



NEW PRIDE MANAGEMENT INFORMATION SYSTEM

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INTRODUCTION TO THE MANAGEMENT INFORMATION SYSTEM (MIS)

Project New Pride is an experimental juvenile community-based treatment program originally founded in Denver, Colorado. Juvenile offenders who would otherwise be sent to an institution are instead sent to Project New Pride. A New Pride client is provided with:

- Thorough, professional diagnostic and needs assessment;
- Individualized treatment based on assessment;
- Remedial education and increased school achievement;
- Training in employment skills;
- Meaningful employment opportunities;
- Services to improve the participant's social functioning (i.e., intensive supervision, counseling, family intervention, and advocacy).

The results of the Denver New Pride project were so promising that the Office of Juvenile Justice and Delinquency Prevention provided funds for the program to be replicated and evaluated in ten other cities.

The New Pride Management Information System has been tested for almost four years at several locations across the country. It has been critically reviewed by local project evaluators and a National Evaluation team and modified as dictated by that experience. The following MIS represents an efficient, integrated data collection system for those programs committed to automating the data collection process. Although an automated system may be adopted at any time, the maximum benefit is derived if project organizers decide to implement the system at the time of project start-up. With this approach, data collection may begin with the first program participant and be maintained over the life of the program.

Purpose

Historically, evaluations of projects have been plagued with problems in attempting to capture timely, uniform, and complete data sets. Because of the "batch" processing orientation of these systems, the computer analysis and feedback stages of these systems typically occur several weeks or months after data has been submitted by a project. A typical scenario would involve submission of data collection forms, keypunching of data, creation of the data base, pre-processing of data (i.e., cleaning and editing data), feedback to project of inaccurate and incomplete data, resubmission of data collection forms, and update of the new data base. All these steps are preliminary to the actual computer analysis which generates management reports and conducts statistical analyses. Such an approach to data base development requires considerable delay in the feedback of information useful for decision-making purposes.

The key necessity has been to design a system that is data intensive (i.e., collection of a series of data elements at several client processing points) and has currency (i.e., reflects up-to-date client processing data). To accomplish this, data entry occurs at the project site itself by way of what is termed a "remote" terminal. Only a remote data entry approach provides both project staff and the evaluator with accurate, complete, and timely information because it is fast, simple, and located where the project action is.

In addition to using remote data entry via teletype terminals, the MIS needs an interactive system (one which responds to the user in a conversational mode) that is cost-effective, has extensive software packages for statistical analysis, file maintenance and report generation, and is user-oriented (i.e., can be utilized by nonprogrammers). Through the use of the Michigan Terminal System (MTS), the New Pride projects gain extensive software for analysis and report generation purposes as well as security systems to ensure confidentiality of datasets. The Management Information System for New Pride programs is a technologically sophisticated system of data collection, storage, reporting, and analysis. It is designed to serve the following purposes:

Introduction

1. Provide case history and tracking information;
2. Document the project's success in treating clients by providing the means to assess project impact and recidivism rates as well as school achievements, remediation of learning disabilities, and employment;
3. Provide project managers with information on the types and amount of services the staff, volunteers, and referral agencies are providing;
4. Provide monitoring information to funding sources, including information to document 'fee-for-service' funding;
5. Document program capability to potential funding sources.

Personnel

There are two staff positions which are key to an efficiently operating MIS: the project evaluator and the project director. The project evaluator must understand the mechanics of data entry and retrieval, and is responsible for insuring that all data are collected in a timely manner. The project director must fully comprehend the kinds of information collected, as it is the director who will most frequently request project information for reporting to funding sources and advisory boards, for preparing annual reports, in public relations presentations, and in developing additional funding proposals.

Once these individuals have a thorough understanding of how the MIS will be used, time should be allotted to introduce the MIS to project staff. Table I on pages 7 and 8 may be useful in this effort. It summarizes the forms to be used, the individuals responsible for completing the forms and general timelines for completion. Staff should also be informed as to how the MIS can assist them in preparing reports for court appearances, in monitoring progress of client objectives, in discussions with school personnel, etc. A well-designed MIS should assist in the overall effort of documenting program accountability as well as with various internal needs required for program operation and refinement.

THE MANAGEMENT INFORMATION SYSTEM

The New Pride Management Information System (MIS) consists of thirteen forms and eighteen computer datasets and their corresponding dictionaries. The forms are designed to collect all the client data necessary for a thorough self-evaluation of New Pride. After they are collected, the data are entered by the evaluator into the appropriate dataset or computer file. Each dataset or file has its corresponding dictionary, which provides a "vocabulary" to use in reading the data by linking the numbers and codes with their descriptions.

Data Collection Flow

Together the MIS forms create an interlocking data collection system. Each step of the system has been built upon the previous step. The flow begins with the client's background and diagnostic information. This information is used to plan objectives. Services are planned and delivered to achieve objectives. Progress toward meeting objectives is reported regularly through computer-generated update forms. The scheduling of each step of the evaluation process for each client is maintained in a computer file that produces a weekly schedule for staff.

The following is an outline of the basic types of data to be collected:

1. Background and Diagnostic Information

During the intake phase, information is gathered on each client's court status, juvenile justice history, family, school, and employment status. Subjective background and attitudinal data are collected from the client him/herself. A battery of diagnostic tests is administered which measures academic achievement, intellectual ability, and physical and emotional well-being.

2. Objectives

The background and diagnostic data present a full picture of the needs a client has. Objectives are then designed to meet these needs. For a truly individualized program to be planned, these objectives should be concise and measurable, rather than general.

3. Services

- a. Planned. For each objective set, one or more services will be planned. "Services" is a word with many meanings. In some areas it may be at a generic level (e.g., health services, which would include an examination, surgery, x-ray, etc.). In other areas it may be defined less abstractly at the level of methods or specific activity type (e.g., vocational training). Each project is at liberty to develop its own codes for these specific services if they so desire.
- b. Delivered. Once a service is planned, it will most likely be delivered through a series of contacts between the client and staff member, or contacts "on behalf" of a client (i.e., to arrange for services, to follow up on referrals, advocacy, etc.). These service delivery contacts will be reported on a Service Delivery form or, for students at the Alternative School, on the School Attendance Sheet. These forms are submitted weekly to the data coder for entry into the computer.

4. Progress Reporting

On a monthly basis the evaluator will generate a computer printout of the objectives for each client and the progress to date toward meeting the objectives. This printout is to be forwarded to the client's case manager who will arrange for a staffing on the client. A product of the staffing will be a current update for each objective. This information is to be recorded on the printout, which will then be returned to the evaluator who will enter the new data into the computer.

As most New Pride programs accept clients on an ongoing basis, rather than in cohorts at set times, individual clients will need their objectives updated at different times throughout the month. The staffing schedule, maintained by the evaluator, provides a timetable for each client's progress reporting so that updates can be made regularly and with a minimum of bookkeeping on the part of the case manager.

5. Status Reporting

Each client's entire justice history is to be collected from court records via the Juvenile Justice Report. Projects may decide to gather information on every police contact a youth has had or only on those contacts which result in a petition being filed. A client's employment history, from the time he/she enters New Pride until termination from the program, is gathered on the Employment Status Report. Information about a client's educational experience is gathered on the School Status Report. This includes data about the school attended prior to New Pride, during participation in the program, and after New Pride.

These three reports not only document client's court, education and employment histories, but can be used to determine any client's current status in these three areas.

6. Termination

When a client terminates from New Pride, the date and reason for termination are recorded on the Termination Report. An Exit Survey is administered to the client at this time to assess the client's psychological and social well-being, as well as his/her opinions on the helpfulness of New Pride.

Forms, Datasets, and Dictionaries

Thirteen forms are used to gather MIS data. Of these, nine are considered important enough to be seen as essential. Four others add significant information but may be considered optional. Table I lists all the MIS forms, who completes them, when they are completed, and where they are to be kept.

Table I
Project New Pride MIS Forms

Form to Use	Who Completes	When To Complete	What To Do
Referral Intake Form	Project Director, Case Manager, or Counselor	At the time the youth is referred to the program	Original to client file, copy to evaluator
Social History Information	Case Manager, Counselor	Immediately after youth is accepted into program	Original to client file, copy to evaluator
Intake Survey (Optional)	Youth, under direction of staff person	Immediately after youth is accepted into program	Original to client file, copy to evaluator
✓ Diagnostic Test Results	Diagnostician, Psychologist, Education Coordinator	Each time a diagnostic test is administered	Original to client file, copy to evaluator
IISP	Case Manager Counselor	Four to six weeks after acceptance into program	Original to client file, copy to evaluator
Update on Objectives	Case Manager, Counselor	Once a month, or as deter- mined by staffing schedule	Form for input is generated from computer by evaluator, then given to case manager; completed form is returned to evaluator
Juvenile Justice	Case Manager, Counselor, Evaluator, or Court Liaison	At time of intake for criminal history, and subse- quently for each additional rearrest	Copy to evaluator
• Employment Status Report	Employment Coordinator, Case Manager, Counselor	At intake for jobs prior to program entry, and subsequently for each addi- tional rearrest	Copy to evaluator

Form to Use	Who Completes	When To Complete	What To Do
School Status Report	Educational Coordinator, Case Manager, Counselor	At intake for school history, each time youth begins or ends a new school, and upon terminating from New Pride	Copy to evaluator
School Attendance Record (Optional)	Teachers, Educational Coordinator	Each school day	Staff maintains daily and gives to evaluator weekly
Service Delivery Report (Optional)	All staff	Each time a service is provided	Staff maintains daily and gives to evaluator weekly
Exit Survey (Optional)	Youth, under direction of staff person	Upon program termination	Original to client file, copy to evaluator
Termination Report	Case Manager, Counselor	Upon program termination	Original to client file, copy to evaluator

The MIS

Data from each MIS form are entered into a dataset or computer file, which has its corresponding dictionary. Table II shows how the forms, datasets, and dictionaries relate to one another. In a few cases, there is no matched form: dataset/dictionary. Data from the Referral/Intake form are entered into the dataset REFER. They are not stored here, however, but divided by a macro, or computer program, into three parts. Client names and identification numbers are stored in NAMES, client addresses are stored in CL-ADDR, and the remaining information is stored in DEMOG. Dataset names are truncated because of limitations on the number of characters that are allowed by the data base management software package, MICRO.

There are three sets of dataset/dictionary pairs which have no corresponding form. The SERVICE-PROV file is a two-field dataset consisting of each staff member's name and his/her identification number. This information is to be gathered and entered by the evaluator. The Staffing Schedule is a timetable of staffings for each client, the dates of which are determined by the case action date for that client. The evaluator enters data into this dataset each time a Referral/Intake form is entered, and each week pulls from the computer a staffing schedule for that week and circulates it to all staff members. The final dataset which has no form is SUPRVISION. It contains the date of clients' release from parole and/or termination of probation. This information will usually be gathered by the evaluator during his/her review of clients' court files and then entered into the SUPRVISION dataset.

