Get Out and Stay Out: Evaluating the Impact of *Making Things Right*

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ABSTRACT

This internship manuscript describes a program evaluation of a detention-alternative called *Making Things Right.* The purpose of this evaluation was to determine the demographics of those attending the program as well as who benefitted most from attending this program. Over a 52-week period, this program served 61 youths, 59 of which were included in the evaluation. Statistical analyses determined if there were relationships between the level of probation (standard or intensive) and succeeding in the program as well as whether youths' risk levels had any effect on their success. No statistically significant results were found based on the level of probation or risk level. However, there were significant results showing a correlation between the number of complaints participants had at the time of their risk assessment as well as the number of days they earned no credit, $r(57) = .364$, p $= 0.005$. It was discovered that only 30.5% of youth who were assigned to attend earned credit for every session they attended, with 11.9% of youth earning no credit at all. This means that very few youths were "successful" every time they attended. Additionally, according to the Arizona Youth Assessment Survey Results (AZYAS), youths who attended the program need improvement in three life skill areas: Positive Daily Routine, Staying Out of Trouble, and Positive Support Systems. This paper also discusses aspects of the program to investigate in the future and possible changes that would be beneficial for participants.

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INTRODUCTION

Nearly 55,000 youth were detained nationwide in residential placements in 2013 (National Center for Juvenile Justice 2015). While these youths are held in a residential placement such as a detention facility, group home, or shelter, they are usually separated from their day-to-day life and their community. However, the juvenile justice system is based on the premise that youth have needs and capacities that are different from those of an adult because youth are still developing mentally, physically, and socially (National Center for Juvenile Justice 2015). Since youth are still developing, it is beneficial for them to remain connected to the community rather than be detained. Additionally, alternatives to detention provide youths opportunities to stay connected with their family and may reduce contact with more serious offenders. Because of this, it is important that alternatives to detention effectively help youth by lowering recidivism rates, as repeat offenses may lead to youth being detained.

Purpose of the Evaluation

The purpose of this evaluation is to provide the Coconino County Juvenile Court Center (CCJCC) with information regarding the structure of their program, who is attending their program, as well as the circumstances under which participants benefit from this program. It is important to provide this feedback so that the CCJCC can make any necessary changes to effectively help youth, as well as identify who most benefits from this program. If this program is more effective for youth who have been defined as "high risk", meaning they are more likely to recidivate, than it is for youth who are "low risk", this can help the judges and probation officers decide who this program should serve and tailor the program curriculum to the needs of these youths.

The Coconino County Juvenile Court Center

The Coconino County Juvenile Court provides services to youth who are awaiting adjudication, on probation, or in detention. The mission of the CCJCC is to "increase the ability of youth to achieve success, promote citizen safety from juvenile crime, [and to] reduce juvenile delinquency" (Coconino County 2017). In line with this mission, they have created a community service-learning alternative to detention titled *Making Things Right.* Instead of holding more youth within the detention's facility, the program serves to keep youth out of detention by having them engage in community service. Probation officers and judges can assign youth on probation to the program instead of having them be detained.

Additionally, the CCJCC aims to "Develop our youths' Pro-Social Life Skills, beliefs, and motivations that create short and long term successes and community protection" (Coconino County 2017). There are five pro-social life skills that the court focuses on: Positive Daily Routine (PDR), Staying Out of Trouble (SOT), Making Things Right (MTR), Preparing for the Future (PFF), and Positive Support Systems (PSS). Each of the five pro-social life skills is broken down into different components that youth can work on through their probation "Step-Up" packets.

Positive Daily Routine (PDR) refers to keeping a consistent and positive routine, broken down into a morning routine, afternoon routine, and evening routine. Additionally, youth practice re-regulating themselves to follow their routine and to recognize, respect, and follow the rules and expectations placed by their parents, community, school, probation officer, and the judge. Staying Out of Trouble (SOT) refers to identifying, avoiding, escaping high risk people and places so that they do not reoffend. Additionally, youth practice identifying their high-risk feelings and thoughts that lead them to make bad decisions or violate the terms of their

probation, and to learn to use stress and boredom reduction techniques. This skill also ties into their PDR, as following their routine will help them to Stay Out of Trouble.

Making Things Right (MTR) refers to taking responsibility for their mistakes, owning them, and taking accountability. Youths also focus on making things right with their victims, parents or guardians, community, school, and themselves. This can be accomplished through community service work, apology letters, restitution, or other methods as deemed appropriate. Youth may also fill out My Accountability Plans (MAPS), that allow them to recognize what they did wrong and take accountability for their actions.

Preparing For the Future (PFF) has youth work on improving their grades if necessary, earn school credits, and attend school regularly. They also identify a positive adult support person and positive peers or friends at their school that can keep them on track. Youth are also asked to identify goals for after school, whether that is higher education or employment and to work towards achieving their goal. Positive Support Systems (PSS) has youth identify positive friends and adults in their life, as well as positive community connections, places, activities, and things in their life. This is used to help youth find positive and productive activities to do instead of engaging in the behaviors that got them in trouble. They also work on their re-regulation in this skill, which is the ability to notice when their behavior or actions might get them into trouble and to change it so they act in accordance with the terms and conditions of their probation. This is like their PDR skill, and they may also work on identifying who they may be a PSS for.

"Making Things Right"

According to the documentation surrounding the program, the goal of *Making Things Right* is to help youth stay out of detention and develop their five prosocial life skills. The program identifies itself as an alternative to detention, which means it provides youth an

opportunity to participate in this program instead of being detained for reoffending or otherwise violating the terms of their probation. *Making Things Right* is held on the weekends, with youth being picked up between 8:00 a.m. – 9:00 a.m. and dropped off between 2:00 p.m. – 3:00 p.m.

On Saturday mornings, youth go over the rules and expectations for the program and submit to a search where they must turn in all electronic devices for the day. If a youth has not completed the Safety Course that details how to be safe while participating in community service activities, they watch the course and go over the questions with staff. At 10:00 a.m. youths go to Steve's Club, a subset of CrossFit that works with youth in the community. This activity lasts for about 30-60 minutes. During this time, youths work with a trainer who teaches them how to properly engage in the activities for the day so they do not injure themselves. Sometimes these workouts are completed individually, with each youth working at their own pace. Other times these workouts are team based, with youths forming groups of two to three and working together and supporting each other through the workout. During team based workouts, there is often a small competition to see which team can complete the most repetitions of the workout or to see who can complete the workout in the shortest time. Youths are then provided lunch by detention staff back at the Coconino County Juvenile Court, and then participate in the community service activity for the day until it is time to go home. This schedule is the same on Sundays, except that youths do not go over the rules and expectations a second time.

At the end of the day, the program staff enters notes into the Juvenile Online Tracking System (JOLTS). These notes cover whether the youth attended the program, whether they earned credit, and any behavioral issues that may have occurred during the day. Staff also fax copies of any worksheets or activities youth may have completed as a part of their community service work activities to their probation officers.

Stakeholders

Primary stakeholders are those who stand to gain something as a direct result of the program evaluation. In this case, the primary stakeholders are the youth who participate in this program. This program evaluation will provide feedback on who is currently benefiting from attending the program and aims to provide curriculum suggestions designed to positively benefit those who attend. Therefore, the youth who are instructed to attend this program by their probation officers or the judges of the juvenile court stand to gain a program curriculum that is better suited to their needs.

The secondary stakeholders are those that are directly involved with or responsible for beneficiaries of the evaluation as well as those whose jobs or lives might be affected by the processes or results of the evaluation. This category includes the parents or guardians of the youth as well as their probation officers and the employees who run the weekend program. If the program evaluation provides suggestions for an improved program curriculum, the parents and guardians of the youth will also benefit since the program will be more effective in helping their children. Similarly, probation officers will be able to know who will benefit the most from attending this program and can make informed decisions about who should be assigned to attend. The job duties of employees working the weekend program may change based on this evaluation if the suggestions that are provided are incorporated into the program curriculum.

Finally, the key stakeholders are those that decide what to do with the information provided by the program evaluation. They may decide to follow the suggestions provided by the efforts of the evaluation or decide to take another path. The Coconino County Juvenile Court Director as well as the leadership of the Intensive Skill Development unit (ISD) are the ones who

will decide what to do with this information. ISD leadership provides the weekly schedule for the program, passing it on to the staff who work the program.

Evaluation Questions

What is the structure of the program *Making Things Right?* Who is being assigned to attend the program *Making Things Right?* Who benefits most from attending the program? Do youth need to attend the program multiple weekends in a row to see a noticeable difference in recidivism rate?

