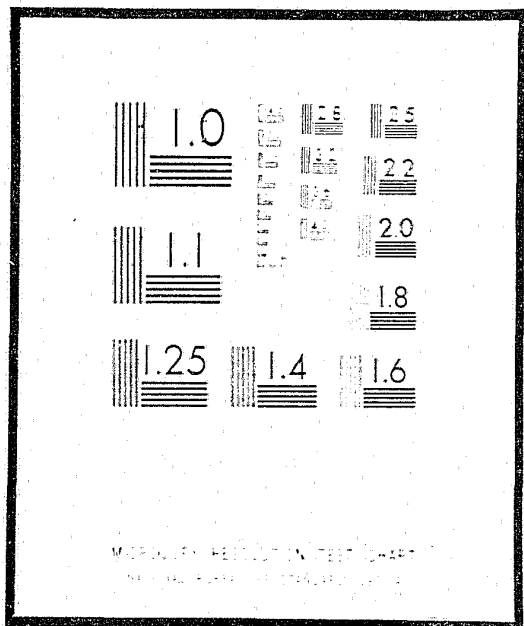


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U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed,

4/26/76

TO MANY KIDS IN JUVENILE HALLS
California's system of juveniles, the largest and most secure, are needlessly... children as a result... use and abuse... the conclusio... based last... in Youth... port, ti... Peter

COMPUTER ASSIST COUNSELING (CASCON) FOR THE PREVENTION OF DELINQUENT BEHAVIOR AMONG TEENAGERS AND YOUTH
RUSSELL N. CASSEL AND LAWRENCE P. BLUM
The GRANT calls for the establishment of an advisory board in participating states, which Weldon said will be fulfilled with the appointment of members to the Ohio Juvenile Justice Advisory Council. One problem for extensive research will be how to keep...

Runaway Youth
Among the alternative care programs such as... she said, were community-based programs such as... care programs.

PRINCIPLES AND GUIDELINES FOR STATE AND LOCAL ADMINISTRATORS OF JUVENILE DELINQUENCY PREVENTION PROGRAMS

Political Youth Advocacy

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus Ohio 43210

The Juvenile Delinquent Nobody Knows
A juvenile delinquent runs with a gang, lives in a slum, and is likely a member of a minority group. Right? Not necessarily. Two sizeable surveys of the middle-class, white delinquent and suggest that breakers are less likely to repeat criminal acts if they're... through our juvenile justice system.

Stop Guessing About Juvenile Delinquency
- Gold
Another common belief is that delinquents are caught because they want to be caught, that this is indeed the reason they behave delinquently to begin with.

Jobs for Youth
Jobs for Youth, it is well-known, are... for the asking... from being... for... Some of you who read this understanding for... What's more disheartening for... though, is trying to get the in-... experience... placed 15... the Neighbor-... JUVENILE DELINQUENCY... group includes activities wh... well aware... not psy... in fact... a rigorous... of fitness... from the most...

When Children Collide With the Law
BY GERTRUDE BLUM
Both for boys and girls, being raised by a stepfather as well as the natural mother was conducive to more frequent and more serious delinquent behavior. The Commission on Law Enforcement and Administration of Justice endorsed the most common features of the delinquent stereotype—that delinquency is predominantly a lower class phenomenon. There is still no real consensus as to whether there is a causal relationship between delinquency and socioeconomic status. Williams and Hyrtle Blum intended to... whether there is a causal relationship between delinquency and socioeconomic status.

Milestone in a Labyrinth
On the golf course next to the reform school a man wedges his ball out of a trap. The caddy empties out and the kid ambles back across campus to class. The kid's long hair and jeans and tie dye shirts are a motley but altogether familiar-looking crew. The monkey around the hole is no pushover to get back to work. The kid's a delinquent. What's the next step?

Frequency Index:
Boys --- Girls

32490

4/26/76

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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- . Generating knowledge through research
- . Developing educational programs and products
- . Evaluating individual program needs and outcomes
- . Installing educational programs and products
- . Operating information systems and services
- . Conducting leadership development and training programs

NATIONAL EVALUATION PROGRAM JUVENILE DELINQUENCY PREVENTION

PRINCIPLES AND GUIDELINES FOR STATE AND LOCAL ADMINISTRATORS OF JUVENILE DELINQUENCY PREVENTION PROGRAMS

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Prepared for:

The National Institute of
Law Enforcement and Criminal Justice,
Law Enforcement Assistance Administration
U.S. Department of Justice

January 1976

ABSTRACT

This document presents a series of practical principles and guidelines to be utilized by state and local administrators in planning, implementing, and evaluating juvenile delinquency prevention (JDP) programs. These principles, guidelines, and recommendations are based on a national study of juvenile delinquency prevention projects. They are intended to provide a consistent framework for developing, restructuring, and improving JDP efforts.

The principles and guidelines contained herein stem from four elements of any JDP project: (1) the context in which it operates; (2) the processes and criteria for client identification; (3) the characteristics of the actual intervention; and (4) the means for its evaluation. The suggestions focus on the logical linkages that "ought to exist" between these elements. In addition, the importance of developing and maintaining external program linkages, especially with other types of delinquency prevention programs is discussed, as is the rationale for precise and thorough documentation of all program elements.

A checklist, by program element, is provided for utilization by the local practitioner in self-assessing his or her program. Examples are provided throughout.

Prepared under grant number 75-NI-99-0089 from the National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, U.S. Department of Justice.

Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

FOREWORD

In this document, the staff of the JDP/NEP project has brought together its advice for the administrator of juvenile delinquency prevention projects. Provided in the form of selected principles, guidelines, and examples, the advice is based on a national study of juvenile delinquency prevention efforts. The intent is to help the local or state administrator plan and conduct more effective prevention projects.

Robert E. Taylor, Director
The Center for Vocational Education
The Ohio State University

PREFACE

This study was conducted by the Evaluation Division of The Center for Vocational Education, The Ohio State University between February 1975 and January 1976, for the National Institute of Law Enforcement and Criminal Justice as part of its National Evaluation Program. This document is the fifth of a five volume report which describes and assesses the state of the art of juvenile delinquency prevention projects nationally. The other four volumes are as follows:

Volume I, "The Theory and Practice of Delinquency Prevention in the United States" is a synthesis of literature and expert opinion on delinquency causation, intervention strategies, and implications for social policy.

Volume II, "A Profile of Juvenile Delinquency Prevention Projects in the United States" is a compilation of site visitation reports which describe the program elements of context, identification, intervention, and evaluation. Assessments of the logical linkages between the program elements are also provided.

Volume III, "Chains of Reasoning and Activities in Juvenile Delinquency Prevention: A Synthesis and Assessment" is reported by common program elements within and across program cluster types.

Volume IV, "Juvenile Delinquency Prevention: Priority Areas for Evaluation and Research" constitutes a series of mini-proposals designed to fill important voids and gaps in the understanding of juvenile delinquency prevention.

Responsibility for the writing of this document fell upon Mr. Dennis Billingsley, CVE research specialist. His perspective and understanding of the problems of program planning, administration, and evaluation as an "ex-practitioner" contributed to the total document.

The JDP/NEP staff gratefully acknowledges the assistance of Dr. James Short of Stanford University, Mr. Robert Cain of the National Council on Crime and Delinquency, and Dr. Charles Wellford of the Florida State University, who provided constructive comments and suggestions for improving the content of this document.

Note: Due to publication, dissemination, and utilization considerations, Volumes I and III, in final form, have been combined under one cover: "The Theory and Practice of Delinquency Prevention in the United States: Review, Synthesis and Assessment."

SUMMARY

"Principles and Guidelines for State and Local Administrators of Juvenile Delinquency Prevention Programs" is intended to provide a series of practical recommendations for planning, implementing, administering, and evaluating programs to impact delinquency. The recommendations are based upon the major assessment findings of the JDP/NEP and are reported by the programmatic elements (1) context, (2) identification, (3) intervention, and (4) evaluation.