Reports and Analyses

In the course of developing and managing the MIS for the New Pride Replication Programs, a number of MACROs, or computer programs, were created to produce reports from and analyses of the data. Many of these macros may be unsuitable for use by future New Pride programs, as they responded to the particular reporting and evaluation needs of the replication initiative.

Table II
Forms, Datasets, and Dictionaries

Form	Dataset	Macro	Dictionary
	SERVICE-PROV		SP1#
Referral/Intake Form	REFER	SPLIT-REFER MACRO	RF1#
	NAMES CL-ADDR DEMOG		CN1# CAD1# DEMOG#
Social History Information	SOC-HIST		SH1#
Intake Survey	INTAKE		INT1#
Diagnostic Test Results	TEST		TEST 1#
	STAFFING (Staffing Schedule)	STAFSCHED	STAFFING#
IISP	IISP	IISP & PROGRESS MACRO used to create original UPDATE	IISP1#
Update on Objectives	UPDATE		UPD1#
Juvenile Justice Report	CRIMHIST		CH1#
	SUPRVISION		SUPRVISION#
Employment Status Report	JOBS		JOB1#
School Status Report	SCHOOL		SCHOOL#
School Attendance Record	ATTEND		ATTEND#
Service Delivery Report	SERVICES		SRV1#
Exit Survey	EXIT		EX1#
Termination Report	TERM		TERM1#

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Only those macros which produce information useful to most program managers, monitors, staff members, or potential funding sources, in a form which is clear and concise, are described here.

1. Report Macros

To gain access to these and the other report MACROS which accompany the MIS, you must call them at the time you sign onto MICRO. To do this, type:

#(\$)RUN ILIR:MICRO 0=XGVH:REPGEN

If you wish to see these MACROS, type:

#(\$)COPY XGVH:REPGEN

StafSched: This macro, using the STAFFING dataset, produces a weekly staffing schedule listing any client who is due for a staffing during that week.

Monthly: This report-generating macro produces an outline of all basic intake and service provision information available in the New Pride micro files. The output is quite extensive, producing information on client intake and termination, agency referrals, client demographics, offense, and service delivery data. All information is produced either to date or for any specified time interval.

Employment: This macro generates an employment status report which provides information on current data available for each client specified in a target dataset. Thus, the report may be used to provide employment personnel with monthly data sheets to be completed on each client.

Schooling: This macro generates a school status report which provides information on current data available for each client specified in a target dataset. Thus, the report may be used to provide school liaison personnel with monthly data sheets to be completed on each client.

2. Analysis Macros

To gain access to these and the other analysis MACROs which accompany the MIS, you call them in the following way when you sign onto MICRO:

#(\$)RUN ILIR:MICRO O=XGVH:ANNIE

If you wish to see these MACROs, type:

#(\$)COPY XGVH:ANNIE

Recent-Attend: This macro analyzes attendance data from the school attendance records. It makes any target list of clients and produces attendance data for each client between any two specified dates.

SSAttend%: This analysis macro provides a summary of data available from school status reports on attendance. The macro is designed to maximize the available data and so performs a variable-by-variable analysis on the school status data. The output presents: 1. Total available records for analysis (those not missing "days enrolled"); 2. Breakdowns for available data in each absence category, removing any records missing data; 3. A summary listing of data, client by client.

Recidivism: This macro initiates recidivism analyses of records in a target dataset assuming complete updates on all records. As this macro is lengthy and expensive, it is recommended that it be run only at "deferred" time on MTS.

Macros are also available to perform analyses on data from the following types of tests:

WRAT
Keymath
Woodcock
Wais/Wisc-r

Codes

For the MIS to be functional, several sets of codes are required. Most of the codes need to be assigned by each New Pride program, while two sets of codes are provided with the MIS.

1. Program Assigned Codes

Client ID: This is a four-digit number to be assigned sequentially to each client as he/she is admitted into the project. For example, the first client might be assigned an ID of 1001, the second 1002, and so on. Each client ID is unique to one client and follows that client throughout his/her experience at New Pride.

Provider ID: This is a four-digit number assigned to each person or local agency which provides services to clients. Each staff member, volunteer, and agency other than New Pride which provides services to clients on a referral basis is to be assigned a provider ID. If sites wish, they may assign specific ranges of ID numbers to different types of providers (e.g., between 1600 and 1799 to volunteers). As with client IDs, each provider ID is to be unique to an individual provider or provider agency. When a provider ID is assigned, the person's name and ID should be entered into the SERVICE-PROV dataset.

Referring Agency Codes: These are two-digit numbers assigned uniquely to each agency which refers youth to New Pride. Such agencies may be particular juvenile courts, probation departments, parole bureaus, youth services departments, etc. The referring agencies and their codes should be added to the referral-agency field of the DEMOG# dictionary.

Diagnostic Test Codes: Programs should assign a four-digit number to each type of test they administer to clients. The test types and their codes should be added to the test-type field in the TEST1# dictionary.

2. MIS Assigned Codes

Offense Codes: These are four-digit numbers which delineate types of offenses. The offense categories are:

- 1000 Homicide
- 2000 Assault
- 3000 Rape
- 4000 Kidnapping
- 5000 Robbery
- 6000 Arson
- 7000 Property Crimes
- 8000 Drug Offenses
- 9000 Other Offenses

Codes within each of the nine categories relate to specific offenses within that category (e.g., 5100 - Armed Robbery, 5200 - Other Robbery). If jurisdictions use charges which are not on this list, these may be given a code within the appropriate range and added to the offense field in the RF1#, DEMOG#, and CH1# dictionaries.

Service Codes: These are four-digit numbers assigned to services delivered through New Pride. The service categories are:

- 1000 Intake Activities
- 2000 Case Work Activities
- 3000 Counseling
- 4000 Education
- 5000 Learning Disabilities
- 6000 Employment
- 7000 Other Client Services
- 8000 General/Administrative

Codes within each category relate to specific services of that type (e.g., 2100 - Supervision, 2200 - Case Staffing, etc.). If programs provide a service which does not fit within any of those listed, they may add it to the list and assign it a code in sequential order (e.g., to Case Work Activities, an additional service would be coded 2500). If programs wish to track services that are more

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specific than those listed, these may be added to the list. For example, if a site provides several types of vocational skills training, these may be added: Construction Training - 6210, Clerical Training - 6220, etc.

When making additions to the services list, new services and their codes should be added to the service-code field in the following dictionaries: IISP1# and SRV1#.

List of Offenses

<u>Code</u>	<u>Literal Description</u>
<u>1000</u>	<u>Homicide</u>
1100	Murder I (Premeditated)
1200	Murder II (Intention, No Premeditation)
1300	Murder II
1400	Criminal Negligence (resulting in death to another)
1500	Manslaughter (all degrees)
<u>2000</u>	<u>Assault</u>
2100	Aggravated Assault – Attempted Homicide
2200	Assault with a Deadly Weapon
2300	Battery
2310	Aggravated Battery
2400	Other Assault
2500	Assault and Battery
2600	Assault on a Police Officer
<u>3000</u>	<u>Rape</u>
3100	Forcible Rape
3200	Statutory Rape
3300	Sex Offenses other than Rape (Attempted Rape, Sodomy, Carnal Knowledge, Indecent Liberties, Enticement for Indecent Liberties, Incest)
3400	Commercial Sex Offenders
<u>4000</u>	<u>Kidnapping</u>
4100	Kidnapping for Ransom
4200	Hijacking Public Transport
4300	Other Kidnapping
<u>5000</u>	<u>Robbery</u>
5100	Armed Robbery
5200	Other Robbery
<u>6000</u>	<u>Arson</u>
6100	Willful Arson
6200	Other Arson

Code	Literal Description
<u>7000</u>	<u>Property Crimes</u>
7100	Motor Vehicle Theft
7110	Unauthorized Use of a Motor Vehicle
7200	Burglary
7220	Breaking and Entering
7222	Breaking and Entering – Day
7224	Breaking and Entering – Night
7230	Possession of Burglary Tools
7300	Counterfeiting
7310	Aggravated Forgery
7320	Forgery (Other Theft by Check, Uttering a Forged Instrument, Credit Card Fraud)
7400	Aggravated Larceny, Felony Theft (which carries a penalty exceeding one year)
7410	Other Larceny, Shoplifting, Petty Theft (theft which carries a penalty of less than one year)
7420	Larceny, Unspecified Amount
7500	Possession of Stolen Property
7600	Vandalism
7700	Trespassing
<u>8000</u>	<u>Drug Offenses</u>
8100	Heroin (smuggle, sell)
8200	Opium, Cocaine, and other "hard" drugs (smuggle, sell)
8300	Heroin (possession, use)
8400	Other "hard" drugs (possession, use)
8500	Marijuana (smuggle, sell)
8600	Marijuana (possession, use)
8700	Inhalants (possession, use)
8800	Other Drug Offenses
<u>9000</u>	<u>Other Offenses</u>
9010	Resisting Arrest
9020	Interfering with a Police Officer or an Investigation
9030	Perjury
9100	Riot
9200	Weapons Offenses (other)
9300	Other Misdemeanor Offenses (Criminal Mischief, Disorderly Conduct, Harassment, Verbal Assault, Loitering, Trespassing, etc.)
9400	Drunkenness
9500	Gambling
9600	Reckless Driving

Code	Literal Description
9610	Driving While Intoxicated
9620	Other Driving Offenses (Driving without a License, Insurance, Helmet, etc.)
9800	Violation of Probation
9810	Violation of Parole
9820	Violation of Court Order/Contempt of Court
9850	AWOL
9860	Escape/Attempted Escape
9900	Status Offenses

List of Services

Code	Description
<u>1000</u>	<u>Intake Activities</u>
1100	Court Liaison
1200	Home Visits
1300	School History Documentation
1400	Diagnostics
1500	Intake Assessment and Planning
1600	Orientation
<u>2000</u>	<u>Case Work Activities</u>
2100	Supervision
2200	Case Staffing
2300	Case Notes/Case Management
2400	Transportation
<u>3000</u>	<u>Counseling</u>
3100	Individual Counseling (Unplanned)
3200	Individual Counseling (Planned)
3300	Individual Counseling (Crisis Intervention)
3400	Group Counseling (Unplanned)
3500	Group Counseling (Planned)
3600	Group Counseling (Crisis Intervention)
3700	Family Counseling (Unplanned)
3800	Family Counseling (Planned)
3900	Family Counseling (Crisis Intervention)
<u>4000</u>	<u>Education</u>
4050	General Thinking Skills
4100	Language/Reading Skills
4200	Mathematical Skills
4300	Physical Education
4400	Health Education
4500	Physical and Biological Sciences
4600	Social Sciences
4700	History
4800	Creative Arts
4900	Academic Subject Tutoring
4950	GED/Proficiency Instruction

<u>Code</u>	<u>Description</u>
<u>5000</u>	<u>Learning Disabilities</u>
5100	Language/Reading Remediation
5200	Mathematics Remediation
5300	Motor Remediation
5400	Process Remediation (auditory, visual, haptic)
<u>6000</u>	<u>Employment</u>
6100	Prevocational Skills
6200	Vocational Skills Training
6300	Job Placement Services
6400	Career Awareness Services
6500	Job Counseling and Advocacy
<u>7000</u>	<u>Other Client Services</u>
7100	Court Services
7200	Health Services
7300	Recreation
7400	Cultural Enrichment
7500	Life Skills training
7600	Drivers Education
7700	Referral: Education
7800	School Advocacy
7900	School Reintegration
<u>8000</u>	<u>General/Administrative</u>
8100	Job Development
8200	Volunteer Recruitment/Screening
8300	Volunteer Orientation/Training
8400	Staff Development
8500	Staff Meeting/General Planning
8600	Program Liaison
8700	Community Relations
8800	Policy Board Activities

Form 1
Referral/Intake Form

This form is used to collect data on all youths who are referred to the program. It is often important to collect data on all referrals, even on those youth who are found ineligible for program services. Data collected on this form include information on eligibility for New Pride services and demographic identifiers.

