 = Known to have had prior probations/supervisions, but the exact number is missing/unspecified.</p> <p>0 = No prior probations/supervisions.</p> <p>1 thru 7 = Number of prior probations/supervisions shown on line 62.</p> <p>8 = Any specific number of prior probations/supervisions in excess of seven.</p>	48
45	<p>PRIOR PETITIONS FILED PER REFERRAL (PETHSR)</p> <p>From line 60 of the research instrument.</p> <p>9 = Known to have had prior petitions filed, but the exact number is missing/unspecified.</p> <p>0 = No prior petitions filed; line 60 is blank.</p> <p>1 thru 7 = Number of prior petitions shown on line 60.</p> <p>8 = Any specific number of prior petitions in excess of seven.</p>	46	48	<p>PRIOR SUPERVISIONS OF PROBATIONS PER PROBATION DEPARTMENT (PROBSP)</p> <p>From line 63 of the research instrument.</p> <p>9 = Known to have had prior probations/supervisions, but the exact number is missing/unspecified.</p> <p>0 = No prior probations/supervisions.</p> <p>1 thru 7 = Number of prior probations/supervisions shown on line 63.</p> <p>8 = Any specific number of prior probations/supervisions in excess of seven.</p>	49
			49	<p>DATE LAST SUPERVISION OR PROBATION COMPLETED PER REFERRAL (DAYCOMR)</p> <p>From line 64 of the research instrument.</p> <p>Digitize as per general instructions.</p> <p>9999 = Missing data code.</p>	50-53

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
50	DATE LAST SUPERVISION OR PROBATION COMPLETED PER PROBATION DEPARTMENT (DAYCOMP) From line 65 of the research instrument. Digitize as per general instructions. 9999 = Missing data code.	54-57	52 cont'd.	PERSONS PRESENT AT FIRST INTAKE CONFERENCE (ATTEND) cont'd.	62-63 cont'd.
51	DATE OF FIRST INTAKE CONFERENCE (CONDATE) From line 66 of the research instrument. Digitize as per general instructions. 9999 = Missing data code.	58-61		07 = Minor not present, conference was between Law enforcement officials and parent(s).	
52	PERSONS PRESENT AT FIRST INTAKE CONFERENCE (ATTEND) From line 67 of the research instrument. It is presumed that the intake officer and the minor are present unless otherwise specified. Count step-parents as "parents," but do <u>not</u> classify "foster" parents or other non-related guardians as "parents." "Siblings" include half-brothers and half-sisters as well as siblings by adoption. If the conference was attended by several interested parties (e.g., step-father, aunt, and older brother as a group) code only one according to the order in which the person is referenced in the coding list below: 99 = Missing data, or no conference; (lines 66 AND 67 are BOTH blank.)	62-63		08 = Minor not present, conference was between Law enforcement officials and non-sibling relative.	
	01 = Law enforcement officials only, no one else present (Entry on line 67 reads "no one present" or equivalent.)		53	09 = Minor not present, conference was between Law enforcement officials and sibling of minor.	
	02 = Law enforcement officials and minor only - no other persons in attendance. (Use this code when line 67 is blank BUT line 66 contains a date.)			10 = Minor not present, conference was between law enforcement officials and foster parent or non-related guardian.	
	03 = Law enforcement officials, minor, and parent(s).		54	11 = Other conference situation (e.g., Law enforcement officials with school authorities).	
	04 = Law enforcement officials, minor, and non-sibling relative, uncle(s), aunt(s), cousin(s).			DATE OF DETENTION (DETDATE) From line 68 of the research instrument. Digitize as per general instructions. 9999 = Missing data code, no detention, line 68 is blank.	64-67
	05 = Law enforcement officials, minor, and sibling(s).			SITE OF DETENTION (DETSITE) From line 69 of the research instrument. It is presumed that the minor, if placed in detention, will be held at the Lake County Youth Home unless some other arrangement is specified.	
	06 = Law enforcement officials, minor, and foster parent or non-related guardian.			9 = Missing data, no detention (lines 68 AND 69 are BOTH blank.)	
				1 = Lake County Youth Home, or line 68 contains a date but line 69 is blank. (N.B. "Youth Home," "L.C.Y.H.," and "Y.H." are to be recognized as abbreviations for the Lake County Youth Home.)	
				2 = Jail, police lock-up, other facility intended as a place of detention.	
				3 = Other facility (e.g., lock-ward of a hospital.)	

DATA ELEMENT NUMBER	VARIABLE (MNEIMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEIMONIC)	CARD COLUMN(S)
55	DATE OF DETENTION HEARING (DETPEAR) From line 70 of the research instrument. Digitize as per general instructions. 9999 = Missing data, line 70 is blank.	69-72	58	PERSON TO WHOM MINOR WAS RELEASED (CUSTOF) From line 73 of the research instrument. It is presumed that detained minors will eventually have been released unless otherwise specified (e.g., escaped, not re-apprehended). 9 = Missing data, Minor known to have been detained but line 73 is blank. 1 = Not detained (column 68 -- above -- has been coded "9") 2 = Detained, not released 3 = Released to parents (include "step" parents, but <u>not</u> "foster" parents.) 4 = Released to other relative(s). 5 = Released to non-related <u>person</u> : foster parent, legal guardian, etc. 6 = Released to social agency. 7 = Turned over to other law enforcement agency 8 = Other release situation	79
56	DATE OF RELEASE FROM DETENTION (RLSDATE) From line 71 of the research instrument. Digitize as per general instructions. 9999 = Missing data, lines 68 and/or 69 contain an entry but line 71 is blank. 8888 = No detention: line 71 is blank AND there is no entry on lines 68 or 69.	73-76			
57	PERSON ORDERING RELEASE FROM DETENTION (RLSPERS) From line 72 of the research instrument. 99 = Missing data, line 72 is blank. 01 = Block 02 = Brody 03 = Cooney 04 = Dixon 05 = Doran 06 = Drew 07 = Floeter 08 = Fox 09 = Geiger 10 = Gleason 11 = Hartel 12 = Herrmann 13 = Homer, W 14 = Hughes 15 = Kaufman 16 = McQueen 17 = Parker 18 = Scott 19 = Singer 20 = Smart 21 = Strouse 22 = VanDeusen 23 = Witt 24 = Probation/Intake officer. (Use code 24 if the name on line 72 of the research instrument does not appear on the list of judges but corresponds to any probation officer appearing on the code list for data element number 75.) 25 = Other	77-78	X  (Card 3)  1  2  59	bbbbbbbbbbbb(bbbbbbbbbbb) Leave blank   STUDY NUMBER (STUDYNO) This is the number entered on line 1 of the research instrument. No blank or missing value code is permissible within this field.  CARD NUMBER (CARDNO) Code as 3. No other code, blank, or missing value is permissible within this field on this card.  DATE MINOR PLACED IN HOME DETENTION (HOMEDET) From line 74 of the research instrument. Digitize as per general instructions. 9999 = Missing data (Line 74 is blank, but line 75 contains an entry.) 8888 = No home detention (lines 74 and 75 are BOTH blank.)	80  (Card 3)  1-4  5  6-9

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
60	JUDGE ORDERING HOME DETENTION (HOMEJUD) From line 75 of the research instrument. 99 = Missing data (line 75 is blank but there is a date entered on line 74. 88 = No home detention, (lines 74 and 75 are both blank.) 01 = Block 02 = Brody 03 = Cooney 04 = Dixon 05 = Doran 06 = Drew 07 = Floeter 08 = Fox 09 = Geiger 10 = Gleason 11 = Hartel 12 = Herrmann 13 = Homer, W 14 = Hughes 15 = Kaufman 16 = McQueen 17 = Parker 18 = Scott 19 = Singer 20 = Smart 21 = Strouse 22 = VanDeusen 23 = Witt 24 = Other	10-11	62	JUDGE ORDERING RELEASE FROM HOME DETENTION (RLSJJDG) From line 77 of the research instrument. 99 = Missing data (Minor is known to have been in home detention but line 77 is blank.) 88 = No Home detention 01 = Block 02 = Brody 03 = Cooney 04 = Dixon 05 = Doran 06 = Drew 07 = Floeter 08 = Fox 09 = Geiger 10 = Gleason 11 = Hartel 12 = Herrmann 13 = Homer, W 14 = Hughes 15 = Kaufman 16 = McQueen 17 = Parker 18 = Scott 19 = Singer 20 = Smart 21 = Strouse 22 = VanDeusen 23 = Witt 24 = Other	16-17
61	DATE OF RELEASE FROM HOME DETENTION (HDETRLS) From line 76 of the research instrument. Digitize as per general instructions. 9999 = Missing data (Home detention indicated -- by entries on lines 74, 75, or 77 -- but line 76 is blank.) 8888 = No home detention (data element 60 -- above -- has been coded "88")	12-15	63	DATE OF ESCAPE FROM CUSTODY (ESCAPED) From line 78 of the research instrument. Digitize as per general instructions. 9999 = Missing data (Minor known to have escaped, but line 78 is blank.) 8888 = No escape (lines 78 and 79 are both blank, and there is no other indication of escape).	18-21
			64	DATE OF RETURN TO CUSTODY (RETURNR) From line 79 of the research instrument. Digitize as per general instructions. 9999 = Missing data (Minor known to have escaped, but line 79 is blank.) 8888 = No escape (lines 78 and 79 are both blank, and there is no other indication of escape.	22-25

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
65	DATE PUBLIC DEFENDER NAMED FOR MINOR (DEFDAY) From line 80 of the research instrument. Digitize as per general instructions. 9999 = Missing data (Public Defender is identified in line 81, but the date of his assignment --- line 80 --- is blank.) 8888 = No Public Defender assigned (Lines 80 and 81 are BOTH blank.)	26-29	68	DATE OF INITIAL PETITION (PETDAY1) From line 86 of the research instrument. Digitize as per general instructions. 9999 = Missing data (Petition known to have been filed, but date not shown on line 86.) 8888 = Petition not filed.	36-39
66	NAME OF PUBLIC DEFENDER FOR MINOR (DEFENDR) From line 81 of the research instrument. 99 = Missing data (Public Defender known to have been appointed -- because line 80 shows the date of appointment --- but the defender is not named.) 88 = No public defender assigned (Item 65 -- above --- has been coded "8888") 01 = Boyd 02 = Fitzgerald 03 = Foreman 04 = Hauser 05 = Poundstone 06 = Smoker 07 = Staben 08 = Walter 09 = Wilson 10 = Zeason 11 = Other	30-31	69	PERSON WHO FILED INITIAL PETITION (PETPER1) From line 87 of the research instrument. 99 = Missing data (Petition known to have been filed, but line 87 is blank.) 88 = Petition not filed. 01 = Bassier 02 = Breger 03 = DiMartini 04 = Dolkart 05 = Fairchild 06 = Leake 07 = Lee 08 = Sayad 09 = Smith 10 = Waller 11 = Other	40-41
67	DATE PRIVATE ATTORNEY NAMED FOR MINOR (ATTYDAY) From line 82 of the research instrument. Digitize as per general instructions. 9999 = Missing data (Private attorney identified in line 83 but the date is not shown.) 8888 = Case not represented by private counsel. (Lines 82 and 83 are BOTH blank.)	32-35	70	TYPE OF INITIAL PETITION (PETYPE1) From line 88 of the research instrument. 9 = Missing data (Petition known to have been filed, but line 88 is blank.) 8 = Petition not filed. 1 = Delinquency petition 2 = Minor in need of Supervision (MINS) 3 = Other	42

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
71	<p>DATE SET FOR ADJUDICATION OF INITIAL PETITION (ADJDAY1)</p> <p>From line 89 of the research instrument. If line 89 contains more than one date, code only the first. Digitize as per general instructions.</p> <p>9999 = Missing data code (Line 89 is blank, but entries on lines 86, 87, or 88 show that a petition had been filed.)</p> <p>8888 = Petition withdrawn/not filed. (Line 89 is blank AND lines 86, 87 and 88 are also blank --- or instrument indicates petition withdrawn.)</p>	43-46	<u>73 cont'd.</u>	<p><u>JUDGE AT FINAL ADJUDICATION OF INITIAL PETITION (ADJUDG1) cont'd.</u></p> <p>16 = McQueen  17 = Parker  18 = Scott  19 = Singer  20 = Smart  21 = Strouse  22 = VanDeusen  23 = Witt  24 = Other</p>	<u>51-52 cont'd.</u>
72	<p>DATE OF FINAL ADJUDICATION OF INITIAL PETITION (FINADJ1)</p> <p>From line 90 of the research instrument. Digitize as per general instructions.</p> <p>9999 = Missing data code (Line 90 is blank, but other data elements show that petition had been filed.)</p> <p>8888 = Petition withdrawn/not filed.</p>	47-50	74	<p>ATTORNEY AT FINAL ADJUDICATION OF INITIAL PETITION (ADJATY1)</p> <p>From line 92 of the research instrument.</p> <p>9 = Missing data (Line 92 is blank.)  8 = Petition withdrawn/not filed.  7 = Minor represented by Public Defender (Name on line 92 is any of the following:  Boyd  Fitzgerald  Foreman  Hauser  Poundstone  Smoker  Staben  Walter  Wilson  Zeason</p> <p>6 = Other</p>	53
73	<p>JUDGE AT FINAL ADJUDICATION OF INITIAL PETITION (ADJUDG1)</p> <p>From line 91 of the research instrument.</p> <p>99 = Missing data (Line 91 is blank, but other data elements show that petition had been filed.)</p> <p>88 = Petition withdrawn/not filed.</p> <p>01 = Block  02 = Brody  03 = Cooney  04 = Dixon  05 = Doran  06 = Drew  07 = Floeter  08 = Fox  09 = Geiger  10 = Gleason  11 = Hartel  12 = Herrmann  13 = Homer, W  14 = Hughes  15 = Kaufman</p>	51-52	75	<p>PROBATION OFFICER AT FINAL ADJUDICATION OF INITIAL PETITION (ADJPO1)</p> <p>From line 93 of the research instrument.</p> <p>99 = Missing data (Line 93 is blank.)  88 = Petition withdrawn/not filed.</p> <p>01 = Allen, James  02 = Allen, Jeff  03 = Alston  04 = Anderson, L  05 = Anderson, S  06 = Anderson, W  07 = Austin  08 = Barnicle  09 = Berkholtz</p>	54-55

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>75 cont'd.</u>	<u>PROBATION OFFICER AT FINAL ADJUDICATION OF INITIAL PETITION (ADJPOI) cont'd.</u>	<u>54-55 cont'd.</u>	76	OUTCOME IN FINAL ADJUDICATION OF INITIAL PETITION (ADJOUTI) From lines 94 through 97 of the research instrument. Outcome codes are summarized as follows: 9 = Missing Data 1 = Finding 2 = Dismissal 3 = 4-7 continuance 4 = other Since it is possible that the research instrument may report combinations of apparently conflicting outcomes (e.g., "No finding" with "4-7 continuance"), code according to the following rules: 9 = Missing Data (Lines 94 through 97 are ALL unchecked, but petition had been filed.) 2 = Instrument indicates petition withdrawn 1 = Only line 94 is checked. 1 = Line 94 AND line 97 are checked. 2 = Only line 95 is checked. 2 = Line 95 AND line 96 checked. 3 = Line 95 AND line 97 checked. 2 = Only line 96 checked. 3 = Only line 97 checked. 4 = Combination of lines not listed above, or petition not filed.	56
	10 = Blosten 11 = Bradbury 12 = Bold 13 = Bugenhagen (Stark) 14 = Cesar 15 = Cramond 16 = Demkiw 17 = Dorsey 18 = Duba 19 = Fire 20 = Fitzpatrick 21 = Fortney 22 = Glover 23 = Homer 24 = Horn 25 = Incontro 26 = Joubert 27 = Jutila 28 = Kapheim 29 = Korpi 30 = Legoff 31 = Lindquist 32 = Locke 33 = Lyons 34 = McBride 35 = McGarringle 36 = Metersky 37 = Meyers 38 = Miller 39 = Olinger 40 = Roy 41 = Salisbury 42 = Schelinski 43 = Schneider 44 = Scott 45 = Simms 46 = Smith 47 = Stanton 13 = Stark (Bugenhagen) 48 = Stewart 49 = Surroz 50 = Traynor 51 = Other		77	ORDERS AT FINAL ADJUDICATION OF INITIAL PETITION (ORDADJI) From line 98 of the research instrument. If line 98 cites only one court order, enter it according to the coding list below. If there are two or more court orders, look to line 117 (Probation Department Recommendation) and see if any of the court orders correspond to a probation department recommendation. If no correspondence, encode only one of the court orders according to the priority of its appearance on the	57-58

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>77 cont'd.</u>	<u>ORDERS AT FINAL ADJUDICATION OF INITIAL PETITION (ORDADJ1) cont'd.</u>	<u>57-58 cont'd.</u>	<u>77 cont'd.</u>	<u>ORDERS AT FINAL ADJUDICATION OF INITIAL PETITION (ORDADJ1) cont'd.</u>	<u>57-58 cont'd.</u>
	coding list below. If there is a correspondence (or more than one correspondence) encode only one of the corresponding court orders according to its appearance in the coding list below. N.B. There is one exception to the priority established by this listing: If a court-ordered change of residence also results in a transfer (change of venue), then the order reflecting the change of venue should be given coding priority.				
	99 = Missing data code (Line 98 is blank)			35 = Traffic Court School	
	(Orders to ameliorate minor's offense)			36 = VIP program	
	10 = Aid in recovery of property			37 = Vocational Training	
	11 = Assist in repair			38 = Other order of program participation.	
	12 = Pay medical bill			(Orders setting prohibitions/requirements for individual behavior)	
	13 = Restitution			40 = Abide by curfew restrictions	
	14 = Return of property			41 = Attend school	
	15 = Service required			42 = Driving restrictions set	
	16 = Other order of an ameliorative nature.			43 = Not associate with . . .	
	(Orders affecting residence of minor)			44 = Obey all laws	
	20 = Guardian appointed			45 = Obtain employment	
	21 = Home Detention Program or release from H.D.P.			46 = Refrain from drugs/alcohol	
	22 = Placement			47 = Other prohibitions or requirements in individual behavior	
	23 = Reside with specified person			(Procedural orders affecting venue or subsequent jurisdiction of the Lake County Probation Department)	
	24 = (Temporary) custody to . . .			50 = Commitment	
	25 = Other order affecting minor's residence (except those involving Ct. venue or jurisdiction --- see below)			51 = Dismissal	
	(Orders to participate in specified program)			52 = Probation to . . . (other than Lake County Probation Department)	
	30 = Alcohol program or DWI program			53 = Proceed under criminal law	
	31 = Cooperate with specified agency, YSB, etc.			54 = Supervision by . . . (other than Lake County Probation Department)	
	32 = Drug program			55 = Transfer to other jurisdiction	
	33 = Family counseling			56 = Withdraw petition	
	34 = Obtain/continue (individual) counseling			57 = Other order affecting venue/ jurisdiction (e.g., 4-7 w/o supervision)	
				(Procedural orders not affecting venue or subsequent probation Department jurisdiction)	
				60 = Amend petition to Neglect/Dependency/Other	
				61 = Clinical evaluation	
				62 = Conditional Discharge (on) . . .	
				63 = Continue to . . . (includes 4-7 continuances)	
				64 = Continue generally	
				65 = Delinquency	
				66 = Dispositional hearing set (for) . . .	
				67 = Judgment reserved	



DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>77 cont'd.</u>	<u>ORDERS AT FINAL ADJUDICATION OF INITIAL PETITION (ORDADJ1) cont'd.</u>	<u>57-58 cont'd.</u>	80	JUDGE AT DISPOSITIONAL HEARING IN INITIAL PETITION (DISJUD1) From lines 100, 104, 109, or 114. Encode the name of the judge that made the earliest disposition (i.e., the disposition referenced in data element 79 --- immediately above) according to the following codes: 99 = Missing value code (Line is blank) 01 = Block 02 = Brody 03 = Cooney 04 = Dixon 05 = Doran 06 = Drew 07 = Floeter 08 = Fox 09 = Geiger 10 = Gleason 11 = Hartel 12 = Herrmann 13 = Homer, W 14 = Hughes 15 = Kaufman 16 = McQueen 17 = Parker 18 = Scott 19 = Singer 20 = Smart 21 = Strouse 22 = VanDeusen 23 = Witt 24 = Other	64-65
	68 = MINS 69 = Probation (to Lake County Probation Department) 70 = Social investigation 71 = Supervision (by Lake County Probation Department) 72 = Wardship 73 = Warrant issued/quashed 74 = Other procedural order not affecting venue/jurisdiction (Miscellaneous orders not classifiable in above taxonomy) 80 = Other order(s) --- e.g., "Destroy weapon"				
78	DATE OF DISPOSITION OF INITIAL PETITION (DISDAY1) From line 99, 103, 107, or 112. If more than one of these lines contains a date, encode only the <u>earliest</u> date. Digitize as per general instructions. 9999 = Missing value code (Lines 99, 103, 107, AND 112 are ALL blank)	59-62			
79	DISPOSITIONAL ORDER IN INITIAL PETITION (DISORD1) From lines 99, 103, 107, or 112. Encode the disposition that was made on the earliest date (i.e., the date used for data element number 78 --- immediately above) according to the following codes: 9 = Missing value code (Lines 99, 103, 107 AND 112 are ALL blank) 1 = Supervision 2 = Probation 3 = Placement 4 = Commitment 5 = Other	63	81	ATTORNEY AT DISPOSITION OF INITIAL PETITION (DISATY1) From lines 101, 105, 110, or 115. Encode the clients' counsel at the initial disposition (i.e., --- the disposition referenced in data element number 79 above) according to the following codes:	66

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

81 cont'd.

ATTORNEY AT DISPOSITION OF INITIAL  
PETITION (DISATY) cont'd.

66 cont'd.

- 9 = Missing data (line is blank)  
1 = Minor represented by public  
defender (Name on line is  
any of the following:)  
    Boyd  
    Fitzgerald  
    Foreman  
    Hauser  
    Poundstone  
    Smoker  
    Staben  
    Walter  
    Wilson  
    Zeason  
2 = Other

82

PROBATION OFFICER AT DISPOSITION OF  
INITIAL PETITION (DISPOF1)  
From lines 102, 106, 111, or 116. Encode  
the name of the probation officer  
present at the initial disposition (i.e.,  
--- the disposition referenced in data  
element number 79) according to the code  
list below. If more than one officer  
was present --- two names appear on the  
line --- code the name that appears  
first.  
99 = Missing data (The line is blank)  
01 = Allen, James  
02 = Allen, Jeff  
03 = Alston  
04 = Anderson, L  
05 = Anderson, S  
06 = Anderson, W  
07 = Austin  
08 = Barnicle  
09 = Berkholtz  
10 = Blosten  
11 = Bradbury  
12 = Bold  
13 = Bugenhagen (Stark)  
14 = Cesar  
15 = Cramond  
16 = Demkiw  
17 = Dorsey  
18 = Duba

67-68

82 cont'd.

PROBATION OFFICER AT DISPOSITION OF  
INITIAL PETITION (DISPOF1) cont'd.

67-68 cont'd.

- 19 = Fire  
20 = Fitzpatrick  
21 = Fortney  
22 = Glover  
23 = Homer  
24 = Horn  
25 = Incontro  
26 = Joubert  
27 = Jutila  
28 = Kepheim  
29 = Korpi  
30 = Legoff  
31 = Lindquist  
32 = Locke  
33 = Lyons  
34 = McBride  
35 = McGarringle  
36 = Metersky  
37 = Meyers  
38 = Miller  
39 = Olinger  
40 = Roy  
41 = Salisbury  
42 = Schelinski  
43 = Schneider  
44 = Scott  
45 = Simms  
46 = Smith  
47 = Stanton  
48 = Stark (Bugenhagen)  
49 = Stewart  
50 = Surroz  
51 = Traynor  
51 = Other

83

CHANGE IN DISPOSITION OF INITIAL PETITION  
(CHNGE1)

69-70

From lines 99, 103, 107, or 112. If the  
lines are ALL blank, use code "99." If  
only one line contains a date, use code  
"88." If two lines contain a date, code  
as per the coding list below. In the  
event that three (or more) of the lines  
are dated, encode the change reflected  
between the two earliest dates. If two  
or more dates appear on the same line,  
treat this as "No change" --- Unless  
another line also contains a date (or  
dates). If two or more lines contain  
several dates each, encode the change  
between the two earliest dates on each  
of the separate lines.

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>83 cont'd.</u>	<u>CHANGE IN DISPOSITION OF INITIAL PETITION (CHRG1) cont'd.</u>	<u>69-70 cont'd.</u>	<u>85 cont'd.</u>	<u>JUDGE AT FIRST CHANGE IN DISPOSITION (CHJUD1) cont'd.</u>	<u>75-76 cont'd.</u>
	99 = Missing data (Lines 99, 103, 107, and 112 are ALL blank.)			10 = Gleason	
	88 = No change (Only one of the lines is dated.)			11 = Hartel	
	01 = Supervision to Probation			12 = Herrmann	
	02 = Supervision to Placement			13 = Homer, W	
	03 = Supervision to Commitment			14 = Hughes	
	04 = Probation to Supervision			15 = Kaufman	
	05 = Probation to Placement			16 = McQueen	
	06 = Probation to Commitment			17 = Parker	
	07 = Placement to Supervision			18 = Scott	
	08 = Placement to Probation			19 = Singer	
	09 = Placement to Commitment			20 = Smart	
	10 = Commitment to Supervision			21 = Strouse	
	11 = Commitment to Probation			22 = VanDeusen	
	12 = Commitment to Placement			23 = Witt	
				24 = Other	
84	DATE OF EARLIEST CHANGE IN DISPOSITION (CHDAY1) Encode the date of the change reflected in data element number 83 --- immediately above. Digitize as per general instructions. 9999 = Missing Data (Line is blank)	71-74	86	ATTORNEY AT FIRST CHANGE IN DISPOSITION (CHATY1) From lines 101, 105, 110, or 115. Encode the attorney present at the first change of disposition (i.e., --- the change referenced in data element 83 above) according to the following codes: 9 = Missing data (Line is blank) 1 = Minor represented by Public Defender (Name on line is any of the following: Boyd Fitzgerald Foreman Hauser Poundstone Smoker Staben Walter Wilson Zeason 2 = Other	77
85	JUDGE AT FIRST CHANGE IN DISPOSITION (CHJUD1) From lines, 100, 104, 109, or 114. Encode the name of the judge that made the first change in disposition (i.e., the change referenced in data element 83 above) according to the following codes: 99 = Missing data (line is blank) 01 = Block 02 = Brody 03 = Cooney 04 = Dixon 05 = Doran 06 = Drew 07 = Floeter 08 = Fox 09 = Geiger	75-76	87	PROBATION OFFICER AT FIRST CHANGE IN DISPOSITION (CHPOF1) From lines 102, 106, 111, or 116. Encode the name of the probation officer present at the first change in disposition (i.e., the change referenced in data element number 83 --- above) according to the following codes:	78-79

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

87 cont'd.

PROBATION OFFICER AT FIRST CHANGE IN  
DISPOSITION (CHPOF1) cont'd.

78-79 cont'd.

99 = Missing data (The line is blank)  
01 = Allen, James  
02 = Allen, Jeff  
03 = Alston  
04 = Anderson, L  
05 = Anderson, S  
06 = Anderson, W  
07 = Austin  
08 = Barnicle  
09 = Berkholtz  
10 = Blosten  
11 = Bradbury  
12 = Bold  
13 = Bugenhagen (Stark)  
14 = Cesar  
15 = Cramond  
16 = Demkiw  
17 = Dorsey  
18 = Duba  
19 = Fire  
20 = Fitzpatrick  
21 = Fortney  
22 = Glover  
23 = Homer  
24 = Horn  
25 = Incontro  
26 = Joubert  
27 = Jutila  
28 = Kepheim  
29 = Korpi  
30 = Legoff  
31 = Lindquist  
32 = Locke  
33 = Lyons  
34 = McBride  
35 = McGarringle  
36 = Metersky  
37 = Meyers  
38 = Miller  
39 = Olinger  
40 = Roy  
41 = Salisbury  
42 = Schelinski  
43 = Schneider  
44 = Scott  
45 = Simms  
46 = Smith  
47 = Stark (Bugenhagen)  
48 = Stanton  
49 = Stewart  
50 = Surroz  
51 = Taro

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

88

MOST EXTREME CHANGE IN DISPOSITION (EXTCHNG)  
From lines 99, 103, 107, or 112. If all  
lines are undated, use code "9." If only  
one line is dated, use code "8" --- No  
change. If two or more lines contain a  
date (ANY date), code according to the  
following priority:  
9 = Missing value code (ALL lines are  
undated)  
8 = No change (A date appears on  
only one line.)  
1 = Commitment (Line 112) --- and  
at least one other line ---  
contains a date on it.  
2 = Placement (Line 107) --- and  
at least one other line ---  
contains a date on it.  
3 = Probation (Line 103) --- and  
at least one other line ---  
contains a date on it.  
4 = Supervision (Line 99) --- and  
at least one other line ---  
contains a date on it.

80

(CARD 4)

1

STUDY NUMBER (STUDYNO)  
This is the number entered on line 1  
of the research instrument. No blank  
or missing value code is permissible  
within this field.

(CARD 4)

1-4

2

CARD NUMBER (CARDNO)  
Code as 4. No other code, blank, or  
missing value is permissible within  
this field on this card.

5

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
89	<p>PLACEMENT USED IN DISPOSITION OF INITIAL PETITION (PLACMT1)</p> <p>From line 108. If more than one facility is listed, encode only the one that appears first. Each Facility has been given a three digit code. The first digit (column 6) describes the facility according to the following general classification:</p> <p>9 = Missing data, unknown  0 = Private Foster Home  1 = Lake County Facility  2 = Illinois Facility Outside of Lake County  3 = Out of State Facility</p> <p>The next two digits (columns 7-8) provide a more specific identification of institutional facilities. Both the general classification and the specific identification have been combined to produce the single 3-digit code that is to be entered in Columns 6-8 as follows:</p> <p>999 = Missing Data (line 108 is blank, or line 108 cites an unlisted facility whose location cannot be determined)</p> <p>001 = Placement with foster parents (Facility is specified as a "Foster home" and the name of the foster parents may be given.)</p> <p>102 = Illinois Department of Children &amp; Family Services (No further specification of the facility)</p> <p>303 = Out-of-State placement facility</p> <p>104 = Allendale School  105 = Arden Shore  206 = Arrowhead Ranch  207 = Aunt Martha's Group Home  226 = Barnhart home (Lake Bluff/Chicago Home for Children)</p> <p>108 = Becker House  209 = Booth Memorial Hospital  210 = Brewer House  211 = Camelot Care Center  112 = Catholic Charities  113 = Central Baptist Children's Home  214 = Chaddock Boys School</p>	6-8	<u>89 cont'd.</u>	<p>PLACEMENT USED IN DISPOSITION OF INITIAL PETITION (PLACMT1) cont'd.</p> <p>226 = Chicago Home for Children  215 = Children's Home of Vermilion County  216 = Chicago Junior School  217 = Covenant Children's Home  218 = Cradle Society  219 = Crossroads  220 = Cunningham Children's Home  221 = DeKalb County Villages  222 = Edison Park Home  223 = Elgin State Hospital  224 = Elgin Academy  225 = Elm Christian School for the Handicapped  226 = Evanston Home (Lake Bluff/Chicago Home for Children)  227 = Florence Crittenton Anchorage - Chicago  228 = Florence Crittenton Peoria Home - Peoria  229 = Forest Hospital  230 = Foxhill Homes  131 = Gateway House  232 = Glenwood School for Boys  233 = Goldie B. Floberg Center for Children  226 = Greenleaf Home (Lake Bluff/Chicago Home for Children)  134 = Grove School  135 = Halfway House - Waukegan  236 = House of the Good Shepard  237 = Incentives  138 = Illinois Children's Home and Aid Society  239 = ISPI  239 = Illinois State Psychiatric Institute  247 = Joseph P. Kennedy (Jr.) School  126 = Judson Home (Lake Bluff/Chicago Home for Children)  240 = Kemmerer Village  241 = King's Daughters Homes</p>	6-8 cont'd.

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
89 cont'd.	PLACEMENT USED IN DISPOSITION OF INITIAL PETITION (PLACMT1) cont'd.	6-8 cont'd.	90	COMMITMENT FACILITY USED IN INITIAL DISPOSITION (COMMIT1) From line 113 of the instrument. 9 = Missing data (Line 113 is blank) 1 = Illinois Department of Corrections (DOC) 2 = Illinois Department of Children & Family Services (IDCFS) 3 = Illinois Department of Mental Health (IDMH) 4 = Other	9
	142 = Klingberg Residential School 126 = Lake Bluff/Chicago Home for Children 143 = Lake County Baptist Schools 144 = Lake County Learning Community 245 = Larkin Home for Children 246 = Lawrence Hall 247 = Lieutenant Joseph P. Kennedy Jr. School 248 = Little City 249 = Martha Hall 250 = Mary Bartelme School 251 = McCormack House 252 = Mercy Mission 253 = Morgan-Washington Home for Girls 254 = Namequa Lodge 255 = New Life House for Boys 256 = Park Ridge School for Girls 257 = Positorium 134 = Ridge Farm 258 = Ridgeway 259 = Riveredge Hospital 260 = RocVale Teen Homes 261 = Rosecrance Memorial Home for Children-Rockford 262 = Rosecrance Rural Campus-Durand 126 = Seymour Home (Lake Bluff/Chicago Home for Children) 226 = South Shore Home (Lake Bluff/Chicago Home for Children) 163 = St. Therese Hospital 264 = Sunny Ridge 226 = TAG (Lake Bluff/Chicago Home for Children) 226 = Temple Home (Lake Bluff/Chicago Home for Children) 265 = Ulrich Children's Home 215 = Vermilion County Children's Home 226 = Victory Hall Boys Home 126 = Wadsworth Home (Lake Bluff/Chicago Home for Children) 135 = Waukegan Halfway House 267 = Woodstock Homes 268 = Youth Farm 100 = Other Lake County Setting 200 = Other Illinois Setting		91	PROBATION DEPARTMENT RECOMMENDATION AT INITIAL DISPOSITION (POECM1) From line 117 of the research instrument. If line 117 cites only one recommendation, enter it according to the coding list below. If there are two or more recommendations, look to line 98 (Court orders) and see if any of the recommendations correspond to what the court ordered. If no correspondence, encode only one of the recommendations according to the priority of its appearance on the coding list below. If there is a correspondence (or more than one correspondence) encode only one of the corresponding probation office recommendations according to the priority of its appearance in the coding list below. H.B. There is one exception to the priority established by the code listing: If a recommended change of residence would also result in a transfer (change of venue), then the recommendation for transfer should be given coding priority. 99 = Missing data (Line 117 is blank) (Recommendation towards ameliorating minor's offense) 10 = Aid in recovery of property 11 = Assist in repair 12 = Pay medical bill 13 = Restitution 14 = Return of property	10-11

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>91 cont'd.</u>	<u>PROBATION DEPARTMENT RECOMMENDATION AT INITIAL DISPOSITION (PORECMI) cont'd.</u>	<u>10-11 cont'd.</u>	<u>91 cont'd.</u>	<u>PROBATION DEPARTMENT RECOMMENDATION AT INITIAL DISPOSITION (PORECMI) cont'd.</u>	<u>10-11 cont'd.</u>
	15 = Service required			(Recommendations affecting venue or subsequent jurisdiction of the Lake County Probation Department)	
	16 = Other recommendation of an ameliorative nature			50 = Commitment	
	(Recommendation affecting residence of minor)			51 = Dismissal	
	20 = Guardian recommended			52 = Probation to . . . (Other than Lake County Probation Department)	
	21 = Advise Home Detention Program or release from H.D.P.			53 = Proceed under criminal law	
	22 = Placement			54 = Supervision by . . . (Other than Lake County Probation Department)	
	23 = Reside with specified person			55 = Transfer to other Jurisdiction	
	24 = Custody to . . .			56 = Withdraw petition	
	25 = Other recommendation affecting minor's residence (except recommendations involving a change of venue or jurisdiction --- see codes 50-57 below)			57 = Other recommendation affecting venue/jurisdiction. (e.g., 4-7 w/n supervision)	
	(Recommendation for participation in specified program)			(Recommendations <u>Not</u> affecting venue or subsequent Probation Department jurisdiction.)	
	30 = Alcohol program or DWI program			60 = Amend petition to Neglect/Dependency/Other	
	31 = Cooperate with specified agency, YSB, etc.			61 = Clinical evaluation recommended	
	32 = Drug program			62 = Conditional discharge (on) . . .	
	33 = Family counseling			63 = Continue to . . . (includes 4-7 continuences)	
	34 = Obtain/continue (individual) counseling			64 = Continue generally	
	35 = Traffic Court School			65 = Delinquency	
	36 = VIP program			66 = Dispositional hearing be set for . . .	
	37 = Vocational Training			67 = That Judgment be reserved	
	38 = Other recommended program participation			68 = MINS	
	(Recommended prohibitions/requirements for individual behavior)			69 = Probation (to Lake County Probation Department)	
	40 = Abide by curfew restrictions			70 = Social investigation	
	41 = Attend school			71 = Supervision (by Lake County Probation Department)	
	42 = Driving restrictions			72 = Wardship	
	43 = Not associate with . . .			73 = Warrant be issued/quashed	
	44 = Obey all laws			74 = Other procedural recommendation not affecting venue/jurisdiction	
	45 = Obtain employment			(Miscellaneous recommendations not classifiable in above taxonomy.)	
	46 = Refrain from drugs/alcohol			80 = Other recommendation(s) --- e.g., "Destruction of Weapon"	
	47 = Other prohibitions/requirements for individual behavior				

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
92	OTHER AGENCY RECOMMENDATION AT INITIAL DISPOSITION (OTRECM1) From lines 118 and 119 of the research instrument. 1 = Yes (There is an entry on either line 118 or line 119.) 2 = No (Lines 118 and 119 are BOTH blank.)	12	94	RESULT OF OUTSIDE RECOMMENDATION ON PROBATION DEPARTMENT (PDRSLT) From line 119 primarily, but only after consideration of line 117 and data element number 92 --- above. 9 = Missing data code (Data element number 92 --- column 12 --- has been coded "1" but lines 119 or 117 are blank.) 8 = No outside agency (Column 12 has been coded "2") 1 = Recommendation substantially implemented by Probation Department (Line 117 is consistent with line 119.) 2 = Recommendation not followed by Probation Department (Recommendation on line 117 is <u>not</u> consistent with line 119.) 3 = Uncertain: recommendation(s) ambiguous/cannot be directly related to each other/etc.	14
93	RESULT OF OUTSIDE RECOMMENDATION ON COURT (CTRSLT) From line 119 primarily, but only after consideration of lines 94 through 112 and data element number 92 --- immediately above. 9 = Missing data (Data element number 92 --- immediately above --- has been coded "1" but line 119 is blank and/or lines 94 thru 112 --- Court Disposition data --- are blank.) 8 = No outside agency (Data element number 92 --- immediately above --- has been coded "2"). 1 = Recommendation substantially implemented in the Court's Disposition. 2 = Recommendation not followed in the Court's Disposition. 3 = Uncertain: Recommendation ambiguous/not directly bearing on Court's disposition/etc.	13	95	DATE FOR REVIEW OF DISPOSITION OF INITIAL PETITION (REVDAY1) From line 120 of the Research instrument. If more than one date appears on line 120, encode only the earliest date. Right justify. Digitize as per general instructions. 9999 = Missing data (Line 120 is blank)	15-18
			96	DATE TERMINATED OR TRANSFERRED FROM JUVENILE COURT (ENDDATE) From line 121 of the Research instrument. Digitize as per general instructions. Right justify. 9999 = Missing data (Line 121 is blank.)	19-22
			97	REASON FOR TERMINATION OR TRANSFER (ERDREAS) From line 122 primarily, but only after consideration of lines 90, 94 through 112, and 121. Code as follows: 9 = Missing data code (Line 121 and 122 are BOTH blank but the disposition --- lines 94 through 112 --- was of a nature that continued the client under court jurisdiction: e.g., 4-7 continuance, supervision, probation, placement, conditional discharge, or similar.)	23



DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>97 cont'd.</u>	<u>REASON FOR TERMINATION OR TRANSFER (ENDREAS) cont'd.</u>	<u>23 cont'd.</u>	<u>97 cont'd.</u>	<u>REASON FOR TERMINATION OR TRANSFER (ENDREAS) cont'd.</u>	<u>23 cont'd.</u>
8 =	Case did not move to/beyond adjudication stage. (Date on line 121 is the same as the date on line 90. Use this code also if line 90 or line 121 is blank AND the disposition --- lines 94 through 112 --- ended court jurisdiction immediately: e.g., commitment, transfer, petition withdrawn, dismissal, proceed under criminal law, or similar disposition.)			4 =	Successful termination, Other --- Line 122 indicates any of the following: Dismissal (Only when date on line 121 differs from the date on line 90; otherwise, "dismissal" is to be coded "8" --- see above.) No new offenses Period of probation/supervision completed Satisfactory adjustment Terminated under conditions of Conditional Discharge Other --- Line 121 contains a date, but line 122 is blank or the comment on line 122 says nothing to indicate an unsatisfactory adjustment.
1 =	Unsuccessful termination --- Line 122 indicates any of the following: Commitment Died in the commission of an alleged criminal act New offense: Proceed under Criminal Law/treat(ed) as an adult New offense outside Lake County (Other county now responsible for minor) Other circumstance indicating unsuccessful adjustment (N.B. Do not include here petty transgressions for which a court took no formal action.)			5 =	Unknown, termination not classifiable. (e.g., minor absconded, has not been heard from since, and case was closed for lack of contact --- or a similarly unclassifiable situation.)
2 =	Successful termination because of Age/emancipation --- Line 122 indicates any of the following: Died --- except a death in the commission of an alleged criminal act. Marriage/emancipation: henceforth to be treated as an adult. Minor turned 17: henceforth to be treated as an adult. Reached majority. Truant turned 16. Other age (or emancipation) related termination.		98	JUDGE AT TERMINATION OR TRANSFER (ENDJJDG)	24-25
3 =	Successful termination because client moved from jurisdiction --- Line 122 indicates that the case was transferred after initial adjudication.			From line 123 of the research instrument. Encode the name of the judge according to the following codes: 99 = Missing value code (Line 123 is blank.) 01 = Block 02 = Brody 03 = Cooney 04 = Dixon 05 = Doran 06 = Drew 07 = Floeter 08 = Fox 09 = Geiger 10 = Gleason 11 = Hartel 12 = Herrmann	

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	
<u>98 cont'd.</u>	<u>JUDGE AT TERMINATION OR TRANSFER (EIIDJUDG) cont'd.</u>	<u>24-25 cont'd.</u>	<u>100 cont'd.</u>	<u>PROBATION OFFICER AT TERMINATION OR TRANSFER (ENDPOFF) cont'd.</u>	<u>27-28 cont'd.</u>	
	13 = Homer, W 14 = Hughes 15 = Kaufman 16 = McQueen 17 = Parker 18 = Scott 19 = Singer 20 = Smart 21 = Strouse 22 = VanDeusen 23 = Witt 24 = Other			04 = Anderson, L 05 = Anderson, S 06 = Anderson, W 07 = Austin 08 = Barnicle 09 = Berkholtz 10 = Biosten 11 = Bradbury 12 = Bold 13 = Bugenhagen (Stark) 14 = Cesar 15 = Cramond 16 = Demkiw 17 = Dorsey 18 = Duba 19 = Fire 20 = Fitzpatrick 21 = Fortney 22 = Glover 23 = Homer 24 = Horn 25 = Incontro 26 = Joubert 27 = Jutila 28 = Kapheim 29 = Korpi 30 = Lejoff 31 = Lindquist 32 = Locke 33 = Lyons 34 = McBride 35 = McGarringle 36 = Metersky 37 = Meyers 38 = Miller 39 = Olinger 40 = Roy 41 = Salisbury 42 = Schelinski 43 = Schneider 44 = Scott 45 = Simms 46 = Smith 47 = Stanton 13 = Stark (Bugenhagen) 48 = Stewart 49 = Surroz 50 = Traynor 51 = Other		
99	ATTORNEY AT TERMINATION OR TRANSFER (ENDATTY) From line 124 of the instrument. Encode the client's counsel at termination according to the following codes: 9 = Missing data (Line is blank) 1 = Minor represented by public defender (Name on line 124 is any of the following: Boyd Fitzgerald Foreman Hauser Poundstone Smoker Staben Walter Wilson Zeason 2 = Other	26				
100	PROBATION OFFICER AT TERMINATION OR TRANSFER (ENDPOFF) From line 125 of the research instrument. Encode the name of the probation officer at termination according to the following codes: 99 = Missing data (Line 125 is blank.) 01 = Allen, James 02 = Allen, Jeff 03 = Alston	27-28				

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
101	DATE OF INTAKE REPORT FOR INITIAL REFERRAL (RPTDAY1) From line 126 of the research instrument. Encode as per general instructions. 9999 = Missing data (Line 126 is blank.)	29-32	102 cont'd.	PERSON MAKING INTAKE REPORT FOR INITIAL REFERRAL (AUTHOR1) cont'd.	33-34 cont'd.
102	PERSON MAKING INTAKE REPORT FOR INITIAL REFERRAL (AUTHOR1) From line 127 of the research instrument. Encode the author of the intake report according to the following codes: 99 = Missing data (Line 127 is blank.) 01 = Allen, James 02 = Allen, Jeff 03 = Alston 04 = Anderson, L 05 = Anderson, S 06 = Anderson, W 07 = Austin 08 = Barnicle 09 = Berkholtz 10 = Blosten 11 = Bradbury 12 = Bold 13 = Bugenhagen (Stark) 14 = Cesar 15 = Cramond 16 = Demkiw 17 = Dorsey 18 = Duba 19 = Fire 20 = Fitzpatrick 21 = Fortney 22 = Glover 23 = Homer 24 = Horn 25 = Incontro 26 = Joubert 27 = Jutila 28 = Kapheim 29 = Korpi 30 = Legoff 31 = Lindquist 32 = Locke 33 = Lyons 34 = McBride 35 = McGarringle 36 = Metersky 37 = Meyers 38 = Miller 39 = Olinger	33-34	103	DATE SOCIAL INVESTIGATION ORDERED FOR INITIAL PETITION (SOCORD1) From line 128 of the instrument. Encode as per general instructions. 9999 = Missing data (Line 128 is blank.)	35-38
			104	JUDGE ORDERING SOCIAL INVESTIGATION FOR INITIAL PETITION (SOCJUD1) From line 129 of the research instrument. Encode the name of the judge according to the following codes: 99 = Missing data (Line 129 is blank.) 01 = Block 02 = Brody 03 = Cooney 04 = Dixon 05 = Doran 06 = Drew 07 = Floeter 08 = Fox 09 = Geiger 10 = Gleason 11 = Hartel 12 = Herrmann 13 = Homer, W 14 = Hughes 15 = Kaufman 16 = McQueen 17 = Parker 18 = Scott 19 = Singer 20 = Smart 21 = Strouse 22 = VanDeusen 23 = Witt 24 = Other	39-40

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
105	JUDGE ORDERING CLINICAL EVALUATION FOR INITIAL PETITION (CLIJUD1) From line 131 of the research instrument. Encode the name of the judge according to the codes for Data element 104 --- immediately above. 99 = Missing data (line 131 is blank.)	41-42	108 cont'd.	PREPARER OF FACE SHEET FOR INITIAL REFERRAL (FACPRE1) cont'd. 23 = Homer 24 = Horn 25 = Incontro 26 = Joubert 27 = Jutila 28 = Kapheim 29 = Korpi 30 = Legoff 31 = Lindquist 32 = Locke 33 = Lyons 34 = McBride 35 = McGarringle 36 = Metersky 37 = Meyers 38 = Miller 39 = Olinger 40 = Roy 41 = Salisbury 42 = Schelinski 43 = Schneider 44 = Scott 45 = Simms 46 = Smith 47 = Stanton 48 = Stark (Bugenhagen) 49 = Stewart 50 = Surroz 51 = Traynor	51-52 cont'd.
106	DATE CLINICAL EVALUATION ORDERED IN INITIAL PETITION (CLIDAY1) From line 130 of the instrument. Encode as per general instructions. 9999 = Missing data (Line 130 is blank.)	43-46	109	DATE SOCIAL INVESTIGATION PREPARED FOR INITIAL PETITION (SOCDAY1) From line 135 of the research instrument. Encode as per general instructions. 9999 = Missing data (Line 135 is blank.)	53-56
107	DATE FACE SHEET PREPARED FOR INITIAL PETITION (FACDAY1) From line 133 of the research instrument. Encode as per general instructions. 9999 = Missing data (Line 133 is blank.)	47-50	110	PREPARER OF SOCIAL INVESTIGATION FOR INITIAL PETITION (SOCWTR1) From line 136 of the instrument. Encode the name of the person who prepared the social investigation. If the preparer of the social investigation is an agency (e.g., Illinois Department of Children & Family Services) or a person affiliated with an agency (e.g., "C. Smith MSW, Lake County Mental Health Clinic"), use the codes that identify the agency. Do not use code 51 --- "Other person" --- if an agency affiliation has been specified on line 136.	57-58
108	PREPARER OF FACE SHEET FOR INITIAL REFERRAL (FACPRE1) From line 134 of the research instrument. Encode the name of the person who prepared the face sheet according to the following codes: 99 = Missing data (line 134 is blank.) 01 = Allen, James 02 = Allen, Jeff 03 = Alston 04 = Anderson, L 05 = Anderson, S 06 = Anderson, W 07 = Austin 08 = Barnicle 09 = Berkholtz 10 = Blosten 11 = Bradbury 12 = Bold 13 = Bugenhagen (Stark) 14 = Cesar 15 = Cramond 16 = Demkiw 17 = Dorsey 18 = Duba 19 = Fire 20 = Fitzpatrick 21 = Fortney 22 = Glover	51-52			

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMNS
<u>110 cont'd.</u>	<u>PREPARER OF SOCIAL INVESTIGATION FOR INITIAL PETITION (SOCWTRI) cont'd.</u>	<u>57-58 cont'd.</u>	<u>110 cont'd.</u>	<u>PREPARER OF SOCIAL INVESTIGATION FOR INITIAL PETITION (SOCWTRI) cont'd.</u>	<u>57-58 cont'd</u>
	Code 51 may be used, of course, if an unlisted name appears without an agency affiliation (e.g., "Breckinridge").			45 = Simms	
	99 = Missing data (Line 136 is blank.)			46 = Smith	
	01 = Allen, James			47 = Stanton	
	02 = Allen, Jeff			13 = Stark (Bugenhagen)	
	03 = Alston			48 = Stewart	
	04 = Anderson, L			49 = Surroz	
	05 = Anderson, S			50 = Traynor	
	06 = Anderson, W			51 = Other person (no agency affiliation specified.)	
	07 = Austin			52 = Illinois Department of Children and Family Services (IDCFS) --- or person affiliated with IDCFS.	
	08 = Barnicle			53 = Other Agency or its personnel.	
	09 = Berkholtz				
	10 = Blosten				
	11 = Bradbury		111	HOME VISITS TO MINOR (HOMEINR)	59-60
	12 = Bold			From line 137 of the instrument. Encode the number that appears on line 137. Right justify.	
	13 = Bugenhagen (Stark)			00 = Missing data (Line 137 is blank.)	
	14 = Cesar				
	15 = Cramond		112	HOME VISITS WITH OTHERS (HOMEOTH)	61-62
	16 = Demkiw			From line 144 of the instrument. Encode the number that appears on line 144. Right justify.	
	17 = Dorsey			00 = Missing data (Line 144 is blank.)	
	18 = Duba				
	19 = Fire				
	20 = Fitzpatrick				
	21 = Fortney		113	FIELD VISITS WITH MINOR (FLDMINR)	63-64
	22 = Glover			From line 138 of the research instrument. Encode the number that appears on line 138. Right justify.	
	23 = Homer			00 = Missing data (Line 138 is blank.)	
	24 = Horn				
	25 = Incontro				
	26 = Joubert				
	27 = Jutila				
	28 = Kapheim				
	29 = Korpi				
	30 = Legoff		114	FIELD VISITS WITH OTHERS (FLDOTHOR)	65-66
	31 = Lindquist			From line 145 of the instrument. Encode the number that appears on line 145. Right justify.	
	32 = Locke			00 = Missing data (Line 145 is blank.)	
	33 = Lyons				
	34 = McDride				
	35 = McGarringle				
	36 = Metersky		115	CONTACTS WITH MINOR AT COURT OR OFFICE (CTMINOR)	67-68
	37 = Meyers			From line 139 of the instrument. Encode the number that appears on line 139. Right justify.	
	38 = Miller			00 = Missing data (Line 139 is blank.)	
	39 = Olinger				
	40 = Roy				
	41 = Salisbury				
	42 = Schelinski				
	43 = Schneider				
	44 = Scott				

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
116	CONTACTS WITH OTHERS AT COURT OR OFFICE (CTOTHER) From line 146 of the instrument. Encode the number that appears on line 146. Right justify. 00 = Missing data (Line 146 is blank.)	69-70	2	CARD NUMBER (CARDNO) Code as 5. No other code, blank, or missing value is permissible within this field on this card.	5
117	TELEPHONE CONTACTS WITH MINOR (TELMINR) From line 140 of the instrument. Encode the number that appears on line 140. Right justify. 00 = Missing data (Line 140 is blank.)	71-72	121	TOTAL PROBATION OFFICER CONTACTS WITH MINOR (POFMIHR) From line 142 of the instrument. Encode the number that appears on line 142. Right justify. 000 = Missing data (Line 142 is blank.)	6-8
118	TELEPHONE CONTACTS WITH OTHERS (TELOTHR) From line 147 of the instrument. Encode the number that appears on line 147. Right justify. 00 = Missing data (Line 147 is blank.)	73-74	122	TOTAL PROBATION OFFICER CONTACTS WITH OTHERS (POFOTHR) From line 149 of the instrument. Encode the number that appears on line 149. Right justify. 000 = Missing data (Line 149 is blank.)	9-11
119	MAIL CONTACTS WITH MINOR (MAILMIN) From line 141 of the instrument. Encode the number that appears on line 141. Right Justify. 00 = Missing data (Line 141 is blank.)	75-76	123	TOTAL VOLUNTEER CONTACTS WITH MINOR (VOLMINR) From line 143 of the instrument. Encode the number that appears on line 143. Right justify. 000 = Missing data (Line 143 is blank.)	12-14
120	MAIL CONTACTS WITH OTHERS (MAILOTH) From line 148 of the instrument. Encode the number that appears on line 148. Right justify. 00 = Missing data (Line 148 is blank.)	77-78	124	TOTAL VOLUNTEER CONTACTS WITH OTHERS (VOLOTHR) From line 150 of the instrument. Encode the number that appears on line 150. Right justify. 000 = Missing data (Line 150 is blank.)	15-17
XX	bbbbbbb(bbbbb) Leave Blank	79-80	125	COMMUNITY RESOURCES USED (COMRSRC) From line 151 of the research instrument. If more than one resource is listed on line 151, encode only one according to the priority of its appearance on the coding list below: 9 = Missing data (Line 151 is blank.) 1 = Specified individual --- physician, psychiatrist, pastor, private therapist, or similar position (But if the person is affiliated with an agency, (e.g., "Dr. Heinrich, school psychologist,") code according to the agency --- in Heinrich's case: "3" for a school program.)	18
(Card 5)		(Card 5)			
1	STUDY NUMBER (STUDYNO) This is the number entered on line 1 of the Data collection instrument. It was assigned to the case by the research group. No blank or missing value is permissible within this field.	1-4			

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>125 cont'd.</u>	<u>COMMUNITY RESOURCES USED (COMRSRC) cont'd.</u>	<u>18 cont'd.</u>	<u>127 cont'd.</u>	<u>SCHOOL PROVIDING THE REPORT (SCHOOL) cont'd</u>	<u>23-25 cont'd.</u>
	2 = Police program --- Any program identified as being under the auspices of the police department (P.D.), Sheriff, or State's Attorney (e.g., a deferred prosecution program).			109 = Barrington Middle	
	3 = School program --- Special Education class, school psychologist/ social worker, student counseling service, or similar.			110 = Benny Junior High	
	4 = Youth Oriented Service --- Include Youth Service Bureaus (YSBs), or any "Commission," "Service," etc., whose name suggests a specific focus on youth (e.g., "Warren Township Youth Service Commission").			111 = (Big Hollow) Middle	
	5 = Lake County Mental Health Clinic			112 = Brainerd Campus (of Libertyville Community H.S.)	
	6 = Other community resource			113 = Butler Campus (of Libertyville Community H.S.)	
				114 = Butterfield	
				115 = Carl Sandburg Junior High	
				201 = Carmel High School for Boys	
				202 = Carmel High School for Girls	
				125 = Central (Gavin)	
				116 = Central Junior High (Zion)	
				117 = Countryside	
				118 = Daniel Wright Junior High	
				119 = Deer Path Junior High	
				120 = Deerfield (H.S.)	
				121 = Edgewood	
				122 = Elm Place	
				123 = Emmons	
				203 = Faith Evangelical Lutheran	
				204 = Ferry Hall School	
				124 = Fremont	
				125 = Gavin Central	
				126 = Grant Community (H.S.)	
				127 = Grass Lake	
				128 = Grayslake Community (H.S.)	
				129 = (Grayslake) Junior High	
				130 = (Hawthorn) Junior High	
				131 = Hickory Hill	
				132 = Highland	
				133 = Highland Park (H.S.)	
				205 = Holy Child High School	
				206 = Holy Cross	
				207 = Holy Family	
				208 = Holy Rosary	
				134 = Horizon (H.S.)	
				209 = Immaculate Conception (Highland Park)	
				210 = Immaculate Conception (Waukegan)	
				211 = Immanuel Lutheran	
				110 = Jack Benny Junior High	
				135 = Jefferson Junior High	
				136 = (Lake Bluff) Junior High	
				212 = Lake County Baptist	
				204 = Lake Forest Academy	
				213 = Lake Forest Country Day School	
				137 = (Lake Forest) East (H.S.)	
				138 = (Lake Forest) West (H.S.)	
126	DATE SCHOOL REPORT RECEIVED (SCHLDAY) From line 152 of the instrument. Encode as per general instructions. 9999 = Missing data (Line 152 is blank.)	19-22			
127	SCHOOL PROVIDING THE REPORT (SCHOOL) From line 153 of the instrument. Each School is assigned a 3 - digit code. The first digit (column 23) identifies whether the school is public or private as follows: 1 = public 2 = private 3 = NOT classifiable The remaining digits (columns 24 and 25) uniquely identify each school within the public or private sector. Use the following list to arrive at the proper code: 999 = Missing data (Line 153 is blank.) 101 = Adlai E. Stevenson (H.S.) 102 = Alan B. Shepard Junior High 103 = Antioch Community (H.S.) 104 = (Antioch) Upper Grade 105 = Aptakasic-Tripp 106 = Avon Center 107 = Bannockburn 108 = (Barrington) High School	23-25			

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

127 cont'd.

SCHOOL PROVIDING THE REPORT (SCHOOL) cont'd.

23-25 cont'd.

139 = (Lake Villa) Intermediate  
140 = (Lake Zurich) High School  
141 = (Lake Zurich) Junior High  
112 = Libertyville Community High School  
(at Brainerd) --- grades 10 - 12  
113 = Libertyville Community High School  
(at Butler) --- grade 9  
142 = Lotus  
143 = Magee Junior High  
144 = Millburn  
214 = Mother of God  
145 = Mundelein Consolidated (H.S.)  
146 = Neal Junior High  
147 = Newport  
148 = North Chicago Community (H.S.)  
149 = Northwood Junior High  
150 = Oak Crest Junior High  
151 = (Oak Grove) Junior High  
215 = Our Lady of Humility  
216 = Our Savior's Lutheran  
152 = Pearce (H.S.)  
217 = Prince of Peace  
153 = Red Oak  
154 = Rondout  
155 = (Round Lake) High School  
128 = Saint Anastasia  
219 = Saint Anne  
220 = Saint Bartholomew  
221 = Saint Bede  
222 = Saint Francis DeSales  
223 = Saint Gilbert  
224 = Saint James  
225 = Saint John's Lutheran  
226 = Saint Joseph (Libertyville)  
227 = Saint Joseph (Round Lake)  
228 = Saint Joseph (Waukegan)  
229 = Saint Mary (Buffalo Grove)  
230 = Saint Mary (Lake Forest)  
231 = Saint Mary (Mundelein)  
232 = Saint Matthew Evangelical Lutheran  
233 = Saint Patrick  
234 = Saint Paul Lutheran  
235 = Saint Peter  
115 = Sandburg Junior High  
236 = Santa Maria Del Popolo  
230 = School of Saint Mary (Lake Forest)

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

127 cont'd.

SCHOOL PROVIDING THE REPORT (SCHOOL) cont'd.

23-25 cont'd.

156 = Shady Lane  
102 = Shepard Junior High  
101 = Stevenson (H.S.)  
157 = Stratford  
135 = Thomas Jefferson Junior High  
237 = Transfiguration  
158 = Twin Groves  
159 = Viking  
160 = Warren Township (H.S.)  
161 = (Wauconda) High School  
162 = (Wauconda) Junior High  
238 = Waukegan Christian  
163 = (Waukegan) East High School  
239 = Waukegan Seventh Day Adventist  
Academy  
164 = (Waukegan) West High School  
165 = Webster Junior High  
166 = West Oak Middle  
167 = Westfield  
168 = Wilmot Junior High  
169 = (Woodland) Junior High  
240 = Woodlands Academy of the Sacred  
Heart  
118 = Wright Junior High  
134 = (Zion-Benton Township) Horizon (H.S.)  
152 = (Zion-Benton Township) Pearce (H.S.)  
116 = (Zion) Central Junior High  
300 = Other

128

ACADEMIC PERFORMANCE PER SCHOOL REPORT  
(PERFORM)

26

From line 154 of the instrument. Code according to the following directions:  
9 = Missing data (Line 154 is blank.)  
1 = Outstanding, or Favorable in the Extreme: General key --- No grade cited below "B". Student is described as "above average," "good," or the equivalent AND there is no qualification of the description such as: "above average except in math," or "good to average".



DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

128 cont'd.

ACADEMIC PERFORMANCE PER SCHOOL REPORT  
(PERFORM) cont'd.

26 cont'd.

- 2 = Less than Outstanding, Mediocre, Mixed: General Key --- No grade of "D" or "F" cited unless "balanced" by "A" or "B". Gradewise, student is described as being a "C student" or having a "C average." Grade report shows "Cs" --- which may be accompanied by "As" or "Bs". Student's performance is described in words as being "satisfactory," "adequate," "grades vary," "passing," "average," or the equivalent AND there is no further qualification of the description such as "average or below," or "just barely passing." Note that a person who fails a subject may actually fall in this "mixed" category if the failure is "balanced" by an "A" or a "B" or by a statement that is favorable in the extreme (see above) such as: "Above average in English, but failing in Spanish."
- 3 = Disparaging: General Key --- School report yields no "Fs" (failures) but "Ds" are cited with no balancing "As" or "Bs". Student is described in words as being "below average," "poor," or having "low grades."
- 4 = Unfavorable in the extreme: General Key --- School report cited at least one failure AND it is not "balanced" by an "A" (or "B") or by a performance description that qualifies as favorable in the extreme (above) --- which would ultimately result in a "mixed" code. Student is described as "failing," "failed," "some failures," having a grade of "F" in one or more subjects, or as a "drop out" or "dropping out."
- 5 = Unable to classify, ungraded setting, special education environment or similar situation. (Line 154 contains an entry, but it does not "fit" codes 1 through 4 above.)

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

129

PROBLEM AREAS CITED IN SCHOOL REPORT  
(PROBLMS)

27

From line 155 of the research instrument. If more than one problem is cited, code only one according to the priority of its appearance on the coding list below.