LITERATURE REVIEW

HISTORY OF THE JUVENILE COURT

According to C. Wright Mills, the sociological imagination "enables us to grasp history and biography and the relations between the two within society" (Mills, 1959, p. 6). Thus, it is important to examine both the history of the juvenile justice system and the personal experiences of those who have had contact with the system. This journey starts with the examination of our attitudes towards youth's culpability under early common law. Before the Industrial Revolution, children under the age of seven years old were treated as "incapable of possessing criminal intent" (Silva 2014: 420), but any child older than fourteen was treated and punished like an adult offender. Those between the ages of seven and fourteen were in a gray zone, meaning they may be treated as incapable of possessing criminal intent or they may be charged as an adult (Menihan 2015). If it "appeared the child understood the difference between right and wrong, the child could be convicted and suffer the full consequences of the crime", including death (Menihan 2015: 766). However, while youths over the age of fourteen could be treated and punished like an adult, they were denied many rights that were granted to adult offenders. Throughout early American history, children were understood to be "legally incompetent" (Silva 2014: 420). By the 19th century, however, that attitude had shifted.

The first House of Refuge was built in New York in 1825 (Menihan 2015; Silva 2014). The purpose of these houses was to save children from crime and punishment, focusing on protecting children rather than pushing them for engaging in criminal behavior. However, the establishment of these Houses also brought constitutional due process challenges. There was no formal process in the placement of children in these facilities and "the courts appeared to lack recognized legal authority to do so" (Silva 2014: 422). In *Ex parte Crouse*, the father of a

teenage girl constitutionally challenged her commitment to a House of Refuge on the basis of a

trial by jury violation (Silva 2014). The Supreme Court asserted that such commitment fell

within the *parens patriae* of the state, referring to the principle that "the state may assume

control of a child for the purposes of protecting the welfare of the child and not for purposes of

criminal adjudication and punishment" (Silva 2014: 422).

Decades later, in 1899, Cook County, Illinois established the United States' first juvenile

court (Menihan 2015), and within twenty-five years most states had set up juvenile court

systems. Like the Houses of Refuge, the original intent of the juvenile court was to rehabilitate

youth in hopes of deterring them from committing further crimes (Menihan 2015; Silva 2014;

Slobogin & Fondacaro 2009). The early juvenile courts integrated psychology and social work,

developing specific and individualistic treatment plans to meet the needs of each child (Silva

2014). However, the underlying philosophy of the juvenile courts changed over time.

Starting in the 1970s, Richard Nixon declared drugs as public enemy number one,

effectively starting the war on drugs (Crandall 2013). Nixon created the Drug Enforcement

Administration (DEA) to coordinate the efforts of all other agencies relating to drug offenses.

The war on drugs and the idea of the "superpredator" in the 1990s resulted in a series of harsh

policies that were generally characterized by 'just desserts' rhetoric (Greene & Evelo 2013; Silva

2014). There were also beliefs that juvenile courts could not effectively rehabilitate youth

offenders, which led to a more punitive approach instead of rehabilitative. The media's

"portrayal of urban black males further exacerbated anxieties calling for harsher punishment for

juvenile offenders while simultaneously aggravating an already existing racial disparity in arrest

rates for juvenile crime" (Silva 2014: 426). We are still experience the aftershocks of the war on

drugs and the "superpredator" era. The volume of cases in juvenile courts has considerably

increased but the resources available to the courts have not seen that same increase (Silva 2014). This creates unsatisfactory conditions for those in contact with the juvenile court system.

Mills states that, to understand the issues and troubles of society, we must first ask "what values are cherished yet threatened, and what values are cherished and supported, by the characteristic trends of the period" (Mills, 1959, p. 11). He then goes on to discuss two concepts: indifference and uneasiness. Indifference occurs when people are neither aware of any cherished values nor aware of a threat to them, and uneasiness occurs when people are aware of a threat, but not necessarily of any cherished values. Our current culture may be a mix of indifference and uneasiness. Many people today are currently unaware about the threat to our nation's children in juvenile detention facilities or prison. Others may feel uneasy about the situation but have no solution to bring up because they are unaware of the core values that are threatened. However, before we examine the harms of detaining youth, it is important to examine how a fear of juvenile crime led to detention and other punitive actions.

FEAR OF JUVENILE CRIME

As discussed above, "sentiments about the treatment of juvenile offenders have oscillated over the years between benevolence and punitiveness" (Greene & Evelo 2013: 277). In the 1980s and 1990s, juvenile crime increased sharply and the myth of the "superpredator" was unleashed (Silva 2014; Greene & Evelo 2013). Though juvenile crime did increase rapidly in the 1980s and 1990s, it "plummeted even faster in the late 1990s and today stand at their lowest levels in a generation" (Mendel 2007: 17). However, rhetoric spread by the media during the time of the "superpredator" increased fear of juvenile crime immensely, particularly fear of African American youths.

What effect does media consumption have on its viewers? Researchers have attempted to explain the relationship between media and fear of crime through several different theories. The resonance theory states that crime-related media stories cause increased fear only when the media is consistent with the experience of the individual (Kohm, Waid-Lindberg, Weinrath, Shelley, Dobbs 2012; Weitzer & Kubrin 2004). Therefore, prior victimization or personal knowledge of crime in their area is consistent with the stories the media tells, increasing their fear of crime. Since there was a noticeable increase of juvenile crime during the 1980s and 1990s, it is likely that the stories reported by the media caused a sharp increase in juvenile crime because people were likely to have been personally affected or known someone who was affected. Between 1986 and 1993 the "juvenile murder rate increased 278 percent for black youth while it increased forty percent for their white counterparts. During the same time period, gun homicides quadrupled for juveniles" (Silva 2014: 426).

Legislatures in nearly every state revised or rewrote their laws to lower thresholds and broaden the eligibility for transferring juveniles to being sentenced as adults (Menihan 2015; Silva 2014). Additionally, the Juvenile Justice and Delinquency Prevention Act that was enacted in the early 1970s was modified to "include minimum detention requirements and an escape hatch provision in the statute" (Silva 2014: 426-427). This provision permitted the criminal prosecution of juveniles as adults for weapons and violent offenses. Though it has been two decades since the media's portrayal of minority youths as "superpredators", there is still significant racial disparity in the criminal justice system (Menihan 2015; Silva 2014; Greene & Evelo 2013).

JUVENILE DETENTION

Between 2000 and 2009, juvenile arrests dropped 20% nationally whereas adult arrests decreased 1% (Youth Justice 2012). Despite this trend, the amount of juvenile court cases only declined by a small percentage, which means that youth are still entering the system at around the same rate as they were when more youth were being arrested. However, entering the system does not necessarily mean that they will be detained. In 2013, 173 juveniles per 100,000 were in residential placements, whereas 356 juveniles per 100,000 were in residential placements in 1997 (National Center for Juvenile Justice 2015). Therefore, despite youth entering the system at the same rate as previous years, many youths are being diverted from detention. How they are being diverted is unclear, but we do know that fewer youth are being detained now than they were over a decade ago.

Juvenile detention centers are like jails in the adult's criminal justice system. These facilities are intended to "temporarily house youth who pose a high risk of re-offending before their trial, or who are deemed likely to not appear for their trial" (Holman & Ziedenberg 2006: 2). However, these facilities are also used to hold youth who have violated the terms of their probation, are waiting for their pre-adjudication or disposition, or are waiting for housing at a different facility, such as a behavioral treatment facility. Youth can spend anywhere from a few days to a few months waiting for their trial or placement (Holman & Ziedenberg 2006). While waiting in detention, youth are separated from their community and family. These facilities are often overcrowded and understaffed, which leads to an environment that "breeds neglect and violence" (Holman & Ziedenberg 2006:2).

Alternatives to Detention

Alternatives to detention are approaches or programs that prevent youth from being placed in a detention facility through the use of an appropriate community-based sanction

(Development Services Group 2014). These types of programs first launched in the mid-1990s in response to an increase of adolescents being confined, paralleling the increase of adults being incarcerated (Mendel 2007). Alternative programs are designed to alleviate the burden on the detention facilities and reduce unnecessary confinement of youth. Detention facilities are packed with youth who do not meet any high-risk criteria: about 70% are detained for nonviolent charges (Holman & Ziedenberg 2006).

In many jurisdictions, judges and probation officers have "only one of two options when faced with a youth who has been arrested and charged with an offense: they can either release the youth to his or her parents or another responsible adult or lock up the youth in a secure detention facility" (DeMuro 1999:10). However, high-quality community-based programs yield better results than out-of-home placements, such as detention facilities, for a fraction of the cost (Mendel 2007). Community-based programs, including diversion programs, have been shown to help youth stay out of trouble and to not re-offend (National Center for Juvenile Justice 2015). In terms of detention populations before and after implementing alternatives, daily populations decreased by 50-80% in locations where alternatives were implemented (The Annie E. Casey Foundation 2014). As such, it is important to provide alternatives to detention to communities, as their youth will experience more success in these programs.

Outcomes for Youth

Additionally, many youth do worse after being in detention than those who are never placed in detention. Detained or incarcerated youth are more likely to use alcohol and drugs after getting out, and they are more likely to drop out of high school than youth who are similarly situated and have never been detained or incarcerated (The Annie E. Casey Foundation 2015). Being detained also has a negative impact on the youth's psychological and social development

(Mendel 2007) and can also lead to depression or other negative self-perceptions (Development Services Group 2014; Mendel 2007).