The Referral/Intake Form is organized into two basic sections: 1) Referral Information and 2) Intake Information. The first section contains information identifying the client (top left of form), and information regarding the referral source and verifying eligibility (top right of form). The second section is used to record the action taken by the project's intake unit in regard to the individual referred. This information includes the action taken – was the client accepted or not (i.e., case "opened" or "not opened") – and the action date. If not opened, the reason is given. If opened, the case manager to whom the client is assigned is recorded. In addition, any special court orders for the client are noted so the program will be aware of them from the start and plan whatever services may be required for the client to satisfy them (e.g., if the court orders restitution, the program should plan to provide the client with employment services with the goal of getting and keeping a job).

Replication sites receive referrals from their local courts in a variety of ways, and some need to collect data which are not necessary for others to have. Because of this diversity, the Referral/Intake form has been designed so that it can be administered in different ways at different sites.

Section 1: Referral Information

As soon as the decision to refer has been made and the data can be gathered from the youth's court records, the top section of the form should be completed either by court personnel, by project staff at the court when they are

receiving files of candidates referred to New Pride, or by project staff at New Pride using data from documents furnished by the court. The staff member completing the form may be the project's court liaison, an intake counselor, a regular counselor, a casework supervisor, or even the project director.

Because the information collected in this section verifies the youth's eligibility (except psychological health), it should be completed prior to the start of the intake process (i.e., the home visit).

Section 2: Intake Information

This section is filled out by the counselor responsible for the youth's intake process and it records the administrative decision regarding a youth that is made as a result of the entire intake process. This is the critical decision that must be made before a youth moves into the intensive phase and receives treatment as a New Pride client. Thus, if a youth is to be accepted as a client and the case is to be "opened," this action is noted on the form.

The counselor with responsibility for processing a client through the intake phase has primary responsibility for the completion of this form. The form itself should consist of an original plus one copy (carbon or xeroxed). When completed the original should be placed in the client's official case record (for which his/her case manager has responsibility). The copy should then be forwarded to the data coder.

Most of the items on this form call for information to be written in the space following the information requested. For example, some of the items have multiple choice responses from which to choose. Circle the one response which is the most appropriate except for "court orders." Here more than one response may be circled.

Several of the fields in the REFER dataset call for coded entries to be entered. These codes are offense codes, client IDs, provider IDs and referring agency codes. For additional information about these, see the discussion on Program Assigned codes on page 13 under Codes.

Referral/Intake Form

Dataset Name: REFER

Purpose: To collect information to determine the eligibility of youth to participate in New Pride as well as demographic information on youth who are accepted into the program.

Who: Project Director, Casework Supervisor, Counselor, Court Liaison

When: The form is completed at the time of intake or initial screening.

Uses:

1. As a format for gathering relevant information to determine program eligibility.
2. Records essential demographic information on project youth.

Comments: As confidentiality of certain kinds of information is essential, the REFER dataset, in conjunction with the SPLIT-REFER macro, separates information considered confidential into three files accessible only to the project. These files are called DEMOG, NAMES and CL-ADDR. Therefore, REFER is the file into which all Referral Intake information is initially entered. The SPLIT-REFER macro serves to separate that information into the three subfiles, where it is stored.

The following section describes each field in the REFER dataset. Consult the Referral/Intake form or TECHDOC REFER for additional information.

Field Name	Field Description
1. Referral Date	Enter the date the youth was referred as a possible program participant. All dates are entered in YYMMDD format. (For example, 9/1/83 is entered as 830901.)
2. Client Name	Enter the client's name (first, last). This format is used for printing names on reports (i.e., Manual Perez).

Field Name	Field Description
3. Alpha Name	Enter client's name (last first, i.e., Perez Manuel). This field is used with the SELECT command to produce an alphabetical listing of names.
4. Court ID Number	Enter the client's court identification number.
5. Guardian's Name	Enter the name of the parent or guardian. Formats for entering the name may include "Mr. and Mrs. Rudy Perez," "Maria and Rudy Perez," "Mrs. Maria Perez," etc. The format is flexible for producing mailing lists.
6. Client's Address	Enter the street address of the youth.
7. Client's Address (City)	Enter the city in which the youth resides.
8. Client's Address (State)	Enter the state in which the youth resides.
9. Client Zip Code	Enter the zip code for the residence.
10. Phone	Enter the youth's telephone number. Acceptable formats include 555-1212 or 909/555-1212.
11. Sex	Enter 1 or M for male, 2 or F for female.
12. Birthdate	Enter the client's date of birth (in YYMMDD format).
13. Ethnicity	Enter the youth's ethnicity from the categories provided on the Referral/Intake form.
14. Most Recent School Attended	Enter the name of the most recent school the youth attended. This is helpful to educational staff as a starting place for gathering school information should the client be accepted into the program.
15. Grade	Enter the grade level in which the youth was last enrolled.
16. Learning Disabled	If there is evidence of the presence of a learning disability at time of intake, indicate Yes. This is intended to be a means of screening for the possibility of LD and an indication for educational staff to look for additional information. It is not necessarily the confirmation of LD, which can only be determined using formal diagnostic procedures.

Field Name	Field Description
17. Presenting Offense	Choose from the List of Offenses the code identifying the offense for which the youth is currently charged. (See pages 16-17 for List of Offenses).
18. Adjudication Date	Enter the adjudication date of the Presenting Offense (in YYMMDD format).
19. Present Court Status	Enter the youth's present court status: Informal, (Formal) Probation, Parole, or on Early Release or Recall from an institution.
20. Previous Offense I	Enter the charge of the most recently adjudicated offense (the most recent charge found true prior to the charge which resulted in a commitment to New Pride).
21. Offense I Adjudication Date	Enter the adjudication date of Previous Offense I (in YYMMDD format).
22. Previous Offense II	Enter the charge of the next most recently adjudicated offense (the second most recent charge found true prior to the charge which resulted in a commitment to New Pride).
23. Offense II Adjudication Date	Enter the adjudication date of Previous Offense II (in YYMMDD format).
24. Referring Agency	Enter the <u>code</u> of the agency referring the youth to the program.
25. Probation Officer's Name	Enter the name of the Probation Officer.
26. P. O. Phone Number	Enter the Probation Officer's telephone number.
27. Client ID	Enter the client identification number assigned to the youth by the project.
28. Case Action Date	Enter the date action was taken on the case in YYMMDD format. This date may be the date formal action is taken, i.e., court commitment to the program.
29. Case Action	Indicate which action was taken. #2 has been provided for use by those projects which may choose to make exceptions to the eligibility criteria or which may also serve non-New Pride clients.

Field Name	Field Description
30. Case Manager Name	Enter the name of the New Pride Case Manager or Counselor. This field is useful for reports which print the name of the individual responsible for the client. Flexibility is allowed, depending on the size of the organization, as to which staff person's name is entered.
31. Case Manager ID	Enter the Provider ID assigned by the project to the individual whose name is entered above.
32. Restitution	Enter No or Yes (you may enter 1 or 2) as to court-ordered restitution.
33. Amount Owed	Enter the amount of restitution owed to the nearest whole dollar (do not enter the dollar sign). If no restitution is owed, enter INAP for inappropriate.
34. Mental Health	Enter No or Yes (1 or 2) as to court-ordered mental health counseling in addition to that provided by the project. (A line is provided to enter the name of the agency, though this information is not coded or entered.)
35. Substance Abuse	Enter No or Yes (1 or 2) as to court-ordered substance abuse counseling outside of what is provided by the project. (A line is provided to enter the name of the agency, though this information is not coded or entered.)
36. Curfew	Enter No or Yes (1 or 2) as to special curfew restrictions. (A line is provided to specify such restrictions though this information is not coded or entered.)
37. Weapons	Enter No or Yes (1 or 2) as to special orders regarding the possession of weapons. (A line is provided to note these restrictions, though this information is not coded or entered.)
38. Other Orders	Enter No or Yes (1 or 2) as to any additional court orders the project need consider. (A line is provided to specify those orders, though this information is not coded or entered.)

PROJECT NEW PRIDE
CLIENT REFERRAL/INTAKE FORM

REFERRAL DATE: Month Day Year		PRESENTING OFFENSE:	
CLIENT NAME:		ADJUDICATION DATE:	
CLIENT'S COURT ID:		PRESENT COURT STATUS: 1 Informal 2 Probation 3 Parole 4 Early Release/Recall	
CLIENT'S GUARDIAN: Name in Full			
CLIENT'S ADDRESS:		PRIOR ADJUDICATIONS: (Other than present)	
PHONE NO.:	SEX: 1 Male 2 Female	Previous Offense I:	_____
BIRTHDATE: Month Day Year		Adjudication Date I:	_____
ETHNICITY: 1 White 4 Native American 2 Black 5 Asian 3 Hispanic 6 Other		Previous Offense II:	_____
MOST RECENT SCHOOL ATTENDED:		Adjudication Date II:	_____
GRADE LEVEL: _____	LD: 1 No 2 Yes	REFERRING AGENCY:	
CLIENT ID:		PROBATION OFFICER'S NAME:	
CASE ACTION DATE: Month Day Year		PROBATION OFFICER'S PHONE:	
CASE ACTION: 1 Opened New Pride 2 Client Ineligible, Accepted Non-New Pride 3 Client Ineligible, Not Accepted 4 Client/Family Refuses Serv. 5 Incarcerated		CASE MANAGER NAME:	
		CASE MANAGER ID:	
		COURT ORDERS:	
			No Yes
		Restitution Amount _____	1 2
		Mental Health _____	1 2
		Substance Abuse _____	1 2
		Curfew _____	1 2
		Weapons _____	1 2
		Other _____	1 2
COMMENTS:			

Form 2
Social History Information

The Social History Information form collects demographic data needed by the program for its own records. Primary responsibility for collecting the information on this form should lie with the client's counselor who should give the completed form to the data coder for computer entry. Counselors can collect these data in whatever way they wish, but the information on this form is probably best collected from sources other than the clients themselves. It should be gathered during the intake phase, as part of the home interview and review of the client's background.

