

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 two major models of teen court programs in operation across the nation — trial models and peer jury models. The main distinction between the two types of models is that trial models use

prosecuting and defense attorneys to question the defendant; in peer jury models, the jurors question the defendant directly. 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 trial 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. A sample teen court courtroom protocol may be found in Appendix E.

Figure 7-1: Sample Order of Trial - Trial Model

SAMPLE Order of Trial - Trial Model	
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.

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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.

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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 Trial Model A (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.

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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.

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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?