According to Mendel (2007), "without enough freedom to exercise autonomy, the gradual process of maturation – the opportunities to learn self-direction, social perspective, and responsibility – is effectively cut off" (42). Without this ability to learn responsibility and to mature, youth are unable to leave the system successfully. When these youths are released, they tend to return because they have not been taught better ways to engage with the world. Youth who are detained are "more than three times as likely to be found guilty and incarcerated than similarly situated peers" (The Annie E. Casey Foundation 2015: 4). If the goal of juvenile justice is to rehabilitate the adolescents that enter the system, it is important that juvenile justice courts and probation offices understand what makes an alternative program effective so that youth do not keep coming back into detention with new charges or offenses.

SOCIOLOGICAL THEORIES

Social Control Theory

Currently, the program *Making Things Right* appears to be modeled after social control theory in hopes of keeping youth from reoffending. Social control theory "focuses on social forces restraining individuals from committing criminal or deviant acts" (Costello et al. 2006: 36). Essentially, the stronger an individual's bond is to society, the less likely they are to deviate from the norms or engage in criminal behavior. This bond has four components: attachment to others, commitment to long-term goals, involvement in conventional activities, and belief in the moral validity of the law (Costello et al. 2006; 36).

Attachment to others is thought to keep people from breaking the law because those with strong attachments to parents or friends are likely to consider how their parents and friends

would react if they were to break the law (Costello et al. 2006; Matsueda & Heimer 1987). Since "a single moral order exists, that reaction will always be negative" (Matsueda & Heimer 1987: 828). Therefore, individuals with strong attachments to others will most likely refrain from committing unlawful acts because they do not want to elicit a negative reaction from those they are attached to. If youth do not have strong attachments to individuals who would negatively view their deviant behavior, they are more likely to continue to engage in that behavior. *Making Things Right* attempts to have youths interact positively with the community and build relationships with positive adults and peers by engaging in community service work. While completing community service work, youths should be able to have positive interactions with the community, as many adults often stop to thank them for the work they are doing. Additionally, CrossFit trainers offer mentoring to the youths who attend, encouraging them to work out more often to Stay Out of Trouble.

Commitment to long-term goals helps to prevent unlawful behaviors because those behaviors may jeopardize an individual's ability to attain their goal (Costello et al. 2006). Long-term goals typically refer to educational or occupational pursuits. The greater the investment an individual has, the less likely they are to commit deviant or unlawful behaviors that may prevent them from achieving these goals (Costello et al. 2006; Matsueda & Heimer 1987). Oftentimes, youth are asked what their goal is for the weekend when attending *Making Things Right,* and staff often use these goals to help encourage youth to succeed for both the weekend and for the future. If a youth is starting to disengage from the program activities, staff will talk with them and remind them of their goal and how participating is important for them to achieve their goal.

Involvement in conventional activities reduces the likelihood of individuals committing deviant behaviors because they have less time to get involved in those activities (Costello et al.

2006; Matsueda & Heimer 1987). Keeping individuals busy with positive and legal activities helps to ensure they do not keep committing the same unlawful behavior. However, if individuals skip out on these activities or otherwise do not participate it is difficult to keep them from engaging in deviant or unlawful acts. Making Things Right keeps youths busy for roughly twelve hours over their weekends. During this time, they are participating in positive and legal activities such as CrossFit and community service.

The final aspect is belief in the moral validity of the law. This refers to the extent that individuals believe the law should be obeyed (Costello et al. 2006). The more they believe that the law should be obeyed, or that a particular law should be obeyed, the less likely they are to deviate from that law. Educating youth to understand the laws and why these laws are in place may help them to believe they should be obeyed. However, this belief cannot be forced upon someone. If youths feel attached to others in their community, focus on attaining a long-term goal such as getting their degree or attaining and keeping a job, thereby keeping themselves busy in a conventional activity, they will be less likely to reoffend (Costello et al. 2006; Matsueda & Heimer 1987). Making Things Right is a consequence for breaking the law or otherwise deviating from the terms and conditions of their probation. However, the program does not educate youths about why these laws are in place. The program instead focuses on having youths interact positively with their community.

Differential Association

Sutherland's differential association theory states that criminal behavior is learned through social interactions "wherein opportunities that are favorable to the violation of the law differs from opportunities that are unfavorable to violation of the law for someone who embraces crime as an acceptable way of life" (Zembroski 2011: 244). It is important to note that social

groups are arranged differently. If an individual interacts with those who view criminal or deviant behavior as acceptable, then they are likely to learn to view criminal or deviant behavior as acceptable as well. However, if they interact with those who do not view these behaviors as acceptable, they are more likely to view them as unacceptable. Since youth on probation often interact with other youths that are on probation, especially when they are detained, they are more likely to accept the behaviors of their peers and continue to engage in criminal or deviant behavior.

According to Sutherland, deviance was the "result of socialization and learning values of a subculture that supports attitudes and behaviors that the mainstream culture rejects" (Zembroski 2011: 245). The most interesting aspect about this theory is that this subculture may not necessarily be separated by socioeconomic status. Sutherland applied this theory to all strata of society, accounting for offenses committed by a person of respectability and high social status in the course of their occupations, also known as white collar crime (Zembroski 2011). Not all youths who are on probation may belong to the same socioeconomic status, but they do all belong to the same subculture. Many youths may not be conscious of their belonging to this group, but by placing them on probation society has created and placed an expectation of their behavior on them.

Labeling Theory

Labeling theory suggests that people's behaviors are influenced by the label that is attached to them by society (Besemer et al. 2017; Zembroski 2011). Being labeled as deviant or criminal, which often occurs through placing an individual on probation, may increase that individual's association with "delinquent individuals and influence his or her self-perceptions, attitudes, and beliefs" (Besemer et al. 2017: 2), similar to differential association. Oftentimes,

individuals will conform to the labels that are placed on them. Because of this, their offending behavior will amplify as they internalize the label. Additionally, they might "identify more with deviant social groups after receiving a criminal label" (Besemer et al. 2017: 2).

After being labeled and formally sanctioned, people might be pushed into a criminal lifestyle due to the potential blockage of conventional or non-criminal pathways. There are several challenges faced by former inmates, including "stigma against ex-offenders by potential employers, less extensive work histories, or behaviors unsuitable for workplaces outside prison, developed while incarcerated" (Besemer et al. 2017: 2). While these blockages mostly relate to adult offenders, juvenile offenders may also be similarly affected, particularly as the move closer to adulthood. Placing youths in detention centers, away from their communities and their schools, may have a negative impact on educational attainment, which in turn might increase the likelihood that they will reoffend (Besemer et al. 2017).

Additionally, juveniles are more susceptible to the effects of labeling than adults (Besemer et al. 2017; Zembroski 2011). However, this is dependent on the characteristics of the offender and the type of formal sanctioning they receive. Overall, it is thought that the effect of labeling is stronger for youths since their personality and behaviors are more malleable than their adult counterparts (Besemer et al. 2017).

Strain Theory

Merton's strain theory states that deviant behavior emerges when "component elements of social and cultural structures existed in contradiction, thereby exerting a definite pressure on the individual to engage in forms of illegitimate conduct" (Parnaby & Sacco 2004: 3). This theory is grounded in principles of structural probability, not in outright determinism like older theories of deviance. Therefore, deviant behavior is more likely to emerge in societies where the

emphasis on cultural goals is disproportionate to the available means to achieve them (Zembroski 2011; Parnaby & Sacco 2004).

Merton argued that American culture harbors three broad cultural axioms: (1) all individuals should aspire to lofty economic goals because they are always in reach of those who are ambitions; (2) personal failure in the present is only a way-station in the overall journey toward success in the future; and finally, (3) real failure is nothing more than a lessening of one's personal ambition to succeed (Parnaby & Sacco 2004). Although American culture encourages individuals to aspire to lofty economic goals, it does not also present individuals with many opportunities to obtain these goals. This causes a strain between what they want to achieve and what can be realistically achieved through conventional or legal means.

There are five types of adjustment to these types of conditions, known as modes of individual adaptation: conformity, retreatism, rebellion, ritualism, and innovation (Zembroski 2011). The one that is most pertinent to discussing deviant behavior, however, is innovation. Innovation is when an individual accepts the cultural goals, but rejects the institutionalized means to obtain these goals (Zembroski 2011). This means that they want to aim for lofty economic goals, but they utilize deviant or criminal opportunities to do so. For Merton, innovation defines most criminal behavior, it is seen as the "condition that occurs when the individual has assimilated the cultural emphasis without equally internalizing the institutional norms governing ways and means for its attainment" (Zembroski 2011: 246). Many youths placed on probation may feel that their deviant or criminal behavior is the only means they have of attaining the cultural goals they have internalized, or they may see it as one of the only opportunities they see to fulfill these cultural goals.