Most of the questions on the Social History Information form have yes/no or multiple choice answers from which to choose. Circle the one response which is most appropriate. For those questions that require a written response, write the answer in the space provided.

Social History Information

Dataset Name: SOC-HIST

Purpose: To gather demographic information on the youth and his family after the youth's acceptance into the program.

Who: Counselor, Case Manager

When: As soon as possible after the youth enters the program.

Uses: Used for crosstabulating demographic characteristics of the youth and his/her family.

Comments: This information is best obtained from court files or social history information, rather than from the client. In the case where the information is not available in the files, the client or his/her family may be consulted.

The following section describes the fields in the SOC-HIST dataset. Consult the Social History Information form or TECHDOC SOC-HIST for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Mother Employed	Enter the number of the response indicated for mother's current employment status.
3. Mother's Education	Enter the number of the response indicated for the amount of schooling completed by mother.
4. Father Employed	Enter the number of the response indicated for father's current employment status.
5. Father's Education	Enter the number of the response indicated for the amount of schooling completed by father.
6. Family on AFDC	Enter 1 or No if no income from AFDC, 2 or Yes if there is income from AFDC.

Field Name	Field Description
7. Family's Yearly Income	Enter the number of the range within which the family's yearly income falls.
8. Client Living Arrangement	Enter the number of the response which indicates with whom the youth resides.
9. Number in House	Enter the number of people residing in the youth's household.
10. Number of Adults Incarcerated	Enter the number of adult family members who are now or have been incarcerated in adult jails or prisons.
11. Number of Siblings Incarcerated	Enter the number of siblings who are now or have been incarcerated in long-term juvenile detention facilities.
12. Times Placed Out of Home	Enter the number of times the youth has been placed in a residence outside the home (i.e., group home, foster care facility).
13. History of Abuse or Neglect	Enter the number of the response indicating the history of abuse or neglect of the youth.

Client ID: _____

Date: _____
Month Day Year

PROJECT NEW PRIDE
SOCIAL HISTORY INFORMATION

1. Is client's mother (or female head of household) employed?

- No 1
- Yes, part-time 2
- Yes, full-time 3
- Not in home 4

2. How much school has she completed?

- 8th grade or less 1
- Some high school 2
- Graduated from high school 3
- Some college or vocational training 4
- Graduated from college 5
- Some graduate work after college 6
- Graduate degree 7
- Unknown 8

3. Is client's father (or male head of household) employed?

- No 1
- Yes, part time 2
- Yes, full-time 3
- Not in home 4

4. How much school has he completed?

- 8th grade or less 1
- Some high school 2
- Graduated from high school 3
- Some college or vocational training 4
- Graduated from college 5
- Some graduate work after college 6
- Graduate degree 7
- Unknown 8

5. Does the client's family get any income from AFDC (Welfare)?

- No 1
- Yes 2

6. What is the yearly income of the client's family?

Less than \$ 5,000	1
\$ 5,000 - \$ 9,999	2
\$10,000 - \$14,999	3
\$15,000 - \$19,999	4
\$20,000 - \$24,999	5
\$25,000 - \$34,999	6
More than \$35,000	7

7. Who is the client living with now?

Both parents	1
Mother only	2
Father only	3
Mother and stepfather	4
Father and stepmother	5
Mother and other adult	6
Father and other adult	7
Other relatives	8
Foster home	9
Group home	10
Friends	11
Independent	12

8. How many people live in the client's household? _____

9. How many adult family members have been or currently are incarcerated in adult jail or prison?

10. How many siblings have been or currently are in long-term juvenile detention facilities?

11. How many times has the client been placed out of his/her home by the courts or other social welfare agencies?

12. Does the client have a history of abuse or neglect?

No	1
Yes, social history	2
Yes, legal finding	3
Unknown	4

Form 3
Intake Survey
(Optional)

The Intake Survey is designed to gather subjective background and attitudinal data from clients. It may be used as a vehicle by which counselors can discover possible problem areas in the clients' lives as well as a research instrument. Using the Intake Survey in combination with Exit Survey, one can trace the important changes in client attitudes that occur over the program period.

The Intake Survey should be given sometime during the intake phase, before the IISP staffing. As this is a self-report instrument, the client rather than a counselor should complete the survey. In cases where a client has a reading problem, the survey might effectively be given orally by the counselor. In any case, it should be given in a quiet setting, free from interruptions.

Intake Survey

Dataset Name: INTAKE

Purpose: To provide a self-report measure of how the youth is feeling about various aspects of his/her life at the time of entry into the program.
Note: This form is optional.

Who: The youth should complete the Intake Survey.

When: As soon as possible after the youth enters the program.

Uses: Responses from the Intake Survey are useful to the Counselor/Case Manager in learning more about the youth at the time of intake, and may assist in establishing the goals and objectives for the youth.

The Intake Survey is also used in conjunction with the Exit Survey to provide a pre/post measure of affective changes which may have taken place as a result of program participation. Most of the items in the Intake Survey are also found in the Exit Survey. Those which do not have a counterpart are designed to provide additional information which can be used in planning objectives for the youth.

Comments: The Intake Survey should be completed by the youth. Under no circumstances should it be completed by a staff member. The ideal situation is one in which the staff member explains the survey and its importance to the youth and provides a quiet place for the youth to complete the survey. It should be reviewed by the staff member only to insure its completeness. In cases where a youth has reading problems and otherwise would not be able to complete the survey alone, the staff member is allowed to read the survey to the youth, taking care not to influence the responses in any manner.

The Intake Survey is self-explanatory and field descriptions need not be provided. Consult the Intake Survey or TECHDOC INTAKE for additional information.

PROJECT NEW PRIDE
INTAKE SURVEY

Project New Pride is a program to help kids. To help us help you, we need to know more about you.

All of your answers to these questions will be kept in strictest confidence. They will only be used in two ways. Your counselor will use them to help you write your individual program. Then, we will take all the names off, and add up everybody's answers. This information will give us a picture of who comes to New Pride, so we can make New Pride a better program for others like you.

There are no right or wrong answers to these questions. Simply answer them as best you can.

Client ID: _____

Date: _____
Month Day Year

PROJECT NEW PRIDE

INTAKE SURVEY

FIRST, I WOULD LIKE TO GET SOME IDEA OF HOW YOU FEEL ABOUT WORK AND SCHOOL, AND ABOUT YOUR PRESENT LIVING SITUATION

1. If you had your choice, what kind of job would you like?

2. What do you think your chances are of getting the kind of job you want?

Not good 1
Fair 2
Good 3

3. Do you have a job?

No 1
Yes 2

4. Right now, how important is it for you to have a job?

Not important 1
Somewhat important 2
Very important 3

5. Do you think that being in this program will improve your chances for getting... the kind of job you want?

No 1
Yes 2

NOW, ABOUT GOING TO SCHOOL

6. Some people like school very much. Others don't. How do you feel about going to school?

- Do not like it at all 1
- Like school some 2
- Like it very much 3

7. How much education would you like to get?

- Drop out of school before high school graduation . . 1
- Drop out of school but get a GED 2
- Graduate from high school 3
- Vocational or business school 4
- Some college or junior college 5
- Graduate from four-year college 6
- Advanced or professional degree 7

8. How much education do you think you will get?

- Don't expect to finish high school 1
- Expect to drop out but get a GED 2
- Expect to graduate from high school 3
- Expect to get certification from vocational or
business school 4
- Expect to have some college 5
- Expect to finish a four-year college 6
- Expect to get an advanced or professional degree . . 7

9. Do you think that being in this program will improve your chances for getting the kind of education you want?

- No 1
- Yes 2

NOW, ABOUT YOUR LIVING SITUATION

10. When you are disciplined, what kind of discipline is it usually?

- Physical 1
- Both physical and verbal 2
- Verbal 3
- Other 4

11. How often does it happen?

- Daily 1
- Weekly 2
- Monthly 3
- Less than once a month 4

12. In your opinion, has anyone in your family had a problem with drugs or alcohol?

- No 1
- Yes 2

13. How about you? Do you think that you have or might develop this kind of problem?

- No 1
- Yes 2

How frequently do you:		Never	Once or twice a year	Less than once per month	Once or twice per month	Once or twice per week	Nearly every day
14.	Drink BEER or WINE	1	2	3	4	5	6
15.	Drink HARD LIQUOR (Whiskey, gin, etc.)	1	2	3	4	5	6
16.	Smoke MARIJUANA	1	2	3	4	5	6
17.	Use STIMULANTS (Uppers, pep pills, speed, etc.)	1	2	3	4	5	6
18.	Use DEPRESSANTS (Downers, sedatives, barbituates, etc.)	1	2	3	4	5	6
19.	Use STRONG PSYCHEDELICS (LSD, acid, mescalene, etc.)	1	2	3	4	5	6
20.	Use STRONG NARCOTICS (Opiates, heroin, methadone, cocaine)	1	2	3	4	5	6
21.	Use OTHER DRUGS (PCP, sniff substances like paint or glue, etc.)	1	2	3	4	5	6

22. Overall, how satisfied are you with your current living situation?

- Not at all satisfied 1
- Somewhat satisfied 2
- Very satisfied 3

23. How do you feel about being arrested, going to court, and so on? Do you think it affected the way you were seen by others or changed the opinion others had of you?

- Yes, in bad ways mostly 1
- Not really 2
- Yes, in good ways (peer respect, qualify for
programs, etc.) 3

24. Do you think your chances for jobs, education, etc., are worse than, as good as, or better than other kids you know who have never been in trouble with the law?

- Worse 1
- The same 2
- Better 3

25. How many people do you think of as close friends? Number of friends _____

26. About how many of your friends have been in trouble with the law?

- None 1
- One 2
- Two 3
- Three 4
- Four 5
- Five or more 6

27. Do you belong to a gang?

- No 1
- Yes 2

28. Do any of your close friends belong to a gang?

- No 1
- Yes 2

NOW, ABOUT OTHERS WHO MIGHT HELP YOU

29. How many teachers or counselors have taken a real interest in what is happening in your life?

Number: _____

30. In general, how do you feel about help any teachers or counselors have given you? Do you feel that it has caused you more problems, or that it did not do much one way or the other, or that it usually made things better?

- Caused more problems 1
- Made no difference 2
- Usually made things better 3

31. What is the basic reason you decided to come to the New Pride program?

- Didn't want to be locked up 1
- Family made me come 2
- Wanted to come because I hope it will help me stay
out of trouble 3
- Judge made me come; I wanted to do my time 4

32. What do you want most to gain from program participation?

- Not much 1
- Help with learning about and finding a job 2
- School credit, GED 3
- Insight into self, friends, family relationships 4

33. Taken altogether, how satisfied are you with your life?

- Not at all satisfied 1
- Somewhat satisfied 2
- Very satisfied 3

Form 4
Diagnostic Test Results

The diagnostic component is an important part of the New Pride program, for it serves as a tool to assess the physical, psychological, and educational status of each client. Information provided by diagnostic testing is used in creating an IISP for each client, so that his/her unique needs can be addressed by the program's staff and services.