The major emphases of this document are upon two areas of need in improving the art and science of juvenile delinquency prevention. The first is the need for clear and shared documentation of the programmatic elements indicated above. The second is the need for more coherent linkages and interrelationships between and among the elements of delinquency prevention programs. The nature of this chain of logical program element relationships is explained in detail and examples are provided.

The basic premise behind the principles and guidelines is that JDP projects are more likely to be successful if they are logically sound in thinking through (and documenting) the interrelationships among the program elements of context, identification, intervention, and evaluation.

A major theme throughout this document centers on the element of program evaluation. Principles, guidelines, and rationales are provided for determining success criteria, baseline data, sampling procedures, control groups, and intervening variables. In addition, strong recommendations are made for evaluations which attempt to: (1) focus upon the intermediate and long-range effects of the intervention process; while, (2) relating those effects to both the fundamental assumptions about delinquency causation and the criteria for client identification. At the present time, virtually no efforts have managed to convincingly provide successful program impact evaluations of this nature.

TABLE OF CONTENTS

ABSTRACT	iii
FOREWORD	v
PREFACE	vii
SUMMARY	ix
I. INTRODUCTION	1
A. Purpose	1
B. Qualifications	1
II. GUIDELINES FOR PROGRAM EFFECTIVENESS	2
A. Program Elements Defined	2
1. Context	2
2. Identification	4
3. Intervention	5
4. Evaluation	5
B. The Logical Linkages of Program Elements	7
1. Context and Identification	9
2. Context and Intervention	10
3. Context and Evaluation	11
4. Identification and Intervention	12
5. Identification and Evaluation	14
6. Intervention and Evaluation	15

C. External Program Linkages	16
D. Transferability and Documentation	16
III. SUMMARY	18
IV. A CHECKLIST FOR PRACTITIONERS	19

I. INTRODUCTION

A. Purpose

This document presents a series of principles and guidelines intended for utilization by state and local administrators and evaluators of juvenile delinquency prevention programs. The recommendations contained herein are derived from the Juvenile Delinquency Prevention/National Evaluation Program (JDP/NEP).

The intent of this document is to provide a structure and framework to facilitate consistent planning, implementing, administering, and evaluating of juvenile delinquency prevention programs. Sound understanding and consistent implementation of the following guidelines will provide a basis for: (1) comparing and contrasting the effects of similar and diverse program types; (2) suggesting purposeful and measurable criteria within and across similar and diverse prevention program efforts; and (3) filling the important gaps and voids in the present knowledge of fundamental causation assumptions, client identification criteria, intervention strategies and activities, and evaluation methodologies; and (4) most importantly, increasing the likelihood of actually preventing delinquent behaviors.

Ideally, a document of this nature describes a model data collection and evaluation strategy, discusses key data elements, and prescribes measures and comparisons to be utilized by delinquency prevention practitioners in evaluating program success. Indeed, it is certainly conceptually possible to construct a classical evaluation design for this purpose. However, "real world" difficulties as have been documented in the other JDP/NEP products, and as have been presented by practitioners and others as philosophical and ethical arguments, frequently make it impractical to conduct a controlled experiment. The present state of the art of delinquency prevention dictates the implementation of a series of practical, incremental considerations before meaningful guidelines for empirical program evaluations can be utilized.

B. Qualifications

Practitioners, administrators, and evaluators of JDP programs no doubt are aware of the vast diversity of capabilities and qualifications of the audience for whom these principles and guidelines are intended. Virtually every effort has been made to assure maximum readability and yet not dilute

the "main messages" contained herein. Furthermore, it should be recognized that many of the major points expressed in this document are often taken for granted by practitioners, are thought to exist implicitly, and therefore are simply not often considered in planning, implementation, and administration of delinquency prevention programs.

The contents of this document are intended specifically for the administrators and staffs of the following kinds of programs: (1) counseling, (2) recreational, (3) instructional, (4) youth advocacy, (5) opportunity enhancement, or (6) police school/community relations. (Definitions of these program types are provided in the accompanying summary of the JDP/NEP.) The principles and guidelines recommended here are not designed for utilization by either target hardening programs or community development programs, although many could certainly be applied.

II. GUIDELINES FOR PROGRAM EFFECTIVENESS

The following recommendations are based upon the collective judgments of the JDP/NEP staff and are consistent with the framework for the synthesis and assessment of juvenile delinquency prevention project information nationally.* The principles and guidelines are reported by the elements and respective subelements of (1) context, (2) identification, (3) intervention, and (4) evaluation. These four broadly defined program elements, (see figure 1) exist in some form in all JDP programs.

A. Program Elements Defined

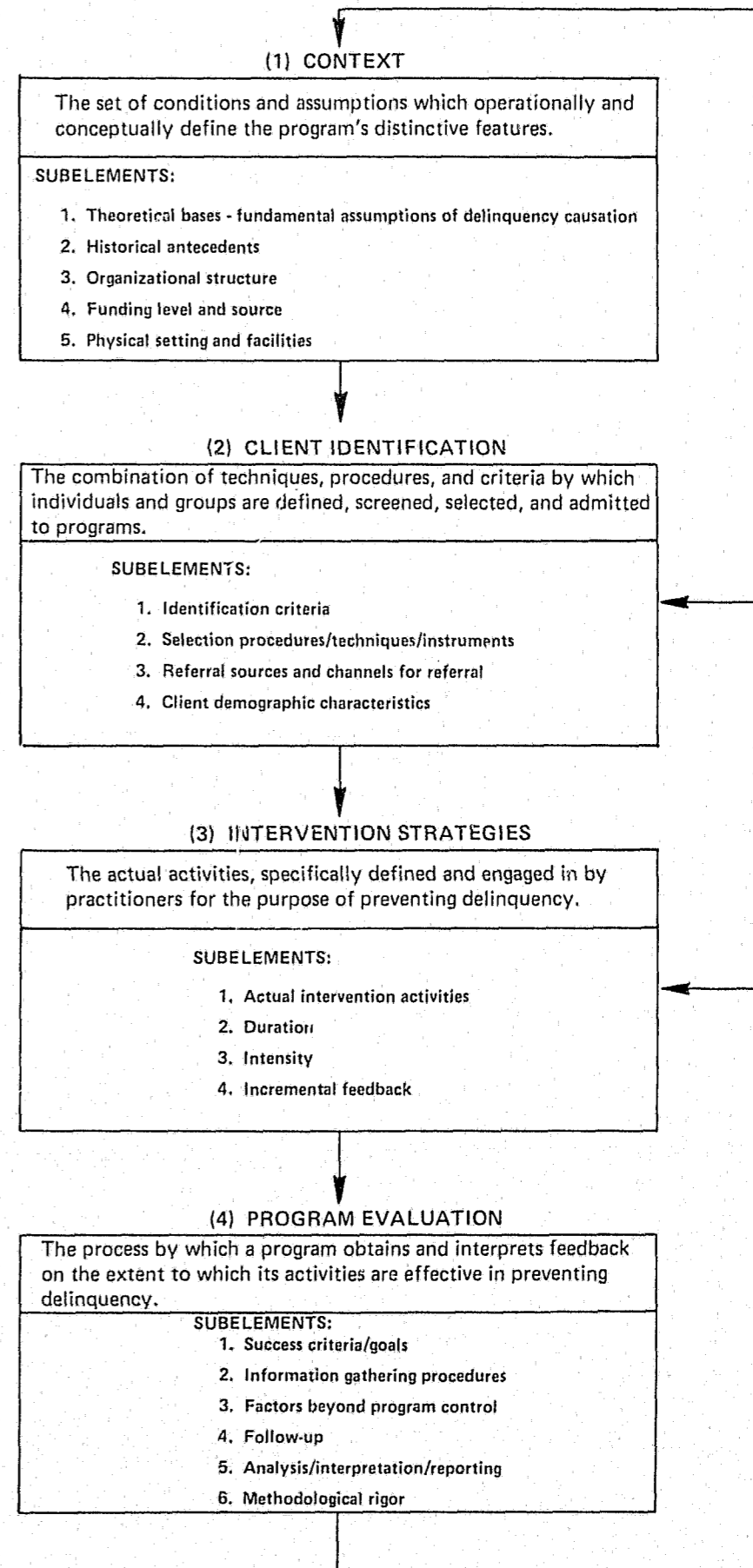
1. Context is defined as the set of conditions and assumptions which operationally and conceptually define the distinctive features of delinquency prevention programs. Included are the physical, financial, historical, organizational, and theoretical characteristics of the JDP program.