METHODOLOGY

Internship Duties

While interning with the Coconino County Juvenile Court, I spent sixteen hours per week for fifteen weeks working the program, *Making Things Right*, over the weekends. Since I needed a minimum of twenty hours per week to fulfill the university's requirements, I also assisted during the week with their Transition School on Tuesdays and Thursdays for five to six hours a day. The reason I worked with the Transition School is because my supervisor for *Making Things Right* also ended up overseeing the Transition School for several months while I was interning. Thus, I worked with her for my remaining hours. My duties included transporting youth, overseeing community service work, entering in notes on the Juvenile Online Tracking System (JOLTS), and assisting youths in the classroom. Additionally, I also used my time there during the week to go through the old records of *Making Things Right* attendance and JOLTS records to start compiling data about the program as well as reach out to probation officers and the JOLTS Coordinator for assistance when necessary.

Participants

Participants for this evaluation were chosen based on who attended the program within a 52-week period. During this period, the program was canceled three times due to excessive snow, lack of staff, or having no youth signed up for the program. In total, 62 youths were assigned to attend the program *Making Things Right* over the 52-week period, but only 59 were included in the sample. Youths that attended the program over the 52-week period but had their records destroyed after getting off probation were not included in the evaluation. However, youths who either aged out of probation or successfully completed probation were included in the evaluation if their records were not destroyed.

Of the 59 youths that attended and had records, forty-two (71.2%) participants were male and seventeen participants (28.8%) were female. Their ages at the time they were assigned to the program ranged from thirteen to seventeen. Three participants (5.1%) were 13 years old at the time they attended, ten participants (16.9%) were 14 years old when they attended, seventeen participants (28.8%) were 15 years old when they attended, thirteen participants (22.0%) were 16 years old when they attended, and sixteen participants (27.1%) were 17 years old when they attended the program.
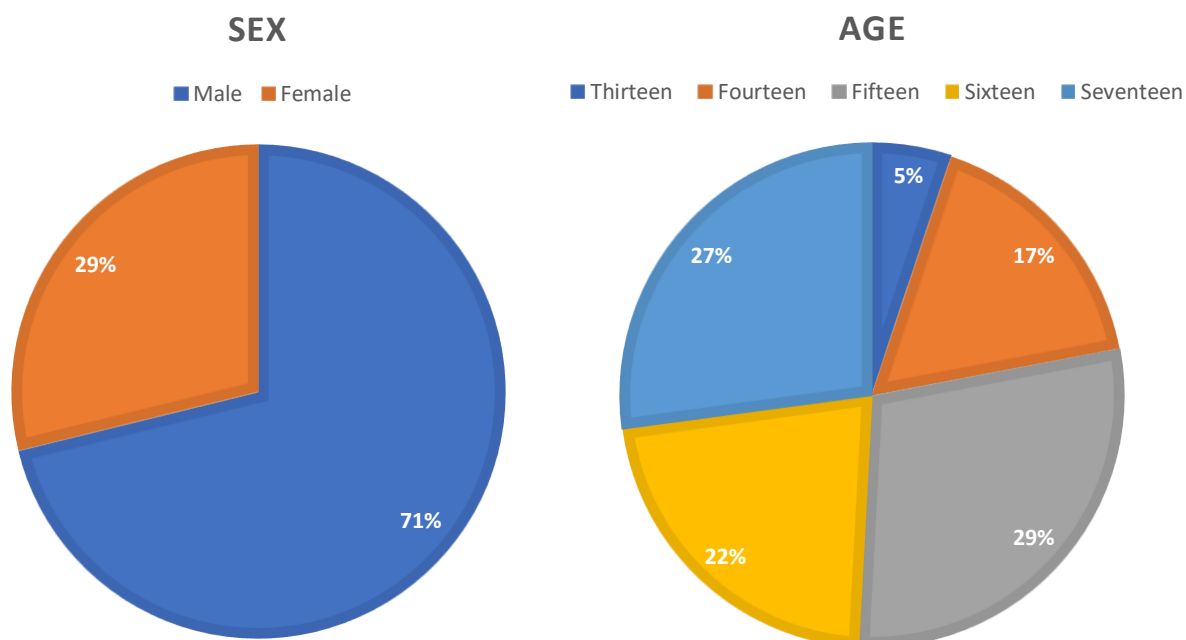

In terms of ethnicity, twenty participants (33.9%) were Caucasian, two participants (3.4%) were African American, twenty-one participants (35.6%) were Native American, and sixteen participants (27.1%) were Hispanic.

When looking at risk for recidivism rates, six (10.2%) of youths scored as high risk, thirty-three (55.9%) of youths scored as moderate risk, and twenty (33.9%) of youths scored as

low risk. Additionally, thirty-two participants (54.2%) were on Standard Probation and twenty-seven participants (45.8%) were on Juvenile Intensive Probation Services (JIPS).
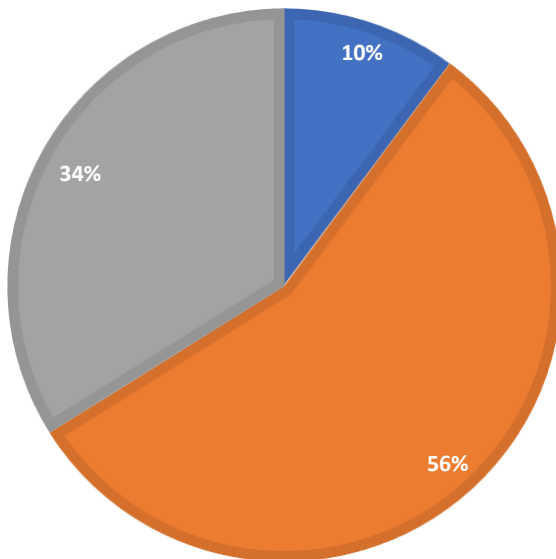
ETHNICITY

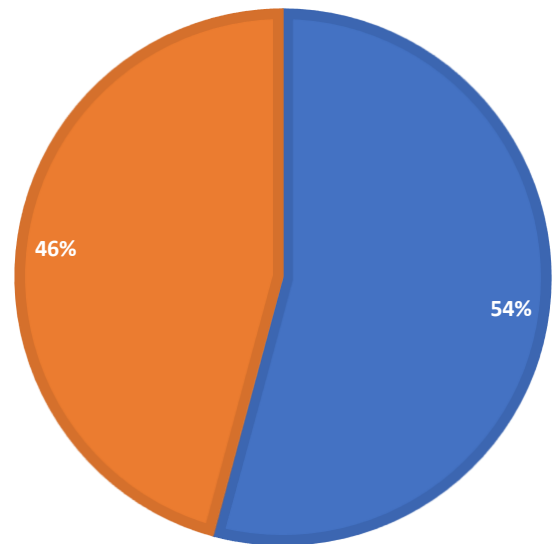■ Caucasian ■ African American ■ Native American ■ Hispanic

27%

34%

3%

36%
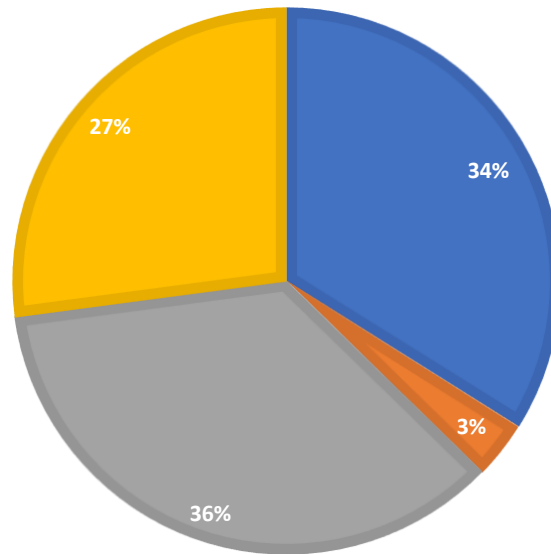
RISK LEVEL

■ High risk ■ Moderate risk ■ Low risk

10%

34%

56%

PROBATION LEVEL

■ Standard ■ JIPS

46%

54%

Measures and Materials

Demographic information, program attendance, and whether youth earned program credit was exported from the Juvenile Online Tracking System (JOLTS) into an Excel document by the JOLTS Coordinator. Youth attendance was cross-referenced with the paper records of attendance for the program. Youths' names were taken off this exported document by the JOLTS Coordinator before being sent to help them remain anonymous. The information from this spreadsheet was put into a master spreadsheet containing participants' demographic information, program attendance, program credit, risk/needs assessment score, if they were detained after attending the program, how many days there were between attending the program and being detained, whether youths had new complaints or charges after attending the program, the number of new complaints, and how many days there were between attending the program and having new complaints. This information was then put into a computer program, Statistical Package for the Social Science (SPSS) for statistical analysis. To understand the resources and processes of *Making Things Right*, a logic model was created (Appendix A). The Arizona Youth Assessment Survey (AZYAS) results were used to identify risk level of youths (Appendix B).

