PEER JUSTICE AND YOUTH EMPOWERMENT

AN IMPLEMENTATION GUIDE FOR

TEEN COURT PROGRAMS

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National Highway Traffic Safety Administration

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AMERICAN PROBATION AND PAROLE ASSOCIATION

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FOREWORD

Youth courts, also known as teen courts and peer courts, are one of the fastest growing programs in the community justice movement. To date, there are over 540 active youth court programs, with hundreds of additional jurisdictions poised to develop new ones of their own. These programs enthusiastically embrace restitution and community service, two common forms of community justice, within their sentencing guidelines. In addition, youth courts send to the community and its youth a strong message that young people do not condone law-breaking behavior.

Positive peer influence plays a profound role within youth courts as juvenile offenders must explain their conduct to young people who serve as judges, jurors, and other court officials who know the circumstances of life in their community and provide thoughtful and appropriate sentences. When youth participate in the youth court process either as defendants or volunteers they develop valuable skills that will help them become more responsible and productive citizens.

In the United States, youth court programs provide an immediate response to offenses such as traffic violations, shoplifting, graffiti, truancy, and substance abuse that may be warning signs of future serious or violent delinquency. Youth courts are considered an early intervention by law enforcement and delinquency prevention practitioners.

To assist jurisdictions in the development of youth courts, the National Highway Traffic Safety Administration of the U.S. Department of Transportation, the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice, and the Substance Abuse and Mental Health Services Administration of the U.S. Department of Health and Human Services have joined with the American Probation and Parole Association in preparing this comprehensive youth court guide. We urge you to adapt the concepts discussed in this document by forming a planning committee that includes law enforcement agencies, juvenile probation departments, schools, parents, youth, prevention and treatment providers, and youth-serving organizations to design and implement a youth court program that meets the needs of your community.

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NHTSA
People Saving People
http://www.nhtsa.dot.gov

OJJDP
Office of Juvenile Justice and Delinquency Prevention

AMERICAN PROBATION AND PAROLE ASSOCIATION

SAMHSA

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Points of view or opinions expressed in this document are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Transportation or the U.S. Department of Justice.

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INTRODUCTION TO THE GUIDE

The use of alcohol and drugs, drinking and driving, and other high risk and delinquent behaviors – these are just a few of the serious issues that face today's young people. Every year, the age at which children must confront negative peer pressure and make crucial decisions, gets younger and younger. The consequences of their decisions for themselves and others (i.e., victims and the community) can be significant. Adolescence is a pivotal stage of human development. Sound guidance and meaningful learning opportunities during this time period will aid them in becoming responsible and productive citizens. Therefore, adolescents should be a primary target of prevention and intervention efforts.

Traffic safety is one area that clearly illustrates the effects of adolescent substance use. Thousands of young people die on America's highways each year. Many of these fatal crashes are alcohol- and drug-related. To address this alarming problem and other problem behavior among youth, the National Highway Traffic Safety Administration (NHTSA) of the U.S. Department of Transportation, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the U.S. Department of Justice, and the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services are constantly searching for effective strategies to prevent and control delinquency, to reduce motor vehicle crashes, injuries, and fatalities and to improve highway safety programs in the States.

Recent efforts aimed at preventing and reducing the numbers of youth involved in motor vehicle fatalities include:

- the establishment of laws increasing the minimum drinking age to 21 and efforts to increase enforcement of these laws;
- public awareness campaigns;
- the enactment of "zero-tolerance" laws by the states making it illegal for persons under the age of 21 to drive with any measurable amount of alcohol in their bloodstream; and
- the development and implementation of a wide range of prevention and intervention programs aimed at youth.

These measures helped to reduce substantially (by 65 percent) the number of young people who were fatally injured in a crash where an intoxicated young driver was involved between 1982 and 1995. However, alcohol and drug use by adolescents is increasing, and youth continue to be overrepresented in highway crashes when compared with the overall driving population. The reasons for this are multifaceted. It can be attributed, in part, to the lack of resources available in many communities to enforce and respond to the problem of underage drinking and impaired driving. It also must be understood, however, that numerous factors (social and environmental) impinge upon an individual's development. These factors can influence an adolescent's choices about whether to engage in illicit substance use and delinquency. NHTSA, OJJDP, and SAMHSA recognize that to address these issues and ultimately reduce the number of teenage motor vehicle fatalities and injuries, prevention and intervention strategies must be both far-reaching, and not focused exclusively on highway safety.

Teen courts, also known as youth courts, are emerging as a promising mechanism for holding youth charged with status offenses, such as alcohol possession and misdemeanor offenses accountable, and for promoting and providing avenues for positive development. Teen courts provide jurisdictions with an alternative method of sanctioning these youthful offenders, whom

the formal juvenile justice system often ignores due to a lack of resources and the need to focus on other serious offenses. In addition, teen courts can mobilize a diverse mix of youth volunteers for active and constructive involvement in addressing problems in their towns and cities. This approach presents communities with a unique opportunity to teach young people valuable life skills. It also sends a strong message to the community (including other youth) that young people do not condone law-breaking behaviors, including underage drinking and impaired driving.

Developing and implementing teen courts on the local level requires a coordinated and collaborative effort among various agencies and sectors of the community (e.g., law enforcement, probation, courts, schools, parents, youth). For teen courts to reach their maximum effectiveness, guidance is needed in developing programs that are philosophically sound and legally defensible. To promote the teen court concept and provide agencies with this type of assistance, NHTSA, OJJDP, and SAMHSA joined with the American Probation and Parole Association (APPA) to research teen courts on a national level and develop this *Guide*. APPA's strong juvenile justice focus and close affiliation with community corrections agencies nationwide have provided an advantageous avenue for obtaining and disseminating information about teen courts.

The main objective of this *Guide* is to equip juvenile justice agencies with baseline information that will aid them in developing, implementing, and enhancing teen court programs as a viable alternative for juvenile offenders in their communities. As will be seen throughout this manual, teen courts nationwide share many of the same fundamental principles. However, the manner in which they function in their day-to-day operations may vary significantly from program to program. Program organizers should be aware of the similarities and differences among programs and institute a development process which will result in a program that responds to and fulfills the unique needs of the local youth, juvenile justice system, and community.

NHTSA, OJJDP, and SAMHSA hope that this *Guide* will encourage more jurisdictions to develop and implement teen courts as an alternative approach to traditional juventile justice system processes. In doing so, communities can begin to address the problems associated with adolescent substance use and other misdemenor offenses, including those related to traffic safety.

CHAPTER 1

AN OVERVIEW OF THE TEEN COURT CONCEPT

INTRODUCTION

Imagine walking into a courtroom where the defendant and the court officers (i.e., attorneys, court clerk, bailiff, jurors, and sometimes the judge) all are under the age of 19. At first glance, it might appear as if a mock trial was being conducted. However, in a growing number of jurisdictions across the nation, this is exactly the type of setting and approach being used to handle minor juvenile cases. Teen courts, also called youth courts and peer courts, present an alternative approach to juvenile justice in which juvenile offenders are sentenced by a jury of their peers. These programs simultaneously offer education and "hands-on" experience in the legal system to the many community youth who volunteer.

Teen courts can be designed to address a variety of problem behaviors, including underage drinking and related offenses.

The primary purpose of this *Guide* is to provide a framework to assist juvenile justice agencies in establishing and enhancing teen courts as an alternative means for responding to the problem of juvenile crime in their communities. Crime perpetrated by adolescents presents an immense challenge to the juvenile justice system and can have marked effects on the individual youth, their families, and the community as a whole. A related issue, encompassed in the realm of juvenile crime, is the pervasive problem of underage drinking and impaired driving among the youth population and how this problem affects traffic safety. According to figures reported by the National Highway Traffic Safety Administration (NHTSA, 1997) the number of alcohol-related fatalities involving young people (ages 15-20) has decreased over the past few years; however, there are still too many young people dying in alcohol-related highway crashes each year. Additionally, the incidence of alcohol poisoning or ethanol overdose continues to increase.

Teen courts constitute one avenue for employing concepts such as positive peer influence, accountability, competency development, and youth involvement to offer communities a prevention and early intervention program. Teen courts can be designed to address a variety of problem behaviors, including underage drinking and related purchase and possession of other illicit substances offenses. By the conclusion of this chapter, readers will be able to

- discuss why communities should implement teen court programs;
- describe how teen courts can be used as a method for responding to underage drinking, impaired driving, and other problem behaviors of youth;
- discuss the history and present status of teen courts from a national perspective; and
- explain the primary purpose of this *Guide*.

EXAMINING WHY COMMUNITIES SHOULD IMPLEMENT TEEN COURT PROGRAMS

Young people are our most valuable resource for the future. Often overlooked, youth offer creativity and energy in addressing problems in their communities. Varenhorst (1981) outlines two common myths concerning adolescents: (1) adolescents are not quite normal, and (2) adolescents are still children. Underlying these myths, she explains, is a familiar assumption that adolescence is a tumultuous and stressful period of life that tends to be pathological but eventually will be outgrown. Other frequently held misconceptions are that adolescents are not capable of being responsible, making appropriate decisions, having a serious thought or conversation, or handling any type of independence. These myths and assumptions are shown to be false when observing and talking with youth who participate in teen court

programs. As the National Crime Prevention Council (1989, p.1) states in "Young People in Crime Prevention Programs,"

> We are faced with a choice: we can focus on pathologies and delinquencies, or we can rethink attitudes and myths about adolescence. We can isolate young people, or we can engage them in activities that decrease their risk of victimization, give them a sense of stake in the community, and make our neighborhoods safer, better places to live.

Adolescence is a time when young people are developing skills, habits, and attitudes that will prepare them as they transition into adulthood. The experiences encountered by youth during this critical phase will help shape the kind of adults they will become. During adolescence, youth begin to make their initial decisions about involvement in potentially dangerous behaviors such as the use of illicit substances and other forms of delinquency (Carnegie Council on Adolescent Development, 1992). Also, it is the developmental stage in which impaired driving and related behaviors are initiated and solidified (Klepp and Perry, 1990).

Adolescence is a time when young people are developing skills, habits, and attitudes that will prepare them as they transition into adulthood.

Prevention efforts and programs are designed with the ultimate goal of helping community members achieve more healthy, responsible, and productive lifestyles. Prevention begins by helping young people develop more positive views of themselves, while fostering an understanding in them that they can have a voice and influence in solving problems and setting norms on a local level (Southwest Regional Center for Drug-Free Schools and Communities, nd).

Teen court programs serve a dual function. In addition to providing a mechanism for holding youthful offenders accountable and educating youth on the legal system, teen courts also provide youth in the community with an avenue for developing, enhancing, and practicing life skills. Specifically, teen courts

- help youth realize they will be held accountable for their behavior;
- educate youth on the impact their actions have on themselves and others (i.e., victims and the community);
- build competencies in youth by providing instruction in how the legal system functions and how to communicate and resolve problems with peers more effectively; and
- provide a meaningful forum for youth to practice and enhance newly developed competencies.

The high level of youth participation that teen court programs demand affords communities an opportunity to implement a program that empowers youth to influence normative behaviors and address the problem of juvenile crime in their community. It also gives them a chance to learn new skills; meet and interact with peers from diverse economic, social, and ethnic backgrounds; and interact with positive adult role models. It is this type of program and experience that can help youth take pride and ownership in the health and well-being of their communities, and it is this sense of stake in their communities that Calhoun (1988) relates often is missing for young people. He cautions that if youth do not see themselves as being bonded to the social contract that the adult society adheres to, they will see no reason to follow it. The skills learned, combined with the education received on the legal and judicial system from participating in teen court programs, can cause youth to rethink their views on delinquent behavior and lead them to adopt more prosocial attitudes. This outcome ultimately can enhance public safety.

Teen court programs also offer an avenue for mobilizing communities to address the problem of juvenile crime and high risk behaviors on a

local level. There is ample opportunity for active involvement from various sectors of the community (e.g., businesses, schools, civic and social organizations) throughout the program. Also, since the majority of teen courts require defendants to perform community service hours as part of their sentence, many local nonprofit agencies have a chance to work directly with youth in meaningful community service (Kaplan and Chaffee, nd).

INDIVIDUAL AND SOCIETAL EFFECTS OF ADOLESCENT SUBSTANCE USE AND DELINQUENCY

The problems of delinquency and the use of illicit substances by adolescents can have substantial effects on youth, their families, the juvenile justice system, and the community. To address these problems, it is important that public policy be directed toward implementing appropriate prevention and intervention strategies, while also ensuring that youth develop a stake in the continued success of our society (Jones and Krisberg, 1994). Before examining how teen courts can be used to address problems related to adolescent substance use and delinquency, the following section will discuss some of the effects and consequences of these problems on individual youth and on society.

The problems of delinquency and the use of illicit substances by adolescents can have substantial effects on youth, their families, the juvenile justice system, and the community.

Effects of Delinquency and Substance Abuse on the Individual

As Dryfoos (1990) explains, youth who do engage in early aggressive and antisocial behavior and delinquency can suffer substantial negative consequences, both in the short- and long-term. Youth with conduct disorders often act out in school and begin exhibiting problem behaviors early in life. Over the long-term, these youth may develop health problems and encounter obstacles at home, school, and on the job. Young people who engage in serious illegal acts often experience trouble in school or they drop out, have further interactions with the juvenile justice system, and begin experimenting with and using illegal substances. As they grow older, they are at a higher risk of criminality, which can, in turn, lead to incarceration, increase substance abuse, marital instability, and severe problems maintaining and sustaining employment (Dryfoos, 1990).

In addition to problems associated with delinquency in general, substance abuse, in and of itself, also can have profound effects on the social, psychological, physical, and cognitive development of adolescents. Adolescents often receive mixed messages concerning alcohol use, as it typically is viewed as an accepted part of social activity. Added to this is the problem that alcohol abuse tends to be minimized when compared with problems related to other drugs such as cocaine, amphetamines, and crack (National Crime Prevention Council, 1991).

The consumption of alcohol often is associated with positive and appealing activities, such as parties, sports and entertainment events, and many other leisure pursuits. Also, advertisers of alcoholic beverages often imply an association between drinking and amusement, sexual prowess, popularity, and masculine or feminine attractiveness. According to Klepp and Perry (1990), the use of alcohol often offers adolescents

- a means of gaining independence from parental control and expressing resistance to adult authority and traditional norms and values;
- a coping mechanism for managing personal problems;

- a method of gaining peer acceptance;
- an expression of personal values or style, such as being "experienced" or "cool"; and
- a symbol of maturity or adulthood.

However, the habitual use of substances (alcohol and other drugs) can slow or stop the developmental process and can interfere with a youth's capacity for making positive choices and decisions. It also may affect social interactions, alienating many teens from the mainstream of adolescent subculture. Consequently, they may avoid common developmental tasks of most youth, such as dating and developing appropriate social skills, as their lives become totally absorbed with their drug use. Youth who abuse substances also can experience psychological consequences such as agitation, depression, and paranoia (Crowe and Schaefer, 1992).

Substance abuse also can have a severe impact on cognitive functions. This not only affects academic abilities, but character and social development as well. Youth may continue to make behavioral choices based on immediate consequences rather than ethical principles. Declining grades, increased absenteeism, and eventually dropping out of school also are consequences for many drug-involved youth (Crowe and Schaefer, 1992).

There also can be substantial physical damage suffered by adolescents who abuse substances. These physical effects can include accidental injuries, physical illness and infections, possible overdoses, and even death (Crowe and Schaefer, 1992). The potential for physical harm and death becomes apparent when examining the issue of alcohol-related motor vehicle crashes.

In our culture, the automobile is viewed as a means of transportation, is often seen as an economic necessity, and has become a symbol of status and wealth. For young people, it has acquired additional significance. According to Klepp and Perry (1990) and Stewart and Klitzner (1990), motor vehicles may represent

- independence from parents and other adults upon whom one has depended for transportation;
- emerging adult status and equality;
- status among peers (both same and opposite sex);
- a place to engage in private activities (including sexual activities) with one or more peers;
- a means of demonstrating courage and bravery, including confrontations with mortality;
- a way of expressing rebellion; and
- a means of seeking thrills.

In addition, a car provides a private place where alcohol can be consumed by adolescents without interference from adults (Klepp and Perry, 1990). However, drinking and driving-related activities, including riding with an impaired driver, can have tragic effects.

The following figures are reported by NHTSA (1998):

- In 1996, 6,319 young people (ages 15-20) died in motor vehicle crashes. Of these fatalities, 36.6 percent were alcohol-related.
- During 1996, a young person died in a traffic crash on an average of once every hour during the weekends and once every two hours on weekdays.
- Approximately 50 percent of the fatalities occurring on weekends were alcohol-related, compared with 28 percent of fatalities on weekdays.

While there has been a substantial reduction (57 percent) in the number of alcohol-related motor

vehicle fatalities involving young people, since 1982, far too many youth continue to die in alcohol-related highway crashes (NHTSA, 1998).

Societal Costs of Crime and Substance Use

Crime and substance use present a host of tangible and intangible societal concerns. The economic cost of crime and substance abuse are staggering. According to statistics collected by the U.S. Bureau of the Census for the U.S. Department of Justice, over $74 billion was spent on criminal justice in 1990. Included in this amount are costs related to law enforcement, courts, prosecution and legal services, public defense, corrections, and other justice agencies (Bureau of Justice Statistics, 1994). Costs not represented in this figure, however, are financial losses experienced by victims of property crime and lost income and medical expenses incurred by crime victims who are injured (McMahon et al., 1992).

The goal of interventions is to assist youth in pursuing a path that will lead to their becoming more responsible and productive citizens (Dryfoos, 1990),...

Economic costs associated with substance abuse are more difficult to measure; however, it is estimated that approximately $165 billion was spent on alcohol and drug abuse in 1990. This figure includes costs related to treating substance abuse; losses in productivity as a result of premature death or the inability to perform usual activities; and costs related to crime, destruction of property, and other losses (Institute for Health Policy, Brandeis University, 1993).

The goal of interventions is to assist youth in pursuing a path that will lead to their becoming more responsible and productive citizens (Dryfoos, 1990), and substantial economic costs can ensue when youth are derailed from this life path. For most youth, basic support is expected from parents or public welfare. If there is an early onset of drug use and delinquent behavior, youth's economic dependence may continue into their adult years. This, in turn, will lessen or negate their potential earnings and contribution to society as they transition into adulthood (Crowe and Schaefer, 1992). Viewed from a traffic safety perspective, a young fatality or serious injury resulting from an alcohol-related highway crash can be particularly tragic when the years of potential life lost or the years and costs of a debilitating injury are considered (NHTSA, 1995).

There also are intangible costs associated with delinquency and adolescent substance use that can be factored into the equation. These include

- the personal anquish of overcoming addiction;
- the suffering caused to victims of crime;
- the distress imposed on the families and loved ones of the youth involved; and
- the general fear that crime instills in the community.

The emotional impact of crime can be severe and longstanding and often can be the most significant harm victims of crime endure. There may be initial feelings of shock that then may progress to overwhelming feelings of fear or anger. At times, victims even may experience a sense of guilt, blaming themselves rather than the offender for the incident. Adding to the disillusionment for victims is the fact that many times the offender's deviant behavior is met with parental excuses, and the offender is someone with whom they are acquainted or know well (American Correctional Association Victims Committee, 1994; McMahon et al., 1992). All of this is compounded when, ***through no fault*** of their own, victims are thrust into a juvenile

and criminal justice system that may not be equipped to address their needs adequately.

The effects of delinquency and substance use on families can be devastating. Frequently, there is a family history of alcoholism or addictive disorder. Use on the part of adolescents often precipitates a crisis in the family. A family's inability to resolve the problem can jeopardize a marital relationship and relationships with other children in the family (Crowe and Schaefer, 1992).

The community suffers each time a crime is committed. To thrive, communities must offer those who live and work within its boundaries a sense of safety and security. The pervasive fear that crime instills can sever bonds between neighbors and force many people to isolate themselves in their homes. Crime and drug activity deplete the strength and spirit of many communities and thoroughly disrupt community life. As fear among citizens increases, the use of public space, participation in civic activities, conduct of economic and social functions, and respect for duly constituted authority all decrease. This fear causes physical, fiscal, and psychic harm to all that is inherent in the concept of community (National Crime Prevention Council, 1994).

There is some encouraging news related to drug use among younger adolescents. For the first time since 1991, the 1997 Monitoring the Future Survey indicates an increase in the percentage of 8th graders disapproving of occasional use of marijuana, from 76.5 percent in 1996 to 78.1 percent in 1997. Disapproval among 8th graders of regular marijuana use, occasional cocaine powder use, and heavy drinking along with frequent cigarette smoke also increased (U.S. Department of Health and Human Services, 1997).

Adolescent attitudes about drug use are key predictors of increases and decreases in the subsequent use of drugs. According to Dr. Alan I. Leshner, Director of HHS' National Institute on Drug Abuse (U.S. Department of Health and Human Services, 1997), " The apparent shift in attitudes and leveling off of drug use among eighth graders provides additional evidence that anti-drug prevention activities may be taking hold with young people."

TEEN COURTS AS A METHOD FOR RESPONDING TO DELINQUENCY AND SUBSTANCE USE

Teen courts constitute one avenue for addressing illegal substance use, impaired driving, and other problem behaviors of youth. Teen courts emphasize concepts such as accountability, positive peer influence, competency development, and youth empowerment and involvement.

Teen court programs offer jurisdictions a means for holding youthful offenders accountable for problem behaviors, including those for which they previously may have received little or no intervention.

Holding Offenders Accountable

Teen court programs offer jurisdictions a means for holding youthful offenders accountable for problem behaviors, including those for which they previously may have received little or no intervention. For example, many jurisdictions have limited alternatives available for handling youth charged with alcohol offenses, such as underage drinking or possession of alcohol, making enforcement of minimum-age-21 drinking laws more difficult or low priority. Teen courts can be developed to (1) hold youth accountable by offering opportunities to make amends for the damage caused through community service and/or restitution; and (2) teach youth about the effect their actions have on themselves, victims, and the community. However, holding offenders accountable is only the first step toward interrupting and reducing problem behavior.

Capitalizing on Peer Influence

Teen court programs also attempt to capitalize on peer influence in the lives of adolescents. Social development during the teen years involves the formation of strong peer relations for most youth. In addition, research suggests a correlation between association with delinquent peers and the development of delinquent behavior, including alcohol and drug use (Hawkins et al., 1987; Nowinski, 1990). However, despite the problems that peer pressure can elicit, "peer pressure is a normal, necessary, and healthy part of adolescent behavior," and it can be used to help redirect and solve problem behavior (Norem-Hebeisen and Hedin, 1981, p.29).

This is exactly what teen court programs attempt to do. Because of the high level of youth interaction that occurs within these programs, peer influence can surface in many different ways. For example, rather than being reprimanded by an adult — such as a judge, parent, probation officer, or social worker — juvenile offenders are held accountable through a sentence imposed by a jury of their peers. This can help send a strong message to youth in the community that their peers do not condone law-breaking behaviors, including the use of alcohol.

Also, those participating in teen courts (i.e., defendants and volunteers) must interact with youth from diverse economic, social, and ethnic backgrounds who have many varying viewpoints. This mix of youth can create conflict in certain situations during activities such as jury duty, volunteer training sessions, educational workshops, and social events sponsored by the teen court program. However, it is through their interaction in these same events that youth can be taught skills to address points of contention, resolve conflict, and promote respect with their peers.

Facilitating the Development of Competencies in Youth

A critical service teen courts provide is helping in the development of competencies in youth volunteers and defendants. Teen courts teach young people life and coping skills and offer a meaningful forum in which to practice and hone those skills. Maloney, Romig, and Armstrong (1988) maintain that developing skills and competencies in youth has the most potential for altering their future behavior for the better. The skills learned can aid youth when they find themselves in situations in which problem behavior is encouraged and supported (Norem-Hebeisen and Hedin, 1981).

Skill-building opportunities for defendants and volunteers occur within the teen court setting through activities and tasks such as volunteer training sessions, educational workshops, the performance of community service, and through participation as court officers (i.e., jurors, attorneys, clerks, bailiffs, judges). Among the skills that can be learned are

- listening;
- problem solving;
- communication; and
- conflict resolution.

Teen courts also teach youth how to work and cooperate with their peers more effectively. In the end, youth develop competencies and skills that can assist them in making appropriate decisions and in becoming more responsible and productive contributors to society both in adolescence and adulthood.

Empowering and Involving Youth

Finally, teen courts provide communities with a program that allows youth to assume leadership roles and actively participate in addressing the problem of juvenile crime in their community.

It is important to foster in youth a sense of having a stake in the future and of caring for the well-being of their communities. Despite myths and negative perceptions commonly associated with adolescents, the Carnegie Council on Adolescent Development (1992) points out that young people are capable and want to contribute to their communities. The Council also asserts that when allowed to do so, the potential benefits for both youth and the community can be substantial.

Despite myths and negative perceptions commonly associated with adolescents, the Carnegie Council on Adolescent Development (1992) points out that young people are capable and want to contribute to their communities.

Youth who volunteer with teen court programs assume roles that require a great deal of responsibility. These youth are asked to determine appropriate sentences for their peers. Many teen courts also involve youth in program management decisions throughout the developmental and operational stages of the program. The message of trust this sends to young people participating in these programs concerning their ability to fairly judge their peers and their capacity to offer valid program management decisions can help increase their sense of confidence and self-esteem. It also provides a forum for showcasing to the community the importance of youth as a resource.

There are many advantages to be realized by jurisdictions that implement teen court programs as a response to problems associated with juvenile crime in their communities. However, before developing or enhancing a teen court program, it should be recognized that, throughout the nation, there is great diversity in how teen court programs operate. Although they share many of the same fundamental principles, the manner in which they carry out their day-to-day functions can vary significantly.

... it should be recognized that, throughout the nation, there is great diversity in how teen court programs operate.

THE HISTORY AND PRESENT STATUS OF TEEN COURT PROGRAMS

Conflicting accounts in the literature create challenges to tracing the beginning of teen court programs. Many consider the Odessa Teen Court Program, located in Odessa, Texas, to be the first. However, there are reports of teen court programs in operation prior to the beginning of the Odessa program in 1983. One of the earliest programs found in the literature is the Grand Prairie Teen Court Program, located in Grand Prairie, Texas, which is reputed to have begun operating in 1976 (Cadwallader, 1994). There also are anecdotal reports of a youth court in Horseheads, New York, that was in operation in 1968.

Although possibly not the first teen court program, the Odessa program certainly appears to be the most widely known and is viewed by many to be a national model. Natalie Rothstein, who founded the Odessa Teen Court, was a strong advocate of holding youth accountable for their actions before they develop a pattern of law-breaking behavior. Concerned that the delinquency problem in Odessa was being exacerbated by the juvenile justice system's lack of response to juvenile offenders, she developed the Odessa Teen Court as a diversion program. Before her death in 1993, Ms. Rothstein actively promoted the teen court concept. Her unyielding belief in and support of the program helped spawn an ongoing national movement

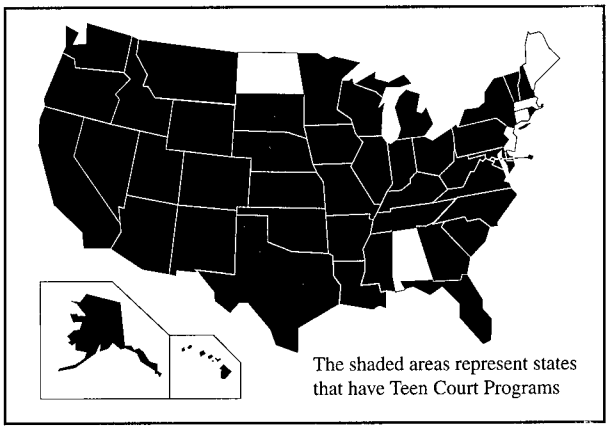
toward incorporating teen court programs in communities (Knepper, 1994).

This movement has gained momentum as federal agencies such as the U.S. Department of Transportation, U.S. Department of Justice, and the U.S. Department of Health and Human Services have allocated resources in support of the teen court concept. In addition, national associations such as the American Probation and Parole Association, American Bar Association, and the National Council of Juvenile and Family Court Judges continue to promote the concept among their constituencies.

The number of teen court programs is increasing rapidly as people realize the many benefits associated with these programs and the wide range of youth they can influence. As of May 1998, the American Probation and Parole Association (APPA) had located approximately 450 teen court programs in 44 states and the District of Columbia (Figure 1-1).

A listing of teen court programs identified through APPA's research efforts may be found in Appendix A.

Figure 1-1: States in Which Teen Courts Are Located



[1]In 1994, APPA conducted a survey to determine the various ways in which teen court programs operate across the United States. Responses were received from 68 teen court programs in 17 states. Results from this survey are presented periodically throughout this *Guide*.

HOW TEEN COURT PROGRAMS OPERATE

The operation and administration of teen court programs vary considerably across the nation, creating obstacles to locating programs. According to the *Teen Court Program Survey* administered by APPA in 1994, agencies operating and administering teen court programs include:

- juvenile courts;
- juvenile probation departments;
- law enforcement;
- private, nonprofit organizations; and
- schools.

Often the availability of human and financial resources, as well as the position of the person who initially became interested in the teen court concept, drives where these programs are located within a given community. Table 1-1 shows where these programs are most frequently located.

Table 1-1: Agencies Operating or Administering Teen Court Programs

Type of Agency	Percent*
Juvenile Court	29
Private Nonprofit Organization	29
Juvenile Probation Department	17
Law Enforcement Agency	17
School	10
Other (e.g., City Government, Administrative Office of the Courts)	22

Source: APPA, 1994
* The total percentage exceeds 100 because some programs reported being administered by more than one agency.

The following section will discuss briefly some of the characteristics of teen court programs operated by these different entities.

Juvenile Justice System-Based

Examples of teen courts operating within juvenile justice agencies include those that are programs of law enforcement, juvenile probation, and district or municipal courts. In Beaverton Oregon, the Beaverton Police Department operates the Beaverton Youth Peer Court. In Erie, Pennsylvania, their Peer Jury Program is a program within the juvenile probation department. In Texas, many teen court programs are sponsored by city-governments and serve as a dispositional alternative for municipal court judges.

Funding for many juvenile justice-based teen court programs are incorporated within or absorbed as part of the agency's or government's overall budget. Staffing for the program may be incorporated as a part of a police officer or probation officer's job duties, or if funds allow, a new position may be created to coordinate the program. Teen courts in juvenile justice system-based agencies have direct access to referrals — either at the point of initial contact by police, screening by juvenile probation or intake, or appearance before a juvenile or municipal court judge. As a part of the juvenile justice system, staff within these programs understand the juvenile justice system process and have more ready access to information (e.g., re-arrests, adjudications) to which other entities may not be privy. Juvenile justice system-based teen court programs also have a more direct tie to the formal court process as an enforcement tool or follow-up mechanism for situations when offenders do not comply with program requirements. However, time and budgetary constraints, competing demands on staff time, and changing political climates within government agencies can present challenges to juvenile justice system-based teen court programs in some jurisdictions.

Community-Based

A number of teen court programs are incorporated as, or operated by, private nonprofit organizations. For example, the LaPorte Teen Court Program in Indiana is administered by the LaPorte County Youth Services Bureau, a nonprofit organization whose mission includes connecting youth to positive programs and services, while the Sarasota Teen Court Program in Florida is incorporated as a nonprofit agency itself. When set within an agency that provides other services for youth (e.g., counseling services, educational workshops, tutoring), teen court programs have direct access to vital referral sources for volunteers and defendants participating in their program. In addition, teen courts run as part of a community agency or located in a community setting often have direct links and ties to other youth serving organizations from which resources can be tapped to help complement and augment the teen court program's services.

Community-based teen court programs are not part of the juvenile justice system and often have to prove their credibility and work diligently at building trust. For community-based teen court programs to be successful, there must be cooperation and coordination among the nonprofit entity and the juvenile justice system. This is especially evident when it comes to receiving referrals for the program, having a system for recompense for cases that do not comply with the teen court program's requirements, and gaining access to information needed to ascertain the success of the program.

Since teen court programs in community-based settings are not as directly subject to changes in political climates, they may enjoy greater flexibility and creativity when it comes to program management and operations. However, teen court programs operated by private nonprofit organizations often do not have a consistent and secure funding base. They have to look to outside sources of funding (which can

change from year to year) to keep the program operating. Although, some community-based teen courts may receive a portion of their program funding from government coffers, other typical funding sources include grants from private foundations and community organizations (e.g., local bar association, Junior League), individual donations and revenues from fund-raisers and special events.

School-Based

The interest in school-based teen court programs appears to be increasing. There are a number of juvenile justice system- or community-based teen court programs that receive referrals from schools for school disciplinary problems, unlawful acts committed on school property, or truancy. However, there also are school-based teen court programs that are operated by and/or contained within the schools themselves. Obviously, schools have direct access to a pool of youth volunteers from which they can draw. Subject matter related to volunteer training may be incorporated as a part of a class curricula (e.g., unit of social studies or civics class) that all youth in a certain grade get exposed to, addressed through an elective class, or treated as an extracurricular activity after school. Hearings may be conducted during or after school hours on school premises or may be conducted in the local courthouse after school hours.

School-based teen court programs offer teachers and school administrators with an alternative disciplinary action and can sometimes be used in lieu of suspension or expulsion. For example, in Des Moines, Iowa, Hoyt Middle School has operated a student court for 6-8th graders for the past four years. Their program handles mostly minor school disciplinary problems (e.g., losing temper, name calling, throwing food, running or pushing in the hall) and excessive tardiness.

Sometimes, when teen court programs are contained within the school setting, limited resources can place restrictions on the types and level of services or sentencing options that are available for offenders who are sentenced by the program. Also, time and budgetary constraints placed on teachers or school administrators charged with overseeing the teen court program may limit the scope of what the teen court program can accomplish.

Teen Court Functions and Program Models

Differences also exist in the functions and designs of teen court programs. First of all, it should be noted that a large majority of teen court programs in the United States serve a sentencing function only. That is, prior to participating in the program, most require the juvenile offender to admit guilt or agree not to contest the charges. The primary function of these teen court programs is to determine a fair and appropriate sentence.

However, there are a few programs that will allow defendants to plead "not guilty." If the defendant pleads not guilty, the teen court program conducts a hearing to determine guilt or innocence. If the defendant is found "guilty," then an appropriate sentence is rendered by the teen court. Regardless of the function and design of the teen court program, when there is no formal arrest made in the referral of a case to teen court, most programs provide for the dismissal or expungement of charges against the defendant if s/he successfully completes the program.

The manner in which teen or youth courts conduct hearings or trials also varies. The following section will summarize some of the teen court program models currently in operation.

Adult Judge Model

The Adult Judge Model, formerly known as Trial Model A, has youth volunteers serving in the roles of:

- defense attorneys;
- prosecuting attorneys; and
- jurors.

Also, most use youth volunteers to serve as court clerks and bailiffs. However, in this model, an adult volunteer serves in the role of judge. The judge is typically the only adult involved directly in the proceedings, and the judge's role is to rule on courtroom procedure and clarify legal terminology. According to APPA's (1994) teen court survey results, this appears to be the model most widely used.

Youth Judge Model

The Youth Judge Model, formerly known as Trial Model B, differs from the Adult Judge Model in that youth also serve in the role of judge. Qualifications of youth judges typically include a minimum level of service as teen court attorneys, and minimum age requirements.

Youth Tribunal Model

The primary difference in the Youth Tribunal Model, formerly known as Trial Model C, when compared to all other teen court program models, is that there are no youth jurors. The case is pre-sented by the youth attorneys to a youth judge(s), who determine the appropriate sentence for the teen court defendant. Most programs that use this model employ a panel of three youth volunteer judges. The youth volunteer judge with the most experience sits in the middle of the panel and can counsel the other two youth judges, if needed. For those teen court programs that adjudicate cases, this model typically is used for arraignment proceedings.

Peer Jury Model

The main distinction between programs operating under the models described above versus peer jury models, is that peer jury model teen court programs do not use youth in defense and pro-secuting attorney roles. Instead, the facts of the case are read by a case presenter and a panel of youth jurors question the defendant directly. Most have an adult volunteer serve in the role of judge. Depending on the program, the case presenter could be the teen court coordinator, a probation or law enforcement officer, or a youth or adult volunteer. Some programs use the peer jury model exclusively, while other programs use this model for certain types of cases being heard or for cases involving younger teen court defendants.

For example, many teen courts in Texas reported they were having difficulty docketing cases in a timely manner because of the large number of referrals being sent to the program. Not wanting to abandon the Adult Judge Model of teen court (which is used by most Texas programs), some pro-grams designed and implemented a Master Jury to handle lesser offenses, such as traffic viola-tions. According to presenters of a workshop on this topic at the Texas Teen Court Association Conference in October 1994, a Master Jury (composed of 6-12 teen jurors) can process approximately 12 cases per night, as compared to approximately 4 cases per night that can be heard under the Adult Judge Model. This has allowed programs to continue using the Adult Judge Model for more serious cases, while referring less serious cases to the Master Jury for quicker processing.

When viewed from a national perspective, there also is diversity among programs concerning issues such as

- who the program targets for services;
- how volunteers are recruited, used, and trained;
- the types of services offered by the program; and
- the types of sentencing options available to juries.

These and other issues will be discussed at length in subsequent chapters. The diverse ways programs can operationalize the primary philosophy and principles of the teen court concept offer each community a means to develop and implement a program that fits unique jurisdictional needs.

PURPOSE OF THIS *GUIDE*

The primary purpose of this *Guide* is to provide juvenile justice and community agencies with a framework that will assist them in developing, implementing, and enhancing teen court programs within their jurisdictions. No one particular program model for teen courts is being endorsed. Rather, this *Guide* will provide a general overview of issues to consider when progressing through the program development process. Where appropriate, examples and descriptions are provided to illustrate the variety of ways teen court programs operate. Critical issues to be addressed include

- the development of a program purpose, goals, and objectives;
- the determination of an appropriate target population and referral procedure; and
- the development and implementation of an effective program model, services, and case management practices.

Additional issues to be covered include staffing, funding, and program evaluation.

At the conclusion of each chapter (excluding Chapter 1), checklists are provided to (1) summarize the material covered in the chapter, and (2) help guide program organizers through the decision-making process for the development of a teen court program.

In addition, a table outlining some of the main goals and tasks (and their corresponding rationales) of the development and implementation process for a teen court program may be found in Appendix B. Also included in Appendix B is a Sample Program Development Timeline for teen court programs. Readers should use these tools merely as a guide as to how tasks can be delineated and sequenced to help program organizers and staff chart their progress. It should be noted that the time needed to complete certain tasks, as well as the order in which they will need to be completed, will vary significantly from jurisdiction to jurisdiction. More detailed information concerning the tasks outlined in these resources can be found in the main text.

Program development is a decision-making process carried out by individuals or groups involved in selecting a plan of action after considering information and options gathered from a variety of sources.

Program development is a decision-making process carried out by individuals or groups involved in selecting a plan of action after considering information and options gathered from a variety of sources. Policies may be written or unwritten and provide a general course of action that determines the way specific decisions are made. Written policies can be implemented more easily and consistently than unwritten policies. Written policies are the result of conscious decision making, while unwritten policies often are the outcome of a trial-and-error process. Well-thought-out policies can aid programs by

- offering a mechanism for protecting the agency, staff, clients, and volunteers;
- clarifying staff and program expectations; and
- providing a means for program credibility, replication, and support.

Agencies should undergo a program and policy development process that will help evaluate possible options and then select the program model and procedures that are most suited to the jurisdiction. It also is important to develop policies that allow flexibility for future changes and modifications.

It would be impossible, within the parameters of this document, to highlight the many different services and practices exercised by teen court programs nationally. All of these programs take pride in their ability to respond to the needs and concerns of their respective communities. Program developers, staff, and volunteers of current teen court programs are encouraged to use the information presented in this *Guide* as a guide and also to seek advice and assistance from other teen court programs. Through thoughtful information gathering and careful planning, programs can focus on developing or augmenting a teen court program that will respond to and fulfill the unique needs of the local youth, juvenile justice system, and community.

CONCLUSION

This chapter has outlined some of the benefits of teen court programs and how jurisdictions can use teen courts to respond to the problem of juvenile crime, including alcohol and other drug-related offenses, in their communities. A general overview of how teen courts function, when viewed from a national perspective, also was provided. The remaining chapters in this *Guide* will present issues related to developing and enhancing teen court programs in more detail. Chapter 2 begins laying the foundation by discussing the necessity of and strategies for involving the community in teen court programs.

CHAPTER 2

ORGANIZING THE COMMUNITY

INTRODUCTION

There is an increasing awareness that to address the problem of crime in our country there must be an integrated response from the government and the community (Calhoun, 1988). Teen court programs offer an avenue for engaging the community in a partnership with the juvenile justice system to respond to the problem of juvenile crime by (1) increasing awareness of the delinquency issues within the local community, and (2) mobilizing community members (including youth) to take an active role in addressing the problem of juvenile crime within the community.

Teen court programs are administered and operated by various agencies and organizations in the community and rely heavily on local resources. Community involvement and support is essential throughout the conception, development, and life of a teen court program to ensure the delivery of effective services and the financial security of the program.

At the conclusion of this chapter, readers will have the knowledge needed to

- cultivate community support of the program through the identification of key stakeholders;
- form an advisory committee and/or task force to assist in program development tasks;
- determine the types of services teen courts can access within the community; and
- sustain community support of the program.

DEVELOPING STAKEHOLDER PARTNERSHIPS

The success and survival of a teen court program is partially dependent on the extent of the developer's ability to identify and secure support (programmatic and financial) from individuals and organizations that have an interest or stake in the program. To accomplish this, program developers must conduct a stakeholder analysis and solicit advice and input from key persons (Knepper, 1994). Those identified can provide valuable assistance and information to teen court programs in a variety of areas, including

- assessing needs and resources;
- developing policies and procedures for the program (e.g. identifying the target population, referral process);
- identifying and securing financial and in-kind support for the program;
- providing needed services for the program and its clients (e.g., community service sites, counseling services, training for facilitators); and
- marketing and promoting awareness of the program.

Identifying Key Stakeholders

Program developers should consider the following types of questions when conducting a stakeholder analysis (Crowe and Schaefer, 1992):

- Whom will this program affect most and how?
- Who is most likely to oppose the implementation of this program?
- Who is most likely to support this program?
- Who has knowledge, skills, or access to resources needed in the development and implementation of this program?

Teen courts should take a politically bipartisan approach when mobilizing community members. This can help ensure continual support for the program through different administration changes. Figure 2-1 identifies possible stakeholders in teen court programs. It should be noted that this list is not exhaustive. Each community must examine its own makeup to determine the key players.

Figure 2-1: Possible Key Stakeholders in Teen Courts

Possible Key Stakeholders

- Judges
- Law enforcement agencies
- Probation departments
- Lawyers (e.g., prosecuting attorneys, public defenders)
- Schools
- City and state officials
- Victims
- Youth
- Parents
- Mental Health Professionals
- Youth-serving agencies and organizations
- Churches and synagogues

Programs should be able to answer the following two questions for each stakeholder that is identified:

- What can this program offer the stakeholder (i.e., selling point)?
- What can the stakeholder offer this program?

The following section examines a few of the individuals and organizations that should be considered when conducting a stakeholder analysis for a teen court program.

Support from the local chief juvenile judge(s) is absolutely critical to the development and operation of any teen court program.

Judges

Support from the local chief juvenile judge(s) is absolutely critical to the development and operation of any teen court program. Judges have influence over the types of programs that will operate and receive support in their jurisdictions. In many jurisdictions, authorization for the teen court program to operate has come from a local chief judge in the form of an administrative order (American Probation and Parole Association, 1994).

Before giving their endorsement, judges may want to know what benefit they may receive as a result of the teen court program. For most jurisdictions, court time is limited, and judges often are looking for new strategies to deal with first-time and less serious offenders. Teen courts can address this need, thus freeing a judge's time to handle cases involving serious, chronic offenders.

Juvenile Justice System Representatives

Whether teen courts operate within a juvenile justice agency or in a community-based agency or organization, they must depend on and interact with various components of the juvenile justice system. Time and budgetary constraints, combined with high caseloads, prompt many juvenile justice professionals to search for alternative ways to handle juvenile offenders. In an overburdened system, teen court programs offer jurisdictions an option for holding juvenile offenders accountable who previously may have received very little or no intervention.

Juvenile justice system agencies are potential referral sources for teen court programs, and professionals who work in the juvenile justice system have valuable knowledge about youth and the delinquency issues of primary concern in the community. In addition to judges, stakeholders within the juvenile justice system include

- prosecuting and defense attorneys;
- law enforcement officials; and
- juvenile probation professionals.

Gaining the support and involvement of persons who are familiar with the internal operations of the local juvenile justice system can help program developers understand the local

juvenile justice process and practices and assist developers with tasks such as defining the offender target population and referral process.

City and State Officials

Juvenile crime is a major issue in most communities, and city and state officials (e.g., mayor, members of the city council, state legislators, governor) are under extreme pressure to develop strategies to address and control this problem within their jurisdiction. Teen court can offer communities a prevention and intervention program aimed at addressing and reducing juvenile crime locally. In addition to the potential advantage available to public officials linked with the teen court program, support from persons in leadership positions can generate widespread support throughout the community and help in obtaining funds for the program.

Educators and School Officials

Crimes and behavioral problems occurring in schools are also of major concern for most communities. Some teen court programs have been developed within schools specifically to address crimes and behavioral problems, while other teen courts have become a community resource for school officials searching for alternative approaches for responding to these problems.

Educators work with a wide range of youth on a day-to-day basis and have valuable insight into the problems facing youth in the community. Schools also are a major source of volunteers, both adult and juvenile. Therefore, acquiring the cooperation of school officials and teachers can simplify and expedite the recruitment process.

In addition, educators can be excellent resources when developing a volunteer training program. For example, they can help produce or review training materials to ensure they are written at an appropriate level of understanding for volunteers. Educators also can help identify various training and teaching methods for different age groups of volunteers and can serve as facilitators of training events.

Mental Health Professionals

Due to the high correlation between alcohol and drug abuse and delinquency, it is important that programs put in place mechanisms to identify and assess problems that youth may be having with alcohol or other drug use/abuse. Some teen court programs, especially those located in juvenile probation departments or agencies with counseling services, may have assessment instruments designed to assess the level of alcohol/drug related problems. Other teen court programs may need to look to mental health agencies or professionals in the community to provide this service. For example, all juvenile offenders referred to the Reach for Youth Teen Court Program in Indianapolis, Indiana, are required to take an alcohol/drug assessment, which is administered by counseling staff at Reach for Youth, Inc.

Also, mental health agencies often provide educational groups that may be able to be tapped as sentencing options for teen court defendants (e.g., anger management, substance abuse awareness programs). If teen court programs have to develop these workshops/classes in-house, mental health practitioners can be of assistance in designing and/or facilitating the classes. In addition, mental health agencies/ professionals can serve as an informal referral source for families in need of additional services outside the scope of the teen court program.

Civic and Social Service Organization Representatives

Civic and social clubs often seek community projects to support and sponsor. Securing the proper endorsement or sponsorship from these types of organizations can help funding, marketing, and volunteer recruitment efforts of the teen court program.

Victims

More needs to be done to ensure participation of victims of crime in all aspects of the juvenile justice system. Actively involving victims in the development and operation of the teen court program can help restore their faith in the juvenile justice system and help them regain a sense of control over a traumatic situation. Victims can provide teen court programs with information about the needs and expectations of victims of juvenile crime, which can help programs develop goals and objectives that are victim-sensitive. They also can be called upon to volunteer and assist the program in designing services that teach youthful offenders about the impact of crime on victims.

Youth

Teen court programs can have an impact on a wide range of youth. They are designed to benefit not only the youthful offenders referred to the program, but also the young people who choose to volunteer for the program. According to a report prepared by the Carnegie Council on Adolescent Development (1992), youth are seldom given an opportunity to help define and formulate the types of programs that serve them. This lack of youth input often translates into the development of programs that do not meet their interests or needs. Teen court programs can reverse this trend by actively seeking input and participation from young people in all aspects of the program, including program development.

Youth can help program developers identify the issues with which youth are struggling and can offer insight into the types of approaches that are likely to work when attempting to address the identified issues. In addition to the contribution that young people can make to the decision-making process, this type of meaningful participation fills other goals of teen court programs by empowering youth to assist in addressing real problems within their community.

Making Contact With Stakeholders

Teen court programs will need different types of expertise at various points throughout the life of the program, and they should not limit themselves to involving community members only during the development process. Once key stakeholders have been identified, program developers should determine the role that each stakeholder could potentially serve in the teen court program and initiate contact. Initially, the primary purpose for making contact with stakeholders is to give and receive information, with the ultimate goals of generating support for the program and obtaining information that will assist in the development and implementation process.

Teen court programs will need different types of expertise at various points throughout the life of the program, and they should not limit themselves to involving community members only during the development process.

The method used to initiate contact will depend on the type of support or assistance needed from the various stakeholders. Methods that can be used to approach stakeholders and disseminate information about the program include (1) the use of letters, surveys, and questionnaires; and (2) the initiation of personal contact via telephone, face-to-face meetings, or presentations. Programs using a combination of these approaches will yield the most positive results.

Surveys and Questionnaires

Disseminating and gathering information through letters, surveys, and questionnaires is a simple and efficient way to reach a wide audience. Surveys and questionnaires should be tailored to the type of data needed and to the position of the person who is responsible for providing the information.

Potential drawbacks to relying solely on sending surveys and questionnaires are that the documents may get lost on someone's desk, may not receive a high priority for response, or may be perceived by some as an imposition on their time or as too impersonal (Knepper, 1994). Some suggested strategies for improving response rates when collecting information through the mail include the following (Barrick et al., nd):

- Design the survey or questionnaire so that it minimizes the amount of time needed to respond and is easy to complete.
- Include a personalized cover letter with the survey or questionnaire.
- If possible, include official sponsorship by a party or agency respected by the potential respondent (e.g., use official letterhead of the sponsoring agency for the cover letter).
- Specify a deadline for returning the completed survey or questionnaire.
- Enclose a self-addressed, stamped envelope for returning the survey or questionnaire.
- Develop a strategy for following up with nonrespondents, such as sending followup postcards, making telephone calls and personal visits, and mailing a second questionnaire.

An additional tactic to employ includes mailing questionnaires on less busy days of the week and times of the year (avoid holidays). Also, persons may be more apt to respond if confidentiality is assured and if they are offered a summary of the results (Barrick et al., nd).

Personal Contact

Personally contacting stakeholders by telephone and face-to-face meetings and interviews allows for a more accurate exchange of information; questions and points of contention can be addressed and clarified immediately. It also provides an opportunity for teen court representatives to form relationships with key individuals.

When representatives of the teen court initiate personal contact with stakeholders, the latter will want to know exactly what is needed and expected from them; therefore, program representatives should be prepared to explain the purpose of the desired meeting and specify what action, if any, is requested of the stakeholder. Some guidelines to follow when meeting personally with stakeholders include the following:

- Be prepared.
- Invite input.
- Listen with an open mind.

Written information should be provided to stakeholders prior to the scheduled meeting in order to allow them time to prepare. Additional materials, including information on how to contact the teen court program representative(s), should be given to the stakeholders following the meeting (Knepper, 1994). As in the case of letters and questionnaires, care should be taken to ensure that the information provided to the stakeholders is pertinent to their role in the development and implementation of the teen court program.

Making presentations to agencies and organizations such as social clubs, churches, corporations, professional groups, and schools is another effective way of disseminating information on and generating support for the program's efforts. Encourage feedback from participants. Provide materials to participants that give information on the program and how the speaker can be contacted.

Personally contacting stakeholders can be a very time-consuming process; therefore, it is not a feasible avenue for contacting *all* stakeholders unless the community is very small. This method should be targeted to key individuals identified as having the most at stake or the greatest interest in the program, or whose help and assistance is imperative to the success of the program (e.g., judges, community leaders).

Mobilizing and actively involving the community in teen court programs must begin as early as possible.

FORMING A TASK FORCE OR ADVISORY COMMITTEE

Mobilizing and actively involving the community in teen court programs must begin as early as possible. Many developers of teen court programs have found it helpful to form a task force or an advisory committee to assist during the development and implementation process. There are numerous advantages to this approach. Involving representatives from various areas of expertise helps bring fresh and diverse perspectives to the process, thus yielding more reliable and credible information on which to build a foundation. In addition, tasks can be divided and distributed among committee members, allowing an opportunity for more contacts to be made and more resources in the community to be discovered (Crowe and Schaefer, 1992).

The primary difference between an advisory group and a task force is that the latter is a hands-on working group, whereas an advisory group typically does not assume an operational role. Members of an advisory group make suggestions and offer guidance on the design and operation of the program; members of a task force not only provide suggestions, they play a direct role in the design and execution of plans (National Crime Prevention Council, 1986). Program organizers may choose to use either one or both types of committee. Whichever approach is chosen, organizers should ensure that committee members clearly understand what the program expects of them.

It is important to keep the committee as small as possible, especially in the beginning stages. As additional expertise is needed, other persons can be invited to join, or subcommittees can be established to deal with specific issues (e.g., fundraising). The most manageable size group for decision making is five to seven members. Too few members on a committee will make it difficult to conduct meetings when two or more members are unable to attend; however, if too many members sit on a committee, it may impede the ability of the group to conduct the necessary tasks (Knepper, 1994).

In addition to cultivating community and system support, some of the issues facing the advisory committee or task force during the developmental process include

- the legal authorization for the program to operate;
- the type of offender population the program will target;
- the type of services the program will provide;
- the duties and responsibilities of the staff and volunteers; and
- how the program will be evaluated.

These issues will be covered in more detail in subsequent chapters.

Committee members should be selected according to the skills and knowledge they can bring to the process. In the early phases of program development, consider choosing members with background and experience in

- program development and evaluation;
- fundraising and marketing;
- the operation and functioning of the local legal and juvenile justice system; and
- the needs and interests of youth.

In addition to recruiting committee members with the right balance of knowledge and skills, attempts should be made to ensure that the committee reflects the geographic, racial, and ethnic diversity of the community (Knepper, 1994).