A need exists for the documentation of the demographic characteristics that describe the general and specific geographic purview of the project; the community's socioeconomic characteristics; physical setting, i.e., urban, suburban, or rural; and the physical facilities utilized by the project staff and clients. Equally important is the documentation of the program's funding level and source; organizational structure; and antecedent characteristics such as length of time in existence, and important changes in program philosophy or intervention strategy.

*See Volume III of the JDP/NEP, "Chains of Reasoning and Activities in Juvenile Delinquency Prevention: A Synthesis and Assessment."

JUVENILE DELINQUENCY PREVENTION PROGRAM ELEMENTS

FIGURE 1



Within "context", the matter of fundamental assumptions represents an area requiring special attention and documentation by the local practitioner. Fundamental assumptions should define the bases upon which target audiences are identified, the intervention strategy which is selected and implemented, and the evaluation logic and procedures which are to be employed.

Most fundamental assumptions are defined in terms of those factors and characteristics thought to "cause" delinquency. A common example of a fundamental assumption of delinquency causation found in many programs, is to the effect that "delinquency results from the disorganization or disintegration of the nuclear family." Subassumptions incorporated within such an assumption usually delineate problems of communication skills, parental neglect, lack of supervision, or susceptibility to peer group pressure.

Some fundamental assumptions exclude specific causation factors. For example, some program staff would argue that attempts to ameliorate basic causes of delinquency are simply not productive and therefore utilize target hardening activities or certain behavior modification techniques. In effect, staff indicate that whatever the cause of the deviant behavior, it can be prevented by creating an environment that is not physically conducive to delinquent activities. Target hardening programs focus upon changing those environmental conditions conducive to delinquent activities, rather than upon changing clients.

It is not expected that any single program will (or should) attempt to articulate and document fundamental assumptions that account for the full range of all delinquent behavior. Rather, it is anticipated that programs will either "specialize" in mediating particular causation factors within a well defined and documented range, or will involve staff in prevention practices, exclusive of causation factors, but within an equally well defined range of activities.

2. Identification is defined as the combination of techniques, procedures, and criteria by which individuals and groups are defined, screened, selected, and admitted to program participation. As previously indicated, the fundamental assumptions of a project indicate the problematic characteristics or causation factors from which the identification criteria and procedures are derived. For example, given the fundamental assumption cited above indicating family disintegration as a causation factor, youths admitted to such a JDP program should be members of families exhibiting such problematic characteristics.

Some programs are much less individualized or targeted in identifying characteristics of causation which are to be dealt with by the intervention process. Often termed "non-targeted," such programs are more general in setting criteria than are so-called targeted programs. Relative juvenile crime rates, scholastic ability, school dropout rates, crime victim surveys, self-report instruments, socioeconomic status, ethnicity, or area of residence may be criteria for non-targeted group selection.

Inappropriate or neglected identification procedures and criteria result in the inappropriate selection of clients and account, in part, for the failure of many delinquency prevention programs to demonstrate their success.

3. Intervention includes the full range of actual strategies and activities engaged in by practitioners for the purpose of preventing delinquency.

Included within the program element of intervention are the subelements of duration, intensity, and sensitivity to incremental feedback. While duration and intensity are self-explanatory terms, it is anticipated that within programs, duration and intensity may vary by client, and that such variance will be determined by individual client characteristics, staff sensitivity to incremental feedback, and the unique needs of both staff and clients. Sensitivity to incremental feedback presupposes the ideal existence of planned and implemented measurement points during the intervention process. Such "mid-stream" measurement points allow for decisions to be made regarding the success or appropriateness of the intervention activity, changes in intervention methodology (i.e., possibly referral to another program), client recycling, termination from all intervention efforts, or simply changes in duration or intensity.

4. Evaluation is the process by which a program obtains and interprets feedback on the extent to which its interventions have been successful. An ideal program evaluation will attempt to explain both its success and failures in terms of implications for program improvement. Measures of cost effectiveness and/or administrative efficiency, although helpful, are not considered to be sufficient evaluation measures. Similarly, monitoring practices, incorporating numbers of clients served, age, sex, ethnicity, education level, and reporting problems, are not, in and of themselves, evaluation.

Within the program element of evaluation, there are several important methodological considerations for practitioners. Ideally these should include:

- a. thorough and precise documentation of the program's fundamental assumptions of delinquency causation or delinquency prevention;
- b. the formulation and documentation of quantifiable success criteria;
- c. the collection and documentation of pre-intervention client characteristics (baseline data or pretest measurements) which are consistent with the fundamental assumptions of the program and the client identification criteria;
- d. the careful documentation of factors beyond the control of the program staff that may positively or negatively influence the effects of the intervention process. While realizing the ethical considerations of withholding treatment, ideally, the

establishment of a control group*—not participating in the intervention process but subject to all measurements—resolves many of the problems of intervening variables or factors beyond the control of the program staff;

- e. follow-up measures of client behavior at given intervals following termination from the program. Follow-up measures for a period of one year are considered minimal. Again, control group measures are an ideal to be approached;
- f. the objective, unbiased interpretation and reporting of findings. Many potential sponsors are incorporating requests for external evaluators in funding proposals for this purpose;
- g. findings which are as thorough and precise as possible, with special attention given to factors which limit the generalizability of program effects to other target populations;
- h. assurances that the youth selected (sampled) are representative of the entire population considered as admissible to the program. To the extent possible, random sampling procedures should be employed;
- i. a determination of program effectiveness in terms of actual delinquent behaviors.

An example is appropriate here. A delinquency prevention program utilizing behavior modification successfully identifies and changes very specific client behaviors. It remains unknown, however,

*It is realized that the concept of a control group frequently connotes negative images in the minds of practitioners. It need not. Several points regarding control groups should be kept in mind:

- (1) Many programs, unable to provide service to the vast numbers of potential clients are turning young people away (or providing minimal services) who may appropriately serve as a control group.
- (2) Services or treatment need not be denied to a control group for all time. After (or if) a treatment has been statistically validated, there is no reason for the continued denial of services.
- (3) It is possible to utilize youths as a control group who are receiving services from a separate existing program.
- (4) If a particular treatment is not validated, it is also possible that the control group may be better off by having received no treatment.

whether these behaviors, as speculated by the program staff, are in fact antecedent to juvenile delinquency. Carefully obtaining follow-up information from the youths, parents, peers, teachers, police, and significant others is one means to answer this question.

Another example: a program staff proposes that delinquency results from family disintegration due to the lack of communication and problem solving skills. The task of the evaluator is to measure: (1) the extent to which communication and problem solving skills are actually taught to youths and their parents, (2) the extent to which such newly acquired skills positively influence the restructuring and maintenance of the nuclear family, and (3) the extent to which the maintenance of the nuclear family does indeed curtail delinquent behavior.

In effect, the evaluation of most programs should be two-fold. The evaluator should first focus upon the effects of the intervention process in modifying the characteristics stated as fundamental assumptions and utilized as client identification criteria. Second, the evaluator should attempt to determine whether these changes eventually result in the prevention of delinquent behavior.

The difficulties in adhering to these "ideal" evaluation considerations are enormous. When one considers the range of talent and dedication of JDP staffs across the nation while also realizing that virtually no programs have managed to conduct impact evaluations which convince one that delinquent behaviors have been prevented, it becomes clear that the obstacles to a methodologically sound evaluation are in abundance.

B. The Logical Linkages of Program Elements

The preceding sections have attempted to define and discuss four broad elements of juvenile delinquency prevention projects—context (emphasizing fundamental assumptions), identification, intervention, and evaluation. Implied in each of these sections are the logical linkages or interrelationships of program elements. This section discusses those possible linkages in depth. Throughout, the undergirding principle is that as/if these linkages become clearer and stronger in their prima facie logic, one would expect fewer inefficiencies and ineffectiveness within JDP projects.