Procedure

An outcome-based evaluation model was used to measure the effects the program had on its participants. First, a logic model was created and then submitted to the Intensive Skill Development (ISD) leadership staff for changes. They changed items that did not reflect what they believed to be the purpose of the program and input suggested changes. I also created a second logic model based on how the program was run through my experience working on the weekends. This model received input from staff that also worked the program with me.

Through a meeting with the director of the Coconino County Juvenile Court, it was decided that it would be important to understand how those on different risk levels did in the program and whether there was a difference in recidivism rate. Additionally, understanding what life skills these youths may need to improve would also be important to know, if possible. This was determined by coding the Arizona Youth Assessment (AZYAS) disposition tools for all 59 youths that attended the program over the 52-week period. The data from the excel sheet was then input into SPSS for statistical analysis, focusing on program attendance, earning program credit, and recidivism.

DATA ANALYSIS

THE LOGIC MODEL

Two logic models were drafted and given to Coconino County Juvenile Court staff for suggested input. The first model was drafted based on the description of the program, the rules for the program, and the paper schedule for the program. This version of the model was given to Intensive Skill Development (ISD) leadership staff for any suggested changes. The second model was drafted based on how the program was run on the weekends to see if there were any differences between the two. This model was given to ISD staff who had experience working the program, and asked to edit this model until it reflected how they ran the program on the weekends. Both completed models are listed in the Appendix.

The main difference between both models is the time devoted to program activities. In the schedule that staff are given for weekend activities, many of them are scheduled on paper for longer than they occur. On the schedule, reading the rules and checking in cell phones is listed as taking 45 minutes, but staff reported this taking around 15 minutes on average. Steve's Club is listed as taking two hours, but staff reported this activity lasting anywhere from 30 to 60 minutes, depending on how many youths attended and who was leading the exercise class. Lunch is scheduled for one hour, while staff reported that youths often take only 20 to 30 minutes for lunch. Finally, the community service work (CSW) activity for the day is scheduled to last for two hours, but staff reported the CSW activity lasting for 60 to 90 minutes. This discrepancy in the amount of time devoted to activities leaves a lot of unstructured time where staff improvise activities for the youths to participate in. However, this discrepancy also makes up for the fact that staff clock in from 7:30 a.m. to 3:30 p.m., as the schedule is currently based on a 7:30 a.m. to 4:30 p.m. shift.

The difference in the scheduled time and actual time for activities leaves an opening for programming to be scheduled if desired. The schedule would look like the following:

7:30 a.m. – 8:00 a.m.: Staff gathers materials for the day, checks who is assigned to attend, and maps out their route to pick up all participants.
8:00 a.m. – 9:00 a.m.: Staff picks up all participants for the day.
9:00 a.m. – 9:15 a.m.: Staff goes over rules for the weekend and conducts searches.
9:15 a.m. – 9:50 a.m.: Programming
9:50 a.m. – 10:00 a.m.: Transport to Steve's Club
10:00 a.m. – 11:00 a.m.: Steve's Club
11:00 a.m. – 11:30 a.m.: Lunch
11:30 a.m. – 12:30 p.m.: Programming
12:30 p.m. – 2:00 p.m.: CSW Activity
2:00 p.m. – 3:00 p.m.: Staff takes all participants home.
3:00 p.m. – 3:30 p.m.: Staff completes notes about youths' behaviors and participation.

This change would also allow the program to directly address the five prosocial life skills of the Coconino County Juvenile Court through the addition of these new activities.

MEETING WITH THE DIRECTOR

To collaborate with the JOLTS Coordinator, I needed to obtain permission from the Director of the Coconino County Juvenile Court. He granted permission for the JOLTS Coordinator to use some of her time to help me with this project and requested to meet with me in person. During this meeting, I took notes but I did not record the conversation word for word.

We discussed the purpose of the project and he expressed interest in understanding who was attending the program based on risk level. He also wanted to know if there were a certain number of weekends that youths needed to attend for the program to be effective. We also discussed how the program has not had a consistent format. As I have had experience working the program for the past year, we discussed how the way the program is run changes based on who is leading it, so determining whether the program is the reason youth's behaviors changes is difficult to determine. For now, it would be important to know who is attending, who is earning

credit, and if there is a relationship between the number of weekends assigned and staying out of

detention. We also discussed how this work could be used for the future. If I found that the

youths who were assigned to attend had similar needs in terms of life skill development, they

could develop a programming schedule relating to those specific life skills.

To determine which life skills youths were deficient in, the probation officers used a tool

called "The Arizona Youth Assessment Disposition" (AZYAS). The Director granted me access

to these records and suggested I ask the probation officers directly for access to specific AZYAS

results. He also discussed a spreadsheet that was used to directly link answers from the AZYAS

to the five prosocial life skills of the Coconino County Juvenile Court, but I was unable to find or

gain access to these records, so I relied on coding them myself.

CODING THE ARIZONA YOUTH ASSESSMENT DISPOSITION TOOL (AZYAS)

The AZYAS was coded to relate to the five prosocial life skills of the Coconino County

Juvenile Court. These five life skills are Positive Daily Routine (PDR), Staying Out of Trouble

(SOT), Making Things Right (MTR), Planning For the Future (PFF), and Positive Support

System (PSS). A copy of the AZYAS is in Appendix B. There are seven sections in this

disposition tool, with each question receiving a score of 0 or 1. The risk level for recidivism is

determined through the score received in this disposition tool, with males and females needing

different scores to be deemed low risk, moderate risk, or high risk. Specifically, high risk males

and females score 19-33, moderate risk males score 12-18 while moderate risk females score 13-

18, and low risk males score 0-11 while low risk females score 0-12.

Positive Daily Routine (PDR)

As stated before, PDR refers to keeping a consistent and positive routine, broken down

into a morning routine, afternoon routine, and evening routine. Under this life skill, youth should

be practicing re-regulation skills to follow their routine and they should be recognizing, respecting, and following the rules and expectations of their parents and others.

One of the items related to whether the youth has a positive daily routine or not is whether the youth has had any documented contact with the juvenile justice system before or any previous adjudications. If they have not, then the youth has most likely had a PDR that they have followed up until the incident that occurred. However, if they have had multiple contacts with the system or multiple adjudications, they would need extra support in developing a PDR that would help them to stay out of trouble.

Another item on the disposition tool is whether the youth follows the rules of the caregiver. It is important for them to follow the rules and boundaries of their caregiver and to integrate them into their Positive Daily Routine. These rules and boundaries are in place to help them and to potentially prevent them from further contact with the juvenile justice system. For youths who score high on this aspect, it would be important to ensure that they understand the importance of following the rules of their caregiver.

Staying Out of Trouble (SOT)

SOT refers to identifying, avoiding, and escaping high risk people and places so that youths do not reoffend. Additionally, youths should be practicing identifying their high-risk feelings and thoughts that lead them to make bad decisions or violate the terms of their probation, and to learn to use stress and boredom reduction techniques

One of the areas related to Staying Out of Trouble is whether the youth has been suspended or expelled from school ever as well as in the last six months. If they have not, then they have most likely been staying out of trouble in areas relating to school behavior. If they

have, then they might be engaging in behaviors on their own that are getting them into trouble or perhaps associating with friends that get them into trouble.

Another area on the disposition tool that relates to the life skill of Staying Out of Trouble is again whether they have had contact with the juvenile justice system or had previous adjudications. Since having a Positive Daily Routine is associated with Staying Out of Trouble, if they have high scores on questions relating to PDR, they will most likely have high scores on questions relating to SOT.

The last item on the AZYAS that relates to Staying Out of Trouble is whether the youth can identify their triggers and make good decisions. If the youth can identify triggers that lead them to making bad decisions or getting into trouble, then they already have a strong ability to Stay Out of Trouble. However, if they are not able to identify these triggers, it would be important to help them develop that skill.

Making Things Right (MTR)

MTR refers to youths taking responsibility for their mistakes, owning them, and taking accountability for their actions. Youths also focus on making things right with their victims, parents or guardians, community, school, and themselves. This is usually accomplished through community service work, apology letters, restitution, or other methods as deemed appropriate.

One of the areas relating to MTR on the AZYAS is whether the youth blames others for their offense. If they blame others, they are not taking accountability for their own actions. It is important to get youths to take accountability for their actions, as if they do not feel responsible for what happened then they will not change their behavior. If they score high on this question, meaning that they blame others and do not take accountability, it is important to help them develop this life skill.

The other area relating to MTR on the disposition tool is whether they have a lot of pro-criminal beliefs. If they think positively about criminal behavior, they are not likely to change their behavior or see the need to make things right with their victims or the community. In this case, it is important to teach youths how their actions affect others and themselves, and why it is necessary to MTR.

Positive Support Systems (PSS)

PSS has youths identify positive friends and adults in their life, as well as positive places and activities in their life. This life skill is used to help youths find positive and productive activities to do instead of engaging in the same behaviors that got them in trouble. They also work on their re-regulation in this skill, similarly to PDR, and work on identifying who they may be a PSS for.

The items on the AZYAS that relates to having a Positive Support System is whether the youth deems family as important, whether they have positive relationships with adults, whether their friends are associated with gang activity or fighting, if their friends have been arrested or expelled from school, and whether they believe friends are important. If they score low on these questions, meaning that they do believe these connections are important and that their friends are not involved in any of those activities, then they have a strong positive support system that they should recognize and take advantage of.

However, if they score high on these questions, meaning that the do not believe that their family or friends are important, or the friends they do have are involved with gang activity, fighting, or have been arrested or expelled, then they do not have a very strong positive support system. It would be important to help those youths develop this positive support system and

work with them to help them recognize who is a positive support for them as well as who they might be a positive support for.

Helping Low-Risk, Moderate-Risk, and High-Risk Youth

Looking at the specific scores for all participants helps us understand how to best help those youths be successful and graduate from probation. However, I did not have access to the spreadsheet that the probation officers use that states which specific life skills need improvement, so I had to rely on coding the AZYAS results by hand, meaning there may be some differences between my findings and what the resource available to the probation officers suggests.

CODING PARTICIPANTS' AZYAS RESULTS

In between conducting the statistical analysis with the data from the JOLTS Coordinator and pulling the specific AZYAS results for each youth, two youths had their records destroyed. However, I was unable to pull their data out of the statistical analysis as it was already de-identified. Their AZYAS results will not be included in this portion of the analysis.

The AZYAS results were coded based on the four life skills identified above: PDR, SOT, MTR, and PSS. There were 6 high-risk youths, 32 moderate-risk youths, and 19 low-risk youths with AZYAS Disposition Tools filled out. These disposition tools were pulled from the 52-week period that participants attended the program to best reflect their results at the time of attending Making Things Right. Any time a youth receives new charges, the probation officers fill out a new disposition tool to determine if there is any change in risk level.

Positive Daily Routine (PDR)

The first item coded on the AZYAS relating to PDR is whether the youth has had multiple contacts with the juvenile justice system as of the time the disposition tool is being

filled out. There are three possible choices for this question: 2 or more prior adjudications, 1 prior adjudication, or no prior adjudications. A little over half of all participants had 2 or more prior adjudications (61.40%). Out of the 6 high-risk participants, 5 (83.33%) had 2 or more prior adjudications. Out of the 32 moderate-risk participants, 20 (62.50%) had 2 or more prior adjudications. Finally, out of the 19 low-risk participants, 10 (52.63%) had 2 or more prior adjudications. Therefore, most participants have had prior contact with the juvenile justice system and may benefit from activities helping them set up a Positive Daily Routine that they can follow to help prevent them from having further adjudications.

The second item on the AZYAS relating to PDR was whether the youths followed the rules of their caregiver. The two options for this question was follows caregiver's rules or does not follow caregiver's rules. Most participants did not follow their caregiver's rules (78.95%). Out of the 6 high-risk participants, 5 (83.33%) did not follow their caregiver's rules. Out of the 32 moderate-risk participants, 29 (90.63%) did not follow their caregiver's rules. Out of the 19 low-risk participants, 11 (57.89%) did not follow their caregiver's rules. Therefore, in addition to helping youths set up a routine that helps them avoid further adjudications or contact with the juvenile justice system, the program should also focus on following rules and boundaries.

Staying Out of Trouble (SOT)

The first item relating to SOT was whether youth were suspended at some time in the past, which most participants were (87.72%). Out of the 6 high-risk youths, 5 (83.33%) were suspended at some point. Out of the 32 moderate-risk youths, 31 (96.88%) were suspended at some point. Out of the 19 low-risk youths, 14 (73.68% were suspended at some point.

The second item was whether youths were suspended within the last 6 months, which less than half of all participants were (36.84%). Out of the 6 high-risk youths, 2 (33.33%) were

suspended within the last 6 months. Out of the 32 moderate-risk youths, 14 (43.75%) were suspended within the last 6 months. Out of the 19 low-risk youths, 5 (26.32%) were suspended within the last 6 months. While most participants were suspended at some point, less than half were suspended within the past 6 months when they were assigned to attend the program Making Things Right. Therefore, it could still be beneficial for participants to focus on the importance of attending school and helping them understand what behaviors or actions get them into trouble so they can avoid these situations in the future.

The next item relating to SOT is whether youths were ever expelled from school. Very few youths who attended the program were ever expelled (8.77%). Out of the 6 high-risk youths, 2 (33.33%) were ever expelled, while 2 of the 32 moderate-risk youths (6.25%) were ever expelled. Out of the 19 low-risk youths, 1 (5.26%) was ever expelled.

The last item relating to SOT is whether youths can identify their triggers or high-risk situations. Out of all participants, a little less than half were unable to identify their triggers or high-risk situations (45.61%). Out of the 6 high-risk youths, 4 (66.66%) were unable to identify their triggers or high-risk situations. Out of the 32 moderate-risk youths, 17 (53.13%) were unable to identify their triggers or high-risk situations. Finally, out of the 19 low-risk youths, 5 (26.32%) were unable to identify their triggers or high-risk situations. Although a little over half of all participants were able to identify their triggers or high-risk situations, it still seems beneficial for the program to help youths strengthen this skill.

Making Things Right (MTR)

The first item relating to MTR is whether youths blame others for their offense, which less than half of all participants did (35.09%). This means that less than half of all participants took no accountability for their own actions. All 6 high-risk youths blamed others for their

offense, while 14 of the 32 moderate-risk youths (43.75%) blamed others for their offense. No low-risk youths blamed others for their offense.

The second item relating to MTR is whether youths had pro-criminal beliefs and attitudes, meaning that they have positive attitudes towards criminal behavior. Less than a quarter of all participants had pro-criminal beliefs and attitudes (22.81%). Out of the 6 high-risk youths, 4 (66.66%) had pro-criminal beliefs and attitudes. Out of the 32 moderate-risk youths, 7 (21.88%) had pro-criminal beliefs and attitudes. None of the 19 low-risk youths had pro-criminal beliefs and attitudes. Therefore, it does not seem that it is important for the program to focus on this life skill as much as the others that have been noted.

Positive Support System (PSS)

The first item relating to PSS is whether family is important to youths. Very few participants rated family as not being important (8.77%). Out of the 6 high-risk youths, none rated family as being unimportant. Out of the 32 moderate-risk youths, 4 (12.50%) rated family as being unimportant. Out of the 19 low-risk youths, 1 (5.26%) rated family as being unimportant. Youths who attend the program believe that family is important and likely utilize them in their PSS.

The second item relating to PSS is the relationship youths had with adults. Very few participants had no positive relationship with adults (17.54%). Out of the 6 high-risk youths, 1 (16.66%) had no positive relationship with adults. Out of the 32 moderate-risk youths, 8 (25.00%) had no positive relationship with adults. Finally, out of the 19 low-risk youths, 1 (5.26%) had no positive relationship with adults. While few youths rated family as being unimportant, it is interesting that more youths had no positive relationship with adults. It is

possible that this question refers to adults outside of their family, but the survey does not make this clear.

The next question relating to SOT is whether youths had friends or family associated with gangs. Out of all participants, a little less than half had friends or family associated with gangs (43.86%). Out of the 6 high-risk youths, 5 (83.33%) had friends or family associated with gangs, while 14 of the 32 moderate-risk youths (43.75%) had friends or family associated with gangs, and 6 of the 19 low-risk youths (31.58%) had friends or family associated with gangs. Therefore, the program could also help youths understand how having associations with gang members does provide positive contributions to their PSS.

The next question relating to SOT is whether more than 50% of their friends have ever been arrested. The majority of participants stated that more than 50% of their friends had ever been arrested (77.19%). Out of the 6 high-risk youths, all of them reported that more than 50% of their friends had ever been arrested, while 27 of the 32 moderate-risk youths (84.38%) reported more than 50% of their friends having been arrested, and 11 of the 19 low-risk youths (57.89%) reported more than 50% of their friends having been arrested.

Additionally, the AZYAS reports whether youths stated that more than 50% of their friends had ever been suspended or expelled. More than half of all participants reported that more than 50% of their friends had ever been suspended or expelled (63.16%). Out of the 6 high-risk youths, 3 (50.00%) reported more than 50% of their friends being suspended or expelled, while 24 out of the 32 moderate-risk youths (75.00%) reported more than 50% of their friends being suspended or expelled, and 9 of the 19 low-risk youths, (47.37%) reported more than 50% of their friends being suspended or expelled. Based on these two questions, the program could

also focus on helping youths understand who is a positive influence for them and who they get into trouble with. Are their friends a positive influence on their behavior?

The last question relating to SOT was whether youths rated friends as being important. Less than half of all participants rated friends as not being important (31.58%). Out of the 6 high-risk youths, none rated their friends as being unimportant, while 9 out of the 32 moderate-risk youths (28.13%) rated friends as being unimportant, and 9 out of the 19 low-risk youths (47.37%) rated friends as being unimportant.

STATISTICAL ANALYSIS

Days Assigned to Attend

Since this program is a weekend-long program, typically youths are assigned to attend for two days at a time: both Saturday and Sunday. However, some youths can only attend on either Saturdays or Sundays due to other commitments, so there are some youths who were assigned to attend the program for an odd number of days. Generally speaking, participants attended most or all of the days they were assigned to attend, with just one youth attending none of the days they were assigned to. Most youths were assigned to attend between two and six days, or one to three weekends. However, the number of days assigned to attend ranged from one to twenty-seven days.

There was a moderate positive correlation between the number of days that youths did not earn credit (non-compliant days) and the number of complaints or charges that youths had at the time of their most recent risk assessment, $r(57) = .364$, p = 0.005, shown below in Figure 1. Youths could earn "no credit" or be non-compliant for several reasons. These reasons include not attending the program, not following the rules of the program, being rude or cussing at staff or community partners, or endangering the safety of others.

This means that youths who had more charges or complaints were more likely to not earn credit for multiple days in comparison to those who had less complaints. They may be less likely to show up to the program in the first place, or when they do show up they may not follow the rules or otherwise positively engage in the activities assigned for the weekend. Based on this information, it seems that assigning youths with fewer complaints or charges to the program is most beneficial, as they are more likely to earn credit. Youths with more than ten complaints may be better off completing a different consequence.

Figure 1
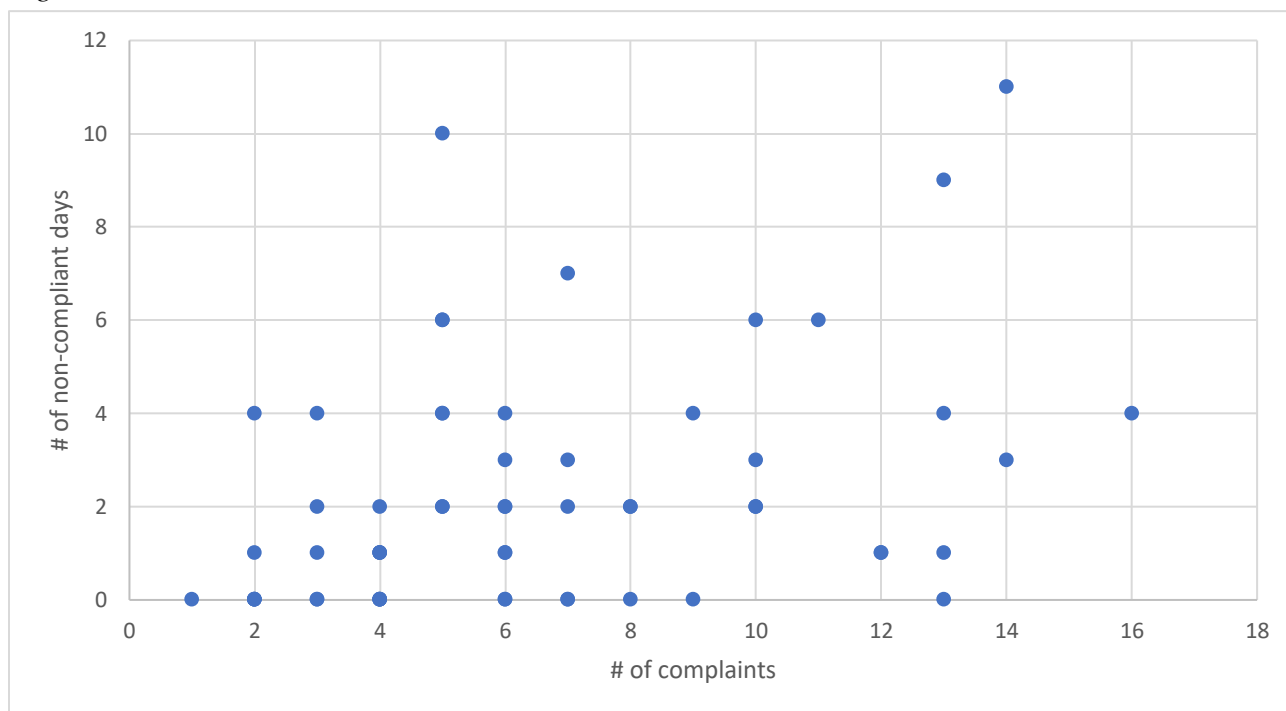
Earned all credit

Risk/Needs Level

40.0% of youths that were deemed to be at low risk for reoffending earned credit for every day that they attended, 27.3% of youths that were deemed to be moderate risk for

reoffending earned credit for every day that they attended, and 16.7% of youths deemed high risk for reoffending earned credit for every day that they attended. However, as there were very few high-risk youths that were assigned to attend the program during this 52-week period, that means that only one youth deemed high risk earned credit for every day they were assigned to attend.

Level of Probation

40.63% of youths that were on standard probation earned credit for every day that they attended, while only 18.51% of youths that were on Juvenile Intensive Probation (JIPS) earned credit for every day that they attended. There were slightly fewer youths on JIPS than there were on standard probation, but overall youths on JIPS did not do as well as those who were on standard probation.

Sex

23.8% of males earned credit for every day that they attended, while 47.1% of females earned credit for every day they attended. However, there were nearly two and a half times more males than females, so the count of males and females who earned credit for every day was close in number (ten males, eight females), though the percentage within each group differed greatly.

Earned no credit

Risk/Needs Level

5.0% of youths deemed low risk earned no credit for any of the days that they were assigned, 15.15% of youths deemed moderate risk did not earn any credit for any of the days they were assigned, and 16.7% of youths deemed high risk did not earn any credit for any of the days they were assigned to attend. However, since there were so few high-risk youths that were assigned to attend, it is difficult to say if high-risk youths do worse overall in comparison to low-

risk youth and moderate-risk youths. However, it does appear that low-risk youths do better overall in comparison to moderate-risk youths.

Level of Probation

6.25% of youths who were on standard probation earned no credit for any of the days they were assigned to attend, while 18.51% of youths on JIPS earned no credit for any of the days they were assigned to attend. Youths who were on standard probation did better compared to those who were on JIPS in terms of earning credit for the program.

Sex

11.9% of males earned no credit for any of the days they were assigned to attend and 11.8% of females earned no credit for any of the days they were assigned to attend. Within each category, the results were very similar, with the physical count of those earning no credit at all being five males and two females.

Detained After Attending

Overall, 61.02% of the youths assigned to attend the program during the 52-week period ended up in detention at some point after they attended the program, while only 38.98% were not detained. There was also no significant correlation between attending the program for more days and an increase in time before being detained or committing a new offense. However, based on the graph, there was an increase in the time before being detained between youths attending the program for roughly six to ten days, as shown below in Figure 2, though this trend may be a coincidence or have too small of a sample size to adequately notice this relationship.

Figure 2
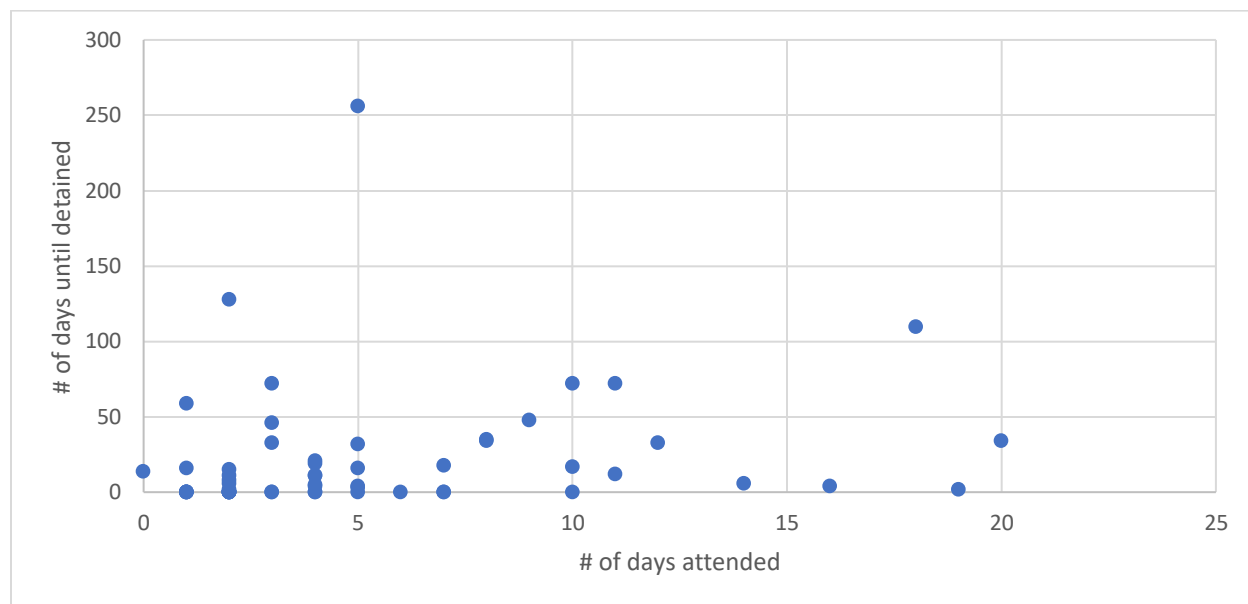
Risk Level

 70% of youths deemed as low risk ended up in detention at some point after attending the program, while 30% of youths deemed low risk have not been placed in detention at all since attending the program so far. Specifically, fourteen out of the twenty youths deemed as low risk ended up in detention at some point.