Specific tests may well vary among different New Pride programs because of state or local differences in testing requirements, so no list of tests is provided in this MIS. Each site should develop its own list of tests with codes for each type of test that is to be entered into the computer. Programs may choose to use either of the two forms provided in this packet. If the format of Example II is preferred, the particular tests documented on that form may be changed to any other tests a program may select.

Example II specifies the main tests that were used in the replication of Project New Pride. An in-depth assessment using levels of testing was employed. Of particular importance to new sites may be the utilization of pre- and post-testing for evaluation purposes. All programs need to be accountable, and need to have some hard data to show what they have accomplished. Such data should be available to show gains in educational achievement, both in reading and mathematics.

In the Replication Program, the Woodcock and Key Math Tests were administered to all clients as a pre/post-test measure, whether in Pride School or Public School. The interval between pre and post-testing was approximately six months, just prior to and following each school semester. The interval between pre-test and educational program implementation was to be no more than six weeks. The minimum period between tests was three months in the educational program. Otherwise it was necessary to report "no data."

Diagnostic Test Results

Dataset Name:	TEST
Purpose:	To record the results of all diagnostic testing administered to youth at the time of intake and for any relevant tests given within the past year.
Who:	Diagnostician, Psychologist, Education Coordinator.
When:	Upon completion of any testing.
Uses:	Results from diagnostic testing provide information as to the level of functioning of individual youth, or when aggregated, of the average youth in the program. Information from testing is useful to counselors and educational staff in program planning, as well as in measuring pre/post gains in academic performance.
Comments:	<p>Project staff should decide which testing instruments will provide adequate information for program and/or educational planning. Care should be taken to choose instruments which the staff are qualified to administer. Consideration should be given to tests which are already used and accepted by cooperating agencies, such as the public school district.</p> <p>Examples of two types of forms have been included in this section. Example I is a log format, where the test type and its code are entered along with the date and score information. Example II differentiates three levels of testing. The amount of testing which a client may need can be determined individually for each case. On this form the tests and score types are specified and only the date and score information are entered. Data can be entered easily into the computer from either form, so projects may choose to use whichever form they prefer.</p>

The following section describes the fields in the TEST dataset.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Test Date	Enter the date the test was administered (in YYMMDD format).
3. Test type	Give the type of test score to be recorded. This is included on the form for ease of readability but is not entered. The test code field which follows is the formal entry for the test type.
4. Test Code	Enter the code from the List of Tests for the type of test administered.
5. Test Time	Indicate whether the test is a pretest, post-test or whether the test is such that it is only administered once.
6. Raw Score	Enter the raw score as a whole number, or to the nearest tenth.
7. Grade Equivalent	Enter the grade equivalent which corresponds to the raw score. In those cases where there is no corresponding grade equivalent (psychological tests, intelligence tests, etc.), simply leave this field empty.

Client ID: _____

DIAGNOSTIC TEST RESULTS
EXAMPLE II

LEVEL I

ACUITY TESTS

Test Date: _____

Visual Acuity _____

Auditory Acuity _____

1 = Not significant
2 = Significant

1 = Not significant
2 = Significant

WESHLER INTELLIGENCE SCALES

Test Date: _____

Wisc-R
(Under 16 years)

Wais
(16 years & above)

Verbal IQ _____

Verbal IQ _____

Performance IQ _____

Performance IQ _____

Full Scale IQ _____

Full Scale IQ _____

WIDE RANGE ACHIEVEMENT TESTS (WRAT)

Test Date: _____

	<u>Raw Score</u>	<u>Grade Equivalent</u>
Reading	_____	_____
Spelling	_____	_____
Arithmetic	_____	_____

LEVEL II

WOODCOCK READING MASTERY TEST

Pre-Test
Date _____
Form A or B (circle one)

Post-Test
Date _____
Form A or B (circle one)

Mean of Mastery Scores _____

Reading Grade Score
(Grade level) _____

KEY MATH DIAGNOSTIC ARITHMETIC TEST

Pre-Test
Date _____

Post-Test
Date _____

Total Raw Score _____

Total Raw Score _____

Grade Equivalent _____

Grade Equivalent _____

LEVEL II (cont)

INFORMAL LEARNING DISABILITY SCREENING BATTERY

Test Date: _____

Circle one: M = Malcomesius; Slingerland A, B, C, or D

Visual LD 1 - Present
2 - Not Present
Auditory LD 1 - Present
2 - Not Present

Motor LD 1 - Present
2 - Not Present
Language LD 1 - Present
2 - Not Present

BENDER VISUAL-MOTOR GESTALT TEST

Test Date: _____

Chronological Age _____

Mental Age _____

$(IQ \times \frac{CA}{100} = MA, \text{ Use Wisc-r or Wais FSIQ})$

Number of Errors Compared to CA (circle one) Number of Errors Compared to MA (circle one)
Normal Mild Moderate Severe Normal Mild Moderate Severe

LEVEL III

DETROIT TESTS OF LEARNING DISABILITIES

Pre-Test

Post-Test

Date _____

Date _____

Median M.A. _____

BEERY DEVELOPMENT TEST OF VMI

Test Date: _____

VMI Raw Score _____

VMI Age Equivalent _____

WEPMAN AUDITORY DISCRIMINATION TEST

Test Date: _____

Range _____

Not Significant . . . 1
Significant 2

LINDAMOOD AUDITORY CONCEPTUALIZATION TEST

Test Date: _____

Score _____

Not Significant . . . 1
Significant 2

TESTING SUMMARY

Circle one:

- 1 - Not LD
- 2 - LD by National criteria only
- 3 - LD by Local criteria only
- 4 - LD by both National and Local criteria

Staffing Schedule

The Staffing Schedule is not a form, but a time schedule generated by the computer using the STAFFING dataset along with the STAFSCHEM macro. The sample report on page 121 shows what an actual schedule will look like.

The timetable for each client's staffings is determined by his/her case action date and is entered into the STAFFING dataset soon after that client's admission into New Pride. On a weekly basis, the evaluator prints out a schedule of each staffing due for that week or overdue from previous weeks, and circulates this schedule to all staff. When a staffing is held, it is reported to the evaluator who enters the information into the computer so that particular staffing will not appear on any subsequent schedule.

This schedule functions as an organizational tool for case management.

Staffing Schedule

Dataset Name: STAFFING

Purpose: To maintain a list of staffing dates for all active youth.

When: The schedule is best determined and entered within the first month after acceptance into the program.

Who: Case Manager, Counselor, Evaluator

Uses: The STAFFING dataset is used in conjunction with the STAFSCHEM macro to produce a staffing schedule.

Comments: Though the dataset structure remains the same, the field STAFFING and its categories of staffing times are arbitrarily determined by the program.

The following section describes each field in the STAFFING dataset. Consult the sample schedule or TECHDOC STAFFING for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Due Date	Enter the date the particular staffing is due (in YYMMDD format).
3. Completion Date	Enter the date the staffing was actually held (in YYMMDD format).
4. Staffing	Choose the appropriate type of staffing from the categories listed and enter the code.

Form 5
Individualized Integrated Service Plan
(IISP)

The IISP is the key document linking the intake phase to the intensive treatment phase. It is a worksheet on which the client's plan of treatment is designed.

The IISP is comprised of two basic sections: a description of objectives and a plan for the delivery of service around those objectives. There is also a small space at the bottom of the page for comments and a place for both the client and his/her parents to sign their agreement to the plan.

The IISP is to be filled out at the close of the intake phase, when all of the staff members who have been working with the client meet for a formal staffing. The youth's intake counselor will have information from the home visit and other sources to bring to the staffing. The diagnostician will bring the diagnostic test results and any other relevant information about the youth. If the client has been attending the New Pride Alternative School, his or her teachers should also be present. Input from all these sources can then be used as a basis for generating measurable objectives for the client.

In the far left column of this form, enter the sequential number of the objective. Next, write the objective in clear and measurable terms. Finally, enter the date when the staff feels the client can realistically achieve the objective.

Services are planned in relation to specific treatment objectives, hence the form is constructed so that one to three services may be listed after objective. If more than three services are needed to meet a single objective, use the spaces immediately below to write these additional services. Then, start the next objective in the space after the next set of double lines.

The form asks for both service code and name and provider code and name to be entered. For the evaluator to properly enter this information into the computer, only one variable for each category, i.e., either the service code or name, provider code or name, is necessary. For the form to be useful for program purposes, we suggest that the names be filled out in both cases. They are more easily understood and remembered than their corresponding codes. Also, be aware that provider's name can be the name of a staff member, a volunteer, or another agency or program.

The IISP is used in conjunction with the UPDATE dataset to produce regular monitoring reports on clients' progress (see UPDATE ON OBJECTIVES).

The IISP will be filled out twice for each client. As described above, it is used to create the plan for the client's intensive treatment phase. It is also used to create a plan for the follow-up treatment phase in much the same way. Objectives can be reevaluated in light of the client's progress during the intensive phase, and a new, less intensive service plan devised.

While many staff members work together to formulate the IISP, the case manager has the primary responsibility for its completion and for making sure a copy of it gets to the evaluator.

Individualized Integrated Service Plan (IISP)

- Dataset:** IISP
- Purpose:** To establish a service plan designed individually for each client by those staff who will be serving the client; the plan includes objectives, the services planned to meet those objectives, and the staff members who will provide those services.
- Who:** The IISP is generally established under the direction of the counselor or case manager, with input from all staff who will have contact with the youth.
- When:** The IISP should be established as soon as possible after program entry so that the maximum amount of time may be spent assisting the youth to meet the objectives. Suggested time for having the IISP done is between 4 to 6 weeks after the case action date (the date the youth is enrolled in the program).
- Uses:** The IISP provides the structure by which the program plans services for youth. It assists the counselor in focusing on the priority objectives agreed upon by the program staff. It is used in conjunction with the UPDATE dataset to produce a report to assist in monitoring client progress. (See UPDATE ON OBJECTIVES for more information).
- Comments:** Each objective set forth should be written so it is observable and measurable. "To increase reading level one grade equivalent" is preferable to "Make academic gains in reading." "To maintain a 7 p.m. curfew" is preferable to "Follow through on probation orders."
- It is suggested that the youth participate in the development of the IISP, so that his/her needs and concerns are also considered.

The following section describes each field in the IISP dataset. Consult the IISP form or TECHDOC IISP for additional information. Also review the List of Services.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Staffing Date	Enter the date of the staffing at which the IISP was completed (from lower right corner of form). Use YYMMDD format.
3. Objective Number	Enter the sequential number of the objective, i.e., Objective 1, Objective 2, etc.
4. Objective	Enter the objective in narrative form, i.e., "Will obtain a driver's license."
5. Planned Achievement Date	Enter the date at which the staff expects the youth to have achieved the objective (in YYMMDD format).
6. Service Code	Choose from the List of Services the code of the service which has been planned to address the objective.
7. Service Provider	Enter the code of the staff member responsible for providing the service to meet the objective.
8. Planned Start Date	Enter the date at which the staff plans to begin providing services to address the objective (in YYMMDD format).