Figure 2 graphically represents the set of interrelationships or logical linkages between program elements. As is apparent, the four program elements represents six possible relationships or logical linkages. They are:

- 1. Context and identification
- 2. Context and intervention

LOGICAL LINKAGES OF JUVENILE DELINQUENCY PREVENTION PROGRAM ELEMENTS

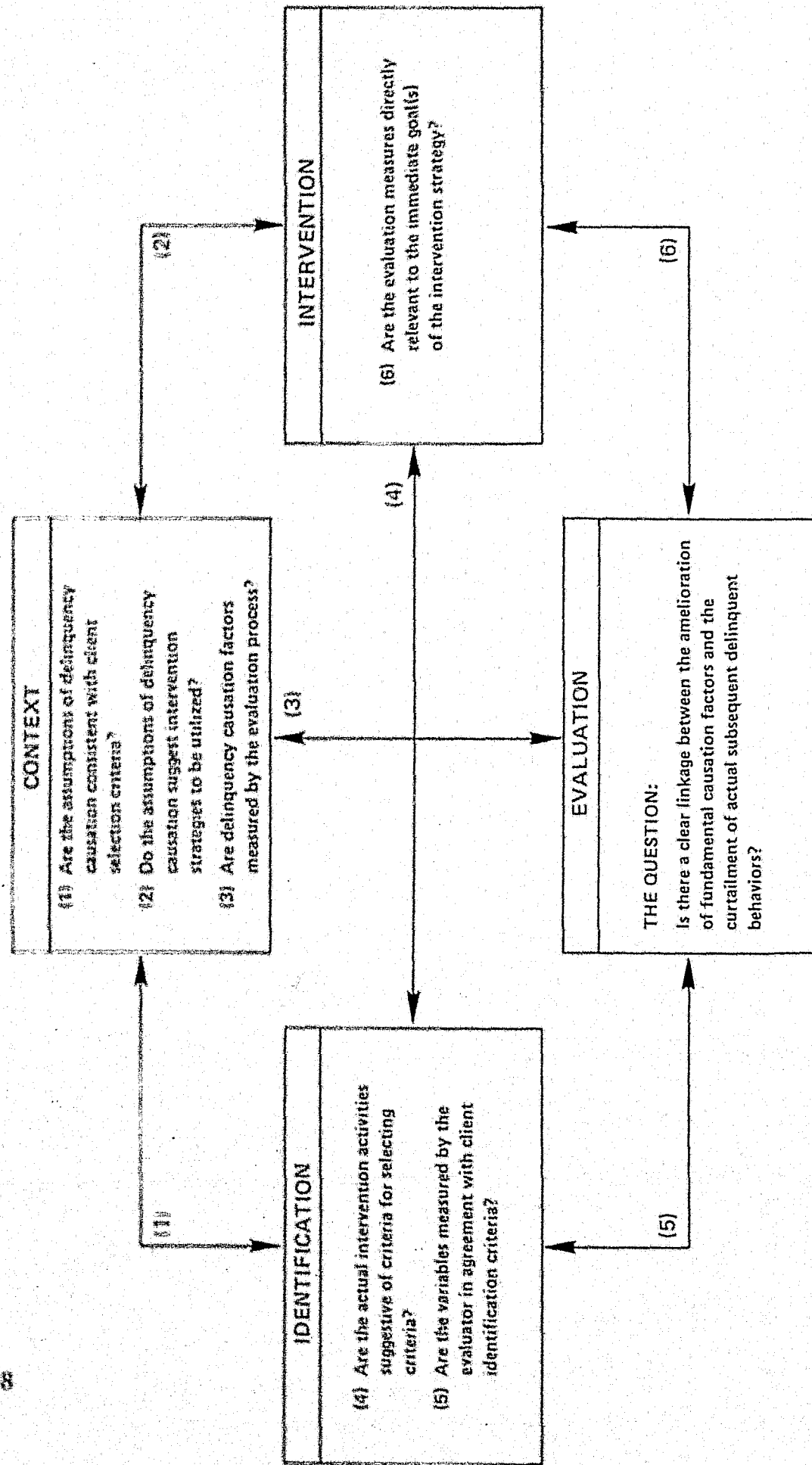


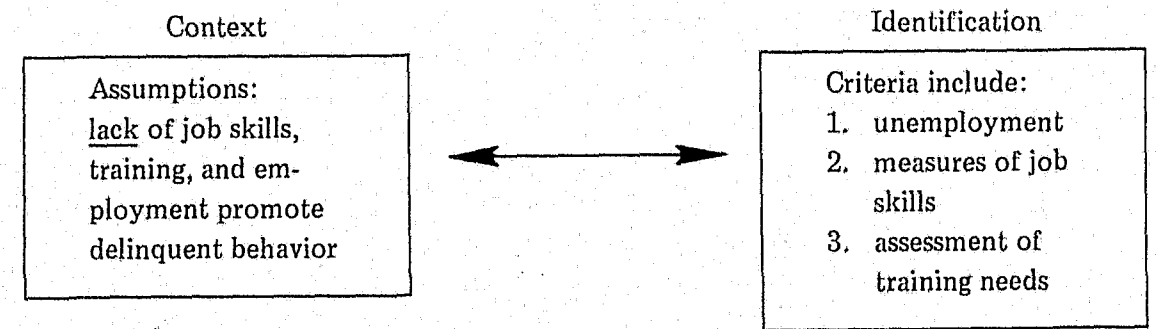
FIGURE 2

3. Context and evaluation
4. Identification and intervention
5. Identification and evaluation
6. Intervention and evaluation

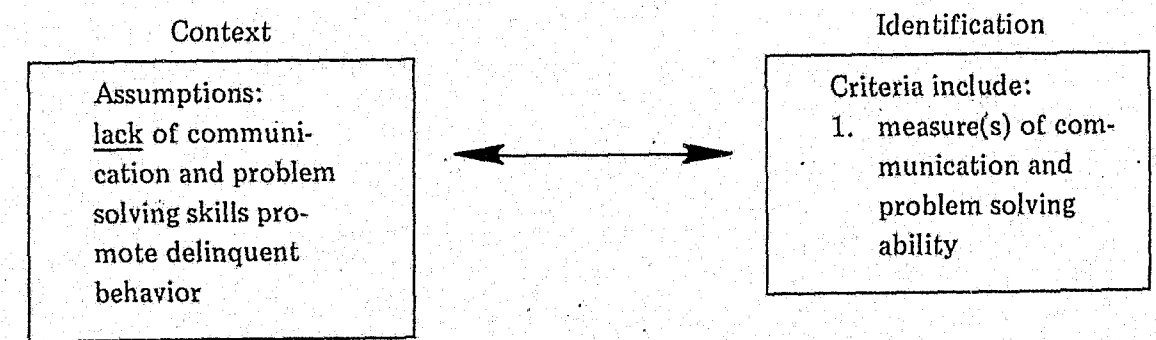
The following paragraphs present the above pairing of elements; provide program structure or linkage questions which should be answered in the affirmative by the practitioner, and; provide examples of each logical linkage to afford a clear picture of what is intended. The first example, (a), of each pairing of elements represents a single project throughout; the second example, (b), depicts elements of diverse program types; the third, (c), represents an inconsistent or illogical linkage of the respective elements. All examples are taken from actual delinquency prevention programs across the country.

1. Context and identification. Question: Are the documented assumptions about the causes of delinquency consistent with the client selection criteria?

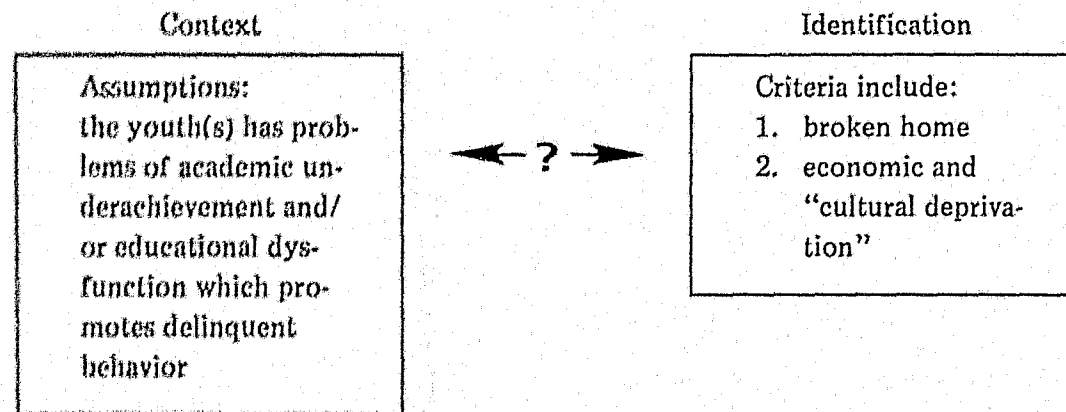
a. An example of a logical relationship (linkage)



b. An example of a logical linkage

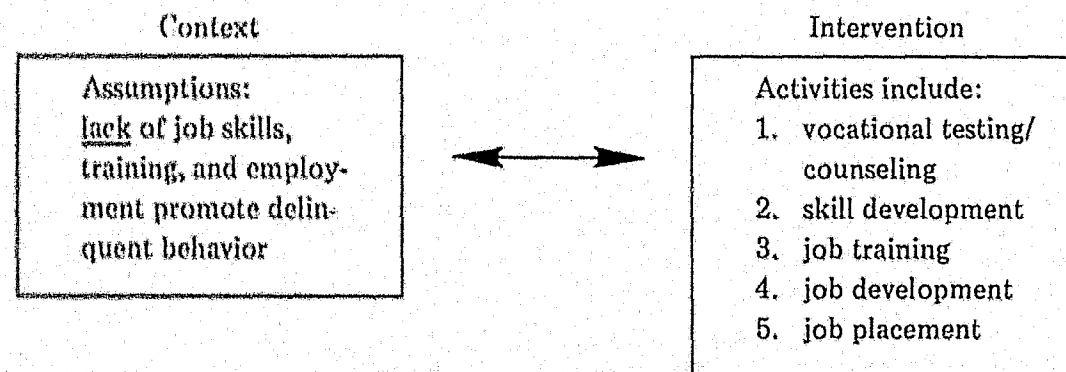


c. An example of an illogical linkage

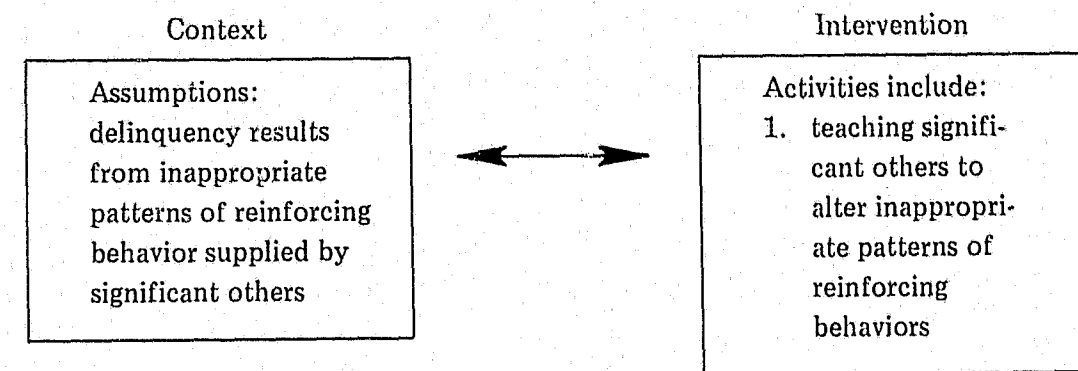


2. Context and intervention: Question: Do the documented assumptions of delinquency causation naturally suggest the intervention activity(ies) to be utilized?

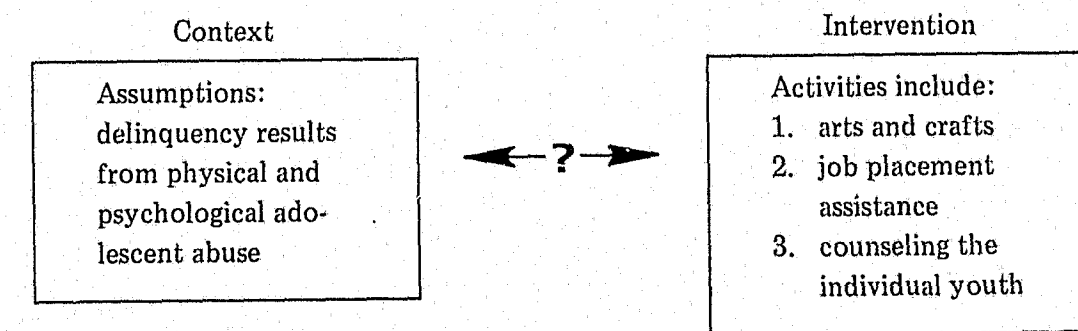
a. An example of a logical linkage



b. An example of a logical linkage

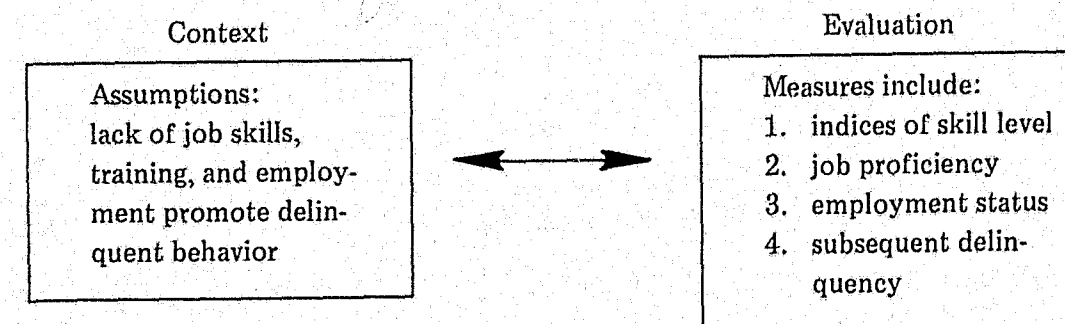


c. An example of an incomplete or illogical linkage

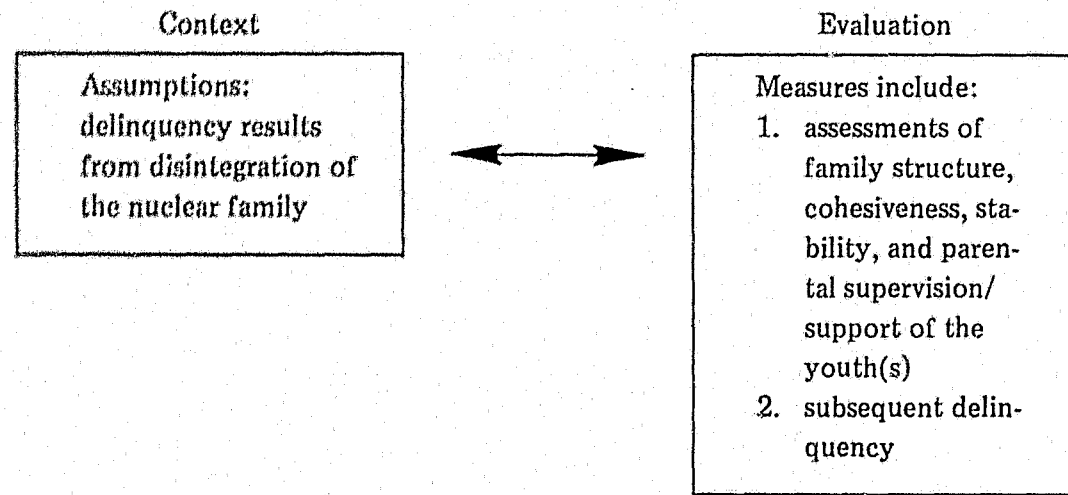


3. Context and evaluation: Question: Are delinquency causation factors expressed as fundamental assumptions measured as part of the evaluation process?

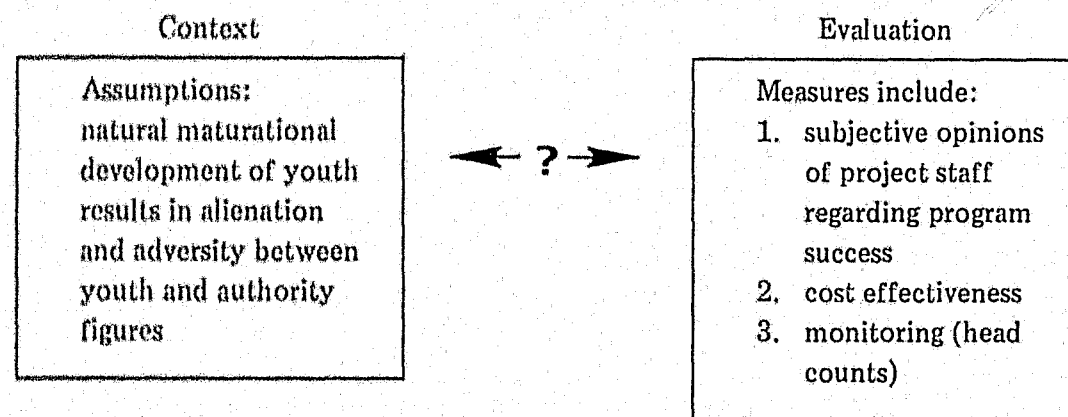
a. An example of a logical linkage



b. An example of a logical linkage

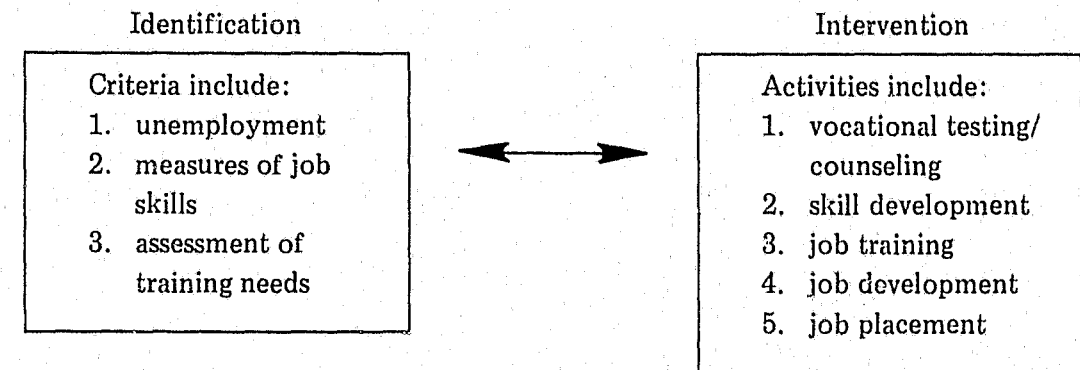


c. An example of an incomplete or illogical linkage

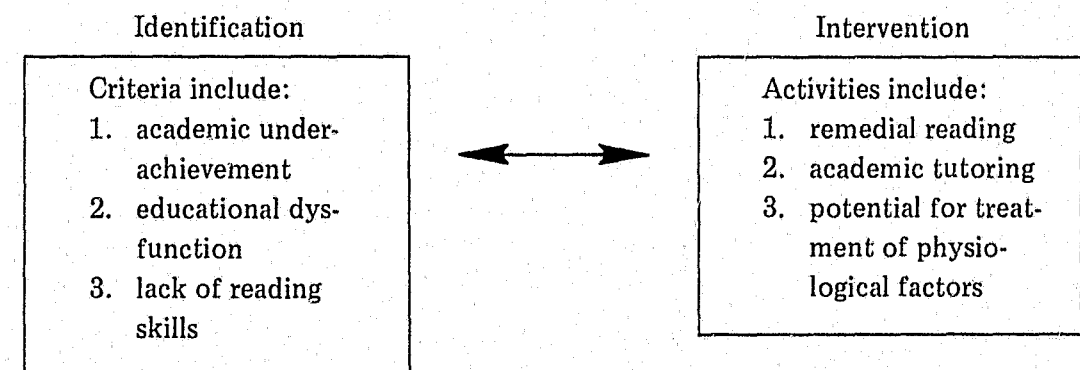


4. Identification and intervention. Question: Are the actual intervention activities suggestive of criteria for selecting clients, which in turn are consistent with identification criteria logically linked to causal assumptions?

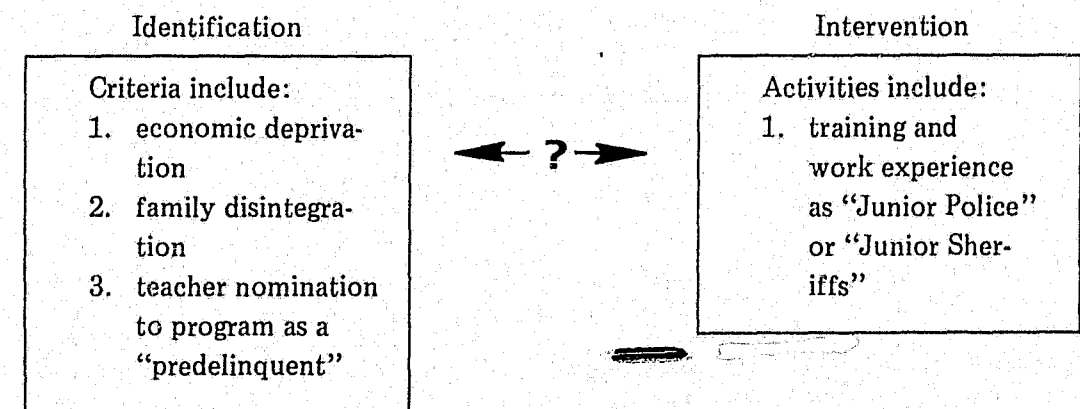
a. An example of a logical linkage



b. An example of a logical linkage

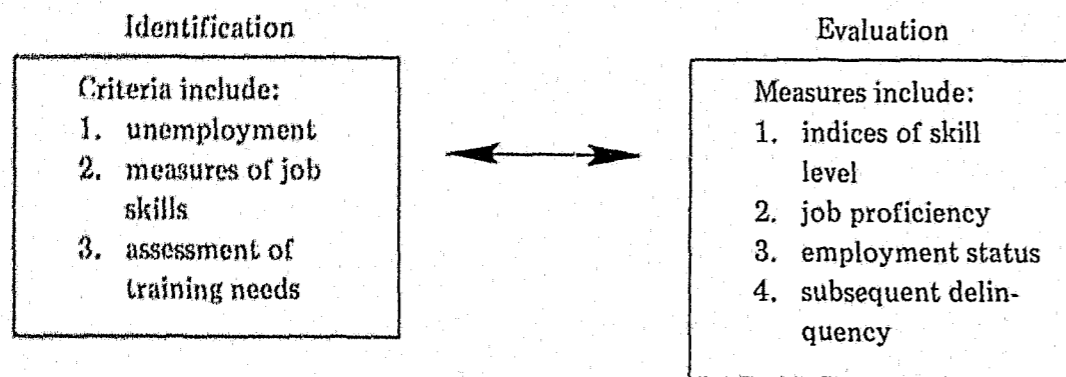


c. An example of an incomplete or illogical linkage

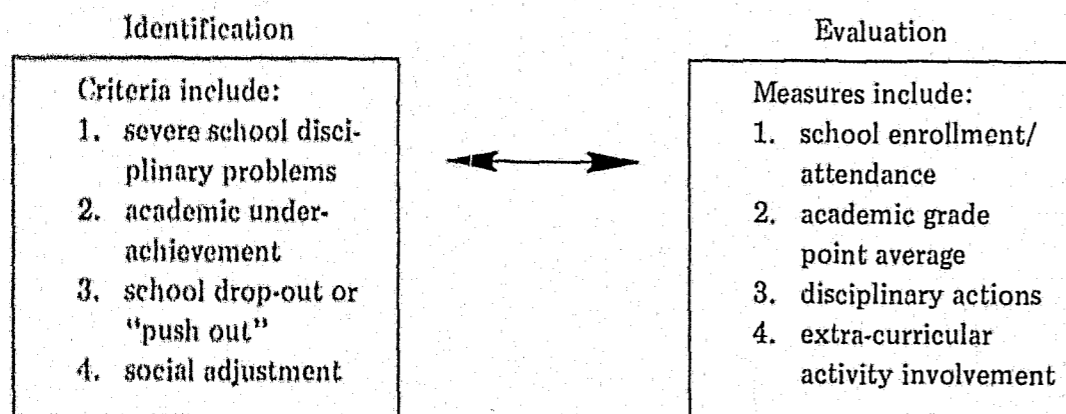


5. Identification and Evaluation. Question: Are variables measured by the evaluator in agreement with client identification criteria?

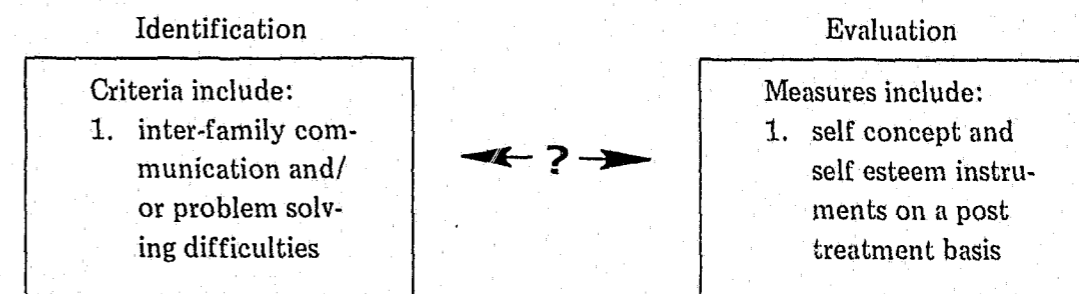
a. An example of a logical linkage



b. An example of a logical linkage

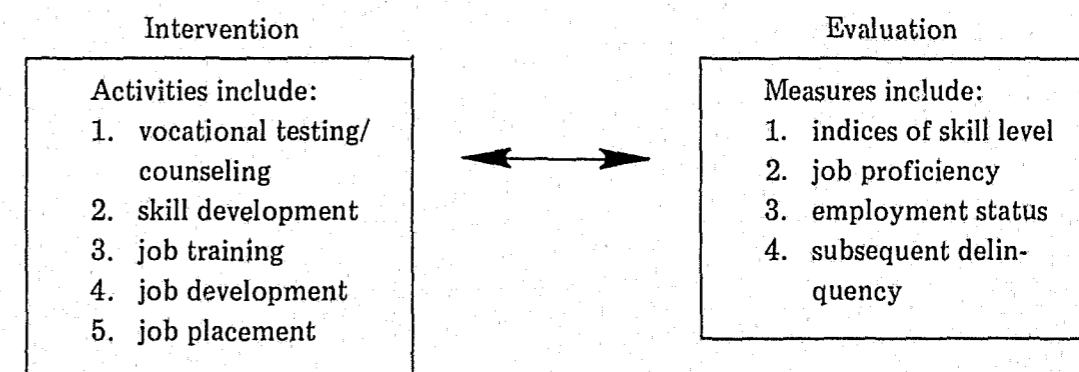


c. An example of an incomplete or illogical linkage

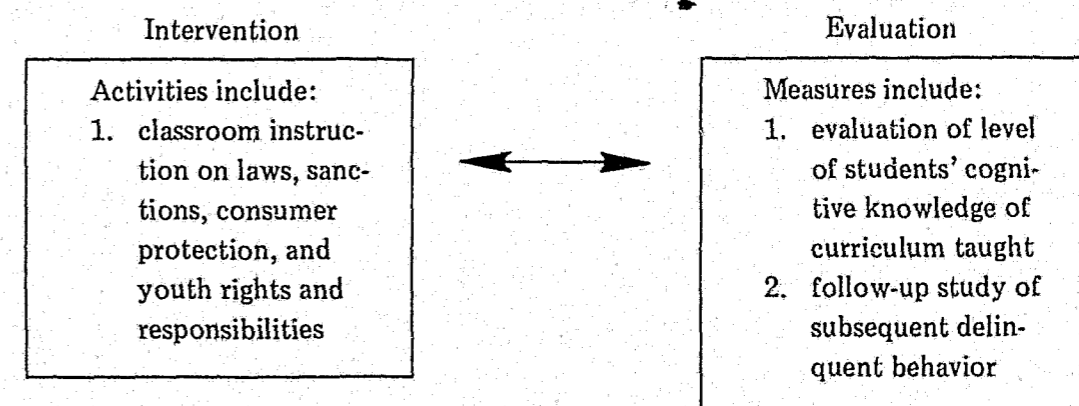


6. Intervention and Evaluation. Question: Are the evaluation measures directly relevant to the immediate goal(s) of the intervention strategy?

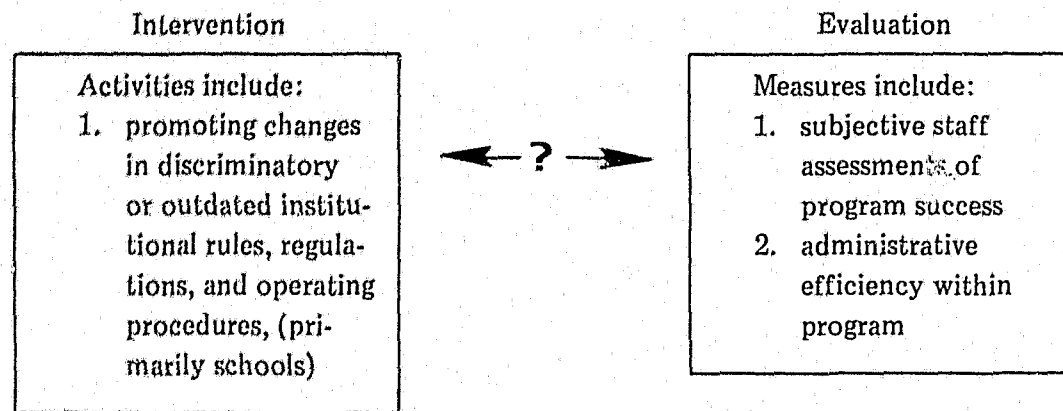
a. An example of a logical linkage



b. An example of a logical linkage



c. An example of an incomplete or illogical linkage



C. External Program Linkages

An important factor in the efficient delivery of delinquency prevention services to youth is the quantity and quality of formal and informal linkages with schools, community youth serving agencies, the juvenile justice system, and other prevention programs. The establishment and maintenance of such linkages (which will be enhanced by clear documentation of all program elements) will; (1) promote the maximal sharing of knowledge between interested and significant parties, (2) facilitate referral, follow-up, and feedback capabilities, (3) provide a functioning network of prevention programs within a geographic area, and (4) clearly indicate voids or gaps in prevention service delivery.

The current nature of external linkages of juvenile delinquency prevention programs generally is often characterized by mistrust, suspicion, inter-agency strife, and lack of cooperation in referral, feed-back, and follow-up procedures. It behooves all delinquency prevention practitioners to rectify this situation for the improvement of the state of the art and the benefit of youthful clients.