- 9 = Missing data (Line 155 is blank)
- 1 = No problems --- Use this code when the entry on line 155 is "none", "no problems," or similar.
- 2 = Truancy and tardiness: Use this code when the problem is cited as (non)-attendance, late, cutting classes, tardiness, etc.
- 3 = Drugs/Alcohol: Use when problem is cited as drinking, drunk, marijuana, dope, etc.
- 4 = Difficulties having a possible physiological basis: Physical handicap, learning difficulty, speech problem, visual problem, gross obesity, in a behavioral disorder class, etc. (N.B. Do not include pregnancy here!)
- 5 = Problems related to social situation in home/school/or community: Line 155 cites home problems, family problems; divorce, death or illness/incapacitation of family member, difficulties with sibling(s), Bad companions/associates, hangs out with "wrong" group, or "loner," no friends, does not participate. (Include pregnancy here.)
- 6 = School misbehavior: Cited as disobeying school rules, insubordinate, talks out of turn, smoking, fighting, disruptive, discipline (except self-discipline) problems, suspensions, detentions, or other forms of active misbehavior.
- 7 = Problems of attitude: Line 155 cites poor attitude, negative attitude, obstinance, refuses to do school work, lack of motivation, no interest, inattention, passive, poor self-image, lacks self-discipline, does not complete assignments, or other form of passive opposition to school.

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>129 cont'd.</u>	<u>PROBLEM AREAS CITED IN SCHOOL REPORT (PROBLMS) cont'd.</u>	<u>27 cont'd.</u>	<u>131 cont'd.</u>	<u>INTELLIGENCE QUOTIENT PER SCHOOL REPORT (REPTDIQ) cont'd.</u>	<u>30-32 cont'd.</u>
	<p>8 = Problems related to academic matters only: Line 155 describes minor as slow, having low academic ability, not working to capacity, having difficulty with a particular subject etc.</p> <p>0 = Other, not classifiable (The entry on line 155 does not "fit" any of the above codes.)</p>			<p>Enter the IQ shown on line 157. Right justify.</p> <p>999 = Missing data (Line 157 is blank.)</p> <p>888 = Entry on line 157 is not readily translatable to a numeric score --- e.g., "average," "Such-and-such percentile," --- or the test cited is an achievement (rather than IQ) test, or a similar condition.</p>	
130	<p>CURRENT GRADE PER SCHOOL REPORT (GRADE) From line 156 of the instrument. Note: This is a two-column code; be sure to right justify. Enter the number contained on line 156. If the entry is not numeric --- e.g., "sophomore" --- convert to the numeric equivalent:</p> <p>Freshman = 09 Sophomore = 10 Junior = 11 Senior = 12</p> <p>Additional codes are as follows: 99 = Missing data (Line 156 is blank.) 88 = Ungraded setting, or the entry on line 156 is otherwise not convertible to a numeric grade equivalent.</p>	28-29	132	<p>PROBLEM AREAS CITED BY OTHER SOURCES (PROBLMO) From lines 158 and 159 of the instrument. Encode the problem and/or comment according to the coding instructions below. If more than one problem/comment is noted, encode only one according to the priority of its appearance in the coding list.</p> <p>9 = Missing data (Lines 158 AND 159 are BOTH blank.)</p> <p>1 = Minor currently or previously in therapy, residential treatment, or hospitalized at Forest Hospital, Riveredge Hospital, or other psychiatric setting for a serious mental health/emotional problem.</p> <p>2 = Allegations of drug/alcohol abuse.</p> <p>3 = Relative/Family member currently or previously in trouble with the law.</p> <p>4 = Procedural clarification: Comment on line 159 relates to the transfer or termination of the case or otherwise clarifies procedure/disposition/processing of minor.</p> <p>5 = Other problem or comment.</p>	33
131	<p>INTELLIGENCE QUOTIENT PER SCHOOL REPORT (REPTDIQ) From line 157 of the instrument. If more than one test is reported, enter the <u>most recent</u> if the dates of testing are available. If it is impossible to determine which of two or more IQ scores is the most recent (perhaps because of missing dates), enter the highest IQ reported.</p>	30-32			

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
133	<p>DIFFICULTIES WITH THE LAW SINCE INITIAL DISPOSITION (LAWDIFF)</p> <p>From line 159 of the instrument or from the supplemental offense forms. Consider only offenses that occurred after the date of initial disposition. (Usually the date of initial disposition will be the earliest date on lines 99, 103, 107, or 112; but if the minor received a 4-7 continuance, then the date of initial disposition may be on line 90.) Do not include offenses that occurred after dismissal, transfer, or termination of the case. Use the first applicable code in the list below:</p> <p>4 = Offenses alleged AND formal action taken which led to a change (i.e., commitment, transfer, extended period of supervision/probation, etc.) in minor's status.</p> <p>3 = Offenses alleged AND formal action taken, but client's status was/is not affected.</p> <p>2 = Offenses alleged, but no formal action taken to alter the minor's status with the court.</p> <p>5 = Offenses alleged, but it cannot be determined whether the minor was under Court jurisdiction at the time (e.g., requisite dates are missing, incomplete, or inconsistent.)</p> <p>1 = No offenses alleged (Line 159 is blank, there is no subsequent referral form, the entries on the subsequent referral/line 159 relate to an offense outside of the requisite time frame, or the comments on line 159 do not reflect offense information.)</p>	34	135	RACE OF MINOR (RACE)	36
				<p>From line 162 of the instrument.</p> <p>9 = Missing data (Line 162 is blank.)</p> <p>1 = White (includes Hispanics)</p> <p>2 = Black</p> <p>3 = Other</p>	
			136	RELIGION OF MINOR (RELGN)	37
				<p>From line 164 of the instrument.</p> <p>9 = Missing data (Line 164 is blank.)</p> <p>1 = Protestant (Any Non-Catholic Christian religion).</p> <p>2 = Catholic</p> <p>3 = Other (Jewish, Muslim, Buddhist, etc.)</p> <p>4 = None, No religious affiliation</p>	
			137	BIRTHDATE PER REFERRAL (DOBREF)	38-41
				<p>From line 161 of the instrument.</p> <p>Digitize as per general instructions.</p> <p>9999 = Missing data (Line 161 is blank.)</p>	
			138	BIRTHDATE PER PROBATION DEPARTMENT (DOBPROB)	42-45
				<p>From line 163 of the instrument.</p> <p>Digitize as per general instructions.</p> <p>9999 = Missing data (Line 163 is blank.)</p>	
			139	LIVING ARRANGEMENT AT TIME OF INTAKE (ARRANG1)	46-47
				<p>From lines 165 through 199 of the research instrument. The living arrangements at intake is designated by the numeral "1" entered in the space before it. Code the living arrangement as follows:</p> <p>99 = Missing data (No numeral "1" appears before any arrangement.)</p> <p>01 = Both Natural parents (line 165)</p> <p>02 = Both adoptive parents (line 168)</p> <p>03 = Natural Mother (line 171)</p> <p>04 = Natural father (line 174)</p> <p>05 = Natural mother + stepfather (line 177)</p> <p>06 = Natural father + stepmother (line 180)</p> <p>07 = Relatives (line 183)</p> <p>08 = Foster parents (line 187)</p> <p>09 = Institution (line 191)</p> <p>10 = Other (line 195)</p> <p>11 = Unknown (line 199)</p>	
134	SEX OF MINOR (SEX)	35			
	<p>From line 160 of the instrument.</p> <p>9 = Missing data (Line 160 is blank.)</p> <p>1 = Male</p> <p>2 = Female</p>				

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
140	<p>NUMBER OF LIVING ARRANGEMENTS WHILE UNDER COURT JURISDICTION (NUMARNG)</p> <p>From lines 165 through 199 of the instrument. Enter the highest number of any of the lines identifying a living arrangement: e.g., Client went through four living arrangements --- 1) Both natural parents, 2) Natural Mother, 3) Natural Mother + stepfather, and lastly 4) Institution --- enter the number "4" in column 48. Use the following additional codes if necessary:</p> <p>9 = Missing data (No numerals appear before any arrangements.)</p> <p>8 = Any value of 8 or more.</p>	48	142	<p>NUMBER OF PROBATION OFFICERS SERVING THE CLIENT (NUMPOS)</p> <p>From the contact information section of the instrument (between lines 136 and 137) Count the number of individual probation officers shown as having had a direct service contact with the minor. Count each officer only once, but be sure to include every officer who had a successful contact ( --- don't count ones who merely attempted contact). Enter the count in columns 51-52. Right justify.</p> <p>00 = None (No officers shown as having had a successful contact, or the column is blank)</p>	51-52
141	<p>LIVING ARRANGEMENT AT TERMINATION (ARRANGT)</p> <p>The living arrangement at termination is designated by the number coded for data element 140 (immediately above.) Code the arrangement as follows:</p> <p>99 = Missing data (No numerals appear before any arrangements.)</p> <p>01 = Both Natural Parents (highest number is on line 165).</p> <p>02 = Both adoptive parents (Highest number is on line 168)</p> <p>03 = Natural Mother (Highest number is on line 171)</p> <p>04 = Natural father (Highest number is on line 174)</p> <p>05 = Natural mother + stepfather (Highest number is on line 177)</p> <p>06 = Natural father + stepmother (Highest number is on line 180)</p> <p>07 = Relatives (Highest number is on line 183)</p> <p>08 = Foster parents (Highest number is on line 187)</p> <p>09 = Institution (Highest number is on line 191)</p> <p>10 = Other (Highest number is on line 195)</p> <p>11 = Unknown (Highest number is on line 199)</p>	49-50	143	<p>NUMBER OF TELEPHONE CALLS TO PO PLACED BY MINOR</p> <p>From the contact information section of the instrument (between lines 136 and 137) Count the number of telephone calls to the probation officer that were initiated by the minor. These are identified as "minor phones," "minor calls," or equivalent entries. Right justify.</p> <p>00 = None, or Missing Data (no appropriate entries)</p>	53-54
			144	<p>NUMBER OF TELEPHONE CALLS TO PU PLACED BY OTHERS</p> <p>From the Contact information section of the instrument, count the number of telephone calls to the probation officer that were initiated by persons other than the minor: e.g., "mother calls," "attorney calls" etc. Right justify.</p> <p>00 = None, or Missing Data (no appropriate entries.)</p>	55-56
			145	<p>NUMBER OF LETTERS SENT BY MINOR TO THE PROBATION OFFICER</p> <p>From the contact information section of the instrument, count the number of mail contacts initiated by the minor. These are indicated as "minor writes," "letter from minor," or equivalent entries.</p> <p>00 = None, or Missing Data (no appropriate entries.)</p>	57-58

SUBSEQUENT REFERRALS

INSTRUCTIONS:

Information from supplementary referral forms is to be entered in columns 59-80 of the Fifth data card. Count only referrals where the offense(s) occurred after initial disposition. Check the offense date (SR line 3) against the date of initial disposition (lines 90 for 4-7 dispositions or lines 99, 103 or 107 for other initial dispositions).

146	NUMBER OF SUBSEQUENT REFERRALS (SUBREFS) Count the number of subsequent referrals forms that meet the inclusion criterion above: 00 = No (eligible) subsequent referrals.	59-60
147	EARLIEST ARREST DATE FOR SUBSEQUENT REFERRAL (EARLYAR) From line 5 of the (eligible) subsequent referral form(s). Digitize the earliest arrest date as per general instructions. Right justify. 9999 = Missing data (line 5 is blank).	61-64
148	NUMBER OF SUBSEQUENT REFERRALS RESULTING IN DETENTION (DETRFS) From lines 68 and 69 of the (eligible) subsequent forms. Count the number of subsequent referrals where entries on lines 68 and 69 show that a detention occurred. Right justify. 00 = No (eligible) subsequent referral forms or no forms revealing a detention.	65-66
149	TOTAL DETENTION DAYS FOLLOWING DISPOSITION (DETDAYS) From lines 68 and 71 of the (eligible) subsequent referral forms. On each (eligible) subsequent referral form subtract the date on line 68 from the date on line 71 and add "one" to the answer (e.g., if line 71 shows 8/27/76 and line 68 shows 8/27/76; then 27-27=0 and adding "one" (0 + 1 = 1) shows that the minor was detained for one day). The method of calculation effectively counts as a	67-69

DATA ELEMENT NUMBER

149 cont'd.

VARIABLE (MNEMONIC)

TOTAL DETENTION DAYS FOLLOWING DISPOSITION (DETDAYS) cont'd.

CARD COLUMN(S)

67-69 cont'd.

"detention day" any portion of a day that was served in detention. Summate the detention days reflected on each (eligible) subsequent referral form and enter the total detention days in columns 67-69. Right justify.

999 = Missing data (Detention AND Release are indicated by entries on lines 69, 72 or 73, but the date of detention/release is missing.)

888 = No Release from detention (minor detained until commitment, until turned over to adult authorities, etc.)

000 = No detentions, no (eligible) subsequent referral forms.

150

NUMBER OF SUBSEQUENT REFERRALS RESULTING IN HOME DETENTION (HDETREF)  
From lines 74 and 76 of the (eligible) subsequent referral forms. Count the number of subsequent referrals where entries on lines 74 and 76 show that home detention was ordered. Right justify.

00 = No (eligible) subsequent referral forms, or no forms revealing a home detention.

70-71

151

TOTAL DAYS IN HOME DETENTION FOLLOWING DISPOSITION)  
From lines 74 and 76 of the (eligible) subsequent referral forms. On each subsequent referral form subtract the date on line 74 from the date on line 76 and add "one" to the answer. Summate the home detention days reflected on each subsequent referral form and enter the total home detention days in columns 72-74. Right justify.

999 = Missing data (home detention is indicated by entries on lines 75 or 77, but requisite date(s) not shown.)

000 = No home detentions, no (eligible) subsequent referral forms.

72-74

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
152	<p>NUMBER OF SUBSEQUENT REFERRALS PRECIPITATING COURT REVIEW (CTREVS)</p> <p>From lines 86, 89, 90 or 98 of the eligible subsequent referral forms. Count the number of eligible forms that contain an entry on ANY of the lines indicated.</p> <p>00 = No Court Review, (lines 86, 89, 90 and 98 are blank).</p>	75-76	155	<p>VOLUNTEER INVOLVEMENT (VOLINV)</p> <p>From lines 143, 150 and 159 of the instrument. If a VIP volunteer was assigned to this case, line 159 will contain an appropriate notation --- e.g., "VIP volunteer assigned (date)." If the "volunteer" referenced on line 159 is distinguished as "unofficial," "Non-VIP," or by similar descriptives, or if lines 143 and 150 show volunteer contacts but line 159 makes no mention of a VIP assignment; then treat the case as having an "informal volunteer."</p> <p>Since volunteer contacts are not always made a matter of record, contact will be presumed (even if lines 143 and 150 show "0") unless line 159 contains the notation: "No Contact."</p> <p>1 = No volunteer involvement of any kind.  2 = Informal volunteer assigned, but line 159 states "no contact."  3 = Informal volunteer assigned (per line 159) and contact at least presumed.  4 = Official (VIP) volunteer assigned but line 159 states "no contact" and the initial volunteer was <u>not replaced</u> by a successor (VIP) volunteer for whom contact could at least be presumed. (N.B. Even if the initial volunteer had been replaced, use this code if the successor also made "no contact.")  5 = Official (VIP) volunteer replaced after "no contact" but a successor (i.e., another VIP volunteer) was appointed for whom contact could at least be presumed.  6 = The official (VIP) volunteer --- who is at least presumed to have been contacting the client --- <u>did not complete the period of service to the client and no replacement (VIP) volunteer was assigned.</u>  7 = The official (VIP) volunteer --- who is at least presumed to have been contacting the client --- <u>did not complete the period of service to the client but a replacement (VIP) volunteer was provided.</u>  8 = Other situation.</p>	80
153	<p>NUMBER OF SUBSEQUENT REFERRALS PRECIPITATING A CHANGE IN DISPOSITION (CHNGDIS)</p> <p>From line 98 of the (eligible) subsequent referral forms. Count the number of forms for which line 98 shows a change in disposition, an additional restriction on minors behavior, a change in custody, or any similar action designed to correct minors behavior.</p> <p>Be careful when the forms indicate "dismiss," "withdraw petition," or similar entries. If the petition is being dropped by the juvenile court in order for the minor to be prosecuted as an adult <u>for the referral offense, then count such instances as changes in disposition.</u> Otherwise, entries such as "dismiss," "withdraw petition," "informal file," "no change," "continue . . . supervision/probation," etc., should not be counted. If line 98 is blank, treat blanks as "no change."</p> <p>00 = No referrals precipitating a change.</p>	77-78			
154	<p>UNSUCCESSFUL TERMINATION PRECIPITATED BY A SUBSEQUENT REFERRAL</p> <p>From lines 121 and 122 of the research instrument. Determine whether an (eligible) subsequent referral precipitated an unfavorable termination.</p> <p>1 = (The Unfavorable termination was precipitated by a subsequent referral --- Data element #97, Column 23 of Card 4 must be coded "1")  2 = No (The termination --- favorable, unfavorable, or whatever --- was <u>not related</u> to a subsequent referral.)</p>	79			



**CONTINUED**

**4 OF 5**



CODE BOOK FOR OFFENSES REFLECTED IN  
INITIAL REFERRAL/PETITION

GENERAL INSTRUCTIONS:

Information about the offense(s) of the initial referral is located on lines 3 through 10 on Page 1 of the research instrument. There are two sources of offense information: 1) The police referral, and 2) The Court petition. Offense information is to be coded according to the source from which it was derived. As a consequence, each probation case (i.e., study number) will generate at least TWO offense cards: one for the offense according to the police, and a second for the offense according to the petition. Since a card is generated for each offense according to each information source, it is possible that a case with multiple offenses may generate several sets of offense cards.

Coders should be aware that there may be very little correspondence between the police and the court either as to the nature of the offense(s) or as to the number of offenses committed. It is possible for the police referral to identify two (or more) offenses but the petition to specify only one; or conversely, it is possible for the police referral to cite a single crime which is seen by the court -- perhaps because of lesser included charges --- as comprised of multiple offenses. There is no requirement that the number of offenses according to the police (and hence the number of "offense per police" cards) must equal the number of offenses (cards) according to the petition.

Code one card for each offense according to each source. Start with offenses according to the referral (line 7).

DATA ELEMENT NUMBER	VARIABLE (MHEMONIC)	CARD COLUMN(S)
1	STUDY NUMBER (STUDYNO) This is the number entered on line 1 of the data collection instrument. It was assigned to the case by the research group. No blank or missing value code is permissible within this field. Right justify.	1-4
XX	bbbb (bbbb) Leave blank	5-6

DATA ELEMENT NUMBER

VARIABLE (MHEMONIC)

CARD COLUMN(S)

156

OFFENSE INFORMATION SOURCE (SOURCE1)

7

Indicate whether the card now being prepared is based on referral information (line 7 of the instrument) or on information from the petition (lines 8, 9, 10). No missing data code is permissible for this field. Code as follows:

- 1 = Referral is the source (from line 7)
- 2 = Petition is the source (from lines 8, 9, or 10)

157

OFFENSE NUMBER (OFFNO)

8-9

From line 7 or 8 depending upon the source being encoded. In some cases, several (or several counts of the same offense) may be listed. Each offense/count will generate a separate card.

If the first-listed offense/count according to this source is being encoded, code "01"; Code "02" if you are encoding the 2nd count or 2nd offense; "03" for the third and so on. If the line is completely blank, use code "99."

Always check the offense description against the date(s) of offense --- line 3 --- because a single offense (e.g., "burglary") may have been committed more than once. A repetitious commission of the same crime would be indicated by the presence of more than one date on line 3. Since a card is to be generated for each offense, the repetition of a criminal act would generate additional cards (i.e., be counted as additional offenses).

For "offenses according to the petition," the narrative description has been supplemented by a statutory citation (lines 9 and 10.) If the number of statutory citations should be different from the number of offenses described on line 8, use whichever shows the highest number of offenses.

Do not code total offenses here; code only the sequence number of the specific offense that is being entered on this IBM card.  
99 = Missing data (the line is blank)

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
			<u>159 cont'd</u>	<u>OFFENSE (OFFENSE1) cont'd.</u>	<u>12-15 cont'd.</u>
158	TOTAL OFFENSES PER SOURCE (TOTOFF) From line 7 or 8 of the instrument. Using the instructions for data element 157 (immediately above), encode the <u>total number</u> of offenses cited by the source from which you are working. 99 = Missing data (the line is blank)	10-11	9999 = 1006 = 1008 = 6096 = 1005 = 1006 = 2021 = 2014 = 5076 =	Missing Data Code A.D.W. - Attack With A Deadly Weapon A.R. - Armed Robbery Addict Aggravated Assault Aggravated Battery Aggravated Incest Aggravated Kidnaping Air Rifles (carrying or discharging on public streets)	
159	OFFENSE (OFFENSE1) From line 7 or 8 of the instrument. According to the code lists below, specify the single offense that is being encoded on this particular IBM card. Two code lists have been provided. One is arranged alphabetically, and the other is arranged according to the numerical sequence of statutory citations. Use whichever is most convenient. Either listing will provide the proper code consisting of 4 digits. The first digit is used to identify the general classification of the offense: 9 = Missing data 1 = Index offense against the person 2 = Non-index offense against the person 3 = Index offense against property 4 = Non-index offense against property 5 = Non-status offense against public order (all public order offenses are non-index). 6 = Status offenses 7 = Other, not classifiable. The next three digits reference the specific offense. Both the general classification and the specific reference have been combined to produce the single four digit code that is to be entered in columns 12-15 as follows:	12-15	1008 = 5073 = 4040 = 2023 = 1005 = 2017 = 7102 =  1005 = 2017 = 1005 = 5088 = 5088 =  3029 = 4037 = 2024 = 6094 = 5064 = 3034 = 3034 = 5072 = 3034 = 3034 = 4041 =  5082 = 5061 = 6090 =	Armed Robbery Armed Violence Arson Assault (No further specification) Assault With Intent to Commit Murder Assault With Intent to Commit Rape Attempt (With no further specification) N.B. When the attempted crime has been specified - e.g., "Attempt-Burglary" -- encode the crime itself (i.e., code "Burglary" rather than "Attempt:") except for Murder and Rape. Attempt-Murder Attempt-Rape Assault With Intent to Commit Murder Attempt to Elude Police Auto Registration Automobile Violations (unless specifically referenced elsewhere in this coding list) Auto Theft Bad Checks Battery Beyond Control of Parent Bomb Threat Break-In Breaking and Entering Bribery Burglary Burglary from Auto C.D.P. - (Criminal Damage to Property) Cannabis Control Act Carrying Concealed Weapon Cigarettes-Purchased by Minor	

DATA ELEMENT NUMBER VARIABLE (MNEMONIC) CARD COLUMN(S)

159 cont'd. OFFENSE (OFFENSE1) cont'd 12-15 cont'd.

CODE	CHAP/SECTION	DESCRIPTION
5060	38/22-50	Possession of Hypodermic/ Needle Syringe
5061	38/24-1	Unlawful Use of Weapon
5062	38/24-3.1	Possession of Ammunition/ Firearms
5063	38/25-1	Mob Action
5064	38/26-1	Disorderly Conduct
5065	38/27-1	Criminal Defamation
5066	38/28-1	Gambling
5067	38/29-1	Offering a bribe (contests)
5068	38/29A-1	Offering a bribe (commercial pursuit)
5069	38/31-1	Resisting/obstructing a police officer
5070	38/31-6	Escape
5071	38/32-2	Perjury
5072	38/33-1	Bribery (public official)
5073	38/33A-2	Armed violence
2028	38/33A-2.1	Use of Weapon in Forcible Felony
5074	38/37-1	Maintaining a public Nuisance
3035	38/42-1	Looting
5075	38/81-1	Intoxicating Compounds
5076	38/82-3	Air rifles
5077	38/83-2	No firearm owners ID card
5078	38/85-3	Public Demonstration
5079	38/86-5	Littering
5080	38/90-11	Draft cards - destruction or mutilation
6098	43/94 thru 195	Liquor Control Act Violation
5081	56/Generally	Fish Code Violation
5082	56½/704 thru 709	Cannabis Control Act Violation
5083	56½/1302 thru 1407	Controlled Substances Act Violation
5084	61/Generally	Game Code Violations
4046	95½/4-102	Tampering with a Motor Vehicle
6099	95½/6-301	Unlawful Use of Driver's License
5085	95½/11-501a	Driving under influence of Alcohol

DATA ELEMENT NUMBER VARIABLE (MNEMONIC) CARD COLUMN(S)

159 cont'd. OFFENSE (OFFENSE1) cont'd. 12-15 cont'd.

CODE	CHAP/SECTION	DESCRIPTION
5086	95½/11-501b	Driving under influence of Drugs
5087	95½/11-502	Illegal transport of alcoholic liquor in car
5088	95½/Any section not specifically cited	Motor Vehicle Code Violation (other)
6100	122/26-1	Truancy
5089	127½/128	Fireworks violation
6000	Other citation	Status offense not otherwise classifiable
2000	Other citation	Crime against person not otherwise classifiable
4000	Other citation	Crime against property not otherwise classifiable
5000	Other citation	Crime against Public Order not otherwise classifiable
7000	Other citation	Not Classifiable, or No code for this offense

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>159 cont'd.</u>	<u>OFFENSE (OFFENSE1) cont'd.</u>	<u>12-15 cont'd.</u>	<u>159 cont'd.</u>	<u>OFFENSE (OFFENSE1) cont'd.</u>	<u>12-15 cont'd.</u>
2022	= Incest		5072	= Offering a Bribe to a Police Officer	
6094	= Incurable		5087	= Open Liquor in Car	
5048	= Indecent Exposure		5075	= Overdose	
2018	= Indecent Liberties		5051	= Pandering	
2020	= Indecent Solicitation of a Child		5052	= Patronizing a Prostitute	
5058	= Interference with a Public Institution of Higher Education		5064	= Peeping Tom	
3029	= Interstate Transport-Stolen Auto		5071	= Perjury	
5075	= Intoxicating Compounds		3030	= Petty Larceny	
4037	= Insufficient Funds (checks)		3030	= Petty Theft	
2026	= Intimidation		3030	= Pickpocket	
6098	= Intoxicated (Minor)		3030	= Pigeon Drop	
2012	= Involuntary Manslaughter		5053	= Pimping	
3029	= Joyriding		5062	= Possession of Ammunition	
7101	= Juvenile Delinquent (No further specification) N.B. If Delinquent act is specified, code the act)		6098	= Possession of Alcoholic Liquor	
2013	= Kidnaping		4039	= Possession of Burglary Tools	
3030	= Larceny		5082	= Possession of Cannabis	
6098	= Liquor Control Act Violation(s)		5083	= Possession of Controlled Substance	
5079	= Littering		5083	= Possession of Drugs	
3035	= Looting		5056	= Possession of Explosives	
3030	= Mail Theft		5062	= Possession of Firearms	
5074	= Maintaining a Public Nuisance		5082	= Possession of Hashish	
1003	= Manslaughter (No further specification)		5060	= Possession of Hypodermic Needle/Syringe	
5082	= Marijuana		5056	= Possession of Incendiary Device	
6093	= Minor In Need of Supervision (No further specification) N.B. If misbehavior is specified, encode it as per this coding list.		4036	= Possession of Key/Device for Coin-Operated Machines	
6098	= Minor in Possession of Alcohol		5082	= Possession of Marijuana	
6098	= Misrepresentation of Age by Minor		3030	= Possession of Stolen Property	
5063	= Mob Action		5083	= Possession of Substance Represented as Controlled Substance	
5088	= Motor Vehicle Code Violation (Unless specifically referenced elsewhere on this coding list)		5049	= Prostitution	
1002	= Murder		5064	= Prowler	
5083	= Narcotics Buy		5078	= Public Demonstration	
5083	= Narcotics Possession		6098	= Public Drunk (Minor)	
5083	= Narcotics Sale		5048	= Public Indecency	
5088	= No Auto Registration		6098	= Public Intoxication (Minor)	
5088	= No Certificate of Title		6090	= Purchase of Tobacco by Minor	
5088	= No Driver's License		1007	= Purse Snatching	
5077	= No Firearm Owner's I.D. Card		1004	= Rape	
5064	= Obscene Phone Calls		2025	= Reckless Conduct	
5054	= Obscenity		5088	= Reckless Driving	
5069	= Obstructing an Officer		5069	= Resisting a Police Officer	

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>159 cont'd.</u>	<u>OFFENSE (OFFENSE1) cont'd.</u>	<u>12-15 cont'd.</u>	<u>159 cont'd.</u>	<u>OFFENSE (OFFENSE1) cont'd.</u>	<u>12-15 cont'd.</u>
3031	= Retail Theft		2015	= Unlawful Restraint	
5088	= Revoked, Cancelled Registration		6099	= Unlawful Use of Driver's License	
5088	= Revoked License		5061	= Unlawful Use of Weapons	
1007	= Robbery		2016	= Unnatural Sex Act	
6092	= Runaway (Interstate)		2028	= Use of Weapon in Forcible Felony	
6094	= Runaway (Local)		4041	= Vandalism	
6100	= School Attendance Required		5088	= Vehicle Registration	
4040	= Setting Fires		1003	= Voluntary Manslaughter	
4041	= Shooting at a Train		7000	= Other	
3031	= Shoplifting				
2023	= Simple Assault		CODE	CHAP/SECTION	DESCRIPTION
2024	= Simple Battery		2009	23/2354	Endangering Life/Health of Child
5022	= Smoking Marijuana		6090	23/2357	Purchase of tobacco by Minor
2016	= Sodomy		2010	23/2361	Contributing to Delinquency of a Child
5050	= Soliciting for a Prostitute		6091	23/2371	Curfew Violation
2018	= Statutory Rape		6092	23/2591	Runaway (Interstate only)
3029	= Stolen Auto		7101	37/702-2	Delinquency (No further specification)
3030	= Stolen Property				N.B. If delinquent act is specified
3030	= Stealing		6093	37/702-3	encode the act as per this coding list.
3030	= Stripping Cars				Minor In Need of Supervision (No
1007	= Strong Arm Robbery		6094	37/702-3a	further specification) N.B. If mis-
4046	= Tampering with a Motor Vehicle				behavior is specified, code the mis-
5064	= Telephone Threat				behavior as per this coding list.
3030	= Theft (Except thefts specified elsewhere in this coding list)				Beyond Control of Parent
3034	= Theft from Auto				
3029	= Theft of Auto				
3033	= Theft from Coin-Operated Machine				
3030	= Theft of Mail				
2026	= Threats (Except Telephone)				
5064	= Threatening Phone Calls				
5087	= Transport of Alcoholic Liquor				
3029	= Transport of Stolen Auto-Interstate				
4043	= Trespass to Land				
4043	= Trespass to Property				
4045	= Trespass to State-Supported Land				
6095	= Truancy				
5061	= U.U.W. - Gun, Knife, etc.				
5057	= Unauthorized Possession or Storage of Weapons (On State Land Only)				
6094	= Uncontrollable				
5059	= Uniform Narcotic Drug Act				
3034	= Unlawful Entry				
5062	= Unlawful Possession of Firearms/ Ammo				

DATA ELEMENT - NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
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159 cont'd. OFFENSE (OFFENS1) cont'd.

12-15 cont'd.

159 cont'd. OFFENSE (OFFENS1) cont'd.

12-15 cont'd.

CODE	CHAP/SECTION	DESCRIPTION	CODE	CHAP/SECTION	DESCRIPTION
6095	37/702-3b	Truant	2023	38/12-1	Assault
6096	37/702-3c	Addict	1005	38/12-2	Aggravated Assault
6097	37/702-3d	Violation of Court Order	2024	38/12-3	Battery
5047	38/1-3	Contempt of Court	1006	38/12-4	Aggravated Battery
7102	38/8-4	Attempt (with no further specification) N.B. When the attempted crime has been specified --- e.g., "ATTEMPT-BURGLARY" --- encode the crime itself (i.e., code "Burglary" rather than "Attempt") except for Murder and Rape.	2025	38/12-5	Reckless Conduct
		Attempt - Murder. (Code as Aggravated Assault)	2026	38/12-6	Intimidation
1005	38/8-4	Attempt - Rape. (Code as Deviate Sexual Assault).	2027	38/12-6.1	Compelling a Person to join a Gang
2017	38/8-4	Murder	3029	38/16-1	Auto Theft N.B. Although the Illinois statute does not distinguish theft of autos from theft of other property, the distinction <u>must</u> be maintained for coding purposes.
1002	38/9-1	Voluntary Manslaughter	3030	38/16-1	Theft (other than auto).
1003	38/9-2	Involuntary Manslaughter	3031	38/16A-3	Retail Theft
2012	38/9-3	Kidnaping	3032	38/16-2	Theft of lost or mislaid property
2013	38/10-1	Aggravated Kidnaping	3033	38/16-5	Theft from coin-operated machine
2014	38/10-2	Unlawful Restraint	4036	38/16-6	Possession of Key/Device for coin-operated machine (with intent of theft)
2015	38/10-3	Rape			
1004	38/11-1	Deviate Sexual Conduct	4037	38/17-1	Deceptive Practices
2016	38/11-2	Deviate Sexual Assault	4038	38/17-3	Forgery
2017	38/11-3	Indecent Liberties	1007	38/18-1	Robbery
2018	38/11-4	Contributing to the Sex Delinquency of a Minor	1008	38/18-2	Armed Robbery
2019	38/11-5	Indecent Solicitation of a Child	3034	38/19-1	Burglary
2020	38/11-6	Public Indecency	4039	38/19-2	Possession of Burglary tools
5048	38/11-9	Aggravated Incest	4040	38/20-1	Arson
2021	38/11-10	Incest	5056	38/20-2	Possession of Explosives/ incendiary devices
2022	38/11-11	Prostitution	4041	38/21-1	Criminal Damage to Property
5049	38/11-14	Soliciting for a Prostitute	4042	38/21-2	Criminal Trespass to Vehicle
5050	38/11-15	Pandering	4043	38/21-3	Criminal Trespass to Land
5051	38/11-16	Patronizing a Prostitute	4044	38/21-4	Criminal Damage to State-supported property
5052	38/11-18	Pimping	4045	38/21-6	Criminal Trespass to State-supported Land
5053	38/11-19	Obscenity	5057	38/21-6	Unauthorized possession or storage of weapons (on state land only)
5054	38/11-20	Harmful Material	5058	38/21.2-2	Interference with a public institution of higher education
5055	38/11-21		5059	38/22-2	Uniform Narcotic Drug Act

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>159 cont'd.</u>	<u>OFFENSE (OFFENSE1) cont'd</u>	<u>12-15 cont'd.</u>
CODE	CHAP/SECTION	DESCRIPTION
5060	38/22-50	Possession of Hypodermic/ Needle Syringe
5061	38/24-1	Unlawful Use of Weapon
5062	38/24-3.1	Possession of Ammunition/ Firearms
5063	38/25-1	Mob Action
5064	38/26-1	Disorderly Conduct
5065	38/27-1	Criminal Defamation
5066	38/28-1	Gambling
5067	38/29-1	Offering a bribe (contests)
5068	38/29A-1	Offering a bribe (commercial pursuit)
5069	38/31-1	Resisting/obstructing a police officer
5070	38/31-6	Escape
5071	38/32-2	Perjury
5072	38/33-1	Bribery (public official)
5073	38/33A-2	Armed violence
2028	38/33A-2.1	Use of Weapon in Forcible Felony
5074	38/37-1	Maintaining a public nuisance
3035	38/42-1	Looting
5075	38/81-1	Intoxicating Compounds
5076	38/82-3	Air rifles
5077	38/83-2	No firearm owners ID card
5078	38/85-3	Public Demonstration
5079	38/86-5	Littering
5080	38/90-11	Draft cards - destruction or mutilation
6098	43/94 thru 195	Liquor Control Act Violation
5081	56/Generally	Fish Code Violation
5082	56½/704 thru 709	Cannabis Control Act Violation
5083	56½/1302 thru 1407	Controlled Substances Act Violation
5084	61/Generally	Game Code Violations
4046	95½/4-102	Tampering with a Motor Vehicle
6099	95½/6-301	Unlawful Use of Driver's License
5085	95½/11-501a	Driving under influence of Alcohol

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>159 cont'd.</u>	<u>OFFENSE (OFFENSE1) cont'd.</u>	<u>12-15 cont'd.</u>
CODE	CHAP/SECTION	DESCRIPTION
5086	95½/11-501b	Driving under influence of Drugs
5087	95½/11-502	Illegal transport of alcoholic liquor in car
5088	95½/Any section not specifically cited	Motor Vehicle Code Violation (other)
6100	122/26-1	Truancy
5089	127½/128	Fireworks violation
6000	Other citation	Status offense not otherwise classifiable
2000	Other citation	Crime against person not otherwise classifiable
4000	Other citation	Crime against property not otherwise classifiable
5000	Other citation	Crime against Public Order not otherwise classifiable
7000	Other citation	Not Classifiable, or No code for this offense

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
160	<p>DATE OF OFFENSE (OFFDATE) From line 3 of the instrument. Encode the date of the offense. Digitize as per general instructions. Right justify.</p> <p>If there are multiple offenses/counts, but line 3 contains only a single date --- then code each offense as having occurred on the single date shown. In the event of both multiple offenses and multiple dates, the data collectors have been careful to indicate the proper correspondence. 9999 = Missing data (line 3 is blank)</p>	16-19	161 cont'd.	<p>SITE OF OFFENSE (OFSITE) cont'd.</p> <p>22 = Lake Forest 23 = Lake Villa 24 = Lake Zurich 25 = Libertyville 26 = Lincolnshire 27 = Lindenhurst 28 = Long Grove 29 = Mettawa 30 = Mundelein 31 = North Barrington 32 = North Chicago 33 = Old Mill Creek 34 = Park City 35 = Riverwoods 36 = Round Lake 37 = Round Lake Beach 38 = Round Lake Heights 39 = Round Lake Park 40 = Third Lake 41 = Tower Lakes 42 = Vernon Hills 43 = Wadsworth 44 = Wauconda 45 = Waukegan 46 = Winthrop Harbor 47 = Zion 48 = Other <u>incorporated</u> Lake County area 49 = Other Lake County area (Military, post, State Park area, etc. --- places where the sheriff does not have primary jurisdiction) 50 = Within Illinois, outside of Lake County 51 = Outside of State</p>	20-21 cont'd.
161	<p>SITE OF OFFENSE (OFSITE) From line 4 of the research instrument. Enter the geographic area where the offense was committed.</p> <p>MISSING VALUE CODE = 99 (Use when site of offense is <u>completely</u> unknown.)</p> <p>01 = Unincorporated Lake County (This is the sheriff's primary jurisdiction. This code will also be used when an offense, known to have occurred in Lake County, has not been further specified as to its precise location).</p> <p>02 = Antioch 03 = Bannockburn 04 = Barrington 05 = Barrington Hills 06 = Buffalo Grove 07 = Deerfield 08 = DeerPark 09 = Fox Lake 10 = Grayslake 11 = Green Oaks 12 = Gurnee 13 = Hainsville 14 = Hawthorne Woods 15 = Highland Park 16 = Highwood 17 = Indian Creek 18 = Island Lake 19 = Kildeer 20 = Lake Barrington 21 = Lake Bluff</p>	20-21			

Continue coding each referral offense on a separate card until the value coded in columns 8 - 9 equals the value encoded for columns 10 - 11. When every referral offense has been coded, then move to line 8 and begin coding each offense cited in the petition.

When column 7 has been coded 2 and the value in columns 8 - 9 equals the value in columns 10 - 11 (i.e., the last offense has been coded), move on to the next study number.



CODE BOOK FOR THE CODING OF  
CONTACTS

GENERAL INSTRUCTIONS:

Contact information is physically located on page 3 of the research instrument between items 136 and 137. Each contact has been listed individually. Contacts with a given case may range from none (contact information space is blank) to a number so great that supplementary pages had to be appended to the instrument. Every probationer will have at least one IBM card record (because even when no contact has occurred, a negative record is required), but some probationers may generate many cards.

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
			163	CONTACT NUMBER (CONTACT) Do not count Attempted contacts. For the first contact use Code 001; 002 if you are coding the second contact, etc. Be sure to right justify. If the contact information section is blank, code this field "000." The number encoded for this data element may equal -- but must never exceed -- the total contacts recorded in Columns 6-8 above.	9-11
			164	CONTACT DATE (CONDATE) From the date column. Digitize as per general instructions. 9999 = Missing data (there is no entry in the date column).	12-15
1	STUDY NUMBER (STUDYNO) This is the number entered on line one (page 1) of the research instrument. It was assigned to the case by the research group. No blank or missing value code is permissible within this field.	1-4	165	PERSONS OR AGENCIES CONTACTED (PERSONS) Do not count attempts. Code the person/agency contacted according to the following codes: 99 = Missing data (the item is blank) 01 = Parent/Relative -- include step parents but not "foster parents" (see code 3 below) 02 = School, including psychologists, social workers, or similar representatives of the school. 03 = Foster Parents 04 = Police and law enforcement officials (include "interstate compact," "Judge(s)" etc.) 05 = Social Welfare Service: Hospital, Placement Facility, YSBs, Guidance Centers -- any kind of social agency which is not school or law enforcement related. 06 = Therapist: Social Worker, Psychiatrist, Physician, Pastor, psychologist, etc., unless affiliated with a school, law enforcement agency, or social welfare service (above). 07 = Victim	16-17
X	bbbbbb (bbbb) Leave blank	5			
162	TOTAL CONTACTS (TOTLCON) From the final entry in the contact information portion of the instrument. If there are no entries (all of the spaces are blank), code "000" to indicate that there were no contacts for the probation case in question. Otherwise, carefully count the number of contacts recorded and enter the total, right justified, in columns 6-8. N.B. Do not count attempted contacts. Be careful of situations in which a single line has been used to record two (or more) separate contacts.	6-8			

DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)	DATA ELEMENT NUMBER	VARIABLE (MNEMONIC)	CARD COLUMN(S)
<u>165 cont'd.</u>	<u>PERSONS OR AGENCIES CONTACTED PERSONS cont'd.</u>	<u>16-17 cont'd.</u>	169	SETTING FOR CONTACT (SETTING) Code as follows: 9 = Missing data (item is blank) 1 = Communications contact (Mail, Telephone, other) 2 = Personal Contact in Home of Client 3 = Personal Contact in Probation office or Court. 4 = Personal Contact in the field (any other setting)	21
166	<p>08 = Volunteer</p> <p>09 = Minor only -- Use this code also when the contact is described as simply a "home visit," "office visit" etc. (i.e., we presume that a contact is with the minor unless specified differently)</p> <p>10 = Employer or potential employer</p> <p>11 = Other, combinations of above, or not clear -- such as "minor et al."</p> <p>WAS THE MINOR INCLUDED IN THE CONTACT (MINRCOM) Do not count Attempts. If data element 165 (immediately above) has been coded 09, this element MUST BE coded "1." 9 = Missing data (the item is blank, or no contact) 1 = Yes Minor included. 2 = No, the contact did not include the minor. 3 = Unclear, cannot determine whether minor was present/included.</p>	18	170	CONTACT CREDIT (CONCRED) Code as follows: 9 = No Contact 8 = Contact, but the appropriate columns are blank --- or credit cannot be determined. 1 = Contact Credited to Probation Officer (no volunteer cited) 2 = Contact Credited to Volunteer (no probation officer cited) 3 = Both Probation Officer and Volunteer cited.	22
167	<p>INITIATOR OF THE CONTACT (IHITATR) It is presumed that the probation department <u>initiates</u> the contact unless the research instrument clearly indicates otherwise (e.g., "minor calls," or "agency writes.") Code as follows: 9 = Missing data (Line is blank or no contact) 1 = Contact initiated by person (agency outside of the probation department) 2 = All other situations</p>	19	171	PROBATION OFFICER CREDITED WITH CONTACT (CONOFF) Code as follows: 99 = No Contact 88 = Contact not credited to any Probation Officer 01 = Allen, James 02 = Allen, Jeff 03 = Alston 04 = Anderson, L 05 = Anderson, S 06 = Anderson, W 07 = Austin 08 = Barnicle 09 = Berkholtz 10 = Blosten 11 = Bradbury 12 = Bold 13 = Bugenhagen (Stark) 14 = Cesar	23-24
168	<p>TYPE OF CONTACT (CONTYPE) Code as follows: 9 = Missing data (item is blank) 1 = Personal contact (Face-to-Face) 2 = Telephone 3 = Mail 4 = Other</p>	20			

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

171 cont'd.

PROBATION OFFICER CREDITED WITH CONTACT  
(CONOFF) cont'd.

23-24 cont'd.

172

VOLUNTEER CREDITED WITH CONTACT (CONVOL)

25-26

Code as follows:

15 = Cramond  
16 = Demkiw  
17 = Dorsey  
18 = Duba  
19 = Fire  
20 = Fitzpatrick  
21 = Fortney  
22 = Glover  
23 = Homer  
24 = Horn  
25 = Incontro  
26 = Joubert  
27 = Jutila  
28 = Kapheim  
29 = Korpi  
30 = Legoff  
31 = Lindquist  
32 = Locke  
33 = Lyons  
34 = McBride  
35 = McGarringle  
36 = Metersky  
37 = Meyers  
38 = Miller  
39 = Olinger  
40 = Roy  
41 = Salisbury  
42 = Schelinski  
43 = Schneider  
44 = Scott  
45 = Simms  
46 = Smith  
47 = Stanton  
48 = Stark (Bugenhagen)  
49 = Stewart  
50 = Surroz  
51 = Traynor  
51 = Other

99 = No Contact  
88 = Contact not credited to any  
Volunteer  
01 = Arnold, Sharon  
02 = Bennett, Cindy  
03 = Berkowitz, "Tad"  
04 = Berkun, Lindsey  
05 = Bosman, Deborah  
06 = Canavan, Anne-Marie  
07 = Charlton, Nona R.  
08 = Denny, Mayme Jo  
09 = Ellerlie, Rosemary  
10 = Ericksen, Judith  
11 = Fitz-Hugh, Kathryn  
12 = Frank, Edward C.  
13 = Gordon, Cindy  
14 = Grabnik, Robert  
15 = Grefkowicz, Debi  
16 = Grefkowicz, Michael  
17 = Helfer, Carole  
18 = Helland, Yvonne  
19 = Hoffman, Judith A.  
20 = Jackson, William  
21 = Harvis, Mary L.  
22 = Kauppila, Philip  
23 = Kealey, Patrick  
24 = Kiefer, Terry Lee  
25 = Leach, Muriel  
26 = Lerner, Judy  
27 = Marcus, Morry M.  
28 = McCaffery, Thomas  
29 = McGlauchlin, Laura  
30 = McNamara, Valynn  
31 = Miller, Anshan  
32 = Molenkamp, Margaret  
33 = Moore, Joyce  
34 = Morris, John M.  
35 = Morse, Tim  
36 = Mott, Russell B.  
37 = Mynor, Michele  
38 = Paulina, Pat  
39 = Peterson, Carol  
40 = Popovich, Stephen  
41 = Quint, Kathleen C.  
42 = Qudrat, Judy

DATA ELEMENT  
NUMBER

VARIABLE (MNEMONIC)

CARD  
COLUMN(S)

172 cont'd.

VOLUNTEER CREDITED WITH CONTACT (CONVOL)  
cont'd.

25-26 cont'd.

43 = Robinson, Georgia  
44 = Robinson, Helen  
45 = Rompila, Cathy  
46 = Skipper, Bruce M.  
47 = Smith, Ernest G.  
48 = Snyder, Debra  
49 = Storey, Carol  
50 = Sullivan, Sandy  
51 = Turner, Marlene  
52 = Twadell, David  
53 = Vaile, Rose  
54 = Vogel, George O.  
55 = Wadner, David  
56 = Wallace, Larry  
57 = Weimer, Diane  
58 = Yurkonis, Peter  
59 = Other

If the value of columns 6-8 does not equal the value in columns 9-11,  
further contacts must be coded on subsequent IBM cards.

If the value in columns 6-8, equals the value in columns 9-11, (i.e.,  
the final contact has been coded), move on to the next study number.

APPENDIX J.5

PROGRAM TO OBTAIN ELAPSED TIME BETWEEN DATES

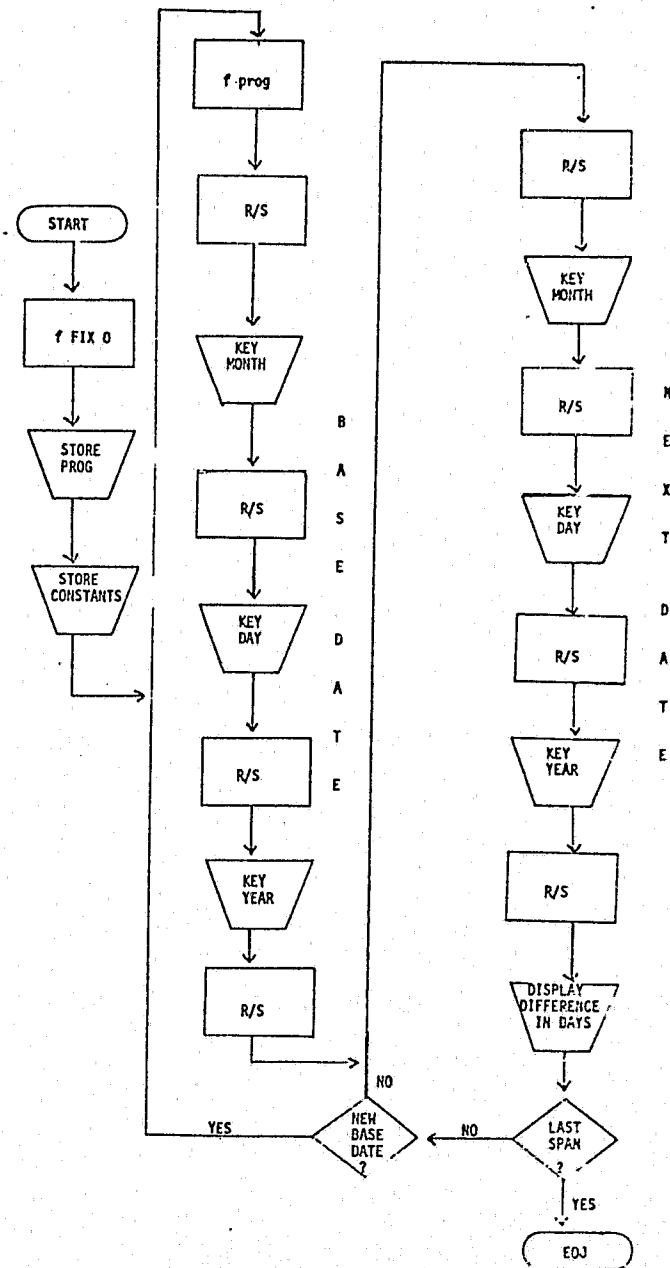
CONSTANTS:

REG 0: 621049  
 REG 1: 365.25  
 REG 2: 30.6  
 REG 3: 1900

PROGRAM:

01 0	26 fX>Y
02 STO 7	27 GTO 30
03 3	28 RCL 6
04 R/S	29 GTO 33
05 fX<Y	30 RCL 6
06 GTO 11	31 1
07 1	32 -
08 +	33 RCL 1
09 STO 4	34 X
10 GTO 15	35 f INT
11 1	36 RCL 5
12 3	37 +
13 +	38 RCL 4
14 GTO 09	39 RCL 2
15 R/S	40 X
16 RCL 0	41 f INT
17 -	42 +
18 STO 5	43 RCL 7
19 RCL 3	44 gX=0
20 R/S	45 R+
21 +	46 STO 7
22 STO 6	47 -
23 1	48 R/S
24 4	49 GTO 03
25 RCL 4	

TO OPERATE:



## APPENDIX K

This appendix contains questions and comments by the Illinois Law Enforcement Commission on "An Evaluation of The Lake County (Illinois) Volunteers in Juvenile Probation Program," together with responses by the center.

## Chapter I

1. If the 'success' of volunteer programs, whether defined in terms of survival or in terms of outcome, depends "...largely on the administrator's ability to recruit, train and maintain a volunteer pool, to establish and maintain probation officer support and support of high level court and probation personnel --- why was this ability not made a part of the evaluation? (Page 8)

When we say that "success" is related to the "...administrator's ability to recruit, ...etc.," the context makes it clear that recruitment and the maintenance of harmonious and/or supportive relationships should be viewed as a sine qua non for any volunteer program. If these minimal requirements are not met, the volunteer program will not survive --- and, if that happens, an evaluator can only chronicle the demise of the program. Thus the "success" of a volunteer program in terms of survival is quite different from the issue of program effectiveness (for it is possible for ineffective programs to also survive --- reference the first paragraph on page nine of our report.)

Our evaluation was an evaluation of program effectiveness. We did not do a rigorous quantitative analysis of recruitment, etc., because to do so would have diverted us from the principal objective, that of evaluating the program's impact on probationers. Had we done so, we might have received criticism for diverting our resources from the primary task - evaluating the effectiveness of the program. In terms of outcome, the tasks of recruiting volunteers, marshalling support, etc., are clearly intermediate accomplishments. They are necessary, but not sufficient in and of themselves to support conclusions of outcome effectiveness. As a consequence, our evaluation did not focus upon them as criterion measures. It is one thing not to focus upon a subject and something quite different to ignore it. There seems to be an implication from the question that considerations of recruitment and probation division-volunteer program interrelationships were ignored in our report, i.e., "... not made

a part of the evaluation."

We should point out that such materials indeed form a considerable part of our report. Pages 22 through 39 provide a description of the probation department and its relationship to the volunteer effort; pages 40 through 51 provide a history of the VIP program including information about its recruitment levels, training activities, and its fiscal and administrative support. There are tables and charts showing the organizational structure, the numbers of volunteers recruited, the chronology of training sessions, and the occupational characteristics of the individuals who were recruited. Training materials are provided (Appendix C.1). The orientation handbook is reproduced (Appendix C.2). Application forms, clearances, and training certificates are provided (in Appendix C.3). Appendices D.1 through D.3 provide information about the working relationship between the probation officers and the volunteers. Appendix E provides a further description of the VIP program and its interrelationship with the probation division based on the action grant application.

## Chapter II

2. Were any observations made of the activities of the program under evaluation (as opposed to observations of the Lake County Probation Department)? If so, why were these not reported?

The VIP program is an activity of the Lake County Probation Department. When the evaluation staff observed the Lake County Probation Department, the staff's activities included observations of the VIP program. In fact, the observation of the VIP program was probably more intensive than the observation of the Court in general. For several months during the conduct of the evaluation, Ms. Horton, a research associate for the evaluation, shared the same office (indeed, on occasion, even the same desk) as Ms. Korpi, the Coordinator for the Volunteer program. Ms. Horton's observations



of the volunteer program included attendance at meetings, participation in conferences, attendance at training sessions, conversations with clients and volunteers, review of records, and a myriad of other activities from which she derived a great many subjective impressions of the volunteer program --- as she did of the court generally. Other members of the evaluation staff also observed the program, although at less intense levels, and formed subjective impressions of their own.

Subjective impressions, however, are not the proper material from which to make an objective assessment of program effectiveness. We all know that the reporting of uncontrolled observation is subject to unintentional distortion due to selective perception, saliency, recall, editorial emphasis, possible erroneous assumptions about motivations, purposes, or intent, differential exposure to various phenomena, and additional factors. In fact, a principal shortcoming of many so-called "evaluations" in the area of court programs involving volunteers may be traced to their dependency upon subjective impressions. Although it's possible that observations might have been undertaken on a more structured basis in order to minimize subjectivity, structured observation would have introduced problems of its own - the development of observation schedules, the training of observers, devices to combat reactivity, etc., - and additional costs flowing from such considerations.

Hopefully, you will agree that the descriptive material presented in our report --- and there is a great deal of it --- is free from subjective judgments. We went to considerable length to chronicle not only the VIP program but also the changes in probation division organizations and staffing that impinged upon the VIP program. The material that has been provided shows rather clearly --- with precise dates, dollars, quotes from applicable materials, etc., how the VIP program was implemented. Chapter

two provides a considerable amount of textual material that describes the environment of the VIP program during the course of the evaluation. Pages 44 and 45 provide a table and chart to document the level of recruitment activity. Training is documented (the dates of the sessions are given on page 47). The accompanying text identifies the participants (i.e., the trainers) and the topics. When no information was available, we even cited the absence of relevant data. (See, for example, page 47 and elsewhere). The appendices to our report show many of the training materials utilized. With respect to the matching of volunteers to clients during the period of the study, the text of Appendix G gives various critical dates by which times certain numbers of clients had been assigned to volunteers. Appendix H identifies specific instances in which assignments were not carried through. Incidentally, Appendix G also provides additional information about eligibility for volunteer services and changes in the eligibility requirements during the period of our evaluation.

What you may draw from the foregoing is not only that the volunteer program was observed, but also that the observations have been included in the report. Since we have not buttressed the available descriptive material with opinions about whether the program was well or not-so-well administered, the perceptive reader can use his own judgment about how he might describe the program from the available material. In the end, his opinion will remain largely tangential to the central issue about whether the program was effective according to pertinent outcome criteria. We found the program was not effective according to a variety of outcome criteria and effective according to two criteria (see Chapter six of the report). We believe there is more than enough in our report to describe the program under evaluation, and we doubt that any reader will have difficulty in understanding how the volunteer program operated.

### Chapter III

3. How many volunteers actually participated in the program, and to what extent? And, would it not have been possible for the evaluator to document the number of volunteers who completed training, at least from March - December, 1976? (Pages 44 - 47)

Because the data for the study were collected around the client as the basic unit of information, (i.e., a client constituted a "case," rather than the volunteer), the data are not organized in a fashion that easily permits extraction of information about specific volunteers. To answer the kind of question that is raised, of course, we must be concerned with the specific identities of individual volunteers rather than volunteers as a class (because we know there are instances where volunteers served more than one client).

There is a second problem insofar as the meaning of "actual participation" is relative. We shall take it to mean actually being matched to a client during the period of the evaluation (as opposed to participation by being trained, or by holding oneself open to counsel a client, or by some similar level of activity.)

With the foregoing considerations in mind, an approximate level of participation might have been deduced from the materials at hand in the report. Appendices H.1 and H.2 show that there were 53 experimental group clients who were matched to volunteers --- and there was one control group client inadvertently exposed to a volunteer. Assuming that each of the 53 experimental group clients received a volunteer of his own (i.e., making no allowance for volunteers serving more than one case), the level of volunteer participation would thus have stood at 53 --- a figure that would be off only to the extent that some volunteers might have served more than one case.

Although it was not routine for volunteers to take on additional

cases, we know that it happened in a sufficient number of instances that the phenomenon was not unusual. It generally happened in two ways: One way was for a volunteer to take on an additional case concurrently with his present assignment, or to help another volunteer on a case. The second way was for a volunteer to be reassigned to an additional case after the initial assignment. Because of these situations, we sorted the research instruments by hand in order to obtain a more refined measure of volunteer participation for the question that has been raised. As anticipated, the hand sort revealed a somewhat lower level of volunteer participation --- 43 volunteers indicated as having been assigned to cases (as opposed to the 53 that might have been presumed on the basis of the case count alone.) We hope that this additional information will be helpful for whatever purpose this question addresses.

The hand tabulation of these data, of course, was not undertaken for our report since hand tabulation is cumbersome and there was no need to take on such a task in the light of the study conclusions.

As for why we could not document the number of volunteers trained during the period since March, 1976: In this area, as well as in other areas of the study, we had to rely upon written records from which information could be extracted. The training records for the Lake County VIP project did not permit us to obtain training information with sufficient precision to be included in our report.

4. Race, sex and month of referral were reported for the experimental group alone. Why were these variables not reported for the control group? (Page 49)

We reported demographic information about experimental group clients, because we felt it would be of interest to the reader --- it would provide information for an implicit question: "Who(m) did the Volunteer

program serve?" --- The other side of this matter --- "Who(m) did the Volunteer program not serve?" --- was just not salient as we prepared the report. From a methodological standpoint, race, sex, and month of referral were simply irrelevant to the evaluation of program effectiveness as long as assignment to the experimental and control groups had been accomplished on a random basis. More about these methodological issues later, but for now we can say that there was no conscious effort not to report control group demographics; we didn't report them --- as a number of other data elements went unreported --- because they were not relevant to either the immediate context of the report or the overall objectives of the evaluation.

5. The workings of the Probation Department were described at length, yet the program under evaluation is described only in terms of the way it was supposed to operate. Why is there so little description of the way it actually worked?

In general, the volunteer program consists of recruiting and training volunteers who are then matched to juveniles who are under the jurisdiction of the court so that counseling can be provided. Basically that is how the program actually did operate. In our answer to the second question we pointed out that adequate descriptive material had indeed been provided in the report. It's possible that some reviewers may feel the material presented provides "little description" of the program and, of course, they may entertain whatever impressions they wish. There are levels of description and conceivably some persons might even want to have the program description extend to the appearance of program participants or the physical description of the office. Probably, we would both agree that such detail would be superfluous; but the issue remains. Where do you draw the line that constitutes too little

description? We submit that our description of the program was adequate for the purposes of the study --- which was primarily undertaken to measure the effectiveness of the program rather than to provide a description.

#### Chapters IV and V

6. We could find no discussion of time series analysis which suggested the technique applied to the Court-generated and research-generated data; specifically, the references you cite do not call for obtaining two separate trend lines for pre- and post-program data.

There is obviously a great deal of misunderstanding over the "so-called," time-series analysis and its implications for this research. The statistical problems are difficult. We ourselves cited this fact on page 60 by referring the reader to Wilson, Glass, and Gottman's definitive text Design and Analysis of Time-Series Experiments. A careful reading of the Wilson, Glass, and Gottman book will reveal that the adequate statistical treatment of a time series experiment depends upon parameters that must be estimated from the available data. These estimations, in turn, depend upon a much larger number of observation points than were available to us. The time series experts point out (on page 112) of Design and Analysis of Time-Series Experiments that:

It will be quite difficult to identify most processes with any confidence when fewer than about fifty time points are available. Occasionally a particularly well-behaved series will show its true nature in thirty-five or forty observations.

As you are aware (question 27) we had no more than 22 months of data available to us. This fell far short of the required number of time points from which to adequately analyze the data according to the most appropriate statistical procedures (i.e., those advocated by Wilson, Glass, and Gottman). We didn't mention it in the report, but it might

be worth saying here, that we hoped our small quantity of observation points might qualify as a "particularly well-behaved series" --- (after all they came from the court!) --- and on that basis three days were spent at the Northwestern University Computer Center preparing and running data against the procedures outlined in the Wilson, Glass, and Gottman text. That part of the work was performed at Northwestern because Professor Richard McCleary, who is expert in time series analysis, had a grant at Northwestern for the development of time series software and was investigating problems such as our data presented. Professor McCleary provided a great deal of consultation to our project and was of great assistance in the attempt to "make the data behave" --- but, in the end, the effort was to no avail. We were forced to admit that the available number of observation points was insufficient for proper statistical treatment of the data. The thought has apparently occurred to you, (again question 27) as it did to us, that the requisite number of observations might have been generated by taking the observations over shorter time spans --- weekly or daily observations --- rather than on the monthly basis that were actually provided in chapters four and five. With respect to the court-generated data, we couldn't change the observation periods because we had to take the data on the basis upon which they had been made available to us --- and these were the court's routine monthly summaries. The data that we ourselves collected might conceivably have been organized to yield a sufficiency of data points, but there were considerations to the contrary. In the first place, the work would have represented a formidable data management task. Secondly, we would run a risk of "losing" a number of cases due to missing data in various date fields. Thirdly, the reduced period from observation point to observation point might very likely introduce additional variance into a

series that was already handicapped in this respect. Fourth, the requisite 50 observations cited by Wilson, Glass, and Gottman represented an anticipated minimum of necessary observations - even more than fifty observations might be required for recalcitrant data (and we had determined from our work at Vogelback that the data were not "particularly well-behaved"). There were other considerations also, but the primary and overwhelming consideration, was that time series analysis was never viewed as the mode of analysis upon which the evaluation would rest! So why did we bother with time-sequenced data?

We committed ourselves to the collection of data on a cohort of juvenile offenders, (i.e., time sequenced data) because such information was not available for the Lake County Court.

The absence of such baseline information handicaps not only researchers who must propose and implement evaluation designs, but also it handicaps funding agencies who must ultimately determine the periods over which evaluations must be funded. At the onset, we all recognized that an evaluation of a project's "outcome" is a futile enterprise if the "life" of the evaluation is so short that few cases reach their outcome during the period of study! A comprehensive evaluation of the VIP program (or indeed any other court program) requires some knowledge of the court's routine functions such as its typical level of recidivism and its normal level of various activities. This information, however, was not available to you or to us when our evaluation was undertaken. By collecting information on a cohort of juvenile clients passing through the court, we saw the opportunity to enhance the value of our evaluation directly (if the information proved suitable for proper statistical analysis according to a time series design) as well as indirectly by constructing a baseline against which the practical effects of any



statistically significant findings could be assessed. In short, we collected information on a cohort of juvenile offenders in a time series fashion, because we anticipated that it would contribute to our evaluation of program effectiveness; but there was never any dependence upon the time series mode of analysis (which has many methodological weaknesses). That, by the way, is why we insisted upon a truly experimental design utilizing random assignment which offered the stronger means of rendering an evaluation in this particular setting.

We had no crystal ball, so it was impossible to tell at the outset whether the time series information would prove useful in a direct way (we hoped it might) or in merely an indirect fashion to supplement the findings of that portion of the evaluation concerned with the randomly assigned clients. As it turned out, the time series data could not be used as effectiveness criteria, but such data could be used as empirical evidence of the kinds of measures about which the court was obviously concerned (because the data were derived from the routine statistical summaries that the court itself compiled). Such a rationale provides the sound basis which justifies the presentation of these data in our report. Several different formats might have been employed to make such a presentation, but the data had been already organized in a time series fashion --- and the time series mode of presentation also offered the most precise means of conveying the information --- so the time series mode of presentation was used in chapters 4 and 5 of this study.

Now, why did we provide separate straight lines to indicate the trends before and after the introduction of the volunteer program? We did so as a convenience to the reader and because we felt it would enhance the visual impact of the graphs. We believed that the inclusion of fitted lines would assist the reader in identifying the apparent trends

that might not be so readily identifiable from a series of peaks and valleys in those graphs which displayed considerable fluctuation. For the sake of consistency the lines were provided on all the graphs --- although the lines might reasonably have been dispensed with for those "curves" which were fairly smooth.

Our time series data thus took the form of a curve with fitted trend lines for the periods before and after the introduction of the volunteer program. Now it is not true, as the question implies, that none of our references suggested the use of two lines. Donald Campbell, on pages 42 and 43 of his monograph, suggests that significance in time series might be assessed by "pure" tests of change in intercept or slope. His discussion is based upon a linear (i.e., straight line) model which we all know to be defined as  $y = a + bx$  with "a" defining the intercept and "b" defining the slope. You will recognize that both "a" and "b" are constants in the definition of any straight line --- and constants are values which do not change. It simply makes no sense for Campbell to talk about changes in constants. In the context of his discussion, Campbell's remarks are an impossible contradiction in terms --- unless you concede that Campbell is speaking of a trend which is tested conceptually as separate lines. Now, it is true that the current treatment of time series data posits a single line with four parameters: two levels (one pre-and one post-intervention) and two slopes (again pre-and post-intervention); but conceptually such a treatment is equivalent to using two separate lines. In his 1972 Ph.D. dissertation, Model Representation and The Threat of Instability in The Interrupted Time Series Quasi-Experiment, E. J. Kepka discussed the alternative models on pages 16 - 20. After describing the single line and separate line models, he says (on page 19):

"However, it should be noted that the two [models] described above will be equivalent in terms of the information desired from the ITSQE [Interrupted Time Series Quasi-Experiment]. For example: in the first representation, equation 2; in order to determine whether the treatment has had some impact, the change in level, B3, and the change in slope, B4, would be examined to see if each were different from zero. In the second representation, equation 3, in order to assess an equivalent hypothesis, the difference between respective pre - and post-test treatment parameters would be examined to see if these differences were greater than zero. In both cases, when the appropriate standard error is determined, the resulting t-tests would be identical for both representations [emphasis added]."

We chose the separate line model because the insufficiency of data points prevented pursuit of the analysis according to the Wilson, Glass, Gottman procedures and the separate lines best represented the notion of discontinuity which is the cornerstone of time series logic. So we provided two separate lines for each graph.

We also provided some of the tests of significance suggested by Campbell because they are rather elementary procedures which could be easily calculated from the material available in the graphs. We believed that a reader - with no more than a basic statistics text at hand - might observe an apparently dramatic shift in intercept or slope and be tempted to test it for significance according to the methods suggested by Campbell. However, since the time of Campbell's writing more persuasive time series tests of significance have been developed (i.e., the ARIMA technique of Wilson, Glass, and Gottman). Because recent developments in time series analysis have transcended the suggestions offered by Campbell, the tests that he suggested are no longer viewed as the most appropriate means of analysis. We properly cited these tests as being, at best, "advisory" --- and discounted them if significance was achieved. This was appropriate since any reader who might take the time to perform a test himself might wonder why the apparent "significance" had been overlooked.

7. Why was the so-called time series analysis used, when it became necessary to qualify every finding of significance? Why were significance tests reported that were immediately disclaimed; and, where differences were not found significant, why were statements made such as that the data "seemed" to reflect favorably upon the "presumed" effectiveness of the volunteer effort if "no other factors enter the analysis?"

We believe that the first part of this question has been adequately addressed in the foregoing explanation (question six). Findings of apparent significance were properly disclaimed because the simple comparison of trend lines is statistically inadequate. As for the second part of the question, a finding of "no difference" cannot sustain a conclusion of "no difference." This is an elementary methodological proposition. In my methods class I emphasize this point by asking a male and female student to stand. (I pick students who are attractive and have generally similar physical characteristics). We compare hair color, and find no difference. We compare complexion --- again, no difference. Height --- no difference. And so on. After a series of such comparisons I assert the conclusion that there is "no difference" between the male student and the female student, and, of course, there is a unanimous rejection of the conclusion. The class is forced to admit that the best that can be said is that there "appears to be" or "seems to be" no difference according to the measures employed --- in short that a finding of "no difference" is not conclusive. That is why we made the kinds of statements that are cited.

8. Why would you have expected and tried to detect a clear and abrupt change in trend at implementation of the VIP program? We understand that the experimental group was built up in trickles over the period from March, 1976 through October, 1976, and would have been, even in October, only about 1/5 of the total caseload. Would it not follow that no abrupt change would be expected, and that any experimental result would be considerably diluted in the total caseload data? In addition, wouldn't lagged effects have been likely?

In part, this question has also been addressed above (in our answer to question number six). It may also be helpful to distinguish between a "lagged" effect and a gradual change. A straight "lag" would translate into an abrupt change - but at a point in time apart from the intervention of the VIP program. Lagged effects are indeed possible, perhaps even likely; but there were insufficient data points from which to estimate an appropriate model. Our presentation of the data was in keeping with simplest form of the time series design because the empirical evidence for any other model was simply conjecture. As stated by Wilson, Glass, and Gottman (page 1):

The most basic time-series experimental design involves some number of repeated observations, 0, of an outcome variable across time with an intervention, I, introduced between two observations: An abrupt (our emphasis) change in some property of the observations which coincides with I may be the effect of I on the outcome variable.

With respect to a "gradual" shift, we should emphasize that such changes are not easy to detect in any program. If there were a gradual build-up it would be difficult to identify in the relatively few observations available to us. Moreover, we should point out that ILEC funding of the program did not build up in trickles over the period. There was a clear and abrupt beginning to the grant and there are reasonable theoretical grounds for the various criterion measures to have been immediately affected. Our presentation of the data in terms of an anticipation of an abrupt change coincidental with the VIP program is

at least as legitimate as the suggestion of a lagged or gradual effect and, in the absence of empirical evidence for either model, has the additional virtues of parsimony and consistency with the basic time series design.

9. This brings up another question: Were the experimental and/or control group cases included in the Court and research data presented for March - October, 1976? Reference groups should have been clearly defined.

Yes. The experimental and control group cases were indeed included in the court and research data for March - October, 1976; but we are puzzled over the uncertainty about reference groups since it seems clear from question eight (immediately above) that it is understood that the figures reflect "the total caseload."

10. Didn't some major changes in policy and procedures of the Lake County Probation Department take place prior to and also at about the same time as the implementation of the VIP program? -- Could these be accounted for, or at least identified on the charts?

Yes. Our description of the policies and procedures of the Lake County Probation Department (see chapters two and three of our report) document a great many changes during the course of the evaluation. Insofar as such changes could be fixed at a point in time, they might indeed have been included on the charts. As an exercise, this might be done --- but to what point? Such occurrences represent alternative hypotheses to explain the "effects" claimed for the VIP program. No effects were claimed on the basis of the time series data, so why the need to deal with alternative hypotheses?

11. Tables and charts are not labelled clearly, e.g., Chapter IV, Figure 3 should read, "The Number of Reported Contacts per Month Between Probation Officers and Their Juvenile Clients". Frequently, as in this case, one must search through pages and pages of discussion to ascertain the time base (where one is stated) and/or the reference group.

We concede that figure 3 does not say "contacts per month." However, the values plotted along the ordinate fluctuate (and thus could not reasonably be interpreted as cumulative) and the values along the abscissa are clearly labelled as monthly observations from July 1975, so the meaning should be clear.

12. If either increases or decreases in the variables of placements, number of contacts of probation officers with juveniles, proportion of MINS cases in the probation caseload, and subsequent referrals could be considered positive effects of the VIP program, why were they used as criteria?

In answering this query, it will be useful to pose the additional question, "Criteria of what?" Outcome? Not at all! Change was seen as a criterion for a potentially useful hypothesis about the variable under consideration. The data collected by the court obviously represented activities that the court deemed important --- at least important enough to summarize on a monthly basis. If we had addressed other variables exclusively, we might have laid ourselves open to a charge that we were imposing our criteria upon the court. However, if we used as criteria activities that the court itself emphasized, then there should be no disagreement over intents and purposes (which is a common problem in evaluation research). Accordingly, we inspected the time series data to see if certain variables reasonably related to the VIP program, exhibited change. It was also necessary to establish a rationale for whatever change might be observed --- because this would provide the

theoretical framework for the hypothesis ultimately addressed in the subsequent portion of the report dealing with the randomly assigned subjects.

13. Since for all court-generated variables there exists some ground to make a prediction of change in either direction, is it not possible that a finding of no change could actually represent opposing effects operating concurrently and cancelling each other out? (Page 58)

Yes, this is a possibility. We hope that it will be followed up in future research; but, in order to test for such "interactions," we would need a research design that provided for the possibility from the start. In fact, we were open to the suggestion from the beginning and, at the initial meeting of evaluation staff with court personnel (in the presence of the ILEC monitor), we asked explicitly about any interaction which the interested parties desired to incorporate into the design. No such interactions were identified and, as a consequence, we did not provide for interactive effects in this research.

14. It appears that the change in trend toward more MINS offenders in the caseload actually started in mid-1975, prior to the implementation of the VIP program, as shown in Chapter IV, Figure 2. (Page 61) Did you take this into account in your inferences?

Based upon the time series data, we saw a sufficient difference in trend lines to support further investigation of a shift towards larger proportions of less serious offenders in the caseload. That was the extent of our "inference" with respect to the court generated data. (See hypothesis one on page 66). The research generated data tended to corroborate the shift towards larger proportions of MINS offenders in the caseload (and thus gave additional support to the hypothesis) --- see pages 89 and 90). We might remark that the "support" of which we speak



really amounts to a test of reliability since the court's data and our own data should have presented reasonably similar trend lines for this variable --- presumably we were both measuring the same general phenomenon! The other two research-developed measures --- "crime seriousness score" and "weapons use" --- exhibited changes that favored rejection of the hypothesis.

It would have been nice to appropriately test the hypothesis, but the inadequacy of the time series data prevented such testing. Consequently, we reported the data and rendered no substantive conclusion. (The hypothesis was not suitable for investigation by the portion of our evaluation employing random assignment.)

If we had tested the hypothesis and found a statistically significant difference according to an appropriate test --- THEN there would be a need to investigate and rule out plausible rival hypotheses such as the maturation phenomenon suggested by this question (and which we agree might be present).

15. Recidivism must be client-based in order to specify time and activities; relating the number of subsequent referrals to the size of the caseload is not sufficient to control variations in the "at risk" population. (Page 66) This would invalidate your comparisons. Why weren't subsequent referrals related to time, i.e., within one, two, or three months, six months, etc., after being placed on probation? Or, by using a ratio of number of subsequent referrals over number of days on probation?

Perhaps it will be worthwhile to emphasize that the question relates to court generated data of Chapter IV. On page 53 we identified the source of materials for Chapter IV: "...statistics related to juvenile cases that are regularly compiled by the Lake County Court." We could not relate subsequent referrals to time on probation for these data, because the court did not collect such information. Your concern over the absence of such data is understandable. We share it.

16. How do the four hypotheses advanced on Page 66 (Chapter IV) relate to the program objectives and to program evaluation? What would testing these hypotheses tell us about the effectiveness and impact of the VIP program? Are not the effects which are included in these hypotheses too indirect to permit causal inferences or to demonstrate the effectiveness of the program?

There are alternative implications for each of the hypotheses.

In Chapter four, we have identified alternative implications with sufficient clarity that issues about them were raised in questions seven through nine. Some of the possible effects, to be sure, are indirect. Whether they are "too indirect to permit causal inferences" is questionable. We believed that there was the potential for causal inferences and that is why we explored the data. As it turned out, there were insufficient observations for appropriate statistical treatment and no causal inferences were put forward. The hypotheses stand as neither rejected nor sustained, but we believe that they are worthy of pursuit.

17. What was the purpose of the "research-generated" data? Isn't this the same base population for which you presented court-generated data? Were the experimental and control group juveniles included? How do you define the term, "cohort," and specify the cohort group?

The research generated data is not the same population represented by court statistics. The court generated data represent activities of the court with respect to its caseload since January, 1975 (although the absence of data limited some of the presentations to the period from July, 1975). Many of the cases in the court's caseload in January, 1975, had been referred to the court earlier; most in 1974, and some perhaps earlier than that. We don't know exactly when they were referred, and apparently neither does the court.

The research generated data were collected to provide a baseline derived from a well-defined starting point: January 1, 1975, and thus hopefully to overcome the kinds of deficiencies that arise from the absence

of a well-defined baseline. The cohort group is defined on page 78 as "...729 delinquency and MINS cases that received docket numbers during the period January 1, 1975 through October 31, 1976." Fourteen cases excluded from the cohort are clearly identified in Appendix I. The experimental and control group juveniles were indeed included in the cohort. This should be evident since the only exclusions from the cohort are the ones cited in Appendix I.

18. Why was it presumed that the 311 cases in the "cohort" group which had not been terminated by 10/31/76 were all "long-term" or "difficult" or the "least tractable"? Could they not have been new or recent cases? (Page 79)

We didn't presume that "...the 311 cases in the 'cohort' group which had not been terminated by 10/31/76 were all (our emphasis) 'long-term' or 'difficult' or the 'least tractable.'" The passage is quoted from (pages 78 and 79) as follows:

Presumably a substantial number of the active cases represent the least tractable clients in the cohort. Insofar as that presumption is true, one consequence is that the cases terminated in the latter portion of the observation period --- the time coinciding with the presence of the VIP program --- can be assumed to represent a larger proportion of the more difficult cases...

By all means some could have been new or recent cases, but they couldn't all have been new or recent cases --- for that would have meant a totally unrealistic volume of intake during the closing months of the study.

19. Do not most of the found differences between court and research-generated data simply represent disparities between court data and research-generated data rather than findings based on different populations?

Not at all. As we pointed out to question number 17, the two populations are different. Moreover, there is no assurance that the data have been collected across populations according to consistent definitions.

20. What was the numerator and what was the denominator in the computation of percentages of MINS cases, average seriousness scores, delinquency cases involving use of a weapon, and subsequent referrals?

For the percentage of MINS cases, each plotted point represents a numerator consisting of the number of MINS cases (i.e., petitions) initiated in the given month over a denominator representing the total Offender petitions (MINS plus Delinquency) --- initiated in that month. The resulting proportion was multiplied by 100 to yield a percentage which was then plotted.

The crime seriousness score was calculated for each case initiated in the given month. The crime seriousness scores for January cases were totalled and then divided by the number of cases initiated in January. A similar procedure was pursued for succeeding months.

For weapons use, the procedure was analogous. First we determined the month of the petition. Of the delinquency cases initiated for each month, we determined the proportion that involved weapons use. The proportion was converted to a percentage and plotted.

We presented subsequent referral information in two ways: first by the month when the cases were initiated; and, second by the month when the case was terminated. The basic procedure was the same for each presentation. For each month we found the proportion of cases that had at least one subsequent referral, converted the proportion to a percentage, and plotted it.

Question 20 cont'd.

Month	<u>For % Mins:</u>	
	Numerator	Denominator
1	14	50
2	15	45
3	9	35
4	15	51
5	3	26
6	6	49
7	4	17
8	6	40
9	3	26
10	15	40
11	4	21
12	6	30
13	8	26
14	6	24
15	12	33
16	8	32
17	8	37
18	6	24
19	10	38
20	5	21
21	12	26
22	5	22

For Crime Seriousness Scores:

Month	Numerator	Denominator
1	121	50
2	107	45
3	141	35
4	99	51
5	57	26
6	116	49
7	22	17
8	75	40
9	66	26
10	77	40
11	127	21
12	68	30
13	60	26
14	59	24
15	85	33
16	79	32
17	100	37
18	84	25
19	107	38
20	67	21
21	67	26
22	72	22

Question 20 cont'd.

% Weapons Use by Date of Petition

Month	Numerator	Denominator
1	3	50
2	6	45
3	0	35
4	0	51
5	0	26
6	3	49
7	0	17
8	1	40
9	1	26
10	0	40
11	2	21
12	1	30
13	2	26
14	2	24
15	3	33
16	0	32
17	2	37
18	1	25
19	1	38
20	4	21
21	6	26
22	1	22

Subsequent Referrals by Month of Petition

Month	Numerator	Denominator
1	14	50
2	6	45
3	8	35
4	7	51
5	5	26
6	10	49
7	4	17
8	8	40
9	7	26
10	13	40
11	5	21
12	5	30
13	6	26
14	2	24
15	7	33
16	8	32
17	4	37
18	4	25
19	4	38
20	6	21
21	1	26
22	0	22

Question 20 cont'd.

Subsequent Referrals by Month of Termination

Month	Numerator	Denominator
1	0	0
2	0	4
3	0	3
4	0	9
5	0	4
6	1	14
7	0	9
8	3	20
9	0	17
10	2	17
11	0	19
12	3	28
13	2	22
14	2	10
15	1	11
16	0	20
17	3	16
18	1	16
19	4	18
20	5	23
21	5	21
22	1	7

21. What was the time period used as the base for getting average ratios of contact between probation officers and their juvenile clients, and were contacts with all clients in the caseload during that time averaged over all probation officers?

It's not clear from the question which table is being addressed: court-generated data or research generated data. If page 73 is being addressed, the material has been culled from the court and the time periods are the one month intervals indicated along the abscissa. The contacts with all clients (during the month) were averaged over all probation officers (during the month).

The research data are somewhat more refined. For each case, we determined the number of times per month that each individual client was contacted by the probation officer. The rate of contact for each client was figured as the total probation officer contacts over the period of court supervision (in months) reflected for each individual case. The rate of contact for all of the individual cases initiated in January were averaged and the result was appropriately plotted on figure 13 (page 95). The next data point plotted on figure 13 (over month 2) represents the average rate of contact for all the cases begun in February. And so forth.

22. What is meant by "the average rate of contact according to the month in which the case was initiated"?

Just what it says. As explained above, rates of contact were calculated for each case. The cases were grouped according to the month in which they were initiated. The rates of contact for cases initiated in January were averaged, then we averaged the rates of contact for cases initiated in February, then for March, and April, etc.



23. Please explain the derivation and discussion of the percentage of juvenile cases having at least one subsequent referral by month in which the original petition was filed, versus by month in which the case is terminated.

The discussion is on pages 89 and 90 of the text. To put the issue as succinctly as we can: It makes a difference how the data are reported. That is what prompted the discussion (i.e., how the discussion derived). As far as how the data are derived --- when we present the data according to the month in which the petition was filed, we count up the number of cases begun in January which reflected a subsequent referral (or more than one subsequent referral). Then we do the same for February, and we continue through October 1976 when we stop. Presenting the data according to the month of termination is only a little different. We identify the cases that ended in January, February, etc. For each month, we count up the number of such cases that had at least one subsequent referral, and we plot that number on the graph.

24. Are the average crime seriousness scores of the juvenile caseload shown in Chapter V, Figure 11, based on referral or petition information? If based on petition information, are these not lower than they would have been for referral information?

They are based on the petition, and "Yes," the scores from the petition are lower than if we had calculated them from the referral. We said, (page 81)

"Figure Eleven plots the crime seriousness trend over the period of the evaluation. The graph shows the average crime seriousness score of the petitions (emphasis now added) filed each month during our study."

We also said (page 82):

"Crime seriousness according to the referral often turned out to be several points higher than the crime seriousness according to the petition."

25. The discussion of differences in contacts between juveniles and probation officers as shown in Figures 3 and 5 of Chapter IV, and Figure 13, declares them to be incompatible-but, proceeds with comparisons. Further, the greatest source of incompatibility went unrecognized: Figures 3 and 5 deal with the number of contacts between probation officers and their clients while Figure 13 presents the average rate of contact between probation officers and clients. (Page 85)

For figure 5, the values plotted along the ordinate are rates (ratios). Now it happens for figure 5 that rate of contact per probation officer comes out rather high so that the values can be plotted without resort to a scale set off in decimals (as was required for figure 13). The scales are not incompatible in the way that the question implies; but they are indeed incompatible on other grounds (see page 85.)