Individualized Integrated Service Plan

Client ID:

Name:

OBJECTIVES			SERVICES PLANNED				
Obj. No.	Statement of Objectives & Goals	Planned Ach. Date	Type of Service	Serv. Code	Provider's Name	Prov. Code	Start Date

55

Comments: 	Client Agreement _____ Signature	Parental Agreement _____ Signature	Date IISP Completed _____ Month Day Year

Form 6

Update on Objectives

The Update on Objectives is a report generated by the computer using the IISP and UPDATE datasets along with the PROGRESS macro. The report included here on page 137 is only an example of what the computer printout will resemble and is not meant to be used. The sample report which follows shows what an actual report will look like.

The Update on Objectives records the progress of each objective entered on the IISP. After consulting with the staff who work with a client, the case manager or counselor will enter the progress on each objective, using the codes on the report. Each month, the report will print out previous information and will give a new space for the current month. The process will stop at the point that the objective is deleted, revised, or achieved. (If the objective is revised, it should be entered again with a new objective number.)

The data generated on this report should be very useful to the case manager in tracking a client's overall progress, revising the treatment objective, and adjusting the plan of services.

Update on Objectives

Dataset:	UPDATE
Purpose:	To document progress made on each phase of the objective.
Who:	The Evaluator generates printout format from the computer. The Case Manager, Counselor, and/or Educational staff fill in blanks with dates and codes.
When:	To be generated by the computer and then completed by staff on a time schedule determined by the Staffing Schedule. It is suggested that Updates be completed monthly during the intensive phase and twice during the follow-up phase: once after 3 months of follow-up and again at termination.
Uses:	To assist case managers in monitoring the progress of the objectives set forth at the time of entry into the program.
Comments:	This information is used in conjunction with the IISP dataset and the PROGRESS macro to produce a report generated on the computer. This report provides a current, cumulative update on each of the objectives on the IISP. It may be produced as needed for client monitoring, though monitoring at least monthly during the intensive phase is recommended.

The following section describes each field in the UPDATE dataset. Consult the Update on Objectives sample report or TECHDOC UPDATE for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number of the youth on whom the objective is being updated.
2. Evaluation Date	Enter the date of the update (in YYMMDD format).
3. Objective Number	Enter the number of the objective being updated.
4. Objective Status	Choose from the categories listed on the Update on Objectives the most appropriate status of the objective.

Field Name	Field Description										
5. Reason for Unsatisfactory Progress	<p>If the status at the time of the update is "Achieved" or "On Schedule," the Reason for Unsatisfactory Progress is INAP, or not applicable. For all other status categories indicating less than satisfactory progress, a reason should be chosen from the list provided on the form. Examples include:</p> <table border="1" data-bbox="692 529 1384 689"> <thead> <tr> <th data-bbox="764 529 852 555">Status</th> <th data-bbox="981 529 1372 555">Reason for Unsat. Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="695 561 822 587">Achieved</td> <td data-bbox="971 561 1047 587">INAP</td> </tr> <tr> <td data-bbox="695 593 806 619">Deleted</td> <td data-bbox="971 593 1265 619">Family Unsupportive</td> </tr> <tr> <td data-bbox="695 625 921 651">Behind Schedule</td> <td data-bbox="971 625 1273 651">Client Uncooperative</td> </tr> <tr> <td data-bbox="695 657 806 683">Revised</td> <td data-bbox="971 657 1285 683">More Services Needed</td> </tr> </tbody> </table>	Status	Reason for Unsat. Progress	Achieved	INAP	Deleted	Family Unsupportive	Behind Schedule	Client Uncooperative	Revised	More Services Needed
Status	Reason for Unsat. Progress										
Achieved	INAP										
Deleted	Family Unsupportive										
Behind Schedule	Client Uncooperative										
Revised	More Services Needed										
6. Achievement Date	<p>Enter the date the objective was actually achieved (in YYMMDD format). If the objective has not yet been achieved, enter MISSING or MD.</p>										
7. Comment	<p>It is useful to enter a brief comment, especially in cases where there is less than satisfactory progress on an objective. Examples of comments might include: "Client was truant from school for two weeks," "Client failed to appear for court," or "Refused to follow through with appointment at Drug Center."</p>										

This form is an example of a computer printout.

PROJECT NEW PRIDE
UPDATE ON OBJECTIVES

Client Name:
Client ID:
Objective Number:
Objective:
IISP Date:
Planned Achievement Date:

<u>Evaluation Date</u>	<u>Objective Status</u>	<u>Reason For Unsatisfactory Progress</u>	<u>Achievement Date</u>
7/30/83	On Schedule		

Comment:

Enter objective status and reason from the following codes:

Objective Status

- 1 Deleted
- 2 Revised
- 3 Not yet addressed
- 4 Behind schedule
- 5 On Schedule
- 6 Achieved

Reason for Unsatisfactory Progress

- 1 Objective unrealistic
- 2 Client uncooperative
- 3 Family unsupportive
- 4 Services not delivered
- 5 More services needed
- 6 Incarcerated or detained
- 7 Not applicable

Form 7
Juvenile Justice Report

This form is designed to record juvenile justice history and rearrest data. Together, all the completed Juvenile Justice Reports for a client will comprise his or her juvenile justice record.

This form should be filled out for each offense a youth is charged with, except when there are multiple charges of the same offense at one arrest which are adjudicated together at one time. In these cases, one form should be completed for the charge and the number of counts indicated (e.g., Offense: Burglary; Counts: 3). Programs may choose to document only those offenses for which petitions are filed or every offense whether or not a petition is filed.

Juvenile justice data should be collected after a client has been accepted into the New Pride program. The evaluator or other staff member should go to the court and using information in probation reports, fill out one juvenile justice report form for each offense committed by the client. Subsequently the client's record can be updated monthly by a call or visit to the juvenile court or probation officer. We suggest such a contact be made monthly even if the program is unaware of any rearrests, because some rearrests may not come to the program's attention.

Collection of data on this form will continue during the client's follow-up phase after termination. Continued collection of arrest data even after the client's termination is necessary to determine recidivism rates, a primary outcome measure.

Depending upon the level of expertise of the program evaluator, a comparison group may be drawn from the pool of youth involved in the justice system who do not receive services from the program. This group may be used in various analyses of recidivism.

Juvenile Justice Report

Datset Name:	CRIMHIST
Purpose:	To document the youth's criminal involvement prior to, during, and after program participation.
Who:	Evaluator, Counselor, Case Manager, or Court Liaison.
When:	The Juvenile Justice Report should be completed each time the youth is involved or comes in contact with the criminal justice system. Program administrators need to decide what level of contact constitutes the need to complete the form. Programs may choose to record only those contacts for which a petition is filed. Others may document every arrest, whether or not a petition is filed.
Uses:	<ol style="list-style-type: none">1. To document the youth's prior criminal involvement.2. To record recidivism data, i.e., rearrests during and after program participation.3. As an aid in documenting to outside agencies and the Probation Department the degree of seriousness of the youth served by the program.4. Can be used statistically to analyze the program's impact on clients' recidivism rates (i.e., frequency, time between offenses, and seriousness of recidivism).
Comments	The Juvenile Justice Report is one of the most essential aspects of the MIS. In any program which serves delinquent youth, data on the frequency and seriousness of the offenses committed by its participants are required. In general, one of the program outcome measures will undoubtedly address the issue of reduced criminal involvement, and data for that measure are captured by the Juvenile Justice Report.

The following section describes each field in the CRIMHIST dataset. Consult the Juvenile Justice Report or TECHDOC CRIMHIST for additional information. Also review the List of Offenses.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Offense/Arrest Date	Enter either the date the offense took place, or if not available, the date the youth was arrested for the offense (in YYYYMMDD format).
Offense	Give the literal description of the offense with which the youth is charged, i.e., burglary, battery, etc. This field is included for ease of readability but is not entered. The Offense Code field which follows is the formal entry of the offense with which the youth is charged.
3. Offense Code	Choose from the List of Offenses the appropriate code of the offense with which the youth is charged.
4. Modifier	From the categories listed, choose the appropriate modifier to the offense charged (e.g., if the charge is attempted robbery, the offense would robbery, offense code 5200, and the modifier 2, attempt to commit).
5. Number of Counts	If there are multiple counts of the same offense all occurring on the same date and the same petition, enter the number of counts.
6. Petition Filed	Respond No or Yes as appropriate.
7. Petition Filed Date	Enter the date the petition was filed (in YYYYMMDD format).
8. Type of Court	Indicate whether the proceedings took place in Juvenile or Adult Court.
9. Counts Sustained	Respond No or Yes as appropriate. The category "Adjusted" is used in the case where the charge is adjusted, plea bargained to a different charge, or amended.
10. Disposition	Choose from the categories listed on the Juvenile Justice Report the most appropriate disposition of the case.
11. Restitution	Respond No or Yes as appropriate.
12. Community Service	Respond No or Yes as appropriate.

Field Name	Field Description
13. Other Non-residential	Respond No or Yes as appropriate.
14. New Pride	Respond No or Yes as appropriate.
15. Out of Home Placement	Respond No or Yes as appropriate.
16. Detention	Respond No or Yes as appropriate.

PROJECT NEW PRIDE
JUVENILE JUSTICE REPORT

Client ID: _____	Counts Sustained? No Yes Adjusted 1 2 3																					
Offense or Arrest Date: _____ Month Day Year	Adjudication Date: _____ Month Day Year																					
Offense: _____ Offense Code: _____	Disposition: 1 Charge Dismissed 2 Informal Probation 3 Formal Probation 4 Deferred or Continued Petition 5 Department of Corrections Commitment; Suspended Sentence/Delayed Execution 6 Department of Corrections Commitment 7 Other Institutional Commitment; Suspended Sentence/Delayed Execution 8 Other Institutional Commitment (Mental Health Facility, Community Camp or Ranch) 9 Other: _____																					
Modifier: 1 None 2 Attempt to Commit 3 Threat to Commit 4 Aid/Abet 5 Accessory																						
Number of Counts: _____																						
Petition Filed? No Yes 1 2	Special Conditions: <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 10%; text-align: center;">Yes</th> </tr> </thead> <tbody> <tr> <td>Restitution</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Community Service</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Other Non-residential</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>New Pride</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Out-of-Home Placement</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Detention</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		No	Yes	Restitution	1	2	Community Service	1	2	Other Non-residential	1	2	New Pride	1	2	Out-of-Home Placement	1	2	Detention	1	2
		No	Yes																			
Restitution		1	2																			
Community Service	1	2																				
Other Non-residential	1	2																				
New Pride	1	2																				
Out-of-Home Placement	1	2																				
Detention	1	2																				
Date: _____ Month Day Year																						
Type of Court: 1 Juvenile 2 Adult																						

Comments:

Supervision-Ended

Supervision-Ended is not a form to be filled out by staff members, but a computer dataset which stores critical information: when clients are terminated from probation or released from parole. Occasionally this happens when clients are terminated from New Pride. In these cases the date of the end of the supervision can be recorded under the "Comments" section at the bottom of the Termination Report and entered into the SUPRVISION dataset at the same time the termination data are entered. Most frequently, however, this information appears in a client's juvenile justice records and can be found by the evaluator when he/she is updating juvenile history records. At that time the dates of probation termination or parole release can be recorded under the "Comments" section at the bottom of the Juvenile Justice Report, and entered into the Supervision-Ended dataset when the juvenile justice data are entered.