D. Transferability and Documentation

Throughout the preceding pages the importance of thorough and detailed documentation of program context, identification criteria, intervention activities, and evaluation methodology has been stressed. The rationale for this guideline exceeds that of a mere academic exercise. Even the most cursory review of the delinquency prevention literature and the rising juvenile crime rates indicates much room for improvement in the art and science of delinquency prevention, some of which will be achieved by thorough and precise program documentation. Regardless of one's faith

or skepticism in crime statistics, there is near universal agreement that crime has continued to increase over the last decade, and that much of this increase is the result of juvenile crime.*

The precise documentation of the elements of delinquency prevention programs will (1) allow for the sharing of valuable information, (2) contribute more valid information to the field, (3) provide a basis for comparing and contrasting similar and diverse program types, (4) suggest purposeful and measureable criteria within and across diverse program efforts, (5) begin to fill important gaps and voids in the present knowledge of causal assumptions, identification procedures, intervention activities, and evaluation methodologies, and (6) provide a sound basis to permit replication studies (transferability) in diverse locales and/or with diverse clientele.

*In 1973, the FBI in its annual *Uniform Crime Reports*, indicated that 26.4 percent of all arrests made involved persons under 18 years of age with almost 41 percent involving persons under 21 years of age. See *Crime in the United States: 1973*, Washington: U.S. Government Printing Office, 1973.

III. SUMMARY

The hassled, frustrated, overworked, and underpaid practitioner will no doubt raise serious questions about the practicality of these principles and guidelines, especially as they concern evaluation. Indeed, implementation will be a difficult, time consuming, and exhausting process. It may prove beneficial to keep several points in mind.

--- To date, there is simply no consistent and conclusive evidence that any intervention process can successfully prevent juvenile delinquency.

--- If an intervention process is beneficial to youth, it deserves to be shared with other practitioners to maximize benefits to all youth. Conversely, if an intervention process is detrimental to youth—or at best, has a neutral effect—that information also deserves to be widely disseminated.

--- A precisely and thoroughly documented successful delinquency prevention program will facilitate the procurement of subsequent funding, eliminate many community relations problems, and resolve a variety of other program constraints which emanate largely from the “questionable” public images and perceived utility of many programs.

--- With the advent of the “age of accountability,” many qualified and competent persons are available to provide necessary technical assistance. The methodology of evaluation is a recognized specialty and it is no disgrace to ask for assistance. Evaluation should not be considered a simple do-it-yourself task.

--- Implementation of the principles and guidelines for planning, implementing, and evaluating juvenile delinquency prevention programs discussed in this document should provide a more rational approach to delinquency prevention than the individual and fragmented efforts currently in use.

In the next section, much of the foregoing guidelines and principles have been consolidated in the form of a self “check-list.”

IV. PROGRAM STRUCTURE CHECKLIST

This checklist is intended for use by state and local juvenile delinquency prevention (JDP) program administrators and staff to assess the adequacy of program planning, implementation, and evaluation. Affirmative responses to the following questions are an indication of consistency of program structure which will provide a valid and useful information base to the vast field of delinquency prevention. Negative responses are an indication of the need for rethinking and restructuring of the JDP program or program elements. Please refer to Figure 1 and to Examples “a” and “b” under the discussion of logical linkages of program elements.

A. Program Context

Questions:

Yes No

- | | | |
|---|--------------------------|--------------------------|
| 1. Are the fundamental assumptions of delinquency causation to be addressed by this program <u>clearly</u> and <u>specifically</u> defined? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is there consensus among the staff that these causal factors are <u>the</u> factors to be focused upon by the program? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. For purposes of transferability, have the following contextual subelements been thoroughly and precisely documented? | | |
| a. fundamental assumptions of delinquency causation? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. program demographic characteristics including geographic purview (region or area of the country); urban, suburban, or rural setting; target area socioeconomic characteristics; and program physical facilities? | <input type="checkbox"/> | <input type="checkbox"/> |
| c. funding level and source? | <input type="checkbox"/> | <input type="checkbox"/> |
| d. program antecedents; length of time in existence; previous program characteristics, etc.? | <input type="checkbox"/> | <input type="checkbox"/> |

e. program organizational structure; including boards of directors or advisory council characteristics (if appropriate); administrative structure; staff responsibilities and numbers, demographic characteristics, and qualifications?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

B. Identification

1. Are the client identification/selection criteria clearly and specifically defined?
2. Are procedures for client identification in existence and adhered to by program staff?
3. Have necessary referral agencies been identified to work with clients whose delinquency causal characteristics are more appropriately addressed by another program?
4. Are identification procedures adequate to distinguish between appropriate and inappropriate clients given the well defined and documented range of program intentions and intervention capabilities?
5. For purposes of transferability, have the following identification subelements been thoroughly and precisely documented?
 - a. client identification/selection criteria?
 - b. referral agencies (types)?
 - c. client demographic and ascribed characteristics (i.e., age range, sex, ethnicity, and socioeconomic status, if appropriate)?
 - d. client identification procedures including referral sources; intake methodology or group selection procedures, and intake instruments and/or information forms?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

C. Intervention Strategies/Activities

1. Have intervention activities been thoroughly and precisely defined?
2. Have well planned "stop, look, and listen" points been incorporated within the intervention process to provide incremental feedback on client progress, appropriateness of the intervention activity, modification of intensity or duration, or changes in "felt needs" of clients or staff?
3. Have methods been devised to obtain systematic feedback on clients' attitudes and behaviors from significant others (e.g., parents, siblings, peers, teachers, school counselors, employers, etc.)?
4. For purposes of transferability, have the following intervention strategy subelements been thoroughly and precisely documented?
 - a. the actual intervention activities consistently performed by all staff as well as individual staff member "areas of specialization?"

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

The message to be conveyed here is—what is it that you actually do with, for, to, or in spite of clients? It is not sufficient to say "counseling," for example. The need exists to know, in this instance, what type of counseling or school of counseling theory is being utilized. If no particular school of counseling theory is identifiable, it will still be of use to describe the activity in terms such as directive or non-directive, structured or nonstructured, advice giving, decision-making, listening, development of alternatives, being a friend, or even a "shoulder to cry on."

b. procedures for "mid-stream" measurement and/or decision points during the intervention process?

Yes No

c. methods for obtaining systematic feedback from significant others?

D. Evaluation

1. Does the evaluation process focus upon the effectiveness of the intervention activities in ameliorating fundamental causation factors?

2. Does the evaluation process indicate a cause and effect relationship between the amelioration of causation factors and subsequent curtailment of actual delinquent behaviors?

3. Given the idiosyncratic limitations and constraints of the program, is there sufficient soundness of methodology of the evaluation process, (as discussed under Program Evaluation)? Are the compromises to a methodologically-sound evaluation necessary and defensible?

4. Have evaluation findings, interpretations, and conclusions been reported in thorough and precise detail? (It is usually appropriate to report findings and conclusions conservatively to avoid over-interpretations or generalizations by subsequent readers.)

5. For purposes of transferability and/or generalizability, have the following evaluation subelements been thoroughly and precisely documented?

a. program success criteria or quantifiable goals (data elements)?

Yes No

b. factors beyond the control of the program staff?

c. information collection procedures, time periods, and comparison groups?

d. evaluation findings, interpretations, and conclusions?

E. Logical Linkages of Program Elements

1. Context and Identification

a. Are the documented assumptions of delinquency causation consistent with and/or logically linked to the client selection/identification criteria?

2. Context and Intervention

a. Do the documented assumptions of delinquency causation logically suggest the intervention activity(ies) to be utilized? Stated conversely, do the actual intervention activities impact upon the delinquency causation factors stated as fundamental assumptions?

3. Context and Evaluation

a. Are delinquency causation factors expressed as fundamental assumptions measured as part of the evaluation process?

b. Does the evaluation process link the amelioration of delinquency causation factors to the curtailment of subsequent delinquent acts?

Yes

No

4. Identification and Intervention

a. Are the actual intervention activities logically suggestive of criteria for selecting clients?

b. Do the intervention activities vary according to identified client characteristics?

5. Identification and Evaluation

a. Are the variables (data elements) measured by the evaluation process logically consistent with the client identification criteria?

6. Intervention and Evaluation

a. Are the evaluation measures directly relevant to the immediate goal(s) of the intervention activity?

b. Do the evaluation measures indicate the effectiveness of the intervention activity in ameliorating the delinquency causation factors assumed, and the subsequent curtailment of actual delinquent activities?

END