 60.61% of youths deemed moderate risk ended up in detention at some point after attending the program, while 39.39% have not been detained. Twenty out of the thirty-three youths deemed as moderate risk were placed in detention, which is more in total than those who were low-risk, but a higher percentage within their own group.

 66.67% of youths deemed high risk were placed in detention at some point after attending the program, while 33.33% of youths deemed high risk were not. This is the smallest category of youths; only four out of six were placed in detention. Since this group is so much smaller than the other two, it is hard to compare it directly to their low-risk and moderate-risk counterparts,

but the fact that only six high risk youths were assigned to attend may speak to the appropriateness of this program for those who are high risk. If this trend continued if more high risk youths were to attend, then this program does not help deter them from committing new offenses or staying out of detention.

Level of Probation

59.37% of youths who were on standard probation were detained at some point after attending this program and 40.63% have not been detained. While the majority were still detained sometime after attending, it is not as stark of a difference as those youths who were on JIPS. 70.37% of those on JIPS were detained at some point after attending the program, while 29.63% have not been detained. Since the number of youths who were on standard probation versus JIPS probation was close in size, it is apparent that those on JIPS are more likely to be detained than those on standard probation.

DISCUSSION

Based on the results, it seems that those who benefit most from attending this program are those who are on Standard probation and those who are low-risk or moderate-risk. However, considering the goal of the program is to help youth stay out of detention, the results suggest that there should be some restructuring of the program. Since most youth who attend end up in detention at some point after attending the program and there is no relationship between attending more days and having more time between being detained, it is important to ask why this may be.

There was almost an even split between those who were on Standard probation and those who were on Intensive (JIPS) probation. However, youths on JIPS were detained at a higher rate than those who were on Standard. This may be because youth on JIPS need more services than the weekend program currently provides to help deter them from committing new offenses or otherwise violating the terms of their probation and being detained. Based on the categories identified through the AZYAS and the changes to the logic model, it seems important to focus on three of the five life skills: Positive Daily Routine, Staying Out of Trouble, and Positive Support Systems. While focusing on all five may also prove beneficial, these three seem to be most important skills that youths attending the program need to work on.

Based on my own observations working the program, most youths are sent to the program for one of two reasons: they dropped a dirty urinalysis test (meaning they used drugs of some kind) or they were out past curfew or committed some other status offense that violates the terms of their probation. While this may not be true for every youth that is assigned to attend the program, I have personally found that this is true for most of them. This program is designed to

be used as a consequence for their actions, as many youths who drop dirty urinalysis tests are assigned to attend one weekend for every test that shows some trace of drugs on their system.

To help youths build their Positive Daily Routine skill, I suggest that the program set some time aside during the day to discuss with youths the daily routine that they follow and to work together to figure out when bad decisions are made. Is there a time of the day that is more high risk for them? Is there a certain emotion (i.e., boredom or stress) that leads to making bad decisions? Processing the specific decision that led them to being assigned to attend the program would be help youth understand the path that led them to this consequence. Since most youths who attended the program seem to have difficulty with this skill, it is important to address this in some way.

This also ties in with their life skill Staying Out of Trouble by helping them learn to identify when situations are about to lead to a bad decision and when they have reached the point of no return. What escape strategies could they use? How can they make sure they do not end up in those situations to begin with? With this knowledge in mind, they can then create a new Positive Daily Routine that helps them to Stay Out of Trouble. In their AZYAS results, most youths have also been suspended from school at some point. Helping them understand what events led to them being suspended and the importance of finishing school is important in helping them improve this life skill.

For their Positive Support System, youths should focus on identifying adults and peers that are positive influences on their life and provide them support when they need it. In my experience, many youths were quick to say that no one looks out for them or that they have maybe one or two people they trust, but it is important to help them reflect on who is a part of their Positive Support System and who they want to be a part of their PSS. Sometimes, friends

that they feel are positive are the same people they hang out with when they make bad decisions, so it is important for youth to be able to identify who is positive for them. According to their AZYAS results, most youths had positive relationships with youths and adults, but they also reported that they had friends associated with gang activity. To continue to build their PSS skill, it would be important for the program to help youths address the negatives of being connected with gang members or being in a gang themselves.

The downside to this approach is that it requires more one-on-one interaction with staff and youths than the current model is set up for. This can be worked around, however, to be a group conversation instead of a one-on-one approach. It might be harder to get more in-depth with each youth this way, but it would allow for everyone to discuss as a group what happened specifically for them, how they can avoid it in the future, and give them the opportunity to be a Positive Support for their peers. This would also require that the staff working the program are trained to properly facilitate such conversations to keep the productive and positive. They cannot allow youths to be negative towards each other or let youths derail the conversation to the point that no real progress is made.

For future studies, I would look specifically at the AZYAS results and see if there are commonalities between youths in terms of where they are scoring high (not doing well) and where they are scoring low (doing well). I think it is important to look at both aspects so that we can work on encouraging youths for their strengths as well as pushing them to continue improving on their weaknesses. Additionally, if it is later found that most youths who attend the program all have weaknesses in one or two specific areas, then the program can focus specifically on those areas instead of broadly on the three life skills already mentioned.

CONCLUSION

For my internship I worked the program *Making Things Right* 16 hours per week, as well as working with the transition school at the court for the remaining hours. To understand the structure and resources of the program, I drafted two logic models. One was edited by the staff who worked the program on the weekends and the other was edited by the leadership staff for the Intensive Skill Development (ISD) unit. I met with the Director of the Coconino County Juvenile Court and gained access to the Juvenile Online Tracking System (JOLTS) records as well as the Arizona Youth Assessment Survey (AZYAS) Disposition Tools.

The key findings of this evaluation are centered around the questions asked in the beginning. Who is being assigned to attend the program *Making Things Right?* 54.2% of participants were on Standard Probation while 45.8% were in Juvenile Intensive Probation Services (JIPS). Very few youths scored as high-risk for recidivating (10.2%), while most youths assigned to the program scored as moderate-risk for recidivating (55.9%). The rest of the youths scored as low-risk for recidivating (33.9%).

Who benefits most from attending the program? In terms of earning all credit for attending the program, 40.0% of youths that were deemed to be at low risk for reoffending earned credit for every day that they attended, compared 27.3% of youths that scored moderate-risk and 16.7% of youths that scored as high-risk. 40.63% of youths that were on standard probation earned credit for every day that they attended, while only 18.51% of youths that were on Juvenile Intensive Probation (JIPS) earned credit for every day that they attended, showing that youths on Standard Probation are more likely to be completely follow the terms of the program and do well.

In terms of staying out of detention, 40.63% of youths on Standard Probation who attended the program were not detained at any point after attending. However, for those youths on JIPS, 29.63% were not detained at any point after attending, meaning the majority (70.37%) were detained even after attending this program. Since the number of youths who were on standard probation versus JIPS probation was close in size, it appears that youths on Standard Probation are more likely to stay out of detention after attending this program.

Do youth need to attend the program multiple weekends in a row to see a noticeable difference in recidivism rate? There were no significant results relating to the number of weekends or days a youth attended the program and the time before recidivating or being detained. However, as the program gains a more consistent structure with programming relating to the five life skills: Positive Daily Routine, Staying Out of Trouble, Making Things Right, Planning for the Future, and Positive Support Systems, there may be a significant relationship between the number of weekends attended and recidivism rate. This is worth considering for future studies after changes have been implemented.

Through engaging in this internship, I have learned that it is necessary to be flexible to meet the needs and wants of the organization. I went into this evaluation thinking that I was going to answer one set of questions, but when I met with the Director and those who worked in the organization I left with a different set of questions. While in some evaluations the evaluator and the organization knew exactly what they wanted to get out of the evaluation, there still needs to be good communication between both parties to ensure that they are meeting the needs of the organization. This evaluation ended up being more exploratory, but I hope that someone else will be able to continue where I left off and help the program improve.

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APPENDIX A

(Working on attaching the logic model and the AZYAS to this document – but they may need to be attached separately. Once printed it will be easy to put them together, but I'm having difficulties formatting the pages properly since I need to scan the documents.)