Supervision-Ended

Dataset Name: SUPRVISION

Purpose: To document when clients are terminated from probation or released from parole.

When: These data are to be entered whenever formal supervision is ended or as soon as this information comes to the attention of the evaluator. Most often this will occur when the evaluator is reviewing clients' court records to update juvenile justice histories.

Who: Evaluator

Uses: This provides important outcome data.

The following section describes the fields in the SUPRVISION dataset. Consult TECHDOC SUPRVISION for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the client.
2. Supervision Type	Enter the code of the appropriate type of supervision.
3. Termination date	Enter the date the supervision was formally ended (in YYMMDD format).

Form 8

Employment Status Report

The Employment Status Report should be completed every time the client begins or ends a job. The form is divided into two sections: Job Beginning and Job Change. The first section is to be completed when the client starts a new job and the second when he/she ends that particular job. When either part of the form is completed, a copy should be sent to the evaluator for computer entry. Eventually both sections of the form should be completed for each job.

Employment Status Report

Dataset Name: JOBS

Purpose: To record employment information for project clients.

Who: Employment Coordinator, Counselor, Case Manager.

When: One form should be completed for each job the youth held prior to program participation, as well as for any jobs held during program participation.

Uses: Documents jobs developed for youth by the project and documents specific job experiences of youth.

Comments: This form is divided into two sections. The "Job Beginning" section should be completed at the time the youth secures employment. The "Job Change" section is completed when the job ends.

The following section describes each field in the JOBS dataset. Consult the Employment Status Report or TECHDOC JOBS for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Before, During or After New Pride	Indicate whether this employment experience took place <u>primarily</u> before, during, or after program participation.
3. Employment Date	Enter the date the job began (in YYMMDD format).
4. Placement Source	Select the appropriate category indicating whether the youth found the job himself, or whether assistance was provided by New Pride or an outside agency.
5. Placement Type	Indicate the type of placement from the categories provided on the Employment Status Report.
6. Duties/Position	Provide a brief description of the job duties or position secured. Examples include: dishwasher, busboy, fieldworker, maintenance assistant, etc.

Field Name	Field Description
7. Number of Hours Per Week	Enter the number of hours worked per week.
8. Hourly Wage	Circle the appropriate category indicating the hourly wage.
9. Source-Employer	Respond No or Yes as to whether wages are paid in whole or in part by the employer.
10. Source-Pride	Respond No or Yes as to whether wages are paid in whole or in part by New Pride.
11. Source-CETA	Respond No or Yes as to whether wages are paid in whole or in part by CETA.
12. Source-OTHER	Respond No or Yes as to whether wages are paid in whole or in part by some other source.
13. Employment Change Date	Enter the date the job ended (in YYYYMMDD format).
14. Reason for Termination or Change	Choose from the categories listed on the Employment Status Report the most appropriate reason for the job ending or changing.

Form 9
School Status Report

The School Status Report documents clients' school experiences immediately prior to, during, and after their participation in New Pride. A form should be completed each time a client changes schools and when he/she begins and ends the New Pride program. The form is divided into two sections: School Assignment and School Change. The first section is to be completed when the client enters a new school or the New Pride program and the second when the client changes school status or leaves New Pride.

This information can be difficult to procure as New Pride participants are likely to be youth for whom educational involvement is difficult to follow. Every attempt should be made to get school records at least one semester prior to intake into New Pride (one year is preferable) and to follow educational placements at least one semester after program termination. Both pre- and post-data are necessary for the program to measure fully its impact on clients' educational experiences.

School Status Report

- Dataset Name:** SCHOOL
- Purpose:** To track educational histories and continued educational involvement before, during, and after program participation.
- Who:** Educational Coordinator, Case Manager, Counselor, New Pride Alternative School Teacher
- When:** One form should be completed each time a youth changes schools and when he/she begins and ends the New Pride program. The first School Status Report should document the last school attended prior to entering New Pride, even if there has been a period of not attending school due to the youth having dropped out.
- Uses:**
1. To document improvement in school attendance.
 2. To determine which youth were not in school at time of entry.
 3. To determine which youth attend the New Pride school.
 4. To determine which youth are reintegrated into public school.
 5. Records number of youth completing GED or high school proficiency examinations.
- Comments:** The School Status Report is divided into two sections: School Assignment and School Change. The School Assignment Section (fields 1 through 6) should be completed first and the form retained until there is a change in school status, at which time the School Change section (fields 7 through 14) is completed. When either part of the form is completed, a copy should be sent to the evaluator for computer entry. Eventually both sections of the form should be completed for each school experience.

The following section describes each field in the SCHOOL dataset. Consult the School Status Report or TECHDOC SCHOOL for additional information.

Field Name	Field Description
1. Client ID	Enter the identification number assigned to the youth.
2. Before, During, After New Pride	Indicate whether the school experience took place <u>primarily</u> before, during, or after program participation.
3. Entry Date	Enter the date the youth entered school (in YYMMDD format).
4. Name of School	Enter the name of the school.
5. Type of School	Choose from the categories listed on the School Status Report the most appropriate type of school.
6. Grade	Enter the grade in which the youth is enrolled.
7. Date of Change	Enter the date of school change. This date may be the end of the semester, upon leaving the school to enroll in another school, or upon entry or termination from New Pride. (Use YYMMDD format.)
8. Days Enrolled	Enter the total number of days enrolled during the period designated by the Entry Date and Date of Change.
9. Days Present	Of the total days enrolled, enter the number of days present (excluding those days the client was tardy).
10. Days Excused	Enter the total number of days excused.
11. Days Unexcused	Enter the total number of days unexcused.
12. Days Tardy	Enter the total number of days tardy.
13. Days Detained	Enter the number of days the student missed school due to being detained or incarcerated. In general, these days are considered "unexcused," although space is provided here for separating these days from other types of unexcused absences.
14. Reason for Change	Choose from the categories on the School Status Report the reason for school status change.

PROJECT NEW PRIDE

SCHOOL STATUS REPORT

Was this school experience primarily:
(circle one)

Before New Pride	1
During New Pride	2
After New Pride	3

School Assignment

<p>Entry Date:</p> <p>_____</p> <p style="text-align: center;">Month Day Year</p> <p>Name of School:</p> <p>_____</p>	<p>Type of School:</p> <ol style="list-style-type: none"> 1 New Pride Alternative School 2 Public School/Regular 3 Public School/Alternative 4 Public School/Special Education 5 Vocational Education/Training 6 Post-Secondary 7 Other: _____ <p>Grade: 1 4 7 10 13</p> <p style="padding-left: 100px;">2 5 8 11 14</p> <p style="padding-left: 100px;">3 6 9 12</p>
---	--

School Change

<p>Date of Change:</p> <p>_____</p> <p style="text-align: center;">Month Day Year</p> <p>Attendance:</p> <p>Total Days Enrolled _____</p> <p>Days Present _____</p> <p>Days Absent - Excused _____</p> <p>Days Absent - Unexcused _____</p> <p>Days Tardy _____</p> <p>Days Detained _____</p>	<p>Reason for Change:</p> <ol style="list-style-type: none"> 1 Began or Ended New Pride Program 2 Graduated 3 Completed GED/Proficiency Exam 4 Transferred 5 Exempted 6 Dropped Out 7 Expelled 8 New Offense/Incarcerated 9 Other: _____
---	---

Comments:

Form 10
School Attendance Record

The School Attendance Record is designed to collect basic attendance information on clients who attend the New Pride Alternative School. After it has been entered into the computer, this information can be pulled easily and quickly into a report format on either a client-by-client or an aggregate basis. Attendance reports can be used internally by project administrators or staff, or provide valuable information to judges, probation officers, or other involved agencies.

School Attendance Record

- Dataset Name:** ATTEND
- Purpose:** To monitor the school attendance of clients who attend the New Pride Alternative School and to generate individual and aggregate attendance records for those clients.
- Note:** This form is optional.
- Who:** New Pride Alternative School Teacher, Educational Coordinator
- When:** The School Attendance Record is to be filled out on a weekly basis by each teacher in the New Pride Alternative school for all regular, special, and learning disability instruction. Because there may be a delay of several days before it is known if an absence is excused, it is recommended that the completed Attendance Record be kept by the teacher until the middle of the following week and then submitted to the evaluator. Whenever it is submitted, sufficient time should have passed to learn of all excused absences.
- Uses:**
1. To provide project administrators and teachers with complete and up-to-date records of client's school attendance.
 2. To report on client's attendance to involved agencies such as the court, probation, or sponsoring school districts.
 3. To collect attendance data on clients enrolled in the New Pride Alternative School for the school status form, which can then be compared with pre- and post-program attendance to measure New Pride's impact in this area.
- Comments:** While this record provides a precise measure of classroom attendance, for reporting purposes programs may want to merge days "present but tardy" with days "present," and days "in custody" with days "absent-unexcused."

The following section describes each field in the ATTEND dataset. Consult the School Attendance Record or TECHDOC ATTEND for additional information.

Field Name	Field Description
1. Client ID	Enter the client identification number assigned to the youth enrolled in the Alternative School.
2. Date of Attendance	Enter the date for which attendance is reported (in YYMMDD format).
3. Attendance Status	Enter the appropriate attendance status code for the client on that date.

PROJECT NEW PRIDE

SCHOOL ATTENDANCE RECORD

Staff Member ID: _____

Week of: _____

For each day record in box:

1 = Present
 2 = Present but Tardy
 3 = Absent-Unexcused
 4 = Absent-Excused
 5 = Holiday
 6 = In Custody

	Date	Date	Date	Date	Date
Client ID	Mon	Tues	Wed	Thurs	Fri

Form 11
Service Delivery Report
(Optional)

The Service Delivery Report captures information about the discrete services which are provided at New Pride. The report is designed so that it can be used to collect information on all services provided to each client and on services provided by individual staff members. Services coded 1000 through 7900 are client-based services, provided directly or indirectly to a specific client. General/Administrative services, coded 8000 through 8800, are staff activities not necessarily related to any particular client. Thus, these service delivery data can provide a picture of the services an individual staff member provides as well as those each client receives.

When two or more staff members jointly provide a service, either one staff member should record this service under his/her provider code for each client served or the service contacts should be divided among the staff. A SINGLE SERVICE MAY ONLY BE RECORDED ONCE.