We are rather curious about the "comparisons" that we are alleged to have made. On page 86 we said:

The contact data are more appropriately analyzed in the context of a truly experimental design such as is reported in the next chapter. The presentation of contact data here merely serves to show that 1) a decrease in the rate of contact may also be possible, depending upon how the data are portrayed (confer Figures Three and Five in the last chapter), and 2) that an objective assessment of the contact experience would require a test for changes in either direction.

Could the foregoing statement possibly have represented the point at which our report "...proceeds with comparisons?"

26. The stability in placements for research data was a stability of numbers, not of proportions, and thus could not be compared with the proportion of placements presented in the court data. (Page 87)

We freely admit that there can be no adequate comparison between the court-generated placement data and the research generated placement data. We are mystified, however, about what Figure Six is believed to represent. The caption clearly says: "The Number of Juveniles... (emphasis added)." Perhaps a reviewer looked only at figure seven and ignored figure six?

27. Why do you consider 22 months to be an abbreviated time span for observation? Would there not be considerable risk of external variables effecting uncontrolled change over a more extended period? And, apparently, "observations" have been taken to mean "months" rather than observations (which could be days, weeks, or years as observations over time). (Page 86)

In our response to question six we pointed out that 22 observations are usually not a sufficient number of observations for adequate time series analysis. It happens that the court-generated data were available only as a series of 22 monthly observations; ergo, 22 months was too short a time span. The reasons why the research generated data were not organized to yield a sufficiency of data points have also been set forth in the answer to question six.

As for the risk of external variables effecting uncontrolled change over a more extended period: Yes, there is a risk that more variables might impinge upon the research over a more extended period, but we're not quite sure what is meant by "uncontrolled" change. If uncontrolled change means the introduction of some sort of random component into the time series, an adequate number of observation points would serve to deal with such a random factor. If it means that additional external variables might introduce some sort of systematic influence competing with the VIP program for effect, then the analysis might indeed become more complicated.

28. Why wasn't some effort made to determine length of court supervision, if it was considered important to the study? The data were there. (Page 90)

The data were not there (on page 90 or elsewhere). As we pointed out on page 78, we had termination dates for only 42.7 percent of the cases under study.

#### Chapter VI

29. Who determined whether a case was suitable to be served by a volunteer worker? (Page 100)

The eligibility criteria were established by the court in conference with the evaluation team. The operational definition of eligibility is set forth on the seventh and eighth pages of Appendix G.1.

30. Were the experimental and control groups equal except for chance differences? Were they checked? (Page 102)

For practical purposes, the entire study represented a test of the equality that this question challenges. Of all the variables tested, significant differences could be found for only two!

But it may be worth exploring the issue of equality somewhat further because it is widely misunderstood. Suppose we ran a specific test to determine whether the groups were equal with respect to some variable, say race. Suppose that, when we made such a test, we discovered that the groups were indeed equal with respect to their racial composition. Could we then conclude that the groups were equal? Of course not --- because they might differ with respect to sex composition. And so on!

Aha, it is said. How convenient it was that the test of race

(or age, or sex, or whatever) turned out to yield no difference! Isn't that "loading" the hypothetical deck? Not at all. Suppose that we had discovered a difference in race. We would then have to ask, "How did this difference come about?" "Is this a chance difference, or does it represent some sort of systematic variance?" It's worth emphasizing that random assignment doesn't preclude difference; it simply insures that differences which might occur are "chance" or "random" differences (i.e. that there is no systematic way in which the groups vary). As we said on (page 102):

Random assignment produces groups that are equal except for chance differences (emphasis added) which can be accounted for in terms of mathematical probabilities. Since the groups may be considered equivalent, at the beginning of the experiment, the design presumes that any differences at the end of the experiment must be attributable to the VIP program --- which is the only systematic way (emphasis added) in which the groups should be distinguishable.

Now let's suppose that we found a difference. Why should we be concerned about the difference? Well, obviously because we think the difference might affect the outcome of the experiment! So we're interested in differences that affect the outcome of the experiment. That suggests, doesn't it, that there might be some differences in which we are not interested --- those that are irrelevant and have no bearing upon the outcome of the experiment? So we are interested in only those differences that can be related to the experimental outcome.

Now it happens that experimental outcomes are assessed on the basis of chance. We observe an outcome and ask, "Is this outcome something that can be explained rather easily on the basis of chance?" If our outcome is easily explained as a "chance" occurrence, then we attach no significance to it. We dismiss it as a chance event. We say that it is "not significant." On the other hand, if the outcome is

something not readily explained by "chance," then we suspect that something other than chance is responsible. Then we are faced with the task of determining what, other than chance, produced the result that we observed. In a good experimental design, when the groups are equivalent in composition and treatment, the experimental stimulus becomes the only reasonable alternative explanation. Now, what about an unusual outcome (i.e., not easily attributable to chance) when the groups are not equivalent? Then the difference between the groups presents itself as a competing explanation (in addition to the experimental stimulus). So we have to ask ourselves, "If the outcome is due to a difference between groups, how did such a difference come about?"

If the difference arose because of some systematic bias in the formation of the groups, then we have confounded the experiment. But let's suppose that the difference arose simply as a "chance" difference stemming from the random assignment procedures employed when the groups were formed. Look at the logic that such a "chance" difference requires. We would have to say that the outcome, being an unusual event and thus not easily attributable to chance, was due to differences between the experimental and control groups --- and that such differences --- were due to chance!

Hopefully the foregoing elementary explanation of the rationale for random assignment will be of some benefit. As Ronald A. Fisher pointed out long ago on page 18 of his famous Design of Experiments: equality is not really the issue because, strictly speaking, it is an impossibility. The issue is the validity of the significance test - and that is what randomization provides.

Apart, therefore, from the avoidable error of the experimenter himself introducing with his treatments, or subsequently, other differences in treatment, the effects of which the experiment is not intended to study, it may be said that the simple precaution of randomisation will suffice to guarantee the validity of the

test of significance (our emphasis), by which the result of the experiment is to be judged. (Fisher, p. 21)

Therefore, as long as the experimental and control groups were randomly formed, the presumed equality was not an issue in our assessment of significance (or lack of significance as the case may be).

31. Why were the criteria of number of difficulties with the law, subsequent referrals, detentions, contact, etc. not related to time?

We reported difficulties with the law, subsequent referrals, detentions, contacts, etc., that occurred during the time period March 10, 1976 through December 15, 1976 for the randomly formed experimental and control groups. Because we clearly specified the time frame in terms of the starting date (page 100) and the cut-off date for follow-up (page 102), we find it hard to see the sense in which it is said that these variables were "...not (your emphasis) related to time." There is a possibility that the question is suggesting the calculation for each individual case, of the period of time under court supervision and the division of that figure into the number of difficulties with the law, subsequent referrals, etc., recorded for each case. We didn't follow such a procedure because we saw very little to be gained from the exercise. Out of the 121 cases studied, there were only 23 terminations (see page 115) and these were distributed between the control and the experimental group in a fashion easily attributable to chance. Moreover, except for the first six cases, (which were assigned in groups of three) assignment procedures operated in a pair-wise fashion so that the pair of clients which came before the court at approximately the same point in time formed the "pool" from which the assignment was made. As a result, almost every experimental group case had a counterpart in the control group whose period of court supervision started at approximately the same time and --- as we saw from page 102 --- the vast majority of both groups were still under court supervision on the cut-off date.

Since there is no reason to believe that the period under court jurisdiction differed appreciably across groups, direct comparisons were appropriate.

32. Why is there no table or chart in this Chapter showing how many cases were added to the experimental and control groups, per month and cumulatively, over the period of the study?

Because we didn't feel it was necessary. The "growth rate" of the experimental and control groups didn't enter into any of the hypotheses and it was never considered as a matter for investigation. As a matter of fact, even this much of a response seems to imply that we had some conscious rationale for not including these data - but that's not the case. The thought just never came to mind.

33. Why are there no descriptive data in this Chapter for the experimental and control groups, e.g., age, sex, race, seriousness of offenses, prior record, etc.?

Because our task was to determine whether the VIP program was effective. As was pointed out in response to question 30 above, such variables have no bearing upon the assessment of the VIP program's outcome as long as the experimental and control groups were randomly formed.

34. Once again, some of the hypotheses surrounding contacts by probation officers and volunteers use criteria which can -- whether the group differences are null, positive or negative -- be interpreted as indicating the effectiveness of the VIP program, according to the discussion. In addition, the hypotheses are highly contrived while straightforward comparisons would have been more appropriate. Finally, the main thrust of the evaluation was to focus on two things: the volunteer program and its services, and changes in recidivism rates. Why was so much effort and analysis devoted to probation officer contacts, and so little to volunteer contacts and activities?



First, it may be worthwhile to review the hypotheses --- which are alleged to be "highly contrived."

The first hypothesis stated:

"There is no difference between the control group and the experimental group with respect to recidivism measures. (page 106)"

We fail to see how this is a "highly contrived" hypothesis or what comparison might have been more "straightforward."

The alternative hypotheses were:

"The experimental group exhibits less recidivism than the control group (page 106),"

and

"The experimental group exhibits more recidivism than the control group (page 107)."

It is difficult to imagine comparisons that could be more straightforward. The next hypothesis stated:

"There is no difference between the control group and the experimental group with respect to the number of probation officer contacts (page 116)." That seems pretty "straightforward."

Maybe it's the alternatives that are deemed to be "highly contrived."

These are the alternatives:

"The experimental group shows fewer contacts by the probation officer than the control group (page 117),"

or

"The experimental group shows more contact by the probation officer than the control group (page 117)."

These don't seem to be "highly contrived;" either - but THERE AREN'T ANY OTHER HYPOTHESES.

Further, it is claimed that the main thrust of the evaluation was to focus upon two things: "the volunteer program and its services, (your emphasis) and changes in recidivism rates." We are curious how anyone would substantiate the portion of the claim that is emphasized in the question. We have reviewed the contract in exhaustive detail and --- although we find occasional use of the word "service(s)" --- any reference to "service" or "services" is always in the context of phrases such as "the probation service" or personnel "services," etc. It's possible that, by implication, the services are seen as being an integral part of the volunteer program, which may be reasonable enough --- but when something is included only by implication, it also falls far short of the clear focus that the question attaches to it. At any rate, we did evaluate the volunteer program (including its services) with respect to recidivism criteria and found no difference between the volunteer group and the control group.

As for contacts: The volunteer program was the independent variable (i.e., the experimental stimulus). Because exposure to the independent variable represents a systematic difference between the experimental group and the control group, it cannot be used as a outcome criterion. Probation officer contact, however, could be used as a criterion. So Probation officer contact was indeed used as a criterion --- and we found that the volunteer program was responsible for higher levels of certain kinds of contact among the experimental group clients. That is why we gave them "so much effort and analysis."

With regard to the rest of the question: It is not true, as the question implies, that our discussion in Chapter VI indicated that some criteria could "---whether the group differences are null, positive or negative --- be interpreted as indicating the effectiveness

of the VIP program." The possibility of higher recidivism for the experimental group clients is discussed on pages 106 and 107. Nowhere in that discussion is it argued that increased recidivism --- by any criteria --- would indicate the effectiveness of the volunteer program. Neither, in our discussion of contact criteria, did we say what the question has alleged. What we did say was that only one of the three contact hypotheses could stand alone. See the hypothesis on page 117.

35. Both the period of the funding for this study, and the dollars requested to conduct it, were agreed to by the researchers. Why did it reach the final report stage without either having the contracted work completed, or notification to ILEC that it could not be completed? For instance, the "abbreviated time span" of the study was declared to have prohibited conclusive time series analysis, machine tabulation of contacts and other data, and detecting differences in recidivism for the two research groups. (Page 118)

We are in accord that "both the period of the funding and the dollars requested to conduct it, were agreed to by the researchers." There is no need for controversy on this point. We haven't requested an extension, nor have we requested additional funds. In essence, our task was to prepare a report evaluating the effectiveness of the VIP program in Lake County. We did that --- and you have the report. The allegation that we reached the final report stage "...without either having the contracted work completed, or notification to ILEC that it could not be completed" is false and unfair. It's possible that somewhere over the course of the study, that ILEC came to the conclusion that we were committed to a time series analysis --- but that just isn't the case. Professor Mattick's letter of January 12, 1976, to Richard Sullivan, which became attachment C to the contract, set forth the anticipated comparisons

to be made for the evaluation. The pertinent portions of that correspondence follow:

3. In general, the comparisons to be made, as presently contemplated are: (a) an over-all comparison of the work of the juvenile court and probation during the base line year and the experimental year; (b) a comparison of Lake County juvenile probation without volunteers in the base line year, and with volunteers, in the experimental year; and (c) a comparison of randomly assigned juvenile probationers who are assigned to volunteers and who are assigned to probation officers during the experimental year.

4. In the process of focusing upon the quantifiable aspects of the comparisons to be made in 3 above, a great deal of information will have been collected on the court, the probation office, the volunteer project, the clients and the significant agencies and actors that, all together, comprise juvenile probation in Lake County during the base line and experimental years. So much of this information as is pertinent and illuminating will enter into the Final Report in order to render a comprehensive evaluation of the LC-VIP project.

It's worth pointing out that the foregoing are good faith statements of intent. The wording consisted of statements such as "in general" and "as presently contemplated." Moreover, there was no promise to include everything in the final report. The final report was limited to only "...so much of this information as is pertinent..."

The comparisons set forth in (a) and (b) were provided in Chapters IV and V of our report. The comparison stated in (c) above was accomplished in Chapter VI of the report. So we did what we said we would do.

It's true that during the period of funding we did not accomplish conclusive time series analysis, machine tabulation of contacts and other data (to the extent that we would have liked --- because the question implies that we didn't do any and that is false), and detecting differences in recidivism for the two research groups.

But there was nothing in the contract that committed us to either "conclusive time series analysis" or "machine tabulation of contacts and other data." As for "differences in recidivism" - we didn't promise to find "differences." A researcher cannot discover what is not there. We investigated recidivism and found "no difference." We have already expounded at length upon null findings (see our answers to questions 7 and 30).

36. Why should joint contacts of probation officers and volunteers not be counted twice, when the criterion was, presumably, total number of contacts? Similarly, why should contacts with the minor not be added to collateral contacts? And, if not, why was some method of handling the problem not devised? (Page 118)

It all depends upon what is being counted --- contacts or the persons who made the contacts. If you are counting contacts, you count once. If you are counting the persons who made a (joint) contact, then you count twice (once for the probation officer and once for the volunteer.) The same rationale applies to collateral contacts: If the probation officer contacts the volunteer, that's a collateral contact for the probation officer. The very same meeting, however, could be seen from the volunteer's standpoint as a collateral contact for the volunteer. Thus there are two people involved in one contact. If we are counting contacts, there is only one contact. If we are counting persons, there are two persons. As for "why was some method of handling the problem not devised" --- it wasn't a problem.

37. Why were the volunteer contacts only summarized into "direct" and "collateral", while probation officer contacts were broken down into smaller categories? (Page 118)

The data were dependent upon the source documents from which they were derived. The source documents yielding probation officer

contacts (i.e., the case record folder) constituted a more detailed kind of record with respect to the probation officer and permitted distinctions to be made for probation officer contacts that could not be made for volunteer contacts. For example, letters from the client to the probation officer were entered into the case record --- but there was no similar means studying the private exchange of notes, etc., between the client and the volunteer. As a consequence, the data for the probation officer could be captured with greater detail and precision.

38. Why were "direct" contacts by telephone and at home not included in Table S.? Why were the total direct (including telephone and home contacts) and the total collateral contacts not compared and tested? (Pages 119 - 120)

Direct contacts by telephone and at home were not included in Table S because (as we stated on page 119 in introducing the table), "Table S identifies the types of contact that yielded no statistically significant differences between the VIP program group and the control group."

We could have presented significant and non-significant findings in a single table (as is suggested by this question), but that would have complicated not only the table but also the discussion which followed.

39. Tables S and T should be labelled to indicated that these are probation officer contacts only, and the time period should also be specified.

You're right, we should have labelled the table to read, "Average Probation Officer contacts per client during the period March 10, 1976 to December 15, 1977." (There are persons who look more to tables

than to text and we should have been mindful of them.) Hopefully this oversight caused no great difficulty inasmuch as the conclusions drawn from the table made it quite clear (as your question reveals) that we were speaking of probation officer contacts.

40. Was the "extremely low" rate of reported volunteer contact verified to insure that it did not simply reflect an extremely low rate of reporting? (Page 120)

Insofar as possible, yes. Following the December 15, 1976, "cut-off" date for the collection of data, we scheduled a meeting with Ms. Korpi, the VIP program coordinator, and Mr. Smith, the Chief Probation Officer. At the meeting we reviewed every case assigned to the volunteer group to assure ourselves that the information we had collected was up-to-date and complete.

41. Why is it stated that, had direct and collateral contacts of volunteers been added to those of the probation officers, it would have been unlikely to lead to significant differences? This would have raised the totals for the experimental contacts, so that the differences may in fact be significant. (Page 120)

It's stated that way because, we made an inappropriate conjecture and are guilty of an unfortunate choice of words. Instead of "unlikely" we should have said "impossible." If we had indeed added volunteer contacts to probation officer contacts and thus discovered a t-statistic of requisite value --- it could not be interpreted for significance! We would then be attempting to assess a criterion "inflated" by the systematically applied stimulus against a standard of "chance" variation, and any "inference" drawn from such a comparison would be invalid.

42. To demonstrate some "effectiveness" on the part of the VIP program only by increased contacts of probation officers with the experimental group appears to be very shaky ground. Wouldn't increased contacts by POs with both experimental and control groups be more affirmative, indicating that the VIP program may have freed probation officers' time?

We don't know what is meant by this. If both the experimental and control group exhibited the same level of contact, what would be the standard of comparison used to assess the experiment?

43. How can (an average of) 1.74 home visits and 1.95 phone calls by probation officers be described as "a minimal level of contact," with no time reference? (Page 122)

Considering the fact that the time frame was stated as March 10, 1976 to December 15, 1976, we believe it appropriate to describe an average of 1.74 home visits and 1.95 phone calls as "a minimal level of contact." After all, it's not a per month figure - it's for the total period of observation.

44. Why did the report not include the number of clients who actually received volunteer contacts, the frequency distribution of volunteer contacts with clients, the time elapsed between placement on probation and volunteer assignment and contact, and the length of time of the volunteer-client relationship?

The question implies that we had a rationale for not presenting these data, but we made no effort not to present them. We were using specified outcome criteria to determine the effectiveness of the VIP program. In order to do that, the methodology required comparisons between the experimental group and the control group. All of the measures that are put forward in this question apply only to the experimental group. We didn't report these measures because they didn't exist for the control group and, accordingly, they offered no grounds upon which to make experimental comparisons.



45. Why did the report not include the number of probation officers assigned to the experimental and control groups, and the length of time of the probation officer-client relationship?

We couldn't have done it even if we had tried. As we stated in the introductory chapters of the report, the probation office operated under three different organizational formats in the short space of this evaluation. Two of these formats were of a "team" variety and we stated (on page 38)

Under the impetus of such constant and rapid changes of personnel and work organization, it is difficult to envision any continuity of relationships between probation officers, clients, and volunteers. As caseloads of clients are shifted from one probation officer to another as a consequence of functional reorganizations, to say nothing of the disrupted relations that result from staff turnover, it is no longer possible to assign responsibility for particular clients to particular probation officers, or even to a particular team of probation officers.

It should be clear from the foregoing that the question presumes something that didn't exist.

46. Why were no comparisons made between the variables discussed in the above two questions?

Because there was nothing to compare.

#### APPENDICES

47. Why were no interviews conducted as outlined in Appendix A?

We conducted six structured interviews. We stopped, among other reasons, because the interviews tended to be rather lengthy and preempted a considerable portion of the respondent's time. If the interviews had been extremely productive, we naturally would have continued; we discovered that the interviews added very little.

48. Appendix G

Was it not obvious in March, 1976 that random assignment should be made only of juveniles placed on probation rather than including -- not only all cases adjudicated as wards of the court -- but also 704-7 continuance cases, which might never be adjudicated as wards of the court, let alone placed on probation? Why was this contamination of the experimental design and assignment of possibly ineligible juveniles permitted? (Page 4)

The question here is confusing since it seems to imply that 4-7 continuances were not subject to random assignment. They were indeed subject to random assignment throughout the study, i.e., from March 10, 1976, to the end of the assignment period. (See the third page of Appendix G.1 for the criteria as of March 10, 1976 and the seventh and eighth pages of the same appendix for the final criteria.) The 4-7 continuance cases were not a great problem --- they remained in the community --- and were suitable for volunteer services.

Such problems as did arise in the random assignment of cases stemmed from assignments made at the time of adjudication. They involved only those few cases early in the study in which there was a substantial time interval between adjudication and disposition. Of those few cases, some received volunteers. Of the some who received volunteers, occasionally a disposition was made that rendered the case unsuitable for further volunteer service (e.g., placement or commitment). When the first such case came to our attention, we brought the matter up with the court --- and there was an immediate clarification of the eligibility criteria (since the assignment of a volunteer to a placement or commitment case was a clear waste of resources.) The few problems that did arise are exhaustively reviewed in Appendix G.1. The question of why the problems were not obvious in March, however, is one for the court to answer, because we didn't make up the eligibility criteria. (It would not have been proper for the research team to impose its criteria upon the court.)

49. How many 704-7 continuance cases were included in the control and experimental groups? What happened to them?

Out of the 121 cases, there were a total of 80 4-7 continuances. These cases were split equally between the Experimental and Control groups which had forty each. As for what happened: --- the 4-7 continuances received no special treatment and they contributed, according to their proportion, to the outcome criteria by which the study was assessed.



**END**