In addition to recruiting committee members with the right balance of knowledge and skills, attempts should be made to ensure that the committee reflects the geographic, racial, and ethnic diversity of the community (Knepper, 1994).

Some communities may have language barriers and cultural differences that require different techniques for developing the program and obtaining the support and acceptance of the community. When working with individuals from different cultures, it should be recognized that there can be significant variations concerning personal and family relations and values. If these differences are not recognized, it can lead to conflict, a lack of responsiveness, and distrust (National Crime Prevention Council, 1986). Figure 2-2 provides a summary of initial steps the National Crime Prevention Council suggests for working with different cultural groups.

Figure 2-2: Initial Steps to Consider When Working With Different Cultural Groups

When working with different cultural groups,

- get stakeholders involved in the program who are trusted within the different cultures;
- learn about the cutlure (e.g., reading, talking with others);
- seek insight into the proper interpretation of attitudes and actions of the cutlure;
- learn nonverbal actions and signals basic to the cutlure;
- work with leaders acknowledged by the community;
- get to know existing community groups;
- stay out of the community's politics - do not align yourself with one particular group;
- build networks with other service agencies;
- deliver on promises made;
- give credit to all who contribute; and
- once trust is gained, build upon it.

Source: National Crime Prevention Council, 1986

USING COMMUNITY RESOURCES EFFICIENTLY

Conducting a Needs and Resources Assessment

Teen court programs must meet local needs to be accepted and supported. Therefore, conducting a needs and resources assessment is an important first step in the development of an effective program. If done properly, the assessment will provide information helpful to decision making throughout the development and implementation of the teen court program. Also, data obtained can be used to market the program and provide good baseline information for program evaluation.

Type of Information to Be Gathered

Common issues of concern surrounding the juvenile delinquency problem within the community should dictate the type of information gathered. Some issues are

- the magnitude of and the social and financial costs of juvenile crime within the community;
- community and professional attitudes toward the problem of juvenile crime within the community;
- the types of offenders and offenses being handled under the current system;
- the types of offenders and offenses not being handled adequately under the current system;
- the existence of other diversion/alternative programs for delinquent youth within the community;
- the types and locations of services for youth in the community; and
- the existence of financial and human resources within the community.

Possible Data Sources

With the assistance of the advisory committee or task force, the developer should gather data from

agency and community records and explore the opinions and viewpoints of citizens and professionals. Information can be obtained through techniques such as

- assembling preexisting data;
- reviewing available agency records;
- administering surveys and questionnaires;
- conducting interviews; and
- engaging in other informal methods of communication.

Possible data sources include mental health agencies, schools, juvenile court records, and youth services organizations. A process must be in place for collecting, organizing, analyzing, and reporting the data (Crowe and Schaefer, 1992).

Using the Information Received

Information received through a needs and resources assessment can yield information that will help determine

- whether there is a need for a teen court program within a jurisdiction;
- the appropriate target population for the program;
- the types of services that the teen court program will need to develop and provide; and
- the level of resources available to support the teen court program.

After analyzing the information, a plan of action should be established with target dates for the completion of certain goals and tasks. (See Figure 2-3 for a sample action plan format.) The action plan should identify who is designated to take the lead role on each of the tasks. This will help provide a framework to guide the future work of the committee.

Figure 2-3: Sample Action Plan

Sample Action Plan			
Goal	**Activities**	**Responsible Parties**	**Target Dates**
Promote Community Awareness of Program	Develop brochure and public information material.	Joe Smith	1-15-96
	Identify civic and community organizations and schedule appointments to make presentations.	Jane Miller Teen court staff person	1-15-96
	Determine individuals (youth and adults) interested in serving on a speakers' bureau.	Teen court staff person	1-20-96
	Make presentations.	Teen court staff and volunteers	1-30-96
	Develop press release and contact media.	Teen court staff Fred Parker	1-30-96

Interagency collaboration and coordination are key to the delivery of effective and comprehensive services.

Interagency Coordination and Collaboration

Interagency collaboration and coordination are key to the delivery of effective and comprehensive services. Often, teen court programs must rely on and access services in the community to accomplish their goals and objectives. Careful collaboration and

coordination can help diminish role confusion, overlapping of services, and potential rivalry between community and government agencies.

For example, most teen court programs require offenders to perform a certain number of community service hours as a condition of their sentence. In order to meet this obligation, offenders must have a place to do community service. Community agencies and organizations willing to allow youthful offenders to do volunteer work must be identified; then formal agreements should be made establishing them as community service sites. See Figure 2-4 for a listing of possible agencies/organizations to consider as community service sites.

Figure 2-4: Potential Community Service Sites

Potential Community Serivce Sites

- Adopt-A-Highway programs
- Nursing homes
- Food banks
- High schools
- Retirement homes
- Senior citizen centers
- Churches
- Parks and recreation departments
- Police departments
- Youth bureaus
- Libraries
- Goodwill Industries
- Salvation Army

Also, teen court programs recognize that youth participating in their program could benefit from groups and workshops on a variety of subjects, such as substance-abuse awareness, defensive driving, victim awareness, and conflict resolution. Because of time and budgetary constraints, it is often impossible for teen court program staff to conduct these types of groups and workshops in-house. However, groups and workshops often are available through other agencies and organizations within the community (e.g., youth service organizations, counseling agencies, police departments). By identifying and using existing services, teen court coordinators can ease their workload and avoid duplicating services within their community. Also, brokering to these outside agencies expands the network of support for juveniles, their families, and the teen court. More detailed information on selecting and contracting with outside agencies for services can be found in Chapter 6.

In addition to the types of services mentioned above, teen court programs can solicit adult volunteers for carrying out the day-to-day functions of the program (i.e., courtroom monitors, training facilitators). Chapter 8 discusses in more detail the various roles volunteers can assume in teen court programs.

Coordination and collaboration are also essential between the teen court program and referral sources. Jurisdictions vastly differ in how their juvenile justice systems are structured and how cases are processed through the systems. Thus, it is imperative that the lines of communication between the teen court program and other juvenile justice system components be open. This issue is discussed in more detail in Chapter 5.

SUSTAINING COMMUNITY SUPPORT

This chapter has emphasized the need to mobilize and involve the community throughout the development of teen court programs; however, programs cannot afford to lose visibility and support within the community once they have moved beyond the development stage. The tenuous nature of funding and the reliance on community resources for the functioning of many of these programs necessitate that they maintain a high profile.

Teen court programs should keep the community and stakeholders at the center of all their efforts and strive to maintain positive relationships through constant communication.

As teen court programs evolve, new needs will emerge requiring assistance and support from persons with different areas of expertise. Teen court programs should keep the community and stakeholders at the center of all their efforts and strive to maintain positive relationships through constant communication. Key players change within the community and the juvenile justice system; therefore, programs should review and update their stakeholder analysis periodically to ensure its accuracy.

Staffs tend to turn over often in criminal justice and social service fields. To ensure smooth program operation and service delivery, it is crucial that the staffs of teen court programs, service providers, and referral agencies be educated and kept informed periodically of each other's program purpose and services. This communication also offers an opportunity to discuss and address obstacles and barriers encountered in the programs, as well as to ensure that new staff members in supporting agencies are made aware of the program.

Techniques that teen court programs can employ to maintain ties to service providers and stakeholders include

- periodic telephone conversations;
- luncheon meetings; and
- meeting and networking during shared social events.

Additional methods for maintaining communication and disseminating information about the teen court program and its services include

- providing mutual training activities and workshops with service providers and referral agencies;
- developing a speakers' bureau made up of staff and volunteers (youth and adult) to make presentations to local agencies and organizations, such as civic and social clubs, schools, and churches;
- developing a catchy logo or slogan that the public can associate with the program;
- developing and distributing public relations materials, such as brochures, fact sheets, posters, and audio or video tapes (sample teen court program brochures may be found in Appendix C); and
- using the media.

CONCLUSION

Community involvement is vital to the success and survival of teen court programs. This chapter discussed ways to identify stakeholders and to mobilize the community primarily in the program development stage. Throughout this *Guide*, there will be references to different ways community members can be involved in the development, implementation, and operation of the program. When confronted with obstacles and barriers (e.g., funding, lack of referrals, program evaluation), teen court staff always should look to persons and resources in the community for assistance.

CHECKLIST FOR ORGANIZING THE COMMUNITY

Have teen court program organizers or staff —

- ❑ Identified key stakeholders?
  - ❑ Determined who is most likely to oppose the implementation of the teen court program?
  - ❑ Determined who is most likely to support this program?
  - ❑ Determined who has knowledge, skills, or access to resources needed in the development and implementation of this program?
  - ❑ Identified what the program can offer (or how it can benefit) each stakeholder?
  - ❑ Identified what each stakeholder can offer (or how each can benefit) the program?
- ❑ Made contact with stakeholders?
  - ❑ Decided what method will be used to contact each identified stakeholder (e.g., surveys, questionnaires, letters, telephone contact, personal meetings, presentations)?
  - ❑ Identified strategies for improving the response rate for stakeholders being contacted through informal means such as letters, surveys and questionnaires?
  - ❑ Developed a packet of information that can be adapted easily and provided to stakeholders with whom personal contact will be made? (Note: This packet of information also could be used for other public relations efforts.)
  - ❑ Identified other teen court participants (i.e., youth and adult volunteers) who will make in presentations on behalf of the teen court program?
- ❑ Formed a task force or an advisory committee to perform or assist in accomplishing certain tasks in the development, implementation, or operation of the program?
  - ❑ Established the purpose of the committee(s) (e.g., to serve in an advisory capacity only, to perform or assist in accomplishing certain tasks in the development or implementation of the program)?
  - ❑ Determined the number of persons who will be asked to serve on the committee(s)?
  - ❑ Examined the need to establish subcommittees to address certain issues in more detail?
  - ❑ For each committee, determined the knowledge and skills needed to accomplish the committees' purposes?
  - ❑ Identified stakeholders with the knowledge and skills needed (based on a list of stakeholders)?
  - ❑ Made efforts to recruit committee members who represent the geographic, racial and ethnic diversity of the community?
- ❑ Conducted a needs and resources assessment?
  - ❑ Determined the type of information to be gathered?
  - ❑ Identified possible sources of information in the community?
  - ❑ Established a mechanism by which data can be collected, organized, and stored?
  - ❑ Determined how results of the assessment will be reported and used?

- ❑ Developed an action plan?
  - ❑ Identified the major goals to be accomplished in the development or enhancement of the program?
  - ❑ Determined activities necessary to accomplishing each goal?
  - ❑ Designated who will be responsible for performing each activity?
  - ❑ Established target dates for the completion of each activity?
- ❑ Identified additional ways in which the community can aid in the provision of services for the teen court program?
  - ❑ Identified agencies in the community that can serve as appropriate and meaningful community service sites?
  - ❑ Identified other agencies and organizations in the community that provide services that supplement or complement teen court program goals and objectives?
- ❑ Determined ways in which community support can be sustained?
  - ❑ Developed techniques and strategies to maintain ties and communication with stakeholders and service providers?

CHAPTER 3

LEGAL ISSUES FOR TEEN COURTS*

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INTRODUCTION

The teen court movement in America is distinguished by a great diversity of style, substance, and procedure. There are no uniform national laws or guidelines for teen courts. Most juvenile peer jury programs are local (rather than state) projects, and thus it is not surprising to find a variety of legal structures even within a single state. Teen court startup efforts should include a thorough search of state law to identify basic authority for operation and to ensure compliance with special teen court legislation that now or in the future may impose explicit statutory obligations on the program.

Teen court startup efforts should include a thorough search of state law to identify basic authority for operation...

This chapter identifies legal issues and procedures that are commonly found in teen court programs in the United States. Some specific programs are cited as examples.[1] The analysis is presented in lay terms, rather than "for lawyers only," to facilitate understanding by the community organizers and volunteers who so often take lead roles in developing teen court programs. Specifically, by the conclusion of this chapter, readers will be able to discuss and examine legal issues related to topics such as

- statutory authority to operate;
- procedural due process;
- confidentiality; and
- liability.

AUTHORIZATION AND SPONSORSHIP

Only a few states have statutes on teen courts or juvenile peer trial programs. Among these, Texas goes further than any other state to legislate eligibility (age, offense) and referral procedure for its teen courts.[2] A few other states also have passed laws establishing teen court projects or jurisdiction.[3] Some states have recognized teen courts in fiscal measures that allocate funds to these programs. For basic jurisdictional authority, most states rely on juvenile court diversion statutes that have been on the books for many years. Typically, these diversion statutes allow a law enforcement agency, a probation department, or a juvenile court to suspend or dismiss formal delinquency proceedings pending successful completion of a diversion program. Teen courts are generally accepted as referral programs under these basic juvenile diversion laws.[4]

The scarcity of state laws asserting direct control over teen courts is understandable when the voluntary and consensual nature of these programs is taken into account. All teen courts are essentially diversion and youth education programs whose clients participate on the basis of voluntary consent.

From the authorization perspective, starting a teen court is most often a consensus-building process in which the founding stakeholders make decisions about the kinds of cases that will be taken, how they will be heard, what sentences will be imposed, and who will supervise the program. The structural specifics of teen courts are often set forth in a constitution or set of bylaws detailing the mission, eligibility criteria, consents, procedures, and staffing and supervision responsibilities.

Usually, teen courts demand significant cooperation between public and private agencies on key operational issues. Cooperative, interagency agreements may be necessary to establish the basic rules for referrals and sentencing (community service) options. For example, each program must decide how cases will be referred and which youth will be offered the option of a peer jury hearing. Some teen courts will take only infractions, truancy, or misdemeanor offenses, while others take low- and mid-level felonies like auto theft or

burglary. A written agreement between the referring source (e.g., the juvenile court) and the teen court agency (e.g., an independent youth service organization) can define the cases eligible for referral and the rules for terminating cases or returning them to the juvenile court.

ISSUES OF DUE PROCESS AND CONSENT

In a series of opinions beginning in the 1960s, the United States Supreme Court enumerated specific procedural due process rights that must be accorded by state juvenile courts to minors in delinquency proceedings. Among these rights are

- the right to counsel;
- the right to notice of the charges and proceedings;
- the right to confront and cross-examine witnesses; and
- the right against self-incrimination.

The Supreme Court majorities deciding these High Court cases reasoned that minors were entitled to these adult constitutional rights when incarceration was a possible outcome of these otherwise informal proceedings.[5]

These "due process" rights are not mandatory in teen court proceedings, principally because teen courts do not sentence youthful offenders to incarceration.[6] Moreover, youth defendants and their parents consent in advance to having the matter heard and settled in teen court. In each case, this consent serves as independent authority to proceed according to the rules, procedures, and sanctions available through the program. In this respect, teen courts function as mediators of problems and disputes, authorized to intercede by the consent of the parties.

The sanctions and punishments available to teen courts are surprisingly similar among programs throughout the nation. By and large, teen court judges and juries dispense sanctions limited to community service, restitution, counseling, and apology to the victim. The types of sentencing options used by teen courts are discussed in more detail in Chapter 6.

No teen court surveyed for this *Guide* imposed any sentence of incarceration, direct fine, or compulsory driving license suspension.[7] This is consistent with the voluntary basis for teen court jurisdiction and with the procedural due process standards that must apply in cases where incarceration is a possible outcome. In fact, *all* teen court sanctions and punishments are ultimately founded on the voluntary consent of teen court clients — the youth and parents who elect to have their case heard in this alternative forum.

From a legal viewpoint, teen court orders are essentially unenforceable. Judicial orders in formal delinquency proceedings may be enforced by incarceration or other deprivations of liberty, but the normal consequence for failure to perform a teen court sentence is rereferral to the probation department or the juvenile court. Many programs try to prevent rereferral by holding interviews and offering encouragement when youth lag in sentence performance and seem to be headed for formal court proceedings. Most program directors report a very high level of sentence compliance by youth and parents who are strongly motivated by the teen court experience and by the wish to avoid the anxiety or punishment associated with formal delinquency proceedings.

While teen courts are not required to follow constitutional due process rules, most programs use lawyers, judges, juries, and procedures that closely parallel their counterparts in formal juvenile courts. In one important respect, teen courts are distinctly more generous than the United States Supreme Court has been in granting a critical due process right to youth: the right to trial by a jury.[8]

If one were to take issue with the due process of law available in teen courts, the main concern would be the admission of wrongdoing that is often demanded as a condition of referral. Typically, youth-defendants cannot go to teen court unless they have admitted guilt (or plead no contest) to the charges against them; usually, this admission is made in the juvenile court prior to referral to the teen court or in papers signed by the minor (and parents) when they arrive at the program. In fact, most teen court programs convene only to decide on an appropriate sentence, not determine guilt or innocence. The problem, if there is one, is that coercion or pressure may be exerted upon the minor or the family to admit guilt in the first place. Judges, probation officers, and school discipline authorities often are eager to trim caseloads in their own departments, especially where the calendars are crowded and the behavior in question is a "lightweight" offense like possession of alcohol or truancy. There is always the chance that an innocent minor, threatened with formal prosecution and possible incarceration, will accept teen court jurisdiction as a benign alternative to the anxiety of posting a defense in formal proceedings. By and large, the benefits of diversion — both to the defendant and the community — vastly outweigh the risk that punishment will be administered in some cases where there has been no wrongdoing.

Teen courts can minimize the risk of inappropriate intervention by

- applying objective eligibility criteria (such as age and offense);
- carefully screening cases that are referred; and
- making full disclosure to clients of the procedures and sanctions that will be used.

Youth defendants and their parents should acknowledge their understanding of the process and its consequences in written consent forms made available by the program.

Consent Forms

Consent forms vary considerably among programs. Some use only short, terse agreements to enroll in the program and abide by the rules. Others use multiple forms covering liability, confidentiality, sanctions, and other matters. From a legal perspective, the coverage and contents of the forms should be sufficient to serve two major purposes: (1) establish valid consent to participate in the teen court program; and (2) protect the teen court and associated volunteers, agencies, or programs from misconduct and liability.

Another important factor, for both the validity of consent and for the degree of protection afforded, is that the consent obtained from the minor and parents must be informed consent.

All states have rules of law regarding the validity of consent forms executed by youth on matters pertaining to the youth's personal rights. The general rule is that a minor's consent alone is insufficient; at least one parent or guardian must also sign the consent form. Another important factor, for both the validity of consent and for the degree of protection afforded, is that the consent obtained from the minor and parents must be *informed consent*. It is good practice to have youth and parents sign consent forms together during an interview in which the forms and their meaning are fully explained and questions can be answered directly. Consent forms need not be detailed and legalistic; preferably, they should be written in straightforward, simple terms to facilitate ready comprehension by youth and parents. A judge or volunteer attorney who understands the juvenile diversion process and liability probably should be involved in the design of program consent forms. Some outside guidance can be obtained by examining the forms used by established teen courts with similar program structures. Sample forms used by teen court programs can be found in Appendix D.

Written, informed consent should be obtained, not only from youth defendants and their parents, but also from other teen court participants, such as youth who volunteer as attorneys or jurors and their parents. The consents for these individuals will be somewhat different because they are not in a defendant role, and they are not admitting any wrongdoing or electing teen court as an alternative forum.

Teen Court Legal Procedure

The program models and legal procedures used by teen courts are reviewed in more detail in Chapters 1 and 7. The procedures vary greatly from program to program. The few teen court programs that hold full trials to determine guilt or innocence before sentencing may have elaborate and rather formal proceedings that are quite time-consuming. For example, the Youth Court in Anchorage, Alaska, permits defendants a full trial on the offense charged. In these cases, there are multiple hearings, including arraignment, plea, trial on the merits, and a sentencing hearing. Some contested Anchorage cases take three days to reach a conclusion. For young defendants, this is a potentially grueling experience that Program Director Sharon Leon says, "convinces many children to stay out of trouble forever."

Other models that meet only to sentence a minor after admission of misconduct will proceed more quickly, but they too differ in their observance of due process standards from those applied in the formal juvenile court. Procedural complexity is guided by the design and purpose of the local program, including the individual program emphasis on the education of young people about the legal process.

CONFIDENTIALITY

Privacy Rights in the Context of Teen Court

There is no *federal* constitutional guarantee of confidentiality for youth in juvenile delinquency proceedings. Juvenile confidentiality laws are entirely state matters, governed by state codes or by rules of the court. States differ greatly in the amount of protection from publicity offered to juveniles apprehended for law violations. Public concern about youth violence has motivated lawmakers in many states to rewrite juvenile confidentiality laws, allowing wider release of juvenile names, offenses, and records to the press and to the public, especially for serious and violent crimes. Despite this trend, many states maintain a strong tradition of privacy for youth and parents in juvenile court proceedings. A few states, like Colorado and Oregon, have long-standing policies of little or no confidentiality for arrested youth, and they have opened juvenile delinquency proceedings to the public.

As a general rule, teen courts reflect the values and policies of the states and communities in which they operate. The level of confidentiality available in a program is often guided by existing state law. Most experienced teen court program directors believe that a high level of confidentiality is in the best interest of the youth defendants and their parents. The promise of privacy is an inducement for juveniles and parents to submit to teen court proceedings in the first place. Without rules of privacy, teen jurors and volunteers are free to chat with friends about deeply personal and family matters that are aired in teen court proceedings, contributing to embarrassment or alienation of the juveniles subjected to such gossip.

As a general rule, teen courts reflect the values and policies of the states and communities in which they operate.

The normal protocol for teen courts is to have each participant sign an oath or pledge of confidentiality. This is usually a short statement promising to maintain the confidentiality of all personal information heard or exchanged in teen court proceedings. It is a routine condition of participation for teen jurors, attorneys, and volunteers who attend teen court proceedings.

Attendance at Proceedings

The question of who may attend teen court proceedings is inevitably one that each program must address. Television and news representatives frequently express interest in these programs and seek access with reporters or cameras. The first concern is whether they should be admitted to proceedings in the first place. Some programs, especially those in states with strong juvenile confidentiality laws, forbid access by the media. Others permit access under controlled circumstances. Except in rare cases where the program does not offer confidentiality, plans to allow media coverage of proceedings should be explained to and approved by the youth and parents whose private lives will be affected by the resultant publicity. Where cameras are brought in, some adult should be assigned to monitor the coverage and to make sure that media personnel observe whatever conditions may apply (e.g., that faces of minors will not be shown on television).

Handling of Records

Another confidentiality issue relates to the records of juvenile court proceedings. Some paper or electronic trail must be established for the acceptance of referrals from probation, court, or school authorities; for the outcomes of hearings and sentences imposed; and for followup purposes, to monitor sentence completion and to rerefer the case for formal prosecution if the sentence is not completed. Programs vary greatly in their policies on maintenance of records. Some operate with a high degree of informality and keep very little paper on the proceedings. Most have rules about the kinds of records that are kept, who can see the records, and whether and when the record may be sealed or destroyed.

Defendant-related records usually include

- a notation of the referral and referring source;
- consent and other program enrollment forms executed by the defendant and parents;
- police, probation, court, or school discipline reports (depending on the referring agency);
- some log of the teen court proceeding and outcome;
- a referral agreement or notation of referral for community service; and
- a log or other record of sentences and sentence completion.

Many programs limit access to these records to individuals who must have them in order to conduct teen court business — particularly the program staff, the defendants, and the student attorneys and attorney supervisors. Many routinely seal or destroy these records when the case is successfully completed. However, some programs have reason to maintain these records for longer periods — for example, so that they can observe limits on how many times a youth may be returned to teen court for subsequent offenses, or so they can track performance and recidivism data for groups of teen court graduates.

Written Policies and Protocols

Perhaps the best advice on confidentiality for teen court programs is to have a set of clear, written policies and protocols covering all aspects of the subject, from pledges that must be signed by participants, to rules of attendance and media coverage, to rules on the keeping, sealing, and destruction of records. These written policies should be drafted to reflect state law requirements as well as individual program values, and they should probably be designed with the help of a volunteer attorney or judge.

LIABILITY

In general, it is fair to say that teen courts have relatively low exposure to lawsuits resulting from their operations. Some peer trial programs function within public agencies that are shielded from litigation by state law. No teen court

program among those surveyed was a direct service provider with primary responsibility for treatment, education, or work programs; the usual relationship to community service agencies is an indirect one defined by a referral agreement. With limited opportunity to cause damage, most programs can probably coast for a long while without suffering any serious legal challenge.

Nevertheless, liability is always a potential problem. Consider the following hypothetical examples:

- A 15-year-old is ordered by the teen jury to perform community service at a local car wash holding a benefit for a local school recreation program. While washing cars, he slips on soapy water and breaks his leg. He sues the teen court for ordering him to work on a hazardous activity that caused his injury.
- A 17-year-old boy charged with multiple assaults is waiting outside the teen court for his case to be heard. Also waiting is a 13-year-old boy who is charged with truancy. The 17-year-old picks on the younger boy and, over the protests of the younger boy's mother, slugs the 13-year-old, knocking out two front teeth. The dental bill is $6,000. The mother of the 13-year-old sues the program for failure to provide adequate security and supervision.
- A TV crew tapes a teen court hearing in which a student defense attorney explores personal problems that may have contributed to a series of late-night outings and drinking episodes by a 14-year-old girl. In testimony, the girl accuses a school counselor of sexual assault. When the tape is aired on local TV, the school counselor is suspended pending an investigation. He sues the TV station and the teen court program for defamation of character affecting his employment.

What protective action should teen court programs take in advance to avoid such challenges? Protection is available in several forms including legal shields (immunity) from suit, waivers of claims for damages, and insurance. In addition, legal defenses that pertain to specific types of lawsuits may come into play, such as "contributory negligence" in an injury case or "privileged communication" in a defamation case. Mentioned below are some of the primary forms of liability protection commonly available to teen courts.

Immunity

Many states shield public agencies, and courts and court officers in particular, from lawsuits for damages alleged to have occurred in the course of official proceedings. This protection from liability derives from the English legal doctrine of "sovereign immunity," and state laws that protect government agencies from legal actions are known as "immunity laws." Most teen court programs cannot rely on government immunity laws for protection. The first reason is that few teen courts are official, public agencies; most are private agencies or organizations whose quasi-public features are defined by referral arrangements with official agencies. Another reason is that many states have discarded old immunity laws or have limited immunity defenses to particular acts by government officials. Nevertheless, some officially sponsored teen court programs may be covered by applicable state shield laws. Even private nonprofit agencies may be protected by state law from certain legal attacks related to their charitable activities. Before any such coverage is assumed to exist, the state code and case law should be researched on behalf of the program by a competent attorney.

Waivers and Releases

Many teen court programs seek protection from liability by having participants sign waivers or releases of their right to sue for damages. These are written, legal statements that go to varying lengths to remove the teen court, its staff, and its affiliate agencies as targets of legal action. Some waivers are simply stated as a release of the program from a participant's claim for

damages. Others go further. For example, the liability release form (see Appendix D) used by the Odessa, Texas, Teen Court Program includes an indemnification and hold-harmless clause that extends to third-party actions; in simple terms, this means the person signing the form may be obligated to repay the program for expenses the program incurs in a lawsuit brought by another person.

Some programs surveyed for this chapter do not require youth defendants, parents, or volunteers to sign waiver forms. Instead, they wait until the juvenile reaches a community service agency, and they rely on the direct service agencies to provide waivers and obtain signatures from the youth and parents involved in the performance of community service. This approach may fail to provide adequate protection to the teen court program itself.

Waivers and releases are not bulletproof protection against liability.

Waivers and releases are not bulletproof protection against liability. State laws or court decisions frequently control the form, content, and validity of waivers and releases that are executed within the state. Many states offer special protection to juveniles, and the courts in these states may be reluctant to enforce a release that prevents a youth from obtaining just compensation for injuries. Under general contract law, a release is not generally enforceable unless something of value ("consideration") has been received by the party signing the release. Since teen court participants are not paid for their time, there is arguably a failure of consideration and problem with the validity of such a release.

Above and beyond questions relating to validity, there is a question of fairness that deserves attention. Is it fair to attempt to bar youth or their families from a remedy that the law provides, in the form of money damages, for injuries resulting from the negligence of another person? A simple example would be a youth who was badly burned because a community service agency carelessly put him to work tending a fire of piled-up leaves, and who later could not afford proper medical care because the parents had signed a waiver of claims for negligence.

To survive, programs must protect themselves and their staff from bankrupting legal assaults. Thus, it makes sense for every teen court program to have participants sign waivers or releases of claims for damages. How far these waivers and releases should go is a matter for each program to decide, based on the advice of competent counsel. Even where doubts remain about the validity of waivers or releases signed without compensation, these legal documents have value as up-front deterrents to the filing of lawsuits, especially frivolous actions.

Insurance

Insurance is another recommended line of defense against lawsuits and damages. Private nonprofit organizations sponsoring teen court programs often find the search for adequate, dependable, and affordable insurance a frustrating task.

Several types of insurance deserve mention and consideration. Property insurance (or business premises insurance) may include liability coverage for accidents or injuries that occur as a result of some condition on the premises where the program operates. Automobile insurance specifically covers vehicles that may be used by the program. These types of coverage are ordinarily easy to obtain.

General liability insurance is provided by a separate policy that is priced according to the types of activities insured and the associated risks presented. Specialized liability insurance for attorneys and other professionals may be quite expensive. Many private, community-based agencies (including many of the programs

interviewed for this chapter) do not carry general liability insurance. Where available, such insurance protects private agencies from damages that result from acts or omissions by the organization and its employees and agents. Separate coverage may be needed for program volunteers. Such insurance pays the costs of defending actions filed against the insured organization as well as damages payable after settlements or court actions. Occasionally, surrogate coverage may be obtained by having the teen court program certified as a named-insured on a policy maintained by a community service organization where teen defendants serve out their sentences.

A troubling issue for many private nonprofit agencies is how to protect board members from personal liability for claims that result from program operations. Citizens who serve as trustees or directors of community programs often demand insulation, in the form of insurance, from liability. "D&O" (directors and officers) insurance is normally an expensive and unbudgeted item for nonprofits. The need for such coverage will vary, depending on state and federal laws defining the exposure of nonprofit trustees to personal liability. Applicable state nonprofit law should be thoroughly researched by affected programs.

Government agencies often have better access to some form of insurance, whether the insurance is a policy from a private insurer or a pool of funds maintained by state or local government to pay for claims. Teen court programs funded by or working through government agencies should explore the possibility of extending public agency protection to their own operations. An innovative example of government-sponsored insurance is provided by teen court programs administered collectively through the Kentucky Administrative Office of the Courts. Volunteers in these programs may elect to purchase daily accident and liability coverage for themselves at $5.50 per person per year in a program offered through the Kentucky Social Services Department. This is similar to buying "collision damage waiver" insurance when renting a car.

Insurance questions should be handled by a lawyer-insurance broker team that can tailor solutions to individual program needs. Some guidance is available from nonprofit advisory organizations that specialize in helping community-based service providers manage business risks and define insurance needs.[9]

Liability and Volunteers

Teen courts are volunteer-rich programs, using adult mentors, trainers, and supervisors, as well as teen judges, jurors, attorneys, and bailiffs. Even the members of the board of directors, who serve without compensation, must be considered volunteers.

Any community program that enlists volunteers faces special liability concerns.

Any community program that enlists volunteers faces special liability concerns. First, the program must provide for the protection of juveniles who engage in activities with adult volunteers. Second, the program must protect the volunteers themselves from lawsuits, injuries, or damages that may result from program activities. Finally, the program must protect itself.

All three protective strategies discussed above apply to volunteers. State charitable organization laws may provide some protection to volunteers and to the organization, though volunteers and staff must usually act within responsible limits set by these laws. Volunteers should sign waiver and release forms that protect the agency from legal attack. Finally, insurance may be obtained to protect both the program and individual volunteers; a caveat for program administrators is to double-check their liability coverage to make sure that it contains a specific endorsement for volunteers.

Because client protection is a main objective of any program that handles a caseload of minors, it is important to have adequate screening and interview procedures for program volunteers who interact with youth. While FBI-type investigations would certainly discourage volunteer participation, the program should apply basic common sense when it welcomes new volunteers to teen court. An application form and references would be appropriate as screening tools for any adult who is expected to work closely for extended periods with juveniles in the program. This is not a guarantee that nothing will ever go wrong, but it does serve some legal purpose by demonstrating the good faith and care taken by the organization to protect youth who participate.

Every teen court should have written policies and procedures in place that carefully define the duties and activities of program participants and volunteers. This helps to minimize the opportunity for injury or misconduct in the first place, and these written policies and procedures can be useful in defending any lawsuits that may be brought.

CONCLUSION

The purpose of this chapter was to provide a broad overview of legal issues that may confront teen court programs. Although the legal issues encountered by teen court programs in different jurisdictions will be similar, the responses to them may vary according to local and state laws. Program organizers are encouraged to seek legal counsel when developing teen court policies and procedures to protect the program, staff, and clients.

CHECKLIST FOR LEGAL ISSUES

Have teen court program organizers or staff —

- ❑ Determined whether the state has a teen court authorizing law?
  - ❑ Determined if authorizing law is a jurisdictional statute (defining caseload and scope of operation), a funding statute, a basic diversion statute, or some combination of the above? What requirements and opportunities are presented by state law?
  - ❑ Determined (with or without statute) if approval is needed by a specific state or local agency for the teen court program to operate (e.g., courts, probation, schools, child welfare, county government)?
- ❑ Determined what interagency agreements are needed to define the caseload, referral terms, community service options, and other operational features of the program? (Note: Interagency agreements also are discussed in Chapter 6.)
- ❑ Developed program consent forms for defendants and volunteers?
  - ❑ Determined if program consent forms are adequate to establish valid consent to participate and basic protection from liability?
  - ❑ Assured that the program has taken steps to ensure that consent is informed consent, with the consequences of participation fully understood by youth defendants and their parents?
  - ❑ Checked with state law to make sure the consent forms meet legal requirements for juveniles signing documents affecting their personal rights?
  - ❑ Developed separate consent forms for program volunteers?
- ❑ Determined if the teen court's program procedure is controlled by any applicable state law?
  - ❑ Solicited input and participation from local attorneys and judges in designing the teen court's procedure?
- ❑ Determined what rules of confidentiality apply to teen court operations?
  - ❑ Developed procedures for ensuring that steps are taken to protect confidentiality (e.g., oaths signed by participants)?
  - ❑ Developed procedures to ensure compliance with program confidentiality rules by press or television media personnel who observe or tape proceedings?
  - ❑ Developed procedures for adequately protecting program records from unauthorized access?
  - ❑ Defined written program protocols on confidentiality?

- ❑ Established steps to protect clients, volunteers, and the program itself from liability for misconduct or damages?
  - ❑ Identified any state immunity laws that may provide special protection to the program as an official or charitable agency?
  - ❑ Prepared sufficient waiver and release forms (with professional assistance) with some thought given to the rights of the juveniles who may be injured while performing community service?
  - ❑ Explored all insurance options thoroughly, based on professional advise?
  - ❑ Investigated and developed policies and procedures (e.g., screening policies, waivers, insurance) that provide the program with adequate protection in relation to volunteers, both youth and adults?

NOTES FOR CHAPTER 3

1. Individuals from several teen court programs participated in special interviews for this chapter on legal issues. The programs interviewed were: Anchorage Youth Court, Anchorage, Alaska; Gila County Teen Court, Globe, Arizona; San Francisco Youth Court, San Francisco, California; Teen Court, Northeast Juvenile Justice Center, Los Angeles, California; Westminster Teen Court, Westminster, Colorado; Denver Teen Court Partnership, Denver, Colorado; Osceola Teen Court, Inc., Kissimmee, Florida; Kentucky Teen Courts, Administrative Office of the Courts, Frankfort, Kentucky; Bend Youth Court, Bend, Oregon; Capital District Teen Court, Latham, New York; Onondaga Youth Court Program, Syracuse, New York; Tyler Teen Court, Tyler, Texas; and Odessa Teen Court, Odessa, Texas. Additional information was supplied by the American Bar Association and the National Council of Juvenile and Family Court Judges. The assistance of the programs and agencies is gratefully acknowledged.

2. Texas Code of Criminal Procedure, Sec. 45.55. In establishing a procedure for the referral of youth by the Juvenile Court to teen courts, the Texas statute may not be preemptive of local program variants; for example, the Perrytown, Texas, Teen Court reports that it does not operate under the statute because its directors consider the statutory scheme too restrictive.

3. See, for example, Iowa Statutes 602.6110 (Judicial Code) establishing "peer review" pilot project under the auspices of the state Supreme Court, permitting diversion of youthful offenders to the peer review court and describing eligibility criteria and sentencing options for the pilots.

4. See, for example, Arizona Children's Code Sec. 8-230.01, California Welfare and Institutions Code Sec. 654, Florida Statutes Sec. 39.047 (Judicial Branch/Juveniles), or Oregon Juvenile Code Sec. 419.630 for representative juvenile diversion statutes considered to be basic authorizing legislation by teen court programs in those states.

5. The important cases establishing procedural due process rights for juveniles in delinquency proceedings are *Kent v. United States* 383 U.S. 541 (1966) (right to counsel); *In re Gault*, 387 U.S. 1 (1967) (right to counsel, right to notice of charges and proceedings, right to confront and cross-examine witnesses, privilege against self-incrimination); *In re Winship*, 397 U.S. 358 (1970) (burden of proof beyond a reasonable doubt); *Breed v. Jones*, 421 U.S. 519 (1975) (protection against double jeopardy).

6. None of the teen court programs surveyed for this chapter impose any sentence of incarceration. Some, however, order sentences of grounding or house arrest at home; these deprivations of freedom of movement are justified on the basis of voluntary consent to the sentence by the minor and the parents.

7. Some programs require defendants to pay an administrative fee for processing through the program, in the range of $10 to $20. Some programs provide for a sentence of grounding or house arrest, distinguished from incarceration because it is at home and with the minor's consent.

8. The U.S. Supreme Court has rejected claims that juveniles in delinquency proceedings are entitled by the federal Constitution to trail by jury. *McKiever v. Pennsylvania*, 403 U.S. 528 (1971). Nevertheless, 12 states have laws or court decisions allowing jury trials for minors in delinquency proceedings (regardless of whether teen courts also operate in those states.)

9. For example, the Nonprofit Risk Management Center is a national organization offering training and publications on state liability laws, insurance, managing risks in volunteer programs and related matters. The center can be reached at 1001 Connecticut Ave., N.W., Suite 900, Washington, D.C. 20036-5504. Phone (202) 785-3891.

CHAPTER 4

DEVELOPING A PROGRAM PURPOSE, GOALS, AND OBJECTIVES

INTRODUCTION

The number of teen court programs is growing rapidly across the country as people realize the wide range of youth these programs can influence and the many benefits associated with them. With this increasing awareness will come increasing scrutiny, as programs are asked to prove their effectiveness while vying for limited resources. It is, therefore, essential that programs identify their purpose, goals, and objectives. The purpose of a program provides the framework that sets the direction of the program, while the goals and objectives provide a plan as to how the purpose will be achieved.

In addition, the program purpose and goals are the foundation upon which other program elements are defined, such as the target population and program services. Measurable objectives will provide programs with a mechanism for evaluating their results. Target population, program services, and program evaluation will be discussed in greater detail in subsequent chapters, but they are mentioned here in order to draw attention to the interdependency of the steps and decisions in the program development process.

When developing a program's purpose, goals, and objectives, it may be helpful to understand the rationale and philosophy behind teen court programs. This chapter begins with a discussion of some of the recurring themes among teen court programs and concludes with practical information on developing a purpose, goals, and objectives for a teen court program. Specifically, by the end of this chapter, readers will be able to

- discuss the concept behind the balanced approach mission and restorative justice model and explain its relation to goals of teen court programs;
- develop a purpose statement for a teen court program; and
- develop short- and long-term goals and measurable objectives for a teen court program.

THE BALANCED APPROACH MISSION AND RESTORATIVE JUSTICE MODEL

One of the emerging trends in juvenile justice is based on the concept known as the balanced approach mission and restorative justice model. In an attempt to provide equal attention to offenders, victims and the community, the balanced approach mission, according to Bazemore and Umbreit (1994), focuses on

- accountability;
- competency development; and
- community protection.

The philosophy of restorative justice is based on the following values and assumptions (McLagan, 1992, as cited in Bazemore and Umbreit, 1994):

- Offenders, victims, and the community should be included in the response to crime.
- Government and local communities should assume complementary roles in responding to crime.
- Accountability is based on offenders understanding the harm caused by their actions, accepting responsibility for the harm caused, and making amends.

It is through values espoused within this type of framework that goals of the balanced approach mission take on a more significant meaning (Bazemore and Umbreit, 1994). What is interesting to note is that these same goals (i.e., accountability, competency development, community protection) recur throughout the literature and program materials from teen court programs. Although they tout goals similar to

those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994).

Implementing programs based on the balanced and restorative justice model can be an ominous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice.

Accountability

Often society has difficulty determining where to affix the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions.

Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the *action* of making amends through avenues such as community service or restitution, but also entails creating an *awareness* in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore, 1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole.

What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends.

Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the *act* of making amends and the awareness and understanding of *why* it is necessary to make amends. In its *Report and Recommendations to Victims of Juvenile Crime*, the American Correctional Association Victims Committee (1994, p.6) states: "In far too many cases, juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims." Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others, (i.e., victims and community).

In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with paid work opportunities, increasing their ability to pay restitution. At a minimum, victims should

provide impact information (written or oral) on how the crime affected them. This information can be used during the sentencing phase to provide jurors with information to assist them in determining an appropriate sentence and to begin the process of personalizing the crime for the offender.

Competency Development

Under the balanced approach mission, the competency development goal emphasizes the need for offenders to leave the juvenile justice system with skills that will enable them to be productive participants in society (Bazemore and Umbreit, 1994). Additionally, Norem-Hebeisen and Hedin (1981) stress that to decrease delinquency, one goal of peer programs should be to provide at-risk youth with skills that aid them when they find themselves in situations in which problem behavior is encouraged and supported. Teen court programs can be effective in this area by teaching youth (i.e., youthful offenders and community youth) necessary life and coping skills and then offering a meaningful forum in which to use and refine those skills.

The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives.

Throughout their participation in the program, teen court defendants and youth volunteers will be confronted by persons with differing viewpoints and backgrounds, which often mirror experiences and situations encountered in other aspects of their lives. At times, these differences may cause frustration; however, the way youth learn to react and respond to these differing viewpoints and personalities is all part of the learning process. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives.

Most teen court programs are designed to intervene early (usually after a first offense) in the delinquent behavior of a juvenile. Some ways in which teen court programs offer skill-building opportunities for youthful offenders is through requiring the performance of community service and participation in educational workshops. In addition to holding youth accountable, basic habits that the performance of community service can instill in youth include (Maloney and Bazemore, 1994)

- reporting to work on time;
- cooperating with coworkers;
- accepting constructive criticism; and
- successfully finishing a task.

Educational workshops can be designed and offered to defendants to assist them in developing needed skills in specific areas, such as managing conflict and problem solving. As a means to further the development, enhancement, and application of life skills, most teen court programs require or encourage offenders to participate as a volunteer in the program, usually in the role of a juror. The table is turned, and the delinquent youth is offered an opportunity to experience the other side of the justice system by determining consequences for a peer. Staff, who observe a youth's interaction with other jurors and teen court participants, can identify youth who are lacking in certain skill areas and who may need additional assistance or an informal referral for other services.

Teen court is not a mock trial; the cases that are heard are real. As a prevention program, teen court programs offer youth in the community valuable education and hands-on experience in the legal and judicial system. This places youth volunteers in positions that require a tremendous amount of responsibility. They assume roles that give them the power to make decisions that can have a direct impact on the lives of the teen court defendants. Through these roles, young

people can play an active part in addressing the problem of juvenile delinquency within their community.

Community Protection

The right of the public to a safe and secure community is at the heart of all justice programs in both the adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community.

This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

The Office of Juvenile Justice and Delinquency Prevention (1993) based a major component of its *Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* on the premise that to effectively handle delinquent behavior, there must to be a range of graduated sanctions and a full continuum of treatment and rehabilitative services. Aside from assisting community youth to develop needed skills to resist the pressures to participate in illegal activity, teen court programs promote public safety by offering jurisdictions an alternative program to juvenile court for nonviolent, misdemeanor cases. The rationale for doing so is that the number of cases being heard in juvenile court will decrease, and more time will be allotted for juvenile court to hear more serious cases.

SAMPLE STATEMENTS OF PURPOSE, GOALS, AND OBJECTIVES

After considering the philosophy and rationale behind teen courts, program developers need to translate the philosophy into practice. Each

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer

A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all got very cocky about things.

There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking. What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught.

Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

jurisdiction should consider the philosophy within the context of its own community needs and resources. Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program. According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include

- the overall mission of the agency implementing the program;
- legal issues that may affect the program; and
- limitations of community and program resources.

The following section outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

A teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

- What deficiencies are we trying to overcome?
- Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

> The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

Program Goals

Program goals are broad, general statements that serve to map out the future and provide a measure of success in achieving the program

purpose. They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Focusing on Target Population and Services to Be Provided

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

Basing Goals on Prioritized Needs and Available Resources

Stakeholder desires and jurisdictional needs should not be ignored. However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court. Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

Figure 4-3: Sample Teen Court Program Goals - Based on a Prioritized Need

Prioritized Need: A program to address the problem of underage drinking and illegal drug use in the community.

Long-term goal:	**To decrease the number of youth in the community engaging in alcohol and illegal drug use.**
Short-term goal:	To intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Differentiating Between Short- and Long-Term Goals

Program developers may find it helpful to differentiate between short- and long-term goals of the teen court program. Some goals may have a rehabilitative focus associated with long-term behavior change. These may be easier to evaluate if refocused and broken down into short-term goals that support the long-term goal. Also, it may be easier to sustain internal and external program support if people can see goals being achieved in the short-term. Figure 4-4 provides an example.

Figure 4-4: Sample Teen Court Program Long- and Short-Term Goals

Long-term goal:	**Improve the capacity of youth to become responsible and productive citizens.**
Short-term goal:	Provide youth with education and hands-on experience in the judical systems.
Short-term goal:	Increase life and coping skills of youth in the community.
Long-term goal:	**Protect the community.**
Short-term goal:	Hold youthful offenders accountable.

Program Objectives

Objectives are crucial to effective program implementation and evaluation. Program objectives specify how program goals will be achieved and should include a method for evaluating results. While program goals should clearly state the intentions of a program, objectives should describe the mechanisms and strategies used to accomplish those intentions. Specific and measurable objectives should be assigned to each major goal area. Objectives should be achieved within a limited time and be identified with an actual result. It is recommended that teen court objectives be result-oriented rather than activity-oriented (Crowe and Schaefer, 1992; Fulton, Stone, and Gendreau, 1994). Some sample goals and objectives may be found in Figure 4-5.

Figure 4-5: Sample Teen Court Program Goals and Objectives

Long-term goal:	**Improve the capacity of youth to become responsible and productive citizens.**
Short-term goal:	**Provide youth with education and hands-on experience in the judicial system.**
objective 1:	90% of youth attending the five-week teen court training seminar will pass a teen court bar exam.
objective 2:	All youth volunteers will be scheduled to participate in a teen court trial/hearing within three months of passing their bar examination.
Short-term goal:	**Increase life and coping skills of youth in the community.**
objective 1:	30% of the ongoing youth volunteer pool will consist of past teen court defendants by the end of fiscal year 1996.
objective 2:	85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.
Long-term goal:	**Protect the community.**
Short-term goal:	**Hold youthful offenders accountable.**
objective 1:	All referrals to the teen court program will be docketed and heard in teen court within five weeks of the referral.
objective 2:	During fiscal year 1996, 80% of teen court defendants will successfully complete their community service hours within 90 days of their sentence.
objective 3:	80% of all restitution payments scheduled to be made during fiscal year 1996 will be collected.
objective 4:	During fiscal year 1996, 60% of teen court defendants will complete a four-week victim awareness class.
Long-term goal:	**Decrease the number of youth in the community engaging in alcohol and illegal drug use.**
Short-term goal:	**Intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.**
objective 1:	During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving victim impact panel.
objective 2:	80% of all teen court defendants will successfully complete a four-week substance abuse awareness program.
objective 3:	A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. 80% of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

CONCLUSION

The establishment of a program's purpose, goals, and objectives is critical to effective program implementation and evaluation. Without a carefully considered purpose and goals, the program will lack a clear direction and eventually may find its existence called into question.

The sample purpose, goals, and objectives provided in this chapter are based on the earlier discussion of the balanced approach mission. Individual teen court programs should develop realistic and achievable goals that reflect the program's philosophical basis, jurisdictional differences, and target population. Establishing reasonable goals and objectives will require more work during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources. However, this investment of time and effort should pay off in the long run with a more effective program.

CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

Have teen court program organizers or staff —

- ❑ Developed an understanding of the balanced approach mission and the restorative justice model?

  Howard Zehr (1990, pp. 230-231) developed the following "Restorative Justice Yardstick" as a means for providing juvenile justice agencies with guidance in moving closer to values and policies consistent with the restorative justice model. These questions should be examined while keeping in mind the objectives of the balanced approach mission (i.e., accountability, competency development, community protection).

  - ❑ *Do victims experience justice?*
    - ❑ *Are there sufficient opportunities for them to tell their truth to relevant listeners?*
    - ❑ *Are they receiving needed compensation or restitution?*
    - ❑ *Is the injustice adequately acknowledged?*
    - ❑ *Are they sufficiently protected against further violation?*
    - ❑ *Does the outcome adequately reflect the severity of the offense?*
    - ❑ *Are they receiving adequate information about the event, the offender, and the process?*
    - ❑ *Do they have a voice in the process?*
    - ❑ *Is the experience of justice adequately public?*
    - ❑ *Do they have adequate support from others?*
    - ❑ *Are their families receiving adequate assistance and support?*
    - ❑ *Are other needs — material, psychological, spiritual — being addressed?*
  - ❑ *Do offenders experience justice?*
    - ❑ *Are they encouraged to understand and take responsibility for what they have done?*
    - ❑ *Are misattributions challenged?*
    - ❑ *Are they provided encouragement and opportunity to make things right?*
    - ❑ *Are they given the opportunity to participate in the process?*
    - ❑ *Is there encouragement toward changed behavior (repentance)?*
    - ❑ *Is there a mechanism for monitoring or verifying changes?*
    - ❑ *Are their own needs being addressed?*
    - ❑ *Are their families receiving support and assistance?*
  - ❑ *Is the victim-offender relationship addressed?*
    - ❑ *Is there opportunity for a meeting, if appropriate — either direct or therapeutic?*
    - ❑ *Is there opportunity and encouragement for an exchange of information — about the event, about one another?*
    - ❑ *Are misattributions being challenged?*

- ❑ *Are community concerns being taken into account?*
  - ❑ *Is the process and outcome sufficiently public?*
  - ❑ *Is community protection being addressed?*
  - ❑ *Is there need for some restitution or symbolic action for the community?*
  - ❑ *Is the community represented in some way in the process?*
- ❑ *Is the future being addressed?*
  - ❑ *Is there provision for solving the problems that led up to this event?*
  - ❑ *Is there provision for solving problems caused by this event?*
  - ❑ *Have future intentions been addressed?*
  - ❑ *Is there provision for monitoring, verifying, and troubleshooting outcomes?*

- ❑ Developed a purpose statement?
  - ❑ Determined the deficiencies or areas of need within the community? (Note: Refer to the needs and resources assessment discussed in Chapter 2.)
  - ❑ Determined which deficiencies or areas of need can be realistically addressed.
  - ❑ Determined who the program is designed to serve? (Note: Chapter 5 discusses determining a target population in more detail.)
  - ❑ Decided what services will be provided by this program? (Note: Chapter 6 discusses designing program services in more detail.)

- ❑ Developed program goals?
  - ❑ Developed goals that focus on the target population to be served and the program services to be provided?
  - ❑ Categorized goals according to short- and long-term goals?
  - ❑ Prioritized goals according to needs and available resources?

- ❑ Developed program objectives?
  - ❑ Developed objectives that specify how the program goals will be achieved?
  - ❑ Developed objectives that include a method for evaluating results?
  - ❑ Established a time frame within which the objectives will be achieved?
  - ❑ Defined objectives that are results-oriented, rather than activity-oriented?

CHAPTER 5

DETERMINING A TARGET POPULATION AND DESIGNING A REFERRAL PROCESS

INTRODUCTION

The target population refers to the group(s) of youth a program is designed to serve. In order for a program to remain focused and to deliver effective services, it must clearly define its target population and establish a referral mechanism that will ensure it receives the appropriate cases. The purpose, goals, and objectives of the program should be the driving force behind the selection of a target population. Once defined, a written policy should be established that states the identified population to be served, the criteria used to assess youth during the referral process, and the person or agency responsible for assessing youth according to this criteria.

Teen court programs provide services to a wide range of youth, including offenders and volunteers. However, for the purposes of this chapter, guidelines and issues to be considered will be outlined for defining an offender target population for a teen court program. Targeting as it relates to volunteers is discussed in Chapter 8.

At the conclusion of this chapter, readers will have the information needed to

- define an offender target population for a teen court program;
- design a streamlined referral process; and
- develop a method for interagency awareness and training between teen court programs and referral agencies.

DEFINING A TARGET POPULATION

To remain focused and deliver effective services, a program must define the population at which its services are aimed. A written policy that outlines the offender target population for the program should be provided to program staff and to referral sources to aid in the determination of who should be referred to and accepted in the teen court program. The more specific the program is in defining this population, the easier it will be to solicit appropriate referrals. Consideration should be given to starting with a narrowly defined target population and, if necessary, expanding later.

To remain focused and deliver effective services, a program must define the population at which its services are aimed.

The following are examples of some questions that should be considered when determining the types of offenders and offenses to target:

- Will the program accept first-time offenders only, or will it also accept youth with prior offenses? Are there stipulations on the types of prior offenses that the offender may have had?
- Will the program accept misdemeanor, felony, and/or status cases?
- Will the program specify the types of offenses it will accept (e.g., shoplifting, possession of marijuana, underage drinking) or will it accept all offenses within a broad category, such as nonviolent misdemeanors?
- Will the program accept violent offenders?
- What ages of youthful offenders will the program accept?

According to results from the American Probation and Parole Association (APPA, 1994) teen court survey, the ages of youthful offenders accepted into teen court programs range from 7 to 19. The vast majority of responding teen court programs (97 percent) target first-time offenders, but approximately 58 percent also will accept offenders with prior offenses.

Approximately 97 percent handle misdemeanor cases and 20 percent will handle some felony cases. Twenty-nine percent of the programs responding indicated that they accept status offenses in addition to public offenses. Table 5-1 shows a breakdown of the types of offenses handled by survey respondents.

Table 5-1: Types of Offenses Accepted by Teen Courts

Offense	Percentage of Programs Accepting
Theft	97%
Alcohol/Drug Offenses	95%
Vandalism	92%
Disorderly Conduct	90%
Assault	83%
Traffic	59%
Truancy	48%
Violent	20%
Other	27%

Source: APPA, 1994

Offenses in the "other" category include

- loitering;
- trespassing;
- curfew violations;
- arson;
- robbery;
- breaking and entering;
- auto tampering;
- harassment;
- wanton endangerment;
- receiving stolen property;
- larceny; and
- criminal mischief.

These results indicate that, nationwide, teen court programs are being used as a response for a wide range of problem behaviors among youth. However, on a local level, programs should target offenses and offenders for services according to the unique needs of the particular community. Some important points to remember when defining the target population of the teen court program include the following:

- It must meet an identified need.
- It must be related to the program's purpose, goals, and objectives.
- It must be one to which services can realistically be provided.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Examining Needs and Resources

Teen court programs should be developed to meet the needs of a youthful offender population in a community for which an adequate response or adequate services are not provided currently. This entails examining local needs and resources. As discussed in Chapter 2, input and information from key persons within the juvenile justice system and the community should be solicited in order to begin understanding the local juvenile justice system and to identify underserved populations of youthful offenders.

To identify underserved populations of offenders, program developers should meet with key representatives from juvenile justice agencies to ascertain the types of juvenile offenders with whom they come in contact and the areas in which they feel an alternative response is needed. Agencies from which teen court programs should solicit input include

- law enforcement;
- juvenile intake;
- prosecutor's office;
- juvenile probation; and
- juvenile court.

Also, representatives from these groups can identify any state laws and agency policies and procedures that affect the manner in which

juvenile cases are processed within the jurisdiction. Figure 5-1 provides a list of sample questions teen court program organizers can ask juvenile justice system representatives when trying to determine an appropriate target population.

Figure 5-1: Sample Needs and Resources Assessment Questions

The following are sample questions that can be directed to juvenile justice system representatives when conducting a needs and resources assessment to determine the target population:

- Currently, how are juvenile cases processed through the system?
- What role do you and your agency play in this process?
- What are the main types of offenses that you perceive are being committed by youth in this jurisdiction?
- For what types of offenses and juvenile offenders do you feel there is an inadequate system response?
- Currently, what type of constraints are you and your agency under that hamper your ability to serve the juvenile offenders mentioned above (e.g., laws, policies, time, funds)?
- To what types of programs and services in the community do you and your agency refer clients?
- What do you feel the teen court program can do to help you and your agency respond to the needs of juvenile offenders in this community?

In general, law enforcement officers and professionals designated with intake responsibilities in the juvenile justice system have broad discretion when it comes to determining whether to process a case formally through the juvenile court system. According to the National Center for Juvenile Justice (1991) other options available to them may include

- referring the offender to a community agency for services (e.g., counseling);
- referring the offender to a diversion program; or
- warning and releasing the offender to a legal guardian.

There may be certain guidelines and constraints placed on these agencies (either by statute or agency policy) to guide their decision making. For example, in some jurisdictions, certain ages or classes of offenders (e.g., repeat offenders, offenders who have violated conditions of probation) may be prohibited from diversion. In contrast, other jurisdictions may require all first-time offenders to be diverted unless the offense was against a person or serious in nature (National Center for Juvenile Justice, 1991). Teen court program developers should be aware of local laws and policies in order to avoid selecting a target population from which it would be difficult, if not impossible, to secure referrals in the local jurisdiction.

Teen court program developers should be aware of local laws and policies in order to avoid selecting a target population from which it would be difficult, if not impossible, to secure referrals in the local jurisdiction.

In addition to understanding the needs of and the services available in the juvenile justice system, program developers should identify other diversion programs and community organizations that provide services to juveniles. Teen court programs are under considerable time and budgetary constraints. Coordinating with other youth-serving organizations in the community and searching for ways to use and complement each others' services will help avoid unnecessary duplication of services and competition for limited resources. Once these programs are identified, information should be gathered on each program or agency about

- where the program is located in the community;
- who it serves;
- how it receives referrals and clients; and
- what services it provides.

This information can be used to piece together the options and services available in the community for responding to the varying needs of youth and identifying the types of services that may be lacking.

A needs and resources assessment is not only conducted during the development process. Community needs and resources change over time; therefore, teen court programs should reexamine needs and resources periodically and be prepared to respond and shift the direction of the program appropriately. It is suggested that programs start with a relatively narrow target population and expand the types of offenses it will accept after it has gained some experience and fine tuned its program's processes and services. See Figure 5-2 for an example of how the Adams/Pike Teen Court Program in Illinois adjusted its target population based on needs identified by parents and other community members.

Figure 5-2: Target Population – Adams/Pike Teen Court Program

In August, 1997, the Adams/Pike Teen Court Program in Quincy, Illinois modified its target offenses to include possession of marijuana. When the program was established in January 1997, it was designed to address criminal damage to property, criminal damage to motor vehicles, shoplifting, and minor in possession of alcohol cases. Possession of drug paraphernalia/marijuana was added to the list of eligible offenses for teen court following an incident in which some local high school students were charged with possession of marijuana.

After reading about the teen court program in the local newspaper, the parents of the youth indicated that they wanted to see the youth go through the teen court program. Typically, youth charged with possession of marijuana as a first-time offenses were required to through a drop urine test at the probation department and pay a fine. The parents felt that a teen court program would be a stronger and more meaningful intervention for their children. After working with the probation department and the state's attorneys office, the teen court program was able to add possession of marijuana as an approved offense to address. So, now rather than just facing a fine, youth who are sentenced for possession of marijuana can be required to perform community service, serve jury duty, write and essay, and/or attend a drug education program conducted by the Illinois State Police. They also are required to take periodic drop urine tests at the probation department until their teen court sentence is completed.

Relating Target Population to Program Purpose

All persons involved in the task of defining the type of offender population to be served must understand the purpose of the program and agree on the program's established goals and objectives (Carter, 1993). To remain focused and achieve results in line with the program's intent, a target population that supports those goals and objectives must be defined.

The needs of the proposed target population should be examined against the overall goals of the teen court program (e.g., accountability, competency development, and enhanced public safety). If compatible, additional goals and objectives can be defined more specifically to reflect the needs of the target population.

For example, if a program decides that part of its purpose should be to provide the community with an early intervention and prevention program for underage drinking and related offenses, then its target population should include first-time youthful offenders charged with misdemeanor alcohol and drug offenses. More specific goals and objectives related to this target population could be outlined as follows:

Long-term goal:	**Decrease the number of youth in the community engaging in alcohol and illegal drug use.**
Short-term goal:	**Intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.**
objective 1:	All youth referred to the teen court program in FY 1996 on an alcohol or drug-related charge will be required to complete an alcohol/drug assessment.
objective 2:	During FY 1996, 95 percent of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving (MADD) victim impact panel.
objective 3:	Eighty percent of all teen court participants (defendants and volunteers) will successfully complete a four-week substance abuse awareness program.
objective 4:	A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. Eighty percent of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

...teen court programs cannot address the needs of* all *youthful offenders.

Determining If Services Can Be Provided to the Target Population by the Teen Court Program

The defined target population for the teen court program must be one for which the program can provide services. After analyzing the needs of the community, program developers may find there are multiple types of juvenile offenders who are in need of services. However, teen court programs cannot address the needs of *all*

youthful offenders. The task then becomes to look at the types of services the program will provide and determine whether the teen court program can meet the need(s) of the identified group(s) through its established goals and objectives. Program organizers may want to consult with juvenile justice, mental health, and youth services professionals to gain an understanding of the strategies that are best suited for the identified types of offenders.

ESTABLISHING A REFERRAL PROCESS

Once the target population has been defined, it is crucial that a referral mechanism be designed that is well thought out and streamlined to ensure that appropriate referrals are received by the teen court program. In designing a referral process, program developers should

- determine from where referrals will come from;
- establish the procedure to be followed by referral agencies when making a referral; and
- develop methods for promoting awareness and understanding of the program by referral agencies.

Determining Potential Referral Source(s)

Results from the APPA (1994) teen court survey indicate that overall, teen court programs receive referrals from a variety of sources, both from within the juvenile justice system and from the community at large. Referral agencies include

- law enforcement;
- juvenile probation;
- prosecutor's office;
- judges;
- schools;
- diversion programs; and
- parents and legal guardians.

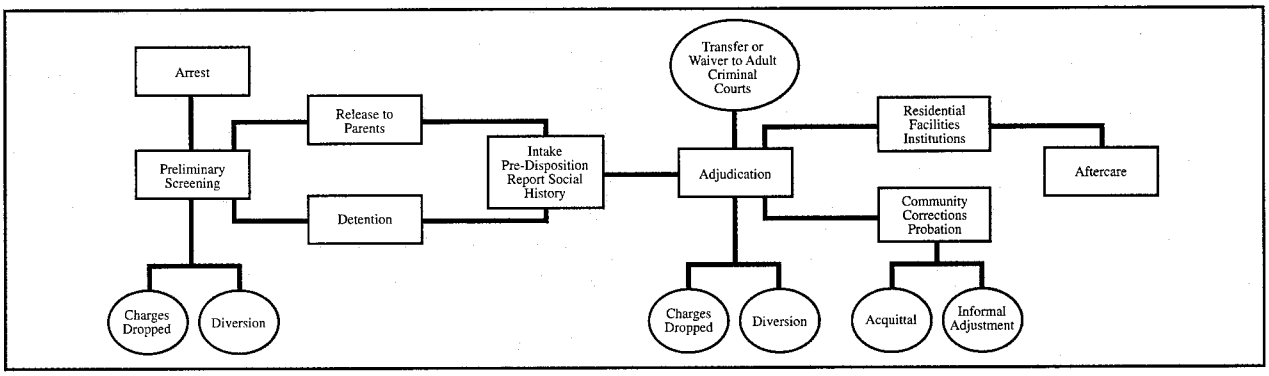
However, on a local level, teen court programs must decide if they will accept direct referrals from multiple sources or if all referrals will be funneled through one referral source. Issues to consider when making this decision include

- how cases flow through the local juvenile justice system and how well the various juvenile justice components work together;
- the complexity of the criteria for screening referrals based on the target population; and
- the impact the referral procedure may have on evaluation efforts.

Analyzing the Local Juvenile Justice System

Internally, the juvenile justice system consists of various levels (i.e., complaint, detainment, intake, detention, adjudication). Depending on the jurisdiction and the case, different avenues of intervention may be taken with delinquent youth, such as probation surveillance, diversion to community programs, or institutionalization. Figure 5-3 depicts the typical flow of juvenile

Figure 5-3: Juvenile Justice Case Processing



Source: Crowe and Schaefer, 1992, p. 79

case processing. It should be noted that this is a general and simplified version of the system. Not all jurisdictions follow the same pattern; even similar cases are not handled in the same manner (Crowe and Schaefer, 1992).

The disparity among states and local jurisdictions as to the structure of the system and how cases are processed through the juvenile justice system makes it imperative that teen court programs analyze and understand where their program fits within the local system and design a referral process and procedure that is appropriate to their structure.

Also, as discussed in Chapter 1, teen court programs vary as to where they are located in the community. Some are located in juvenile justice agencies, such as probation departments and law enforcement agencies, while some are located in community-based organizations, such as private nonprofit agencies and schools. The administering agency of the teen court program can have a direct impact on the referral process. For example, teen court programs operated by police departments or probation departments already have an existing offender base from which teen court referrals can be selected. Therefore, it is likely that they will have different referral procedures than those operated by community-based nonprofit organizations, which are dependent on outside sources for referrals.

To adequately address the diverse needs of all youthful offenders in the community there must be a coordinated effort by all juvenile justice system and community agencies, including the teen court program. Soliciting insight from the various juvenile justice agencies on how cases are processed through the local system can help teen court programs develop an understanding of the needs and constraints under which these agencies operate daily. It also will provide program organizers with information on how well the various components of the system work together.

It is possible that turf battles will emerge, and program developers may receive conflicting information from the various sources. One way to address and counter this problem is to bring representatives from the various agencies together to (1) analyze the flow of cases processed through the juvenile justice system from the point of detainment through adjudication; and (2) discuss system needs.

The ultimate goals of the teen court program should be to support and complement the needs of the current system and community. Through shared communication, steps can be made to avoid placing the teen court program in a position in which it is used as a tool to circumvent the role, processes, or services of other agencies.

Assessing the Complexity of Screening Criteria

Another issue that should be considered when designing a referral process is the complexity of the screening criteria used to assess offenders prior to their referral to the teen court program. One precept of the juvenile court and probation movement is that of individualized case assessment and treatment. The belief behind this concept is that the unique circumstances and surroundings of each youth should be examined on a case-by-case basis to ensure the appropriate intervention strategy is taken (Maloney, Romig, and Armstrong, 1988).

Program organizers should examine the defined target population for the teen court program and determine additional criteria upon which the offenders in this population should be assessed. For example, suppose a program determines it would be an appropriate early intervention program for youth charged with first-time, misdemeanor alcohol or drug offenses, yet would not be a suitable response for youth with serious substance abuse problems. To receive appropriate referrals, criteria would need to be

established and controls set in place that identify youth with serious substance abuse problems who should be targeted for more intensive services, rather than being referred to the teen court program. Professionals who assess juveniles on a regular basis, such as probation officers, intake workers, and mental health practitioners, can be helpful to program developers when defining additional screening criteria.

Another key question to examine at this point concerns who (or what agency) should be responsible for assessing juvenile offenders for their suitability for the teen court program. Depending on the complexity of the screening criteria, when determining the best course of action for an offender teen court programs may find it advantageous to have referrals screened initially by an agency that has trained staff and risk/needs assessment tools designed to consider multiple factors. The jurisdiction's juvenile intake agency may be able to provide this service for teen court programs. Teen court program developers should be aware of who performs the intake function in their local community. Typically, it is performed by either the probation department or the district attorney's office. In smaller jurisdictions, probation officers may provide both intake and supervision services, while in larger jurisdictions, a separate juvenile intake unit may be established to perform all intake services (National Center for Juvenile Justice, 1991).

Teen court program staff have many tasks and duties competing for their time and energy. Although teen court staff will have to examine the issues and circumstances of each case and make a final determination concerning an offender's appropriateness for teen court, much time can be saved if inappropriate referrals are weeded out before they are sent to the teen court program staff for an intake session.

Considering the Impact of the Process on Evaluation Efforts

The method in which cases are processed and tracked through the local juvenile justice system can affect the ease with which future program evaluation of recidivism of can be conducted. To be able to measure program outcomes accurately, the system as a whole needs to be able to account for how the juvenile offenders were referred, what services were provided, and what the case outcomes were. Programs receiving direct referrals from multiple sources should ensure that these cases will be tracked at the system level and should know how this will be accomplished. Jurisdictions in which there is no formal tracking mechanism set themselves up for youth to be able to "play the system."

Establishing a Referral Procedure

After examining these issues and determining the source of referrals, a written policy needs to be established that outlines

- the organizations that will provide referrals;
- the individual(s) responsible for screening referrals and the criteria to be used;
- the process that referral sources are to follow when making a referral; and
- the rules for terminating (successfully or unsuccessfully) cases from the program.

Most teen court programs stipulate that they have final say over who will be accepted into the program (APPA, 1994). Therefore, a policy and procedure also should be outlined for how teen court staff should respond when inappropriate referrals are made to the program. As stated in Chapter 3 on legal issues, it also may be beneficial to have a written interagency agreement between the referring source(s) and teen court agency that outlines these conditions.

A referral form to be completed by referral sources and sent to teen court staff should be developed. At a minimum, it should contain

- name and contact information for the defendant;
- defendant's date of birth;
- name and contact information for the defendant's legal guardian;
- offense;
- prior offenses (if the program accepts offenders with priors);
- name and contact information for victim(s); and
- name and contact information for the person and agency making the referral.

Additional information the teen court program may want referral agencies to provide includes

- documentation of admission of guilt by the defendant (if required for participation in the program);
- copies of any statements, comments, or requests submitted by victims; and
- any additional information obtained during the screening process that could enhance the ability of the teen court program to serve the defendant.

Informing and Educating Referral Sources

First, referral sources must be made aware of when the teen court program is ready to begin accepting cases. Second, to be able to make *appropriate* referrals, referral sources must have a thorough understanding of the teen court program. Some representatives from the referral agency may have been involved in developing the program and policies, yet there will be others who are not familiar with the program and its processes.

Much of the program's success hinges on its ability to secure adequate referrals (both in number and in type).

Much of the program's success hinges on its ability to secure adequate referrals (both in number and in type). Because of the potential for high staff turnover and the ever-changing priorities in the juvenile justice system, teen courts must be visible, accessible, and open to input from agencies they rely on for assistance. Therefore, efforts to promote awareness and understanding of the program to referral sources should be an ongoing priority for teen court staff.

Initially, formal presentations should be made to referral agencies and should provide information on

- the program's purpose, goals, and objectives;
- the offender target population;
- the services that will be provided by the program; and
- the referral procedure.

Ongoing promotion of the program is necessary to communicate changes that take place within referral agencies and periodic changes that take place in the teen court program.

Referral sources who understand these elements of the program will be equipped to screen referrals more accurately and will be able to provide youth and their guardians with pertinent information to assist them in determining if the teen court is an option they want to pursue. Brochures and fact sheets on the teen court program should be provided to all referral sources, who can then give the documents to defendants and their families. Less time will

have to be spent explaining the program during the intake session if defendants and their legal guardians are furnished with detailed information at the time of referral.

Ongoing promotion of the program is necessary to communicate changes that take place within referral agencies and periodic changes that take place in the teen court program. Strategies for promoting ongoing communication and support include

- making periodic telephone calls;
- conducting luncheon meetings;
- writing newsletter articles;
- being placed on agendas of referral agency's staff meetings;
- acknowledging agency participation and support at annual recognition dinners and receptions; and
- issuing invitations for referral sources to attend a teen court session.

Whatever method or strategy is used, open communication between the teen court program and referral agencies should be encouraged. All agencies should feel comfortable with sharing information about any concerns they have or any obstacles that may have been encountered with receiving referrals. Through coordinated communication and collaboration, role confusion can be eliminated, and the system can serve youth offenders and their families more effectively.

CONCLUSION

Nationally, teen court programs target a wide range of offenders. On a local level, teen courts should focus efforts on the population identified as being in the most need of its services. This chapter provided strategies to help program organizers analyze issues relevant to selecting an appropriate offender target population and to developing a referral procedure that will provide the correct types of referrals. By making the extra effort initially, programs can avoid being used as a dumping ground for inappropriate cases and can be in a better position to design and adapt needed services for the selected target population.

CHECKLIST FOR TARGET POPULATION AND REFERRAL PROCESS

Have teen court program organizers or staff —

- ❑ Defined the offender target population of the teen court program?
  - ❑ Solicited input from stakeholders who can help identify underserved populations of youthful offenders in the community?
  - ❑ Determined if there are there any guidelines or constraints (either by statute or agency policy) placed on potential referral agencies that would prevent them from referring certain offenders or types of offenses to the program?
  - ❑ Determined whether the program accepts first-time offenders only, or whether it also will accept youth with prior offenses? (Are there stipulations on the types of prior offenses that the offender can have?)
  - ❑ Determined whether the program will accept misdemeanor, felony, and/or status cases?
  - ❑ Determined if the program will specify what types of offenses it will accept (e.g., shoplifting, underage drinking) or if it will accept all offenses within a broad category, such as nonviolent misdemeanors?
  - ❑ Determined whether the program will accept violent offenders?
  - ❑ Decided the age range of youthful offenders that the program will accept?
  - ❑ Defined an offender target population that meets an identified need in the community?
  - ❑ Defined an offender target population to whom services can realistically be provided?
  - ❑ Defined an offender target population that is related to the program's established purpose, goals, and objectives?

- ❑ Established a referral procedure?
  - ❑ Mapped the flow of cases through the local juvenile justice system and determined how well the various juvenile justice agencies work together?
  - ❑ Identified potential referral sources?
  - ❑ Established criteria upon which referrals will be screened for participation in the teen court program?
  - ❑ Determined whether the program will accept referrals from multiple agencies, or if all referrals will be funneled through one referral source?
  - ❑ Determined how the referral procedure can impact future efforts at evaluation (i.e., recidivism)?
  - ❑ Developed a written policy that states from where referrals will be received, who will be responsible for screening referrals, upon what criteria referrals will be screened, and how referral sources are to make the referral?
  - ❑ Determined what information is needed from the referral source and developed a teen court referral form?

- ❑ Provided information to and educated referral sources on the referral process?
  - ❑ Notified referral source(s) of the teen court program's existence and readiness to receive referrals?
  - ❑ Educated all individuals who will be referring youth to the program on the purpose of the program, the appropriate offender target population, and the proper referral method?
  - ❑ Established a mechanism for maintaining communication and soliciting input from referral sources?

CHAPTER 6

DESIGNING PROGRAM SERVICES

INTRODUCTION

Services provided by teen court programs affect a broad segment of the community, particularly youth. To develop effective services, organizers should examine the needs of the youth being served in conjunction with the program's goals and objectives. Programs seeking to adopt a balanced and restorative justice model also should consider the needs of victims and the community and develop services that attend to their needs and interests as well.

The nature of teen court programs allows for considerable flexibility and creativity in determining the types of services and sentencing options that can be offered.

The nature of teen court programs allows for considerable flexibility and creativity in determining the types of services and sentencing options that can be offered. The objective is to institute services that offer maximum benefits to meet the needs of offenders, victims, and the community, while still adhering to the established goals of the program. Throughout this process, attention should be paid to how the teen court can provide the identified services (i.e., in-house or through referral to community agency).

At the conclusion of this chapter, readers will have information needed to

- examine the needs of youth, victims, and the community;
- discuss the types of sentencing options and services currently being used by teen court programs;
- develop and implement sentencing options and additional program services that address the needs of youth (offenders and volunteers), victims, and the community for their local teen court program; and
- form relationships and develop interagency agreements with service providers.

EXAMINING NEEDS OF YOUTH, VICTIMS, AND THE COMMUNITY

To develop effective and comprehensive program services, teen court program organizers should keep the goals and objectives and target population of the program in mind while examining

- the needs of youth participating in the program (i.e., offenders and volunteers);
- the needs of victims; and
- the needs of the community.

The following section will briefly outline some of these needs. However, it should be noted that while each of these groups has common needs irrespective of the community in which it resides, program developers also should pay attention to issues and needs of these entities that are unique to the local environment.

Youth Needs

Teen courts not only provide a means for intervening early in the lives of youthful offenders once a crime has been committed, they also serve as a prevention program for the many community youth who volunteer. The ability of teen courts to influence such a broad segment of the youth population makes it important that program developers and organizers understand and attempt to address factors commonly associated with juvenile delinquency.

According to the risk-focused delinquency prevention approach (Hawkins and Catalano, 1992, as cited by the Office of Juvenile Justice and Delinquency Prevention [OJJDP], 1993), to prevent a problem from occurring, factors contributing to the development of the problem should be identified and ways to address and improve those factors should be developed. In its *Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders*, OJJDP (1993) points to research that documents the five risk factors listed in Figure 6-1 as contributors to

juvenile delinquency. The OJJDP report states that to counter these risk factors, programs should strive to develop services that help

- enhance individual characteristics;
- increase bonds with prosocial family members, teachers, and friends; and
- promote healthy beliefs and clear standards of behavior.

Figure 6-1: Risk Factors For Juvenile Delinquency

Risk Factors

- **Individual characteristics** (e.g., alienation, rebelliousness, lack of bonding to society);
- **Family influences** (e.g., parental conflict, child abuse, family history of problem behaviors such as substance abuse, criminality);
- **School experiences** (e.g., early academic failure, lack of commitment to school);
- **Peer group influences** (e.g., friends who engage in problem behavior such as minor cirminality, gangs, violence); and
- **Neighborhood and community factors** (e.g., economic deprivation, high rates of substance abuse and crime, low neighborhood attachment).

Source: OJJDP, 1993

While individual characteristics (e.g., difficult temperament and negative social orientation) may be difficult to change, increasing prosocial bonds and promoting standards of behavior may be easier for programs to effect. In essence, youth need to be presented with opportunities to make meaningful contributions to their families, schools, peer groups, and communities (OJJDP, 1993).

In essence, youth need to be presented with opportunities to make meaningful contributions to their families, schools, peer groups, and communities (OJJDP, 1993).

Also, when designing program services for young people, the services need to be relevant to both the current interests and future needs of youth. Program developers should recognize that the interests and needs of youth are affected by many individual and group factors and can change over time (Carnegie Council on Adolescent Development, 1992). Therefore, input from youth on services to be offered should be requested during the developmental stage, as well as periodically throughout the life of the teen court program.

In addition to addressing the serious concerns of youth, programs also should respond to their desire for fun and friends. Programs can accomplish this by providing opportunities for youth to socialize, hang out, and choose from an assortment of interesting and challenging activities (Carnegie Council on Adolescent Development, 1992).

Traditionally, crime victims have been poorly treated within the very system that should provide them with support, information, and assistance.

Victim Needs

Traditionally, crime victims have been poorly treated within the very system that should provide them with support, information, and assistance. However, over the last decade, there has been a growing awareness of the needs and concerns of victims. While slow progress is being made in the adult system, there is still much room for improvement in the juvenile justice system. Understanding the needs and wants of crime victims and becoming aware of the services provided to victims within other juvenile justice agencies (i.e., law enforcement,

prosecutors, probation, juvenile court) will help teen court programs determine the types of services they can and should offer.

Research suggests that the responses of victims of juvenile offenders to victimization and the criminal justice process often mirror those of victims of adult offenders, including psychological distress, financial loss, and dissatisfaction with participation in the justice system. These problems often are intensified by factors such as the perceived and real lack of financial resources of juvenile offenders; societal frustrations with parental excuses for children's deviant behavior; the psychological reaction of victims resulting from the fact that it was a child that hurt them; and the reality that in many cases, the child who victimized them was someone with whom they are acquainted or close (American Correctional Association [ACA] Victims Committee, 1994).

The challenge to those working in the field of juvenile justice is to develop programs and implement strategies that are offender-directed, yet victim-centered. Primarily, crime victims want and need input, notification, and information. Erez and Tontodonato (1992) note that meaningful victim involvement in the justice process will help victims to

- regain a sense of control over their lives;
- restore the losses they sustained; and
- reduce the feelings of alienation and increase their satisfaction with the justice process.

For the juvenile justice system to be truly responsive, implementing effective victim services requires a coordinated and collaborative effort among all juvenile justice system players. Such an effort will help ensure continuity of services and ultimately should help to increase victim satisfaction.

Community Needs

Communities are made up of a multitude of individuals and entities. There is a high desire by those who live and work in communities to be safe and secure within that setting. The National Crime Prevention Council (1986) notes the following:

- Parents want safe environments in which to raise families.
- Businesses want to keep the area around their stores and offices safe and secure so customers will not be driven away.
- Schools are concerned about the development of minds, parental involvement in education, and the safety of the schools.
- Religious leaders, churches, and synagogues are concerned for the lives of their congregation members.

Wilson and Howell (1993) suggest that for delinquency prevention strategies to be successful, they should be positive in orientation and comprehensive in scope. This approach requires a coordinated and collaborative effort among all sectors of the community. Teen court programs offer individuals and agencies an opportunity to be involved directly in the quest to prevent crime in their communities.

Also, as a residual benefit, it is hoped that as youth participate in the teen court program, they will begin to feel they have a personal stake in the future of their communities.

In addition to offering communities a chance to address the problem of crime locally through direct involvement, teen court programs fulfill other community needs as well. For example, numerous private nonprofit agencies in the community benefit from the many hours of unpaid labor (community service) performed by juvenile offenders. Also, as a residual benefit, it is hoped that as youth participate in the teen court program, they will begin to feel they have a personal stake in the future of their communities. Through this personal investment, youth may see the value of living and behaving

as responsible and productive citizens and, thus, enhance public safety.

DEVELOPING PROGRAM SERVICES

Once the needs of youth, victims, and the community have been examined, program developers should begin to determine the types of services the program will provide. First and foremost, it will be necessary for programs to consider the sentencing options that can be imposed on defendants. These options should be formed within the context of the target population being served. Programs also should consider additional services that may be provided to victims and the community, as well as services that will be of interest and benefit to youth who volunteer with the program.

Throughout this process, teen court program organizers should refer to the community needs and resources assessment (as discussed in Chapter 2) to determine services already available in the community and, thus, avoid duplicating and overlapping services. Also, if possible, teen court programs should seek to form interagency agreements with agencies that provide services that are beneficial for teen court participants. A further discussion of interagency agreements can be found later in this chapter.

Designing Sentencing Options

Some teen court programs establish sentencing options with specific guidelines for jurors to follow when determining a constructive sentence. Other teen court programs suggest sentences, yet give jurors considerable flexibility in determining a constructive sentence. Figure 6-2 depicts some of the most common sentencing options used by teen court programs. This section will examine these options briefly and discuss their application within the teen court setting.

Figure 6-2: Common Teen Court Sentencing Options

Common Teen Court Sentencing Options

- Community service hours
- Oral or written apologies to victims
- Jury duty
- Essays
- Education workshops

Source: APPA, 1994

Community Service

The use of service and various forms of unpaid labor as a sanction in the American juvenile and criminal justice system can be accounted for as far back as the early 20th century. Historically, community service has revolved around punitive, menial assignments, while little attention has been paid to the advantages that community service can provide by influencing offenders' attitudes and providing public benefits (Maloney and Bazemore, 1994). To begin reaping these potential benefits, Maloney and Bazemore suggest that the following principles be applied when designing community service projects:

- The community service assignment should be seen as worthwhile work.
- Youth should be seen as resources necessary for the successful completion of the task.
- Attention should be paid to assigning youth to projects that will help them gain transferable competencies that can be used and applied beyond the community service experience.
- Whenever possible, projects should be designed that provide youth with a sense of accomplishment, and closure, and an opportunity for community recognition.
- Programs should seek to design community service projects that focus on helping the disadvantaged.

By applying these principles, teen court programs can help youthful offenders improve their self-image, develop needed life skills, and make a meaningful contribution to their community, while still holding them accountable for their actions.

The Colonie Youth Court Program of the Youth Courts of the Capital District, Inc., in Latham, New York, developed a community service program that attempts to incorporate these principles. According to Program Director Scott Peterson, as part of their community service program, when possible, youth are assigned to community service projects in groups or teams supervised by teen court staff or adult volunteers. Efforts are made to design the project around specific community needs (e.g., beautification of an area park). In addition to overseeing the mere performance of the task, the adult supervisor also explains to the youth the purpose of the community service assignment and the benefit that it will have for the community. Although this approach is time and labor intensive for staff to manage, it can help provide a more meaningful experience for youth involved. The team approach also helps youth learn to work together cooperatively toward the successful completion of a task.

The jury of the Harrison County Teen Court Program in Cynthiana, Kentucky often orders that youth referred to teen court on truancy offenses perform community service in school or become involved in extracurricular activities at school. The coordinator of the program tries to work closely with the school to ensure that the assignment or activities that the youth performs at the school result in a positive experience for both the student and the school. In one case, a fourteen year-old girl was required to work with the guidance counselor before and after school. Some of her activities included helping to create bulletin boards around the school and delivering messages for the guidance counselor. Having never been asked to be a "helper" at school before, the girl was reluctant to cooperate at first. However, after working with the guidance counselor for a while, she began to enjoy it. Program staff report that it gave her a sense of importance and belonging that up until that point she had not had with the school.

Program organizers initially have to make a determination concerning whether jurors will be allowed flexibility when assigning community service hours or whether they will be asked to assign hours based on a predetermined grid. Overall, teen court programs vary according to the number of community service hours that can be imposed on an offender. The number of hours reported by American Probation and Parole Association (APPA, 1994) teen court survey respondents ranged anywhere from 1 to 200. In addition, some programs set limits on the number of hours that can be ordered according to the type of offense committed (see Table 6-1 for a sample sentencing grid), while others allow the jury members more discretion and flexibility when setting hours.

When deciding whether to establish community service limits or whether to allow for more flexibility on the part of jury panels, program organizers and staff may want to consider the following questions:

- Are juries relatively consistent in the number of hours assigned to offenders with similar offenses and circumstances? If not, what are the possible reasons for the disparity?
- Are sentences having to be modified by teen court staff because youth are not able to complete the assigned hours within the established time frame? Do jurors understand the time frame in which sentences must be completed? Are they asked to keep factors such as the time frame of sentence completion, school and extracurricular activities, and jobs of youth in mind when determining the sentence?
- If limits on the number of hours that can be imposed are set, are jurors expressing

Table 6-1: Sample Teen Court Sentencing Grid

CLASS 1		
Includes but not limited to	Defective lights No helmet No seat belt Equipment violations Antinoise violations Following too closely (City Ordinance)	COMMUNITY SERVICE: 8-16 hours JURY DUTY: 1 term
CLASS 2		
Includes but not limited to	Wrong side of street Impeding traffic Red light/stop sign violation No turn signal/improper turn Unsafe lane change Speeding 1-15 MPH over limit Disobeying traffic control device One-way street Racing-exhibition acceleration	COMMUNITY SERVICE: 16-32 hours JURY DUTY: 2 terms
CLASS 3		
Includes but not limited to	Driver's license/restrictions Speeding 16-24 MPH over limit Speeding - School zone, 1-15 MPH over limit Insurance-no accident Littering	COMMUNITY SERVICE: 32-48 hours JURY DUTY: 3 terms
CLASS 4		
Includes but not limited to	Racing-contest for speed Speeding 25+ MPH over limit Speeding- School zone, 16+ MPH over limit Passing school bus Insurance-accident Accident violations All nontraffic violations	COMMUNITY SERVICE: 48-64 hours JURY DUTY: 4 terms

Source: Fort Worth Teen Court Program, nd.

concern or frustration over the established limits? What is the basis for their concern or frustration?

These same questions can be examined as the program progresses to determine if adjustments in the sentencing policy are necessary.

Jury Duty

In addition to community service, most teen court programs require defendants to serve at least once on a jury panel as part of their sentence. There are reports of programs in which defendants have been ordered to serve as

many as 12 times as a juror (APPA, 1994). The philosophy behind this requirement, according to King (1990) is that jury duty helps

- restore self-esteem in former defendants;
- reinforce the concept of accountability to the community by placing offenders in a situation in which they must assess the unlawful actions of one of their peers;
- return offenders psychologically to the right side of the law; and
- increase the chance that the jury pool of the teen court program will be composed of a cross section of the juvenile population of the community.

It also is hoped that defendants' experience as jurors will entice them to return to the teen court program as volunteers, because it is through sustained involvement in the program that the greatest benefits are likely to be realized.

It also is hoped that defendants' experience as jurors will entice them to return to the teen court program as volunteers, because it is through sustained involvement in the program that the greatest benefits are likely to be realized.

However, the diversity among youth involved in jury deliberations often creates situations in which youth are confronted with persons with differing viewpoints and background. These differences can cause conflict during the deliberations, and if not prepared adequately, youth may feel frustrated and defeated by the experience. (See Figure 6-3.) Therefore, programs should strive to implement services (e.g., volunteer training sessions, educational workshops) that teach youth how to react and respond appropriately to differing viewpoints and potentially volatile situations. Programs that arm youth who participate on juries with appropriate skills can help increase the power of peer influence in this setting; and hopefully, youth who participate in the jury process can apply what they learn when confronted with

Figure 6-3: Youth Perspective on Jury Duty Requirement

In April 1995, APPA's Teen Courts Project Manager visited Buncombe County Teen Court Program in Asheville, North Carolina, and the Cumberland County Teen Court Program in Fayetteville, North Carolina. During the visit, a group of youth teen court participants (volunteers and past defendants) were asked for input on a variety of issues related to teen court. Interestingly, both groups had similar concerns when jury duty and jury deliberations were discussed. There was a consensus among the participants of these programs that defendants should not be required to serve jury duty as a portion of their teen court sentence. (The majority of teen court programs do require defendants to serve at least once on a jury panel.) Their reasoning was that many times the defendants did not want to be there, which had the potential of creating conflict and chaos during deliberations. Several of the participants said they did not always know how to react and respond when this conflict arose, and some of those who volunteered in other capacities with the teen court (attorneys, clerks, bailiffs) said they tried to avoid jury duty whenever possible because of this problem.

When asked for suggestions on how the problem could be addressed by teen court programs, their responses included the following:

- Don't require defendants to serve on jury duty. For those who choose not to serve on jury duty, additional com-munity service hours or some other appropriate sanction could be assigned.
- Have an adult monitor in the jury room. The presence of an adult could help reduce the level of chaos and may help jurors take their roles more seriously.
- Before the hearings, have new jurors go through an orientation session that explains the responsibilities of being a juror.

other difficult choices and situations in their personal lives.

Educational Workshops

Educational workshops on a variety of subjects are offered as sentencing options for many teen court programs. These workshops are designed to promote awareness in youth of various topics (e.g., substance abuse) and increase life skills (e.g., conflict resolution, problem solving). Topics of workshops conducted by teen court programs (APPA, 1994) include

- substance abuse awareness;
- traffic survival and safety;
- peer pressure;
- conflict resolution;
- anger management; and
- shoplifting prevention.

Whenever possible, teen court programs should contract with other agencies in the community that provide these types of workshops and services. For example, the Franklin County Teen Court Program in Columbus, Ohio has a "Saturday Family Workshop" as a sentencing option, which is most often used for offenders charged with alcohol or possession of marijuana cases. The educationally based program on substance abuse meets on Saturday mornings and parents are required to attend and participate in the workshop with the youth. The workshop is conducted by the Drug-Free Schools Consortium in Columbus and is available free to teen court participants and their families.

However, if services are not available elsewhere in the community, then teen court staff can develop educational programs in-house. Staff and volunteer facilitators can be used to conduct these types of workshops.

Oral or Written Apologies to Victims

Approximately 70 percent of those responding to the APPA (1994) teen court survey indicated that an apology to victims (oral or written) is included among the sentencing options available to teen jurors in their programs. A victim may not desire contact from the offender, even in the form of an apology. Therefore, before an offender contacts a victim, teen court staff should discuss this sentencing option with the victim. The victim also should be informed of the procedure that will be followed if an apology is ordered.

Programs should establish procedures for how oral and written apologies will be made by considering the following questions:

- Who is responsible for contacting victims to make arrangements for oral apologies?
- Will an adult (e.g., teen court staff, parent) be required to accompany the defendant making the oral apology?
- If not accompanied by teen court staff, how will the fulfillment of the oral apology be verified?
- Will written apologies be collected and screened by teen court staff prior to being sent to victims?

When determining these policies and procedures, program organizers and staff should make every effort to focus on protecting victims from potential harassment and further victimization by the offender.

Essays

Essays are another popular sentencing option used by teen courts. Generally, essays vary in length (e.g., 100-1,000 words) and are assigned to defendants, by the teen jury, on a topic related to their offense. According to APPA (1994), topics could include

- how shoplifting affects the community;
- the harmful effects of alcohol and drug use by adolescents;
- the dangers of drinking and driving; and
- how to avoid negative peer pressure.

Determining Additional Sentencing Options and Services

In addition to the traditional sentencing options described above, many teen court programs have implemented other types of sentencing options and additional services for youth participants in the program (defendants, volunteers). Additional sentencing options identified through the APPA (1994) teen court survey appears in Figure 6-4. Programs are encouraged to be creative when considering the types of services that can be provided. This section highlights some of the ways in which teen court programs are (1) attempting to increase peer interaction within their programs and (2) trying to elevate awareness among participants of the effect crime has on victims and the community.

Figure 6-4: Additional Teen Court Sentencing Options

Additional Sentencing Options

- Counseling
- Curfews
- Limited home restrictions
- Chores at home
- Apology to parents
- Jail tours
- Attendence at an adult criminal proceeding (e.g., arraignment, trial)
- Presentation to a small group

Source: APPA, 1994

Peer Discussion Groups

An informal discussion group for teens, called Peer Circle, was designed by the Sarasota Teen Court Program in Sarasota, Florida. This group meets for one hour prior to the hearings on the evening in which teen court is held. All teen court defendants are required to attend and participate in two sessions to complete their teen court obligation; however, teens may attend the group as often as they like. Topics of the discussions are decided by the youth and have included racial tensions, divorced families, and parent/child relationships. Although discussion is driven by the teens, an adult facilitator is present to aid the process, if necessary (Sarasota County Teen Court Program, nd).

According to Kathleen Self, Sarasota Teen Court Program Coordinator, in addition to offering a forum for youth to seek guidance and input from their peers on issues of importance and concern to them, the Peer Circle has been an invaluable tool for preparing defendants and youth volunteers for their roles as jurors. All defendants are required to attend the Peer Circle before serving jury duty. These groups are held prior to the teen court hearings; therefore, it gives the youth an opportunity to interact and practice listening, assertiveness, and problem-solving skills before they participate on a jury. This approach has helped reduce problem behavior and conflicts that sometimes occur during jury deliberations.

Tutoring

One factor identified in research as influencing delinquency is poor school performance (OJJDP, 1993). Drug use also has been correlated with school failure (Johnston, O'Malley, and Bachman, 1994). To address this issue, some teen courts have incorporated tutoring as a sentencing option for defendants and as a service for teen court participants. Programs either have accessed local school resources for this service (e.g., after-school tutoring programs) or attempted to incorporate this service in-house, through the use of adult or youth volunteers.

Special Events

Youth involved in teen court programs in North Carolina indicated during a meeting with APPA project staff that they would be interested in attending special events (outside of teen court hearings and training sessions) sponsored by the teen court program. They stated that many times they do not interact socially with other youth participating in the teen court program because they may attend different schools or are

not part of the same social network. There often is too much activity on the days and evenings teen court is held, so the youth do not always have an opportunity to get to know each other very well.

The LaPorte Teen Court Program in Indiana encourages informal interaction and association among all of its participants. The program sponsors various special events aimed at building informal relationships among the youth and providing youth who may not have positive social outlets a safe environment and a group to which they can belong. Examples of special events teen court programs can sponsor include

- pizza parties;
- volunteer recognition picnics;
- short trips (e.g., amusement parks);
- midnight bowling; and
- formation of a team for a local sporting league (e.g., softball).

Peer Mediation

Mediation can assist youth in developing alternative solutions to problems while increasing communication skills to help them avoid future conflicts. Some teen courts, such as the Cumberland County Teen Court in Fayetteville, North Carolina, and the Anchorage Youth Court in Alaska, have developed peer mediation programs in conjunction with the teen court. In some programs, mediation may be ordered when the jury determines (with victim consent) that it may be a more appropriate means of reaching a sentence. Other programs have implemented it as a service sometimes offered in lieu of a teen court hearing.

For example, the Anchorage Youth Court Mediation Program offers students an opportunity to resolve their disputes through mediation. Youth court members are trained by adult mediators to perform the role of mediators in workshops covering basics of collaborative negotiation, methods, and ethics. Youth mediators also participate in regularly scheduled biweekly training sessions under the guidance of volunteer adult mediators. Once trained, mediation sessions are handled by two student mediators working as a team under the supervision of an adult mediator (Anchorage Youth Court, nd).

Victim Services

As stated previously, victims should be given a more active role in the juvenile justice process. Meaningful involvement can help restore losses sustained by victims and increase their satisfaction with the justice process (Erez and Tontodonato, 1992).

As mentioned in Chapter 4, holding youth accountable requires that they develop an understanding of how their behavior impacts others (i.e., victims, family, community); therefore, teen court programs should implement services that raise offenders' awareness of the impact of crime on victims. In addition to services related to offender awareness, there are additional services that can be incorporated within teen court programs that serve victims directly. These services include

- input;
- restitution;
- notification; and
- information and referral services.

Victim Awareness

Victim impact panels can be used to help educate offenders about the experience of criminal victimization by having several victims testify as to how their lives were affected by the crimes committed against them (Sinclair, 1994). For victims who choose to do so, it offers an avenue for meaningful participation in the criminal justice system. It also can have a powerful impact on the offenders who attend. Figure 6-5 outlines some of the values these panels can have for offenders and victims. While these values are specific to drunk driving

cases, they can be generalized to other types of offenses as well.

Rather than take responsibility for organizing these panels, several teen court programs have been able to locate and utilize other agencies within their communities that offer this service (e.g., local sheriff's office, local chapters of Mothers Against Drunk Driving).

Figure 6-5: Value Associated with Victim Impact Panels

Value For Attending Offenders

If the victim's stories are told in person from the heart, in neither a blaming nor accusatory way, it can

- allow offenders, perhaps for the first time, to consider the pain and suffering drunk driving can cause to other people;
- help offenders move beyond being "stuck" in focusing on their own "bad luck";
- serve as a first step in breaking down denial of alcoholics or those addicted to other drugs;
- imprint images of real people in offenders' minds, which may replay when drinking and driving is again an option; and
- change behavior and save lives.

Value For Panel Members

By serving on a victim impact panel, victims:

- find that the telling of their story lightens their personal pain, which promotes their own healing process;
- experience something positive from a previously devastating event; and
- believe that through telling their stories they may be preventing some other family from having to suffer a similar victimization.

Source: Lord, 1990, pp. 9-10.

Taking this idea on a slightly different tangent, the Sarasota Teen Court Program in Florida is seeking funding from their local Junior League to develop and organize *peer* impact panels. They plan to use these panels to handle specific charges, such as driving-under-the-influence cases, from traffic court. Youth who have lost family members to drunk driving or have family members with serious drinking problems will be asked to testify on the peer impact panel. The Sarasota program hopes that hearing the effects of these crimes from youth who have been affected, as opposed to listening mostly to adult victims, will have more of an impact on youth defendants (Sarasota Teen Court Program, nd).

Another way to educate youth on the effect crime has on others is by conducting victim impact classes. These classes provide information to youth on the financial, emotional, and physical consequences of crime and often have victims who volunteer to serve as facilitators for the classes. The California Youth Authority developed a model curriculum entitled Impact of Crime on Victims, that is available for use and can be adapted by programs desiring to implement this type of class.[1]

Victim Input

A goal often cited by teen court programs is to hold offenders accountable. As discussed previously, this goal requires that restitution for crime-related losses be made to communities and victims (Bazemore and Umbreit, 1994). To facilitate this process, victims should be afforded the opportunity to provide information on the impact that the crime had on their lives.

[1]For more information about the Impact of Crime on Victims curriculum contact the Office of Prevention and Victim Services, Department of Youth Authority, 4241 Williamsborough Dr., Suite 214, Sacramento, California 95823; (916) 262-1392.

Information solicited for this purpose can be put in the offender's file and used during the sentencing process. A victim impact statement (VIS) is one method of eliciting victim input. These statements can be provided in oral, written, audio, or video form. A VIS may have been completed prior to the teen court stage (e.g., at the time the complaint was made). If so, then the VIS should be supplied to and reviewed by teen court staff, and the victim should have the opportunity to update the information. A sample Victim Impact and Restitution Statement used by the Manatee Teen Court Program in Bradenton, Florida, appears in Appendix D.

In Sunbury, Pennsylvania, all victims of juvenile crime have the opportunity to submit a VIS. When offenders are referred to the Northumberland County Teen Court Program, teen court staff receive a copy of the VIS, and the peer jury has access to the information for use in sentencing.

When contact with victims is initiated, program coordinators should be prepared to allow victims to talk, ventilate, and express their feelings. In some instances, it could be the first time a victim is contacted after the crime. Therefore, those communicating with victims should be knowledgeable and trained to react and respond appropriately to the vast range of emotions they may encounter. Whether contact occurs over the phone or face-to-face, coordinators should listen carefully, ask open-ended questions, and allow room for clarification (Seymour, 1994). Figure 6-6 provides examples of some basic victim validation skills that can be used when speaking with victims.

Restitution plays a key role in the victims' right to be made whole by providing an avenue for reimbursing victims for their losses.

Victim Restitution

Restitution plays a key role in the victims' right to be made whole by providing an avenue for reimbursing victims for their losses. In addition, it is vital as a means of ensuring accountability from the juvenile offender (ACA Victims Committee, 1994). Approximately 53 percent of teen court programs responding to the APPA (1994) teen court survey allow monetary restitution to be ordered as part of the jury's sentence. To hold offenders accountable and provide victims with this needed service, there must be strict accountability on the part of the offender to pay and the agency to effectively and efficiently collect and disburse payments. There also should be a mechanism for handling defendants who become delinquent in payments.

Figure 6-6: Basic Victim Validation Skills

Basic Victim Validation Skills

- Tell the victim to whom they are speaking.
- Address the victim by name. (How the victim would like to be addressed should be clarified early in the conversation.)
- Say, "I am sorry."
- Say, "It is not your fault."
- Let the victim know that their input is valued and important.

Source: Seymour, 1994

In *Compilation of Policy and Procedure Provisions from Juvenile Restitution Programs*, Munsterman and Henderson (1987) discuss the following issues that should be considered when managing restitution payments:

- **Procedures for payment.** A procedure should be outlined concerning how payments will be made by the youth. This procedure should specify what types of payment will be accepted (e.g., cash, check, money order), to whom the payment is to be submitted (e.g., teen court coordinator, clerk's office, probation officer), and when and how often payments are to be made (e.g., on the first

day of each month). A contract outlining these responsibilities should be developed that is signed by the defendant and their legal guardian.

- **Monitoring of payment plan.** On a monthly basis, teen court staff should monitor payments made by comparing the amounts of monies due to the amounts of monies paid to victims for each case in which restitution was ordered.
- **Disbursement of restitution to victims.** An important issue to consider when making these guidelines is at what intervals payments will be made to victims (e.g., monthly, paid in full). These guidelines need to be communicated to defendants and to victims so they will know what to expect from the program. Programs relying on outside agencies (e.g., clerk's office, probation office) to collect and disburse payments should coordinate with these agencies when establishing these guidelines.
- **Priority of payments.** Programs will need to establish policies for how cases will be handled when there are codefendants owing restitution to the same victim and when a defendant owes restitution to multiple victims (e.g., who will receive payment first).
- **Noncompliance with restitution order:** Programs should establish a policy that states how many days a defendant can be delinquent in payment before further action will be taken. The policy also should stipulate all actions to be taken when that time has elapsed (e.g., warning letter to defendant, status letter to victim, personal meeting with defendant and guardian to discuss reasons for failure to comply). It should state further what the final consequence is for nonpayment (e.g., unsuccessful termination from the program).

Victim Notification

Notification refers to providing information to victims concerning their offenders' status. Especially in cases in which input was acquired from victims for the purposes of sentencing, victims should be informed of the outcome of the hearing. In cases where restitution is ordered, victims should be notified of the amount of restitution awarded and kept informed of the status of the defendant's compliance to that order. Programs should seek the advice of legal counsel concerning confidentiality issues when designing notification procedures.

Information and Referral Services

Often victims do not understand how the juvenile justice system works. Teen court staff can help remedy this situation by providing victims with information on the system in general, the teen court program in particular, how the process should work from this stage on, and whom they can contact for additional information.

Victims experience a wide range of needs in the aftermath of a crime, both short- and long-term. There are approximately 10,000 victim service organizations that provide assistance and support to victims of both adult and juvenile offenders (ACA Victims Committee, 1994). At the community level, it is extremely beneficial to have a roster or manual that comprehensively describes the available and applicable resources that exist for victims of crime. This type of information can be uncovered during the needs and resources assessment and can later be supplied to victims (as well as teen court participants) in need of services.

FORMING INTERAGENCY AGREEMENTS [2]

Often, because of time and budgetary constraints and limitations of staff expertise, teen court

[2]Materials excerpted and adapted from Fulton, Stone & Gendreau (1994) *Restructuring Intensive Supervision Programs: Applying What Works*, pp. V1-16 through V1-23, Lexington, KY: APPA.

programs must look to other organizations in the community to assist in the provision of services. Networking, collaborating, and brokering with outside agencies can help decrease role confusion and duplication of services among service providers in the community. Before developing interagency agreements and contracts with agencies for services, program organizers and staff should have adequate knowledge about the services being provided and about the agency as a whole.

Networking, collaborating, and brokering with outside agencies can help decrease role confusion and duplication of services among service providers in the community.

Factors to Be Considered in the Selection Process

According to DeHoog (1984), the maximum efficiency in interagency relationships will be realized when a teen court program has adequate knowledge of

- the potential service providers and their past performances;
- the actual services, especially as they relate to the needs of consumers;
- the method of service; and
- the cost of the various components of the services.

Lieber (1987) expands on DeHoog's elements when he suggests that programs should require potential service providers to detail

- the population being served;
- an estimate on the flow and source of clients (i.e., youth offenders);
- methods of referral to the program;
- methods of evaluation of client needs;
- methods for providing the services that address client needs and the rationale for the chosen methods of service delivery;
- methods to be used for monitoring clients and providing feedback to referral sources;
- criteria for positive or negative termination from the program; and
- followup techniques.

It is imperative that program staff have sufficient knowledge of prospective service providers. In the case of an individual, such as a psychiatrist, psychologist, or substance abuse counselor, program staff should ask for a resume and inquire within the local professional community about the individual's capabilities and reputation (Beto, 1987). Knowing how to evaluate the credentials of an individual professional is important in the selection process. For example, the professional's resume may reflect a lengthy list of research articles published in professional journals. While this speaks well of the individual, it also may indicate that more time has been spent in an academic setting than on practical experience, which could impact the quality of services delivered (Beto, 1987).

Lieber (1987) states that before contracting with an agency or organization, program staff should be sufficiently satisfied with the agency's

- organizational capacity for effective and efficient management;
- corporate capacity to provide the service;
- corporate status (individual, partnership, corporation, nonprofit, or for-profit);
- clear lines of responsibility for daily operation;
- contact person and established lines of communication; and
- role for its board of directors in the management of the organization.

Much information may be gleaned from contacts with other referral sources. Program staff should ask for a list of references from a prospective service provider. Contact with other referral sources may yield information on the quality of services, staff credibility, and response to emergency situations (Beto, 1987).

It also may be beneficial to contract with universities for particular services (e.g., a counseling program operated by a psychology department; alcohol education programs offered by a health or traffic safety department). Satisfaction with this type of relationship will depend to a great degree on the professor or faculty member responsible for the program. For example, a professor whose background is in research may not be particularly interested in direct service delivery or providing doctoral students with meaningful practical experiences (Beto, 1987).

At various points throughout this *Guide*, the importance of a detailed needs assessment has been stressed. An important part of the needs assessment is acquiring sufficient information to evaluate prospective service providers. If the organization or professional is incapable of delivering the services desired or does not share the vision of the teen court staff, then unsatisfactory results may be expected.

Negotiating the Agreement

Contract negotiation should not be an unpleasant experience. It usually involves two individuals, each representing their respective organizations, who want to form a cooperative relationship, with one supplying clients and the other providing a service. During this process, a joint purpose statement may serve as the foundation for a more formal and rewarding relationship between a teen court program and a service provider. The negotiation period provides an excellent opportunity to resolve issues not formally addressed during earlier exchanges.

Some areas requiring further clarification may include

- treatment and services provided;
- notification and discharge communication;
- treatment and referral criteria;
- confidentiality issues;
- frequency and type of client contact;
- assessment criteria;
- frequency and type of contact between agencies; and
- success and failure criteria.

Writing the Contract

Scherman (1987) suggests having an attorney assist with the review and implementation of the contract. The written contract, or interagency agreement, is a legal document that protects both parties; it must be realistic and reasonable and have explicit and enforceable provisions (Marlin, 1984).

While contracts may differ depending on the jurisdiction, roles of the parties, and services desired, they contain many common elements. Figure 6-7 contains a list of primary elements that should be in a contract for services and a list of secondary elements that also may be included depending on statutory requirements and local practices.

Evaluating the Services Delivered

The final component of the contract process is evaluation. Determining how well the interagency partnership works is critical to the efforts of organizations that try to change people (Glaser, 1988). Measures of evaluation include

- client outcome;
- system effectiveness;
- cost-benefits; and
- client and staff satisfaction.

Figure 6-7: Contract Elements

CONTRACT ELEMENTS

Primary Elements

- **Opening paragraph:** Defines the relationship between the program and the service provider.
- **Scope of the contract:** Lists the services to be provided and reflects the responsibilities of the program and the service provider.
- **Compensation:** Provides a description of the method by which the service provider will be reimbursed for specific services rendered.
- **Payment:** Insures that payments for services will be governed by statute or local jurisdiction policy.
- **Affirmative action:** Usually requires that a service provider will not discirminate in areas of employment or client service.
- **Confidentiality:** Establishes an understanding that the service provider must abide by all applicable statutes concerning the handling and disclosure of client information.
- **Cancellation/modification:** Provides the methods, restrictions, and time frames that the program and the service provider must follow to modify or cancel the contract.
- **Effective date/termination date:** Provides the time frame in which the contract will be in effect.

Secondary Elements

- **Extensions:** Provides an opportunity to eliminate the need for preparing a new contract if there is a high probability of utilizing the same services the following year.
- **Indemnity:** Attempts to ensure that the service provider will "hold harmless" the program against any liability or claims in which suit may be brought.
- **Insurance:** Should specifically outline the insurance requirements and certificates the service provider will be required to obtain and maintain throughout the contract period.
- **Bonding:** Requires the service provider to maintain an employee fidelity bond.
- **Independent contractor:** Attempts to protect the program against an interpretation that the contract implies that the service provider is a partner or employee.
- **Audits:** Provides that the program has the right to examine and copy any documents of the service provider relating to the contract.
- **Reports and monitoring procedures:** Outlines the procedures the service provider will follow in order for the program to properly monitor the contract.
- **Incorporation status:** Requires those service providers that are nonprofit corporations to furnish a copy of the certificate of incorporation to the program.
- **Assignment:** Provides the parameters in which the service provider can assign its responsibilities as they relate to a contract with another agency.

Source: APPA and National Association for State Alcohol and Substance Abuse Directors, 1992; Scherman, 1987; Marlin, 1984

In order to effectively evaluate the delivery of contract services, it is important that measurable objectives are agreed upon at the onset of the interagency partnership.

In order to effectively evaluate the delivery of contract services, it is important that measurable objectives are agreed upon at the onset of the interagency partnership. In addition, a management information system should be developed by the teen court program, with input from the service provider, that guarantees that data pertinent to the treatment initiative may be properly collected, organized, reviewed, and transmitted as needed (Scherman, 1987). Unfortunately, it is not uncommon for agencies to begin programs, adopt strategies, and enter into cooperative relationships without giving sufficient thought to gathering data or scientifically measuring outcomes at a later date (Glaser, 1988). Agencies can avoid this pitfall by focusing on evaluation issues during the early stages of the contract process.

Maintaining the Partnership

In order for interagency partnerships to survive, the parties involved must work at the relationship. One of the key factors in maintaining a positive relationship is constant communication. Through communication, roles can be clarified, problems can be resolved before they become insurmountable, and a mutual respect can be fostered.

A few examples of positive forms of communication include

- periodic telephone conversations;
- mutual training workshops;
- joint staff meetings;
- informal meetings over lunch;
- scheduled social events; and
- frequent staff interaction.

The development of meaningful communication between the teen court program and the service provider will ensure a partnership that appropriately aids the offender and enhances the efforts of the juvenile justice system.

Through communication, roles can be clarified, problems can be resolved before they become insurmountable, and a mutual respect can be fostered.

CONCLUSION

The types of services identified in this chapter represent only a fraction of what teen court programs provide. They are presented to give programs an idea of the various ways in which services can be designed to benefit offenders, victims, and the community. If viewed strictly as a youth program, teen court programs can lose sight of the ways in which they can impact others in the community. Involving youth, victims, and community members in discussions concerning needed services can help program organizers begin to develop a program that truly does impact and benefit the offenders, victims, and community as a whole.

CHECKLIST FOR PROGRAM SERVICES

Have teen court program organizers or staff —

- ❑ Examined the needs of youth in the community?
  - ❑ Identified current interests of youth in the community?
  - ❑ Identified current needs of youth in the community?
- ❑ Examined the needs of victims?
  - ❑ Developed an understanding of the primary needs and wants of victims in the community?
  - ❑ Identified any legislation pertaining to victim rights within the state or local jurisdiction?
  - ❑ Identified services currently provided to victims by the local juvenile justice system?
- ❑ Examined the needs of the community?
  - ❑ Identified the top concerns of the community related to juvenile crime?
  - ❑ Determined which of these concerns the teen court program can address?
  - ❑ Identified what services currently are provided in the community to address these types of concerns?
- ❑ Designed sentencing options for offenders?
  - ❑ Community service
    - ❑ Determined whether there will be a predetermined range of hours that can be imposed based on the type of offense, or whether jury panels will be allowed flexibility and discretion when assigning hours?
    - ❑ Developed a community service program or component that attempts to place youth in community service sites or projects that are meaningful and worthwhile, and allow the youth to see the benefits of their contribution?
    - ❑ Established a policy concerning whether youth will be assigned to specific sites or whether they will choose from a list of community service sites and be responsible for making all the arrangements?
  - ❑ Jury duty
    - ❑ Established a policy that states whether all defendants will be required to serve jury duty as part of their sentence?
    - ❑ Determined if there will be a predetermined range of times a defendant can sit on a jury from which the jury panel can choose?

- ❑ Educational workshops
  - ❑ Determined the topics that will be covered?
  - ❑ Determined whether workshops will be developed in-house or contracted out to other agencies?
- ❑ Apologies to victims
  - ❑ Established a policy that states who will contact victims to ascertain if they wish to receive an oral or written apology from the defendant?
  - ❑ Determined the procedure for making oral and written apologies?
  - ❑ Determined how the receipt of an apology to a victim is to be verified?
- ❑ Essays
  - ❑ Determined whether the jury will be provided with a list of certain topics from which to choose, or whether the selection of appropriate topics will be left to their discretion?
  - ❑ Determined if there will be a predetermined minimum and maximum limit on the number of words a jury panel can assign?
- ❑ Monetary restitution
  - ❑ Outlined the procedures for payment and how payment will be monitored?
  - ❑ Determined how restitution will be disbursed to victims?
  - ❑ Established a policy concerning who will receive payment first in cases involving multiple victims (i.e., priority of payment)?
  - ❑ Established a policy for how cases will be handled when a youth does not comply with the restitution order?

❑ Examined additional sentencing options and program services

- ❑ Peer discussion groups
- ❑ Tutoring
- ❑ Peer mediation
- ❑ Victim impact panels or classes
- ❑ Victim input
- ❑ Victim notification
- ❑ Information and referral services
- ❑ Special events
- ❑ Other

- ❑ Identified agencies and organizations in the community that can provide services for the teen court program?
  - ❑ Recorded information on each agency and organization regarding
    - ❑ the type of services provided (related to the needs of teen court participants);
    - ❑ the population served by the agency;
    - ❑ the cost associated with the services;
    - ❑ the way in which referrals are made to the agency;
    - ❑ the manner in which clients are monitored;
    - ❑ criteria for successful and unsuccessful completion of the program;
    - ❑ how the agency evaluates its services; and
    - ❑ information on the staff's capabilities (i.e., credentials) and reputation in the community.
- ❑ Negotiated an interagency agreement or contract for service?
  - ❑ Received clarification on
    - ❑ treatment and services provided;
    - ❑ notification and discharge communication;
    - ❑ treatment and referral criteria;
    - ❑ confidentiality issues;
    - ❑ frequency and type of client contact;
    - ❑ assessment criteria;
    - ❑ frequency and type of contact between agencies; and
    - ❑ success and failure criteria.
- ❑ Written interagency agreements or contracts?
  - ❑ Consulted legal counsel?
  - ❑ Ensured the written contracts or interagency agreements are realistic, reasonable, and have explicit and enforceable provisions?
- ❑ Evaluated the services delivered?
  - ❑ Developed measurable objectives that were agreed upon at the onset of the interagency partnership as to how to evaluate
    - ❑ client outcome;
    - ❑ system effectiveness;
    - ❑ cost-benefits; and
    - ❑ client and staff satisfaction.
- ❑ Maintained partnership and communication with service providers?
  - ❑ Identified and established techniques and strategies for maintaining a positive relationship and solid communication with service providers?

CHAPTER 7

DEVELOPING A PROGRAM MODEL AND PROCEDURES AND IMPLEMENTING EFFECTIVE CASE MANAGEMENT PRACTICES

INTRODUCTION

This chapter will examine some of the "nuts and bolts" issues confronted by teen court programs. What program model will be followed? Should the program serve a sentencing function only? What types of case management practices should be implemented?

Developing effective case management practices and designing an efficient system for maintaining information can help assure program accountability and integrity ...

By answering these questions, program developers will be able to define the function and model of the teen court and design procedures and protocols that can establish program continuity and lessen the confusion and frustration among staff and teen court participants. Developing effective case management practices and designing an efficient system for maintaining information can help assure program accountability and integrity and provide a means for tracking data that can be useful in future program evaluations.

By the end of this chapter, readers will have the knowledge to

- choose an appropriate program model and legal procedure;
- determine the logistical arrangements for the teen court program; and
- institute effective case management practices.

SELECTING A TEEN COURT PROGRAM MODEL AND LEGAL PROCEDURE

As explained in more detail in Chapter 1, there are four major models of teen court programs in operation across the nation — adult judge models, youth judge models, youth tribunal models and peer jury models. The main distinction between these models is that in peer jury models, the jurors question the defendant directly, and the other teen court program models use prosecuting and defense attorneys to question the defendant. When determining which program model to follow, teen court program developers may want to contact programs operating under each model and discuss the advantages and disadvantages associated with each type. For further information, Appendix A provides a listing of some of the teen court programs that follow each of the models outlined in the introductory chapter.

Also, as mentioned in Chapters 1 and 4, a decision that must be made by program developers is whether the teen court will serve a sentencing function only, or whether the teen court will have the power to determine guilt or innocence. According to the American Probation and Parole Association's, (APPA, 1994) teen court survey, the vast majority of these programs require youthful offenders to plead guilty or *nolo contendere* prior to their participation in the program. In doing so, they sign a waiver voluntarily agreeing (with the consent of their legal guardian) to be sentenced by a jury of their peers. The primary function of the teen court hearing is to examine the mitigating and aggravating circumstances of the case to determine an appropriate sentence for the teen court defendant.

There are exceptions to this typical function of teen court programs. In programs that do not require teen court defendants to plead guilty as a prerequisite for participation, the function of a teen court hearing is to examine the facts of the case and make a determination of guilt, and then, if necessary, determine an appropriate sentence. Coordinators of some of the programs operating in this manner report that the majority of youthful offenders do plead guilty, in which case the youth court then serves a sentencing function.

Program developers should weigh the advantages and disadvantages when determining whether to serve a sentencing function only or

whether to determine guilt or innocence. Factors to examine include

- any applicable legal issues (e.g., due process);
- the impact the function could have on the overall program purpose, goals, and objectives;
- the amount of time needed to conduct trials to determine guilt; and
- the amount of training needed for volunteers.

After determining the program model that will be followed, program developers also will need to establish the legal procedure (i.e., "order of trial") to be emulated for each case. This procedure defines briefly the sequence of events for each hearing and can help diminish the chaos and confusion among teen court staff and program participants. See Figures 7-1 and 7-2 for examples of an order of trial followed for an adult or youth judge and peer jury model programs whose main function is to determine an appropriate sentence.

Programs also may want to consider preparing a script that outlines in detail the courtroom protocol to be observed during the hearings. This protocol provides a summary of what volunteers say at each point during the hearing. In designing a protocol, teen court program developers may want to obtain examples from existing teen court programs and seek the assistance of judges and attorneys in adapting them to the local program's needs. Sample teen court courtroom protocols may be found in Appendix E.

Figure 7-1: Sample Order of Trial - Adult or Youth Judge Models

SAMPLE

Order of Trial - Adult Judge or Youth Judge Models

1. The jury is called forward by the bailiff to take its place in the jury box and is sworn in by the judge.
2. The clerk calls the case docket number and the defendant's name in a strong clear voice.
3. The judge asks the defendant to come forward, and stand before the clerk.
4. The clerk swears in the defendant.
5. The judge states to the jury what the case is about.
6. The prosecuting attorney asks the defendant to state his or her name and give a brief statement of the charge. The prosecuting attorney begins asking questions and, when finished, states, "No further questions at this time, Your Honor."
7. The defense attorney begins asking questions. When finished, the defense attorney says, "No further questions at this time, Your Honor."
8. The prosecuting attorney may redirect at this time; the defense attorney may likewise redirect. If the prosecuting and defense attorneys have no redirect questions, they say, "The prosecuting rests" and "The defense rests."
9. The prosecution makes summation sentencing recommendations of case to jury.
10. The defense makes summation sentencing recommendations of case to jury.
11. The judge instructs the jury of its duty and directs the bailiff to obtain the Jury Report Form from the clerk. The bailiff gives the form to the jury foreperson, and the jury is sent to deliberate.
12. At this point, another jury is brought in and a new case begins.
13. After the second jury has heard its case and the first jury has reached a decision, the bailiff advises the court. The second jury is led by the bailiff to the deliberation room, while the first jury is brought back into the courtroom. At this point, the bailiff takes the Jury Report Form from the foreperson and lets the judge review it. It is then handed back to the bailiff, who gives it to the foreperson. The judge then calls the defendant forward and directs the defendant to face the jury while the foreperson reads the sentence.
14. The judge then instructs the defendant to take the Juror Report Form to the coordinator. The bailiff takes defendant and the legal guardian(s) back to the coordinator, where the necessary forms are completed and the jury disposition is finalized.
15. The judge thanks the jury, which may remain for the next case while the second jury deliberates.

Source: Dawson et al., nd

Figure 7-2: Sample Order of Trial - Peer Jury Model

SAMPLE
Order of Trial - Peer Jury Model

1. Jurors are seated on benches, with the foreperson in front row as chairperson. Clerk sits at desk.
2. Bailiff calls defendant into courtroom.
3. Court clerk calls cases and gives foreperson the file.
4. Oath is given to the defendant by an adult.
5. The peer jury questions the defendant.
6. The foreperson keeps the discussion on track.
7. Once questioning is completed, the foreperson asks the defendant to return to open seating.
8. The jury retires to jury room to deliberate.
9. The jurors return to the courtroom and the foreperson reads the verdict.
10. The foreperson instructs the defendant to go with the bailiff to the teen court office to complete paperwork.
11. The bailiff gets the paperwork from the clerk and takes the defendant and the defendant's legal guardian(s) to the teen court office.

Source: Blair, nd

DETERMINING LOCATION AND OTHER LOGISTICAL ISSUES

Another important decision facing program developers concerns where and when the teen court will hold its sessions. Aside from securing office space for staff, teen court programs need access to a facility in which to hold hearings. The optimal location is in an existing courtroom. A real courtroom helps set an appropriate tone and invokes an atmosphere conducive to the seriousness of the proceedings. It also helps reduce the amount of setup time needed prior to the hearings. Judges and other city and county officials can be helpful when trying to secure this type of space.

In the *Youth Court Handbook* developed for the Youth Court of Ada County, Idaho, Hay and Manz (1992) say that programs holding teen court in a facility other than a courtroom need

- a long table for the judge and court clerk;
- a plug outlet close by for a tape machine (if recording proceedings);
- a United States flag and state flag;
- a witness chair;
- chairs for the jury;
- a table and chairs for the prosecuting attorney(s);
- a table and chairs for the defense attorney(s) and the defendant;
- chairs for the defendant's legal guardian(s) and other youth court observers;
- a room or private area in which the defendants can meet with their defense attorneys prior to the hearing;
- a room or private space for prosecuting attorney(s) to be able to meet and prepare for their case; and
- a separate room in which the jury can deliberate.

Aside from determining the location of the court, some additional decisions that must be made include

- the maximum number of cases that can be heard during a teen court session;
- how often the teen court will be held (e.g., once a month, every week);
- what day(s) of the week court sessions will be held; and
- what time of the day or evening court sessions will be held.

Issues impacting these decisions include

- the number of cases being referred to the program;

- the function the teen court will serve (i.e., sentencing, determination of guilt);
- the program model being used;
- the availability of the facility; and
- the days or evenings when youth in the local community are most likely to be involved in other extracurricular activities (e.g., school events, church activities).

ESTABLISHING EFFECTIVE CASE MANAGEMENT PRACTICES

In addition to determining the model of teen court that will be used and making the necessary logistical arrangements, each teen court program should develop policies and procedures outlining effective case management practices. This effort can help protect program integrity and aid in case monitoring and program evaluation. Sample forms used by various teen court programs may be found in Appendix D.

Maintenance of Case Files and Program Records

Because of the large number of defendants and volunteers involved in teen court programs, staff will be responsible for managing a significant amount of information, much of which is confidential in nature. Each teen court program should develop a method for systematically collecting and recording information, while keeping in mind how to control access to confidential information.

Each teen court program should develop a method for systematically collecting and recording information, while keeping in mind how to control access to confidential information.

A computerized system is recommended for its ease, speed, organizational efficiency, and convenience; but other options can be effective. A computerized system also reduces the need for filing space and excessive paperwork. However, some agencies may find it more cost-effective and reasonable to use a manual system (Crowe and Schaefer, 1992). Recording information and designing a management information systems will be discussed in more detail in Chapter 10.

Thorough program and individual case files should be kept on all defendants and volunteers involved in the teen court program. This section will focus primarily on managing an offender caseload, and Chapter 8 will discuss information to be maintained on volunteers. Case files on defendants should contain copies of all forms signed by defendants and their guardians, verification forms for completion of sentence requirements (e.g., community service, educational workshops), and chronological case notes of all contact (personal and telephone) made in reference to a defendant's case.

The following section will present an overview of some of the case management issues to be considered and the tasks to be completed during three stages of a teen court defendant's involvement in a teen court program — before, during, and after the teen court hearing.

Prehearing Tasks and Activities

Prior to a case reaching the teen court hearing stage, some of the administrative tasks facing teen court coordinators include

- conducting intake interviews with defendants and their legal guardians;
- docketing youth court cases; and
- assigning appropriate volunteers for the teen court sessions.

It also is within this time period that contact with the victim(s) should be initiated. As discussed in the previous chapter, a victim impact statement can be obtained to offer victims a chance to state how the crime affected them. Also, if the program allows the jury to

order monetary restitution, victims can provide useful data and documentation to help determine an appropriate amount to request. Information collected from victims should be placed in the defendant's file and used during the hearing phase to aid in sentencing. However, in releasing victim information to volunteers, care should be taken to provide only that which is pertinent to the case. To protect the victim's confidentiality, the victim's address and phone number should not be made available to anyone except program staff.

Intake Interviews

Once a referral is received by the teen court program, the coordinator should schedule an intake interview with the defendant and the defendant's legal guardian(s). The purpose of the intake interview is for the coordinator to make a final determination as to whether the case is appropriate for teen court, explain the program's purpose and guidelines, obtain relevant and factual information on the defendant and the offense, and complete any necessary paperwork.

At the beginning of the intake interview, coordinators should introduce themselves to defendants and their legal guardian(s) and explain the purpose of the interview and how the information gathered during the session will be used (National Center for Juvenile Justice, 1991). Although the teen court program should have been explained to the defendant and guardian(s) at the time of referral, it is important that the teen court coordinator review the program's purpose and guidelines in detail to ensure that all understand the process. Most teen court programs stress that participation in the program is voluntary. Therefore, youth and their guardians should be advised of their legal rights and be fully aware of what participation in the teen court program entails. To aid in this exchange of information, it may be helpful for the defendant to be given a fact sheet that provides pertinent information about the program. This sheet can be reviewed during the intake session and signed by the defendant, legal guardian(s), and the program staff. Chapter 3 discusses due process rights of juveniles in more detail.

Other forms that should be completed during the intake session include the following:

- **Oath of Confidentiality.** A statement signed by the defendant and the legal guardian attesting to the fact that they will not reveal the names or discuss the cases of which they become aware through their involvement in the teen court program.
- **Release of Information.** Releases should be obtained for all agencies and individuals, including juvenile justice system and community agencies, with which the teen court staff may need to share information concerning the defendant and the case (e.g., community service sites, referral agencies, counseling agencies, schools). Each release of information should be signed by the defendant and a legal guardian.
- **Waivers and Liability Releases.** A statement signed by the defendant and a legal guardian in which they waive or release their right to sue the teen court program for damages. (See Chapter 3 for more detailed information on liability issues.)
- **Waiver and Parental Consent Form.** A form signed by the defendant and a legal guardian that states that they understand participation in the program is voluntary and that the defendant agrees to be sentenced by a jury of peers. Also, it outlines the rights the defendant agrees to waive in order to be involved in the program.

Also during intake, staff should acquire information on the defendant and the offense that will help provide appropriate program services to the defendant. According to standards developed by the National Advisory Committee for Juvenile Justice and Delinquency Prevention, as reported in *A Desktop Guide to*

Good Probation Practice (National Center for Juvenile Justice, 1991) information gathered during an intake interview should be only that which is essential for decision making. The interviewer should attempt to balance the need for information with the youth and the family's desire to avoid unnecessary invasions of privacy.

Issues to discuss and record during the intake session include the specific details of the offense; any action taken by the legal guardian(s) to address the problem behavior (e.g., punishment, counseling); any gestures taken by the defendant to remedy the problem (e.g., victim compensation); and problems, issues, and circumstances in the youth's family, school, or peer relationships leading up to the incident (e.g., substance abuse, poor grades, or poor attendance at school) that may have contributed to the youth engaging in the delinquent behavior. Coordinators should synthesize this information to determine what details should be provided to teen court volunteers to use in the sentencing process. Also, staff should provide informal referrals for additional services to defendants and their family, if needed.

Among the elements needed for intervention efforts to be effective is a swift and certain response (Office of Juvenile Justice and Delinquency Prevention, 1993).

Docket Cases

Among the elements needed for intervention efforts to be effective is a swift and certain response (Office of Juvenile Justice and Delinquency Prevention, 1993). Once the intake interview has been completed and a case has been accepted into the program, it must be docketed for court. Attempts should be made to schedule cases so they are heard in a timely manner (i.e., less than two months after intake). Some teen court coordinators assign a court date and time during intake, while others send defendants a teen court summons indicating the date and time they are scheduled to appear before the youth court. Log sheets and court calendars can be created to track the dates that cases are assigned for court and to track the final case dispositions. If referrals increase to the point that cases cannot be docketed in a timely manner, programs may need to consider increasing the frequency of court sessions or decreasing the number of cases referred.

Assigning Volunteers to Court

The number and types of volunteers needed for each court session will depend on the model of teen court chosen and the number of cases being heard that session. Figure 7-3 illustrates the potential number and types of volunteers needed for a teen court session scheduled to hear four cases, operating under an Adult Judge Model (as described in Chapter 1).

Figure 7-3: Number and Types of Volunteers Needed

1 adult judge
1 youth court clerk
1 youth bailiff
20 youth jurors (6-8 jurors hearing two cases each)
2-4 youth prosecuting attorneys
2-4 youth defense attorneys
Total = 27-31 volunteers needed

Coordinators should schedule more volunteers than actually may be needed to compensate for volunteers who cancel at the last minute or fail to show. When selecting volunteers, the coordinator should attempt to generate a diverse group of volunteers who represent the social, economic, and ethnic makeup of the community. To assist staff in this task, a form should be developed that lists the volunteers and their respective roles for a given trial date. This form also can be used the night of the trial as a means for checking in volunteers as they arrive. In addition, a mechanism should be established for

notifying volunteers when they have been selected for a certain session.

When selecting volunteers, the coordinator should attempt to generate a diverse group of volunteers who represent the social, economic, and ethnic makeup of the community.

Program coordinators should determine when case information will be supplied to teen court volunteer attorneys for preparation purposes. Options include (1) sending case information to teen court volunteers in advance (e.g. one to two weeks before the teen court session); and (2) giving case information to teen court volunteers on the day or night the teen court session is held (e.g., 30-60 minutes before the first teen court hearing).

According to Scott Peterson, Director of the Youth Courts of the Capital Districts, Inc., sending information to volunteers well in advance allows the attorneys the chance to talk to defendants, parents, victims, and other concerned parties and to gather pertinent information for the sentencing hearing.

Teen Court Hearings Tasks and Activities

Hearing nights are busy times for program staff and volunteers. To ensure a smooth and efficient teen court hearing, it is imperative that the procedure to be followed is outlined, communicated, and understood by all participants prior to the hearings. All staff and volunteers must be cognizant of their roles and be able to perform their duties in a professional manner.

Before the actual hearings begin, time should be allotted for other activities and tasks that occur prior to the youth court hearings, such as

- meetings between attorneys and defendants to gather information and prepare for the trial;
- checking in of volunteers;
- explanation of proceedings and administering oath of confidentiality to volunteers and teen court observers; and
- the jury selection process.

Often, the teen court coordinator will not be present in the courtroom during each hearing. Therefore, methods should be developed to provide a record of each teen court hearing. This record can help furnish program staff with information for use when conducting followup interviews or making case or program decisions at a later date. Also, forms created can assist volunteers in carrying out their roles more effectively and efficiently. Example forms that teen court programs could use during trial proceedings include the following:

- **Confidentiality Oath.** An oral oath delivered at the beginning of each trial in which those present agree not to reveal names or discuss cases that they become aware of during the teen court proceedings.
- **Jury Verdict Form.** A form that the jury completes for each case that outlines the sentence being imposed on the defendant.
- **Case Analysis Form.** A form that youth attorneys can use to help organize facts and information when preparing for a case.
- **Judge's Notes.** A form that a judge can use to keep track of the facts of the case and note reasons for certain processes or concerns related to the case.
- **Clerk's Record of the Hearing.** A form kept on each case that provides the names of the persons involved in the trial (i.e., attorneys, judge, defendant, guardians) and the sentence imposed by the jury.
- **Bailiff's Form.** A record of jurors, attorneys, clerks, and judge selected for each case.

Jury Selection

Teen court jurors have one of the most important roles to perform. They are charged with weighing the circumstances of the offense and determining an appropriate sentence for one of their peers. Because of the seriousness of the duty before them, care should be taken when determining how the jury for each case will be selected.

Teen court jurors have one of the most important roles to perform. They are charged with weighing the circumstances of the offense and determining an appropriate sentence for one of their peers.

The majority of teen court programs require defendants to serve at least one time on a jury (APPA, 1994); therefore, the combination of past defendants and youth volunteers should generate a large pool from which jurors can be selected. Because the premise behind teen court programs is that a defendant will be judged by a jury of peers, if at all possible, there should be jurors on the panel who share common traits with the defendant. Efforts should be made to assign jurors who are close in age and share the social, economic, and ethnic background of the defendant. While keeping these factors in mind, programs also should strive to compose a jury panel consisting of a reasonable balance between volunteers and defendants. Figure 7-4 provides a listing of some questions to consider when establishing policy about or choosing jury panels.

Posthearing Tasks and Activities

After a case has been heard and a sentence has been determined by the jury, some administrative tasks remain. These include:

- followup interviews with the defendant and legal guardians;
- case monitoring; and
- the termination of cases.

Followup Interviews

Following the hearing, the defendant and legal guardian(s) should meet with the teen court coordinator to discuss and sign the jury disposition. This usually is done immediately following the hearing. The defendant should be

Figure 7-4: Considerations for Selecting Jury Panels

Selecting Jury Panels

- Will jury panels be selected for each case prior to the hearing, or will jurors be assigned to specific cases randomly on the night of the hearing?
- When possible, are jury panels composed of individuals who share common traits with the defendant?
- Is there a reasonable balance of volunteers and past defendants on each jury panel?
- Have measures been put in place to determine if any jury member is or could be prejudiced to the defendant in some way that would affect the fairness of the proceedings (e.g., is friends with, has had trouble with, is related to the defendant)?
- How and at what points can a juror be removed from the case?
- Will attempts be made to place a certain number of jurors on each panel who have had training in conflict resolution, listening, and communication skills?
- How far in advance will jurors be notified they are required to report for jury duty?

given instructions on how to make arrangements to comply with the jury's sentence, including information on how to arrange for the completion of community service hours, payment of restitution, attendance at educational workshops, and completion of letters of apology. Defendants also should be made aware of the deadline for completion, the result of compliance, and the consequence(s) of noncompliance with the program.

Case Monitoring

Program staff are responsible for monitoring a defendant's compliance with the sentence imposed by the jury. Depending on the jury's recommendations for a case, this monitoring could entail

- being aware of where a defendant is performing community service hours so periodic inquiries concerning progress can be made;
- knowing where and when defendants are scheduled to attend educational counseling sessions and following up to ensure sessions are completed satisfactorily; and
- establishing a procedure for the management, collection, and disbursement of monetary restitution.

Community service policies and procedures vary among teen court programs. Each teen court will need to establish a policy that outlines who is responsible for selecting and making arrangements for community service placement (e.g., defendant, teen court staff), how often progress will be monitored (e.g., weekly, monthly), and how verification of hours will be obtained (e.g., time sheet, letter from community service site). This policy should be explained to defendants during the followup interview and communicated to all community service sites.

If youth are ordered to attend educational workshops or counseling provided by outside agencies, policies similar to that described above need to be developed outlining how those referrals will be made. Teen court staff should be aware of the method each agency would like used and the type of information needed when making the referral. A feedback mechanism should be built in to inform teen court staff when the defendant has been accepted for service and when the defendant has completed the obligation. Formal interagency agreements outlining the services to be rendered between outside community resources and teen court programs may be helpful in guaranteeing that teen court defendants receive prompt services.

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Programs that allow juries to order defendants to pay monetary restitution must develop a procedure and policies concerning how the restitution process will be managed. Issues to be considered when managing restitution payments are outlined in more detail in Chapter 6.

Terminating Cases

Policies and procedures need to be developed for how cases will be terminated — including cases completed successfully, and cases in which the defendants do not comply with their sentences.

For many youth court programs, successful completion means dismissal of the charges against the youth and/or expungement of their records. If a youth fails to comply with the teen court program's requirements, then a procedure needs to be in place to return the youth to the originating source for further action. In some jurisdictions, this may mean the youth is processed through the formal juvenile court system. For example, in Texas, youth who are 17 years of age and older can have warrants issued if teen court conditions are not completed and the fine is not paid.

Teen court staff should solicit the assistance of judges and attorneys in the local juvenile justice system to determine what procedure should be adopted to ensure that cases are disposed of properly. All necessary forms should be completed and the appropriate agencies and persons notified of the final disposition of the case.

Exit Interviews

Some programs conduct exit interviews with defendants and their legal guardians when all program requirements have been completed. Exit interviews offer an opportunity for staff to confirm that defendants have completed their sentence and to explain what defendants can expect concerning dismissal or expungement of their records. In addition, exit interviews offer an opportunity for staff to invite feedback from defendants and their legal guardians on their experiences with the program and to encourage defendants to remain active in the teen court program as youth volunteers.

CONCLUSION

This chapter provided an overview of various procedures and case management practices that teen courts can implement. In addition to the examples provided in this *Guide*, sample courtroom protocols and forms can be obtained from existing teen court programs. Program developers are encouraged to locate existing resources and then adapt them to fit local needs and priorities.

CHECKLIST FOR PROGRAM MODEL, PROCEDURE, AND CASE MANAGEMENT

Have teen court program organizers or staff —

- ❑ Determined the function of the teen court program?
  - ❑ Established whether the program will serve a sentencing function only, or whether it will have the capacity to determine guilt and innocence?
  - ❑ Examined issues such as legal restrictions; the program's purpose, goals and objectives; time factors; and training of volunteers when making this decision?
- ❑ Chosen a program model and developed a courtroom protocol?
  - ❑ Determined what program model the program will follow?
  - ❑ Defined volunteer roles necessary for this model? (Note: Chapter 8 discusses volunteers in more detail.)
  - ❑ Determined the order of events that will occur during each teen court hearing?
  - ❑ Written a courtroom protocol to be followed for each hearing?
- ❑ Chosen a location for the teen court hearings to be held?
  - ❑ Examined the availability of an existing courtroom and other places in which a courtroom can be simulated (e.g., classroom)?
  - ❑ Determined what is needed to set up a courtroom if an existing courtroom is not available for use?
- ❑ Determined the number of cases that can be heard per teen court session, and when and how often teen court sessions should be held?
  - ❑ Examined the number of cases being referred (or expected to be referred) to the program?
  - ❑ Ascertained if more than one courtroom is available for use during hearing days and evenings?
  - ❑ Examined factors such as the those discussed in the two questions above to determine how often cases should be heard (e.g., once a week, once a month, etc.)?
  - ❑ Considered factors such as extracurricular activities and other scheduling conflicts of volunteers when determining the best day(s) of the week and the best time of day for hearings to be held?

- ❑ Developed procedures for effective case management practices and program operation?
  - ❑ Determined how program information and data on program participants (i.e., volunteers and defendants) will be maintained (i.e., management information system)?
  - ❑ Determined the type of information to be kept on defendants and volunteers?
  - ❑ Determined what types of forms are necessary for each stage of the court program (i.e., prehearing, during the teen court hearing, and following the teen court hearing)?
  - ❑ Developed a method for conducting intake interviews with defendants and their legal guardians?
  - ❑ Developed a procedure for docketing cases for teen court?
  - ❑ Developed a mechanism for assigning and notifying appropriate volunteers for teen court sessions?
  - ❑ Examined issues related to jury selection to develop the best method for selecting jury panels for teen court hearings?
  - ❑ Determined the tasks and activities that will occur prior to the teen court hearings (e.g., meetings between attorneys and defendants, check-in and assignment of volunteers, explanation of the hearing proceedings, administering of the oath of confidentiality to volunteers and teen court observers)?
  - ❑ Developed a mechanism that will provide the teen court coordinator with information that transpires during the hearing?
  - ❑ Developed a procedure for followup interviews to discuss jury verdicts with defendants and their legal guardians?
  - ❑ Developed policies and procedures on how case progress will be monitored (i.e., compliance with jury recommendations such as community service hours, attendance at educational workshops or counseling, and payment of monetary restitution)?
  - ❑ Developed a mechanism for the successful and unsuccessful termination of cases?

CHAPTER 8

RECRUITING, USING, AND TRAINING VOLUNTEERS

INTRODUCTION

Volunteers are the backbone of all teen court programs. No teen court should recruit youth and adult volunteers, however, until it gives thoughtful consideration to where it could use their assistance. Volunteers used unwisely can end up feeling that their time is being wasted and may feel that their time could be better spent assisting another agency (Fulton, Stone, and Gendreau, 1994).

At times, the use of volunteers can create additional work for program staff. Unless care is taken in recruitment, training, and the use of volunteers, teen court staff may find themselves in situations in which a volunteer is counterproductive. Considering all the other burdens with which program staff must deal, this situation should be avoided. A careful examination of where a program can use the assistance of volunteers will lead to the effective use of available community resources (Fulton, Stone, and Gendreau, 1994).

At the conclusion of this chapter, the reader will be able to

- define possible volunteer roles within a teen court program;
- determine methods for targeting and recruiting volunteers;
- develop a volunteer training program; and
- develop methods for sustaining volunteer support and commitment.

EXAMINING POSSIBLE VOLUNTEER ROLES

As has been stated and illustrated throughout this *Guide*, volunteers participate in and provide services for teen court programs in many ways. For example, all teen courts rely on youth and adult volunteers to carry out the actual teen court hearings. Beyond that, the extent and capacity in which programs use volunteers differ. Involving community members in teen court programs in creative ways can help increase community support and ownership of the program and can help reduce the workload of overburdened staff.

Involving community members in teen court programs in creative ways can help increase community support and ownership of the program and can help reduce the workload of overburdened staff.

This section will begin by describing the traditional roles that volunteers assume in teen court programs. It also will describe additional ways to capitalize on the talents of youth and adult volunteers to help accomplish program goals and objectives.

Traditional Youth Volunteer Roles

As discussed in previous chapters, depending on the model of teen court program being used, the following are typical volunteer roles assumed by youth.

- **Defense attorneys.** Represent the interests of the defendants during the hearing.
- **Prosecuting attorneys.** Represent the interests of the "state" during the hearing.
- **Court clerks.** Keep a record of the court proceedings, swear in the jury and witnesses, and assist the judge during the youth court session.
- **Bailiffs.** Sign in youth court volunteers, open the youth court session by announcing the judge, escort the jury to and from deliberations.
- **Jurors.** Hear the circumstances of the case and determine constructive sentences for the defendants.

Some teen court programs use teens in the role of judge as well. In these programs, the youth judge is mainly responsible for presiding over

the youth court proceedings and is usually an older adolescent who has served in the volunteer roles of youth defense and prosecuting attorneys. In teen court programs in which there is no peer jury, the youth judge is responsible for determining the appropriate sentence for the youthful offender.

Traditional Adult Volunteer Roles

According to responses from the American Probation and Parole Association (APPA, 1994) teen court survey, the following are the most frequent three ways in which teen court programs reported using adult volunteers:

- **Judges for youth court hearings.** The judge presides over the teen court hearing and ensures rules of procedure are followed. In very rare cases, the judge may intervene or overrule a jury's verdict and impose one within the youth court's guidelines. An adult volunteer judge with a legal background (e.g., judge, attorney) offers programs the opportunity to have someone participating in the court proceedings who can handle any legal issues that may arise and who can address youth volunteers' questions about legal procedure during the course of the trial.
- **Training facilitators.** An important aspect of the teen court program is the knowledge that youth gain and the experience that they receive in the legal and judicial system. Also, teen court programs offer an opportunity for youth to develop and enhance life and coping skills (e.g., listening, problem solving, conflict resolution, negotiating). To ensure that youth are comfortable with and able to carry out the roles in which they are placed, they should receive adequate training and guidance. Professionals, especially those who work within the legal and judicial system (e.g., judges, lawyers), can educate youth volunteers on the legal and judicial structure, rules, and procedures, while professionals in social service and counseling fields can be effective trainers for helping youth enhance life and coping skills.
- **Advisory board and task force members.** Recruiting individuals with various backgrounds and expertise to serve on advisory boards and task forces is one way in which teen court programs have organized and mobilized the community to aid in areas such as program development, fundraising, and marketing.

Additional Youth Volunteer Roles

Aside from performing the traditional teen court volunteer roles, youth also should be encouraged to participate in the organizational and managerial side of the program. One contributing factor to the problem of juvenile delinquency cited in research is the lack of meaningful roles for youth in society (Office of Juvenile Justice and Delinquency Prevention, 1993; Calhoun, 1988; Carnegie Council on Adolescent Development, 1992). Teen courts place youth in integral roles that can empower them to address problems within their local community.

Teen courts place youth in integral roles that can empower them to address problems within their local community.

The following are additional functions that youth can assume in teen court programs:

- **Serving in advisory roles.** Often, youth do not have an opportunity to provide input on the development and operation of programs that are designed to address their needs (Carnegie Council on Adolescent Development, 1992). Youth can make valuable and important contributions by serving as members of advisory committees, task forces, and boards of directors of teen court programs.

  Youth can identify issues with which community youth are struggling (Carnegie Council on Adolescent Development, 1992) and offer insight into the types of approaches that are likely to work when attempting to

address youth-oriented issues. Their fresh ideas and viewpoints can be positive contributions to committees that typically are composed of adults, who may have skewed perceptions of youth and their needs. Also, youth who volunteer and participate in other capacities with the program (e.g., attorneys, jurors, defendants) can provide insight on the effectiveness of the program's practices based on firsthand experience and help develop solutions to problems encountered. In essence, the more direct involvement and control that youth can have in the program, the more of a stake they are likely to develop in the program and its success. Figure 8-1 illustrates one method for involving teens in an advisory capacity.

- **Acting in mentoring and teaching roles.** Placing youth in mentoring and teaching roles with other youth can help to enhance the peer influence aspect of the teen court program. Peer tutoring, peer discussion groups, peer mentoring programs, and youth leadership programs are examples of ways in which teen courts are providing outlets for delinquency-prone youth to establish relationships with more conventional peers. Figure 8-2 discusses the Los Angeles County Teen Court Program's Youth Leadership Program.
- **Assisting in the recruitment of volunteers.** Certainly, youth can spread the word about teen court to their friends; however, youth also should be encouraged to help identify new and creative ways to recruit volunteers. In addition, when developing a recruiting plan, youth should be asked what qualities they would like to see in the adult volunteers working with the program.
- **Marketing the youth court program.** It is vital that the community be aware and supportive of the teen court program throughout all stages of development, implementation, and operation. Youth can be powerful and persuasive advocates of the program. One tactic used by some programs is to have youth and adult volunteers accompany staff when making presentations to groups. Program staff can discuss the

Figure 8-1: Youth Review Boards

One way teen court programs can encourage and obtain youth input into the overall program and function of the program is through the use of youth review boards. To ensure the board reflects diverse viewpoints, attempts should be made to assemble a group of approximately 8 to 10 youth volunteers and past defendants. These review boards can offer insight into how the program is functioning and help staff develop strategies to remedy identified problems. As particular areas of concern (e.g., jury deliberations, volunteer recruitment, volunteer training) are identified by the review board, it may be beneficial to form subcommittees to address uses in more detail. Adult volunteers with background and expertise in identified areas could be asked to serve on the subcommittees with the selected youth to assist in developing solutions and strategies for addressing the problem(s). Youth review boards can be established to serve several purposes, including

- to review teen court policies and practices;
- to identify procedural problems encountered during the hearings;
- to expose areas in which additional training may be needed for teen court volunteers; and
- to examine the dispositions of cases being heard by the teen court to address inconsistencies and potential problem areas caused by the nature of the cases being heard.

Figure 8-2: Los Angeles Youth Leadership Program

The Youth Leadership Program of the Los Angeles County Probation Department recruits and trains young people between the ages of 16 and 21 to serve as volunteer interns within the probation department. The interns are placed with various programs throughout the department and volunteer a minimum of 16 hours per week. The teen court program is one of the programs offered within the probation department to which these volunteers can be assigned.

In August 1995, two Youth Leadership Program volunteers (aged 21) were volunteering for the teen court program. One of the volunteers began interning for the teen court program when she was 19. Responsibilities of the volunteer interns include

- meeting with youth defendants after the peer jury hearing to discuss the sentencing conditions;
- assisting defendants in locating a community service placement;
- assisting defendants and their families in locating and accessing counseling services and parenting classes; and
- monitoring the defendant's compliance with the peer jury's recommendations.

The volunteers work closely with and are supervised by probation staff. Although placed in a position in which they are responsible for monitoring the defendant's compliance with the program, it is stressed that the Youth Leadership Program volunteers are there to serve as positive role models and assist defendants and their families in attaining required and needed services. Youth Leadership Program volunteers who work with the teen court report that since they are close in age to many of the defendants, they can relate to and develop a rapport with the defendants in ways in which an older adult volunteer may not.

program from an administrative point of view, while the volunteers can speak about the program from a more personal view. Hearing and learning about a program from those directly involved can help lend credibility to the presentation and the program.

- **Organizing and participating in fundraising events.** One of the obstacles reported by most teen court programs is the difficulty in securing funding for the program. Youth volunteers can be encouraged to help seek ways to keep the program viable by assisting in presentations to possible contributors and by organizing and participating in fundraising events.

Additional Adult Volunteer Roles

The following are additional ways in which adult volunteers are used in youth court programs:

- **Monitors (e.g., courtroom, jury room).** There is much activity on the days and evenings in which youth court hearings are held, and program staff often are busy performing numerous administrative tasks. Teen court coordinators may find it helpful to have another adult(s) present (aside from the volunteer judge) to help keep order and monitor the proceedings.

  In addition to maintaining order, adult monitors can observe the proceedings and identify areas that may need to be addressed by program staff. For example, some programs have an adult present in the jury room while the jury deliberates. The role of the adult is not to actively participate in the deliberations; however, the adult can respond

to questions that the jury may have, and also can observe the jury members' interaction and discussion and provide feedback to the program coordinator on areas in which the jury may need additional training in order to improve its functioning.

Adults in the jury room is a controversial issue for teen court programs. Figure 8-3 outlines some of the benefits and drawbacks commonly cited when this issue is raised. If in doubt about whether this is an appropriate role for adult volunteers, programs should examine the advantages and disadvantages and seek input from the youth volunteers. Some youth are adamantly opposed to adults routinely observing jury deliberations, while other youth are not intimidated by it and feel it would solve more problems than it would create.

- **Mentors to defendants and to youth volunteers.** In addition to the use of volunteers as facilitators for structured training sessions, some programs have matched adult lawyers (or law students) with youth defense and prosecuting attorneys to serve as mentors and consultants to the youth. The purpose of the mentor relationship is to educate youth in the law and also to provide them with a supportive person to turn to for advice and assistance in preparing and presenting teen court cases.

  According to APPA (1994), some programs using this type of mentor/consultant concept include

  - Southside Youth Council Teen Court Program, Indianapolis, Indiana;
  - Leon County Schools S.C.A.L.E.S. Project, Tallahassee, Florida;
  - Osceola Teen Court, Inc., Kissimmee, Florida;
  - Arvada Teen Court, Arvada, Colorado; and
  - Aurora Teen Court, Aurora, Colorado.

- **Educational group leaders.** Teen court programs that are unable to locate or contract with agencies in the community for the

Figure 8-3: Pros and Cons of Using Adult Jury Room Monitors

Adult Presence in the Jury Room

Pros	Cons
♦ An adult presence may help maintain order and reduce the level of chaos that can occur during jury deliberations.	♦ An adult presence may inhibit jurors, causing them not to express their opinions as freely.
♦ Through observation, an adult volunteer can identify areas in which jury members may need further training.	♦ An adult volunteer may intervene unnecessarily and unduly influence the jury's decision.
♦ Since teen court serves an educational purpose, an adult volunteer in the jury room can respond to questions jurors may have concerning legal or procedural issues.	♦ The teen court jury is supposed to be modeled after the adult jury process, and letting an adult volunteer sit in the jury room would taint this process.

provision of educational services for teen court participants (e.g., counseling, conflict resolution workshops, substance abuse awareness classes) can recruit adult volunteers with expertise in the desired topic areas to help develop and provide these services in-house.

RECRUITING AND SELECTING VOLUNTEERS

Given the sensitive areas in which teen court volunteers will be involved, care should be exercised when recruiting, selecting, and training volunteers. This section will provide a framework from which program organizers can

- define volunteer roles and develop volunteer job descriptions;
- develop screening and application procedures; and
- develop a recruitment plan.

The development of a volunteer training program will be discussed later in this chapter.

Defining Roles and Developing Job Descriptions

Individual programs should be flexible and creative when analyzing their needs and resources to determine the best use of volunteers for their program. Once the roles have been defined, volunteer job descriptions should be developed that outline the duties and tasks required for each position. Detailed job descriptions can aid recruiting and training efforts and also can reduce the likelihood of misconduct by volunteers. Sample youth and adult volunteer job descriptions may be found in Appendix F.

Individual programs should be flexible and creative when analyzing their needs and resources to determine the best use of volunteers for their program.

Developing Screening and Application Procedures

Because of their highly interactive roles, volunteers can have a direct impact on the teen court program's ability to meet its goals and objectives. Volunteers should be placed in positions that interest them and that capitalize on their unique talents and skills. Careful consideration should be given to matching program needs with volunteer skills and to training volunteers (especially youth volunteers) in deficient skill areas.

Application materials can be developed to help track information that will assist teen court staff in matching appropriate volunteers with appropriate tasks. Different applications should be developed for youth and adult volunteers. When developing applications for youth, desired information may include

- name and contact information;
- date of birth and educational level;
- interests and skills;
- employment experience (if any);
- extracurricular activities;
- previous volunteer experience;
- the amount of time and days or evenings for which they are available to volunteer; and
- what roles they are interested in performing for the teen court.

Programs also may want to include a space on the application for the signature of the youth volunteer's legal guardian. To enhance future recruitment efforts, programs may want to leave space on the application for volunteers to indicate how they found out about the teen court program. A sample youth volunteer application form may be found in Appendix F.

Similar information should be included on adult volunteer applications as well. It also should provide information necessary to complete a criminal records check (if possible) and provide the volunteer with an opportunity to report any

felony or misdemeanor convictions, including traffic violations where appropriate. The teen court program also may wish to provide space for volunteers to articulate why they are interested in volunteering for the program in the chosen capacity. Character references also are an essential component of the application. Some teen court programs may already have applications for this purpose that they use with regular personnel. Some volunteers may be deterred when informed of the procedures; however, teen courts cannot afford to use volunteers who are going to be a detriment to the program. Community standards and norms, as well as the capacity in which the volunteer will be used, should determine how each teen court program weighs the importance of each item on the application (Fulton, Stone, and Gendreau, 1994).

Programs also should consider what screening guidelines are necessary for various volunteer positions. Screening is of utmost importance when recruiting and selecting adult volunteers who will be interacting with youth. All volunteers should complete an application form and, if possible, be interviewed by program staff. It may not be feasible to interview each youth volunteer formally; however, program staff should make a concerted effort to get to know each volunteer personally.

Whenever possible, the screening process should be designed to allow for an exchange of information. Through this mutual assessment, staff can gain insight into the prospective volunteer's attitudes, beliefs, and motives; and the volunteer can learn about the program's purpose, procedures, and rules. This type of exchange can help staff and volunteers identify potential attitude problems or conflicts of interest and can help determine if the volunteer is suited for the particular program. Also, depending on unique skills and talents of volunteers that are revealed during the screening process, new areas and roles for volunteers may be identified (Isley, 1990).

Programs should strive to recruit and secure participation from volunteers of all social, economic, and ethnic backgrounds.

Developing a Recruitment Plan

Programs should strive to recruit and secure participation from volunteers of all social, economic, and ethnic backgrounds. In doing so, however, programs will need to be prepared to respond to this diversity (Carnegie Council on Adolescent Development, 1992). Typically, two groups that are underrepresented in volunteer service are males and minorities. Therefore, programs may find it necessary to employ special efforts to encourage individuals from these groups to volunteer (McCarthy and McCarthy, 1991). An analysis of the breakdown according to gender and ethnic origin of the teen court youth volunteer population based on the APPA (1994) teen court survey may be found in Figure 8-4. When developing a recruitment plan, programs should (1) evaluate from where they might be able to draw youth and adult volunteers in their local communities; and (2) determine possible methods and strategies for recruiting volunteers.

Figure 8-4: Gender and Ethnic Origin of Youth Teen Court Volunteers

Youth Volunteer Population	
Gender:	
Female	58%
Male	42%
Ethnic Origin:	
White	69%
Hispanic	16%
African American	10%
Other	4%

Source: APPA, 1994

Places to recruit volunteers may vary somewhat among communities. Therefore, programs should take a thoughtful look at the community's resources and solicit input from youth and other stakeholders to direct recruitment efforts more efficiently. Figures 8-5 and 8-6 give some possible recruitment sources for youth and adult volunteers.

Figure 8-5: Sources for Recruiting Youth Teen Court Volunteers

Sources for Recruiting Youth Volunteers

- Schools
- Boys' and Girls' Clubs
- YMCAs and YWCAs
- Community and recreation centers
- Churches

Source: APPA, 1994

Figure 8-6: Sources for Recruiting Adult Teen Court Volunteers

Sources for Recruiting Adult Volunteers

- Law offices;
- Schools and universities:
- Business associations; and
- Civic and community organizations; and
- Retired citizen councils/groups.

Source: APPA, 1994

In addition to the more typical sources of recruiting volunteers, some teen court programs have taken a more creative approach to recruitment efforts. For example, in Deschutes County (Oregon), the initial volunteer pools of the City of Sisters Teen Court and the Community of LaPine Teen Court were comprised largely of past juvenile diversion program clients. The program organizers and coordinators of these programs sent letters out to past defendants on their diversion program caseloads informing them of the program and soliciting their assistance in designing the program. The response was positive. This approach gave youth in the community, who typically did not have appropriate and meaningful outlets, something positive and constructive to do with their time. In addition, the program benefited immensely from their insight and input into what they felt would work with their peers in the community.

Methods for recruiting volunteers include the following (Fulton, Stone, and Gendreau, 1994):

- **Newspapers.** For a general recruiting effort, local newspapers always offer the possibility of purchasing space for help wanted advertisements. Another possibility is to provide the local newspaper with a press release on the program itself and its need for volunteers. Informing the press of the teen court program's efforts may spark the interest of a local reporter and provide the opportunity to highlight the program in an article.
- **Television and radio.** Cable television stations have public access channels, and television and radio stations are required to give time for public service programming. These avenues can be used as a forum for recruiting volunteers and for providing general education about the teen court program. An added benefit is that these services are free to the program.
- **Schools.** The majority of youth in the community are enrolled in area schools; therefore, the teen court program has a captive audience from which recruitment efforts can begin. Recruiting methods in schools can include presentations during

school assemblies, posters placed around the schools, dissemination of teen court newsletters, and teacher promotions of the teen court concept in their classes. Youth volunteers attending the schools can suggest additional recruitment strategies based on their experiences with the school and the students and their knowledge of the school's activities.

- **Universities or colleges.** Departments at local colleges or universities may permit the posting of job announcements on bulletin boards. Some professors may even announce the opportunity in classes. College employment services may post the announcement, as well. These can be invaluable resources in getting the message out to an interested population.
- **Churches and synagogues.** Churches often have informational bulletin boards and may allow the posting of job announcements. Most churches have bulletins and newsletters to keep the congregation informed of church activities. The teen court program staff could contact the bulletin and newsletter publisher to see if a volunteer recruitment announcement could be included.
- **Presentations.** Presentations should be made to interested groups such as local schools, civic and social organizations, and professional associations. When making presentations on the teen court program, efforts should be made to have staff and volunteers with the program speak. Youth and adult volunteers can attest to their experiences with the teen court program on a personal level, while staff can talk about the overall purpose of the program and answer any procedural questions that may be asked.
- **Word of mouth.** Simply through the contacts made every day, teen court staff and representatives can get the word out that volunteers are being recruited. Social service agencies and volunteer-staffed organizations also should be informed of the teen court program's need for volunteers.

VOLUNTEER TRAINING AND DEVELOPMENT

Training is a critical element in any volunteer program. First and foremost, training provides volunteers with the knowledge and skills needed to perform their assigned tasks effectively and efficiently. Volunteers who receive adequate training are apt to function better and create fewer problems for the program in the long run (Sigler and Leenhouts, 1985).

Second, training provides volunteers with an opportunity for personal growth and enrichment. Knowledge, skills, and experience gained as a result of volunteer activities can be transferred to other parts of volunteers' personal and professional lives (Fisher and Cole, 1993). This is of particular importance for teen courts, as a major goal of these programs is to educate youth on the legal system and to build competencies in youth that will aid them when confronted with difficult choices and situations in other aspects of their lives (e.g., the decision to engage in alcohol and drug use or to drink and drive). Therefore, the significance of the educational experience that training opportunities can provide to youth volunteers in teen courts is just as important (if not more so) as the information the training sessions can provide on how to complete specific tasks.

...the significance of the educational experience that training opportunities can provide to youth volunteers in teen courts is just as important (if not more so) as the information the training sessions can provide on how to complete specific tasks.

It should be noted, however, that training efforts of teen court programs should not be aimed exclusively at youth volunteers. Because they are youth programs, teen courts can easily overlook the training needs of their adult volunteers.

This section will discuss issues that should be considered when developing an effective teen court volunteer training and development program, including

- types of and approaches to training;
- selection of training content and development of training materials;
- methods of training delivery; and
- logistical arrangements to consider when organizing training events.

Types of and Approaches to Training

Training should be viewed as an ongoing process (Sigler and Leenhouts, 1985). Teen court programs provide information to and teach volunteers about the program through a variety of mechanisms. Learning can occur through review of promotional materials (e.g., brochures) and conversations with other volunteers and staff, as well as through planned learning events (Fisher and Cole, 1993). There are three basic categories of training. They are as follows (Isley, 1990):

- **Orientation.** The main purpose of an orientation session is to provide background information about the program, such as the program's philosophy, history, and policies and procedures. Typically, volunteers are provided information about their roles and receive clarification concerning the relationship and authority of staff and volunteers.
- **Preservice.** The purpose of preservice training is to equip volunteers with knowledge and skills that will help them perform specific tasks related to their assigned roles.
- **In-service.** In-service training opportunities typically are offered on a periodic basis and are designed to enhance volunteer knowledge and skills once they have been involved with the program for a period of time. In-service training also may be used to provide volunteers with additional skills needed for new volunteer opportunities.

The nature and extent of the training offered to youth and adult teen court volunteers varies considerably among programs. When compared with youth volunteer training efforts, there is much less emphasis (if any) placed on training adult volunteers. According to APPA (1994) teen court survey results, only 59 percent of programs provide training for adult volunteers, while 86 percent offer training sessions for youth volunteers. Adult volunteer training sessions for teen courts tend to be short (approximately 1 hour) and can be classified more along the lines of orientation sessions. The amount of training teen court programs provide to youth volunteers ranges from 1 to 120 hours and can be categorized more often as preservice and in-service training (APPA, 1994). An innovative approach to training volunteers, used by a teen court program in California that requires cooperation of local schools, is found in Figure 8-7.

When developing a volunteer training program, it is of the utmost importance that the training program be designed and delivered to meet the needs and maintain the interest of the volunteers involved (Sigler and Leenhouts, 1985). For the most part, individuals volunteering for teen court programs, whether they be youth or adults, have chosen to do so freely. Isley (1990) warns that training sessions that are too rigorous are likely to irritate volunteers. Conversely, training

sessions that are too casual may leave volunteers feeling frustrated, anxious, and ill-equipped to perform their assigned tasks. Therefore, the best training programs are those that give volunteers skills and attitudes needed to accomplish their tasks successfully, while simultaneously offering the opportunity for learning, inspiration, and personal growth (Isley, 1990).

Education and information dissemination can occur through formal settings such as organized training events and classes, and through informal means such as on-the-job training, self-directed activities, and mentoring relationships (Fisher and Cole, 1993; Sigler and Leenhouts, 1985). The extent to which informal or formal approaches to training are used depends partly on the nature of the volunteer roles or jobs to be learned and the current level of knowledge of the volunteers for those tasks. Which approach is most appropriate to use also may be influenced by the number of volunteers to be trained, the amount of time available for training efforts, and other program activities that compete for time and resources (Fisher and Cole, 1993).

Figure 8-7: Volunteer Training Through Schools

A unique way of training youth to serve as volunteers in the Placer County Peer Court in Auburn, California, occurs within schools system. A curriculum, entitled the *Juvenile Justice Handbook*, was developed by Placer County District Attorney's and Public Defendant's offices, and representatives from the courts, probation and schools to support the Peer Court activities. It has been incorporated into the ninth grade coursework of all secondary schools in Placer County as a Juvenile Justice Unit. This unit is taught over a 12-day period, with classes lasting 50-60 minutes. It is designed to teach students about the various agencies involved in juvenile justice, clarify the rights and responsibilities of youth, and provide answers to questions related to laws that impact minors. Through reading and group discussions, the youth study topics such as juvenile law, law enforcement, driving rules, contracts, and curfews. Speakers from the community (e.g., police officers, probation officers, judges, district attorneys, public defenders, gang experts, teen court coordinator, and staff from and youth being held at the California Youth Authority) are asked to make presentations on the topics related to their responsibilities and roles in the juvenile justice system. Presentations and discussions, on dispute resolution and conflict management also are provided to help students focus on alternative ways of resolving differences.

Teachers who will be responsible for teaching the juvenile justice unit in their classroom attend a six-hour in-service training session. They are introduced to the subject matter of the unit through speakers from the juvenile justice system. Teachers are encouraged to use the *Juvenile Justice Handbook* as a guide and to adapt lessons according to the needs of their students' and the community. Suggestions on ways various topics can be presented and activities that can be incorporated into the unit (e.g., assignments on law, careers, mock trials) also are discussed.

By incorporating the issues covered in peer court training sessions into the school curricula, all ninth grade youth in the community are exposed to the juvenile justice system and to the peer court concept. Youth are not required to participate on the Peer Court after the completion of the unit: however, this approach does provide the Peer Court program with a mechanism for recruiting a wide range of youth volunteers who have the knowledge to begin serving in the various Peer Court volunteer roles. Evening training sessions are held each semester for youth desiring to volunteer for the Placer County Peer Court who have not had the benefit of being exposed to the curriculum through the classroom.

There are efforts being made to have this curriculum placed in other secondary school systems within California.

Source: Placer County Peer Court Advisory Board, nd

Selection of Training Content and Development of Training Materials

This section will describe briefly the essential components of designing and developing a volunteer training program, including

- conducting a needs assessment;
- establishing training goals and objectives; and
- selecting training content.

Needs Assessment

An effective needs assessment process will generate information that substantiates the need for training and guides the development of a training program. The needs assessment process includes (1) examining volunteer job descriptions to determine the knowledge and skills needed to perform the outlined duties; and (2) assessing the needs, competencies, and skill levels of volunteers.

The tasks and duties outlined in volunteer job descriptions should be analyzed to identify knowledge and skills needed to perform the various volunteer roles efficiently and effectively (Sigler and Leenhouts, 1985). For example, one of the duties required of youth defense attorneys includes presenting the defendant's case to the teen court judge and jury. The types of knowledge or skills needed to perform this particular duty include (1) a basic understanding of the law in relation to the offenses targeted for teen court; and (2) knowledge of courtroom and judicial procedure (e.g., when to speak, how to address the court, what types of questions are allowed, when and under what circumstances an objection can be made).

In contrast, a youth who is serving as a juror is required to listen to the facts of the case and deliberate with fellow jurors to reach a determination as to the most appropriate sentence for the defendant. While it is helpful for the juror to have a basic understanding of the law and courtroom procedure, skills that may be more relevant to the immediate duty include the ability to

- listen effectively;
- analyze information objectively and fairly; and
- manage and resolve conflict when confronted with differing opinions among fellow jurors.

Adult volunteer job descriptions also should be analyzed. As stated previously, understanding the knowledge and skills necessary for each position will make it easier for staff to recruit adult volunteers with the appropriate background. However, there still may be occasions in which adults can benefit from additional training, especially those who will be working closely with youth through their volunteer activities (e.g., monitors, teen court judges, training facilitators, mentors).

To round out the needs assessment process and offer a basis for selecting the most pertinent topics for training, information gained from analyzing volunteer job descriptions should be assessed in conjunction with identified needs of the youth and adult volunteer population (Fisher and Cole, 1993). Assessing needs is an ongoing process; therefore, programs would be wise to keep a pulse on potential, as well as current, volunteer needs. As volunteers gain experience in their roles, new needs will emerge that can be considered when designing and enhancing future preservice and in-service training events.

As volunteers gain experience in their roles, new needs will emerge that can be considered when designing and enhancing future preservice and in-service training events.

Fisher and Cole (1993) suggest that volunteer needs be assessed using such strategies as

- surveys and questionnaires;
- group discussions;
- staff interviews with volunteers; and
- observation by staff of volunteer performance.

More than one method should be used to gain more accurate and beneficial information.

Establishing Training Goals and Objectives

A direct outcome of the needs assessment process is the development of training goals and objectives. Training goals describe the general purpose of the training while objectives define the criteria for training success. Objectives describe what volunteers will know, be able to do, and how their attitudes may be affected as a result of the training experience. Objectives also should be written to show how performance will be measured. This can serve as a guide for course development, course content, instructional methods, learning opportunities, and evaluation measures. To write effective, practical objectives, training developers must distill information from the needs assessment into a list of essential skills, knowledge, and competencies required for effective job performance (Darraugh, 1991). Objectives will provide direction throughout the training process and ultimately will save time and resources. An example of training goals and objectives for youth teen court jurors appears in Figure 8-8.

Figure 8-8: Sample Teen Court Volunteer Training Goals and Objectives

Long-term goal:	**To provide knowledge and skills to youth that will aid them in their role as volunteer jurors.**
Short-term goal:	**To increase knowledge of the judicial system.**
Objective 1:	80% of volunteer jurors will receive preservice instruction on the operation of the local juvenile justice system, laws, and proper courtroom procedure.
Objective 2:	90% of youth volunteer jurors receiving preservice training will pass a teen court bar exam designed to assess their knowledge of the local juvenile justice system, laws, and proper courtroom procedures.
Short-term goal:	**To enhance conflict resolution skills.**
Objective 1:	80% of volunteers requesting to serve as jurors will receive two hours of preservice instruction on critical and strategic thinking, questioning, and active listening.
Objective 2:	All volunteer jurors receiving preservice training will engage in role-playing, before and after receiving training, to assess change in how they identify appropriate and viable options for resolving the problems presented in the given scenarios. Following the training, 85% of volunteer jurors will show a positive change in how they can identify appropriate and viable solutions for resolving conflict.

Selecting Training Content

Progressing from the needs assessment and development of goals and objectives is the selection of the training content. It is likely that when conducting the needs assessment, an extensive list of needs will be generated. It will not be feasible for teen court programs to address all identified areas (Fisher and Cole, 1993). Therefore, programs should prioritize training topics according to those that are most crucial to volunteer performance and development. Typical topics featured in youth volunteer teen court training sessions are listed in Figure 8-9 and a sample youth volunteer training outline (used by the Colonie Youth Court Program of the Youth Courts of the Capital Districts, Inc., in Latham, New York) appears in Figure 8-10.

Figure 8-9: Typical Teen Court Training Topics: Youth Volunteers

Typical Youth Volunteer Training Topics

- Role of volunteers
- Case preparation
- Courtroom procedure
- Purpose of teen court
- Juvenile justice system

Source: APPA, 1994

While preservice training sessions often cover the same topics with all youth volunteers at once, some teen court programs have found it helpful to cover the basic information with the entire group of volunteers and to then break into smaller groups according to specific volunteer roles. This approach allows training efforts to focus on more specific information and skill-building activities applicable to certain roles. It is through this type of approach, for example, that programs could incorporate information on topics such as problem solving and conflict resolution into their preservice training sessions for teen court jurors. Also, topics related to increasing life skills generally are developed as workshops and used as sentencing options for defendants. To save time and cut costs, as well as to encourage and facilitate more interaction among teen court volunteers and defendants, these same workshops can be made available to youth volunteers as in-service training opportunities. A listing of organizations that produce or market life skills, prevention, and law-related education resources that could be used in training seminars and educational workshops can be found in Appendix F.

Figure 8-10: Colonie Youth Court Youth Volunteer Training Outline

Youth Volunteer Training Outline

Week 1:	Introduction and Orientation on Colonie Youth Court
Week 2:	Overview of the Criminal Justice System
Week 3:	Causes of Crime and Goals of Sentencing
Week 4:	Effects of Crime on the Community and Goals of the Community Service Program
Week 5:	Prosecution and Defense Functions
Week 6:	Judicial Functions and Jury Foreperson Functions
Week 7:	Sample Sentencing Hearing
Week 8:	Direct and Cross-Examination and Opening and Closing Statements
Week 9:	Demonstration Hearing by Colonie Youth Court Members
Week 10:	Mock Youth Court Hearings
Week 11:	Mock Youth Court Hearings
Week 12:	Question and Answer

Source: S.B. Peterson (personal communication, November 1, 1995)

A typical component of most youth volunteer training programs is a mock teen court hearing. Mock hearings offer the youth a chance to put into practice what they have learned in the training course. It also can offer youth, who may be unsure if they are ready to participate in teen court, an opportunity to see how they feel about assuming certain roles before they make a final decision.

Mock hearings offer the youth a chance to put into practice what they have learned in the training course.

Most adult teen court volunteer training sessions describe adult volunteer roles and focus on giving information on the mission and goals of the program. A few, however, discuss legal liabilities associated with volunteering in youth programs and educate their adult volunteers on issues related to adolescent development. This type of information can be particularly beneficial to volunteers who will have substantial contact with youth. As an example, Figure 8-11 provides an outline of the subjects discussed during a four-hour adult volunteer training session conducted by the H-E-B Teen Court Program in Bedford, Texas.

Figure 8-11: H-E-B Teen Court Program - Adult Volunteer Training Outline

Adult Volunteer Training Outline

I. Mission Statement
II. Program History and Video Presentation
III. Adult Volunteer Job Description
IV. Operating Procedures and Forms
V. Code of Conduct and Liability
VI. Adolescent Development
VII. Inventory of Attitudes and Behaviors
VIII. Teen Volunteer Job Descriptions
IX. Teen Training Outline

Source: H-E-B Teen Court Program, nd

Training Materials

Most teen court programs have developed volunteer training manuals. The vast majority of these manuals are for youth volunteers. Common handouts and information found in these training manuals include

- volunteer job descriptions;
- a brief description of the sequence of events during a teen court hearing;
- a script that outlines the courtroom protocol to be followed;
- definitions and explanations of the types of offenses being targeted for the program;
- sample questions attorneys and jurors may or may not ask defendants;
- sample sentencing options;
- sample forms used by the program; and
- a glossary of criminal justice terms.

Some teen court programs develop more extensive training materials and manuals for their volunteers. For example, the *Youth Courts of the Capital Districts, Inc. Training Manual*, developed by Spina and Homer (nd), includes a section on the impact and consequences of crime on victims, the community, and the justice system.

Training materials developed for and provided to volunteers should be

- relevant to their needs;
- concise; and
- contain resources that summarize or illustrate information presented during the training seminar.

Volunteers can refer to this type of resource later, as needed, when performing their roles. Several steps should be followed when developing training materials. To begin, the content areas should be researched; and

information should be gathered, synopsized, and organized in such a way that is useful to and easily understood by volunteers. Once initial materials are drafted, programs should consider having them reviewed by volunteer attorneys, judges, and teachers to ensure information is accurate and written at an appropriate level for the age and learning abilities of the volunteers being trained. When feedback is obtained, the materials should be revised, formatted, and printed for use.

Methods of Training Delivery

Characteristics of Youth Learners

Youth bring a variety of cognitive information-processing habits or preferences to new learning situations (Curry, 1990). Cognition refers to the way people acquire and process knowledge. It occurs through perception, reasoning, or intuition. According to Piaget's classifications, youth think in concrete terms. They learn to deal with the properties of real objects and the relationships among them. Adolescents move from concrete thinking to the stage of formal operations, which includes the ability to think hypothetically and reason deductively. As these cognitive skills increase, adolescents can think in terms of possibilities and can approach problem solving in a more logical way, thus increasing their imaginations and flexibility (Conger and Petersen, 1984, as cited in Crowe and Schaefer, 1992).

Cognitive development during adolescence also includes maturation of a future time perspective. For younger children, and often for those in early adolescence, imagining a future that is very different from the present is difficult. However, as they develop, adolescents' orientation toward future events becomes more pronounced, often resulting in contemplation of careers and future relationships (Conger and Petersen, 1984, as cited in Crowe and Schaefer, 1992).

Cognitive development in adolescence varies greatly from one individual to another. It does not occur suddenly, as physical growth often appears to do. Rather, it may take several years for some adolescents to achieve mature cognitive development; others may never reach a maximum level of development (Crowe and Schaefer, 1992).

Characteristics of Adult Learners

As in the case of youth, there will be both similarities and differences among adult volunteers that will influence the way in which they learn and process information. Training programs must respect the needs and abilities of adult learners and must be flexible to meet their learning needs. Characteristics that are shared by adult learners include the following (Adelson, Watkins, and Caplan, 1985; Brookfield, 1986; Knowles, 1970; Knox, 1977; Rogers, 1986):

- **Adults are engaged in lifelong learning.** Growth and development is dynamic throughout the life cycle, and learning does not stop when one completes formal education courses. Adult learning may be planned or unintentional, but adults often seek learning opportunities that they perceive are needed to help them in their careers or to solve particular problems they are encountering.

- **Adults enter learning situations with past experiences, values, and self-identity.** Previous experiences influence self-identity and values formation. Experiences related to the content of the training program or experiences with earlier educational episodes may affect the perceptions of the trainees. However, unlike children with limited experiences and self-identity, past experiences will be a strong factor in effective training delivery and must not be discounted by trainers.

- **Adults have specific intentions when approaching learning situations.** Adults can define their needs related to work, family, social roles, civic responsibilities, or life crises. They tend to be self-directed and want to learn information and skills applicable to these self-defined needs.
- **Adult learners are confronted with competing interests.** The multiple roles and responsibilities adults face often vie for their time and interest in participating in training programs. Instructional programs are just one of many realities for adults, including jobs, families, social life, and civic responsibilities.

Although, there are a variety of methods of teaching that can be used to bring about particular kinds of learning (Joyce and Weil, 1986), it is not the intention of this *Guide* to discuss these models at length. Suffice it to say that teen court program organizers should understand and be aware that youth and adult volunteers will vary considerably in the ways and speeds at which they learn and process information. It is important to be sensitive to and cognizant of these differences and to be able to adapt and use a variety of training styles and techniques that provide opportunities for both individualized and group learning experiences (Fisher and Cole, 1993).

Training Techniques and Methods

Volunteers will avoid training sessions that are boring and irrelevant to their needs. Therefore, the manner in which the training is delivered should be designed to meet the needs and maintain the interest of the volunteers (Sigler and Leenhouts, 1985). Also, persons tend to retain more information when it is received through more than one sense, such as sight and sound (Fisher and Cole, 1993).

Volunteers will avoid training sessions that are boring and irrelevant to their needs.

Fisher and Cole (1993), offer the following suggestions for selecting training techniques:

- The technique should be appropriate for achieving the objective.
- The technique should be feasible, given the size and characteristics of the group, the physical setting, and time available.
- The technique should provide for active participation by the trainee.
- A variety of techniques should be employed.

At times, the objective of the training may be to pass on knowledge about a particular subject (e.g., the structure of the local juvenile justice system, the philosophy of the teen court program). According to Fisher and Cole (1993), training techniques to impart knowledge include

- lectures;
- interviews;
- films, videos, and slides;
- panel discussions; and
- dramatic presentations.

Other times, training may be aimed at teaching a new skill, a new behavior, or assisting volunteers in changing attitudes, values, and opinions. The focus may be on teaching the volunteers how to perform a particular task (e.g., bailiff's and clerk's duties) or on teaching the volunteer to exercise appropriate judgment in response to a problem or situation (e.g., jury deliberation). Fisher and Cole (1983) note that the following types of training techniques can be

used to facilitate learning in these types of situations include

- case studies;
- games;
- group discussions;
- role-playing;
- simulations;
- coaching and demonstrating;
- sensitivity groups; and
- values-clarification exercises.

In addition to more formal training events, it should be recognized that volunteers can learn a great deal from each other "on the job." It is through these types of experiences that much of the learning will occur, and the continued enhancement of knowledge and skills imparted during formal training sessions will be realized. For example, one approach may be to pair new volunteer teen court attorneys with more seasoned teen court volunteer attorneys until they become more comfortable performing their roles independently. Another approach, employed by the Southside Youth Council Teen Court Program in Indianapolis, Indiana, is to use the time between hearings (while the jury is deliberating) for teen court staff and volunteers to offer constructive feedback to the teen court attorneys on their performance.

Location and Logistical Considerations

Determining When, Where, and How Often to Conduct Training Sessions

Once programs have decided what type of training sessions are needed, they should determine when, where, and how often training sessions will be held. Questions to consider include the following:

- How many volunteers (youth or adult) need training?
- What types of time constraints (e.g., extracurricular activities, jobs) do the various volunteers face?
- Will all volunteers receive training on the same topics, or will certain topics be aimed at specific types of volunteers?
- What types of space and training tools are available for training sessions?
- What resources are available for training (e.g., money, facility, equipment)?

Excellent places in which to hold teen court trainings include schools and courtrooms. Typically, schools have a room (e.g., auditorium, gymnasium, cafeteria) that can be used to train a large group, as well as classrooms that can be accessed for small-group work. Schools also have ready access to training tools such as overhead projectors, chalk or dry-erase boards, and video cassette recorders.

The courtroom is where much of the volunteers' activities will take place. Therefore, holding training sessions, or at least a portion of the training (e.g., mock hearings), in the courtroom allows volunteers a chance to become familiar with and accustomed to that setting.

In-service training sessions and orientation for teen courts typically are offered on an as-needed basis throughout the year. Preservice training programs for teen courts, which are more extensive and take place over several weeks, generally are offered annually or semiannually and are scheduled around significant events during the school-year calendar (e.g., shortly after school begins, after Christmas vacation).

Selecting Training Facilitators

Another major decision to be made when designing a training program concerns who will be responsible for delivering the training. Many teen court programs call upon the expertise of

local attorneys and judges to help train volunteers on the legal system and procedures. Depending on the topics being discussed, local teachers, criminal justice professionals, and social workers also may be effective presenters. Youth volunteers who have been volunteering in various capacities with the program also can be asked to participate as facilitators during training events. They can discuss their personal experiences with the program and provide new volunteers with a more accurate view of what to expect.

EVALUATING THE TRAINING

To ensure that training sessions are meeting volunteers' needs, training participants should be asked to complete a postsession evaluation concerning their satisfaction with various aspects of the training program and the usefulness of the training materials. Comments also should be solicited about the most helpful aspects of the program and recommended changes. Program staff and facilitators also should have an opportunity to provide feedback relative to any positive aspects of the training and changes they deem necessary. This information should be compiled and analyzed by program staff and training facilitators to help guide the planning of future training sessions.

Also, as a means to help staff determine if youth understand the material that has been presented during the training sessions, some teen court programs, such as the Anchorage Youth Court Program in Alaska, develop and administer youth court bar examinations. These examinations can give staff an idea of whether the youth have instilled the basic knowledge needed to perform their roles. However, it should be noted that some teen court coordinators choose not to administer youth court bar exams because they feel it may eliminate from the volunteer experience youth who do not test well or who have learning disabilities.

SUSTAINING VOLUNTEER SUPPORT

The time involved in finding and training good volunteers makes it imperative that programs develop strategies for combatting the problem of attrition. Volunteers need to feel that they are making a significant contribution to the program and that they are valued; otherwise, they may drop out of the program and find other ways to use their spare time. Also, volunteers talk to their friends and families about the programs for which they volunteer. Satisfied volunteers can provide teen court programs with a means for good publicity for the program. Therefore, to foster and maintain support and positive relationships, programs need to promote in volunteers a sense of ownership in the program and to develop strategies for showing appreciation to volunteers.

Youth will be more likely to feel ownership of a program if they help create it and have an active voice in how it operates.

As the Carnegie Council on Adolescent Development (1992, p. 78, emphasis added) states in *A Matter of Time: Risk and Opportunity in the Nonschool Hours,* "Young people say they want to belong to a valued group of peers, in *partnership* with respectful, caring, committed adults." Youth will be more likely to feel ownership of a program if they help create it and have an active voice in how it operates. As has been suggested throughout this *Guide*, input from youth should be sought on all levels of program development, implementation, and operation. It is equally important for programs to act on the input received from youth. The opinions and suggestions of youth should be acknowledged by program staff and, whenever possible, an explanation should be given when their suggestions cannot be implemented.

After the training sessions have been completed, many teen court programs conduct "swearing-in" ceremonies for youth volunteers. This practice offers volunteers a chance to be recognized in front of their friends and families, as a judge administers a charge and oath that explains and affirms their duty and responsibilities as teen court volunteers. Guidelines for preparing for swearing-in ceremonies appear in Figure 8-12.

For the most part, for adult volunteers to become involved and stay involved, they must see a personal or community need that will be addressed by their involvement. It is important that volunteers be assigned meaningful tasks that interest them and allow them to use their unique talents for the betterment of the program and the community (National Crime Prevention Council, 1986). Once adults express an interest in volunteering, efforts should be made to get them involved as quickly as possible. If a long period of time elapses between the time interest is expressed and action is taken, volunteers may feel the program does not need their assistance or may find other ways to occupy their free time. Additional strategies for encouraging volunteer participation and increasing volunteer commitment as outlined by Isley (1990) are listed in Figure 8-13.

Figure 8-12: Guidelines for Preparing for Swearing-In Ceremonies

Guidelines for Preparing for Swearing-in Ceremonies

The Court Community Relations/Law Related Education Division (1995) of the Kentucky Administrative Office of the Courts suggests that programs do the following in preparation for swearing-in ceremonies:

- Establish the date, time, location of the ceremony. Verify this information with the judge.
- Select and verify speakers (e.g., youth, teen court staff, judge, mayor).
- Invite all members of the teen court advisory board to attend.
- Prepare certificates to be presented to youth volunteers.
- Plan and order refreshments to be served following the ceremony.
- Prepare a program or bulletin for the ceremony. (See Appendix F for a sample.)
- Prepare and have available a copy of the Charge to Teen Court Members, Teen Court Oath, Teen Court Coordinator's Oath, and the Confidentiality Oath for the judge to read during the ceremony. (See Appendix F for samples.)

Figure 8-13: Strategies for Increasing Volunteer Participation and Commitment

Strategies for Increasing Volunteer Participation and Commitment

- Allow volunteers to have a voice in designing procedures.
- Allow volunteers to take part in organizational decision making.
- Encourage volunteers to examine, express, and act on their values.
- Provide forums in which volunteers can discuss ideas, opinions, and feelings.
- Encourage and appreciate diversity.
- Encourage formation of informal volunteer support groups.
- Interview volunteers periodically about their personal motivations, goal, and feelings.
- Reward volunteers participation with feedback.

Source: Isley, 1990

Volunteers also should be shown how their contributions are helping the program. Seeing positive results of their efforts will remind volunteers why they got involved in the program and may help motivate those who become frustrated with their tasks. This feedback can become especially important for volunteers who are working "behind the scenes" (e.g., fundraising) and may not have many, if any, opportunities to see the day-to-day operations of the program or interact with its participants directly. Some possible strategies for showcasing program success include

- sharing success stories (e.g., during meetings, during one-on-one conversations with volunteers, through newsletters);
- inviting volunteers to attend teen court sessions; and
- creating opportunities for adult and youth volunteers to interact informally (e.g., social events).

Finally, people want to feel valued and appreciated for their efforts. Therefore, to help

Figure 8-14: Volunteer Appreciation Strategies

Ways of Showing Appreciation and Providing Incentives for Volunteer Participation

Youth	Adults
Promotional items (e.g., pens, mugs, t-shirts)	Promotional items (e.g., pens, mugs, t-shirts, watches)
Certificates	Certificates
Thank-you cards	Letters of appreciation
Receptions, banquets	Receptions, luncheons
Scholarships	Media recognition
Educational/community service hour credits	Community service credit
Recommendation letters	Plaques
Participation in special events (e.g., state conferences)	Gift certificates from area businesses
Social activities (e.g., pizza parties, midnight bowling, sporting events)	

Source: APPA, 1994

motivate and sustain volunteer support and commitment to the program, volunteer recognition should be seen as an integral and planned part of the program (ACTION, nd). In the APPA (1994) teen court survey, programs were asked to indicate ways they showed appreciation and what incentives they offered to volunteers. A synopsis of their responses may be found in Figure 8-14.

CONCLUSION

Essentially, teen court programs are volunteer programs. The needs and strategies identified in this chapter provide the means for staff and program developers to begin thinking about the many ways in which they can use, recruit, and train volunteers for their involvement in the teen court program. An efficient and effective volunteer force will help teen courts accomplish their goals and become a valued asset to their communities.

CHECKLIST FOR USE, RECRUITMENT, AND TRAINING OF VOLUNTEERS

Have teen court program organizers or program staff —

- ❑ Defined volunteer roles?
  - ❑ Determined which youth volunteer roles are necessary for the teen court program model chosen?
  - ❑ Determined which adult volunteer roles are necessary for the teen court program model chosen?
  - ❑ Identified additional roles/positions that can be filled by youth volunteers?
  - ❑ Identified additional roles/positions that can be filled by adult volunteers?
  - ❑ Developed volunteer descriptions for each volunteer role/position?
- ❑ Developed volunteer application forms and a screening/selection process?
  - ❑ Identified relevant and pertinent information needed for contacting volunteers and for matching volunteers to appropriate roles/positions?
  - ❑ Identified what types of volunteers should be interviewed by program staff prior to participating in the program?
  - ❑ Established a policy that outlines the criteria upon which certain volunteers will be screened?
- ❑ Developed a recruitment plan?
  - ❑ Identified sources in the community from where youth volunteers can be recruited?
  - ❑ Identified sources in the community from where adult volunteers can be recruited?
  - ❑ Determined ways in which underrepresented groups in volunteer service (i.e., males, minorities) can be recruited?
  - ❑ Determined recruitment methods and strategies that will be used (e.g., newspapers, television and radio, schools, universities, churches, presentations, word of mouth)?
- ❑ Developed a volunteer training program?
  - ❑ Identified the types of volunteer training to be offered to youth and adult volunteers (e.g., preservice, orientation, in-service)?
  - ❑ Determined the amount of training (i.e., number of hours) that youth volunteers will receive prior to participating in the program (i.e., preservice training)?
  - ❑ Determined the amount of training/orientation adult volunteers will receive prior to participating in the program?
  - ❑ Determined what additional training and skill-building opportunities will be available for volunteers after their initial training (i.e., in-service training)?
  - ❑ Identified the needs and interests of the volunteers?
  - ❑ Identified the knowledge and skills needed to fulfill the volunteer roles (based on the job descriptions)?

- ❑ Determined the goals and objectives of the training?
- ❑ Identified the topics to be covered in the preservice training for youth volunteers?
- ❑ Identified the topics to be covered in the preservice training for adult volunteers?
- ❑ Determined whether volunteers will receive training on the same topics at the same time, or whether volunteers will be trained in groups according to the skills/knowledge needed for their selected volunteer roles?
- ❑ Assured that topics of training are relevant and useful to volunteers?
- ❑ Provided an opportunity for on-the-job training for volunteers (e.g., pairing with more seasoned volunteers)?
- ❑ Developed a volunteer training manual that provides volunteers with useful information that they can use as a reference throughout their participation in the program?
- ❑ Identified training facilitators?
- ❑ Identified various techniques and training methods that can be used to present training topics (e.g., lecture, case studies, role-playing)?
- ❑ Determined where the training session will be held?
- ❑ Determined when training sessions will be held?
- ❑ Determined how often training sessions will be held?
- ❑ Developed a mechanism for evaluating how well the training meets the needs of the volunteers?

❑ Developed strategies for sustaining volunteer support and commitment?

- ❑ Established mechanisms for recognizing volunteer efforts?
- ❑ Established a means for evaluating whether volunteer needs are being met by the program?
- ❑ Developed strategies for giving volunteers a voice in decisions affecting the program?
- ❑ Developed incentives for volunteer participation?

CHAPTER 9

EXAMINING HUMAN AND FINANCIAL RESOURCE ISSUES

INTRODUCTION

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

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

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

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

STAFF SELECTION PROCESS

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

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

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

Determining How the Program Will Be Staffed

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

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

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

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

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

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

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

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

The success of teen court programs hinges on the relationships built among staff, defendants, volunteers, and the community.

Determining Job Duties and Qualifications

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

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

lives. It often takes time before high-risk youth are able to open up and respond to adults, yet adults who work with youth must consistently be responsible and positive role models. Young people should be encouraged and empowered to take ownership and responsibility for as much of the development and operation of the teen court program as possible. To allow for this, program staff should be able to assume the role of mentor and resource person, rather than director, when appropriate (National Crime Prevention Council, 1989). This often is not an easy transition for adults to make. Suggestions offered by the National Crime Prevention Council to aid

Figure 9-2: Sample Teen Court Coordinator Job Description

Teen Court Coordinator

DEFINITION
To manage and direct the overall activities of the teen court; to recruit, train, and supervise youth and adult volunteers; and to develop and coordinate community support for the program.

DUTY
Duties may include, but are not limited to, the following:

- Interview juvenile offenders to determine their eligibility to enter the teen court program and refer eligible or ineligible youth to appropriate resources for counseling, as necessary.
- Recruit, train, and supervise youth and adult volunteers.
- Assist in the development, planning, and implementation of the goals and objectives of the teen court program.
- Develop and coordinate community work placements for the purpose of allowing defendants to work off "sentences."
- Supervise and participate in the development of the budget for the teen court program.
- Respond to and resolve difficult and sensitive citizen inquiries and complaints.
- Communicate with representatives of the referring agencies to teen court.
- Oversee docket scheduling, trials, and case dispositions to ensure proper court procedures are followed.
- Perform public relations activities such as representing the teen court to youth groups and civic organizations.
- Maintain records and perform general administrative and clerical duties.
- Perform related duties as assigned.

Source: Irving Teen Court Program, nd

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

Teen Court Coordinator

QUALIFICATIONS

Knowledge of —

- Principles of supervision and training
- Organizational and management practices as applied to the analysis and evaluation of programs, policies, and operational needs
- Modern office procedures, methods, and computer equipment
- Principles, practices, and techniques of records retention
- Counseling techniques
- Juvenile statutes and courtroom procedures
- Principles and procedures of recordkeeping and report preparation
- Local social services
- Pertinent federal, state, and local laws, codes, and regulations

Ability to —

- Develop and maintain a positive public image and support for the diversionary court program.
- Recognize drug and alcohol abuse symptoms.
- Organize, direct, and implement a comprehensive teen court program.
- Select, supervise, and train volunteer staff.
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Prepare and administer a budget.
- Communicate clearly and concisely, both orally and in writing.
- Respond to requests and inquiries from the public concerning the teen court program.
- Establish and maintain cooperative working relationships with those contacted in the course of work.
- Counsel and provide guidance to individuals and respond to situations that are of a sensitive nature.
- Maintain detailed records.

Source: Irving Teen Court Program, nd

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

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

Guidelines for Building a Partnership Between Staff and Youth

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

Source: National Crime Prevention Council, 1989

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

Recruiting and Hiring Staff

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

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

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

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

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

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

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

Evaluating Job Performance

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

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

Promoting Job Satisfaction and Professional Development

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

Figure 9-5: Example Performance Criteria — Process

Example Performance Criteria (Process)

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

Figure 9-6: Example Performance Criteria — Outcome

Example Performance Criteria (Outcome)

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

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

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

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

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

FUNDING

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

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

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

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

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

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

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

Determining Costs of Program

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

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

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

Determining In-Kind Support and Services

One way to help keep the monetary costs of programs down is by soliciting in-kind support (actual goods and services, rather than money). (See Figure 9-7.) Agency collaboration is one method of creative financing that could help defray expenses. Through a joint agreement, agencies can sometimes share space and supplies and engage in interagency training and staffing, too. It also may be possible to obtain equipment from local businesses in exchange for public recognition provided by the program. Services provided to teen court participants (e.g., counseling, educational workshops) also should be counted among in-kind services. Entities to be approached for in-kind support include governmental agencies, schools, churches, businesses, and community and civic organizations (Crowe and Schaefer, 1992).

Figure 9-7 Possible In-Kind Donations

Possible In-Kind Donations

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

Determining Possible Sources of Monetary Support

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

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

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

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

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

Figure 9-8: Possible Funding Sources

Possible Funding Sources

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

Grants and Funding Programs

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

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

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

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

Figure 9-9: Potential Federal Funding Sources

Potential Federal Funding Sources

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

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

U.S. Department of Health and Human Services: The Department of Health and Human Services (HHS) is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves. The Substance Abuse and Mental Health Services Administration (SAMHSA) is one of HHS' operating divisions. SAMHSA works to improve the quality and availability of prevention, treatment, and rehabilitation services in order to reduce illness, death, disability, and cost to society resulting from substance abuse and mental illness.

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

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

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

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

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

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

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

Additional Sources of Funding

In addition to the types of sources discussed above, teen court programs report receiving some funds from religious institutions, individual donations, service fees, and profits from special events. Examples of special events conducted by teen courts include car washes, golf tournaments, and raffles (APPA, 1994).

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

CONCLUSION

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

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

CHECKLIST FOR STAFFING AND FUNDING

Have teen court program organizers or staff —

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

- ❑ Determined the cost of the teen court program?
  - ❑ Identified the potential costs of the program (e.g., personnel costs, staff travel, supplies and services, office space)?
  - ❑ Created a program budget?
- ❑ Developed a funding plan and secured funds?
  - ❑ Identified possible sources of in-kind support and services?
  - ❑ Determined the amount of funding needed from outside sources?
  - ❑ Identified possible sources of monetary support (e.g., grants, city/state support, special events)?
  - ❑ Designated a person(s) to be responsible for raising funds?

CHAPTER 10

PROGRAM EVALUATION*

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INTRODUCTION

Evaluation evokes an array of feelings from fear to excitement, from resistance to support. Evaluation can be perceived as a threat to the status quo or an opportunity for change and growth. It can be very complex or amazingly simple. This chapter is designed to assuage the anxiety associated with evaluation by introducing its benefits and key components. It will provide readers with a basis for further exploration of methods for monitoring and evaluating teen court programs. Within this chapter, "program evaluation" will be discussed as a one-shot process implemented to carefully examine program goals, activities, and outcomes. "Performance-based measurement" will be introduced as a method for the ongoing monitoring and evaluation of program goals, activities, and outcomes. While many of the same issues apply to both, variations in their design and implementation have different implications for teen court programs. Ideally, agencies would combine both methods to carefully examine program effectiveness.

Evaluation can be perceived as a threat to the status quo or an opportunity for change and growth.

Upon conclusion of this chapter, readers will be able to

- discuss existing literature on teen court evaluations;
- understand the importance of evaluating their teen court program;
- use key questions to guide evaluation planning;
- discuss the problems with using recidivism as the primary measure of program effectiveness;
- discuss the advantages of using alternative outcome measures to assess program effectiveness;
- identify performance-based measures for the ongoing monitoring and evaluation of their teen court program; and
- initiate the development of a management information system that meets the program's informational needs.

WHAT IS KNOWN ABOUT TEEN COURT EFFECTIVENESS?

A review of literature and program materials suggests that there is a substantial amount of anecdotal information on the effectiveness of teen courts, but very little research-based information. As Haaga and Reuter (1995) point out, this lack of a research base and evidence of success is typical for programs aimed at primary and secondary prevention. Reasons for scanty evaluations seem to be the difficulty associated with attributing reductions in antisocial behavior to a single prevention program, and the intangible nature of the targets of prevention, such as changing the social environment or attitudes of potential delinquents (Haaga and Reuter, 1995).

The limited research base is not for a lack of trying — 55.9 percent of the respondents to the American Probation and Parole Association's (APPA, 1994) teen court survey reported conducting program evaluations. Typically, these evaluations focus on counting clients and events rather than attempting to ascribe offender change and success to the program or a specific component. This chapter is designed to take agencies beyond counting activities (which, by the way, are important to establishing program integrity) to measuring results as a means of determining program effectiveness.

Four teen court evaluations that attempt to ascertain program effectiveness in terms of offender and volunteer changes and outcomes were available for review. They include evaluations from

- Teen Court Arlington (Texas);

- Kentucky's Teen Court;
- Cumberland County Teen Court Program (North Carolina); and
- Southside Youth Council Teen Court (Indiana).

These research reports are summarized in Appendix G. While limited in rigor and scope, these evaluations revealed the following important findings:

- In the Texas program, comparison of the rates of success, as measured by recidivism, between teen court participants and a matched group of nonteen court participants indicated a statistically significant relationship between teen court and success (75 percent of the teen court participants were successful versus 64 percent of the nonteen court participants) (Hissong, 1991).
- In the North Carolina program, comparisons of overall recidivism rates indicated that a matched sample of preprogram juveniles had lower rates of recidivism than a sample of teen court participants. However, when the analysis controlled for age and offense type, no significant differences existed in recidivism rates (North Carolina Administrative Office of the Courts, 1995).
- The Texas and Indiana programs reported higher success rates for older juveniles (i.e., 16-year-olds in Arlington and 14- to 18-year-olds in Indiana. The Indiana evaluators imply that the moral development of younger juveniles may not be advanced enough to learn from teen court participation (Hissong, 1991; McCullough et al., 1995).
- In contrast, the North Carolina study found that older juveniles had higher rates of recidivism. The study also found that the type of offense seemed to be related to recidivism rates, with juveniles committing nonproperty and nonviolent offenses (e.g., driving, weapon, minor controlled substance, alcohol, public disturbance, pyrotechnic) having higher rates of recidivism. The evaluators noted that older juveniles tended to commit these types of offenses and implied that the higher rates of recidivism for older juveniles may be more a function of offense type than age (North Carolina Administrative Office of the Courts, 1995).
- The evaluation on the Kentucky program found that teen court participants showed increases in favorable attitudes toward authority figures (Kentucky Administrative Office of the Courts, 1994-95).
- The Texas evaluation results indicated that program effectiveness waned after one year, as evidenced by increased rates of recidivism (Hissong, 1991).

Supplementary information from the APPA (1994) teen court survey suggests high success rates for teen court participants. Respondents reported a range of recidivism rates from 0 to 75 percent, with an average of 5 percent recidivism across programs. This limited research base suggests that teen court has the potential to deter further criminal activity, particularly among older juveniles, and that teen courts may want to examine their selection criteria in terms of the types of offenses committed. But no conclusive evidence exists regarding teen court effectiveness.

WHY EVALUATE?

Besides being the "right thing to do," there are three very practical reasons to evaluate teen courts.

1. Evaluation improves the capacity of teen courts to successfully compete for limited public funds and support. As the demand for public accountability increases, demonstrated results are more often becoming the basis for allocating financial and human resources. Haaga and Reuter (1995) suggest that a lack of evidence regarding program effectiveness may contribute to the limited allocation of federal

and state resources to programs of a preventive nature such as teen courts. Teen courts must arm themselves with information and the capacity to demonstrate their value. In these financially stringent times, the foremost consideration of politicians and policymakers is "How much is it going to cost?" Second to that is "Is it worth it?" Teen courts find themselves competing with detention and probation for the limited juvenile justice purse, and juvenile justice as a whole is competing with every other publicly funded program from education to social services. In this competitive environment, teen courts must be able to "sell" themselves as effective and efficient programs.

In addition to competing for financial resources, teen courts also must compete for human resources in the form of volunteers. People are more likely to volunteer for a program that can demonstrate positive results or at least demonstrate a commitment to achieving program goals through the ongoing monitoring and evaluation of program activities.

Evaluation demonstrates a commitment to improved practices.

2. Evaluation promotes agency and community accountability. As stated in Chapter 4, the balanced approach that underlies many teen court programs calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). Evaluation demonstrates a commitment to improved practices. It highlights positive outcomes, uncovers ineffective practices, and guides agencies to explore alternative methods for achieving organizational goals. Key information about program struggles revealed through evaluation may elicit support and assistance for those improvements. In this manner, the teen court becomes accountable to the community for effective and efficient practices, and the community becomes accountable to teen court and youth for support and assistance.

3. Evaluation creates a learning environment and contributes to organizational growth. Evaluation can be very threatening to program developers and personnel: What if the results are unfavorable? This fear creates resistance to evaluation. If, however, an organization adopts the view that "feedback," rather than "proof," is the objective of program evaluation, disappointing results (a) become an opportunity to examine alternative methods and strategies, and (b) open the door to new challenges and continued organizational development. Evaluation can assist program administrators in identifying staff and volunteer training needs and in maximizing resources. It provides a vision — a logical, well-planned pathway through the change process — and it leads to a healthy, vital organization.

KEY QUESTIONS TO GUIDE PROGRAM EVALUATION

The evaluation process will be simplified if considered upfront, during the program planning stage. Thinking about the type of information to be maintained and how the program's effectiveness will be determined will simplify data collection procedures and help ensure program integrity. Several key questions require consideration when developing processes and procedures for program evaluation.

What Are the Purposes of Program Evaluation?

While seemingly obvious, the general purpose of the evaluation should be discussed and clearly stated. Typically, program evaluation is conducted to determine

- the extent to which goals and objectives have been met;
- the extent to which the program was implemented as designed;

- the program's impact on youth, the agency, and the community; and
- how the program can be improved to achieve the desired goals.

Who Should Conduct the Program Evaluation?

To minimize the risk of biasing the program evaluation, an objective outside evaluator is recommended; this is not essential, however, and should not deter agencies from conducting their own program evaluation. Local universities are rich resources for evaluation expertise and interest. Professors and graduate students in criminal and juvenile justice programs may welcome the opportunity to design and conduct a program evaluation on teen court for little or no cost. Other potential sources of evaluators include someone with research expertise who works within the same governing agency as teen court (e.g., city, county, or state government) and volunteers with research expertise. If an outside evaluator is used, agency personnel should view themselves as customers with certain needs and expectations. They must be able to specify what information they hope to gain through program evaluation, what resources are available for evaluation, and potential barriers to evaluation. The evaluator's role is to design the evaluation to ensure the integrity of the information within the identified agency constraints.

Who Will Be Affected by the Evaluation?

Teen courts involve and affect many individuals and agencies. An analysis of who may be affected by the evaluation will allow evaluators to head off barriers to evaluation. All those affected (e.g., juvenile court personnel, representatives from other community agencies, volunteers, youth, and advisory board members) should be involved in designing the program evaluation. In this way, their concerns can be addressed, and they will know what to expect from the evaluation process. Involving key stakeholders in the design also will gain their support for required data collection.

Considering the extent to which community members are involved in teen court development and operations, evaluations should be designed with extensive input from the community. Community members' definitions of success may include measures beyond the teen courts' interests. By measuring what is important to citizens, teen courts demonstrate commitment to the community and sustain community interest and involvement.

It is recommended that an evaluation task force be established to plan and implement the evaluation in conjunction with the evaluator. The remaining questions can be used to guide the discussion and activities of the task force.

What Are the Specific Research Questions to Be Answered through Program Evaluation?

The evaluation task force should carefully examine what they hope to learn from program evaluation and develop clear and concise research questions. The questions influence the kind of information to be gathered, the means of gathering the information, and the options for analysis. For example, an evaluation of teen court programs may seek to answer the following research questions related to program process:

- What are the characteristics of youth referred to teen court?
- To what degree did youth volunteers fulfill their responsibilities?
- What is the rate of referral and participation in the alcohol education program?

The purpose of the above types of research questions is to determine if the program is being implemented as designed. Research questions

related to program outcomes may include the following:

- What percentage of restitution ordered during fiscal year (FY) 1996 was collected?
- To what extent did teen court educate youth on the legal system?
- What percentage of youth completed their sentence as ordered?
- What impact did the teen court program have on the juvenile court docket and probation caseloads?
- What impact did participation in teen court (i.e., as defendants and volunteers) have on youth attitudes toward alcohol abuse and crime?
- What impact did teen court have on alcohol abuse among youth in the local school and community?

Both process and outcome measures are necessary to adequately evaluate a program. Agencies looking to prioritize their evaluation resources should first focus on process issues to obtain fundamental feedback on whether the program is being implemented according to specifications. Only then will outcomes be meaningful. More will be said about process and outcome measures, and the importance of both, later in this chapter. It is recommended that agencies limit the scope of evaluation to four to six well-defined research questions. Broad scope evaluations are difficult and very costly.

What Evaluation Design Will Be Used?

Time, cost, and expertise must be considered when selecting a research design. Agencies need to balance the desire for information with feasibility. Table 10-1 provides an overview of the strengths and weaknesses of the primary design options available.

What Data Need to Be Collected?

The agency must identify what data need to be collected to answer the research questions. Generally, offender data are needed in five key areas. These are

- identifying information (e.g., name, case number, age, sociodemographic information);
- intake/assessment information (e.g., criminal history, substance abuse background and needs, family history, and status);
- case objectives (e.g., specific sentencing objectives and time frames);
- case activities (e.g., teen court participation, sentence imposed, services provided, treatment participation); and
- case outcomes (e.g., changes in alcohol use, knowledge and skills, or family relationships; violations or new arrests; successful completion of sentence).

This list serves only as an example. Each agency must determine carefully what information is needed to plan and improve their teen court program. An important guideline is: only collect data that will be analyzed, reported, and used to modify and improve program operations.

What Data Sources Are Available?

Having accessible data is probably the most important reason for formulating an evaluation strategy during the program development stage. Data collection can be streamlined and simplified if forms and methods of program documentation are devised upfront. If, however, this is not possible, agencies can determine (1) what data are available and where; and (2) what data need to be generated and how. Examples of data sources include

- referral forms;

Table 10-1: Trade-Offs in Evaluation Designs

Trade-Offs in Evaluation Designs				
Evaluation Method	Steps	Strengths	Weaknesses	Best Used When
Process Evaluations:				
Planned program design vs. actual implementation.	Measure over or under targets.	Least costly.	Measures processes, not results. Targets may have no relationship to program effectiveness.	You need to know if the processes are being delivered according to design.
Outcome Evaluations:				
1. Before/after comparison.	Measure criteria (e.g., youth attitudes and behavior) before and after program.	Low cost/low expertise needed.	Low credibility; difficult to link inputs (e.g., teen court proceedings, sentence imposed) to outcomes (e.g., changes in youth attitudes and behaviors) because of internal and external influences.	Time and money are limited; criteria stable over time.
2. Time/trend projections of pre/post program.	Measure criteria over several intervals and project future trends.	Moderate costs and expertise.	Extreme variations may falsely imply a trend.	Historical data available; trend apparent.
3. Cohort comparisons (or quasi-experimental design).	Measure changes in similar groups with one group assigned to teen court and the other group assigned to standard procedures.	Low-moderate cost/time if data available; otherwise moderate-high cost/time.	Difficulty in finding matched groups raises validity issues.	Comparison group is similar to program group; Randomized evaluations are impossible.
4. Randomized.	Youth are randomly assigned to teen court or other program; identical groups are then compared.	Robust and systematic method.	High cost/time; very difficult; ethical considerations.	Where individuals will receive some type of program services; where determining program effectiveness is critical.

Source: Hatry, Winnie, and Fisk, 1981

- intake/assessment information;
- standardized pre/post instruments (e.g., to measure knowledge about the legal system or substance abuse before and after program participation, to measure attitudes toward authority or substance abuse);
- surveys (e.g., to gain information about the teen court experience from defendants, volunteers, community members);
- teen court dockets (e.g., number of defendants, sentences imposed);

- case documentation (e.g., activities, including payment of restitution, performance of community service, and participation in services; and outcomes, including violations, new arrests, type of termination); and
- juvenile court and police records.

Many of these data sources may be maintained by the teen court itself or by collaborating agencies. Others may need to be created for the purpose of collecting missing data needed to assess program effectiveness. Please see Appendix G for sample data sources.

Who Is Responsible for Collection, Coding, Management, and Analysis?

The type of data to be collected, the availability of a management information system, staffing configurations, and the current program design will influence the division of these responsibilities. In clearly defining these responsibilities, it is important to involve representatives from all levels of the organization and volunteers. Agencies can avoid duplication of efforts by using simplified data collection instruments and coding systems (e.g., 1 = restitution; 2 = community service; 3 = letter of apology). Simple data collection forms are particularly important when youth volunteers are responsible for recording the data. Furthermore, it is important to develop concise policies and procedures for data collection and analysis and to update them as needs and responsibilities change. Broad-based involvement and streamlined procedures will increase buy-in and commitment to the data collection process.

What Procedures Will Be Followed for Reporting the Information?

It is one thing to obtain data; it is quite another to explain data in a way that is both technically correct and useful. Key stakeholders within the teen court program should be informed of agency and program outcomes on a regular basis. An honest, straightforward approach to reporting outcomes is essential. It is always best to control information from the inside, rather than to leave its interpretation to someone who knows little about the issues associated with teen court.

How data are reported should be determined by focusing on the audience for whom it is intended. Sharing both positive and negative outcomes will earn greater respect and credibility with all audiences. The amount and format of information should be carefully considered. The usefulness of long, comprehensive reports is most likely limited to agency personnel who are directly affected by their contents. Legislators, judges, and funding sources may prefer receiving only information that impacts their decision-making process. The information should be concise and, wherever possible, in the form of graphs, tables, or charts. Information presented in a usable, reader-friendly format is more likely to gain the desired attention and support.

Evaluation results, good or bad, must be shared with community members, particularly volunteers. They may have (1) insights into why the desired objectives were not achieved, and (2) ideas for program improvements. Seeing the positive results of their time and energy, community members will be motivated to stay involved.

How Will the Information Be Used?

Collecting data and measuring results is a critical first step toward understanding the issues associated with teen courts. But unless this information is acted on, the teen court program will remain stagnant. Improving programs and practices is a continuous, long-term process of testing, modifying, and retesting. Feedback from evaluation facilitates this process. Data can be used to drive program modifications, to identify staff training needs, to justify new programs and services, and to reallocate financial and human resources. In short,

comprehensive and accurate data provide a credible source of information and knowledge about the effectiveness of programs and practices.

PERFORMANCE-BASED MEASUREMENT

The value of program evaluations or studies cannot be overstated. However, they require a great deal of time and expense and only provide outcomes for a specified period of time. Performance-based measures provide agencies with organizational feedback that drives program improvements and are a continuous process for monitoring and evaluation, as opposed to a single-point-in-time assessment. Many of the same issues and questions discussed above can be used to guide the development of a performance-based measurement strategy.

Performance-based measures provide agencies with organizational feedback that drives program improvements and are a continuous process for monitoring and evaluation...

Performance-based measurements provide a systematic method for collecting and reporting data that reflect a teen court's values and make outcomes tangible. By focusing on alternative outcomes specifically linked to program components, interventions, and attitudinal and behavioral change, conclusions can be drawn about which aspects of the program lead to the ultimate goals of most juvenile justice programs: community protection and reduced recidivism. The following sections will discuss problems associated with recidivism as the primary outcome measure for juvenile justice programs, explore the utility of alternative outcome measures to evaluate program effectiveness, and introduce the APPA's model for developing agency-specific performance-based measures.

Rethinking Recidivism

There is a high degree of consensus about the ultimate goal of any juvenile justice program. From the perspective of taxpayers, juvenile justice practitioners, academicians, legislators, and judges, public safety is the agreed-upon bottom line. But too often a program's impact on public safety is judged solely on *reduced recidivism*, and that bottom line becomes blurred because of the heavy burden this creates. According to APPA's (1994) teen court survey, recidivism is the primary focus of most teen court evaluations. Other outcomes of teen court, such as general deterrent effects or improved youth competencies, contribute to public safety and should be included in these judgments. Recidivism takes an agency from point A to point Z without much consideration of what occurs in between. It is difficult for an agency to take responsibility for, and be judged by, a single outcome. Furthermore, there are many problems associated with recidivism as the primary outcome measure.

The first problem with recidivism as the sole outcome measure is that numerous definitions are applied to the term "recidivism" (see Figure 10-1). Different definitions can produce radically different figures from the same data. Second, there is tremendous variance in the amount of time involved in recidivism studies. Coupled with the many operational definitions of recidivism, this time variance makes it nearly impossible to compare research results.

Figure 10-1: Definitions of Recidivism

What Is Recidivism?

- Any new arrest?
- New felony arrests only?
- Any new conviction?
- New felony conviction only?
- Any new commitment of 60 days or more?
- A new prison commitment only?
- New technical violations?
- A technical violation that results in incarceration?
- An arrest for the same crime?
- Any arrest in which the offender was fingerprinted?
- A new arrest that resulted in incarceration of the offender?
- Incarceration in a prison?
- Arrest for a misdemeanor offense?
- Violent felonies?

An extensive review of correctional evaluations revealed these diverse definitions of recidivism. Please see Boone, H.N. (1994, Winter). An examination of recidivism and other outcome measures: A review of the literature. *Perspectives*, 18(1), 12-18.

Third, as Petersilia (1993) points out, recidivism is a measure of postprogram behaviors over which the juvenile justice system has little control. She notes, "Schools do not follow up their graduates to see if they slip back into ignorance or fail to hold a job after leaving school" (p. 14). There are many outside the educational system who feel that one measure of schools' performance *should* be how many students become employed after graduation. They also fault the educational system for failing to produce results such as graduates who can read, write, and hold down jobs that pay more than minimum wage. Likewise, categorically dismissing postprogram recidivism as one of several measures of outcome is tempting, but problematic. Customers of the juvenile justice system and other programs designed to impact delinquency (e.g., the public) may or may not agree that there are other more important performance measures, but discounting recidivism out of hand ignores the importance of their expectation — to be protected from delinquent youth.

The fourth problem is that recidivism rates are influenced by many internal and external factors (Waldo and Griswold, 1979; Maltz and McCleary, 1977). Increased or decreased activity by law enforcement agencies or a change in judicial philosophy could have an impact on recidivism rates. A "get tough on youth crime and drugs" campaign will increase the number of new arrests. A new judge may be lenient and take no action for noncompliance with teen court orders. Given either scenario, it is difficult to determine whether the change in recidivism rates was due to changes in the behavior of offenders or to changes in police and judicial actions.

Since other factors affect recidivism data, it is fallacious to conclude that nonrecidivism demonstrates rehabilitation or success, or that recidivism demonstrates failure (Waldo and Griswold, 1979). Recidivism must be examined within the context of changes in program practices and policy shifts within the jurisdiction. Internal and external threats to validity, such as those described above, could be reduced with a commitment to incorporating rigorous experimental designs into the evaluation of juvenile and criminal justice innovations.

The fifth and final problem related to recidivism as an outcome measure is that it is currently viewed as an all-or-nothing measure. The dichotomous measure does not allow for partial successes. If the time between positive alcohol tests or the number of days in school increases,

is this not a partial success? If the severity of the crimes committed by a youth is reduced (e.g., from driving under the influence to trespassing), is this not a partial success? Success or failure should not be determined by one single incident. To measure an ultimate goal (i.e., reducing recidivism) in the short-term, without looking at intermediate variables and outcomes, is somewhat unreasonable. The next section discusses the importance of examining alternative outcome measures that more accurately portray the nature and accomplishments of teen court programs.

Alternative Outcome Measures

John DiIulio (1992), in *Rethinking the Criminal Justice System: Toward a New Paradigm*, argues for juvenile and criminal justice institutions to expand the use of outcome measures beyond crime rates and recidivism. He argues, "Crime rates and recidivism are not the only, or necessarily the best, measure of what criminal justice institutions do" (p. 1). Indeed, there are numerous intermediate outcomes that more clearly gauge and illustrate the business of teen courts. A focus on recidivism would overlook the very activities that define the program. Teen courts provide treatment and services, educate youth on the legal system, and impose sentences designed to promote youth accountability to victims and the community. By measuring the *outcomes* of these specific activities, teen courts can better assess the effectiveness of various activities and program components. Furthermore, until efforts are made to disentangle these activities and components, teen courts will be unable to determine what it is that leads to behavioral change and ultimately to a reduction in recidivism.

"Crime rates and recidivism are not the only, or necessarily the best, measure of what criminal justice institutions do"

Using the problem of alcohol abuse as an example, the practicality of alternative outcome measures becomes clear. Several studies suggest a correlation between alcohol abuse and delinquent behavior (National Institute of Justice, 1991; Hawkins et al., 1987; Dembo et al., 1990). A primary goal of teen court may be to reduce the level of alcohol abuse among the youth population in the school or community. How, then, can teen courts determine if this goal is being achieved? Recidivism rates alone provide very limited information about how effectively the problem of alcohol abuse is being addressed. Rather, the following types of research questions could guide agencies in this determination:

- What percentage of youth involved in teen court have an identified alcohol problem?
- What percentage of these offenders were referred to a substance-abuse awareness program? Outpatient treatment?
- What percentage of these offenders completed their treatment assignment?
- As measured by a pre/post assessment instrument, to what extent did youth attitudes toward alcohol use change?
- As measured by self-reports and collateral information obtained from family and schools, did the level of alcohol use change?

A number of additional research questions could be proposed. Clearly, this information would be beneficial to an agency attempting to reduce the level of alcohol abuse.

The importance of such questions becomes obvious when there is an established relationship between these factors and delinquency. Research has shown that certain factors correlate strongly with delinquency, including poor and inconsistent family practices and relationships, school failure, negative peer associations, and limited cognitive development (Hawkins et al., 1987; Schinke, Botvin, and Orlandi, 1991). Several studies have revealed a positive correlation between increased participation in drug and alcohol treatment and success on probation and parole (Anglin and Hser, 1990;

Leukefeld and Tims, 1988) and a relationship between improved in cognitive functioning and reduced recidivism rates (Ross, Fabiano and Diemer-Ewles, 1988).

As this research suggests, if these aspects of human development are changed, criminal and delinquent behavior is likely to change. Thus, by shifting the research to measure these intermediate outcomes (i.e., offender change), teen courts can begin to assess the effectiveness of a particular program or component, learn from successes, and fine-tune these programs. Therein lies the primary value of intermediate measures; they test (confirm/reject) assumptions about different elements of the theoretical models that underlie interventions.

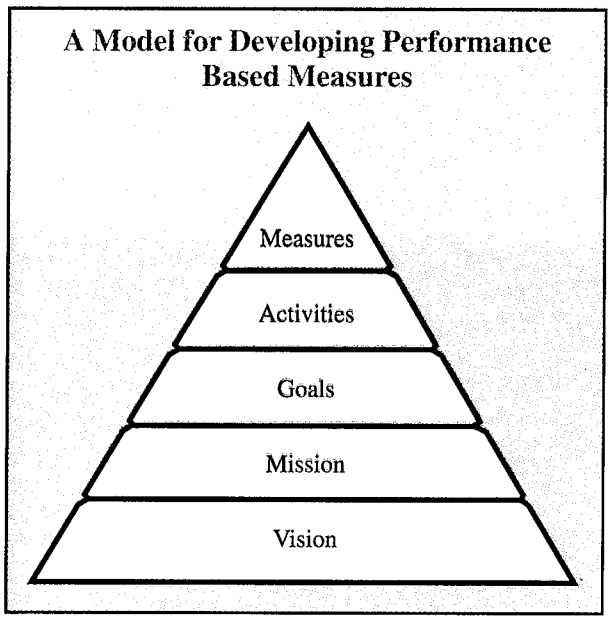
It is through this type of exploration that recidivism and other traditional measures of success can ultimately be impacted. As organizations with a mission of public safety, teen courts, like other juvenile justice components, must be accountable for recidivism rates and play a more active role in developing and implementing policies and practices related to reduced recidivism. The measurement of intermediate outcomes simply facilitates this role and makes recidivism rates more meaningful within the context of teen court activities designed to meet diverse goals. The next section introduces a model of performance-based measurement to assist teen courts in identifying alternative outcomes that better reflect program goals, activities, and components.

Developing and Implementing Performance-Based Measurements

APPA's model for performance-based measurement (Boone and Fulton, 1995) provides a framework for developing agency-specific performance-based measures (Figure 10-2). The development of a comprehensive performance-based measurement strategy requires the examination (or development) of

- values inherent in the agency/program;
- an agency mission statement;
- goals of the agency/program;
- activities performed to accomplish the goals; and
- measures for determining how well the activities are being performed and what impact they are having.

Figure 10-2: A Model for Developing Performance-Based Measures



Source: (Boone & Fulton, 1995)

Alignment of these key organizational practices enhances an agency's chances for achieving desired results. The basic premise of the model is that performance-based measures should provide internal and external feedback at the policy, program, and staff levels about the relationships among values, goals and objectives, practices, and results. To the degree that performance measures are not integrated as part of standard business practices, the feedback will be less credible, less useful, and even can be contrary to an organization's objectives.

Involving Key Stakeholders

Staff and organizations will resist performance-based measures because such measures are threatening and represent change. Evaluation, in any form, can be discomforting. After the fact, favorable evaluations are warmly received; but few see negative feedback as an opportunity to learn. Involving a representative cross section of staff and community members in selecting process and outcome measures helps decrease normal fears and resistance to evaluation.

Of critical significance is the involvement of front-line personnel, volunteers, and supervisors in this developmental process. It is front-line staff and volunteers who are responsible for performing the activities designed to achieve organizational goals, and the supervisors who must assess this performance. Their input and buy-in is essential. Involving front-line personnel and volunteers can change their perceptions of this process from one that is threatening to one that offers opportunity. By inviting, *and valuing*, personnel input, agencies can identify process and outcome measures that truly reflect their values, mission, goals, and accomplishments (see Figure 10-3). A performance-based measurement system that provides personnel with information and feedback on matters important to them will gain their commitment to the necessary practices of data collection and data compilation. Most importantly, it will gain their commitment to the results.

Identifying Agency-Specific Measures

As stated earlier, there are two types of performance-based measures (1) process measures (Was the program implemented as designed?), and (2) outcome measures (Did the program or practices achieve the desired results?). Both process and outcome measures are needed to assess program effectiveness. Examining processes helps to explain why such effects were produced and how processes can be modified to produce desired outcomes (Blalock, 1990). By controlling process, agencies can control outcomes. Processes can be examined through observation of program activities, interviews, and case audits (Harris, 1991). Outcome measures are needed to assess a program's immediate, intermediate, and ultimate impact. Rather than measuring how many youth attended a five-week teen court training session,

Figure 10-3: Critical Issues for Guiding Stakeholder Input

Guiding Stakeholder Input
Critical Questions

- What are the primary goals of the agency/program?
- What activities are conducted to achieve these goals?
- What is the theoretical basis for program activities?
- What is currently measured to demonstrate the success or failure of these activities or the overall agency/program?
- What perceptions are there about current measurements of program success or failure?
- What measurements would be a fair test of agency/program operations? Staff performance?
- What resources are needed to implement these measures?

outcome measures would assess changes in the youths' level of knowledge of the legal system or improvements in conflict-resolution skills.

Outcome measures are needed to assess a program's immediate, intermediate, and ultimate impact.

For example, suppose a teen court operates within a juvenile justice agency with the following value statement: "We believe in being sensitive to the needs of crime victims." In fact, the teen court was established as a primary mechanism for holding first-time youthful offenders accountable to victims. The teen court's purpose is: "The teen court program will provide education, services, and sanctions to youthful first-time offenders to promote accountability to victims and the community." Program goals include (1) increasing youth awareness regarding the effects of their behavior on victims and the community, and (2) restoring and compensating victims and the community for damage caused by the crimes of youthful offenders.

Activities supporting the first goal of increasing youth awareness may include participation in a five-week session on law-related education and attendance at a victim impact panel. Law-related education is designed to teach youth how their behavior impacts individuals and systems within the community and to foster social responsibility. Victim impact panels are designed to personalize the offense and to make offenders understand the pain and suffering their delinquent behavior causes individuals.

Process measures are needed to describe the extent to which these services are actually being delivered and to search for explanations of success, failure, and change (Harris, 1991). Process measures for goal #1 may include the following:

- **Rates of attendance at victim impact panels.** Outcomes of the victim impact panels are only meaningful once it has been determined that youth are, in fact, attending the panels. Rates of attendance can be collected through simple recordkeeping. Possible reasons for low attendance rates (See Figure 10-4) should be examined. They could be due to individual problems experienced by youth, such as transportation problems or basic refusal to attend, or due to a lack of communication between the teen court volunteers and defendants. Problems could be resolved by facilitating transportation for youth, by providing them with written notice of the panel a week ahead of time, or by imposing sanctions for noncompliance. Once attendance rates improve, outcomes also should improve.

Figure 10-4: Attendance Rates

Attendance Rates

Objective: 95% of all youth ordered to attend a victim impact panel during 1996 will attend as ordered.

Data elements: Number of youth ordered to attend during 1996, number of youth who attended as ordered.

Formula: (Number of youth who attended as ordered ÷ number of youth ordered to attend) x 100.

Example: 112 youth were ordered to attend a victim impact panel during 1996. 82 youth attended as ordered.

(82 ÷ 112) x 100 = 73%. **Objective was not achieved.**

- **The extent to which the law-related education curriculum is being delivered as designed.** Flaws in delivery may explain limited gains in youth knowledge or skills. Curriculum delivery can be assessed through observation and a standardized rating form. Problems with the delivery of the curriculum may stem from uncooperative youth, time

limitations, or lack of skills on behalf of the instructor. Disciplinary actions can be developed to address the issue of uncooperative youth, schedules can be adjusted to allow for sufficient time for delivery, and training can be provided to enhance the skills of the instructor. These problems can be overcome if program personnel are aware that the problems exist; process measures provide a mechanism for uncovering the problems. In this case (Figure 10-5), the objective for curriculum delivery was achieved; theoretically, outcomes should be favorable. If not, other potential problems, such as the learning level of youth attending the program or the theory and philosophy underlying the curriculum, should be explored.

Figure 10-5: Curriculum Delivery Ratings

Curriculum Delivery Ratings

Objective: During 1996, 90% of the law-related education instructors observed will receive an above average rating for curriculum delivery.

Data elements: Total number of law-related education instructors observed, number of instructors receiving an above average rating.

Formula: (Number of instructors receiving an above average rating ÷ total number of instructors observed) x 100.

Example: 8 instructors were observed and rated. All 8 received above average ratings.

(8 ÷ 8) x 100 = 100%. **Objective was achieved.**

Outcome measures for goal #1 may include the following:

- **Knowledge and skills gains from law-related education.** A key objective of law-related education is to teach youth about individual rights and responsibilities. A pre/post assessment instrument could be used to assess changes in knowledge (Figure 10-6). Basic skills such as interpersonal communication and conflict resolution often are included in law-related education curricula. Changes in skill levels could be assessed through observation of role-playing or interactions among students. A failure to achieve stated objectives should lead to a modification of instructional techniques or lesson plans or to a reexamination of the target population participating in the program.

Figure 10-6: Extent of Knowledge Gain

Extent of Knowledge Gain

Objective: During FY 1996, 80% of student test scores for law-related education will increase by at least 10 points from the pretest to the posttest.

Data elements: Total number of students, number of students who increased their test scores by at least 10 points.

Formula: (Number of students who increased their test scores by at least 10 points ÷ total number of students) x 100.

Example: During FY 1996, 128 students participated in law-related education. 106 students increased their test scores by at least 10 points.

(106 ÷ 128) x 100 = 83%. **Objective was achieved.**

- **Rates of alcohol use.** Victim impact panels consisting of victims or survivors of drunk driving accidents are sometimes used with youth arrested for driving under the influence and other alcohol-related offenses. If victim impact panels are effective in increasing offender awareness and in changing attitudes, it follows that the negative behavior should decrease among offenders attending a panel

— and possibly among larger populations because of teen court's potential deterrent effects. Rates of alcohol use among program participants (defendants and volunteers) or school and community populations could be measured by self-reports, information obtained from collateral sources, new alcohol-related arrests, or school incident reports. If the rate of alcohol use does not decrease, reasons must be explored. Is it because youth are not attending the panels? Is it because the victims selected for participation on the panel are not effectively communicating their message? Is it because the youth have more serious alcohol problems requiring treatment? Or is it because the strategy itself is not effective? Having results such as those in Figure 10-7 will guide program personnel through an examination of the problem and lead to program improvements.

Figure 10-7: Rates of Alcohol Abuse

Rates of Alcohol Abuse

Objective: The rate of alcohol abuse among victim impact panel participants will not exceed 10% during a one-year followup period.

Data elements: Number of panel participants, number of youth participants using alcohol.

Formula: (Number of youth participants using alcohol ÷ total number of panel participants) x 100.

Example: During 1996, 82 youth participated in a victim impact panel. Self-reports and collateral information indicated that 21 youth participants used alcohol during the one-year followup period.

(21 ÷82) x 100 = 26%. **Objective was achieved.**

The same process could be used to identify performance-based measurements for goal #2, restoring and compensating victims and the community. Possible process measures for goal #2 include the percent of victim impact statements completed and the extent to which restorative sentences (i.e., restitution, community service) are imposed. Possible outcome measures for goal #2 include the proportion of restitution collected, the number of community service hours performed, or the extent of victim satisfaction with the teen court program.

As exemplified in Figures 10-4 through 10-7, both process and outcome measures should be stated as specific objectives to be achieved within a predetermined time frame. It is essential that the objectives be realistic given the teen court's resources and target population.

Linking Employee Evaluation to Performance-Based Measurement

The seven principles of results-oriented government (Figure 10-8) illustrate the importance of linking employee evaluation to performance-based measurement. Programs that do not pay careful attention to closely aligning employee evaluation with process and outcome requirements should not expect to see the program implemented as designed or the desired goals achieved. Using results-oriented measures such as those listed above, supervisors can establish specific performance standards for program personnel. For example, an employee evaluated as "exceeding expectations" should meet the following criteria or performance standards:

- Law-related education sessions conducted by employee were rated as above average or outstanding during quarterly observations (process).
- Learning among the employee's law-related education students increased by an average

of 10 points as measured by pre- and posttests (outcome).

Figure 10-8: Seven Principles of Results-Oriented Government

Seven Principles of Results-Oriented Government

1. What gets measured get done.
2. If you don't measure results, you can't tell success from failure.
3. If you can't see success, you can't reward it.
4. If you can't reward success, you're probably rewarding failure.
5. If you can't see success, you can't learn from it.
6. If you can't recognize failure, you can't correct it.
7. If you can demonstrate results, you can win public support.

Source: Osborne and Gaebler, 1993, pp. 146-155

Since promoting responsibility and enhancing knowledge among volunteers is a key objective of teen court, similar performance standards could be used to evaluate volunteer performance. For example, to hold volunteers accountable for goal #2, restoring victims and the community, performance standards could include the following: (1) a victim impact statement will be completed in 80 percent of the cases in which there is an identified victim; and (2) 90 percent of the community service ordered will be completed within 90 days of the sentencing date.

Performance standards assist personnel and volunteers in staying focused on goals and results and facilitate discovering innovative methods for achieving results. If the rate of community service completion is low, perhaps the teen volunteers could help identify factors contributing to the problem and brainstorm about ways to increase compliance with these orders.

Performance standards assist personnel and volunteers in staying focused on goals and results and facilitate discovering innovative methods for achieving results.

People are an organization's greatest resource. Given the proper learning environment and structured feedback on meaningful performance criteria, staff and volunteers will work to improve outcomes and achieve desired goals.

MANAGEMENT INFORMATION SYSTEMS

An automated management information system is essential to efficient data collection and analysis. A state-of-the-art management information system can reduce paperwork, maintain data in an organized fashion, and provide quick access to information. The ideal system will allow collaborating agencies to share and exchange information. However, a multiuser information system requires decisions about ownership of records and responsibilities for updating and maintaining records. Procedures also must be developed to ensure the confidentiality of youth records. The following recommendations may assist with developing a management information system that meets program needs:

- **Establish a committee to guide the implementation of an automated management information system.** By involving key staff and community members in the decision-making process, buy-in can be enhanced and resistance to change can be minimized. Furthermore, a steering committee can provide valuable information on agency needs and operating procedures.
- **Consult a computer systems expert to examine agency needs, assist with the**

preparation of a request for proposals, and review vendor bids. This will ensure agency needs are addressed in all hardware and software purchases. Local universities and volunteers are potential sources for this type of assistance.

- **Carefully evaluate a number of management information system hardware and software options.** Computer hardware and software prices vary greatly from vendor to vendor. It is important to "shop around." For example, in one agency a number of vendors were asked to provide bids on identical specifications. The difference between the lowest and highest bid was almost double. By examining several hardware and software options, the steering committee and administrators can select the best system for the agency at a fair price.

- **If finances and expertise allow it, develop a program- or agency-specific management information system.** Three options exist for the software that maintains, organizes, and retrieves program data. One option is "off-the-shelf," generic software packages available for juvenile justice agencies. The choices are limited, but such packages may meet agency needs. A second option is "public domain" software developed with support from federal, state, or local funding. Public domain software may be less expensive, but most likely there still will be charges for support, the cost of copying the program, and printing the necessary program documentation. The third, and best, option is to hire a computer programmer to develop a system that meets the specific informational needs of the agency. Again, sources for computer programmers may include universities, the teen court's governing agency, and volunteers. To allow for monitoring and tracking events throughout a youth's involvement in teen court, specific programming recommendations include (1) developing a relational data base to avoid data redundancy and to retain appropriate histories of chronological events (i.e., the system should be able to identify and relate intake information on a defendant from one data screen with termination information on that defendant in another data screen); and (2) developing a data base that is offender-based rather than offense- or incident-based.

- **Evaluate management information system capabilities periodically.** Computer technology is changing rapidly. Additional hardware or software purchases could make the system more effective and efficient.

CONCLUSION

This chapter provided teen courts interested in examining the effectiveness of their programs with a framework for systematically monitoring and evaluating program activities and outcomes. Agencies interested in conducting a large-scale program evaluation can use the key questions listed to guide their interaction with selected evaluators to ensure that their informational needs are being addressed through a credible research design. By applying the model of performance-based measurement, agencies can overcome the complexities of evaluation and identify immediate, intermediate, and ultimate outcomes that more accurately reflect the values and practices of teen court.

Although evaluation is viewed as the final phase in program development, it should not be confused with the end. Evaluation results must guide program improvements and modifications; otherwise, why bother? If properly implemented, program evaluation and a system of performance-based measurements will keep teen courts at the vanguard of juvenile justice programming.

CHECKLIST FOR EVALUATION

Have teen court program organizers or staff —

- ❑ Clarified motivations for evaluation?
- ❑ Examined resources available for evaluation?

Human _____

Financial _____

Technological _____

- ❑ Developed mechanisms for obtaining input to evaluation utilizing a performance-based measurement process?

State research questions (should be clearly related to program goals and activities).	Identify process measures that will indicate the degree of program implementation.	Identify outcome measures that will indicate degree of goal achievement.	Determine what data are available to answer research questions or to support measures.	Determine what additional data collection processes must be developed.

- ❑ Clarified responsibilities for data collection and analysis?
- ❑ Determined how information will be reported and to whom?
- ❑ Developed an action plan for implementing results?

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APPENDIX A

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- **Teen Court Program Listing**
- **Teen Court Programs Listed by Models**

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Joe Bonds
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Robert Castor
Laramie Teen Court
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John Housel
Cody Teen Court
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Nena James
Rock Springs Teen Court
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Rock Springs, WY 82902-1933
(307) 362-8464

Teen Court Program Models Listed by Model[1]

Adult Judge Model

12th District Teen Court; Fayetteville, NC
20th Judicial Teen Court; Great Bend, KS
Adams County Youth Court; Natchez, MS
Allegheny County Juvenile Court; Pittsburgh, PA
Amherst Police Department; Amherst, NY
Aurora Teen Court; Aurora, CO
Austin YMCA Teen Court; Austin, TX
Ballston Spa Area Youth Court; Saratoga Springs, NY
Bastrop County Teen Court; Bastrop, TX
Boulder Teen Court; Boulder, CO
Brevard County Teen Court; Melbourne, FL
Broward County Teen Court; Plantation, FL
Buncombe Alternatives Inc.; Asheville, NC
Cedar Hill Teen Court; Cedar Hill, TX
Chaves County Teen Court; Roswell, NM
Cheyenne Teen Court; Cheyenne, WY
Chino Valley Teen Court; Chino Valley, AZ
City of Lewisville Teen Court; Lewisville, TX
City of Plainview Teen Court; Plainview, TX
City of Portales Teen Court; Portales, NM
Colorado Springs Teen Court; Colorado Springs, CO
Connections; Fort Dodge, IA
Cottage Grove Police Department; Cottage Grove, OR
Culver Police Department; Culver, OR
Daviess County Teen Court; Owensboro, KY
Eaton County Teen Court; Charlotte, MI
Escambia County Teen Court; Pensacola, FL
Evelyn M. Lord Teen Court; Beaumont, TX
Fairfield County Juvenile Court; Lancaster, OH
Gadsdem Teen Court; Anthony, NM
Grayson County Teen Court; Denison, TX
Harrod County Teen Court; Big Springs, TX
Hawaii Island YWCA Teen Court; Kailua-Kona, HI
Hernando County Teen Court; Brooksville, FL
Hillsborough County Teen Court; Tampa, FL
Huntington County Teen Court; Huntington, IN
Jamestown Youth Bureau; Jamestown, NY
Jasper County Juvenile Court; Joplin, MO
Juvenile Justice Division; Pocatello, ID
Keller, Hamilton City, Watauga Teen Court; Watauga, TX
Killeen Teen Court; Killeen, TX
Kokomo/Howard County Teen Court; Kokomo, IN
Lafayette Teen Court, Inc.; Lafayette, LA
Lake County Teen Court; Tavares, FL
Lake County Teen Court; Gary, IN
LaPlata Prevention Partners; Durango, CO
Laurel County Teen Court; London, KY
Leon County Teen Court; Tallahassee, FL
Lummi Nation Court; Bellingham, WA
Madison County Teen Court; Richmond, KY
Martin County District Court; Fairmont, MN
Martin County Teen Court; Stuart, FL
Martineau Juvenile Hall; Corpus Christi, TX
McMinniville Community Peer Court; McMinnville, OR
Midland Teen Court; Midland, TX
Mohave County Juvenile Court; Kingman, AZ
Mohave County Juvenile Court-Bullhead; Bullhead City, AZ
Mount Vernon Youth Bureau; Mt. Vernon, NY
Mt. Pleasant Youth Court; Mt. Pleasant, SC
N. E. Louisiana Teen Court; Monroe, LA
North Lake School; Silver Lake, OR
North Mesa Justice Court; Mesa, AZ
Northumberland County Peer Jury Program; Sunbury, PA
Odessa Teen Court; Odessa, TX
Ontario Teen Court; Ontario, OR
Oswego City Youth Court Program; Owego, NY
Payson City Youth Court; Payson, UT
Pearl-Cohn Teen Court; Nashville, TN
Perrytown Teen Court; Perryton, TX
Pima Prevention Partnership; Tucson, AZ
Pinal County Teen Court; Florence, AZ
Placer County Peer Court; Newcastle, CA
Polk County Peer Review Court; Des Moines, IA
Pueblo Teen Court; Pueblo, CO
Quay County Teen Court; Tucumcari, NM
Rowan County Teen Court; Salisbury, NC
San Bernardino Co. Teen Court; Rancho Cucamonga, CA
Southeast Assoc. Ministries; Louisville, KY
Sheveport Teen Court; Shreveport, LA
Start County Teen Court; Alliance, OH
Story County Teen Court; Ames, IA
Sweetwater Municipal Court; Sweetwater, TX
Taylor County Teen Court; Perry, FL
Teen Court; Laurinburg, NC
Teen Court; Santa Barbara, CA
Teen Court; Deadwood, SD
Teen Court of Galveston County; Texas City, TX
Teen Court of Grant County; Silver City, NM
Teen Court of Lea County, Inc.; Hobbs, NM
Teen Court, Inc. of Lawton; Lawton, OK
Tempe Justice Court Teen Court; Tempe, AZ
Town of Cornwall Youth Court; Cornwall, NY
Tyler Teen Court; Tyler, TX
Valencia County Teen Court; Los Lunas, NM
Volusia County Teen Court; Daytona, FL
Washington City Teen Court; Hillsboro, OR
Wyandotte County Youth Court; Kansas City, KS
YMCA of Greater Rhode Island; Providence, RI
Youth Court; Lewiston, ID
Youth Court; Washington, DC
Youth Court; Modesto, CA
Youth Enhancement Programs; Bend, OR
Yucaipa Teen Court; San Bernardino, CA
Lake Worth, TX

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[1] This represents a partial listing of teen court programs categorized according to the type of program model followed. Please note that, at times, classification was made based on limited information.

Youth Judge Model
Anchorage Youth Court; Anchorage, AK
Anne Moroney Youth Shelter; Okmulgee, OK
Bonneville County Youth Court; Idaho Falls, ID
Brown County Teen Court; Georgetown, OH
Colonie Youth Court; Latham, NY
Erie County Peer Jury Program; Erie, PA
Forsyth County Teen Court; Winston-Salem, NC
Green River Teen Court; Green River, WY
Honolulu District Teen Court; Honolulu, HI
Kodiak Teen Court; Kodiak, AK
Lafayette County Youth Court; Lexington, MO
Luna County DWI/Teen Court; Deming, NM
Moreno Valley Police Department; Riverside, CA
North Homes, Inc.; Grand Rapids, MN
Orange County Peer Court; Irvine, CA
Seminole County Teen Court; Seminole, OK
Sierra County Teen Court; Truth or Consequences, NM
South Kansas City Youth Court; Kansas City, MO
Teen Court of Chester Co.; West Chester, PA
Teen Court of Santa Fe County; Santa Fe, NM
Teen Court Pilot Project; Kent, OH
Tooele City Police; Tooele, UT
Washington County Teen Court; Chipley, FL
Webster Open School; Minneapolis, MN
YMCA Teen Court; Tempe, AZ

Youth Tribunal Model
35th District Court; Plymouth, MI
American Fork Youth Court; American Fork, UT
Anchorage Youth Court; Anchorage, AK
Angelina Teen Court; Lufkin, TX
City of Lakewood Teen Court; Lakewood, CO
Delaware County Youth Court; Hamden, NY
Dublin-Laurens Co. Teen Court; Dublin, GA
Grandview Youth Court; Grandview, MO
Independence Youth Court; Independence, MO
JustUs Teen Court; Plain City, UT
La Paz County Teen Court; Parker, AZ
Lee's Summit Youth Court; Lee's Summit, MO
LSS/Sheboygan Teen Court; Sheboygan, WI
Mat-Su Youth Court; Wasilla, AK
Mecklenburg County Teen Court; Charlotte, NC
Millard County Sheriff's Office; Filmore, UT
Nephi City Youth Court; Nephi, UT
North Box Elder Youth Court; Tremonton, UT
Onondaga CountyYouth Court Program; Syracuse, NY
Roy Youth Court; Roy, UT
Second Judicial District Teen Court; Albuquerque, NM
The Prevention Foundation; Syracuse, NY
Tonowanda Youth Court; Tonowanda, NY
Ulster Youth Court; Lake Katrine, NY
Youth Court of Tarrytown; Tarrytown, NY

Peer Jury Model
Blair County Peer Jury Program; Hollidaysburg, PA
Greater Amsterdam Youth Court; Amsterdam, NY
Harney County Teen Court; Burns, OR
Hayward Police Department; Hayward, CA
Jackson County Teen Court; Marianna, FL
Josephine County Peer Jury; Grants Pass, OR
Lancaster Youth Court; Lancaster, CA
Northumberland County Peer Jury; Sunbury, PA
Peer Jury Program; Erie, PA
Salt Lake City Peer Court; Salt Lake City, UT
Spanish Fork City Youth Court; Spanish Fork, UT
Teen Court/Northeast Juv. Justice Center; Los Angeles, CA
Tigard Youth Peer Court; Tigard, OR
Town of Lancaster Youth Bureau; Lancaster, NY
Y.E.S. Peer Jury; Bend, OR
YMCA Youth Court; Boise, ID

APPENDIX B

SAMPLE RESOURCES FOR PROGRAM DEVELOPMENT AND IMPLEMENTATION

- **Sample Program Development Goals and Tasks for the Implementation of a Teen Court Program**
- **Sample Teen Court Program Development Timeline**

Sample Program Development Goals and Tasks for the Implementation of a Teen Court

Goals	Tasks	Rationale
Develop plan for organizing and cultivating the support of the community	• research teen court concept and gather information on various programs • secure support from local chief juvenile judge • identify key stakeholders • develop preliminary informational packet • initiate contact with key stakeholders • make presentations to community organizations about teen court program • develop strategies for maintaining community involvement and support	Teen court programs are administered and operated by various agencies and organizations in the community, and rely heavily on community resources. Therefore, community involvement and support is essential throughout the conception, development, and life of the teen court program to assure the delivery of effective services and the financial security of the program.
Form task force/advisory committee	• recruit members with knowledge and skills needed during the development and implementation process • develop action plan for program development and implementation • create subcommittees to address specific issues (e.g., target population, referral procedure, funding, marketing) • conduct thorough needs and resources assessment	Involving representatives from various areas of expertise helps bring fresh and diverse perspectives to the development and implementation process, thus yielding more reliable and credible information on which to build a foundation. Tasks can be divided and distributed among committee members, allowing an opportunity for more contacts to be made and more resources in the community to be discovered.
Conduct needs and resources	• determine the type of information to be gathered • identify possible data sources • establish a mechanism for collection, organizing and storing data • determine how results will be used	Teen courts must meet local needs to be accepted and supported. A thorough needs and resources assessment will provide information helpful to decision-making throughout the development and implementation of the program. Information gathered also can help market the program and provide good baseline information for program evaluation.

Goals	Tasks	Rationale
Examine legal issues	• determine jurisdictional requirements for authorization to operate • examine and resolve due process issues • examine and resolve confidentiality issues • examine and resolve liability issues	There are no uniform, national laws, or guidelines for teen court programs. Therefore, teen court program start-up efforts should include a thorough search of state law to identify basic jurisdictional authority for operation and to ensure compliance with special teen court legislation in the future.
Secure funding for the teen court program	• create a program budget • establish a standard accounting procedure • identify possible sources of in-kind and monetary support • develop a funding plan	Teen court programs vary according to the amount of funding needed to operate. Many teen court programs report that it is a constant struggle to obtain adequate funding, so program organizers and staff should be prepared to devote considerable time and resources to fund raising efforts on an ongoing basis.
Hire teen court program staff	• determine how program will be staffed • develop job descriptions and application process • develop method for evaluation of staff performance • recruit and hire staff • develop strategy for professional development for staff	Teen courts have many moving parts and depend heavily on volunteers; however, to assure program accountability, someone must be designated to oversee and coordinate the operations and services of the program.
Determine the function, program model, and procedure of the teen court hearings	• determine if the teen court hearings will serve a sentencing function only or if they also will determine guilt and innocence • determine if hearing will follow an adult judge, youth judge, youth tribunal or peer jury model (as outline in Chapter 1) • write a courtroom protocol	By determining the function, program model, and procedure the teen court will follow, programs will be able to state the: • primary purpose of the teen court hearings (i.e., sentencing only, determination of guilt or innocence); • types of volunteers needed to conduct the teen court hearing; and • sequence of events of the teen court hearings.
Develop a program purpose, goals and objectives	• determine deficiencies or areas of need in community that can be addressed by teen court • develop program purpose • develop program goals • develop program objectives that are specific, measurable, and results-oriented	The development of a program purpose, goals and objectives provides a foundation upon which other program elements can be defined (e.g., target population, program services). Carefully articulated goals and measurable objectives offers agencies a mechanism that can help programs: • remain focused on what they are trying to achieve; and • evaluate their results.

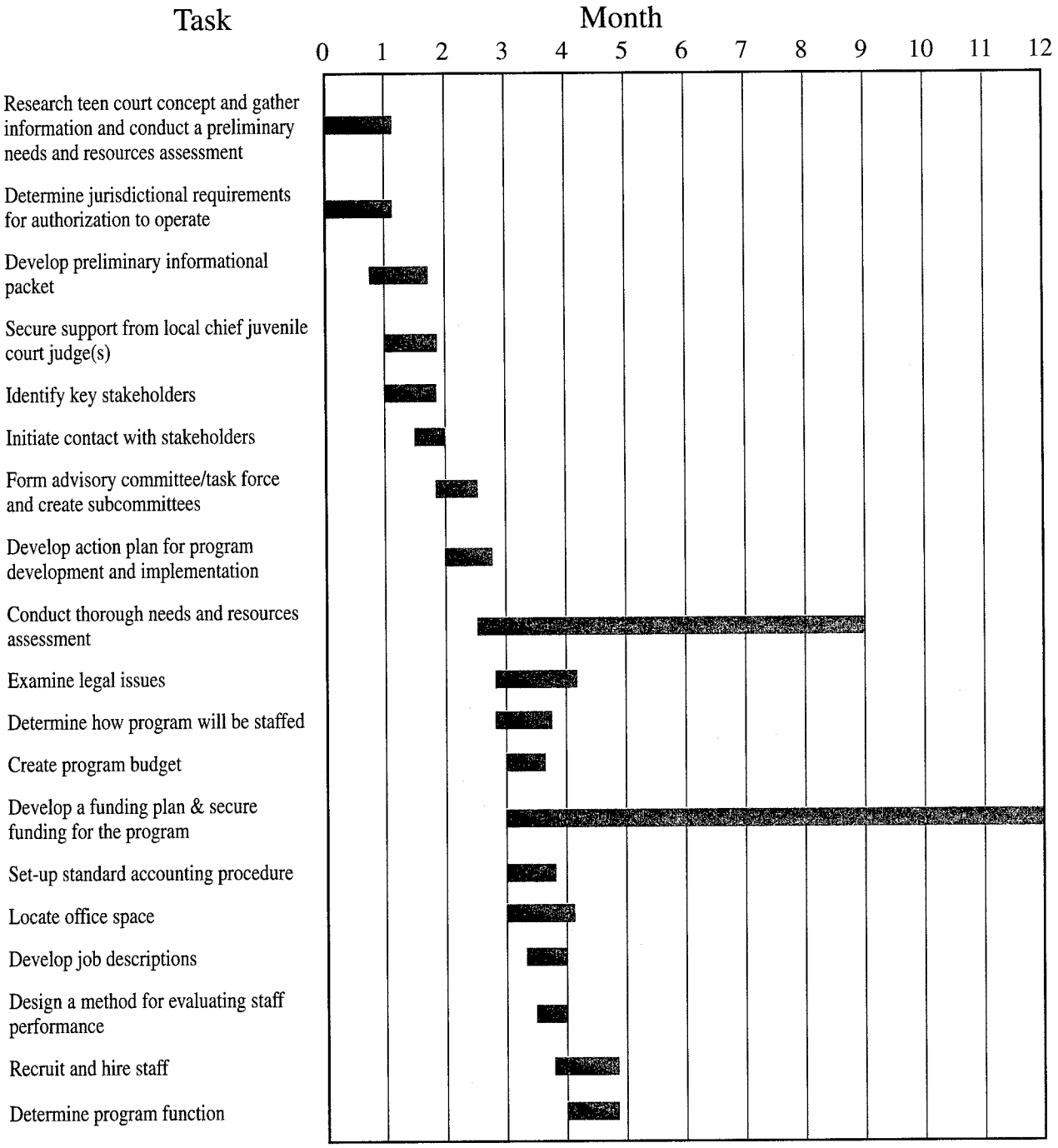
Goals	Tasks	Rationale
Determine offender target population and referral process	• solicit input from stakeholders • identify underserved juvenile offender populations • identify any guidelines and constraints (e.g., statute or agency policy) that affect the types of cases that can be diverted to a teen court • map flow of cases through the juvenile justice system • identify potential referral sources • establish referral criteria and develop referral form • inform and educate referral sources	Teen court program cannot serve all juvenile offenders. To remain focused and deliver effective services, a teen court program should clearly define the target population it is designed to serve and establish a referral mechanism that will ensure it receives appropriate cases.
Design program services	• examine needs of youth, victims, and the community • design sentencing options for offenders • design services for victims • design additional services for volunteers and community • identify agencies and organizations in the community that can provide services for the teen court program (e.g., community service sites, educational and counseling services) • negotiate and write interagency agreements or contracts with community agencies for services	The nature of teen court programs allows for considerable flexibility and creativity in determining the types of services and sentencing options that can be offered. Programs should strive to implement services that will offer maximum benefits to juvenile offenders, youthful volunteers, victims, and the community, while still adhering to the established goals of the program. By collaborating and coordinating with other service providers in the community, teen-court programs can: • compensate for time and budgetary constraints of the teen court program; and • reduce role confusion and overlapping of services with other agencies and organizations.
Develop public relations materials	• develop program logo/slogan • develop teen court program brochure • develop informational packet • develop video/slide show	Public relations materials are needed to help teen court program organizers and staff market and increase the visibility of the program and its services.

Goals	Tasks	Rationale
Develop a management information system (MIS) and effective case management practices	• establish a system for maintaining case files and program records • determine the type of information to be kept on defendants • develop program forms • establish intake process • establish procedure for docketing cases and assigning volunteers to teen court hearings • develop procedure for monitoring case progress after the jury's verdict • develop a mechanism for tracking successful and unsuccessful termination of cases	Effective MIS and case management practices can help assure program accountability and integrity and provide a means for tracking data that can be useful in future program evaluations.
Determine when, where, and how often teen court hearings will be held	• examine cases being referred (or expected to be referred) to the program • locate space for hearings (e.g., courtroom) • determine when (days/evenings) and how often hearings will be held (e.g., once a month, once a week)	It is essential that teen court programs have adequate space to conduct the teen court hearings. Two reasons that staff should give careful consideration to when and how often teen court hearings will be held are: • to ensure that cases are docketed and heard in a timely manner; and • to allow for optimal participation from volunteers.
Recruit volunteers	• determine what adult and youth volunteer roles are necessary for the particular program model of teen court chosen • determine additional roles that adult and youth volunteers can perform for the teen court program • develop volunteer job descriptions • develop volunteer application and screening process • identify sources for recruiting volunteers • determine strategies and methods for recruiting volunteers • establish strategies for sustaining volunteer support	All teen courts rely on youth and/or adult volunteers to carry out roles during the actual teen court hearings; however beyond that, the extent to which and the capacity in which volunteers are used among programs differs. Involving the community members in teen court programs in creative ways can help increase support and ownership of the program and can help reduce the workload of overburdened staff.

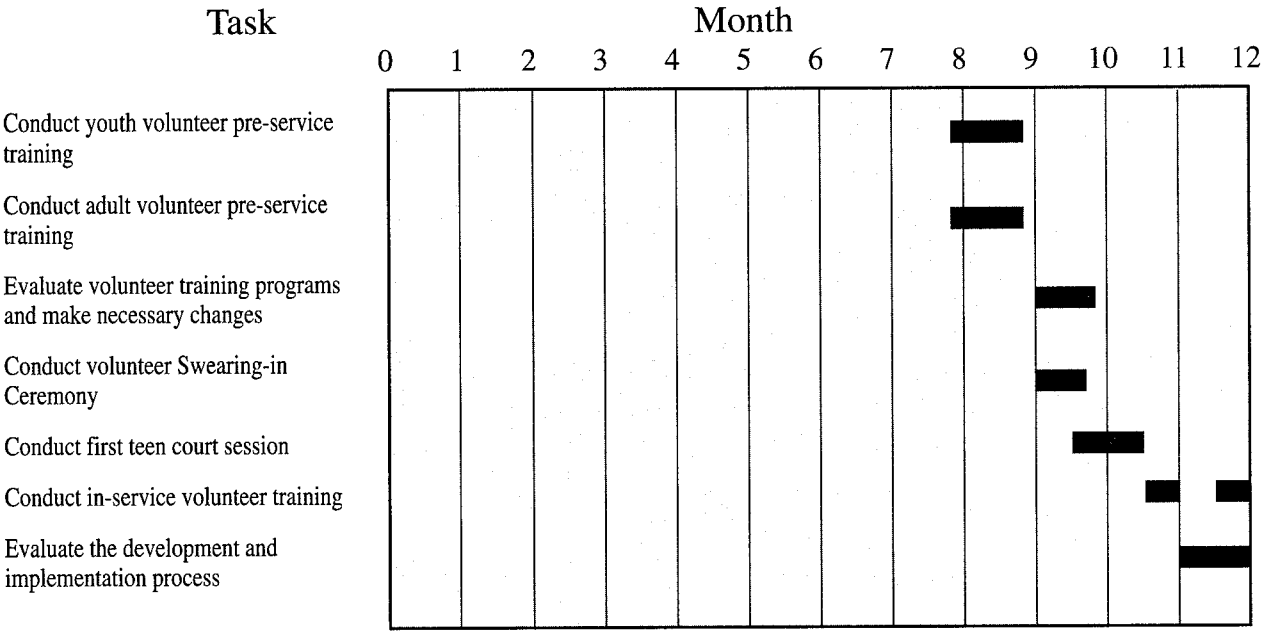
Goals	Tasks	Rationale
Develop volunteer training program	• identify type of training to be offered (i.e., preservice orientation, in-service) • select training content • develop training materials • determine methods of training delivery • choose location and times of training • select training facilitators • develop method for evaluation training program	Training provides volunteers with the knowledge and skills needed to perform their assigned roles effectively and efficiently. It also provides volunteers with an opportunity for personal growth and enrichment
Establish a method for program evaluation	• determine who will conduct the program evaluation • determine the specific research questions to be answered • determine the evaluation design to be used • determine information needed to be collected and how information will be tracked • develop procedure for reporting information	Program evaluation: • improves the capacity of teen courts to successfully compete for limited public funds and support; • promotes agency and community accountability; and • creates a learning environment and contributes to organizational growth.

Sample Teen Court Program Development Timeline

This timeline is designed to illustrate how the main tasks of the development and implementation process for a teen court program can be outlined. It is meant to serve as an example only. By delineating and sequencing tasks in this manner. Program organizers and staff can chart their progress in accomplishing certain tasks. The order in which tasks are completed will vary among jurisdictions. Therefore, program organizers shoud create and adapt a timeline that fits their unique need.



Task
Month
0 1 2 3 4 5 6 7 8 9 10 11 12
Select a program model
Define offender target poplulation
Define program purpose, goals, and objectives
Establish referral procedure
Design sentencing options
Design additional program services
Determine logistical issues (e.g., when, where, & how often teen court will be held)
Develop by-laws for operation of agency/program
Develop public relations materials
Develop a plan for program evaluation
Develop procedures for effective case management
Identify/solicit information from service providers in the community
Negotiate and develop interagency agreements
Develop necessary program forms
Define youth volunteer roles
Define adult volunteer roles
Develop volunteer application, screening, and selection process
Educate referral sources on program and referral process
Develop volunteer recruitment plan (adults and youth)
Develop youth volunteer training program and training materials
Devolp adult volunteer training program and training materials
Recruit volunteers
Identify/select training facilitators


Task
Month
0 1 2 3 4 5 6 7 8 9 10 11 12
Conduct youth volunteer pre-service training
Conduct adult volunteer pre-service training
Evaluate volunteer training programs and make necessary changes
Conduct volunteer Swearing-in Ceremony
Conduct first teen court session
Conduct in-service volunteer training
Evaluate the development and implementation process

APPENDIX C

SAMPLE TEEN COURT PROGRAM BROCHURES

- **Fort Worth Teen Court Program, Fort Worth, Texas**
- **Colonie Youth Court of the Youth Courts of the Capital Districts, Inc., Latham, NY**

WHAT IS YOUTH COURT?

Youth Court is a voluntary alternative to the criminal justice system for young people who have committed a crime or an offense. The goal of Youth Court is to intervene in early anti-social, delinquent, and criminal behavior, and to reduce the incidence and prevent the escalation of such behavior. Youth Court strives to promote feelings of self esteem and a desire for self improvement, and to foster a healthy attitude toward rules and authority. Youth Court also offers a law-related education program for young people who seek to become members of the court.

WHAT HAPPENS IN YOUTH COURT?

A youth, who has admitted guilt to a crime or an offense, appears for a sentencing hearing before a jury of peers. The jury is presented with evidence relevant to sentencing, deliberates, and passes sentence. Sentences typically include community service and counseling, and stress rehabilitative goals.

WHO PARTICIPATES IN YOUTH COURT PROCEEDINGS?

Youth Court proceedings involve an offender, jurors, and members in the roles of judge, prosecutor, defender, clerk/bailiff, and jury foreperson. Each of these individuals is under age eighteen. An adult serves as Coordinator. The offender must complete the sentence imposed by the jury, and in addition, must sit as a juror on at least one, and possibly several, cases of other offenders. The remaining jurors are drawn from any young people who wish to volunteer. Jurors do not take a course of instruction. Rather, they hear and see the evidence, listen to instructions from the judge, retire and deliberate in private, and agree on a sentence.

WHAT TYPES OF CASES ARE HEARD IN YOUTH COURT?

Cases are generally referred by judges, police, and probation departments to the Coordinator, who accepts cases meeting established criteria. Typical cases that may be heard in Youth Court include shoplifting, criminal mischief, larceny, and vandalism.

WHAT DOES THE JURY DECIDE?

The jury may impose a sentence that includes community service, restitution (monetary or in-kind), and attendance at classes or counseling sessions. The jury **cannot** sentence any youth to a detention facility or jail.

MEMBERSHIP REQUIREMENTS

Members of Youth Court consist of young people who have successfully completed a multi-week law-related education training program. Areas of instruction include an overview of the criminal justice system from arrest through appeal, the organization, jurisdiction, and operation of youth court, the penal law, the consequences of crime, and sentencing issues, including aggravating and mitigating circumstances, rehabilitation as a goal, and the nature and type of evidence that is admissible and probative in sentencing. The training program concludes with mock hearings to prepare members for participation in Youth Court proceedings. Youth Court members will assume the following roles, on a rotating basis:

Judge: Presides over the sentencing hearing, explains the criminal charge to the jury, instructs the jury on what evidence and factors to consider in determining a sentence, and sentences the offender in accordance with the jury's verdict.

Prosecutor: Represents the interests of the people of the community, investigates the circumstances of the offense and background of the offender, presents evidence at the sentencing hearing, and makes a sentencing recommendation to the jury.

Defender: Represents the interests of the offender, investigates the circumstances of the offense and background of the offender, presents evidence at the sentencing hearing, including mitigating evidence, and makes a sentencing recommendation to the jury.

Clerk/Bailiff: Maintains accurate records of court proceedings, ensures smooth operation of court, and administers oaths.

Jury Foreperson: Leads deliberations of the jury, ensures participation of all jurors, and that all appropriate sentencing factors are addressed, mediates disputes among jurors, calls for a vote during deliberations, and announces the jury's verdict.

WHAT BENEFITS ARE OBTAINED AND WHAT RIGHTS ARE WAIVED BY OFFENDERS?

By agreeing to proceed in Youth Court, an offender obtains certain benefits, and waives certain rights that otherwise would attach in traditional criminal justice processing. Benefits include a decision by a jury of peers aimed at assisting the young person in desisting from criminal conduct, and an opportunity to participate positively in the criminal justice system, rather than as an object of that system. Rights waived in Youth Court may include the right to an attorney, to a trial for determination of guilt, and to request a closed proceeding (for young people under age sixteen).

COORDINATOR

Youth Court is supervised, and daily operations are overseen, by a Coordinator. The Coordinator works with offenders, families, jurors, members, law enforcement agencies, and others in the community to ensure that Youth Court is effective in its mission to be constructive, rehabilitative, and educational. An advisory board and a board of directors assist in this mission and in formulating operational procedure and policy.

FOR FURTHER INFORMATION CONTACT:

Scott B. Peterson, Director
Colonie Youth Court
Public Safety Center
312 Wolf Road
Latham, New York 12110
(518) 782-2638

SUPPORTERS

Youth Court is supported by: Albany County Bar Association; Albany County Bar Foundation; Albany County Department of Probation; Capital District Regional Planning Commission; Colonie Elks Lodge 2192; Colonie Elks Lodge 2192 - Womens Auxiliary; Golub Foundation; Senator Michael J. Hoblock Jr.; In-Kind Court Room, Office Space and Utilities provided by the Town of Colonie Justice Department; Latham Rotary; Law, Youth & Citizenship Program; M.A.D.D. of N.Y.S.; McKinley Griffen Design & Advertising; New York State Bar Association; New York State Division for Youth; New York State Division of Criminal Justice Services; New York State Division of Probation and Corrections; Niagara Mohawk Foundation; North Colonie School District; South Colonie School District; Stewart's Shops; The New York Bar Foundation; Town of Colonie Police Department; Town of Colonie Youth Bureau; U.S. Attorney's Office for the Northern District of New York; and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

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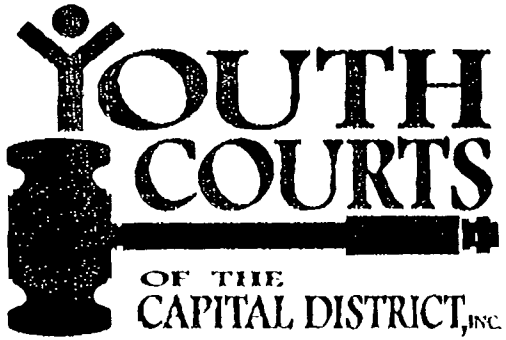
Sheri Dwyer, Executive Director, Center for Dispute Resolution
William Forlani, Deputy Director, Albany County Probation
David M. Freedman, Assistant District Attorney, Albany County
Charlotte Gray, Director, Albany County Probation
John Grebert, Chief, Colonie Police Department
Hon. Nicholas Greisler, Colonie Town Justice
Lori Haggerty, Community Service Program Director
Richard Hartunian, Assistant District Attorney, Albany County
Lieutenant Steven H. Heider, Colonie Police Department
Dr. James Jackson, Principal, Shaker High School
Gary S. Keegan, Assistant County Attorney, Albany County
Marya Levenson, Ed. D., Superintendent, North Colonie Schools
Nancy Linehan, N.YS. Department of Social Services, Senate Liasion
Bernard Malone, Assistant U.S. Attorney
Hon. Gerard E. Maney, Albany County Family Court Justice
Dennis McLaughlin, Acting Director, Colonie Youth Bureau
James Milstein, Assistant Public Defender, Albany County
Gerard Murphy, Colonie Town Board
Joshua Nesbitt, Assistant U.S. Attorney
Carol Perrin, Coordinator of Peer Judicial System, SUNY
Jessica Pincoske, Albany County Probation Juvenile Unit
Cheryl Rodgers, Albany County Law Guardian Panel
Diane Scaringe, General Electric
William Serritella, Principal, Taft Hall
Hon. Mary S. Sweeney, Colonie Town Justice
Hon. Beverly Tobin, Albany County Family Court Justice
Major Lloyd R. Wilson, N.Y.S. Police
George Yanthis, Assistant U.S. Attorney
Kimberly Zimmer, Assistant U.S. Attorney

Introduction to COLONIE YOUTH COURT



ELIGIBILITY

Teenagers 13 through 18 years old and others who are currently enrolled in high school, who receive Class C citations from the City of Fort Worth, are eligible to participate in the Teen Court program.

Participation in Teen Court is based on an admission of guilt. Before enrolling, teens 16 and younger must appear before a Municipal Court judge with a parent, guardian, or proof of marriage, and enter a plea. Those 17 years and older may sign nolo contendre or guilty on the ticket and take it to the Teen Court office. The choice of Teen Court is an alternative to paying the fine.

Participation is voluntary. Defendants may choose at any time to pay the fine(s) established for their specific offense(s).

BENEFIT

Successful completion of Teen Court requirements within the required time frame results in dismissal of the case.

TEEN COURT SIGNUP

Signing up for Teen Court must be done through the director, after the defendant has either appeared before a judge (teens 16 and younger) or signed the back of the ticket(s).

Sign-up procedures take approximately 20 to 30 minutes and allow for discussion of each case, docket scheduling and establishing the rules and regulations of the court.

DISCIPLINE GRID

Punishment consists of a specific number of hours in community service and a required number of jury terms. A range of hours for each type of offense is determined from a grid system, established for consistency and based on the nature of each citation. Punishment is assessed for each offense and ranges from no less than eight hours to no more than 64 hours per offense.

Assessment of jury terms is based on the number of terms required for the defendant's highest class of offense.

CLASS 1		
Includes but not limited to:	Defective lights No helmet No seat belt Equipment violations Anti-noise violations Following too closely (City Ordinance)	COMMUNITY SERVICE: 8 - 16 hours JURY DUTY: 1 term
CLASS 2		
Includes but not limited to:	Wrong side of street Impeding traffic Red light/Stop sign violation No turn signal/Improper turn Unsafe lane change Speeding 1-15 MPH over limit Disobey traffic control device One-way street Racing-exhibition acceleration	COMMUNITY SERVICE: 16 - 32 hours JURY DUTY: 2 terms
CLASS 3		
Includes but not limited to:	Driver's license/Restrictions Speeding 16-24 MPH over limit Speeding-School zone 1-15 MPH over limit Insurance-no accident Littering	COMMUNITY SERVICE: 32-48 hours JURY DUTY: 3 terms
CLASS 4		
Includes but not limited to:	Racing-Contest for speed Speeding 25+ MPH over limit Speeding-School zone 16+ MPH over limit Passing school bus Insurance-accident Accident violations All non-traffic violations	COMMUNITY SERVICE: 48-64 hours JURY DUTY: 4 terms

DEFENSE ATTORNEYS

Each defendant is appointed a teen defense attorney. Teens and attorneys meet from 5:30 to 6:30 p.m. to discuss the case(s). Occasionally, defense attorneys may wish to call their assigned defendants at home prior to the court date.

DRESS CODE

The courtroom is a formal and very serious place, commanding respect from all who participate in its proceedings. Therefore, the following dress code will be observed by defendants AND jury members:

No shorts
No tank tops
No caps or hats
No inappropriate T-shirts
Jeans are allowed if they are neat and clean.

FACT: The first impression made on the jury has an effect on the verdict it reaches!

Teen Court reserves the right to refuse to hear cases from those who fail to abide by the outlined dress code. Furthermore, Teen Court will refuse jury duty to those who fail to abide by the dress code.

COST

Each defendant is assessed a $10 administrative fee, **plus the court cost** for each citation. These amounts must be paid to the cashier prior to the teen court hearing.

VOLUNTEER PARTICIPATION

TEENS

14-19 year olds serve as attorneys, bailiffs, court clerks and jurors.

ADULTS

Assist with court scheduling, community service, placements, public relations activities and clerical duties

APPLICATIONS AVAILABLE FROM THE TEEN COURT OFFICE.

COMMUNITY SERVICE WORKSITES

here are a variety of community worksites available. The director has a complete listing to look over and will assist in making a selection. Most agencies offer after school and weekend opportunities for volunteer work.

WORKSITE RULES

1. Set up a schedule with the agency and **BE RESPONSIBLE** for following through with it.

   Participants are to contact their assigned agency to schedule their work by the Friday following their court appearance.

2. Take paper work to the first meeting–yellow, pink and any other forms received from Teen Court.

3. Be **ON TIME**.

4. Abide by the agency's dress code.

5. If any change is necessary due to illness or emergency, **CALL** the agency so its staff will not be expecting you.

6. Always be courteous; the agency is giving you an important opportunity to get your case(s) dismissed.

FAILURE TO ABIDE BY THE WORKSITE RULES WILL RESULT IN CASE(S) BEING RETURNED TO THE MUNICIPAL COURT, WHERE THE FINE ASSESSED AT THE ORIGINAL HEARING WILL BE DUE AND PAYABLE.

_____
DEFENDANT'S NAME

CASE NUMBER _____

OFFENSE _____

CLASS: ☐ CLASS 1 ☐ CLASS 2 ☐ CLASS 3 ☐ CLASS 4

RANGE OF HOURS _____

JURY TERMS _____

YOU ARE TO APPEAR IN FORT WORTH TEEN COURT ON **MONDAY**, _____

_____ AT 5:30 p.m.

If the defendant is 16 or younger, a parent or guardian **MUST** be present!

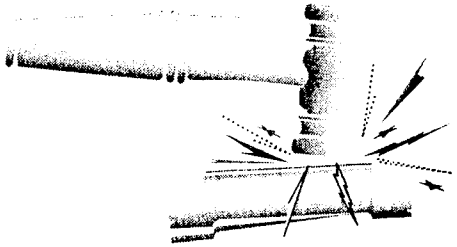
If you fail to appear or contact this office by 5:45 p.m. on the above date, your Case(s) will

SUPPORTERS AND CONTRIBUTORS

Alcon Foundation
Amon G. Carter Foundation
Burlington Northern Railroad
Burlington Resources
City of Fort Worth
Fort Worth Tarrant County Young Lawyers
Fifth Avenue Foundation
Fort Worth Independent School District
Garvey Texas Foundation, Inc
Lockheed Employee Contrib Club
Junior League of Fort Worth
Nations Bank - Tarrant County Employees
Pier 1 Imports
Recorder Publishing Company
Saint Joseph's Hospital
Sid Richardson Foundation
William E. Scott Foundation
Winn Dixie Texas, Inc

CHARTER MEMBER OF TEXAS TEEN COURT ASSOCIATION

Fort Worth Teen Court



PUBLIC SAFETY & COURTS BUILDING

1000 THROCKMORTON
FORT WORTH, TEXAS 76102
(817) 871-8681

Executive Director, Linda Blair

APPENDIX D

SAMPLE FORMS

- **Referral Form**
- **Victim Impact Statement and Restitution Statement**
- **Intake Form**
- **Waiver and Consent Forms**
  - **Advice About the Teen Court Program**
  - **Teen Court Contract Agreement**
  - **Juvenile and Parent Consent Form**
  - **Liability Release Form**
  - **Release of Information**
- **Docket Form**
- **Log Sheet**
- **Trial Notice**
- **Instruction Sheet for Defendant**
- **Assignment for Upcoming Trial**
- **Jury Duty Summons**
- **Oath of Confidentiality**
- **Attorney Case Analysis Form**
- **Bailiff's Form**
- **Clerk's Record of Hearing**
- **Judge's Hearing Notes**
- **Jury Verdict Form**
- **Community Service Agreement**
- **Community Service Time Sheet (Agency Report)**
- **Referral to an Education Program Form**
- **Successful Termination Form**
- **Noncompliance Form**

222 Middlebury Street
Elkhart, IN 46516
294-3549

REFERRAL TO TEEN COURT–INFORMATION FORM

NAME _____ CASE NO. _____

AGE _____ D.O.B. _____ SCHOOL _____

ADDRESS _____

PARENT/GUARDIAN _____

HOME PHONE NO _____ PARENT/GUARDIAN WORK PHONE NO _____

DATE OF OFFENSE _____

OFFENSE _____

VICTIM _____ VICTIM'S PHONE NUMBER _____

ADDRESS _____

ESSENTIAL DETAILS OF THE OFFENSE _____

COMMENTS: _____

Please attach any Victim Impact Statement(s) received and any restitution amounts already determined.

REFERRED BY _____

DATE _____

BEFORE INTAKE _____ AFTER INTAKE _____

VICTIM IMPACT AND RESTITUTION STATEMENT

Part I of this form is a Restitution Statement. This completed section is a list of losses and/or damages you have suffered as a result of the crime. Please send COPIES of all documentation such as bills, damage estimates, receipts of purchase, appraisals, and insurance reimbursement.

Part II of this form is a Victim Impact Statement. This settlement provides an opportunity for you to express to the Court your feelings regarding sentencing.

IT IS VERY IMPORTANT THAT YOU COMPLETE THIS PAPERWORK
AND RETURN IT WITHIN THE TEN (10) DAY TIME LIMIT

STATE OF
FLORIDA v. _____ Teen Court Case #_____

Victim's Name: _____ Charge: _____

Name of person completing this form:_____

Your mailing address:_____

Home phone number:_____Work phone number: _____

Name of victim:_____

Mailing address:_____

Home phone number:_____Work phone number:_____

The following questions are asked for statistical purposes only:
Age:___ Sex:___ Race:___ Marital Status:___
Number of dependents:___ Is the victim handicapped:___

PLEASE CHECK ONE OF THE FOLLOWING:

___ I would like to be present for the Court proceedings. It is my understanding that I will not be called as a witness, but that I may submit to the Teen Court Coordinator, in advance, the attached Victim Impact Statement.

___ I will be unable to be present for the Court proceedings. However, I would like my attached Victim Impact Statement provided to the teen jury.

___ I do not wish to be present for the Court proceedings and I do not wish to make any statement.

Defendant Name:_____

PART I - RESTITUTION STATEMENT

PLEASE CHECK:

___ The victim is NOT seeking restitution in this case. (If this statement is checked it is not necessary to complete this section. Go to page 3 and sign.)

___ The victim is seeking restitution in this case. (Please complete the following section.)

****

LOST WAGES

Did you incur lost wages as a result of this crime? Yes ___ No ___
If yes, name employer:_____
Employer's address:_____
Employer's phone number:_____
Amount of lost wages:_____

****

INSURANCE INFORMATION

Have you filed a claim with any insurance company in order to recover losses incurred as a result of this crime? Yes ___ No ___
If yes, list the name of the insurance company?
Type of Insurance: Life ___ Health ___ Property ___ Auto ___
Insurance Company's address:_____
Insurance Company's phone number:_____
Your deductible:_____
Has this insurance company paid your claim? Yes ___ No ___
If yes, please forward a copy of this form to your insurance company.

****

MEDICAL INFORMATION

Please attach COPIES of any medical bills incurred as a result of this crime.

Do you anticipate any additional medical bills? If so, please list.

****

PROPERTY LOSS AND DAMAGE

	ITEM	PURCHASE DATE	PURCHASE PRICE	FAIR MARKET VALUE	DAMAGE ESTIMATE
1.					
2.					
3.					

Please attach a sheet of paper if you need to continue this listing.

TOTAL AMOUNT OF PROPERTY LOSS AND/OR DAMAGE $_____

TOTAL AMOUNT OF RESTITUTION YOU ARE SEEKING $_____

Teen Court Case #:_____

Victim Name:_____

Defendant Name:_____

PART II - VICTIM IMPACT STATEMENT

The Victim Impact Statement allows you the opportunity to provide information to the Teen Jury concerning this crime's impact on your life. Please do NOT repeat the facts surrounding the case. In formulating your statement, consideration of the following questions may prove helpful.

1. Have any changes occurred in your life as a result of this incident?
2. How did being a crime victim affect you? Your family?
3. Are there any lasting effects of this incident still being experienced by you or other members of your family?
4. Do you have an opinion regarding the sentencing of which the Teen Jury should impose?

Use the remainder of this sheet to formulate your statement. Attach an additional sheet of paper if needed.

Date:_____

Signature of person completing this form and/or victim:_____

Should you have any questions, please call Terri Vickers, Teen Court Coordinator at (813) 741-4027, Monday through Friday, 9:30 am - 6:00 pm.

Please mail form to:

Terri Vickers, Teen Court Coordinator
c/o R. B. "CHIPS" SHORE, Clerk of Circuit Court
Bradenton, Florida 34206

INTAKE FORM FOR TEEN COURT DEFENDANTS

NAME OF DEFENDANT: _____

AGE OF DEFENDANT: _____

OFFENSE: _____

DATE/TIME OF OFFENSE: _____

INFORMATION REGARDING THE OFFENSE ACCORDING TO THE DEFENDANT:

****

SCHOOL DEFENDANT ATTENDS: _____

GRADE: _____

GRADES RECEIVED: _____

IN-SCHOOL OR OUT-OF-
SCHOOL ACTIVITIES: _____

EMPLOYMENT: _____

LENGTH OF EMPLOYMENT: _____

FUTURE PLANS: _____

HOBBIES/INTERESTS: _____

INDIVIDUAL/FAMILY
STRESSORS AROUND TIME OF
INCIDENT: _____

_____

_____

ALCOHOL/DRUG HISTORY IN
THE FAMILY: _____

_____

PREVIOUS COUNSELING: _____

_____

OTHER PERTINENT INFORMATION: _____

_____

_____

_____

Source: LaPorte Teen Court Program, LaPorte, IN

TEEN COURT

Honorable Edward Dawson
Presiding Judge

Robert Duber II
Judge - Division II

Robert Castaneda
Chief of Probation

John V. Yanez
Teen Court Coordinator

Gila County Courthouse
1400 East Ash Street
Globe, Arizona 85501
Phone: 425-3231, ext. 256

ADVICE ABOUT THE TEEN COURT PROGRAM

*RE:*_____ *OFFENSE:*_____

*CASE #:*_____ *COMMITTED ON:*_____

1. *Teen Court is an alternative way of dealing with youths who have admitted to a misdemeanor offense. You will present yourself to a Teen Jury, present your case and that jury will decide your punishment.*
2. *The Jury may require you to do certain things, such as Community Service, attend Traffic Survival School, participate in a Minor Consumption Awareness Workshop, become involved in an After School Tutoring Program, attend a Self-Esteem Workshop, as well as other options.*
3. *If you opt for and complete the Teen Court Program, this referral will not be held against you in any future proceedings. If you do not follow the diversion agreement, the Teen Court Coordinator will refer your case back to the Juvenile Probation Department for appropriate action.*
4. *You have the right to talk to a lawyer about whether you should take part in the Teen Court or if you should go to court.*
5. *You do not have to sign a Teen Court agreement. Should you choose not to participate in Teen Court then the probation officer will handle you case through traditional means.*

WAIVER OF LAWYER

I have decided not to talk to a lawyer at this time.

_____ _____ _____

Parent/Guardian *Date* *Juvenile*

The above statements were read to, signed by, and a copy given to the Juvenile on the date indicated above.

_____ _____

Teen Court Coordinator *Date*

TEEN COURT

Honorable Edward Dawson
Presiding Judge

Robert Duber II
Judge - Division II

Robert Castaneda
Chief of Probation

John V. Yanez
Teen Court Coordinator

Gila County Courthouse
1400 East Ash Street
Globe, Arizona 85501
Phone: 425-3231, ext. 256

TEEN COURT
CONTRACT AGREEMENT

*JUVENILE NAME:*_____ *D.O.B:*_____ *CASE #:*_____

*ADDRESS:*_____ *TELEPHONE #:*_____

*OFFENSE #1:*_____ *DATE OCCURRED:*_____

*OFFENSE #2:*_____ *DATE OCCURRED:*_____

I have been advised of what the teen court diversion program is and how it works. I am admitting the offense I have been charged with. I am willing to appear before the court, present my case and accept those consequences assigned to me by the jury.

I understand that the following options are open to the Teen Jury when assigning consequences (sentencing):

COMMUNITY SERVICE – depending on the category and severity of the offense, I may receive a minimum of 8 hours or a minimum of 40 hours for each offense.

TRAFFIC VIOLATION – if my offense included a traffic violation, I may be referred to Traffic Survival School which would mean attending 2 evening sessions.

MINOR CONSUMPTION/POSSESSION OF ALCOHOL – if the violation occurred in a vehicle, I may either be sent to Traffic Survival School or be required to attend a Minor Consumption Awareness Program, which has been established for all other alcohol-related violations. This program is a seven hour class on Saturday.

AFTER SCHOOL TUTORING -- if I have been referred for repeated truancy violations, the jury has the option of assigning what they feel will be an appropriate number of tutoring sessions.

JURY DUTY – it is customary for all youthful violators appearing in Teen Court to receive either 1, 2, or 3 jury duties. However, if extenuating circumstances warrant it, the sitting jury may choose not to assign jury duty to a particular defendant.

SELF-ESTEEM WORKSHOP – all juveniles appearing in Teen Court, except those referred for traffic violations, will be required to attend a Self-Esteem Workshop as part of their sentence. The goal of this three hour workshop is to get juvenile offenders to talk about themselves, their values, their choices, and their ending consequences.

WRITTEN REPORT – the jury may require that the defendant write a paper (2 pages, 500 words) in which he/she explains why what they did was wrong, and how the Teen Court experience has affected them.

LETTER OF APOLOGY – when appropriate, the defendant may be required to write a letter of apology to the victim in question.

I also understand that the Probation Officer may assign additional terms and conditions:

PIC-ACT FEE $_____, as follows:_____

RESTITUTION: I agree to pay $_____for damages, loss or injury related to my offense. This must be paid by _____.

OTHER CONDITIONS:_____

_____

_____

I understand that if I successfully complete the consequences that Teen Court assigns, as well as those conditions specified above, within the allotted time, this referral will not be held against me in any future proceedings. However, should I not adhere to the contract conditions agreed upon, then my case will be referred back to Juvenile Probation for appropriate action.

_____ _____

Parent/Guardian *Juvenile*

The above statement was read to, and signed by, and a copy given to the juvenile and their parents/guardian.

_____

Probation Officer

BEAVERTON YOUTH PEER COURT

Juvenile Consent Form

Police Report # _____

Juvenile's Name _____ PC Report #_____

Juvenile's Address_____ Phone:_____

Juvenile's School_____ Grade:_____

I understand that I have been detained for the following charges:

_____

Beaverton Youth Peer Court is a voluntary diversion program that has been explained to me. I must agree not to contest the charges in the police report in order to qualify for Beaverton Youth Peer Court. I understand that I have a right to seek legal counsel. I understand that if I volunteer to participate in the program, but fail to appear at the time and place specified below, my case will be referred to the Washington County Juvenile Department for criminal prosecution against me. I understand that a jury of my peers may impose sentence upon me, and that if I fail to complete the sentence within a specified time, my case will be referred to the Washington County Juvenile Department for criminal prosecution against me. I further understand that this diversion option may be withdrawn if review of police records reveals that I am a member of, or associated with, youth gangs, or have been involved in criminal activity unknown to the arresting officer at this time. I would like to participate in the Beaverton Youth Peer Court diversion program.

Juvenile's Name:_____ Printed Name:_____

Today's Date:_____Court Date:_____Time:_____Location:_____

School Resource Officer:_____Phone:_____

Beaverton Youth Peer Court Parental Consent Form

Because your child meets preliminary diversion eligibility criteria, he/she is being offered an alternative to traditional juvenile justice procedures. The intent of Beaverton Youth Peer Court as a diversion program is to redirect your child toward positive, lawful behavior. Participation is voluntary. Should you allow your child to choose this alternative diversion program, your child must attend the hearing and complete the sentence, which includes up to 40 hours of voluntary community service, a mandatory three hour self-esteem workshop, and/or written letters of apology, essays, sit as a member of the Beaverton Youth Peer Court Jury, and in some cases, restitution. If your child fails to appear or fails to complete his/her sentence, your child will be referred to the Washington County Juvenile Department for criminal prosecution. Your child must agree not to contest the charges in order to qualify for Beaverton Youth Peer Court. You can choose not to allow your child to participate. You have the right to seek legal counsel. Should you decide to withdraw your child from this diversion program, you may do so. Your child will be issued a citation and the case will be referred to the Washington County Juvenile Department.

I have discussed the Beaverton Youth Peer Court Diversion Program with:

Officer:_____Phone:_____

I have read and understand that this diversion is based on preliminary criteria, and that it may be withdrawn if after further review of police records, previous gang association or criminal activity is indicated that is unknown to the arresting officer at this time. I hereby authorize my child to participate in the Beaverton Youth Peer Court Diversion Program.

Signature of Parent/Legal Guardian:_____

Date:_____ Printed Name:_____

Parent/Legal Guardian Home Phone #:_____Work #:_____

Signature of School Resource Officer:_____Date:_____

Teen Court
Municipal Court Building
Odessa, TX 79761
Phone: (915) 335-3352

LIABILITY RELEASE

It is understood and agreed that the Youth will perform solely as an individual on a voluntary basis and not as an employee, contractor or agent of the Teen Court Board of Directors, Teen Court Coordinator, Teen Court employees and volunteers, City of Odessa, its employees or officials or persons for whom community service is to be provided and will not receive any benefits or compensation except as specifically provided for in this agreement.

It is further agreed that the undersigned do hereby compromise and forever release, acquit, discharge, indemnify, and covenant to hold harmless, the Teen Court Board of Directors, Teen Court Coordinator, all Teen Court employees and volunteers, the City of Odessa, its employees and officials, and any persons for whom community service is performed, of and from any and all actions, causes of action, claims, liability, demands, damages, costs, loss of service, medical expense and compensation, on account of, or in any way growing out of any and all known and unknown personal injuries, property damage, or any other type of damage, which the undersign may hereinafter have, individually and/or as parent or guardian or custodian of said minor without limit and without regard to the cause or causes thereof, or the negligence of any party or parties, including the negligence of the City of Odessa, its officers, and employees, the Teen Court Board of Directors, Teen Court Coordinator, and all Teen Court employees and volunteers and any persons for whom community service is performed, whether such negligence be sole, joint or concurrent, for injury to or death of any person or damage to any property, arising out of or in connection with the participation of the youth in the Odessa Teen Court program.

In making this agreement, we rely wholly upon our own judgment, belief and knowledge and have not been influenced to any extent whatsoever by any representation or statement not contained in this agreement.

_____ _____
Parent/Guardian Parent/Guardian

_____ _____
Youth Date

STATE OF TEXAS
COUNTY OF ECTOR

Before me, the undersigned authority, on this day personally appeared_____, known to me to be the persons whose names are subscribed to the foregoing instrument, and acknowledged to me that _____ executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office, this the _____day of _____, 19 ___.

_____
Notary Public for the State of Texas

A Junior League of Odessa, Inc.
and City of Odessa Creation

TEEN COURT

RELEASE OF INFORMATION

RE: _____ CASE # _____

DATE OF BIRTH _____ PHONE# _____

TO: _____

_____

_____

This form is to request

_____ all information about the above named juvenile.

_____ the following specified information about the above named juvenile, _____

_____

_____.

I understand that this information is confidential and I hereby waive the confidentiality thereof as to the agencies named above.

I hereby state that I have the authority to authorized the release of this information as parent or legal guardian of the child.

_____ _____

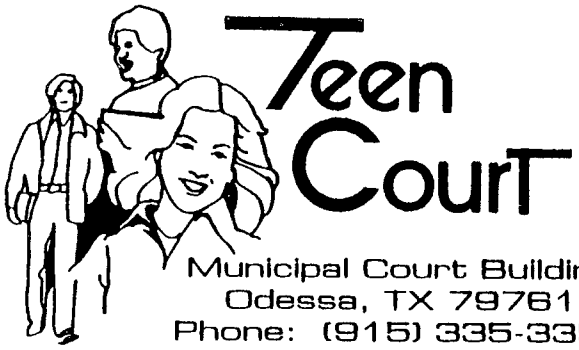
Current Date Child's Signature

_____ _____

Expiration Date Parent/legal guardian

(The release of information expires six months from current date.)

Source: (Court Community Relations/LRE Division, 1995)



Municipal Court Building
Odessa, TX 79761
Phone: (915) 335-3352

DOCKET FORM

TRIAL DATE: _____
at 5:30 p.m.

docket number	defendant's name	DOB	offense	disposition

LOG SHEET

COURT:

Name	Case #	DOB	Offense	Court Date	Sentence	Date Closed	Compliance Y/N	Parent Name & Address

Source: (Court Community Relations/LRE Division, 1995)

Teen Court

Municipal Court Building
Odessa, TX 79761
Phone: (915) 335-3352

TRIAL NOTICE

DATE: _____

NAME: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

OFFENSE: _____

OFFENSE COMMITTED ON: _____

DOCKET NUMBER: _____

You are to appear at Odessa Teen Court on _____ at 5:30 p.m. Teen Court will convene in the Ector County Courthouse on the third (3rd) floor in the District Courtroom.

Please enter the Courthouse through the Texas Street entrance since the other doors are locked at 5:00 p.m.

PLEASE BRING THIS NOTICE WITH YOU. YOU MUST BE ACCOMPANIED BY A PARENT.

GOOD LUCK.

Please call Natalie Rothstein at 335-3352 if an emergency prevents you from appearing at this time.

A Junior League of Odessa, Inc.
and City of Odessa Creation

Teen Court

Municipal Court Building
Odessa, TX 79761
Phone: (915) 335-3352

INSTRUCTIONS FOR DEFENDANTS

You are to appear for Teen Court trial at 5:30 p.m., accompanied by parent or guardian, on trial date as scheduled by coordinator.

Please dress appropriately--neat and clean school type clothes are required. You do not have to wear jackets or ties. Please no shorts, crop shirts or bare feet – that is not appropriate attire for a courtroom.

Please bring your appearance notice with you.

Please check in with teen court coordinator or her representative.

Bailiff will seat you in defendant's section of the waiting courtroom where you will await call for your trial.

Bailiff will accompany defendant and parent/guardian to appropriate courtroom.

Parent/guardian will please be seated in front row of left side of courtroom. Defendant will be called to witness box and sworn in by the Teen Court judge.

Defendant and parent/guardian return to waiting courtroom to await jury verdict.

Bailiff will summon defendant and parent/guardian back to courtroom when jury returns with a sentence in your trial.

Parent/guardian is again seated. Defendant's name will be called and she/he will stand and face the jury as the sentence is read.

Defendant and parent/guardian will return to waiting courtroom where court coordinator and defendant will complete forms showing where and when community service and jury duty will be done.

In cases of substance abuse offenses, that information will also be included on the forms showing where and when the appropriate class will be held.

GOOD LUCK!!!

TEEN COURT

Honorable Edward Dawson
Presiding Judge

Robert Duber II
Judge - Division II

Robert Castaneda
Chief of Probation

John V. Yanez
Teen Court Coordinator

Gila County Courthouse
1400 East Ash Street
Globe, Arizona 85501
Phone: 425-3231, ext. 256

ASSIGNMENT FOR UPCOMING TRIAL

TRIAL DATE:_____ **PRESIDING JUDGE:**_____

COURT CLERK:_____

DEFENSE ATTORNEYS:_____

PROSECUTING ATTORNEYS:_____

BAILIFF:_____

JURORS: **"A"** **"B"**

*** Previous Defendants**

Municipal Court Building
Odessa, TX 79761
Phone: (915) 335-3352

NOTICE OF JURY SUMMONS

NOTICE OF JURY SUMMONS

TEEN COURT
CITY OF ODESSA
ECTOR COUNTY, TEXAS

BRING THIS SUMMONS WITH YOU WHEN YOU REPORT FOR JURY DUTY

YOU ARE
HEREBY
NOTIFIED

TO BE AND APPEAR BEFORE THE HONORABLE TEEN COURT OF ODESSA, TEXAS AT ECTOR COUNTY COURTHOUSE, 3rd floor, DISTRICT COURTROOMS thereof in the City of ODESSA, ECTOR COUNTY, TEXAS, on _____ at 5:15 p.m. to serve on the TEEN JURY, your name having been drawn in accordance with the rules of the TEEN COURT.

* * * * * * * * IT IS VERY IMPORTANT THAT YOU CALL NATALIE ROTHSTEIN AT 335-3352 THE DAY BEFORE TRIAL IF YOU CANNOT APPEAR. WE ARE COUNTING ON YOU, AND WE APPRECIATE YOUR INVOLVEMENT IN THE TEEN COURT PROGRAM.

A Junior League of Odessa, Inc.
and City of Odessa Creation

Elkhart County
Teen Court

222 Middlebury Street
Elkhart, IN 46516
294-3549

OATH OF CONFIDENTIALITY

I solemnly swear or avow that I will not divulge, either by words or signs, any information which comes to my knowledge in the course of a Teen Court case presentation, and that I will keep secret all said proceedings which may be held in my presence so help me God.

_____
Signature of Volunteer or Observer

_____
Teen Court Coordinator

_____

Elkhart County
Teen Court

222 Middlebury Street
Elkhart, IN 46516
294-3549

ATTORNEY'S CASE ANALYSIS

ATTORNEYS: Look over all information you have about the case and complete this form. Then, on a separate piece of paper, write out the questions you wish to ask witnesses at the hearing as well as your closing argument and sentence recommendation. You will probably be nervous at the hearing but with this preparation you will be ready to do a good job.

NAME OF DEFENDANT_____ **AGE**_____

NAME OF VICTIM, IF ANY_____

DAMAGES TO THE VICTIM, IF ANY_____

_____

_____

_____

DATE THE INCIDENT OCCURRED_____ **TIME (am or pm?)**_____

DAY OF THE WEEK INCIDENT OCCURRED_____

PLACE INCIDENT OCCURRED_____

NATURE OF THE OFFENSE_____

_____

_____

OTHER PUNISHMENT ALREADY SUFFERED BY THE DEFENDANT_____

_____

_____

_____

_____

AGGRAVATING CIRCUMSTANCES (hurts the defendant's case)_____

_____

_____

_____

_____

_____

_____

MITIGATING CIRCURMSTANCES (helps the defendant's case)_____

_____

_____

_____

_____

_____

_____

OTHER NOTES_____

_____

_____

_____

_____

_____

_____

WHAT SENTENCE IS APPROPRIATE TO THE DEFENDANT, THE VICTIM, AND THE COMMUNITY____

_____

_____

_____

_____

_____

_____

WHY IS THIS SENTENCE APPROPRIATE_____

_____

_____

_____

_____

_____

_____

_____CASE

222 Middlebury St.
Elkhart, IN 46516
294-3549

BAILIFF'S FORM

STATE OF INDIANA

VS

_____

TEEN COURT SESSION NO._____

DOCKET NO. _____

DATE _____

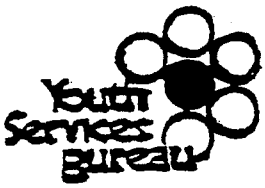
	PRESENT	NO SHOW
Defendant _____	_____	_____
Parent(s)Guardian _____	_____	_____
Defense Attorney _____	_____	_____
Prosecuting Attorney _____	_____	_____
Judge NEIL HOLBROOK	_____	_____
Bailiff _____	_____	_____
Clerk _____	_____	_____
Jurors _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____
Court Clerk

_____
Court Bailiff

Elkhart County
Teen Court

222 Middlebury Street
Elkhart, IN 46516
294-3549



CLERK'S RECORD OF HEARING

STATE OF INDIANA

VS

_____

TEEN COURT SESSION NO._____

CASE NO._____

DATE:_____

Name of parent(s)/guardian present:_____

Prosecuting Attorney:_____

Defense Attorney:_____

Offense defendant committed: _____

_____

_____

Sentence recommended by jury:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

_____
Clerk of Elkhart County Teen Court

CLERK: Please fill out this form during the course of the hearing. After the hearing is finished and the sentence is announced, gather: (1) the jury verdict form; (2) the judge's hearing notes; (3) the bailiffs record; and (4) this form and give them to the Teen Court Coordinator. Thank you.

STATE OF INDIANA

LaPorte County Teen Court

vs.

CAUSE #_____

Judge's Hearing Notes

_____

DATE:_____

AGE OF DEFENDANT:_____

PARENT PRESENT: _____ NAME OF PARENT:_____

PROSECUTING ATTORNEY:_____

DEFENSE ATTORNEY:_____

BAILIFF:_____

CLERK:_____

NATURE OF OFFENSE:_____

_____

AGGRAVATING CIRCUMSTANCES:_____

_____

_____

MITIGATING CIRCUMSTANCES:_____

_____

_____

OTHER NOTES:_____

_____

_____

SENTENCE STATE SOUGHT: _____

SENTENCE DEFENSE SOUGHT:_____

SENTENCE GIVEN:_____

_____

_____

Judge Presiding at Hearing

THE STATE OF INDIANA

vs.

_____

IN LAPORTE TEEN COURT

DATE_____

JURY VERDICT FORM

We, the Teen Jury, recommend that the defendant receive the following constructive sentence:

( ) No punishment

( ) _____ Hours of Community Service

( ) $_____ Restitution (pay victim for damages not to exceed $200.00)

( ) Write an _____ word essay concerning the offense entitled:

_____

( ) To write an apology to _____

( ) To verbally apologize to _____

( ) Counseling _____
(To be worked out between the Teen Court Coordinator and parents)

( ) _____ Times to serve as a Juror in future Teen Court cases

( ) Other _____

_____

Explanatory Statement _____

_____

_____

_____
Judge, Teen Court

_____
Foreperson, Teen Court Jury

INSTRUCTIONS

You are advised that you will retire to the Jury Room and first select a Foreperson from your group. You will then proceed with determining the recommendation that you will make to the Court regarding this offense. You are instructed that your recommendation will be unanimous. When you have completed your deliberations, please complete this form and bring it back with you into the courtroom. You may check as many of the boxes for disposition that you feel are appropriate. When you have completed your deliberations and are ready to return to the courtroom, please knock on the door and let court personnel/Teen Court Coordinator know.

TEEN COURT

Honorable Edward Dawson
Presiding Judge

Robert Duber II
Judge - Division II

Robert Castaneda
Chief of Probation

John V. Yanez
Teen Court Coordinator

Gila County Courthouse
1400 East Ash Street
Globe, Arizona 85501
Phone: 425-3231, ext. 256

COMMUNITY SERVICE AGREEMENT

The participating community service agency understands that all youth referred to them voluntarily agree to perform assigned community service as per Teen Court Agreement. The participating community agency understands that the youth involved is not an employee of the county, but is in fact performing the services solely as an individual, and as such, no representation regarding the youth's ability is implied.

It is agreed that the youth will be adequately supervised by the community agency during the course of the Community Service Agreement. Proper and adequate supervision, along with reasonable task assignments on the part of the community service agency, assures compliance with the youth's Contract Agreement or compensation of any nature growing out of the agreement. The participating community agency also understands and agrees to indemnify and hold harmless the Court Coordinator and Gila County employees and officials from claims or actions related to improper or inadequate supervision.

Should the youth fail to follow reasonable orders and directions of the supervisor, the youth will be removed from the task. The supervisor agrees to immediately contact the Teen Court Coordinator who will handle the situation.

APPROVED THIS _____DAY OF_____, 19___.

_____
AGENCY RECEIVING SERVICE

BY:_____
(REPRESENTATIVE)

FILL OUT BOTH COPIES OF "COMMUNITY SERVICE AGREEMENT." KEEP A COPY FOR RECORDS, AND PLEASE FORWARD OTHERS TO

JOHN V. YANEZ, TEEN COURT COORDINATOR
GILA COUNTY COURTHOUSE - JUVENILE PROBATION DEPARTMENT
GLOBE, AZ 85501

TEEN COURT

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Judge - Division II

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AGENCY REPORT

*TO:*_____

*This is to introduce*_____*who is to complete* _____ *hours/sessions as part of his/her TEEN COURT agreement. Again, thank you for supporting our local youth programs.*

Please return this form by mail to the TEEN COURT COORDINATOR as soon as completed.

TO BE COMPLETED AND RETURNED WITHIN 30 DAYS OF TRIAL

Please certify that the above named youth completed the assigned hours/sessions by filling in the appropriate dates and times and initialing each.

DATE	*HOURS WORKED*	*SUPERVISOR INITIAL*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PERFORMANCE RATING: _____ _____ _____

excellent *satisfactory* *unacceptable*

*Supervisor Signature:*_____ *Date:*_____

ANY QUESTIONS? CONTACT JOHN YANEZ AT 425-3231 EXT. 251 OR 425-4933

TEEN COURT

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REFERRAL TO THE EDUCATION PROGRAM

*Minor's Name*_____ *Age:*_____

*Present Grade in School:*_____ *Date of Referral:*_____

Referred to which Education Site? _____

Reason(s) for Referral to Education Program:
(EX. Failing grades, poor attitude toward school, poor attendance, etc.)

_____

_____

_____

_____

_____

_____

_____
Signature of Probation Officer/Teen Court Coordinator

Status of this Referral: (To be completed by Education Coordinator)

_____

_____

_____

_____

TEEN COURT

Honorable Edward Dawson
Presiding Judge

Robert Duber II
Judge - Division II

Robert Castaneda
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COMPLETION OF CONSEQUENCES

*DATE*_____

_____
GILA COUNTY PROBATION OFFICER

_____*has participated in Teen Court and completed the consequences as assigned. Any special comments or notations are noted below.*

*CASE NO.:*_____
*RE:*_____
*D.O.B.:*_____

SPECIAL COMMENTS:

_____

_____

_____

_____

_____

_____

_____
TEEN COURT COORDINATOR

TEEN COURT

Honorable Edward Dawson
Presiding Judge

Robert Duber II
Judge - Division II

Robert Castaneda
Chief of Probation

John V. Yanez
Teen Court Coordinator

Gila County Courthouse
1400 East Ash Street
Globe, Arizona 85501
Phone: 425-3231, ext. 256

REFERRAL BACK TO JUVENILE PROBATION

*DATE*_____

_____
GILA COUNTY PROBATION OFFICER

_____*is being referred back to your jurisdiction for further legal action due to the fact that:*

_____

_____

_____

_____

_____

CASE NO. _____

*RE:*_____

*D.O.B.*_____

_____

TEEN COURT COORDINATOR

APPENDIX E

SAMPLE COURTROOM PROTOCOLS

- **LaPorte Teen Court Program**
- **Mat-Su Youth Court**
- **Sisters Teen Court**

LAPORTE TEEN COURT
Revised Edition March 1994

COURTROOM PROTOCOL

BAILIFF: Will everyone please rise. Here ye, hear ye..... LaPorte Teen Court is now in session, The Honorable _____ presiding.

JUDGE: Please be seated. Good evening. This is the _____ session of LaPorte Teen Court. On behalf of the Teen Court Program, I want to thank each and every one of you for being here tonight and participating in Teen Court.

The business of this court is very serious. The defendants who appear before you tonight are guilty of the charges that have been made against them. They have violated a law of the State of Indiana..... and have voluntarily chosen to come before this court to have a jury of people their own age decide what sentence, if any, they should receive for their actions. Even though the defendants have violated the law, they deserve your respect and attention. It takes a certain courage for the defendants to be here and I am sure that if you were in their shoes, you would want a fair hearing. Therefore, everyone in the courtroom must remain quiet during the proceedings and give their complete attention to what happens here. If you fail to do so, I will have to ask you to leave the courtroom.

I also emphasize that everything that occurs in this courtroom is to remain confidential; that particularly includes the names of the defendants. If you discuss what occurs here tonight with persons who are not present, you might be subject to prosecution and will certainly not be permitted to continue participating in the Teen Court Program. Therefore, everyone please rise, raise your right hand, and repeat after me:

> "I solemnly swear or affirm/that I will not divulge/either by words or signs/any information/which comes to my knowledge/in the course of/a Teen Court case presentation/and that I will keep secret/all said proceedings/which may be held in my presence/so help me God."

(Note: Once an evening, it is perhaps a good idea to remind volunteers that the defendants would be guaranteed confidentiality in the normal juvenile justice system and that if Teen Court cannot maintain confidentiality, it will cease to exist.... i.e., defendants will not opt for Teen Court if their conduct, etc., is made public.)

DIALOGUE (FOR FOLLOWING SESSIONS):

JUDGE: At this time, I would like to remind all present in this courtroom that you have sworn an oath of confidentiality earlier this evening. Each of you are therefore reminded at this time of your obligation to fulfill that oath and that this is a duty you owe both to the defendants and to the Teen Court Program.

(BASE DIALOGUE RESUMES:)

JUDGE: Remember also that it is not our right to humiliate or make fun of the defendants. We are simply here to do what is right and fair to the defendants, the victims, and the community.

Will the Clerk, (Mr.) (Ms.)_____ please announce the title of the next case?

CLERK: "Teen Court Docket Number ____ _____, entitled State of Indiana versus _____ now comes on for hearing.

JUDGE: Are you the defendant in this cause? And what is your name and your age? (Defendant responds). Thank you, Mr.(Ms.)_____ .

Is there a parent or parents of the defendants present? And your name(s), please. (Parents respond.) Thank you for being here tonight.

Will the Prosecuting Attorney please state his or her name for the record. (Response.) Thank you, Mr. (Ms.) _____.

Will the Defense Attorney please state his or her name for the record. (Response.) Thank you, Mr. (Ms.)_____.

JUDGE: (Preliminary Jury Matters):

Members of the jury, it is your duty to determine what sentence, if any, is fair and appropriate for the defendant. To be sure you are impartial and able to fulfill this obligation, I must ask you some questions. If the answer to any of my questions is "yes" in your mind, please raise your hand and I will ask you some follow-up questions.

1. Are any of you good friends or long-acquainted with either of the attorneys for this case or the defendant?

2. Have any of you had any problems or quarreled with either of the attorneys for this case or the defendant in the past, whether in school, your neighborhood, or elsewhere?

3. Have any of you hear anything about either of the attorneys for this case or the defendant, whether good or bad, true or not, which might prejudice you one way or another about this case?

   (Note: Affirmative responses by a juror should be followed up: i.e., how long have you known _____....do you believe you can be fair..... etc. Permit either side to question the prospective juror and disqualify him/her at that time if desired.)

4. This case involves an incident of_____ which occurred at _____(location) on _____ (date) at approximately_____(time). Did any of you witness this incident or hear anything about it which might prejudice you about this case?

5. Is there any reason I have not asked you about which makes you unsure whether you should serve on this jury?

Does the Prosecuting Attorney or Defense Attorney have any questions for any of the jurors?

Mr. (Ms.) _____ (Prosecuting Attorney), do you accept this jury to hear this case?

Mr. (Ms.) _____ (Defense Attorney), do you accept this jury to hear this case?

Mr. (Ms.) _____, as defendant you have a right to have any juror excused and replaced with another person if you have any concerns about a particular juror. You do not have to state a reason. Are you willing to have these six persons decide this case?

Members of the jury, there have been offered no objections to your serving as jurors on this case. Will you please stand and raise your right hand:

DO YOU SOLEMNLY SWEAR OR AFFIRM TO LISTEN CAREFULLY TO ALL THE EVIDENCE AND ARGUMENTS WHICH ARE PRESENTED IN THIS CASE AND TO FULFILL YOUR DUTY TO DETERMINE A SENTENCE, IF ANY, WHICH IS APPROPRIATE AND FAIR TO THE DEFENDANT, THE VICTIM, AND THE COMMUNITY? IF SO, SAY "I DO."

PRELIMINARY JURY INSTRUCTIONS (JUDGE CONTINUES):

You are now instructed to give your complete attention to the evidence and arguments about to be presented. Remember that the defendant is guilty of the charge made against him (her). Your sole duty is to determine what sentence, if any, is fair and appropriate.

EVIDENCE (JUDGE CONTINUES):

Members of the jury, at this time I will read the relevant details of defendant's crime from the Police Report.... remember that you should consider all the evidence and testimony presented, not just that contained in the Police Report.

(Read details of offense from Police Report, making)
(SURE TO OMIT NAMES OF ANY ACCOMPLICE TO THE CRIME:)

(Following recitation of Police Report:)

"Will the defendant please approach the bench? (Give defendant - an all other witnesses - the following oath)

DO YOU SOLEMNLY SWEAR OR AFFIRM UNDER PENALTIES OF PERJURY THAT THE TESTIMONY YOU ARE ABOUT TO GIVE IN THIS CAUSE IS THE TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE TRUTH?

Mr. (Mrs.)_____ (surname of defendant), please speak loudly and clearly while testifying. It is very important that the jury hear your side of the circumstances surrounding what has happened.

1. Mr. (Ms.)_____, (Prosecuting Attorney) you may now question the defendant.

2. Mr. (Ms.)_____, (Defense Attorney), you may now question the defendant.

3. Does the Prosecuting Attorney have any more questions?

4. (If Prosecuting Attorney has asked follow-up questions), Does the Defense Attorney have any follow-up questions?

5. Do any members of the jury have any questions for the defendant?

6. Does the defendant have anything else he (she) wishes to say about this matter which the jury has not already heard?

   NOTE: At this point, the Judge might wish to ask a question(s) of the defendant to clarify a matter or bring out a point that the Judge knows about that has not been brought out.

Does the Prosecuting Attorney wish to call any other witnesses?

Does the Defense Attorney wish to call any other witnesses?

(In either case, repeat sequence 1 through 6 immediately above)

FINAL STATEMENTS (JUDGE INTRODUCES):

1. The Prosecuting Attorney may now present his (her) final statement and recommendations to the jury.

   (Prosecuting Attorney approaches podium and make recommendations to jury, with supporting rationale).

2. The Defense Attorney may now present his (her) final statements and recommendations to the jury.

(same as Prosecutor)

<u>FINAL INSTRUCTIONS TO THE JURY</u> (Judge):

Members of the jury, it is now your duty to determine a fair and appropriate sentence, if any, for the defendant. There are available to you a number o possible forms or corrective punishment if you believe punishment is appropriate, including the following:

1. Defendant may be required to serve a certain number of hours of community service. If this is your choice, use the community service calculations grid provided to you by the Bailiff as a <u>guideline</u> in deciding how many hours are appropriate.

2. You may require the defendant to pay the victim an amount of money equal to the damages he has suffered. This amount may not exceed $200.00.

3. You may require the defendant to write an essay of a certain length of words concerning the offense he (she) committed.

4. You may require the defendant to make a written or verbal apology to the victim (or, in victimless crimes, to the arresting police officer).

5. You may require the defendant to serve a certain number of times at a future Teen Court Jury. If you recommend any punishment, however, he (she) will automatically be required to serve on one future Teen Court Jury.

6. As you know, you are not required to choose just one form of punishment. You may recommend the defendant be required to do more than one of the things I have mentioned. You may also recommend other forms of punishment, if you think of other punishments which are particularly appropriate to the defendant's circumstances. Of course, you may not sentence the defendant to jail.

7. You may also recommend that the defendant should not suffer any further punishment if you believe that this is appropriate to the defendant, the victim, and the community, under the circumstances of this case.

8. In deciding what sentence, if any, is fair and appropriate, consider several things:

   a) Judge should juxtapose mitigating and aggravating circumstances, facts and public policy in an unobtrusive fashion.

   b) If shoplifting case, list items and prices of things taken.

   c) You may consider the defendants past misconduct that he/she may have testified about. However, keep in mind that your job tonight is to render a

sentence, if any, only on the offense charged. You must keep in mind that the defendants past actions have not been fully explained and you do not know the full story about those past acts.

d) (Adult consequences)

Also, consider all the circumstances surrounding the defendant's conduct in deciding what sentences, if any, is fair in this case. However, consider only that evidence which has been presented in court tonight.

Finally, when you reach the jury room the first thing you must do is choose a foreperson from amongst you. Then, begin your discussion of what you believe is an appropriate sentence, if any, for the defendant. Remember it is your duty to the defendant, to the victim, and the community to speak your conscience in the jury room if you simply go along with the crowd you are NOT doing your job.

Further, your decision must be a unanimous one. When you have reached a unanimous verdict, have your foreperson fill out and sign the jury verdict form. As a jury, you may also make an explanatory statement on the verdict form, explaining the sentence you have recommended. This statement is not a requirement, but you as a jury, are encouraged to make such a statement.

When you are finished, please know on the jury room door and the Bailiff will take care of you.

WILL EVERYONE PLEASE RISE. Will the Bailiff please escort the Jury to the Jury Room.

RECONVENE: JUDGE: Will everyone please rise?

JUDGE CONTINUES:

Who is the foreperson of the Jury? (Foreperson identifies him or herself.) Mr. (Ms.) _____, has the jury reached a verdict? (Positive response.)

Will the bailiff please deliver the verdict form to the bench for inspection? (Judge inspect verdict, returns it to the bailiff who in turn returns it to the foreperson.)

Will the defendant, the Prosecuting Attorney, and Defense Attorney please rise for sentencing?
Will the foreperson please stand and read the jury's verdict?

(VERDICT READ BY FOREMAN)

(NOTE: AT THIS POINT EITHER ATTORNEY MAY OBJECT TO THE RECOMMENDED VERDICT...IF SO, POLL THE JURY INDIVIDUALLY TO BE

SURE THAT THE SENTENCE IS A UNANIMOUS ONE..IF IT IS, AND IT IS WITHIN THE REALM OF COMMON SENSE, THE JUDGE SHOULD CONTINUE ON AND APPROVE THE VERDICT. THE TEEN COURT JUDGE HAS THE AUTHORITY TO THROW OUT A VERDICT BUT SHOULD NOT DO SO UNLESS ABSOLUTELY IMPERATIVE TO THE ENDS OF JUSTICE: OTHERWISE, IT WILL NOT BE A TRUE "TEEN COURT".)

The court having heard the evidence, now finds the Jury's verdict to be appropriate and fair to the defendant, the victim and the community. Judgement is hereby entered on the jury's verdict and the defendant is hereby ordered to perform the following:

(READ FROM JURY'S VERDICT)

(NOTE: IN CONCLUDING, THE JUDGE MAY MAKE PERSONAL OBSERVATIONS TO BOLSTER THE DEFENDANT'S SELF-ESTEEM (if needed) OR TO REINFORCE THE JURY'S VERDICT....i.e., FIT YOUR COMMENTS TO THE CASE) AT ANY RATE, HERE IS A DIALOGUE OF A GENERIC NATURE.)

Mr. (Ms.) _____, (name of defendant), the members of the jury have simply done their duty here tonight. Their decision is a group decision. Do not cause any trouble for any of them or you will simply find yourself in more trouble. Remember because you were sentenced here tonight, you will be back in this court as a juror in the future; at that time your will want the defendant to respect your decision.

On behalf of everyone here, I wish you good luck. We hope you are not in any more trouble with the law. At this time, you may report to Cathy Moeller, Teen Court Coordinator, together with your parents, where your rights and obligations concerning the sentence will be explained to you.

Members of the jury, Attorneys, and court Personnel, thank you for the respect you have given the defendant and the law. (Special COMMENTS FOR ATTORNEYS AND JURY MAY BE APPROPRIATE). You are all excused... remember, however, that as you leave you have a duty to uphold the oath of confidentiality concerning these proceedings.

MAT-SU YOUTH COURT

ARRAIGNMENT PROCEDURES

Judges enter. Bailiff asks everyone to rise, and announces that Court is in session . Judges seat themselves, then the Presiding Judge says *"You may be seated."*

The Presiding Judge then begins the proceeding:

1. Identify the case:

   A. Read caption of the case *"In the matter of*_____
   (defendants name)

   B. Read case number *"MSYC-96*_____*"*

   C. Ask if defendant is present. *"Is the defendant in Court?"*

   D. Determine if both sides are ready to proceed. *"Attorneys for the defense, have you had adequate time to prepare and are you ready to proceed?"* If yes, ask the same questions to the prosecution. *"Has the prosecution had adequate time to prepare, and are you ready to proceed?"* If either side is not ready to proceed, indicate that all participants will be advised of a new court date, and adjourn the proceedings.

2. Inform defendant of the name that appears in the charging document.

   Example: *"Mr. or Ms.*_____*the record reflects your true name as being* _____*, spelled*_____ *correct?"*

   A. If YES, *"Then let the record stand."*

   B. If NO, *"Please spell your real name for the court...*

   Thank You. Let the record reflect the defendant's true name is spelled _____*and will be referred to as such for the remainder of this proceeding."*

3. Identify counsel for the prosecution and defense *"Counsel for the defense, please*

F. Ask the defense attorney if he/she is satisfied that the defendant knowingly and willingly signed the agreement, with a full understanding of its contents and jurisdiction of the Mat-Su Youth Court and this was of his/her own free will. *"Mr./Ms. _____ are you satisfied that your client knowingly and willingly signed the agreement with a full understanding of its contents and jurisdiction of the Mat-Su Youth Court and that your client signed of his/her own free will?*

6. Make the Mat-Su Youth Court agreement part of the record.
"_____ having knowingly, willingly and voluntarily signed the agreement with MSYC and agreeing to plead guilty at the Intake Interview to the charge(s) of _____. IT IS HEREBY ORDERED THAT the agreement between _____ and the MSYC is made a part of the record of this proceeding."

AT THIS TIME, AN ASSOCIATE JUDGE MAY TAKE OVER THE PROCEEDING.

7. Read the charging document to the defendant. After the document has been read ask the defendant if he/she agrees that these charges are the same as those that he/she pled No-Contest to at Juvenile Intake, *"Mr./Ms. _____ "I will now read the Charging Document to you"* Read the Probable Cause Statement at the bottom. *"On or about..*_____

_____

_____ *"*

"Mr./Ms. do you agree that these charges are the same as those that you pled guilty to at the Intake Interview?"

8. Ask defendant if he/she understands the case the prosecution has against him/her. *"Mr./Ms. _____ do you understand the case the prosecution has*

12. Give the sentence and reasons behind it to the Court. *"After careful consideration of the charges and statements from both sides, this Court has decided upon the following sentence:*

*1.*_____ *4.*_____

*2.*_____ *5.*_____

*3.*_____ *6.*_____ *"*

Explain to the defendant his/her right to immediately move for reconsideration of the sentence while in the courtroom. The defendant also has the right to appeal within 3 days of the sentence.The defendant should consult with his/her MSYC attorney if they wish to file either the motion for reconsideration or the appeal.

*"Mr./Ms.*_____ *you have the right to appeal or to move for reconsideration of the sentence at this time. You also have the right to appeal the sentence within the next three days. Please consult with your attorney now if you wish to file either the motion for reconsideration , or the appeal."*

13 Adjourn Court: *"This Court is adjourned."* The Bailiff will ask everyone to rise. The Judges should return to Chambers to hang up their robes, and wait there for the other participants to arrive for a debreifing. Check to make sure you have signed the Confidentiality Statement and Case Evaluation form. Your case files must be turned in to the Bailiff, or Mr. Messick.

SISTERS TEEN COURT
COURTROOM PROTOCOL

BAILIFF: All rise. Sisters Teen Court is now in session. The honorable Judge Forte now presiding.

JUDGE: Please be seated. Good Evening. As you are all aware, the business of Sisters Teen Court is very serious. The Defendants who appear before this Court have violated a law of the State of Oregon and have voluntarily chosen to come here to have a jury of their peers impose sentence for these violations.

Each case deserves your utmost attention and respect. We remind you that all proceedings are private and the names of the parties must remain confidential. Please rise, raise your right hand.

"Do you solemnly swear that you will give attention to the proceeding, abide by the Court's instruction and render a verdict in accordance with the law and evidence presented to you, so help you God."

COURT CLERK: Sisters Teen Court Case _____ now comes before trial.

JUDGE: _____(Name)_____, you are charged with the crime of _____(Crime)_____. How do you plea?

CASE PRESENTER: [Case presenter reads police report. State the class of crime and the adult sentence equivalent.]

JURY: [Jury may now question the defendant and the parent. First question should be... "In your own words, tell us what happened?" At the end of questioning, the Judge should clarify anything that they jury may have missed.]

JUDGE: [Clarify any questions].
The jury is advised to retire to the Jury Room and first select a Jury Foreperson. The Foreperson will then lead a group discussion or deliberation regarding the offense. During deliberations, all pertinent matters, such as whether the defendant is remorseful, punishment received from parents or others for the offense, and the specifics of the event should be considered. Remember that it is each juror's duty to the defendant and the community to speak his conscience. If a juror simply goes along with the crowd, then he is not doing his job.

When the jury has decided on an unanimous verdict, the Jury Verdict Form should be completed with as many boxes checked for disposition as appropriate. Also, an explanatory statement on the reason for the sentence is encouraged.

The Jury Foreperson should then inform the Bailiff that the jury is ready to recommend a sentence to the court.

BAILIFF: [Lead jury to the jury room.]

FOREPERSON: [When the jury has reached a verdict, inform the Bailiff.]

JURY: [Return to the bench and tell the Judge the jury has reached a decision.]

JUDGE: [Read the sentence imposed, sign the sentence worksheet, and hand it to the clerk. Instruct the defendant and parent to follow the Exit Interviewer out of the room for explanation of sentence.]

APPENDIX F

SAMPLE VOLUNTEER RESOURCES

- **Volunteer Job Descriptions**
  - **Youth Defense Attorney**
  - **Youth Prosecuting Attorney**
  - **Youth Master Jury Member**
  - **Youth Court Clerk**
  - **Youth Bailiff**
  - **Adult Teen Court Judge**
  - **Adult Master Jury Monitor**
  - **Adult Jury Monitor**
  - **Adult Trainer**
- **Volunteer Application Form**
- **Volunteer Agreement**
- **Life Skills, Prevention, and Law-Related Education Resources**
- **Swearing-in Ceremony Resources**
  - **Program**
  - **Charge to Teen Court Members**
  - **Teen Court Oath**
  - **Teen Court Coordinator's Oath**
  - **Confidentiality Oath**

DEFENSE ATTORNEY

Description:

Represents teen defendants in Pleas, Master Juries and Jury Trials in the Teen Court Program.

Duties:

1. Review complaint jacket with the Teen Court Coordinator and process case according to assigned procedure.
2. Process case by:
   a. Discussing defendant's case with Prosecuting attorney and submit agreed upon plea to Judge in plea cases; or
   b. Advising defendant regarding case facts, procedures and methods of testimony prior to defendant's appearance before the Master Jury; or
   c. Presenting defendant's case to judge and jury with opening statement, direct examination, cross examination, and closing arguments in a jury trial.
   d. Requesting appropriate sentence.
3. Meet with Adult Volunteers and Teen Court Coordinator following court session for debriefing.

Qualifications:

Applicant must be enrolled as a full-time student in a secondary school in the Hurst-Euless-Bedford independent School District.

Training:

Applicant must complete application form. Applicant must complete Teen Court Teen Volunteer Training, participate in at least (2) two mock trials, and pass the written test with a score of 70 or above.

Responsible To:

Teen Court Coordinator or designated Adult Volunteer

Time Required:

A minimum of one evening per month after training

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court Program, Bedford Texas

PROSECUTING ATTORNEY

Description:

Represents the State in Pleas and Jury Trials in the Teen Court Program.

Duties:

1. Review complaint jacket with Teen Court Coordinator and process case according to assigned procedure.
2. Process case by:
   a. Discussing defendant's case with defense attorney and submitting agreed upon plea to Judge in pleas cases; or
   b. Presenting state's case to judge and jury with opening statement, direct examination, cross examination, and closing arguments in a jury trial.
   c. Requesting appropriate sentence.
3. Meet with Adult Volunteers and Teen Court Coordinator following court session for debriefing.

Qualifications:

Applicant must be enrolled as a full-time student in a secondary school in the Hurst-Euless-Bedford Independent School District.

Training:

Applicant must complete application form. Applicant must complete Teen Court Teen Volunteer training, participate in at least (2) two mock trials, and pass the written test with a score of 70 or above.

Responsible To:

Teen Court Coordinator or designated Adult Volunteer

Time Required:

A minimum of one evening per month after training

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford Texas

MASTER JURY MEMBER

Description:

Question defendant regarding the facts of the case and decide appropriate sentence.

Duties:

1. Select a Master Jury Foreman, who will initiate questioning.
2. Following opening question from Master Jury Foreman, question defendant regarding the facts and limited extenuating circumstances of the case.
3. Deliberate with fellow jury members and reach an unanimous decision for sentence. Request assistance from Master Jury at any time during proceeding.
4. Complete *Jury Process Form.*
5. Meet with Adult Volunteers and Teen Court Coordinator following court session for debriefing.

Qualifications:

Applicant must be enrolled as a full-time student in a secondary school in the Hurst-Euless-Bedford Independent School District.

Training:

Applicant must complete application form. Applicant must complete Teen Court Teen Volunteer training, participate in at least (2) two mock trials, and pass the written test with a score of 70 or above.

Responsible To:

Teen Court Coordinator or designated Adult Volunteer

Time Required:

A minimum of one evening per month after training.

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford, Texas

COURT CLERK

Description:

Assist Judge or Master Jury Monitor in processing of cases.

Duties:

1. Meet with Teen Court Coordinator or designated Adult Volunteer prior to court session to collect *Coversheets, Jury Process Forms,* and docket for cases to be heard.
2. Assist Teen Court Coordinator or designated volunteer with volunteer sign-in.
3. Announce case number and defendant's name to court.
4. Provide Judge, Master Jury Monitor, Jury Monitor or Master Jury Foreman with the appropriate paperwork.
5. Collect *Jury Process Forms* from the Master Jury Foreman or Jury Foreman following case deliberations and return them to the Teen Court Coordinator or designated Adult Volunteer.

Qualifications:

Applicant must be enrolled as a full-time student in a secondary school in the Hurst-Euless-Bedford Independent School District.

Training:

Applicant must complete application form. Applicant must complete Teen Court Teen Volunteer training, participate in at least (2) mock trials, and pass the written test wit a score of 70 or above.

Responsible To:

Teen Court Coordinator or designated Adult Volunteer

Time Required:

A minimum of one evening per month after training.

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford, Texas

BAILIFF

Description:

Assist Judge, Master Jury Monitor, Jury Monitor and Court Clerk in maintaining order in the courtroom, Master Jury room, and Jury Deliberation room.

Duties:

1. Report to Teen Court Coordinator or designated Adult Volunteer prior to court session for room assignment.
2. Assist defendants, jury members and families in finding their seat.
3. Announce the beginning of the court session and the presiding Judge or Master Jury Monitor.
4. Maintain order during courtroom session according to instruction of Judge, Master Jury Monitor, Jury Monitor, or Teen Court Coordinator.
5. Report any disruptive activity to Teen Court Coordinator or designated Adult Volunteer.

Qualifications:

Applicant must be enrolled as a full-time student in a secondary school in the Hurst-Euless-Bedford Independent School District.

Training:

Applicant must complete application form. Applicant must complete Teen Court Teen Volunteer training, participate in at least (2) two mock trials, and pass the written test with a score of 70 or above.

Responsible To:

Teen Court Coordinator or designated Adult Volunteer.

Time Required:

A minimum of one evening per month after training.

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford, Texas

TEEN COURT JUDGE

Description:

Presides over Teen Court Session. Assists in the training and ongoing instruction of Teen Attorneys.

Duties:

1. Instructs defendants and jury members on trial procedures prior to court session.
2. Swears in defendants and juries.
3. Hears pleas and jury trials.
4. Completes necessary paperwork.
5. Debriefs Teen Attorneys regarding their performance during trial.
6. Maintains communication with Teen Court Coordinator regarding Teen Attorneys and defendants.

Qualifications:

Applicant must be a practicing attorney or judge. Experience in working with young people is preferred. Applicant must be able to instruct youth on the proper courtroom procedures and be able to deliver constructive criticism.

Training:

Applicant must complete application and reference checks. Applicant must complete Teen court Adult Volunteer training and assist with Teen Volunteer training.

Responsible To:

Teen Court Coordinator

Time Required:

A minimum of one evening per month after training.

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford, Texas

MASTER JURY MONITOR

Description:

Presides over the Master Jury. Ensures that questioning and deliberations are done in a timely and constructive manner.

Duties:

1. Collects paperwork for all cases on Master Jury docket from Teen Court Coordinator.
2. Supervises Court Clerk and Bailiff in calling of cases.
3. Instructs jury on procedures.
4. Swears defendant in.
5. Maintains order during proceedings.

Qualifications:

Applicant must be able to communicate effectively. Applicant must have an understanding of the Master Jury proceedings. Experience in working with young people is preferred.

Training:

Applicant must complete application and reference checks. Applicant must complete Teen court Adult Volunteer training and assist with Teen Volunteer training.

Responsible To:

Teen Court Coordinator

Time Required:

A minimum of one evening per month after training.

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford, Texas

JURY MONITOR

Description:

Sits in jury deliberation room to ensure that deliberations are done in a timely and constructive manner.

Duties:

1. Reviews *Jury Process Form* and *Coversheet* with jury members.
2. Discusses any questions jurors may have regarding instructions from the judge.
3. Ensures that deliberations are done in a timely and constructive manner.

Qualifications:

Applicant must be able to communicate effectively. Applicant must be able to instruct youth in jury deliberation proceedings and redirect inappropriate behavior. Experience working with young people is preferred.

Training:

Applicant must complete application and reference checks. Applicant must complete Teen court Adult Volunteer training and assist with Teen Volunteer training.

Responsible To:

Teen Court Coordinator

Time Required:

A minimum of one evening per month after training.

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford, Texas

TRAINER

Description:

Facilitates teen attorney training sessions. Provides information regarding the criminal justice system, its terminology, and guidance in preparing and presenting cases.

Duties:

1. Explain the flow of a case through the criminal justice system, and compare it to the flow of cases through the Teen Court Program.
2. Review glossary of criminal justice terms.
3. using the *Attorney/Master Jury Training* curriculum, instruct teens on the subjects of trial procedure, case preparation, and case presentation.
4. Critique opening and closing statements.

Qualifications:

Applicant must be a practicing attorney or judge. Experience in working with young people is preferred. Applicant must be able to instruct youth on the proper courtroom procedures, and be able to deliver constructive criticism.

Training:

Applicant must complete application and reference checks. Applicant must complete Teen court Adult Volunteer training and assist with Teen Volunteer training.

Responsible To:

Teen Court Coordinator

Time Required:

A minimum of four (4) hours on a Saturday morning. Trainings held quarterly.

Length of Commitment:

(6) Six months

Source: H-E-B Teen Court, Bedford, Texas

VOLUNTEER APPLICATION FORM

(Confidential Information)

NAME_____ SEX_____ AGE_____ DATE OF BIRTH_____

ADDRESS_____ CITY_____ ZIP_____

TELEPHONE NUMBER_____ PARENT/GUARDIAN NAME_____

SCHOOL YOU ATTEND_____ GRADE_____

SCHOOL ACTIVITIES_____

_____

_____

ACTIVITIES OUTSIDE OF SCHOOL (church, community, etc.)_____

_____

_____

WHAT QUALITIES DO YOU HAVE THAT WOULD MAKE YOU A GOOD TEEN COURT VOLUNTEER?_____

_____

HOW DID YOU BECOME INTERESTED IN TEEN COURT?_____

_____

PLEASE LIST TWO REFERENCES (non-relative, one reference must be an adult from the school you attend)

NAME_____ ADDRESS_____ PHONE_____

NAME_____ ADDRESS_____ PHONE_____

VOLUNTEER SIGNATURE_____

I have read the information on the back of this form about Teen Court and am allowing my daughter/son to participate as a Teen Court Volunteer. I understand that we, as a parent(s)/guardian(s) are invited to attend the Teen Court Training Session with our daughter/son. I further understand that all Teen Court volunteers are required to keep cases **CONFIDENTIAL.**

PARENT OR GUARDIAN SIGNATURE_____ DATE_____

When application is completed return to:

Bill Baugh
Teen Court Coordinator
Youth Services Bureau
222 Middlebury Street
Elkhart, IN 46516
Phone: 294-3549

Elkhart County
Teen Court

222 Middlebury Street
Elkhart, IN 46516
294-3549

Youth Services Bureau

VOLUNTEER AGREEMENT

Name _____ Age _____

School _____ Grade _____

Address _____ City _____ Zip _____

Telephone Number _____

After participating in the Teen Court Training Session, I wish to be scheduled as a Teen Court Volunteer.

I would like to serve as a _____.

As a second choice, I would like to serve as a _____.

I am willing to be scheduled for jury duty at any time _____.

Special considerations for scheduling _____

_____

_____

I understand that I may be called upon at any time to serve in Teen Court. I will take my responsibility seriously and will maintain confidentiality regarding all Teen Court proceedings. I understand that if I neglect my responsibility or breach my oath of confidentiality, I will be removed from serving in the Teen Court Program.

_____ _____
Volunteer Signature Date

_____
Teen Court Coordinator

Life Skills, Prevention, and Law-Related Education Resources[1]

National LRE Resource Center
American Bar Association
Special Committee on Youth Education for Citizenship
541 N. Fairbanks Ct.
Chicago, IL
(312) 988-5735

Center for Research and Development in LRE (CRADLE)
Wake Forest University School of Law
2714 Henning Drive
Winston-Salem, NC 27106-4502
(910) 721-3355
(800) 437-1054
Fax: (910) 721-3353

Sunburst
39 Washington Ave.
PO Box 40
Pleasantville, NY 10570-0040
(800) 431-1934
Fax: (914) 769-2109

The Bureau for At-Risk Youth
645 New York Ave.
Huntington, NY 11743
(800) 999-6884
(516) 673-4584
Fax: (516) 673-4544

National Crime Prevention Council
1700 K. Street, NW
Second Floor
Washington, DC 20006-3817
(202) 466-6272
Fax: (202) 296-1356

National Curriculum and Training Institute, Inc.
4949 E. Lincoln Drive, # D
Paradise Valley, AZ 85253
(800) 622-1644

Phillip Roy
PO Box 130
Indian Rocks Beach, FL 34635
(800) 255-9085
(813) 593-2700
Fax: (813) 595-2685

The Bureau for Violence Prevention
A Subsidary of NIMCO, Inc.
PO Box 9
117 Highway 815
Calhoun, KY 42327-0009
(800) 962-6662
Fax: (502) 273-5844

National Educational Service
1610 W. Third St.
PO Box 8, Station N5
Bloomington, IN 47402
(800) 733-6786
(812) 336-7700
Fax: (912) 336-7790

National Institue For Citizen Education and the Law (NICEL)
711 G. Street, SE
Washington, DC 20003
(202) 546-6644
Fax: (202) 546-6649

Center for Civic Education
5146 Douglas Fir Rd.
Calabasas, CA 91302
(800) 350-4223

Ready Reference Press
PO Box 5249
Santa Monica, CA 90409
(800) 424-5627
Fax: (310) 475-4895

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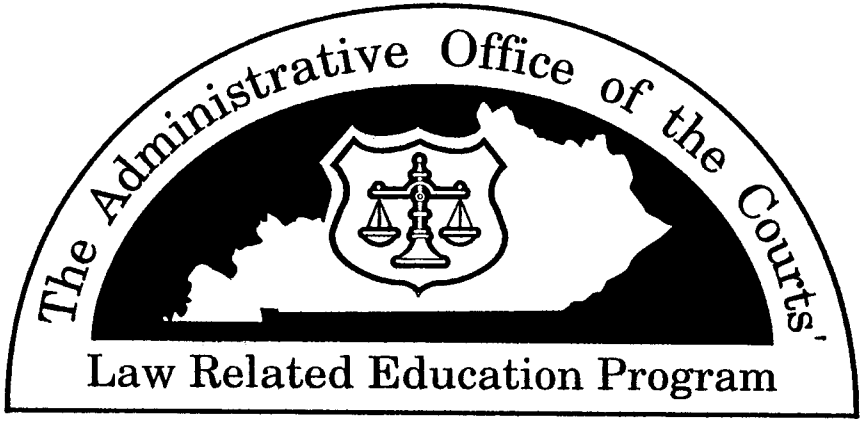
[1]These organizations market or produce various life skills, prevention, and/or law-related education resources. Organizations may be contacted for a catalog of avaliable publications and videos.



in conjunction with the

Kentucky Community Service Commission

presents the

Madison County
TEEN COURT
SWEARING-IN CEREMONY

1994 - 95

Richmond, Kentucky

WELCOME And INTRODUCTORY REMARKS

Mae Philbeck, Dee Dee Meadows, Jackie Thacker
Project Coordinators

A JUDGE'S PERSPECTIVE

Honorable Jeffrey Walson
District Court Judge

AN ADVOCATE'S PERSPECTIVE

Dr. James Fox
Eastern Kentucky University

TEEN MEMBERS' PERSPECTIVE

Gavin Duerson
Heather Miller

SWEARING-IN Of MEMBERS And ISSUANCE Of The
CONFIDENTIALITY OATH

ADJOURNMENT

Many thanks to the following for their help:
Lori Stone
Mark Robbins
Sherri Pate

Philosophy of TEEN COURT

Our contention is that if peer pressure can be used to exert a negative influence, it likewise can be used as a positive force. Those who work with youth know just how instrumental peer pressure can be in the decision-making process of all young minds.

Teen court is based upon the premise that most young people want to do what is right when making decisions. Even those who may make the wrong choice due to external factors such as peer pressure are often gratified to learn that they have an opportunity to make amends. What better way to impress upon a young offender than to be judged by a jury of his/her peers? Peer pressure in this court setting will have a more immediate and meaningful affect upon the individual than the more traditional juvenile justice approach. The message given by a peer jury will be long remembered by those seeking to fit within a group and be accepted.

Thank you for your support
and
enjoy your evening!

CHARGE TO TEEN COURT MEMBERS

You have a special duty to contribute to the Kentucky juvenile justice system through educating and rehabilitating your peers who have come into contact with the law. By sentencing your peers in a non-punitive fashion, placing them in community work service settings with positive role models, educational workshops, or as jury members in your teen court system, you assist in reducing the incidence of delinquent behavior and help them develop an understanding and respect for the law. You also have an obligation to make the workings of the juvenile justice process known by actively participating in school and community affairs. You must always remember that you are serving the Kentucky Court of Justice and your community, as well as your peers, and therefore, professionalism is commanded of you. All individuals participating in the project must enhance and preserve respect for the law and the courts.

TEEN COURT OATH

(given to teen court members as a group)

Do you solemnly swear that you will be faithful and true to the Commonwealth of Kentucky so long as you continue to a citizen thereof, and that you will faithfully execute, to the best of your ability participation as a member of the _____ County Teen Court Program?

TEEN COURT COORDINATORS' OATH

Do you, _____ and _____ solemnly swear that you will be faithful and true to the Commonwealth of Kentucky so long as you continue a citizen thereof, and that you will faithfully execute, to the best of your ability, the duties and responsibilities as the _____ County Teen Court Coordinators?

CONFIDENTIALITY OATH

(given to Teen Court members and Coordinators)

Do you solemnly declare that you will not divulge, either by written or spoken language or sign, any information which comes to your knowledge in the course of a teen court case trial, and will conceal all said proceeding which may be held in your presence?

Source: (Community Relations/LRE Division, 1995)

APPENDIX G

SAMPLE PROGRAM EVALUATION RESOURCES

- **Summary of Evaluation Literature**
- **Sample Data Sources**
  - **Intake/Risk Factor Checklist**
  - **Case Disposition**
  - **Monthly Activity Summary**
  - **Pre- and Post- Tests**
  - **Teen and Parent Questionaires**

SUMMARY OF EVALUATIVE LITERATURE

Arlington, Texas (Hissong, 1991)

Underlying philosophy: Young offenders respond more positively when judged by their peers and required to serve the community constructively.

Program design: Youth convicted of Class C offenses (e.g., shoplifting, possession of alcohol, vandalism, traffic offenses) were given the option of a traditional sanction or teen court. Trained youth volunteers served as prosecuting attorneys, defense attorneys, and jury members. The jury was responsible for deciding the number of community service hours to be served by the offender and other program conditions based upon certain guidelines.

Research questions: 1) What were the general effects for teen court participants versus non-teen court participants; and 2) What was the length of time to failure for teen court participants versus non-teen court participants.

Methodology: Of the 441 cases processed during the first year of the program, 196 cases were selected for observation. Analysis revealed that these cases were comparable to the entire group. The sample was then matched with non-teen court participants on the basis of sex, age, race and offense. Cross tabs analysis was used to determine the general effects of the teen court program, and survival analysis was used to determine the length of time to failure.

Key findings: 1) Overall, there was a significant relationship between teen court and success (75% of the teen court participants were successful versus 64% of the non-teen court participants); 2) teen court was most effective with 16 year old white males, the largest group of clients; 3) the differences between female teen court participants and non-teen court participants were substantial but not statistically significant; 4) due to insufficient sample sizes of other demographic groups, reliable tests were infeasible; 5) The effectiveness of teen court waned after approximately one year as evidenced by increased recidivism rates.

Cautions: The selection method for teen court participants may have led to the selection of those youth most likely to succeed. Recidivism may have been under-reported due to the follow-up procedures only revealing recidivism within the city of Arlington.

Implications: For its core clientele, 16 year old white males, the teen court program was found to be superior to traditional sanctions at deterring further criminal activities. Other benefits of the teen court were the community services performed by youth and the low cost of the program -- because the program makes extensive use of volunteers costs consisted of salaries for a director and an assistant director.

Kentucky's Teen Court (Kentucky Administrative Office of the Courts, 1994-95)

Underlying philosophy: Kentucky's teen court program grew out of the Administrative Office of the Court's Law-Related Education (LRE) which is founded on the premise that

young people who understand the nation's laws are less likely to violate them. It also is based on the premise that the same force that leads youth into law breaking behavior (i.e., peer pressure) can be redirected to lead youth into law abiding behavior.

Program design: The program is designed to benefit defendants by granting them an alternative disposition that emphasizes accountability and diversion; and volunteer participants by providing a valuable lesson in citizenship. Program participants are comprised of first-time offenders charged with minor offenses. If they complete the assigned sentences they avoid a formal court record. The program features a 12-hour training program based on the LRE model. Youth perform the duties of attorneys, bailiffs, court clerks and jurors. The judge is an adult.

Research question: What attitudinal changes toward authority figures resulted from participating as a volunteer in teen court?

Methodology: Students were asked to indicate their feelings toward nine authority figures (i.e., police officer, teacher, court designated worker, parent, judge, principal, mother, lawyer, and father) by marking a line on a "feeling thermometer." The last item on the instrument asked students to rate themselves as a measure of self-esteem. The instrument was administered in a pre-test/post-test format, during the first and last training sessions. Interviews and observations were also conducted as supplemental information.

Key finding: There were substantial increases in favorable ratings for judge, lawyer, police officer and teacher, and slight increases for court designated worker, parent, principal and father.

Cautions: Although an effective design, pre-post tests are sensitive to extreme scores and to external events which may have created the difference in ratings.

Implications: The study yields important information about one aspect of teen court -- participants completing the LRE training seem to possess a more positive attitude toward authority figures.

Cumberland County North Carolina Teen Court Program (North Carolina Administrative Office of the Courts, 1995)

Underlying philosophy: Legislation introduced to the General Assembly in May 1993 specifies that "teen court is to be a community resource in which juvenile offenders are sentenced by a jury of the juvenile's peers." The teen court program in Cumberland County operates with the philosophy that an offender's peers can more effectively develop appropriate and effective ways to redirect the offender's behavior and attitudes.

Program design: Cumberland County's Teen Court is designed to provide an alternative system of justice for offenders admitting guilt to a first, nonviolent, misdemeanor offense. Teen volunteers serve as prosecutor, defense counsel, jurors, court clerk and student bailiff. Adult volunteers serve as judge, bailiffs and monitors. The teen court process is designed to

offer juveniles consequences that allow them to take responsibility for their actions. The youth jury's duty is to impose a constructive sentence (e.g., jury duty, community service, participation in educational seminars) that must be completed within 90 days and that is based upon offense-specific guidelines.

Research question: What is the extent to which juvenile offenders referred to teen court are involved in future unlawful behavior?

Methodology: Data was collected on all juveniles referred to Teen Court from Juvenile Intake or Police during an eight month period from October 1993 through May 1994. These cases served as the teen court sample (95 cases). In lieu of an experimental design, the evaluators developed a pre-program group of cases for comparison purposes (97 cases). This group consisted of youth identified as being appropriate for teen court referral had it been available. Demographic and offense information, case activity information including participation in teen court, sentence imposed, and completion of sentence, and data on subsequent court involvement was collected on each offender in both study groups. The comparison groups were closely matched on age, sex and race. Individuals in each group were followed for 7.4 months. Logistic regression analysis was conducted to determine the association between variables found to be significant predictors of recidivism and actual recidivism rates. Simple descriptive statistics were used to compare overall recidivism rates between the teen court sample and the pre-program sample. Logistic regression analysis was used to compare these rates while controlling for age and type of offense. Interviews with key program stakeholders were conducted to solicit their ideas about the program.

Key findings: Statistical analyses revealed: 1) prior record, race and sex were not found to be significantly associated with recidivism; 2) the age of the juvenile at the time of the offense showed a strong trend toward older juveniles recidivating at a higher rate; 3) of the offense types (property, minor assault and other [i.e., driving, weapon, minor controlled substance, alcohol, public disturbance, pyrotechnic and other non-property and non-assaultive offenses]), those youth committing offenses in the "other" category were more likely to recidivate (it is important to note that these offenses are typically committed by older teens who were more likely to recidivate); 4) 20 percent of the teen court sample and 9.3 percent in the pre-program sample recidivated within the 7.4 month follow-up period; 5) controlling for age and offense type, there were no significant differences in the tendency to recidivate between the teen court and pre-program groups; and 5) fuller participation in the teen court process seemed to be associated with lower recidivism rates. Interviews revealed that: 1) teen court allows peers, parents and the community to actively participate in developing constructive responses to juvenile crime; 2) teen court is able to intervene at an early stage of unlawful behavior and encourage teens to accept responsibility for and consequences of their behavior; and 3) the program allows student involvement in positive activities that promote constructive patterns of behavior.

Cautions: Changes in policy resulted in significant differences in offense type between study groups making comparisons across groups difficult. The statistical analyses were conducted on available data which may or may not have been accurate or complete.

Implications: These findings support previous research indicating that juveniles who commit certain types of offenses are more likely to re-offend. Therefore, teen courts' offender selection criteria will influence the degree of success as judged by recidivism.

Southside Youth Council Teen Court, Indiana (McCullough, Martin, Pope & Esterline, 1995)

Underlying hypothesis: Not indicated.

Program design: The Southside Youth Council's Teen Court Program was designed as an alternative to the juvenile justice system.

Research questions: 1) What are reasons for the high success rates (85%) reported in previous research; and 2) How did that success rate compare to other teen court programs in Indiana.

Methodology: Data was collected on 583 youth who participated in teen court during 1992, 1993 and 1994. This data existed in raw, computerized form. 71 records were eliminated from the data set due to the inappropriateness of the case because of refusal to participate, re-arrest before the initial teen court hearing, no punishment being rendered, or an open case status. The remaining data were re-entered into a relational database for primary analysis on the gender, race and age groupings. The data was then coded and the categorical sums were entered into chi-square equations for correlative analysis of age, gender, and race with regard to program success. Due to confidentiality of records in other teen court programs, the second research question could not be pursued.

Key findings: 1) significant differences were found to exist across age -- 87% of the 14-18 year olds were successful verses 77% of the 10-13 year olds; 2) no significant differences were found between the success rates of males and females; 3) a highly significant difference was found to exist across race -- 88% of whites were successful verses 77% of blacks.

Cautions: Other external factors may have contributed to the differences in success rates across age and race.

Implications: The finding that older youth had higher success rates may support Kohlberg's (1969) stages of moral development (i.e., perhaps the lesser developed moral consciousness of the younger age group limited there ability to learn from teen court participation.)

CENTER FOR HUMAN SERVICES

YOUTH COURT

RISK FACTORS CHECKLIST - (INTAKE)

Instructions: Diversion counselor will check all risk factors that appear to apply to the client.

_____ Family history of alcoholism or drug addiction

_____ Family management problem or family history of anti-social behavior (criminality, etc.) _____

_____

_____ Parental drug use _____

_____ Early anti-social behavior (grades K-12)_____

_____

_____ Academic failure beginning mid to late elementary school

_____

_____ Early first use of alcohol/drugs _____

_____ Little commitment to school _____

_____ Friends who use alcohol/drugs _____

_____ Alienation, rebelliousness, lack of positive social bonding

_____

_____ Favorable attitude toward drug use _____

_____ Extreme economic and social deprivation

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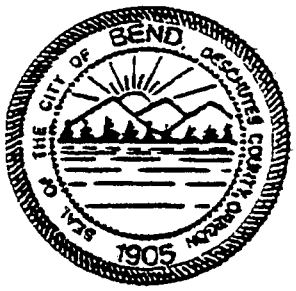
United Way Member Agency

R. David Malkin
Chief of Police



Y.E.S.
PEER
JURY

Sherry Pressler
Y.E.S. Director
503-388-5566

CASE DISPOSITION

Name:_____Case No._____

Offense:_____Date:_____

As per contract agreement, the above named juvenile has agreed to successfully complete the following consequences that have been assigned by the peer jury.

ACCOUNTABILITY:

( ) Apology to the victim: How:_____

( ) Restitution $_____ ( ) Donation: $_____ To where: _____

COMMUNITY PROTECTION:

( ) Curfew time:_____ ( ) Community Service: _____ hrs.

SKILL BUILDING:

( ) Number of Counseling Sessions:_____ ( ) G.P.A.:_____ By: _____

( ) Essay: Title _____No. of pages _____

I have read the above assigned consequences and agree to accept them and abide by the conditions set forth. I understand that if I fail to comply with any of the above mentioned terms, or those previously set by the Diversion Officer, I may be referred back to the Deschutes County Juvenile Department for appropriate action. I agree to complete the consequences by:

Date: _____ Minor: _____

I have read and understand the above listed consequences and conditions set forth on behalf of my son/daughter.

_____ _____
Parent/Guardian Date

_____ _____
Y.E. S. Director Date

CENTER FOR HUMAN SERVICES
YOUTH COURT
Activity Summary - Monthly

Staff Person_____ **Month/Year** _____

CITED YOUTH

I. TOTAL # of REFERRALS _____
TOTAL # of ENTERING PROGRAM _____

Referring Police Departments:

	R E		R E
Ceres	____/____	Oakdale	____/____
Denair	____/____	Patterson	____/____
Hughson	____/____	Riverbank	____/____
Modesto	____/____	Turlock	____/____
Newman	____/____	Waterford	____/____
		Other	____/____ # ____/____

Gender: M___/___ F___/___
R E R E

Ethnicity:

	R E		R E
White or Caucasian	____/____	Native American	____/____
Hispanic	____/____	Asian/Pacific Islander	____/____
Black or African American	____/____	Other	____/____

II. GRADUATES (CITED YOUTH COMPLETING PROGRAM)

A. Total # of graduates _____

Gender: M_____ F_____

Ethnicity:

White or Caucasian	_____	Native American	_____
Hispanic	_____	Asian/Pacific Islander	_____
Black or African American	_____	Other	_____

B. VIOLATION

Pettytheft	_____	Burglary	_____	_____	_____
Vandalism	_____	False Info	_____	_____	_____

Assault/Batt	_____	Arson	_____	_____	_____
Stolen Prop	_____	_____	_____	_____	_____
Trespass	_____	_____	_____	_____	_____

C. SERVICES COMPLETED (# of Youth completing - may be duplicated)

_____ Chance to Chance
_____ Drug & Alcohol Awareness
_____ Life Skills
_____ Project S.T.O.P.P.
_____ Community Counselor
_____ Jury Duty
_____ Other _____

_____ Stopping Violence
_____ Community Service
_____ Essay
_____ Apology Letter
_____ Prison or Jail Tour
_____ Other _____
_____ Other _____

III. FAILED CITATIONS

A. # failed to attend Youth Court _____

B. # failed to complete _____

Gender: M_____ F_____

Ethnicity:

White or Caucasian	_____	Native American	_____
Hispanic	_____	Asian/Pacific Islander	_____
Black or African American	_____	Other	_____

YOUTH COURT HEARING

I. Total # of Youth Court Hearings _____
II. Total # of guest/observers _____

VOLUNTEER YOUTH

I. Total # of applicants_____

Gender: M_____ F_____

Geographic Residence:

Ceres	_____	Knight Ferry	_____	Rbst Ferry	_____
Denair	_____	Modesto	_____	Salida	_____
Empire	_____	Newman	_____	Turlock	_____
Hickman	_____	Oakdale	_____	Waterford	_____
Hughson	_____	Patterson	_____	Other	_____
Keyes	_____	Riverbank	_____		

II. Total # of Youth Trained _____

A. Position: Attorney_____ Clerk_____

Gender: M_____ F_____

Ethnicity:

White or Caucasian	_____	Native American	_____
Hispanic	_____	Asian/Pacific Islander	_____
Black or African American	_____	Other	_____

III. Total # of jury members _____

Gender: M_____ F_____

Ethnicity:

White or Caucasian	_____	Native American	_____
Hispanic	_____	Asian/Pacific Islander	_____
Black or African American	_____	Other	_____

Geographic Residence:

Ceres	_____	Knight Ferry	_____	Rbts Ferry	_____
Denair	_____	Modesto	_____	Salida	_____
Empire	_____	Newman	_____	Turlock	_____
Hickman	_____	Oakdale	_____	Waterford	_____
Hughson	_____	Patterson	_____	Other	_____
Keyes	_____	Riverbank	_____		

VOLUNTEERS (adult/youth)

I. Total # of Individuals provided service _____/_____ Total_____
adult / youth

II. Total # of hours direct service provided _____/_____ Total_____
adult /youth

ADVISORY COMMITTEE

I. Total # of Advisory Committee Meetings _____

II. Total # of members attending Advisory Committee Meetings (may be duplicated)_____

CENTER FOR HUMAN SERVICES

Center for Human Services
Youth Court - Juvenile Diversion Program

Pre-YC-Eval

Purpose: This questionnaire will help staff measure your knowledge of Juvenile Law and the Juvenile Court System.
All information provided is confidential.
Please read each question carefully and give your most honest answer.

Today' Date: _____

Age: _____

Sex: ( ) Male ( ) Female

Ethnic group:

( ) White or Caucasian
( ) Hispanic
( ) Black or African American
( ) Native American
( ) Asian/Pacific Islander
( ) Other

INSTRUCTIONS: On the blank line next to each number place the letter corresponding to the correct answer.

_____ 1. A juvenile record is sealed

A. automatically when a person turns 18.
B. and destroyed five years after the citation.
C. when a person turns 18, an application is completed and Juvenile Court gives an order.

_____ 2. If a person between the ages of 13-21 is convicted of drug or alcohol offenses

A. their driving privilege can be suspended or delayed by one year, depending on where the offense was committed.
B. their driving privilege is only affected if they sold or purchased drugs or alcohol
C. their driving privilege is only affected if the drug/alcohol charges were related to a traffic ticket.
D. their driving privilege can be suspended or delayed by one year no matter where the offense is committed.

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United Way Member Agency

_____ 3. Assault is defined as:

A. intentionally touching or hitting another person without consent.
B. unlawfully attempting to touch or hurt another person.
C. intentionally touching or hitting another person without consent but not hurting them.

_____ 4. Battery is defined as:

A. intentionally touching or hitting another person without consent.
B. unlawfully attempting to touch or hurt another person.
C. intentionally touching or hitting another person without consent but not hurting them.

_____ 5. In regards to civil responsibility for torts (assault, battery, false imprisonment, trespass or vandalism) the law in California:

A. distinguishes between minors and adults
B. allows for any person, of any age when he knows the difference between right and wrong, to be sued in civil court for the damage he/she has caused
C. recognizes that youth, until the age of 12, cannot be held responsible.

_____ 6. Once the Department of Motor Vehicles gives you a license:

A. only a traffic court judge and the DMV can suspend the license.
B. your parents must sign an agreement making them financially responsible as well as able to take your license away until you become 18.
C. if you are involved in an accident, you are financially responsible only until you become 18.
D. B and C.

_____ 7. Curfew laws are meant to:

A. keep kids home at night.
B. help parents set limits.
C. reduce loitering.
D. A and B.
E. all of the above

_____ 8. Being on probation:

A. is your right, it can protect you from a civil lawsuit.
B. is a privilege. It means that Juvenile Court believes that the juvenile can be trusted to be on good behavior at home.
C. takes a certain amount of rights away.
D. B and C.

_____ **9. Juveniles may go to court:**

A. because their parents are not taking proper care of them, not supervising them properly, or physically or mentally abusing them.
B. because they refuse to mind their parents or guardians, are truant, have school problems or because they break the law.
C. A and B.

_____ **10. To obtain a work permit, youths between the ages of 12 and 18:**

A. need to have a written request from a parent.
B. need to ask a school official to issue a permit, and the person who hires you must also file a permit to employ you.
C. A and C.

_____ **11. The penalty(s) for a graffiti related offense can include:**

A. incarceration in Juvenile Hall for 6 months.
B. community service
C. delay or suspension of drivers license for 1 year.
D. impoundment of car if used during the crime
E. all of the above.

Thank you for taking the time to answer these questions.

Comments:

CENTER FOR HUMAN SERVICES

Center for Human Services
Youth Court - Juvenile Diversion Program

Post-YC-Eval

Purpose: This questionnaire will help staff measure your knowledge of Juvenile Law and the Juvenile Court System.
All information provided is confidential.
Please read each question carefully and give your most honest answer.

Today' Date: _____

Age: _____

Sex: ( ) Male ( ) Female

Ethnic group:

( ) White or Caucasian
( ) Hispanic
( ) Black or African American
( ) Native American
( ) Asian/Pacific Islander
( ) Other

INSTRUCTIONS: On the blank line next to each number place the letter corresponding to the correct answer.

_____ 1. If a person between the ages of 13-21 is convicted of drug or alcohol offenses

A. their driving privilege can be suspended or delayed by one year, depending on where the offense was committed.
B. their driving privilege is only affected if they sold or purchased drugs or alcohol
C. their driving privilege is only affected if the drug/alcohol charges were related to a traffic ticket.
D. their driving privilege can be suspended or delayed by one year no matter where the offense is committed.

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B. unlawfully attempting to touch or hurt another person.
C. intentionally touching or hitting another person without consent but not hurting them.

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_____ 3. Juveniles may go to court:

A. because their parents are not taking proper care of them, not supervising them properly, or physically or mentally abusing them.
B. because they refuse to mind their parents or guardians, are truant, have school problems or because they break the law.
C. A and B.

_____ 4. A juvenile record is sealed

A. automatically when a person turns 18.
B. and destroyed five years after the citation.
C. when a person turns 18, an application is completed and Juvenile Court gives an order.

_____ 5. Curfew laws are meant to:

A. keep kids home at night.
B. help parents set limits.
C. reduce loitering.
D. A and B.
E. all of the above

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B. allows for any person, of any age when he knows the difference between right and wrong, to be sued in civil court for the damage he/she has caused
C. recognizes that youth, until the age of 12, cannot be held responsible.

_____ 7. The penalty(s) for a graffiti related offense can include:

A. incarceration in Juvenile Hall for 6 months.
B. community service
C. delay or suspension of drivers license for 1 year.
D. impoundment of car if used during the crime
E. all of the above.

_____ 8. Assault is defined as:

A. intentionally touching or hitting another person without consent.
B. unlawfully attempting to touch or hurt another person.
C. intentionally touching or hitting another person without consent but not hurting them.

_____ 9. Once the Department of Motor Vehicles gives you a license:

A. only a traffic court judge and the DMV can suspend the license.
B. your parents must sign an agreement making them financially responsible as well as able to take your license away until you become 18.
C. if you are involved in an accident, you are financially responsible only until you become 18.
D. B and C.

_____ 10. Being on probation:

A. is your right, it can protect you from a civil lawsuit.
B. is a privilege. It means that Juvenile Court believes that the juvenile can be trusted to be on good behavior at home.
C. takes a certain amount of rights away.
D. B and C.

_____ 10. To obtain a work permit, youths between the ages of 12 and 18:

A. need to have a written request from a parent.
B. need to ask a school official to issue a permit, and the person who hires you must also file a permit to employ you.
C. A and C.

Thank you for taking the time to answer these questions.

Comments:

Within the last year you served as a defendant in the Teen court Program. Your assistance is being sought in evaluating the program. Please complete the questions below. In order to maintain confidentiality, it is not necessary to give your name and address. Space is provided to do so if you wish.

LAPORTE TEEN COURT PROGRAM
DEFENDANT EVALUATION

1. Sex: _____ male
_____ female

2. School Age: _____ middle
_____ high

3. Offense/violation:_____

4. Do you feel that the Teen Court Coordinator handled your case in a fair manner?
YES/NO Comments:_____
_____
_____

5. Do you feel that the peer jurors were trained and qualified to determine your consequences?
YES/NO Comments:_____
_____
_____

6. Were you satisfied with the sentence you received?
YES/NO Comments:_____
_____
_____

7. Were you ever arrested before/after your Teen Court hearing?
YES/NO Comments:_____
_____
_____

8. Did you try drugs/alcohol after your Teen Court hearing?
YES/NO If so, what time period did you wait before usage?
___ 1 month ___ 2 months ___ 3 months ___ 6 months

Comments:_____
_____
_____

9. Would you recommend "Teen Court" to another youth?
YES/NO Comments:_____
_____

10. Were you satisfied with Teen Court overall?
YES/NO Comments:_____

_____

_____

11. Do you feel that the Teen Court Program helped you to make any changes in your behavior?

YES/NO If yes, please mark the appropriate box and explain:

___ school grades _____
___ family relationships _____
___ relationships with friends _____
___ school attendance _____
___ drug and alcohol use _____
___ increased sense of responsibility _____
___ improved awareness of community_____
___ other _____

12. Had you heard about the Teen Court Program before you were a defendant?
YES/NO

13. Who referred you to the program? _____

14. Do you feel that you were more nervous or less nervous going before a court of your peers?
___ Less nervous
___ More nervous

15. Did you complete your sentence in the established time frame?
YES/NO

16. Since participating in the teen court program, how would you classify your level of awareness in realizing the negative consequences inappropriate behavior has on the community?
___ More aware
___ Less aware
___ About the same

If you would be willing to discuss your participation in the LaPorte Teen Court Program further, please complete the following information and return in the enclosed, self-addressed envelope by _____.

Name: _____
Address: _____
City:_____ State:____ Zip: _____
Telephone: _____

TEEN QUESTIONNAIRE

1. How important were the following reasons in your decision to participate in Arlington, Texas Teen Court Program? (Check one for each category.)

Very Important	Somewhat Important	Not Important	
____	____	____	Parents encouraged you
____	____	____	Friends who had done it thought you should
____	____	____	Friends who had been involved as volunteers encouraged you
____	____	____	Didn't want to pay fine
____	____	____	Wanted to keep record clean
____	____	____	Other:_____

2. Has your experience in Teen Court increased your understanding of our court system? (Circle one)
   a) Very much b) Some c) Very little, if any

3. Have you received another citation or committed another offense since you signed up for Teen Court? (Circle One)
   a) Yes b) No

   If yes, what for? _____

4. Has your experience in Teen Court influenced your current driving habits? (Circle One)
   a) More cautious b) No change c) Less cautious (because court is an easy way out)
   d) No valid Texas driver's license

5. Would you recommend Teen Court to your friends who have received citations or committed offenses? (Circle One)
   a) Yes b) No

   Why? (Check as many as apply):
   ___ Sentences are easy
   ___ Experience is worthwhile and beneficial
   ___ Keeps your record clean
   ___ Other: _____

   _____

6. Would you be interested in becoming involved with Teen Court as a volunteer? (Circle One)
   a) Yes b) No

7. How did you feel about your worksite with regard to the following? (Check one)

	Liked	O.K.	Didn't Like	Doesn't apply
Actual physical location	____	____	____	____
Staff at worksite	____	____	____	____
Clients at worksite	____	____	____	____
Tasks you were expected to perform	____	____	____	____
Hours they were open	____	____	____	____

If there was anything else you particularly liked about your worksite, please explain:____

_____

Anything you particularly disliked? Please explain:_____

_____

Where did you work?_____

8. Did you feel your sentence was fair for your offense? (Circle One)

a) Fair b) Too Harsh c) Too lenient

9. Did you feel the Coordinator or the Assistant provided an accurate explanation of Teen Court and what was expected of you? (Check one for each category)

Yes	No	
____	____	Excellent explanation
____	____	I understood my choices
____	____	I understood what was expected
____	____	Other_____

10. Did you feel the judge was fair with your case? (Circle one)
a) Yes b) No

11. What did you dislike about the program? _____

_____

12. What changes would you suggest to improve the program?_____

_____

13. Please circle the class of your offense.
Class 1 Class 2 Class 3 Class 4 Class 5

14. Please fill in the number of volunteer hours and jury terms you were assigned.
____ Number of hours ____ Number of jury terms

15. Please fill in your zip code. _____

16. What was your age at the time you received the citation? _____

17. Your sex? (Circle one)
Male Female

PARENT QUESTIONNAIRE

1. What kind of impact did the Teen Court have on your son/daughter?
   ___ Positive ___ Negative

   Comments:_____

   _____

   _____

2. Do you think Teen Court encouraged a sense of responsibility in your son/daughter?
   ___ Yes ___ No

3. Do you think Teen Court has helped your son/daughter recognize that they must be prepared to accept the consequences of their behavior in a mature manner?
   ___ Yes ___ No

4. Has your son/daughter received another citation or committed another offense since completing the Teen Court Program?
   ___ Yes ___ No

5. Do you think your son's/daughter's sentence was fair for the offense? Check one.
   ___ Fair ___ Too Harsh ___ Too Lenient

6. Did the Coordinator provide an accurate explanation of Teen court and what was expected of your son/daughter?
   ___ Helpful ___ Confusing

   Other:_____

7. Please rate the following by checking your response in the appropriate column:

	Very Good	Fair	Poor
Check-in procedures	____	____	____
Court proceedings	____	____	____
Procedure for worksite selection	____	____	____
Worksite choices available	____	____	____
Agency's procedure for scheduling community service hours	____	____	____
Hours the worksite is open	____	____	____
Work your teen did at the agency	____	____	____
Overall program	____	____	____

   Comments (Please include name of agency if there was a problem experienced):_____

   _____

   _____

8. Please discuss what you liked or disliked about the Teen Court Program. _____

_____

_____

9. What changes would you suggest to improve the program? _____

_____

_____

Thank you.

Please return within seven days to:

Teen Court
City of Arlington
PO box 231
Arlington, TX 76004-0231

YOUTH COURT JUVENILE DIVERSION PROGRAM

PARENT FOLLOW-UP QUESTIONNAIRE

The purpose of this questionnaire is to help staff gather information on youth who have participated in the YOUTH COURT process. Please answer the following questions to the best of your knowledge. All information given is confidential.

1 = no change 2 = has gotten better 3 = has gotten worse 4 = not applicable

Has friends who use alcohol/drugs	**1**	**2**	**3**	**4**	**5**
Favorable attitude toward drugs/alcohol	**1**	**2**	**3**	**4**	**5**
Problem behaviors in school	**1**	**2**	**3**	**4**	**5**
Rebelliousness, lack of positive social interactions, and withdrawn	**1**	**2**	**3**	**4**	**5**
Lack of school commitment	**1**	**2**	**3**	**4**	**5**
Changes in family interactions	**1**	**2**	**3**	**4**	**5**

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