Service Delivery Report

- Dataset Name:** SERVICES
- Purpose:** To monitor the type and amount of services provided to youth.
Note: This form is optional.
- When:** Each time one of the listed services is provided, an entry should be recorded on the Service Delivery report. Staff may wish to record each service immediately after it is provided, or take time at the end of each day to record all services provided during that day, or record a week's services on Friday afternoon. They may use whichever way works best for them. In all cases, however, each staff member's Service Delivery Report for all the week's service contacts should be given to the evaluator the same time each week.
- Uses:**
1. Summarizes the type and amount of service provided to each client, or when aggregated, to the average youth participating in the program.
 2. Tracks essential information needed for billing on a fee-for-service basis.
 3. Summarizes to what degree and in what areas staff are spending their time.
- Comments:** This information is most efficiently managed if each staff person is responsible for recording the services he/she provides. It should be documented daily , and submitted for data entry weekly.
- Review the List of Services for the service types and their codes.

The following section describes each field in the SERVICES dataset. Consult the Service Delivery Report or TECHDOC SERVICES for additional information.

Field Name	Field Description
1. Staff ID	Enter the staff identification number assigned to the person providing the service.
2. Client ID	Enter the client identification number assigned to the youth receiving the service.
3. Service Date	Enter the date the service was provided (in YYMMDD format).
4. Service Code	Choose from the List of Service Codes the most appropriate code for the service delivered.
5. Duration	Enter the duration of the services in minutes (i.e., one half hour = 30, two hours = 120).

Form 12
Exit Survey
(Optional)

The Exit Survey should be completed by the client at termination. The survey is designed to assess the ways in which the clients feel they have benefited from the New Pride program. Clients' perceptions of the program's helpfulness may be compared with other outcome information such as school status, employment status, and recidivism.

In addition, directly comparable data are available on fourteen important items when this questionnaire is analyzed with the intake survey. The matched pairs concern job chances, educational aspirations, and expectations of the program with what clients actually feel they gained from program participation.

As this is a self-report instrument, the client rather than a counselor should complete the survey. In cases where a client has a reading problem, the survey might effectively be given orally by the counselor. In any case, it should be given in a quiet setting, free from interruption.

We realize that these data may be difficult to collect from some clients. It could require a real effort from New Pride staff to administer this survey to clients who are being detained for new offenses, who have refused to cooperate and dropped out of the program, or who have been transferred to some other program. In some cases, it will be the trusting relationship which has been developed between the client and case manager which will make this possible. Since these data are an important part of the evaluation, we suggest that you make every effort to collect them from all of your clients.

Exit Survey

- Dataset Name:** EXIT
- Purpose:** To provide a self-report measure of how the youth is feeling about various aspects of his life upon termination from the program.
- Note:** This form is optional.
- Who:** The youth should complete the Exit Survey.
- When:** As soon as possible after the youth terminates from the program.
- Uses:** Responses from the Exit Survey provide useful information to the Counselor/Case Manager as to how the youth has perceived his experience in the program.
- Comments:** The Exit Survey is used in conjunction with the Intake Survey to provide a pre/post measure of the affective changes which may have taken place as a result of program participation. Most of the items also appear on the Intake Survey. Additional items are designed to provide feedback to the program, staff, and specifically the counselor regarding the youth's feelings about aspects of program involvement.
- The Exit Survey should be completed by the youth. Under no circumstances should it be completed by a staff member. If a youth has difficulty reading and responding to the survey, a staff member is allowed to read the survey to the youth, as long as the staff member does not influence the youth's responses. If such an approach is taken it is suggested that someone other than the counselor administer the survey so the youth is comfortable to respond freely to the questions.
- The Exit Survey is self-explanatory and field descriptions need not be provided. Consult the Exit Survey or TECHDOC EXIT for additional information.

Client ID: _____

Date: _____
Month Day Year

PROJECT NEW PRIDE

EXIT SURVEY

FIRST, I WOULD LIKE TO GET SOME IDEA OF HOW YOU FEEL ABOUT WORK AND SCHOOL, AND ABOUT YOUR PRESENT LIVING SITUATION

1. If you had your choice, what kind of job would you like?

2. What do you think your chances are of getting the kind of job you want?

Not good	1
Fair	2
Good	3

3. Do you have a job?

No	1
Yes	2

4. Right now, how important is it for you to have a job?

Not important	1
Somewhat important	2
Very important	3

5. Do you think your chances of getting the kind of job you want have improved since you came to New Pride?

No	1
Yes	2

NOW, ABOUT GOING TO SCHOOL

6. Some people like school very much. Others don't. How do you feel about going to school now?

- Don't like it 1
- Like school some 2
- Like it very much 3

7. At this point, how much education would you like to get?

- Drop out of school before high school graduation 1
- Drop out of school but get a GED 2
- Graduate from high school 3
- Vocational or business school 4
- Some college or junior college 5
- Graduate from four-year college 6
- Advanced or professional degree 7

8. How much education do you think you really will get?

- Don't expect to finish high school 1
- Expect to drop out but get a GED 2
- Expect to graduate from high school 3
- Expect to get certification from vocational or business school 4
- Expect to have some college 5
- Expect to finish a four-year college 6
- Expect to get an advanced or professional degree 7

9. Has being in this program improved your chances for getting the kind of education you want?

- No 1
- Yes 2

NOW ABOUT YOUR PRESENT LIVING SITUATION

10. Who are you living with now?

- Both parents 1
- Mother only 2
- Father only 3
- Mother and Stepfather . . . 4
- Father and Stepmother . . . 5
- Mother and other adult . . . 6
- Father and other adult . . . 7
- Other relatives 8
- Foster home 9
- Group home 10
- Friends 11
- Independent 12
- Incarcerated 13

11. Overall, how satisfied are you with your current living situation?

- Not at all satisfied 1
- Somewhat satisfied 2
- Very Satisfied 3

CONCERNING YOUR EXPERIENCE WITH THE PROGRAM

12. How many New Pride staff have taken a real interest in what's happening in your life?

Number: _____

13. In general, how do you feel about the help they have given you? Do you feel that it has caused you more problems, or that it didn't do much one way or the other, or that it usually made things better?

- Caused more problems 1
- Made no difference 2
- Usually made things better 3

14. Basically, what is the most important thing you gained from program participation?

- Not much 1
- Help with learning about and finding a job 2
- School credit, GED, etc. 3
- Insight into self, friends, family, relationships 4

15. Overall, how helpful was the New Pride program to you?

- Not at all helpful 1
- Somewhat helpful 2
- Very helpful 3

The following is a list of services you may have received through New Pride. Please give your opinion of whether these services helped you. (Circle one number for each service.)

	<u>Helped A Lot</u>	<u>Some Help</u>	<u>No Help</u>	<u>Services Not Received</u>
16. Counseling	4	3	2	1
17. Educational	4	3	2	1
18. Employment	4	3	2	1
19. Recreation	4	3	2	1

DID THE NEW PRIDE PROGRAM STAFF HELP YOU (circle one number):

	<u>No</u>	<u>Yes</u>
20. Get help with school	1	2
21. Get school credits	1	2
22. Get a GED	1	2
23. Learn how to get a job	1	2
24. Get actual job training	1	2
25. Figure out what you want your career to be	1	2
26. When you went to court	1	2
27. Deal with transportation problems (like how to get to a job or how to get to the program)	1	2
28. Find fun hobbies or things to do in your spare time	1	2
29. With family problems	1	2
31. With other personal problems	1	2
32. Feel better about yourself	1	2

Please look at the following list and circle how satisfied you were with the New Pride program in each of these areas:

- | | <i>Not at all
satisfied</i> | <i>Somewhat
satisfied</i> | <i>Very
satisfied</i> |
|--|---------------------------------|-------------------------------|---------------------------|
| 34. The amount of time you and your counselor spent together | 1 | 2 | 3 |
| 35. How much you could trust your counselor | 1 | 2 | 3 |
| 36. The concern the staff had for you | 1 | 2 | 3 |
| 37. Have you ever been in any other programs? | | | |
| | No | | 1 |
| | Yes | | 2 |
| 38. How does the New Pride program compare with other programs you have been in? | | | |
| | Not Applicable | | 1 |
| | Worse | | 2 |
| | Same | | 3 |
| | Better | | 4 |
| 39. What would make the New Pride program a better program for you and others? | | | |

40. Are you glad you came to the New Pride program?

No 1
Yes 2

41. Would you recommend the New Pride program to a friend in trouble?

No 1
Yes 2

42. Taken altogether, how satisfied are you with your life?

Not at all satisfied 1
Somewhat satisfied 2
Very satisfied 3

Form 13
Termination Report

The Termination Report should be completed by the client's case manager or counselor at termination.

It documents the date and reason for termination. Additional comments may be added in the lower portion of the form, but these are not coded or entered into the computer.

Termination Report

Dataset Name: TERM

Purpose: To document the date and reason for program termination.

Who: Case Manager, Counselor

When: One form is completed at the time the youth terminates from the program.

Uses:

1. Documents the reasons youth leave the program.
2. Use with Date of Entry to compute length of time of program participation or average length of time for select subgroups.

Comments: Additional narrative information may be added under the "Comments" section, though this information is not coded or entered.

The following section describes each field in the TERM dataset. Consult the Termination Report or TECHDOC TERM for additional information.

Field Name	Field Description
1. Client ID	Enter the client identification number assigned by the project.
2. Case Manager ID	Enter the identification number of the staff person to whom the youth was assigned.
3. Termination Date	Enter the date the youth terminated from the program (in YYMMDD format).
4. Reason for Termination	Choose the most appropriate category on the Termination Report as the reason for termination. "Completed Program" is understood to mean the youth successfully and fully participated for the entire duration of the original court commitment. "Early Termination" is understood to mean the youth fully and successfully participated in the program up to the time the court terminated the youth prematurely (e.g., originally committed for 12 months but terminated by the court after

Field Name	Field Description
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10 months of successful participation upon his 18th birthday). "Referred to Other Program" is understood to mean termination in the case where another treatment program specializing in services more intensively than New Pride, for example, a substance abuse program or an in-patient mental health program, was deemed more appropriate and needed. "Program Decision" is understood to mean termination initiated by the program in cases where the youth refused to comply with program directives. The remaining categories are self-explanatory. Based upon the reason for termination, a client's termination from the program may be described as successful, neutral, or unsuccessful. A successful termination would be either "completed program" or "early termination." A neutral termination would be "referred to other program" or "moved/military." The remaining four reasons would constitute unsuccessful termination.

Please Note: Here the terms "successful," "neutral," and "unsuccessful" apply to type of termination, not to the client's experience in the program or its impact upon him/her; that is, not how successful New Pride has been in treating the client.

Comments:

Additional information of importance may be documented here, although it is not entered into the computer.

PROJECT NEW PRIDE

TERMINATION REPORT

Client ID: _____	Reason for Termination: 1 Completed Program 2 Early Termination (Successful) 3 Other Program 4 Moved/Military 5 New Offense 6 Client Decision 7 Program Decision 8 Absent without Permission (AWOL)
Case Manager: _____	
Termination Date: _____ Month Day Year	

Comments: