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Developing Programs to Serve Victims and Witnesses in the Juvenile Justice System: A Training Workshop

139893

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Instructor's Guide

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For:

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NOTE:

Notes to the Instructors are enclosed in boxes. Briefer notes and references to Handouts and Overheads appear in bold type and parentheses.

Parallel information from the Student Guide is on the left-hand pages (including page numbers).

Handouts are on yellow paper. They have been placed at the end of each module.

Background

Who sponsors the training?

Victims -- once forgotten figures in the criminal justice system -- have received increased attention and assistance in the past decade. Programs designed to help victims and other witnesses of crime have burgeoned, and most states have passed some legislation to assist victims. Unfortunately, however, victims of **juvenile** crime have not shared equally in these advances, even though juveniles account for more than one in four arrests for serious crimes.

To remedy this neglect, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) contracted with the American Institutes for Research (AIR) in Washington, D.C. to develop a program for victims and witnesses in the juvenile justice system. The purpose of the project, the Victims and Witnesses in the Juvenile Justice System Development Program, is to help juvenile justice agencies and victim witness assistance providers to establish specialized programs for victims and witnesses of juveniles.

This Development Program involves several phases:

- In the first phase, AIR assessed current knowledge and practices concerning victims and witnesses in the juvenile justice system. The assessment included mail surveys of juvenile justice officials and victim witness assistance providers nationwide, an examination of victim-related legislation, and visits to several programs. The conclusions were presented in an Assessment Report (1989).
- In the second phase, AIR drew on the results of the assessment to develop a program handbook for policymakers and practitioners. This handbook, now in draft form, describes promising approaches to victim witness assistance in the juvenile justice system and shows how these approaches can be adapted to a variety of local environments.
- The third phase consists of the development and delivery of this training package. The training is targeted at practitioners and program developers who want to implement new programs for victims and witnesses in the juvenile justice system or expand the services they already have.

- In the fourth phase of the development program OJJDP awarded funds to local agencies or programs to establish model victim witness assistance programs serving victims and witnesses of juvenile crime.

Who should participate?

This training is designed for victim assistance providers or juvenile justice agency representatives who are interested in developing or improving programs to serve victims and/or witnesses of juvenile crime. Since the emphasis is on the nuts and bolts of needs assessment, program design and monitoring, the most appropriate participant is the person who will actually be planning the program.

The training program is designed to accommodate a maximum of 25-30 participants.

Who are the instructors?

Delivery of this training package requires a minimum of three instructors:

- one to oversee the workshop arrangements, registration, welcome and introductions and to facilitate the small group exercises; depending on qualifications, this trainer might also be responsible for a module
- two to deliver any two modules each

All three instructors should have knowledge about victim witness assistance in the juvenile system, and at least two of the instructors should have direct experience operating a juvenile program.

No connection to AIR or the Development Program is required of the presenters. The package is designed to be used by persons who have had no involvement in the Victims and Witnesses in the Juvenile Justice System Development Program.

Have the instructors bring materials from their own programs to distribute to workshop participants.

What will the training cover?

The purpose of the workshop is to help practitioners design workable, effective programs. The workshop takes participants step by step through the design of a program, using a model of the program development process as an organizing framework. (See Figure 1.)

The material is divided into five modules that correspond to steps in the program development process:

- Modules 1 and 2 review what we know about victim witness assistance in the juvenile justice system
- Module 3 shows how to conduct a needs assessment
- Module 4 explains how to develop a program plan
- Module 5 covers simple techniques for monitoring and evaluating programs.

At the conclusion of this workshop, the participants will have the knowledge and tools to develop or improve a program that serves victims of juvenile crime and will have begun the planning process for their own jurisdictions. Specifically, the participant will

- be able to articulate a victim witness assistance process that is consistent with the procedures and philosophy of the juvenile justice system
- know what program designs have worked for other jurisdictions
- know how to conduct and use a needs assessment
- know techniques for planning a program
- know simple techniques for collecting and analyzing data and for evaluating the program processes and outcomes
- have analyzed the victim statutes and begun the planning process for his or her own jurisdiction
- have forms and materials to assist in developing a program

Program Development Model

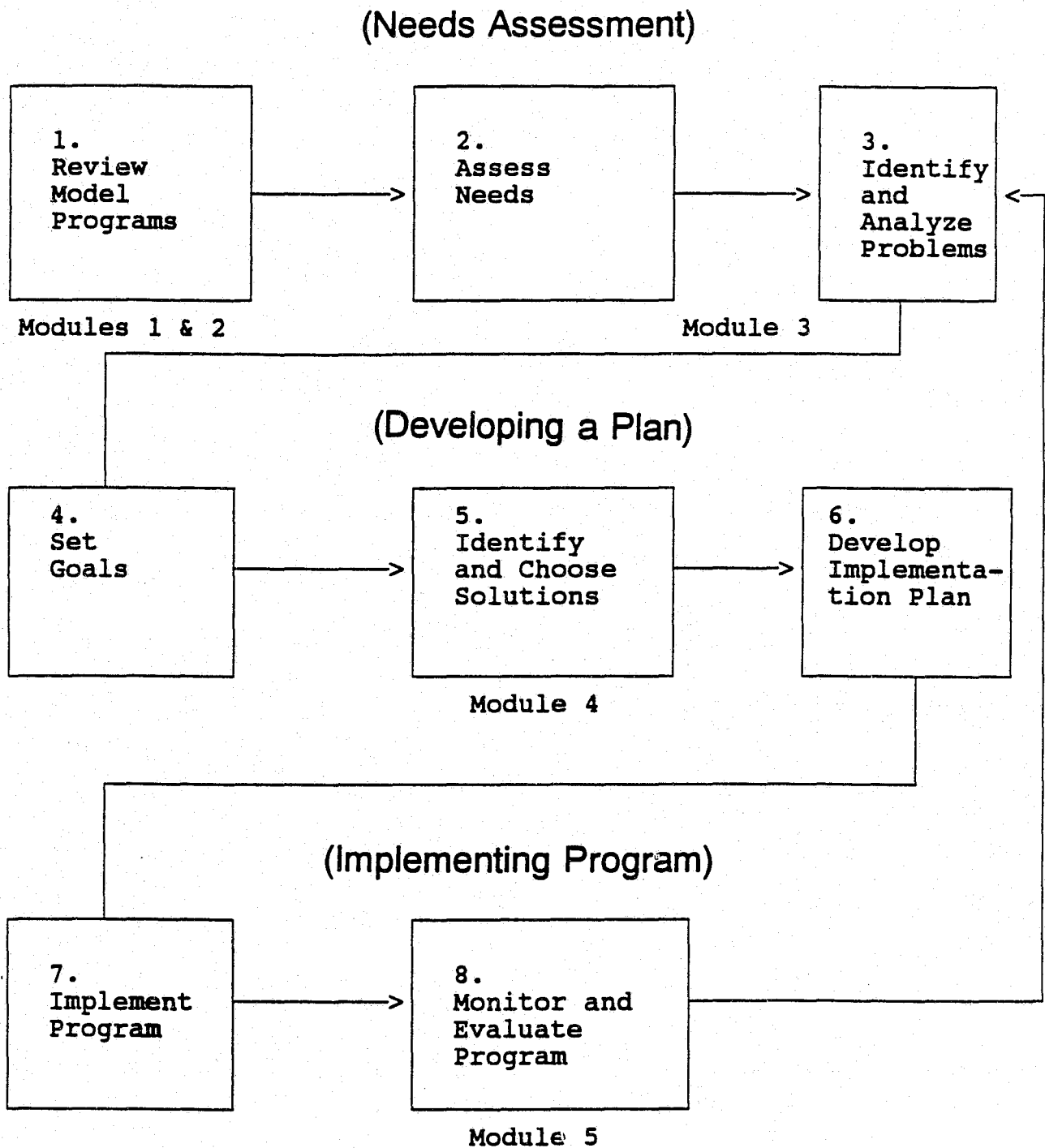


Figure 1

What is the format of the training?

The training employs a mix of formats -- lectures, guided group participation, desk exercises, and group discussion. It requires a full day, with short breaks for coffee and lunch.

A complete schedule follows.

What space and materials are required?

This course requires a main lecture room, large enough to accommodate the 25-30 participants, instructors, and any observers. If additional space is available, you may want to direct part of the group there for the desk exercises.

The main lecture room should be equipped with an overhead projector and two flip charts. On one flip chart or on the wall have the model of the program development process and position it so that the speaker can point to it. The breakout rooms should be equipped with flip charts.

All the overheads and handouts required for each module are itemized at the beginning of the module. These are included in the packet of instructor's materials. All handouts are also included in the Student Guide, but the overheads are not.

Before the workshop:

1. Send a brief questionnaire to each registrant so that you can include biographies in the Student Guide.
2. Make sure that each registrant has reviewed the relevant legislation from his state by sending out a homework assignment like the one shown on the following pages.

Workshop Schedule

8:15 - 8:30 am	Registration and coffee
8:30 - 8:45 am	Welcome and Introductions Roberta Cronin, Blair Bourque, Travis Cain
8:45 - 9:30 am	Module 1. Applying Victim Witness Assistance to the Juvenile Justice Environment: An Introduction and Overview Bobbie Sculley
9:30 - 10:15 am	Module 2. Basic Components of Victim Assistance Programs Operating in the Juvenile Justice System Bobbie Sculley
10:15 - 10:30 am	Break
10:30 - 12:00 pm	Module 3. Conducting a Needs Assessment Jayne Crisp
12:00 - 1:00 pm	Lunch
1:00 - 2:30 pm	Module 4. Preparing a Program Plan Barbara Kendall
2:30 - 2:45 pm	Break
2:45 - 3:45 pm	Module 5. Monitoring Your Program -- Simple Approaches to Data Collection and Analysis Barbara Kendall
3:45 - 4:00 pm	Workshop Wrap Up and Discussion Roberta Cronin

Welcome and Introductions

Instructor's Note

Purpose: Introduce instructors and participants and relate the overall purpose, structure and schedule of the workshop. (15 minutes)

Lecture Notes

- I. Welcome to our workshop -- Developing Programs to Serve Victims and Witnesses of Juvenile Crime
 - A. Training sponsor
 - B. American Institutes for Research developed the training materials under the Office of Juvenile Justice and Delinquency Prevention as part of its Victims and Witnesses in the Juvenile Justice System Development Program
- II. This workshop is designed to help you develop or improve a program that serves victims of juvenile crime.
 - A. It will tell you
 - what victim witness assistance programs work in the juvenile justice system (Modules 1 and 2)
 - how to conduct and use a needs assessment (Module 3)
 - how to develop your program (Module 4)
 - and how to monitor or evaluate it (Module 5)
 - B. Brief orientation to the materials in the Student Guide. Packet contains three items:
 - notes for each module that outline the main lecture and discussion points; room on right-hand side for your own notes

- handouts (attached to the front of the binder) for each module
- a copy of a handbook developed as part of the development program. Handbook elaborates on components of model programs that we will discuss today in Module 2. It contains many examples of forms, brochures and letters used by eight programs that serve victims in the juvenile system.

Suggest that you follow the lecture in your Student Guide and retrieve the handouts from your packet as they are mentioned. We will not discuss the Handbook today; Handbook is included as a resource material for you to peruse later.

III. Introduction of Trainers

Instructor's Note

Have instructor's introduce themselves and briefly describe their programs. Refer participants to biographies, pages 2 to 5 in the Student Guide.

IV. Introduction of Trainees

Instructor's Note

Have participants introduce themselves. Explain that the workshop is designed to facilitate interaction among participants -- we hope they have the opportunity to take advantage of the considerable expertise in this room. Refer them to program and agency sketches, appended to the Student Guide. Ask them to relate: the agency they represent; the type of victim witness services they currently provide; whether they currently provide services in the juvenile justice system; and the objectives they have for the workshop.

V. Schedule

A. Schedule is on page 8 of your Student Guide

1. Covers a great deal of information in one day.
2. Schedule includes lecture, desk exercises and discussion.

MODULE 1: Applying Victim Witness Assistance to the Juvenile Justice Environment

-- An Introduction and Overview

Instructor's Notes

This module serves as an introduction to the workshop. It must cover background information on victim witness assistance in the juvenile justice system, while also capturing the interest of the workshop participants and setting the tone for the remainder of the workshop.

Format: Lecture (with visual aids) and guided audience participation using flip charts to structure audience comments (45 minutes)

Materials:

Flip Chart

Overheads:

- | | |
|---------------|-----------------------------------------------------------------------------------------------|
| Overhead 1.1 | Why Provide Services to Victims and Witnesses of Juveniles? |
| Overhead 1.2 | Understanding the Juvenile Justice System |
| Overhead 1.3 | Few Opportunities To Be Heard |
| Overhead 1.4 | Inadequate Information |
| Overhead 1.5 | Uncertainty About Testifying |
| Overhead 1.6 | Flow Chart of the Juvenile Justice Process [Handout 1.2] |
| Overhead 1.7 | Do Existing Victim Witness Assistance Programs Serve Victims and Witnesses of Juvenile Crime? |
| Overhead 1.8 | Who Sponsors Programs Serving Victims or Witnesses of Juvenile Crime? |
| Overhead 1.9 | Service Emphasis Associated with Program Sponsors |
| Overhead 1.10 | Core Service Components |
| Overhead 1.11 | Key Lessons from Juvenile Programs |

Handouts:

Handout 1.1 Flow Chart of the Juvenile Justice Process (Overhead 1.6)

Handout 1.2 Advantages and Drawbacks to Program Sponsors

Options: To **reduce** the time for this module, tightly control audience participation.

If participants are familiar with the juvenile system, omit Sections E and F.

Objectives

At the conclusion of this segment, the participant will:

- know the rationale for providing victim witness assistance in the juvenile justice system
- know the special characteristics of the juvenile justice system that may affect programs
- know the basic characteristics of victim witness assistance programs currently operating in the juvenile justice environment

Section 1. Discussion Questions & Lecture Notes

Questions	Notes
<p>A. Overview of Module 1</p>	
<p>B. Discussion Question: Why do you want to provide services to victims and witnesses of juvenile crime? If you were writing a proposal to a funding agency, how would you describe the problems victims and witnesses face in your juvenile justice system?</p> <ol style="list-style-type: none">1. Statutory mandate2. Seriousness of juvenile crime problem3. Victims of juveniles suffer losses/distress4. Victims more likely to be juveniles5. Juvenile system confusing6. Inadequate information provided to victims7. Lack of services8. Non-participation is a problem	

Lecture Notes (45 minutes)

Instructor's Note

Open with a story from your program that shows why we need victim assistance in the juvenile justice system.

A. Overview of Module 1. Applying Victim Witness to the Juvenile Justice Environment: An Introduction and Overview

1. Purpose of module is to introduce victim witness assistance in the juvenile justice system.

At the conclusion of this module you will:

- know the rationale for providing victim witness assistance in the juvenile justice system
 - know the special characteristics of the juvenile justice system that affect programs
 - know the basic characteristics of victim witness assistance programs currently operating in the juvenile justice environment
 - know where to go for more information
2. Overview corresponds to Box 1 on the Program Development Model -- Review model programs.
 - a. By reviewing what others have done
 - can avoid reinventing the wheel and making costly mistakes
 - adapt elements of existing programs to your set of circumstances
 3. Combination of lecture and group participation (45 minutes).

Section 1. Discussion Questions & Lecture Notes

Questions	Notes
<p>A. Overview of Module 1</p> <p>B. Discussion Question: Why do you want to provide services to victims and witnesses of juvenile crime? If you were writing a proposal to a funding agency, how would you describe the problems victims and witnesses face in your juvenile justice system?</p> <ol style="list-style-type: none">1. Statutory mandate2. Seriousness of juvenile crime problem3. Victims of juveniles suffer losses/distress4. Victims more likely to be juveniles5. Juvenile system confusing6. Inadequate information provided to victims7. Lack of services8. Non-participation is a problem	

- B. Why do you want to provide services to victims and witnesses of juvenile crime? If you were writing a proposal to seek funds for juvenile services, how would you build a rationale for your program?

(Use Overhead 1.1. Why Provide Services to Victims & Witnesses of Juveniles?)

1. There is a legislative or administrative mandate to provide such services.
(We will discuss the statutory provisions in your system in Module 3.)
2. Number of victims of juveniles is large and their victimizations are serious
(juveniles account for 29.5% of arrests for FBI index crimes, 33.4% of arrests for index property crimes, and 15.5% of arrests for index violent crimes in 1988)
3. Victims of juvenile offenders do not suffer less than victims of adult offenders.
 - psychological distress
 - financial losses
 - inconvenience in dealing with the court
4. Victims of juveniles more likely to be juveniles themselves --
 - may be more vulnerable to the ill effects of victimization.
5. Juvenile justice system potentially more confusing than adult system
 - emphasis on rehabilitation
 - less formal hearings
 - confidentiality protections
6. Problems in timeliness, clarity and completeness of information provided to victims and witnesses.
7. Few services are currently available to victims and witnesses of juveniles
8. Lack of victim participation (e.g. no-shows) slows process, hinders justice.

Questions	Notes
<p data-bbox="221 405 778 482">C. What can programs do to address these problems?</p> <p data-bbox="277 670 645 707">For the victim or witness?</p> <p data-bbox="277 894 728 931">For the juvenile justice system?</p> <p data-bbox="277 1118 645 1155">For the juvenile offender?</p>	

9. Mistreating victims reduces satisfaction with the system, may defer future reporting of crimes.

Do the following cartoons reflect victims in your jurisdiction?

The following cartoons illustrate some of the problems victims face in their interactions with the juvenile justice system. **(Use Overhead 1.2, 1.3, 1.4, and 1.5.)**

C. What can programs do to address these problems?

They can perform the same kinds of functions as adult programs

1. For victims and witnesses, they

- Build understanding of the juvenile system
- Reduce psychological distress
- Help recoup financial losses
- Make participation in the system more convenient and comfortable
- Channel feelings about crime and the system

2. For the juvenile system

- Increase victim/witness participation, thereby decreasing no shows and saving police and prosecutor time
- Reduce time to trial
- Reduce dismissals
- Encourage victims to report future crimes
- Absorb victim/witness related functions of juvenile justice agencies (e.g. handle witness subpoenas and other notifications, documentation of losses for restitution, reception and preparation for testimony, notification of case outcome, etc.)

Lecture

Notes

D Discussion Question:
What are some of the differences between the juvenile justice system and the criminal system in your jurisdiction that may affect victim witness assistance programs?

3. For offenders

- Help hold offender accountable for illegal behavior, ensure appropriate treatment
- Allow offender to see effects of behavior (through impact statements, for example)
- Show offenders an equitable system with compassionate treatment of victims as well as offenders.

Instructor's Note

For Section D. pose a question and record participant responses on a flip chart. Then, go over the list of responses generated by participants, adding whatever points they omitted.

D. **Discussion Question:** What are some of the differences between the juvenile justice system and the criminal system in your jurisdiction that may affect victim witness assistance programs?

1. Purpose and philosophy: Juvenile system emphasizes individualized treatment and rehabilitation, while adult system attempts to fit punishment to the crime. **(Refer participants to excerpts from the juvenile codes in their states sent before the workshop.)**
2. Confidentiality provisions, e.g. juvenile hearings closed to the public, or name and record kept confidential -- even from the victim. Case outcome and disposition are confidential. In some states records may be expunged.
3. Court procedures and case flow in juvenile system, e.g.
 - less formal and adversarial
 - rarely employ jury trials (never, in some states)
 - fewer and different court events
 - faster case processing due to limits on time to detention or trial
 - higher proportion of cases dismissed, diverted, resolved by plea
 - use of mediation and probation

Lecture	Notes
<p>D. Discussion Question: What are some of the differences between the juvenile justice system and the criminal system in your jurisdiction that may affect victim witness assistance programs?</p>	

4. Terminology (e.g., delinquency, adjudicatory hearing, and disposition.)
5. Statutory vagueness regarding victims and witnesses of juvenile crime.
6. Different mix of cases (e.g., higher proportion of property crimes in the juvenile system)
7. Different types of victims/witnesses (the high association between victim age and offender age in violent crimes may mean victims of juveniles will be younger on average.)
8. Juvenile justice system is low priority on resources and attention
9. Case files in juvenile system are less complete and organized.
10. Juvenile court judges may be overwhelmed by domestic cases.
11. More individuals involved in early stages in juvenile cases (intake workers, probation officers, police, etc.).

Lecture	Notes
<p data-bbox="219 398 839 513">E. Primer on the juvenile justice system (See Handout 1.1. Flow Chart of the Juvenile Justice Process.)</p> <p data-bbox="277 737 758 810">1. Primary events in the juvenile process --</p> <ul data-bbox="393 851 867 1530" style="list-style-type: none"><li data-bbox="393 851 536 883">• arrest<li data-bbox="393 1002 768 1034">• referral to court intake<li data-bbox="393 1153 867 1228">• arraignment at a detention or preliminary hearing<li data-bbox="393 1347 735 1379">• adjudication or plea<li data-bbox="393 1498 602 1530">• disposition	

E. Primer on the juvenile justice system

Instructor's Note

Use **Overhead 1.6** and refer participants to **Handout 1.1**. Walk through the flow chart to explain how the process works. Indicate that the flow chart is a very general representation of the process, which may differ from jurisdiction to jurisdiction.

Ask for a show of hands of participants who are already familiar with the juvenile system in their jurisdiction. If all participants do have juvenile experience, go over the flow chart very briefly. Explain that they may find such a chart useful to include in their materials or to use in orienting victims and witnesses to the system.

Main points: juvenile system differs in terminology and court events. Low percentages of arrests go to trial and disposition.

1. Primary events in the juvenile process are: Arrest, referral to court intake, arraignment at a detention or preliminary hearing, adjudication or plea, and disposition.
 - a. Police apprehend juvenile, may issue warning or arrest
 - b. Intake receives arrest reports from police. May
 - refer petition to the prosecutor for filing (in some jurisdictions intake may file) (52% of arrests are referred for petitioning)
 - c. Prosecutor may
 - file charges
 - dismiss case
 - divert case
 - d. Defendant formally accused of charges at arraignment -- if held in pretrial detention occurs at a detention hearing; if not detained, at a preliminary hearing usually held a few weeks after the petition is filed.

Lecture	Notes
<p data-bbox="287 368 683 444">2. Opportunities for victim participation</p> <p data-bbox="343 595 832 707">a. Participation more frequent at adjudicatory hearing as victims subpoenaed to appear</p> <p data-bbox="343 972 773 1009">b. Participation infrequent in:</p> <ul data-bbox="398 1047 799 1274" style="list-style-type: none">• intake or filing decisions• detention or preliminary hearings• in plea bargains <p data-bbox="337 1619 707 1688">c. Participation varies at disposition</p>	

e. Defendant may

- plead guilty to some or all of the charges (29% of arrests)
- request a trial before a judge (or in some jurisdictions before a jury). Few cases go to trial. Defendants are generally "adjudicated delinquent" for the charges instead of "found guilty of the crimes." Called an "adjudication" rather than a "trial;" defendant adjudicated delinquent. (5% of arrests)

Instructor's Note

Note the low percentage of cases that go to trial. This has implications for the number of victims or witnesses who will need assistance to testify.

- f. Defendant sentence is imposed at "disposition." May be placed on probation, diverted, or sent "to an institution or correctional facility." (34% of arrests)
- g. Diversion (removing the juvenile from the formal juvenile justice process) is frequently used for first offenders or those accused of lesser crimes.
- can mean referral to a formal probation-like program but with no adjudication of delinquency
 - can mean no further action

2. Opportunities for victim participation in the juvenile system (Indicated by shaded areas on the case flow diagram.)

- a. Primary opportunity for participation is, of course, the adjudicatory hearing. Victims and witnesses are subpoenaed to testify but are probably not allowed to hear the testimony of the accused. Since few cases (5% of arrests) go to trial, this opportunity is available for a small proportion of the victim population only.

Lecture	Notes
<p data-bbox="216 390 789 502">F. No reasons <u>not</u> to develop victim assistance programs in the juvenile system</p> <ol style="list-style-type: none"><li data-bbox="277 728 649 763">1. Few statutory barriers<li data-bbox="277 1069 728 1181">2. Programs can usually work around judicial/other opposition<li data-bbox="277 1485 712 1519">3. Programs can be low cost	

- b. In most jurisdictions, participation rare in:
 - intake decisions
 - at detention or preliminary hearings
 - in prosecutor filing decisions
 - in plea bargains
- c. Victim participation varies at disposition:
 - probation may or may not routinely include information about the victim in presentence reports
 - few victims attend disposition hearings
 - prosecutor may relay information about the impact of the crime to the court
 - victims may provide written statement of losses to be used by the court in restitution decisions

Instructor's Box

Ask participants how victims of juveniles generally participate in their jurisdictions.

- F. None of the differences between adult and juvenile systems precludes the development of victim assistance in the juvenile system. There are many examples of successful programs that have adapted their services to fit the exigencies of different systems.
 - 1. Few jurisdictions have statutory barriers to victim participation except on **access** to information about the defendant and on access to some hearings.
 - a. programs successfully accommodate statutory barriers
 - b. is no need to divulge defendant's name or record to victim -- can use numbers

Lecture	Notes
<p>G. Characteristics of existing programs in juvenile justice environment based on research conducted by the Victims & Witnesses in the Juvenile Justice System Development Program</p> <ol style="list-style-type: none">1. Majority serve <u>some</u> victims and witnesses of juvenile crime2. "Juvenile" programs are diverse<ol style="list-style-type: none">a. Sponsorship of programs --<ol style="list-style-type: none">(1) advantages/drawbacks to different sponsors (see Handout 1.2)(2) other criteria in sponsorship decisions	

- c. victim does not have to have access to every hearing -- but does deserve an explanation of how the system works and where they can participate
 - 2. Where there is opposition from judges or other juvenile court personnel, programs successfully operate by
 - a. convincing opponents that assisting the victim does not conflict with the rehabilitative focus or the confidentiality restrictions of the juvenile system
 - b. starting small and expanding services as their reputation opens opportunities
 - c. or gaining access for particularly distressing cases (murder, etc.) and extending the services to other crimes
 - 3. Programs have been extremely creative in working around practical constraints. There are many examples of successful programs that are low cost.
- G. What types of programs have successfully managed the juvenile justice environment?

Instructor's Note

Use your program to illustrate appropriate lecture points in the following section. Without examples, everyone will go to sleep. Refer participants to the Handbook attached to the Student Guide for additional information.

1. Research conducted as part of OJJDP's Victims and Witnesses in the Juvenile Justice System Development Program found that the majority of programs serve some victims and witnesses of juvenile crime (**use Overhead 1.7**) but few serve significant numbers.

(Of 255 programs responding to a mail survey:

Lecture	Notes
<p>G. Characteristics of existing programs in juvenile justice environment based on research conducted by the Victims & Witnesses in the Juvenile Justice System Development Program</p> <p>1. Majority serve <u>some</u> victims and witnesses of juvenile crime</p> <p>2. "Juvenile" programs are diverse</p> <p>a. Sponsorship of programs --</p> <p>(1) advantages/drawbacks to different sponsors (see Handout 1.2)</p> <p>(2) other criteria in sponsorship decisions</p>	

Module 1: Instructor's Guide
Introduction and Overview

- 66 percent (168 programs) reported that 5 percent or more of their client population is composed of victims or witnesses of juveniles
 - few reported they are a significant proportion of their client population
 - only four served victims of juveniles only.
2. 168 programs that serve victims of juveniles are diverse -- in organizational arrangements, geographical location, size of jurisdiction and statutory environments.
- a. Critical parameter is sponsorship -- affects goals, access to the target clients and the service menu. **(Use Overhead 1.8.)**

Majority of programs are sponsored by:

- non-governmental organizations (45 percent)
- prosecutors (37 percent).

Other sponsors:

- law enforcement agencies (4 percent)
- Juvenile Court (4 percent)
- juvenile probation (3 percent)
- other government agencies (9 percent)

Instructor's Note

Ask for a show of hands for participant's sponsoring agency. If the participants already operate programs and the sponsoring agency question is moot, you may refer participants to **Handout 1.2** and skip the lecture. Begin again at "C. Target Population."

- (1) Advantages and drawbacks to prosecutor sponsored, probation-corrections sponsored, community-based organization sponsored, and police sponsored programs. **(Use Handout 1.2.)**

Lecture	Notes
<p>G. Characteristics of existing programs in juvenile justice environment based on research conducted by the Victims & Witnesses in the Juvenile Justice System Development Program</p> <p>1. Majority serve <u>some</u> victims and witnesses of juvenile crime</p> <p>2. "Juvenile" programs are diverse</p> <p>a. Sponsorship of programs --</p> <p>(1) advantages/drawbacks to different sponsors (see Handout 1.2)</p> <p>(2) other criteria in sponsorship decisions</p>	

*Module 1: Instructor's Guide
Introduction and Overview*

Prosecutor affiliation provides easy, quick access to information and names in filed cases.

A drawback -- services usually limited to victims and witnesses in filed cases.

Probation/corrections sponsorship also provides easy access to information and to victims and witnesses.

May provide access to victims in diverted cases.

May facilitate the presentation of impact data at disposition.

Drawback -- potential conflict between offender orientation and victim assistance.

Community-based organizations offer advantage of independence and flexibility in acting as victim advocates.

Drawback -- must arrange for access to information, victims, and court hearings.

Programs sponsored by law enforcement agencies have swift and comprehensive access to the victim population

But probably do not have the resources to track victims through participation in the court process.

(Most probably already serve victims and witnesses of juveniles, since their point of contact may be before an arrest is made and therefore before it is known whether the offender is an adult or a juvenile.)

Summary: Juvenile justice agencies offer clear advantages in access to information, location and opportunities to make existing procedures more "victim friendly."

But community-based organizations can frequently arrange to tap the same resources and still maintain their advocacy role.

Lecture	Notes
<p data-bbox="403 401 670 437">b. Program goals</p> <ul style="list-style-type: none"><li data-bbox="459 480 860 1000">• universal goals:<ol style="list-style-type: none"><li data-bbox="518 556 811 702">(1) help the victim negotiate the juvenile justice process<li data-bbox="518 745 789 849">(2) afford victims their legal rights<li data-bbox="518 892 860 1000">(3) make participation in the system less burdensome<li data-bbox="459 1194 893 1726">• other common goals:<ol style="list-style-type: none"><li data-bbox="512 1269 893 1381">(1) help victims return to pre-crime level of functioning<li data-bbox="512 1425 868 1496">(2) help victims recoup losses<li data-bbox="512 1539 855 1651">(3) increase victim participation in the system<li data-bbox="512 1694 893 1726">(4) coordinate witnesses	

- (2) Other, sometimes more compelling criteria may be:
 - (a) Who has resources to support a program?
 - (b) Who is committed to serving victims?
 - (c) Who has staff with the appropriate skills and time to assist you?
 - (d) Who has space available near the court?

b. Program goals of juvenile programs

- Programs universally express three goals:
 - (1) to help the victim negotiate the juvenile justice process;
 - (2) to afford victims their legal rights; and
 - (3) to make participation in the system less burdensome
- Many programs also try to:
 - (1) help victims return to pre-crime level of functioning
 - (2) help victims recoup losses
 - (3) increase victim participation in the system
 - (4) coordinate witnesses

Lecture	Notes
<ul style="list-style-type: none">• offender-related goals are less common:<ol style="list-style-type: none">(1) increase rehabilitation by holding offenders accountable(2) stimulate offender's empathy and understanding of the effects of crime by confrontation with the victim(3) increase appropriateness of dispositions <p>c. Target population</p> <ul style="list-style-type: none">• usually victims referred to juvenile court intake or the prosecutor	

- A few programs express offender-related goals:
 - (1) increase the likelihood of offender rehabilitation by holding them accountable for their behavior
 - (2) stimulate offender empathy and understanding of the effects of crime by confrontation with the victim
 - (3) increase the likelihood that dispositional orders fit the specifics of the crime
- c. Target population: most juvenile programs target victims referred to juvenile court intake or the prosecutor. Some programs target witnesses as well. Others include victims in cases that may never result in arrest or prosecution.
 - Most programs prioritize types of victims (e.g., victims of violent crime, elderly or child victims, victims with property losses, victims who must appear in court) to receive more immediate, personal or comprehensive services. Priorities match the primary service focus of the program. **(Use examples from your own program here.)**
 - Many programs start with a narrow priority target population and expand as their experience, reputation and resources can accommodate a broader group.
 - Target population and point of contact depend in part on the method used to identify clients.
 - (1) most programs screen cases referred to the prosecutor's office or to court intake (before filing).
 - (2) to access victims before filing or to access victims in non-referred cases, some programs supplement their primary screening with other methods -- e.g., police refer selected cases, program reviews police records, probation intake flags cases, victims self-refer.

Lecture	Notes
<ul style="list-style-type: none">• most prioritize types of victims• as programs mature, may expand• most identify clients from cases referred to the prosecutor/intake. Also encourage police or self referrals	
<p>d. Services provided by adult and juvenile programs similar</p> <ul style="list-style-type: none">• emphasis varies according to sponsoring agency• nine core service components<ol style="list-style-type: none">(1) orientation to the juvenile court and process(2) assistance to victims who must testify	

d. Services provided by programs serving victims and witnesses of juvenile crime are similar to those provided by adult programs.

- Emphasis typically varies according to sponsoring agency. **(Use Overhead 1.9. Service Emphasis of Different Sponsors.)** According to the 168 programs serving victims of juveniles who responded to the national survey:

- (1) law enforcement programs provide the broadest array of services
- (2) prosecutor programs focus on court-related services
- (3) probation programs focus on compensation and restitution
- (4) other programs focus on crisis counseling and referral

- Victims and Witnesses in the Juvenile Justice System Development Program identified nine core service components that successful programs provide: **(Use Overhead 1.10. Core Service Components.)**

First six components relate to victim or witness interaction with the system:

- (1) orientation to the juvenile court and process
- (2) assistance to victims who must testify
- (3) information about case status and outcome
- (4) facilitating victim participation in the juvenile justice process
- (5) assistance with compensation and restitution
- (6) facilitating property return.

Two components relate to victim emotional and physical needs

- (7) crisis intervention
- (8) information and referral

Final component -- (9) education and training -- is a broad program function, rather than a direct service to victims.

Lecture	Notes
(3) information about case status and outcome	
(4) facilitating victim participation in the juvenile justice process	
(5) assistance with compensation and restitution	
(6) facilitating property return	
(7) crisis intervention	
(8) information and referral	
(9) education and training	
<ul style="list-style-type: none"> heavy use of telephone or mail, face-to-face reserved for priority victims 	
<p>e. Usually located in the juvenile court complex</p>	
<p>f. Resources</p>	
<ul style="list-style-type: none"> may start with part-time person and expand use whatever space they can arrange 	

- Method of providing services:
 - (1) reserve labor-intensive services such as those that require face-to-face contact for high-priority victims
 - (2) reach bulk of target population through telephone or mail contacts.
- e. Location -- most juvenile programs physically located in the juvenile court complex in space allocated by the prosecutor, the court, or probation.

Court proximity a necessity if a program plans to provide court reception and accompaniment services; probably facilitates the delivery of other services.
- f. Programs vary in the amount of resources (dollars, staff, space) they require
 - Tend to begin with a modest investment (a part-time person handling priority cases) and expand their program and resource requirements over time.
 - Use whatever space they can arrange -- e.g. one operates out of a trailer parked behind the juvenile court; one has partitioned off space in the prosecutor's office; and one has a separate waiting room, and two large offices.

Lecture	Notes
<p data-bbox="338 377 859 420">3. Lessons from existing programs</p> <ul style="list-style-type: none"><li data-bbox="396 528 867 571">a. Can adapt to any jurisdiction<li data-bbox="396 722 883 786">b. May be affiliated with an adult program or independent<li data-bbox="396 937 826 1013">c. Many different sponsoring agencies<li data-bbox="396 1164 718 1207">d. Usually start small<li data-bbox="396 1358 834 1433">e. Frequent use of telephone or the mail<li data-bbox="396 1584 834 1660">f. No single correct model for a juvenile program	

3. What have we learned from programs that already operate in the juvenile system? **(Use Overhead 1.11. Key Lessons From Juvenile Programs.)**
 - a. There are some basic, common approaches that can be adapted to any jurisdiction, whatever its size, court structure, and legislative environment.
 - b. Successful juvenile programs may be affiliated with a victim witness program that serves the adult system or they may be independent.
 - c. Successful juvenile programs may be affiliated with many different sponsoring agencies.
 - d. Most programs start small with modest objectives, and expand after they have had a chance to prove themselves.
 - e. To make the most of limited resources, most programs use the mail or telephone to reach many of their clients. Face to face contacts are reserved for high-priority victims or witnesses.
 - f. There is no single correct model for a juvenile program. We want to introduce you to the choices and illustrate the kinds of answers other programs have come up with.

MODULE 2: Basic Components of Victim Assistance Programs Operating in the Juvenile Justice System

Instructor's Notes

This module describes the basic components of victim assistance programs in the juvenile justice environment. It is a quick summary of the service components found in **Helping Victims and Witnesses in the Juvenile Justice System: A Program Handbook**.

Format: Lecture with visual aids and handouts (45 minutes).

Options: Since all of the information presented in this module can also be found in the **Handbook**, you can reduce the lecture to fit your own requirements.

Materials:

Overhead 2.1	Core Service Components (Handout 2.1)
Overhead 2.2	Orientation to the Juvenile Court and to the Rights of the Victims
Overhead 2.3	Provide Information About Case Status and Outcome
Overhead 2.4	Assistance to Victims Who Must Testify
Overhead 2.5	Facilitating Victim Participation in the Process
Overhead 2.6	Assistance with Compensation and Restitution
Overhead 2.7	Facilitating the Return of Property
Overhead 2.8	Crisis Intervention and Referral
Overhead 2.9	Information and Referral
Overhead 2.10	Education and Training
Handout 2.1	Core Service Components (Overhead 2.1)
Handout 2.2	Example of Effective Orientation Brochure

Objectives

At the conclusion of this segment, the participant will:

- know the essential or "core" components of exemplary victim witness assistance programs
- know where to go for more information

Section 1. Lecture Notes

Lecture	Notes
A. Overview of Module	
B. Mature program includes nine core service components (See Handout 2.1 and see Handbook for additional information and examples) and case screening mechanism	
1. Programs vary in how they deliver components, to whom they provide services and which service they emphasize	
2. Should strive to incorporate all nine core components	
3. Case screening mechanism locates eligible clients	
a. May screen on basis of one (e.g. all felony) or multiple criteria	
b. Prosecutor or intake may screen or programs may review files themselves	
c. May interview victims during screening	
d. May rank victims for services	

Lecture Notes (45 minutes)

- A. Overview of Module 2: Basic Components of Victim Witness Assistance Programs Operating in the Juvenile Justice System
1. Module is a continuation of Box 1 on the Program Development Model -- Review model programs.
 2. Purpose: to review the core components of successful programs operating in the juvenile system and to direct you to the more detailed descriptions in the **Program Handbook**. At the conclusion of this Module you will:
 - know the essential or "core" components of exemplary victim witness assistance programs operating in the juvenile system
 - know where to go for more information.
 3. Module consists of a 45-minute lecture.

Section 1. Lecture Notes

Lecture	Notes
A. Overview of Module	
B. Mature program includes nine core service components (See Handout 2.1 and see Handbook for additional information and examples) and case screening mechanism	
1. Programs vary in how they deliver components, to whom they provide services and which service they emphasize	
2. Should strive to incorporate all nine core components	
3. Case screening mechanism locates eligible clients	
a. May screen on basis of one (e.g. all felony) or multiple criteria	
b. Prosecutor or intake may screen or programs may review files themselves	
c. May interview victims during screening	
d. May rank victims for services	

- B. Successful, mature programs operating in the juvenile justice system provide surprisingly consistent set of nine service components -- the core components introduced in Module 1. **(Use Overhead 2.1. Core Service Components. Refer participants to Handout 2.1 and the Handbook for additional information and examples.)** This lecture summarizes what is in the Handbook.
1. There is no one model program: programs emphasize different components or deliver the service to different sets of victims or witnesses via different mechanisms (e.g., mail, telephone, personal interviews)
 2. Important that a program work toward incorporating the nine core components in its service delivery pattern
 3. In addition to the nine service components, programs require an initial **screening** mechanism -- a procedure for systematically reviewing the characteristics of cases to determine whether the victim or witness is eligible
 - a. Screening may rely on one criterion (e.g., program accepts all victims in filed cases) or, multiple criteria (e.g., victims in felony cases, who must testify, and who express need for service)
 - b. Programs may rely on others to screen (e.g., prosecutor sends copies of all relevant petitions) or review files themselves
 - c. May interview victims during screening process
 - d. Screening process may include prioritizing victims for services; for example, all property crime victims receive letters; all personal crime victims receive telephone calls; all sex crime victims receive telephone calls within 24 hours

Lecture	Notes
<p>© Thumbnail descriptions of core components</p> <p>1. Orientation to juvenile court and to the rights of victims.</p> <p>a. Without information, victims may be discouraged from participating, and not know their rights nor what to expect</p> <p>b. Effective orientation should:</p> <ul style="list-style-type: none">• thank the victim• explain how juvenile court is different• explain what will happen• explain victim's rights• tell how to get more information <p>c. Options for component</p> <ul style="list-style-type: none">• send victim letter, brochure with orientation information• orient victims by telephone• orient victim in-person, usually for high priority cases	

- C. Thumbnail descriptions of nine core components.

Instructor's Note

In the next section, when discussing options for providing service, note that the options in the **Overheads** and **Student Guide** are not the only possibilities. These are intended to reinforce the point that a variety of approaches are possible. You may use examples from your own experience, as long as you don't convey the message that yours is the only approach.

Refer participants to the **Handbook**. Explain that more complete descriptions of the components can be found in the **Handbook** as well as examples of materials used by successful programs.

Lecture	Notes
<p>C. Thumbnail descriptions of core components</p> <p>1. Orientation to juvenile court and to the rights of victims</p> <p>a. Without information, victims may be discouraged from participating, and not know their rights nor what to expect</p> <p>b. Effective orientation should:</p> <ul style="list-style-type: none">• thank the victim• explain how juvenile court is different• explain what will happen• explain victim's rights• tell how to get more information <p>c. Options for component</p> <ul style="list-style-type: none">• send victim letter, brochure with orientation information• orient victims by telephone• orient victim in-person, usually for high priority cases	

1. Orientation to juvenile court and to the rights of victims:

Unless victims receive additional information,

- they will not know what to expect
- may be discouraged from participating in the process
- will not know their rights.

(Use Overhead 2.2. Effective Orientation to the Juvenile Court and to the Rights of Victims)

Description of service:

Effective orientation should:

- thank the victim for reporting the case.
- explain how juvenile court is different (role and function according to state law).
- explain what will happen (definitions of juvenile court terminology, the process for each eventuality, the possible dispositions).
- explain the victim's rights in the process.
- tell people how to get more information.

Handout 2.2. Handbook for Victims is an example of an effective orientation brochure. You may want to consult it as well as the examples in the *Handbook* when developing your information materials.

Lecture	Notes
<p>C. Thumbnail descriptions of core components</p> <p>1. Orientation to juvenile court and to the rights of victims.</p> <p>a. Without information, victims may be discouraged from participating, and not know their rights nor what to expect</p> <p>b. Effective orientation should:</p> <ul style="list-style-type: none">• thank the victim• explain how juvenile court is different• explain what will happen• explain victim's rights• tell how to get more information <p>c. Options for component</p> <ul style="list-style-type: none">• send victim letter, brochure with orientation information• orient victims by telephone• orient victim in-person, usually for high priority cases	

Options for providing service:

- a. Send victims a written communication (brochure, subpoena insert, letter) that includes the necessary information.
- b. Telephone victims to relate information and answer questions following a written script.
 - some programs telephone higher priority victims (e.g. victims in detained cases, or victims of violent or sex crimes) in addition to sending written communications.
- c. Orient victims in person -- usually used for very high priority victims.

Lecture	Notes
<p>2 Information about case status and outcome:</p> <p>a. Victims want to know where their case is and what happened</p> <p>b. Programs should notify victims of:</p> <ul style="list-style-type: none">• date of adjudicatory hearing/changes• disposition date• outcome of the case• sentence <p>c. At a minimum all victims should know the filing decision and case outcome, have access to other information if requested</p> <p>d. Notifications usually made by form letter, may be by telephone</p>	

2. Information about case status and outcome:

Victims want to know where in the process their case is and what happened.

(Use Overhead 2.3. Provide Information About Case Status and Outcome.)

Description of service:

Notify victims of the following information (unless another agency or program already notifies them or statutes prevent the information from being divulged)

- date of adjudicatory hearing and changes to that date
- disposition date
- outcome of the case, including decision to drop the case, divert it, or transfer it to the adult criminal court;
- the sentence (insofar as the court permits)

Options for providing service:

a. Minimum service:

- notify all victims and witnesses by mail of case filing decisions and case outcome, and make other notifications only upon request

b. Offer a full range of notifications, either through form letters or telephone calls to all target victims.

Lecture	Notes
<p>3 Assistance to victims who must testify</p> <p>a. Testifying may result in victim anxiety, inconvenience and expense</p> <p>b. Program serves as central point for information and assistance related to testifying, e.g.,</p> <ul style="list-style-type: none">• help with logistics (e.g. transportation, fees)• preparing victim for court• victim reception and directions• court accompaniment• intervention when victim intimidated <p>c. Most programs notify victims of the services available by telephone or mail, then meet them at court and escort them to the waiting area. Additional services (court preparation, accompaniment) are available upon request.</p>	

3. Assistance to victims who must testify.

Victims are frequently anxious about testifying and find that it is expensive and inconvenient to do so.

(Use Overhead 2.4. Assistance to Victims Who Must Testify.)

Description of the service:

Effective programs serve as the central point for answering victims' questions about testifying and for identifying and resolving other problems that might discourage someone from appearing as scheduled. Assistance may include:

- help with logistics (instructions about where to report; transportation; babysitting; employer or school intervention; assistance with witness fees)
- court preparation (what will happen in court and what will be required of the victim, how to testify effectively, where to sit, etc.)
- victim reception (greeting victims and telling them where to go)
- court accompaniment
- intervention when victim is intimidated

Options for providing service:

- a. Programs generally notify victims of the services available by telephone or mail and are available to answer questions. Then, they greet victims who appear to testify and escort them to the waiting area. Additional help (court preparation, accompaniment) is given upon request.
- b. Some programs have separate waiting areas and rooms to interview victims.
- c. Some programs routinely prepare all victims who appear to testify for court and accompany them.

Lecture	Notes
<p>4. Facilitating victim participation in the juvenile justice process.</p> <p>a. Victims want the opportunity for the court to hear their story</p> <p>b. Program's role is to:</p> <ul style="list-style-type: none">• inform victims about opportunities to participate• assist victims in attending court hearings• assist victims in providing an oral or written impact statement <p>c. Most programs send forms to guide the victim in preparing impact statements, some telephone victims prior to detention or preliminary hearings to obtain information</p> <p>d. Options for relaying impact information to court:</p> <ul style="list-style-type: none">• usually a written statement is read by victim or by prosecutor to court• may include copy in presentence report• prosecutor or probation may paraphrase victim impact information	

4. Facilitating victim participation in the juvenile justice process.

Victims want the opportunity to be heard and may believe that their injuries and losses are relevant in decisionmaking about what will happen to the offender.

(Use Overhead 2.5. Facilitating Victim Participation in the Process.)

Description of the service:

In tandem with other services, programs should:

- inform victims about their opportunities to participate in the court process
- assist victims in attending court hearings
- assist victims in providing an oral or written impact statement that includes:
 - information about the physical, emotional, or financial effects of the crime
 - facts about the victim that rendered him or her particularly vulnerable
 - circumstances surrounding the crime such as a particular cruelty.

Options for providing service:

- a. If impact information is to be used early in the proceedings (e.g., in detention or diversion decisions), get it over the telephone and relay it to the appropriate officials.

Lecture	Notes
<p>4. Facilitating victim participation in the juvenile justice process.</p> <p>a. Victims want the opportunity for the court to hear their story</p> <p>b. Program's role is to:</p> <ul style="list-style-type: none">• inform victims about opportunities to participate• assist victims in attending court hearings• assist victims in providing an oral or written impact statement <p>c. Most programs send forms to guide the victim in preparing impact statements, some telephone victims prior to detention or preliminary hearings to obtain information</p> <p>d. Options for relaying impact information to court:</p> <ul style="list-style-type: none">• usually a written statement is read by victim or by prosecutor to court• may include copy in presentence report• prosecutor or probation may paraphrase victim impact information	

- b. Request impact information from victim and provide forms to guide preparation. Mechanisms for making the impact information known to the court are:
- including a copy of the form in presentence reports
 - having the victim appear at sentencing
 - having the prosecutor, probation officer, or program staff relay the information to the court (useful if judges are not receptive to inclusion of victim's own impact report)
 - submitting the written report to the judge.

Lecture	Notes
<p data-bbox="305 366 801 441">5. Assistance with compensation and restitution</p> <ul style="list-style-type: none"><li data-bbox="355 474 768 668">a. Programs inform victims about restitution, answer questions and provide worksheet to facilitate documentation of losses<li data-bbox="355 700 859 1002">b. Distribute compensation information -- eligibility criteria and application procedures<ul style="list-style-type: none"><li data-bbox="413 894 859 1002">• may act as liaison between victims and state compensation office<li data-bbox="355 1034 792 1573">c. Most programs relay information to victims by letter. May also telephone depending on:<ul style="list-style-type: none"><li data-bbox="413 1228 768 1347">• how aggressively the program will elicit information<li data-bbox="413 1379 784 1455">• at what stage of the process will it be used<li data-bbox="413 1487 792 1573">• who will present the information to the court	

5. Assistance with compensation and restitution

Most states recognize that victims have a right to recover some of the losses caused by the crime. Typically, victims are more satisfied if they get some restitution or compensation.

(Use Overhead 2.6. Assistance With Compensation and Restitution)

By restitution, we mean repayment (in money or services) by the offender to the victim for all or a part of the loss attributable to the crime.

By compensation, we mean payment by a state crime victim compensation fund for certain types of losses suffered because of the victimization -- usually medical or counselling expenses or loss of wages over an extended time period.

Description of service:

This service consists of:

- informing victims about restitution -- what it is, what types of losses they can recover, limits to restitution, the restitution policy of the office, how to document losses, the deadline and its importance, and whom to contact for assistance
- providing victims with a work sheet and clear instructions for them to use in documenting losses
- responding to victim requests for assistance
- distributing a brochure or other information from the compensation program detailing eligibility criteria and application procedures (probably only for victims with injuries).
- linking victims to the office that handles victim compensation claims

Options for providing service:

Information about services can be relayed to victims by telephone or letter. How you provide the service is dependent on the following:

- how aggressively the program will elicit information

Lecture	Notes
<p>5. Assistance with compensation and restitution</p> <p>a. Programs inform victims about restitution, answer questions and provide worksheet to facilitate documentation of losses</p> <p>b. Distribute compensation information -- eligibility criteria and application procedures</p> <ul style="list-style-type: none">• may act as liaison between victims and state compensation office <p>c. Most programs relay information to victims by letter. May also telephone depending on:</p> <ul style="list-style-type: none">• how aggressively the program will elicit information• at what stage of the process will it be used• who will present the information to the court	

Module 2: Instructor's Guide
Basic Components of Programs

- will you track down victims who do not send back information?
- at what stage of the process the information will be used
 - its use in detention or diversion decisions requires early information
- who will present the information to the court
 - does program relay information? send written report? give to probation?

Lecture	Notes
<p>6. Facilitating the return of property</p> <p>a. Should assist all victims with return problems</p> <ul style="list-style-type: none">• long delay• special needs for property <p>b. Program intervenes where appropriate for system</p> <ul style="list-style-type: none">• writes release order and walks it through• contacts police property room directly <p>c. Program may also develop and implement routine property release procedures</p>	

6. Facilitating the return of property

Many victims find it irritating if they cannot promptly get back property that has been recovered by the police. For some types of property and some victims, the inconvenience is serious.

(Use Overhead 2.7. Facilitating the Return of Property.)

Description of service:

Property return procedures vary but at a minimum programs should assist victims when there is a problem:

- long delay
- special needs (prescription glasses, checks, medication)

Options for providing services:

- write an order [or have prosecutor write] and walk it through requisite signatories (judge, prosecutor, police)
- intervene directly with police property return official
- may also establish routine procedures to facilitate property return and encourage use of photographic evidence

Lecture	Notes
<p>7 Crisis intervention:</p> <p>a. Consists of:</p> <ul style="list-style-type: none">• assessing the emotional state of the victim• providing emotional first aid• referring as needed <p>b. Minimum requirement is to train staff in crisis counseling and establish referral mechanism</p> <p>c. Programs usually incorporate crisis intervention into their routine victim contacts (usually telephone but also face-to-face)</p>	

7. Crisis intervention.

The victimization experience is distressing and even traumatic for many victims and their families.

(Use Overhead 2.8. Crisis Intervention and Referral.)

Description of the service:

Crisis intervention consists of assessing the emotional state of the victim, providing emotional first aid, and referring the victim for longer term counseling, if needed.

At a minimum a program should:

- train staff in crisis counseling and listening skills
- identify victims who may need more intensive counseling
- establish a referral mechanism -- identifying the community resources for referral, developing relationships with them, and regularly following up on referrals.

Options for providing service:

- a. Programs usually incorporate crisis intervention into their routine contacts (usually telephone but also face-to-face) with the victim. Typically, the crisis intervention service ends when the case ends. However, if the victim has been referred to another agency for counseling, the services may extend beyond the life of the case.
- b. Program offers short term counseling and follow up over a period of months to victims who require it.

Lecture	Notes
<p data-bbox="302 362 707 398">8. Information and referral.</p> <p data-bbox="360 437 826 549">a. Develop networks of community referral agencies and refer victims who need:</p> <ul data-bbox="413 700 842 1498" style="list-style-type: none"><li data-bbox="413 700 809 776">• long-term psychological treatment<li data-bbox="413 927 768 1002">• legal information and services<li data-bbox="413 1153 792 1196">• emergency assistance<li data-bbox="413 1347 842 1498">• support from other victims (e.g. MADD, Parents of Murdered Children, and Women Against Rape)	

8. Information and referral.

Other community resources can help meet the needs of victims and avoid duplication of services.

(Use Overhead 2.9. Information and Referral.)

Description of service:

Programs develop networks of community referral agencies and refer victims who need:

- long-term psychological treatment
- legal information and services
- emergency assistance
- support from other victims (e.g. MADD, Parents of Murdered Children, and Women Against Rape)

Lecture	Notes
<p data-bbox="305 355 693 398">9 Education and training</p> <p data-bbox="355 431 867 549">a. Educate the public, juvenile justice personnel, and other local service providers through:</p> <ul data-bbox="413 657 859 1196" style="list-style-type: none">• speaking engagements• information campaigns• routine contacts with agencies• participation on task forces <p data-bbox="346 1412 900 1573">b. Content of education -- victim problems, needs and rights; the juvenile justice process; and when to refer victims to program</p>	

9. Education and training.

(Use Overhead 2.10. Education and Training.)

Description of service:

Programs should educate the public, juvenile justice personnel, and other local service providers about the problems, needs and rights of victims; encourage appropriate referrals to the victim program; educate the public about the juvenile justice process and obtain community support for the program.

Opportunities may include:

- presentations to community organizations --citizens' groups, Kiwanis and other service groups, neighborhood organizations, hospitals, schools, etc.
- holding special training sessions for law enforcement and criminal justice personnel
- ongoing contact with criminal justice personnel
- disseminating printed information
- serving on interagency task forces or participating in state victim witness groups

Lecture	Notes
<p>D. In addition to core components, some programs offer two types of additional services</p> <ol style="list-style-type: none">1. Providing witness coordination and support -- provide to witnesses the same services as are provided to victims who must testify2. Providing post-disposition services<ol style="list-style-type: none">a. Notification of parole and probation release decisionsb. Education as to purpose and process of the correctional systemc. Monitoring offender compliance with restitution ordersd. Holding victim/offender "mediations"	

- D. In addition to core components, some programs offer two types of additional services
1. Providing witness coordination and support -- consists of the same services as are provided to victims who must testify, except that the service is provided to all witnesses, regardless of whether or not they are victims
 2. Providing post-disposition services -- increasing victim awareness of and involvement in parole and probation release decisions; informing victims of the purpose and process of the correctional system; increasing offender compliance with restitution orders; and holding victim/offender "mediations"

Lecture	Notes
<p data-bbox="218 377 842 495">E: Providing nine core components does not necessarily require large-scale program</p> <ol style="list-style-type: none"><li data-bbox="289 786 842 873">1. Many components can be provided during one contact<li data-bbox="289 1196 768 1369">2. Some of the services may be relevant only for a very small proportion of the victim population	

Module 2: Instructor's Guide
Basic Components of Programs

- E. If you are overwhelmed by the number of core components observed in successful programs, remember:
1. Many of the services are provided during the same contact -- for example, orientation, crisis counseling, and notification of case status.
 2. Some of the services may be relevant only for a very small proportion of the victim population -- e.g., the array of services for victims who must testify is appropriate only for those cases that go to trial, usually a small proportion of the cases filed (usually only about 5% of arrests).
- F. In the next module we will show you how to determine service needs in your jurisdiction and how to fit the components to your jurisdiction.

MODULE 3: Conducting a Needs Assessment

Instructor's Notes

This module aims to demystify needs assessment so that the participants see it simply as a conscious, systematic effort to learn how victims currently interact with the juvenile justice system (Box 2 on the Program Development Model) and what the problems are (Box 3 on the Model.) Many participants may have already done some "needs assessment," without calling it by that name.

Format: There are four sections to this module:

1. Lecture to explain the function of needs assessment and its main elements (20 minutes)
2. Group Discussion of the juvenile code and victim bill of rights in the participants' states, based on the homework assignment (20 minutes)
3. Lecture to provide tips on collecting needs assessment information from records, officials, and victims and witnesses (20 minutes)
4. Group Discussion to stimulate thinking about the types of information to collect in a needs assessment and how to use the findings (30 minutes)

Options: If the workshop is behind schedule:

- Cut back on Section #3 and refer the participants to the notes in their handbook.

*Module 3: Instructor's Guide
Conducting a Needs Assessment*

Materials:

Overhead 3.1	Needs Assessment Functions
Overhead 3.2	Why Do Needs Assessment?
Overhead 3.3	How Do You Conduct a Needs Assessment?
Overhead 3.4	Considerations in Conducting Surveys of Victims and Witnesses of Juvenile Crime

Handout 3.1	Crime and Juvenile Court Statistics Worksheet
Handout 3.2	Sample Topic Outline for Interviewing Judges
Handout 3.3	Sample Topics for Victim Interviews
Handout 3.4	Summary of Interview Results
Handout 3.5	Example of Interview Results from Hypothetical Jurisdiction
Handout 3.6	Exercise in Using Needs Assessment Data

Tips

The sheer volume of material in this module may intimidate participants. Be sure to communicate that we are throwing out lots of suggestions and tools for them to use as they see fit.

Objectives

At the conclusion of this segment, the participant will:

- know what needs assessment is and why it is important
- know what information to collect in assessing needs
- know some approaches that are appropriate for a needs assessment in the juvenile justice environment
- have had an opportunity to discuss the juvenile code and victim rights statutes in his/her state
- have a set of needs assessment tools (e.g., forms, interview guides) to use as models
- have practiced identifying problems from assessment data

Section 1. Lecture Notes (20 minutes)

A. Overview of needs assessment module

- 1. Where needs assessment fits on the program development model (Refer to Figure 1. Program Development Model)**
 - a. Previous modules covered Box 1.
 - b. Module 3 deals with Boxes 2 & 3 -- assessing the present situation in the jurisdiction and identifying problems. Together, these steps compose a needs assessment.
 - c. The feedback arrow from Box 8 to Box 3 shows needs assessment is an ongoing process. Use data to sharpen and refine your program as conditions change.
- 2. Purpose of module: To show needs assessment is important in designing programs and to demystify the process.**

At the conclusion of this segment, the participant will:

- know what needs assessment is and why it is important
- know what information to collect in assessing needs
- know some approaches that are appropriate for a needs assessment in the juvenile justice environment
- have had an opportunity to discuss the juvenile code and victim rights statutes in his/her state
- have a set of needs assessment tools (e.g., forms, interview guides) to use as models
- have practiced identifying problems from assessment data

*Module 3: Instructor's Guide
Conducting a Needs Assessment*

3. Module has 4 segments that together require about 1 hour and 45 minutes to complete:

Segment 1. Lecture (20 minutes)
Segment 2. Group Discussion of Homework Assignment (20 minutes)
Segment 3. Lecture (20 minutes)
Segment 4. Group Discussion (30 minutes)

B. What is needs assessment?

1. Definition of needs assessment: The process of collecting information to identify problems faced by victims and witnesses of juvenile crime in order to develop appropriate strategies to resolve those problems.

(Use Overhead 3.1. Needs Assessment Tasks.) It should:

- determine how the juvenile justice process works in your jurisdiction -- the caseload, the flow of cases, the decision points and the critical actors
- assess what services victims and witnesses of juvenile crime currently receive
- identify gaps in services
- identify priority needs of victims and witnesses in juvenile cases
- identify priority needs of system agencies in relation to victims and witnesses of juvenile crime

2. Needs assessment can range

- a. from simple and low cost (e.g., gathering opinions from a handful of officials knowledgeable about the problems of victims and witnesses of juvenile crime)

Lecture	Notes
<ul style="list-style-type: none">2. Need not be elaborate, high cost3. An ongoing process	
<p>C. Why do needs assessment?</p> <ul style="list-style-type: none">1. To understand the parameters set by the juvenile system2. To gain credibility with officials3. To develop a rationale for funding support4. To estimate caseload size and staffing needs5. To inform other aspects of program design	

Module 3: Instructor's Guide
Conducting a Needs Assessment

- b. to complex (using sophisticated surveys and data analysis techniques)
 - c. most programs only have the time and resources to use the simpler techniques, and that is what we focus on here
3. Remember: Needs assessment is used not only in initial planning but in making mid-course corrections in program operations

C. Why should you do a needs assessment?

(Use Overhead 3.2. Why Do Needs Assessment?)

- 1. To understand the parameters of victim assistance in the juvenile justice system -- juvenile statutes, processes, case law, key individuals, etc.
- 2. To establish credibility with juvenile justice officials -- they are less resistant if consulted while a program is being developed and if the program's features benefit them and avoid duplication
- 3. To develop a convincing "problem statement" when you seek funding support
- 4. To estimate caseload sizes and staffing requirements
- 5. To inform other decisions about program design -- menu of services, program sponsorship, program location, target population, etc.
- 6. The process may produce side benefits
 - a. Begin development of a referral network
 - b. Stimulate agencies to increase assistance to victims or make victim-related policy changes

Lecture	Notes
<p>D. How do you conduct a needs assessment?</p> <ol style="list-style-type: none">1. Review statutes and rules2. Review written records3. Interview juvenile justice officials and service providers4. Talk to victims and witnesses5. Talk to staff of elected officials	

D. How do you assess needs? (Use Overhead 3.3. How Do You Assess Needs?)

1. Review statutes (your juvenile code and other legislation concerning victims and witnesses), as well as procedural rules if any
2. Review written records (police, court and prosecutor records; annual reports)
3. Talk to people who work in or with the system
 - juvenile justice officials (judges, prosecutors handling juvenile cases, elected prosecutor, court intake, juvenile probation officers, police officers, court administrator, clerks handling notification)
 - local service providers (mental health agencies, victim witness assistance programs, rape crisis programs, social service agencies)
4. Talk to victims and witnesses of juvenile crime
5. Talk to staff of elected officials (and send thank-you letters!).
6. Brief discussion: Are there any other strategies that any of you have used? **(Participants may suggest other ideas -- such as use of task forces, some type of youth involvement, etc. Limit discussion.)**

Instructor's Note

The remainder of this module covers the first four of the steps above and provides some tips on pulling the information together. You may need to eliminate some lecture points to keep within the time frame.

Lecture	Notes
<p data-bbox="218 398 611 474">E Walkthrough of needs assessment tasks</p> <p data-bbox="280 657 768 743">1. Review statutes to determine what is permissible</p>	

E. Walkthrough of needs assessment tasks

1. Step 1: Review statutes relevant to victims and witnesses to find out what is permissible or required in your jurisdiction

Instructor's Note

Group Discussion: We will discuss statutes from the participants' states in this portion of the module. Participants were asked to read excerpts of their Statutes prior to the workshop, as a homework assignment. They also were given a list of discussion questions to guide their thinking.

Spend about 20 minutes on the discussion.

Section 2. Group Discussion

Notes

1. Needs Assessment Step 1: Reviewing statutes. **(Refer to homework assignment.)**
 - Victim bill of rights -- coverage of juvenile cases?
 - Practices required by statute
 - Practices permitted by statute
 - Confidentiality protections
 - Ambiguities
 - Using the information

Section 2. Group Discussion (20 minutes)

Instructions

This exercise provides a chance for participants to share information about their state codes and other victim-related legislation.

Note that they will be sharing interpretations of the statutes. Sometimes, opinions will differ.

Group Discussion Questions

1. Do all of your states have victim bills of rights? Does the victim bill of rights appear to cover juveniles?
2. In your states, can you tell what recognition, participation, or help for victims in juvenile court is required by statute? For example,
 - notification of court dates and times
 - involvement in decision-making (charges, pleas)
 - impact statements
 - notification of case outcomes
 - restitution
 - other specific services, like a separate waiting area
 - other?
3. Can you tell what practices are permitted, but not required?
 - notification of court dates and times
 - involvement in decision-making (charges, pleas)
 - impact statements

Section 2. Group Discussion

Notes

1. Needs Assessment Step 1: Reviewing statutes. (Refer to homework assignment.)

- Victim bill of rights -- coverage of juvenile cases?

- Practices required by statute

- Practices permitted by statute

- Confidentiality protections

- Ambiguities

- Using the information

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- notification of case outcomes
 - restitution
 - other specific services, like a separate waiting area
 - other?
4. Are there confidentiality protections for accused or convicted juveniles? How might they affect services?
5. What kinds of ambiguities did you find in the legislation?

(Most participants will find that their legislation is ambiguous on many issues, and this is an important point of the exercise. If you have several people present from the same state, some of them may illustrate this point nicely by offering different interpretations of what they have read!)

6. How would you use this information in conducting a needs assessment? How can you use these data in interviews with juvenile justice officials?

(Possible discussion points:

- Check to see if officials agree with your reading of the statutes. Because statutes are often ambiguous, officials' opinions are critical.
- Be prepared for the possibility that officials may not know what the statutes say. Handle this diplomatically!
- Knowing the statutes may enhance your legitimacy in the eyes of system officials, and show that you are willing to work within the constraints imposed by the statutes.
- Ambiguity of statutes can work to the advantage of the program! If a practice is not expressly forbidden, then maybe you can go ahead with it.

Section 2. Group Discussion

Notes

1. Needs Assessment Step 1: Reviewing statutes. (Refer to homework assignment.)

- Victim bill of rights -- coverage of juvenile cases?
- Practices required by statute
- Practices permitted by statute
- Confidentiality protections
- Ambiguities
- Using the information

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- In negotiating for access to documents or hearings, use these ambiguities. **[For example, you might mention that the juvenile code does not really specify whether victims can attend the disposition.]**

Section 3. Lecture Notes

Lecture	Notes
<p>2. Needs Assessment Step 2: review records to determine caseload levels</p> <p>a. Notes on Handout 3.1. Crime and Juvenile Court Statistics Worksheet</p> <ul style="list-style-type: none">• make sure juvenile court data include only delinquency• find out how "case" or "petition" is defined -- includes more than one event/offense? <p>b. Desirable data points for estimating caseload size:</p> <ul style="list-style-type: none">• number of felony cases referred to court intake• number of felony petitions filed• number of cases resolved by plea/trial• number of subpoenas issued	

Section 3. Lecture Notes (20 minutes)

(E. Walkthrough of needs assessment tasks -- continued.)

2. Needs Assessment Step 2: Collect information from written records to determine approximate caseload levels.

- a. **Handout 3.1. Crime and Juvenile Court Statistics Worksheet** shows data elements that may be helpful. Use Handout 3.1 as a resource. You may not need or want such complete information.

Two special considerations in looking at juvenile court data:

- Juvenile courts often handle other kinds of cases that do not involve delinquency -- such as status offenses (PINS, CHINS), child abuse and neglect by parents, etc. Make sure the statistics you get weed out these other cases.
 - Jurisdictions vary in how they issue petitions. Some issue a separate petition for every delinquent event, others may lump several events on the same petition. If the latter is true, find out how often this happens so that you don't underestimate the number of cases.
- b. Desirable data points (starred in the Handout) for estimating caseload sizes are:
- number of felony cases referred to juvenile court or intake
 - number of felony cases petitioned
 - number of cases resolved by plea and number of cases resolved by trial
 - number of subpoenas issued (especially if you want to serve witnesses)

Lecture	Notes
<p>c. What if the worksheet information is not available?</p> <ul style="list-style-type: none">• check other sources -- annual reports, proposals, etc.• extrapolate from what you know• look at a sample of case files	
<p>3. Needs Assessment Step 3: Meet with juvenile justice officials and victim witness assistance providers</p> <p>a. Develop list of topics or questions (see Handout 3.2. Sample Interview Guide for Judges)</p> <p>b. Interviewing tips</p> <ul style="list-style-type: none">• Limit interview• Prepare before interview	

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- c. What if the information you need is not readily available?
 - Check other sources (e.g., an annual report of the juvenile court, victim assistance programs, proposals written to obtain funding for juvenile programs, monthly or annual reports prepared for federal, state or local funding agencies, state juvenile justice planners)
 - Make estimates from the information that you are able to locate (for example, go through a stack of recently closed cases)
3. Needs Assessment Step 3: Meet with juvenile justice officials and relevant service providers
 - a. Develop a list of topics or questions to structure interviews with officials.
 - Make a list of topics to pursue with each type of official -- judge, elected prosecutor, prosecutor in charge of juvenile court, etc. Some topics may be appropriate for everybody. This list, arranged in a logical order, can serve as your interview guide, or, if you believe it necessary, you can write out specific questions on each topic.

Handout 3.2. Sample Interview Guide for Judges is an example of an interview guide for a juvenile court judge.
 - Note on the interview guide any documents (brochures, annual reports) that you want to request.
 - b. Interviewing tips
 - Limit interview to one-half hour, unless the interviewee is clearly willing and able to continue for longer. Set priorities among topics if your list is too lengthy.
 - Prepare by reviewing materials and filling in what you know before the interview. Don't ask what you already know unless you need to confirm it.

Lecture	Notes
<p>4. Needs Assessment Step 4: Survey victims and witnesses – by mail, telephone or in person.</p> <p>a. Three approaches</p> <ul style="list-style-type: none">• sample from cases that are closed -- most common approach• talk with victims or witnesses before or after court proceedings <p>b. Special considerations for surveys in juvenile system</p> <ul style="list-style-type: none">• get permission to access files from prosecutor or court• arrange for officials to corroborate that the interview is legitimate	

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4. Needs Assessment Step 4: Survey victims and witnesses -- by mail, over the telephone or in person.
 - a. Approaches commonly used:
 - Most common: Sample from cases that are closed -- call victims/witnesses or send a survey. If the disposition occurred some time ago, you may have trouble finding people though.
 - Talk to victims and witnesses at the courthouse as they wait for a hearing or when the hearing is over -- but remember that the day's events may strongly color their responses. Also, many victims never come to the courthouse. You will have to limit any conclusions you draw to the type of victim you interviewed -- e.g. victims who testified.
 - b. Special considerations in surveying victims and witnesses of juvenile crime (**Use Overhead 3.4. Special Considerations in Surveying Victims and Witnesses of Juvenile Crime.**)
 - Confidentiality of juvenile court records may hinder access to files for the purpose of selecting a sample.
 - (1) Since the prosecutor's files are likely to be the best source from which to sample, request permission from that office first.
 - (2) You may need a court order giving access to the files. (Note: reading case files is also an excellent way to find out how the juvenile system works, the types of crimes involved, and the frequency and duration of appearances required of victims and witnesses.)
 - A recent victim may be distrustful of contacts from strangers. Techniques that may assist you include:
 - (1) Arrange for a police or juvenile justice official to corroborate your story.

Lecture	Notes
<ul style="list-style-type: none">• expect many juvenile victims with different comprehension levels• be prepared to respond to crisis needs of victims• take care in drawing conclusions based on a small sample of interviews• inform victims how you are using results	

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- (2) Telephone from a juvenile justice agency, and have concerned victims telephone you back through the receptionist.
 - (3) Send a letter on official letterhead alerting the victim to your call.
- Many victims in juvenile court are likely to be juveniles themselves. (Victimization patterns show a close association between offender age and victim age.)
 - (1) When you interview younger victims, be sensitive to potential differences in their comprehension levels and their willingness to respond.
 - (2) Consider contacting the parents of victims under age 18 to obtain their informed consent first.
- Victims may need services now.
 - (1) Sometimes your call can precipitate a crisis for the victim.
 - (2) Sometimes you will learn of other needs that the victim has right now.
 - (3) Plan ahead for this situation. Which kinds of needs must you/will you respond to, either directly or by making a referral?
- Drawing conclusions from a sample of victims can be tricky.
 - (1) Keep in mind the number of cases you sampled when you make estimates or draw conclusions.
 - (2) Keep in mind any special limitations of your sample (only victims who came to court, for example).
- Tell those who cooperated with your survey how you are using the results.

Lecture	Notes
<p data-bbox="310 426 877 545">c. Tips for design of questionnaire (see Handout 3.3. Sample Topics for Victim Interviews)</p> <ul data-bbox="368 577 877 1267" style="list-style-type: none"><li data-bbox="368 577 753 620">▪ keep questions simple<li data-bbox="368 771 731 814">▪ explain your purpose<li data-bbox="368 965 877 1041">▪ do not ask for information that you can get from case records<li data-bbox="368 1192 753 1267">▪ ask the most personal questions at the end	

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- (1) This is a courtesy that also can have special benefits. Some victims may be interested enough in what you are doing to help out, by volunteering, contacting public officials, etc.
- c. Carefully design your questionnaire for best results. Remember:
- Keep the questions simple, to accommodate different levels of comprehension.
 - You will get more cooperation if victims believe the survey is important, if it is short, and if the instructions are clear. Introduce the survey with a short explanation of why you are conducting it and how you are going to use the information.
 - Don't ask people to repeat lots of information (details about the crime especially) that you can obtain from other records.
 - If you intend to ask personal questions -- about socioeconomic status, emotional reactions -- ask them at the end of the interview when you have gained their trust (and when you already have the bulk of the information you sought).
- d. A list of topics to consider for a victim or witness survey is shown in **Handout 3.3. Sample Topics for Victim Interviews.**

Lecture	Notes
<p>F Data analysis: consolidate and organize information, then look for patterns</p> <ul style="list-style-type: none">• use charts to organize -- e.g.,<ol style="list-style-type: none">(1) Worksheet, Checklist for Identifying Types of Victim Participation Permitted (used in the homework assignment)(2) Handout 3.4. Summary of Interview Results• review information by topic, as illustrated with Handout 3.5, Example from Hypothetical Jurisdiction of Interview Results	

F. Simple data analysis techniques.

Start by consolidating and organizing information from various sources so that it is more understandable. Then look for patterns in the data and try to interpret or explain them.

1. Use charts to structure information. For example,
 - a. Use the **Checklist for Identifying Types of Victim Participation Permitted** from the homework.
 - b. Look at **Handout 3.4. Summary of Interview Results** for ideas.
 - c. Use **Handout 3.5. Example of Interview Results from Hypothetical Jurisdiction** to illustrate how **Handout 3.4** might be filled in.
2. Review all information on each topic, and briefly summarize the main points drawing from all sources of data. (You will see an example of how that has been done in the discussion coming up.)

G. Review of main points in needs assessment lecture

1. Function of needs assessment -- to identify problems faced by victims and witnesses of juveniles, those stemming from the victimization experience and those stemming from participation in the juvenile system.
2. Needs assessment process does not have to be elaborate, but it probably should include information from:
 - a. police, court or prosecutor records
 - b. statutes governing the treatment of victims and witnesses in the system (and rules of procedure if any)
 - c. juvenile justice officials
 - d. other agencies that work with crime victims
 - e. victims and witnesses of juvenile crime
3. So far we have described how and why you should collecting needs assessment information. In the final section of the module, we will examine and discuss some hypothetical information.

Section 4. Group Discussion

Notes

Using needs assessment findings (see **Handout 3.6. Exercise in Using Needs Assessment Data**)

- Primary problems that **can** be ameliorated by victim witness services
- Problems that **should** be addressed by **initial** program
- Potential supporters or opponents
- Adequacy of needs assessment information
- Similarities to own jurisdiction

Section 4.
Group Discussion of Needs Assessment Findings
(30 minutes)

Instructions

This exercise is designed to demonstrate how to compile needs assessment data and identify problems and opportunities for program development.

Spend a few minutes reviewing **Handout 3.6**. Then, as a group, list the problems suggested by the data and the potential solutions, using the Worksheet as a guide. Discuss:

- the problems, focusing on those that victim witness assistance might help solve
- potential solutions to the problems
- whether you need more information to clarify the problem

You have 30 minutes for this activity.

Group Discussion Questions

What are the primary problems in this jurisdiction? Which ones might be improved by a victim (and/or witness) assistance program?

Which of these problems would you propose to tackle with your initial program and how? Why did you choose these problems?

Who do you think will support or oppose your approach? Is your proposal politically feasible?

Was the information provided sufficient to support your decisions? If not, how could you improve on this needs assessment?

Do you see any similarity to the situation in your own jurisdiction?

Group Discussion Questions

1. What are the primary problems in this jurisdiction? Which ones might be improved by a victim (and/or witness) assistance program?
2. Which of these problems would you propose to tackle with your initial program and how? Why did you choose these problems?
3. Who do you think will support or oppose your approach? Is your proposal politically feasible?
4. Was the information provided sufficient to support your decisions? If not, how could you improve on this needs assessment?
5. Do you see any similarity to the situation in your own jurisdiction?

MODULE 4: Preparing a Program Plan

Instructor's Note

This module aims to demonstrate the transition from assessing the needs of a jurisdiction (Boxes 2 and 3 on the Program Development Model) to preparing a program plan. This process involves setting goals and priorities (Box 4), choosing solutions (Box 5), and developing a plan for implementation (Box 6).

Format: This module includes three parts:

1. Brief lecture, which offers a few simple guidelines for making a program plan and provides an outline to guide the participant's efforts back home (20 minutes)
2. Desk exercise, which gives participants the opportunity to practice planning for their own jurisdictions (30 minutes)
3. Debriefing, where participants will compare and discuss the plans they have worked out in the desk exercise (20 minutes)
4. Group discussion designed to stimulate thinking about the kinds of people who might appropriately participate in program planning (20 minutes)

Options: If the workshop is behind schedule:

- Abbreviate the walkthrough of **Handout 4.1, Guidelines for a Program Plan**, and refer participants to the copy in their handbook for "take-home" use. (Savings of 5-8 minutes.)

This module assumes that participants already have reviewed the statutes for their own jurisdictions as a homework exercise and discussed them during the previous module.

Materials:

Overhead 4.1 Important Lessons Learned from Programs in Operation

Handout 4.1 Guidelines for a Plan for Victim (Witness) Assistance in the Juvenile Justice System

Handout 4.2 Service Planning Guide

Handout 4.3 Program Planning Exercise

Tips:

Because of time limitations, this module cannot explore all the complexities of program planning. However, it should convey the message that planning need not be a monumental, overwhelming task. Planning can be broken down into manageable pieces.

Another important message is that there is no one perfect solution to the set of circumstances that prevail in a given jurisdiction. Programs have many service delivery options and a variety of emphases are possible.

Finally, when it comes to planning, participants should not go it alone. They should identify others to collaborate with them.

Objectives

At the conclusion of this segment the participants will:

- be familiar with the essential components of a program plan
- know how to use the results of a needs assessment in program planning
- have begun to set priorities and think systematically about alternative ways of serving different segments of the target population
- be able to identify key individuals or agencies to participate in program planning.

Section 1. Lecture Notes

Lecture	Notes
A. Overview of the module	
B. Coming up with a plan	
1. An iterative process	
2. Start with what you know	

Section 1. Lecture Notes (20 minutes)

A. Overview of the program planning module

1. Where program planning fits into the Program Development Model -- Boxes 4, 5, and 6 on **Figure 1**.
2. Purpose of the module is to help participants make the transition from assessing needs to creating a program plan. At the conclusion of this segment the participants will:
 - a. Be familiar with the essential components of a program plan
 - b. Know how to use the results of a needs assessment in program planning
 - c. Have begun to set priorities and think systematically about alternative ways of serving different segments of the target population
 - d. Be able to identify key individuals or agencies to participate in program planning.
3. Organization and timing -- the module requires about 90 minutes to complete

Section 1. Lecture (20 minutes)

Section 2. Desk Exercise (30 minutes)

Section 3. Debriefing (20 minutes)

Section 4. Group Discussion (20 minutes)

B. Coming up with a plan based on your needs assessment

1. Although we talk of needs assessment and program planning as discrete steps, one following another, the process is really iterative. Both activities may go on simultaneously.
2. There are no cookbook solutions to translating the results of a needs assessment into a program plan. There is no one perfect plan, no perfect recipe.

Section 1. Lecture Notes

Lecture	Notes
A. Overview of the module	
B. Coming up with a plan	
1. An iterative process	
2. Start with what you know	

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3. Often, you begin planning with a target amount of resources in mind. After you have priced out your "ideal" program, be prepared to go back and rethink the plan or identify additional resources.
4. Start with what you know -- for example:
 - a. That the prosecutor can support one staff member, or
 - b. That the program will be based in the probation office, or
 - c. That state legislation requires you to notify all felony victims about their right to appear at disposition
5. To get a sense of what might be done with a given resource level, look at the examples of promising programs in the Handbook (part of the course materials). Consult programs in neighboring jurisdictions if possible.

Lecture	Notes
<p>C. Lessons learned from past efforts</p> <ol style="list-style-type: none">1. Start small2. Use mail or telephone3. Some services are needed only by a few4. Do the job well <p>D. Elements of a program plan</p> <ol style="list-style-type: none">1. Try out question and answer format2. Walkthrough of Handout 4.1. Guidelines for a Program Plan	

- C. **Review Overhead 4.1, Important Lessons Learned from Programs in Operation** -- (based on research conducted by American Institutes for Research in Washington, DC)
- a. Historically, programs for the juvenile justice system have started small
 - b. Many services can be provided by mail or telephone
 - c. Many services are needed by only a minority of victims
 - d. A program's credibility is enhanced by doing its job well, even if its initial aspirations are modest
- D. What should be included in a program plan?
- 1. Think of a program plan as the answer to a series of key questions. We show the major questions and some secondary ones in **Handout 4.1, Guidelines for a Plan for Victim (Witness) Assistance in the Juvenile Justice System**.
 - 2. If you must develop a written plan (or even just a brief summary), the question-and-answer format can be a good means of presentation.

Lecture	Notes
<p>C. Lessons learned from past efforts</p> <ol style="list-style-type: none">1. Start small2. Use mail or telephone3. Some services are needed only by a few4. Do the job well <p>D. Elements of a program plan</p> <ol style="list-style-type: none">1. Try out question and answer format2. Walkthrough of Handout 4.1. Guidelines for a Program Plan	

3. Brief walkthrough of Handout 4.1 -- Guidelines for a Program Plan

Instructor's Note

Walk participants through the handout quickly, just to give them an idea of what a good plan should contain. The handout is generally self-explanatory. The lecture notes expand briefly on a few points, but you may choose to omit some of this material or emphasize other issues.

a. Re: #2. "What are the program's goals and objectives?"

- Goals are broad statements of purpose. They usually refer to the longer-term or ultimate outcomes that the program hopes to achieve.
- Objectives refer to specific accomplishments. Some funding agencies require objectives to be stated in quantitative terms -- such as "provide a waiting area for 100 victims" or "increase restitution payments by 20%." Most importantly, however, objectives should:
 - (a) be logically connected to the program's broader goals
 - (b) be specific enough so it is possible to decide whether the program is meeting them or at least making progress toward them
 - (c) set a time frame for accomplishments (during the next year/the next quarter, etc.).

b. Re: #5. "What services will the program offer?"

- **Reminder:** In fully developed programs, all of the core service components are usually present in some form
- Optional components are designed to meet additional objectives that may or may not be important to your agency or jurisdiction.

Lecture

Notes

3. Walkthrough of Handout
4.2. Service
Planning Guide

c. Re: #7. "How will the program be monitored or evaluated?"

- We include these questions to show the full dimensions of a program plan. We do not go into this aspect of program planning and implementation until Module 5, however.

4. Introduce Handout 4.2: Service Planning Guide

a. This chart is intended to help planners think systematically about alternative ways of serving different segments of the target population. **(Explain layout of Handout. Participants will use a similar worksheet in the small group exercise. This is not the exercise worksheet, however.)**

b. In the partial example shown, we see a program that prioritizes victims for service:

- (1) Children and other victims who come to court get the most intensive service and the most face-to-face service.
- (2) Victims of felonies routinely get telephone contacts.
- (3) All other victims are served primarily by mail unless they initiate contact and request further assistance.

Section 2. Desk Exercise in Program Planning

Instructions for the exercise

This exercise is designed to give you the opportunity to practice program planning for your own jurisdiction. The exercise requires you to use three planning worksheets.

NOTE: You will have approximately 30 minutes to spend on this exercise.

1. Develop a partial program plan by filling out Worksheet #1. You need not write out lengthy answers to the questions. Spend about 15 minutes on this step.
2. Then choose two of the specific services show on Worksheet #2 that you think your program will provide. Fill out the worksheet for those two services, after looking at the examples on the first page. The first column of Worksheet #2 lets you summarize where you are now in your thinking or in your actual implementation. Column 2 lets you summarize where you are headed. The other columns let you make notes about what you need to do next and when.

Spend about 5 minutes on this portion of the exercise.

3. In the last 10 minutes, complete Worksheet #3. This worksheet is designed to help summarize some of your thinking and prepare you for the discussion when the large group reconvenes.

NOTE: Don't worry if you are unable to answer some questions (or just have to guess), especially if your agency is just beginning to think about victims of juvenile crime. Whatever your stage of planning, however, this exercise will help you identify the next steps you need to take.

If you have questions about the exercise, now or as you are working on it, ask a facilitator for help.

Section 2. Desk Exercise (30 minutes)

- E. Using the results of needs assessment to come up with a program plan (**Handout 4.3**)

Instructor's Note

Review the instructions for the exercise following the Student Guide notes shown on the facing page.

Usually, participants will each complete this exercise on their own, for their own jurisdictions. If there is more than one participant from the same place, then have those participants work together. If space permits, people may wish to move around to neighboring spaces or break-out rooms, just to have a change of environment.

If a participant is stuck on an early part of the exercise, you may intervene to help get him or her back on the track. Otherwise, the exercise can run without instructor intervention.

Allow 30 minutes for the desk exercise. Remind participants after 15 minutes that they should move on to Worksheets 2 and 3.

Section 3. Debriefing

1. Where programs are headed (discussion of Worksheet #1)

2. Notes on the use of Planning Worksheet #2

Section 3. Debriefing (20 minutes)

Instructor's Note

In the debriefing (Section 3) and in the group discussion (Section 4), be alert to the differences in experience of the participants. Some may have done quite extensive program planning in the past and others may be new to the process. Draw upon the insights of the more experienced participants, but don't let them monopolize the discussion.

In the debriefing, walk through **Program Planning Worksheet #1** and talk about where programs are heading. Suggested approaches:

- Ask one participant to characterize his or her program goals and approaches. Then ask if anyone else has something different in mind.
- On items that can be easily quantified, ask for a show of hands. For example, this will work for Question #1 concerning what organizations will sponsor the program.

Allow 20 minutes for debriefing.

- F. Preliminary reports on where programs are heading from **Worksheet #1**.
- G. Brief comments on use of Planning **Worksheet #2** -- any questions about how it should be used? Was it helpful?

-

Section 4. Group Discussion (20 minutes)

Instructor's Note

Allow 20 minutes for group discussion.

H. **Discussion Question:** Who should be involved in developing a program plan?

Additional Probes

1. Ideally, who should be involved in your own jurisdiction? (**Ask participants to volunteer answers from their worksheets.**) In what roles? Early or late in the development of your plan?
2. [If some participants have already done a program plan for the juvenile justice system or are working on one.] Who was involved and how? Were there other people that you wish you had involved? What were the pluses and minuses of the approach you used?
3. [If some participants have experience developing a plan for the criminal justice system, but not in the juvenile justice system.] How can you apply that experience in the juvenile justice system? How would you approach this new planning task?

Section 4. Group Discussion

1. Who should be involved in developing a program plan?

2. What obstacles are likely to be a particular problem?

3. What are my first priorities?

Instructor's Note

List on the flipchart the types of people or agencies that participants have listed on **Worksheet #3** or have mentioned in the discussion. If any of the categories below have not been mentioned in the discussion, ask "What about . . . ?"

- Juvenile court/Presiding juvenile judge
- Prosecutor's office/elected prosecutor/chief juvenile prosecutor
- Juvenile probation department/the chief juvenile probation officer
- Police
- Child protective services
- Other providers of victim witness assistance
- Local legislators
- Other potential funding sources

- I. **Discussion Question:** What obstacles are of particular concern? (**Ask participants to volunteer answers from Worksheet #3.**)

Instructor's Note

Obstacles have already been discussed and listed in Module 1. At this point, the focus should be on the particular obstacles that are worrying the participants. Elicit suggestions from other participants about coping with these obstacles. You may wish to volunteer advice from your own experience, but keep it brief unless the discussion is really flagging.

- J. **Discussion Question:** What are your first priorities when you return home? (**Ask people to volunteer answers from Worksheet #3.**)

MODULE 5: Monitoring Your Program -- Simple Approaches to Data Collection and Analysis

Instructor's Notes

The purpose of the module is to provide trainees with simple tools and techniques for monitoring and assessing program performance (Box 8 on the Program Development Model). It provides a quick overview of forms and procedures other programs have used. The module also makes the case that this type of documentation is essential.

The module is not intended to be a primer on evaluation techniques. It stops well short of discussing research design, data collection, and interpretation.

Format: Lecture, accompanied by liberal use of handouts, and opportunities for question and answer (one hour).

Options: Sections E, F, and G are walkthroughs of several data collection forms. You may reduce the time for these sections considerably by selecting only a few of the forms to review and suggesting that trainees look over the remainder at home.

Materials:

Overheads

Overhead 5.1 Guide to Troubleshooting (**Handout 5.11**)

Handouts

Handout 5.1	Distinctions Between Monitoring and Other Forms of Evaluation
Handout 5.2	Client Intake Form
Handout 5.3	Client Service Record
Handout 5.4	Case Closure Record
Handout 5.5	Staff Activity Log (Supplement)
Handout 5.6	Tally of Program Activities and Services
Handout 5.7	Worksheet for Program Activities and Services
Handout 5.8	Sample Charts and Graphs
Handout 5.9	Client Evaluation of Juvenile Victim/Witness Program
Handout 5.10	Agency Evaluation of Juvenile Victim/Witness Program
Handout 5.11	Guide to Troubleshooting (Overhead 5.1)

Objectives

At the end of this segment, the trainees will

- understand the importance of monitoring their program activities
- know what types of data other programs find useful
- be familiar with sample recordkeeping and reporting formats
- know a few simple techniques for assessing a program's effectiveness.

Section 1. Lecture Notes

Lecture	Notes
A. Overview of the module	
B. Introduction: Definitions	
1. Monitoring -- describing and counting	
2. Other kinds of evaluation	
3. Walkthrough of Handout 5.1: Distinctions Between Monitoring and Other Kinds of Evaluation	

Lecture Notes (One hour)

A. Overview of the program monitoring module

1. Where program monitoring fits into the Program Development Model -- Box 8 on **Figure 1**.
 - a. Program monitoring is a routine aspect of program implementation -- a process that helps you assess what you are doing and how well you are doing it.
 - b. While some people think about monitoring only in the early stages of a program, or while the program is receiving outside funding, good programs monitor themselves continuously.
 - c. **Figure 1** shows a feedback arrow from Box 8 (Monitor and evaluate program) to Box 3 (Identify and analyze problems). This indicates that monitoring should feed back into problem identification and help shape the program on an ongoing basis.
2. Purpose of the module is to help trainees develop simple data collection formats and prepare reports that document program activities. At the end of this segment, the trainees will:
 - understand the importance of monitoring their program activities
 - know what types of data other programs find useful
 - be familiar with sample recordkeeping and reporting formats
 - know a few simple techniques for assessing a program's effectiveness.
3. Organization and timing for the module -- lecture, supplemented by handouts of examples and question/answer. Requires about one hour to complete.

Section 1. Lecture Notes

Lecture	Notes
A. Overview of the module	
B. Introduction: Definitions	
1. Monitoring -- describing and counting	
2. Other kinds of evaluation	
3. Walkthrough of Handout 5.1: Distinctions Between Monitoring and Other Kinds of Evaluation	

B. Introduction: Some definitions

1. Terminology in the evaluation field varies and usage overlaps. You may be familiar with several terms that describe program assessment -- e.g., monitoring, process evaluation, impact or outcome evaluation.
2. This module concentrates primarily on monitoring -- that is, on developing data that describe or count (quantify) your program activities and operations.
3. Brief overview of distinctions between the two broad categories of monitoring and evaluation here -- shown in **Handout 5.1**.
 - a. Monitoring is really one type of evaluation, which answers some of the immediate questions about how a program is doing. In contrast to other types of evaluation, it does not require special training in research or statistics.
 - b. Walkthrough of **Handout 5.1**.

Instructor's Note

Do not let the trainees get hung up on a debate over terminology. This part of the lecture is purely introductory. Cover the Overhead quickly, acknowledging that some of the distinctions can get arbitrary in practice.

Also, we are not saying that the program cannot or should not do other forms of evaluation. We are only trying to make the case program staff can and should do monitoring, and it will be useful in its own right.

4. This is not a primer on monitoring (much less on evaluation), because there isn't time for that. It is a compendium of quick suggestions to start you in the right direction.

Lecture	Notes
<p data-bbox="214 409 685 463">C. Why monitor your program?</p> <ol style="list-style-type: none"><li data-bbox="264 603 627 679">1. Required by funding agency<li data-bbox="264 862 586 937">2. Increase program effectiveness<li data-bbox="264 1099 545 1175">3. Prove program worth<li data-bbox="264 1325 636 1433">4. Help build consensus about victim witness issues	

Instructor's Note

You may choose to cover this next section -- Section C (Why monitor?) -- by soliciting suggestions from the trainees and writing them on the flipchart. Make sure that all four rationales for monitoring are covered. Because time is short, do not permit the question-and-answer format to evolve into a lengthy discussion.

C. Why monitor your program? (Option: discussion question)

1. Because you are required to do it.
 - a. Usually a funding source will impose these requirements.
 - if any of you have VOCA (Federal Victims of Crime Act) funding, you are quite familiar with such requirements.
 - b. You may also be required to compile some statistics for agency publications such as the annual report.
2. Because it will increase the effectiveness of program planning and management.
 - a. You need to know if you are using your resources well and take corrective action if necessary.
 - b. Use data or past experience to plan for the longer term -- setting goals and objectives that are realistic, identifying directions for future program development, and abandoning activities that have not proven their worth. Data on past experience help you do this.
3. Because you need to convince other people that the program is worthy of support.
 - a. Show that you consider yourselves accountable for the support you have received (whether financial or otherwise).
 - b. Show that you are delivering a service that is needed and wanted.

Lecture	Notes
<p>C. Why monitor your program?</p> <ol style="list-style-type: none">1. Required by funding agency2. Increase program effectiveness3. Prove program worth4. Help build consensus about victim witness issues	

4. Because it will help build a consensus about victim witness issues in the juvenile justice system and the way your program is addressing them.
 - a. Your work will be easier if the agencies, organizations, and interested outsiders you deal with have a common understanding of what you are doing.
 - b. This common understanding may also be useful when changes in your program or in the broader system of services or statutes are being considered.

Lecture	Notes
<p data-bbox="221 411 584 526">D. Forms include daily recording forms and summary forms</p> <p data-bbox="282 789 635 827">1. Case-specific forms</p> <p data-bbox="337 1058 698 1129">a. Describe clients and services received</p> <p data-bbox="337 1360 752 1399">b. Issue: who gets a form?</p>	

D. Overview of simple recordkeeping and reporting forms

1. Presentation of two sets of materials
 - a. Daily recording forms that can be completed by individual staff members as they go about their daily activities
 - b. Forms and charts for summarizing daily recording forms. These can be prepared periodically from the information contained in the individual staff forms
2. These materials have been compiled from forms and reports used by the programs that AIR visited during the course of study for OJJDP
 - a. They include information required under current Federal VOCA regulations [as of 12/90]. But double-check! Federal requirements change and some states add their own.
 - b. These forms provide a relatively easy and manual (i.e., paper) system of recordkeeping and reporting. You might consider something more elaborate if the program will computerize its client information.

Instructor's Note

In the next sections, you will distribute and discuss a number of forms with the trainees. There will not be time to discuss each form in detail or debate the merits of various systems of categorization. The purpose of this section is to give people a starting point for their recordkeeping. The message should be: Take these home; compare them to what you have already (if anything); see if you want to borrow from them; or try them out; etc.

We have provided some lecture notes for each form, but use your own judgment about how much of the lecture material to use, given the time constraints. At a minimum, mention the purpose of each and offer a comment or two. If you have found a particular data element helpful or interesting in your own practice, trainees might find that useful to know.

Lecture	Notes
<p data-bbox="191 418 688 495">E Walkthrough of case-specific forms</p> <ul style="list-style-type: none"><li data-bbox="378 571 730 689">• walkthrough of Handout 5.2: Client Intake Form<li data-bbox="378 948 865 1024">• walkthrough of Handout 5.3: Client Service Record<li data-bbox="378 1412 865 1487">• walkthrough of Handout 5.4: Case Closure Record	

E. Walkthrough of 3 case-specific forms: Handout 5.2. Client Intake Form, Handout 5.3. Client Service Record, and Handout 5.4. Case Closure Record.

1. Together these forms will describe the client, the case, and the essentials of the services provided. This information can be extracted to do periodic reports.
2. These forms can also serve as the backbone of a case file. Of course, the file might also include other things like correspondence, copies of police reports or court petitions, court schedules -- whatever else staff find useful.
3. You must decide: which cases get a file? Which "clients" get an intake form?
 - a. Typically, programs create case files and complete intake forms when they expect to
 - have a continuing involvement with the victim or case (more than one contact over time)
 - receive information (such as restitution or impact statements) from the victim
 - b. In programs that routinely serve witnesses as well as victims, witnesses typically "share" the case file with the victim. Witnesses do not get a client intake form and witness services are tallied separately.
 - c. Because of time limitations, we don't go into recordkeeping for witness activities as a separate topic. You should be able to adapt these ideas to recordkeeping about witness management activities.

4. Walkthrough of Handout 5.2. Client Intake Form

- a. Would be completed when a case first comes to the attention of the program.
- b. ~~Covers~~ basic information about the client, the nature of the crime, how the program learned about the case, and how and when the program first contacted the victim.
- c. Also includes some basic identifying and client contact information so that this sheet can be used as a quick reference point about the case.

Lecture	Notes
<p data-bbox="216 398 702 474">E. Walkthrough of case-specific forms</p> <ul style="list-style-type: none"><li data-bbox="396 549 743 668">• walkthrough of Handout 5.2: Client Intake Form<li data-bbox="396 927 867 1013">• walkthrough of Handout 5.3: Client Service Record<li data-bbox="396 1379 867 1466">• walkthrough of Handout 5.4: Case Closure Record	

- d. **We have borrowed categories from other forms that we have seen or worked with.** You may want to change them to fit your system.
- Many programs use more elaborate categories for offense type, for example. (But VOCA's system of categories is even simpler than this one.)
 - If you have ethnic groups of particular interest in your area -- for example, a number of different Asian populations -- you may want to use a finer breakdown.
 - We categorize injury very simply (Yes vs. No). You may want something that reflects your state compensation system.

5. Walkthrough of Handout 5.3. Client Service Record

- a. Provides a chronological record of contacts and services provided
- b. Requires that program staff use a brief descriptor of each service provided (in column 2). Of course, all staff must use the same terms in the same way. (Note that VOCA has a specific set of service categories -- not the same as ours!)
- c. Draw a horizontal line across the form at the end of each reporting period (e.g., month or quarter). This just makes it easier to distinguish the time period in question when tallying up services for your reports.

6. Walkthrough of Handout 5.4. Case Closure Record

- a. Many programs combine client intake and case closure information on the same form. Separate forms make it easier to put copies of all intakes in a pile and all closures in a separate pile when it comes time to tally up your services for the reporting period.
- b. This form is more elaborate than most people have been using for case closure information, so consider it as a suggestion rather than a tried and tested approach.

Lecture	Notes
<p>E. Walkthrough of case-specific forms</p> <ul style="list-style-type: none">• walkthrough of Handout 5.2: Client Intake Form• walkthrough of Handout 5.3: Client Service Record• walkthrough of Handout 5.4: Case Closure Record	

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- c. **Assumes** that for the vast majority of cases, victim services cease at or shortly after disposition. You may want a slightly different form if you typically close cases at a different point.
- d. Includes some specific information on how and if the client was notified of the case disposition. This may be especially important if your statutes (or your program objectives) obligate you to report dispositions.
- e. Includes a section for follow-up needed. Allows you to flag certain cases and set them aside for further action. (Most of the programs we saw do this for only a few cases.)

F. Walkthrough of Handout 5.5. Staff Activity Log (Supplement)

1. This form is intended to capture all those other things that program staff do that don't belong in an individual case file.
2. For example, this might include:
 - answering questions and providing information and referral to citizens, criminal justice personnel, or other service personnel who are not "clients"
 - delivering training
 - attending conferences or training sessions
 - attending meetings or participating in coalitions
 - developing brochures, letters, or training
 - sending out batch mailings (e.g., of witness subpoenas).
3. Often these activities get overlooked in making reports or assessing how you are spending your time. But they may be as important as some of your client-centered activities, so you need to keep a record.
4. Note that this form is not intended to be "timesheet," where staff keep detailed track of the number of hours spent on each different activity. However, if your agency requires staff to keep timesheets, you may be able to dispense with this form.

Lecture	Notes
<p data-bbox="216 411 678 454">G Summary reporting formats</p> <ol style="list-style-type: none"><li data-bbox="277 491 764 605">1. Walkthrough of Handout 5.6: Tally of Program Activities and Services<li data-bbox="277 907 662 983">2. Illustration of Handout 5.7: Tally Worksheet<li data-bbox="277 1209 756 1284">3. Walkthrough of Handout 5.8: Sample Charts and Graphs	

G. Walkthrough of Handout 5.6. Tally of Program Activities and Services, and Handout 5.7. Sample Charts and Graphs

1. Walkthrough of Handout 5.6. Tally of Program Activities and Services

- a. Provides a summary of what has been done during the reporting period. Note that you may want to reduce the number of categories to reflect your monitoring needs.
- b. Sections 1 through 4 can be compiled from the three client-specific records (Intake, Service Record, and Closure).
 - The easiest way to do this (unless you are computerized) is to go through each intake, service, and closure form, and make hatch marks on a worksheet next to the appropriate categories. See **Handout 5.7. Worksheet for Program Activities and Services**.
 - If you have more than one staff member and staff have their own caseloads, each staff member can complete a worksheet on their own cases. Then the program director can tally the worksheets from all staff members.
- c. Two sections are optional -- i.e., most programs are not reporting this information.
 - Section 1 -- client flow information: you may or may not find this useful and interesting. It does take a bit of extra effort to keep count of.
 - Section 4 -- the profile of closed cases: we already noted that most programs are not doing case closure forms as elaborate as the example we have provided. If you decide to go the elaborate route, here's where to report the data.
- d. **Section 3** -- Contains a very long list of services. Eliminate services that are rarely or never provided. You can always list exceptional services under other.
- e. The program director can complete the remaining sections of the report, using the Staff Activity Logs as a resource.

Lecture	Notes
<p>G. Summary reporting formats</p> <ol style="list-style-type: none">1. Walkthrough of Handout 5.6: Tally of Program Activities and Services2. Illustration of Handout 5.7: Tally Worksheet3. Walkthrough of Handout 5.8: Sample Charts and Graphs	

Instructor's Note

This next section offers take-home resources that should not to be discussed in detail. If time permits, however, you may look quickly at a couple of the charts with the trainees and comment on what they convey about a program. For example, "this tells me that program caseloads have been climbing in the past few months, and the pattern is quite different from earlier years. I'd want to call attention to this, because it may require the program to raise additional resources or cut back certain types of services." Or ask the trainees to comment and interpret.

2. Walkthrough of Handout 5.8. Sample Charts and Graphs

- a. These are take-home examples that may give you some ideas about how to present your statistics in a year-end report, for example.
- b. You may choose one or another of these formats and vary the some of the items you report on depending on what points you are trying to convey to your boss, your funding sources, or citizen groups.

Lecture	Notes
<p data-bbox="221 416 685 459">H General advice about forms</p> <ol style="list-style-type: none"><li data-bbox="282 605 748 648">1. Check funding requirements<li data-bbox="277 871 637 950">2. Do a trial run, revise, and revise again<li data-bbox="274 1246 561 1289">3. Get a computer	

H. General advice about designing and using forms for monitoring

1. Whatever else you do, find out what your funding sources require and tailor your forms accordingly.
2. Think about whether the categories in the examples meet your reporting needs. But don't overdo it! Each category takes time to complete and complete accurately. You can always refer to the other materials in the file if you need additional information in order to handle a case appropriately.
3. Test draft forms for a week or two, then revise and use them for 2 or 3 months before printing up large quantities.
4. Consider doing forms in duplicate or triplicate, if that would make life easier. For example, one copy might stay with the case file, another copy might go in a stack to be counted up for your monitoring reports.
5. Get a personal computer! If you haven't joined the computer age, make this a priority. A personal computer can
 - save lots of time just in generating routine letters, and allow you to "personalize" letters
 - develop very professional looking brochures and forms (the samples were done on a PC, using Wordperfect 5.1 and Lotus 1-2-3 and a typewriter [for some of the labels]).
 - tally up your data and create more sophisticated reports than we have shown here.

Lecture	Notes
<p data-bbox="218 398 764 485">I Other simple ideas for assessing services</p> <ul data-bbox="403 592 840 1617" style="list-style-type: none"><li data-bbox="403 592 840 754">• follow-up with clients -- Handout 5.9: Client Evaluation of Juvenile Victim/Witness Program<li data-bbox="403 894 840 1088">• follow-up with referral network -- Handout 5.10: Agency Evaluation of Juvenile Victim/Witness Program<li data-bbox="403 1196 781 1239">• meet with key officials<li data-bbox="403 1347 823 1466">• look at problem cases -- Handout 5.11: Guide to Troubleshooting<li data-bbox="403 1573 814 1617">• look at "success stories"	

I. Other simple ideas for assessing your services

1. Counting up clients and units of service can be useful, but doesn't tell you much about quality of service.

2. Even if you can't do an elaborate evaluation (and few programs can), there are some other techniques that programs can use.

a. Follow-up with clients -- see **Handout 5.9. Client Evaluation of Juvenile Victim/Witness Program**

- Can be sent out routinely -- such as every month to recently closed cases -- or only once a year, for example. Routine mailing works better if your victim population moves a lot.
- Select a random sample if you cannot send the form to every victim.
- Recognizes that often victims don't recall the service (Question #1). Sad, but true.
- Includes optional questions (#4 and 5) about what experiences the victim had with the system and how the victim felt about the case. Most programs don't look at this, but we know that personal experiences can color a victim's perceptions of the services received. By looking more closely at the experiences of the unhappy victims, you may find a way to improve services.
- Keep the list of options in Question #3 (services received) fairly short -- not more than 6 or 8 items.
- Remember that mail surveys tend to get a low response, so you will need to send a lot of surveys to get enough responses to be meaningful.
- Keep track of how many surveys you send and how many come back, and report this with your data.

Lecture	Notes
<p>I. Other simple ideas for assessing services</p> <ul style="list-style-type: none">• follow-up with clients -- Handout 5.9: Client Evaluation of Juvenile Victim/Witness Program• follow-up with referral network -- Handout 5.10: Agency Evaluation of Juvenile Victim/Witness Program• meet with key officials• look at problem cases -- Handout 5.11: Guide to Troubleshooting• look at "success stories"	

**b. Follow-up with agencies in the referral network -- see Handout 5.10.
Agency Evaluation of Juvenile Victim/Witness Program**

- Can be used with agencies that are part of your referral network
- Survey administration: raises the same issues as with the victim surveys. How often? How many? Random sample or everybody? etc.

c. Meetings with key officials

- Meet once in a while with the key officials who are important to your program (in terms of financial or moral support, accommodating you and your staff, etc.)
- Ask them how they think things are going. Any problems or concerns? Any suggestions?
- If there have been problems, explore their point of view and possible solutions.
- Educate them about your program, your priorities, and future plans.

d. Troubleshooting -- see Overhead 5.1/Handout 5.11. Guide to Troubleshooting

- Use this approach when something goes wrong in a particular case. For example, you get a stinging criticism from a victim or from a prosecutor or judge. Or the program staff recognize that there was a foul-up or a near foul-up.
- Use this chart to help you think systematically about problems and solutions.
- **Walkthrough Overhead 5.1/Handout 5.11.**

Lecture	Notes
<p>I. Other simple ideas for assessing services</p> <ul style="list-style-type: none">• follow-up with clients -- Handout 5.9: Client Evaluation of Juvenile Victim/Witness Program• follow-up with referral network -- Handout 5.10: Agency Evaluation of Juvenile Victim/Witness Program• meet with key officials• look at problem cases -- Handout 5.11: Guide to Troubleshooting• look at "success stories"	

Instructor's Notes

This handout is self-explanatory. If time permits, ask the trainees to volunteer instances of a "problem case" (even if it doesn't pertain to the juvenile system) and show how the chart would help to think through that case. If time is short, use an example or two from your own experience.

e. Think about your "success stories"

- Have you been praised for your handling of any particular cases? By victims, justice officials, or others?
- Was there anything different about the way you handled those cases? If so, would you want to try that in a larger number of cases? Would it be feasible, given your resource levels?

Lecture	Notes
<p data-bbox="216 426 662 502">J Interpreting and monitoring data</p> <ol style="list-style-type: none"><li data-bbox="277 541 678 1030">1. Differences between expectations and reality<ol style="list-style-type: none"><li data-bbox="332 692 662 728">a. Meeting timetables<li data-bbox="332 767 678 804">b. Quantity of services<li data-bbox="332 842 657 879">c. Quality of services<li data-bbox="332 918 645 955">d. Client satisfaction<li data-bbox="332 993 670 1030">e. Agency satisfaction<li data-bbox="277 1069 695 1526">2. Do the data indicate that we need to:<ol style="list-style-type: none"><li data-bbox="332 1181 670 1256">a. Change objectives/priorities?<li data-bbox="332 1295 695 1332">b. Add/revise activities?<li data-bbox="332 1371 579 1446">c. Change staff allocations?<li data-bbox="332 1485 695 1526">d. Locate more money?	

J. Interpreting your monitoring and assessment data: once you have it, what do you do with it (besides report it)?

1. What do the data tell you about what you are actually doing vs. what you expected to be doing?

- a. Are we meeting the timetables that we set up?
- b. Are we delivering the quantity of services that we expected?
- c. Are we delivering the quality of services that we expected?
- d. Are our clients satisfied with our services?
- e. Are the agencies and organizations with whom we work satisfied with our services?
- f. Are we spending time on activities that we did not expect to be doing?

2. Interpreting the data and making plans for the future

- a. Why are we falling short of our objectives?
- b. Does this mean we should change our objectives or change the priorities among them?
- c. Are there new activities that should be part of our plans, in addition to or in place of old activities?
- d. Do we need to change the way we allocate our staff time?
- e. Do we need more resources? Where might they come from?

K. Final "sermon": Good programs are self-critical, reflective.

- 1. Program staff are constantly thinking about what they are doing now, what they could be doing next, and what opportunities or threats they face.
- 2. Monitoring and self-assessment are an invaluable tool in that process.

**Training Workshop:
Developing Programs to Serve Victims & Witnesses
in the Juvenile Justice System**

December 6, 1991

Trainers

Ms. Jayne Crisp
Project Coordinator
Training & Community Development
South Carolina State Office of Victim Assistance
7 Queensbury Drive
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Ms. Barbara Kendall
Director
Program Development
District Attorney's Office
Boulder County Justice Center
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Boulder, CO 80306

Ms. Bobbie Sculley
13630 W. Crawford
New Berlin, WI 53151

Office of Juvenile Justice & Delinquency Prevention

Ms. Travis Cain
Office of Juvenile Justice & Delinquency Prevention
U.S. Department of Justice
633 Indiana Avenue NW
Washington, DC 20531

Ms. Cora Roy
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**Victim/Witness Workshop Participants
December 6, 1991**

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Alexandria Victim-Witness Assistance Program
520 King Street, Suite 301
Alexandria, VA 22314
(703) 838-4100

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Project Director
Victim-Witness Assistance Unit
10 East Park Square, Suite 330
Marietta, GA 30090-9619
(404) 528-2252

Ms. Carol A. Coile
Volunteer Services Coordinator
Fairfax County Family Court
4000 Chain Bridge Road
Fairfax, VA 22030
(703) 246-4908

Ms. Angela Davis
Victim/Witness Coordinator
State's Attorney for P.G. County
Courthouse, Room G24
Upper Marlboro, MD 20772
(301) 952-4605

Mr. Marshall R. Davis
Chief
Wyoming Co. PA Juvenile Court Services
106 Warren Street
Tonkhanock, PA 18657
(717) 836-3200, Ext. 151

Ms. Helen Evins
Post-Trial Advocate
Center for Victims of Violent Crime
1520 Penn Avenue
Pittsburgh, PA 15222
(412) 392-8482

Ms. Laura Harris
Probation Officer
Fairfax Juvenile Court
4000 Chain Bridge Road
Fairfax, VA 22030
(703) 246-2019

Ms. Corrine Hill
Monitor/Planner
Criminal Justice Council
820 French Street, 4th Floor
Newark, DE 19713
(302) 577-3434

Ms. Jo Honaker
Director
Victim/Witness Program
City Hall, 497 Cumberland Street
Bristol, VA 24201
(703) 466-5988

Mr. Eric Johnson
Director
Charlottesville Victim/Witness Assistance Program
P.O. Box 911, City Hall Room 306
Charlottesville, VA 22902
(804) 971-3176

Mr. Thomas P. Keevey
Administrative Analyst
State Office of Victim-Witness Advocacy
Hughes Justice Complex
25 Market Street, CN 085
Trenton, NJ 08625
(609) 984-4996

Ms. Karel Kurst-Swanger
Executive Director
Crime Victims Assistance Center, Inc.
P.O. Box 836
Binghamton, NY 13903
(607) 723-3200

Mr. Tim Lawson/or Other Representative
Chief of Restitution Unit
Maryland Department of Juvenile Services
321 Falls Way, 2nd Floor
Baltimore, MD 21202
(301) 333-6882

Ms. Mary Ann Myers
Director
Victim Witness Program
315 Church Avenue
Roanoke, VA 24016
(703) 981-2683

Ms. Tracy Nystrom
Victim/Witness Coordinator
Dauphin County District Attorney
P.O. Box 1109
Harrisburg, PA 17108-1109
(717) 255-2770

December 6, 1991

Ms. Susan M. Painter
Program Director
Albemarle County Victim/Witness Assistance Program
401 McIntire Road
Charlottesville, VA 22901
(804) 296-5830

Ms. Laurie Reiley-Snell
Executive Director
Victim/Witness Assistance Program
Dauphin County VWAP
Front Market Street
Harrisburg, PA 17101
(717) 233-3312

Mr. Jeff Rosoff
Victim Witness Coordinator
District Attorney's Office
1801 Vine Street
Juvenile Court Unit
Philadelphia, PA 19130
(215) 686-4094

Ms. Cheryl Stallmann
Senior Planner
Delaware Criminal Justice
820 N. French Street, 4th Floor
Wilmington, DE 19801
(302) 577-3465

Ms. Pamela West
Director
Victim-Witness Assistance Unit
10 East Park Square, Suite 330
Marietta, GA 528-3047

Agency/Program Sketch	
Workshop Participant's Name:	Lisa A. Bowman
Title:	Victim/Witness Specialist I
Agency/Program:	Alexandria Commonwealth Attorney's Office Victim/Witness Assistance Program
Address:	Courthouse 520 King Street, Suite 301 Alexandria, VA 22314
Telephone:	(703) 838-4100
Representing a Victim Assistance Program?	
Sponsor:	Alexandria Victim/Witness Assistance Program
Goals:	<ul style="list-style-type: none"> • To make victims as comfortable as possible • To provide as much information as possible to victims • To treat victims the same way victims are treated in the adult courts -- not to minimize their victimization even though the offender may have been a juvenile • To solicit Victim Impact Statements to be made part of dispositional reports • To eventually be able to inform victims of bonds and detention status
Services Provided:	<ul style="list-style-type: none"> • Provide Victims with information on the court process • Accompany victims to hearings • Give information and aid in filing for Crime Victim's Compensation (CVC), advocate for victim with CVC • Make referrals to other agencies -- for counseling, crime prevention, etc. • Crisis intervention • Solicit Victim Impact Statements (VIS), assist in filling out VIS • Schedule pre-trial meetings for victims with the prosecutors
Annual Budget/No. of Staff:	\$54,600 and money from City of Alexandria 3 on staff
Current Involvement With Juvenile Cases:	<p>Provide assistance with cases:</p> <ul style="list-style-type: none"> • Felony cases in which the victim or defendant is a juvenile • Misdemeanor cases in which the victim or defendant is a juvenile • Child sexual assault cases <p>Solicit Victim Impact Statements</p> <p>Help file for CVC, advocate with CVC</p>

Agency/Program Sketch

Workshop Participant's Name:	Marcia Capriotti
Title:	Juvenile Court Project Coordinator
Agency/Program:	Pilot Programs for Victim-Witness Services In Juvenile Court
Address:	Victim-Witness Assistance Unit Juvenile Court 1738 County Farm Road - Suite 250 Marietta, Georgia 30060-4012
Telephone:	404-528-2252

Representing a Victim Assistance Program?

Sponsor:	Victim-Witness Assistance Unit District Attorney's Office Cobb Judicial Circuit Marietta, Georgia
Goals:	To provide comprehensive services to victims and witnesses of criminal acts.
Services Provided:	The Unit provides all recommended services to crime victims except on the crime scene crisis intervention.
Annual Budget/No. of Staff:	4 staff members/Budget about 94 volunteers \$175,000.00
Current Involvement With Juvenile Cases:	Since 1990 has had limited involvement with services in juvenile court. Examples: case status, restitution, courtroom orientation, court escort, on-call services.

Marcia Capriotti was born in Illinois in 1951. Following her primary and secondary education, she was graduated from Clarke College, Dubuque, Iowa, with a degree in History and Political Science. She was an Edison Scholar to Georgetown University in Washington, D.C., completing the certificate program in Comparative Political and Economic Systems. Her employment experiences are wide and varied, including Staff Assistant to Congressman John Conyers, Jr., (D-Mich), Japanese-English Bi-Lingual Aide, teacher of American History and Government, and retail management with Lord and Taylor. After receiving a paralegal certificate from Indiana University, she joined the staff of Sup. Ct. Judge William H. Albright of Indiana. She is presently Project Coordinator of Juvenile Court Victim-Witness Services in Marietta, Georgia.

Agency/Program Sketch	
Workshop Participant's Name:	Carol Coile
Title:	Volunteer Services Coordinator
Agency/Program:	Fairfax County Family Court
Address:	4000 Chain Bridge Road Fairfax, VA 22030
Telephone:	(703) 246-4908
Representing a Criminal Justice Agency?	
Agency's Current Role With Crime Victims: (Adult)	<p>The Fairfax County Family Court is responsible for adjudicating juvenile matters, offenses committed by adults against juveniles and family matters.</p> <p>Persons who have been physically abused by their spouse can obtain a civil protection order in Family Court. The Court has a counselor, the Domestic Violence Services Coordinator (DVSC) who specializes in assisting families who are experiencing domestic violence. The DVSC does the intake work, monitors compliance with Court orders and provides other advisory and counseling services</p>
Agency's Current Role With Victims of Juvenile Crime:	<p>Victims of juvenile crime may file a complaint against a juvenile in the Family Court's Central Intake section in Fairfax or at its North or South County Services offices or its Falls Church office.</p> <p>At informal hearings or at trials, juvenile offenders may be ordered to pay restitution to their victims.</p>

Agency/Program Sketch	
Workshop Participant's Name:	Marshall R. Davis
Title:	Chief Probation Officer
Agency/Program:	Juvenile Court Services 44th Judicial District
Address:	106 Warren Street Tunkhannock, PA 18657
Telephone:	(717) 836-3200, ext 151
Representing a Victim Assistance Program?	
Sponsor:	
Goals:	
Services Provided:	
Annual Budget/No. of Staff:	
Current Involvement With Juvenile Cases:	
Representing a Criminal Justice Agency?	
Agency's Current Role With Crime Victims:	

**Agency's Current Role With
Victims of Juvenile Crime:**

1. Provide a victim/witness assistance brochure to be distributed to all victims and witnesses prior to the juvenile court hearing.
2. Develop a court schedule which minimizes victim/witness waiting time and eliminates unnecessary appearances.
3. Provide separate waiting facilities for victim(s) and witnesses.
4. Endeavor to provide witness fees to victims and witnesses and to provide reimbursement for mileage to and from the hearing location and their residence.
5. Provide for contact between the probation officer and victim to extend an opportunity for input regarding case disposition.
6. Provide each victim the opportunity to submit a victim impact statement as part of any pre-disposition report submitted to the court.

The victim impact statement should contain information concerning the effect that the crime has had upon the victim, including any physical or psychological harm or financial loss suffered by the victim to the extent that such information is available from the victim or other sources.

7. Provide the victim a contact person within the juvenile probation department capable of providing case status information to victims and witnesses who inquire.
8. Provide notice of the final disposition of a case to the victim and relevant police department.
9. Upon the request of a victim of a feloniously assaultive crime which resulted in the commitment of a child to a youth development center secure unit or a similarly operated secure program, provide notice to the district attorney or directly to the victim, whenever such child is released from said placement, transferred to a non-secure program, or granted a home visit.
10. Submit the victim's restitution claims to the court.
11. Notify the victim of the amount of restitution ordered, the payment plan and any required adjustments.

Agency/Program Sketch	
Workshop Participant's Name:	Helen R. Evins
Title:	Post-trial Advocate
Agency/Program:	Center for Victims of Violent Crime
Address:	1520 Penn Avenue Pittsburgh, PA 15221
Telephone:	(412) 392-8582
Representing a Victim Assistance Program?	
Sponsor:	The Center for Victims of Violent Crime is a private not-for-profit comprehensive crime victim assistance program which serves over 6500 clients a year.
Goals:	CVVC mission includes providing direct services to victims of sexual assault and other violent crimes and providing education and prevention to the community.
Services Provided:	<ul style="list-style-type: none"> *Professionally-Staffed 24-Hour Hotline *Crisis Intervention *Support Counseling *Home and Hospital Visits *Explanation of Criminal Justice System *Court Accompaniment *Post-Trial Advocacy *Victim Compensation Claims Assistance <ul style="list-style-type: none"> *Senior Victim Program *Community Education and Crime Prevention Programs *Professional and Volunteer Training *Resource Materials and Technical Assistance
Annual Budget/No. of Staff:	Exceeds \$650,000/23 Staff
Current Involvement With Juvenile Cases:	CVVC staff and volunteers provide court accompaniment and all other services (as listed above) to victims whose cases are in the juvenile system. Our Post-Trial Advocate provides information and assistance to victims on post-verdict issues and concerns. CVVC collaborates with the Juvenile Court Victim-Witness Coordinator (employed by county juvenile probation). CVVC trains and places volunteers at Juvenile Court who are supervised by the V-W Coordinator. The coordinator identifies and refers cases to CVVC staff and volunteers.

Agency/Program Sketch	
Workshop Participant's Name:	Laura Harris
Title:	Probation Officer III - Administration
Agency/Program:	Fairfax Juvenile Court - Probation Services
Address:	4000 Chain Bridge Road Fairfax, VA 22030
Telephone:	(703) 246-2019
Representing a Criminal Justice Agency?	
Agency's Current Role With Crime Victims:	<p>1. Interviewing victims</p> <ul style="list-style-type: none"> • looking at issues of restitution • physical injuries • referral to support groups <p>Note: Our Juvenile Court does not provide a specific Victim's Assistance Program</p>
Agency's Current Role With Victims of Juvenile Crime:	<p>1. Not a policy - however, some probation officers will include a Victim Impact Statement</p> <p>Virginia code:</p> <ul style="list-style-type: none"> • mandates restitution investigations under code dealing with Disposition • determination of amount to be repaid by defendant 19.2-305.1 • disposition - require a child to make restitution or reparation to the victim(s) for damages or loss 16.1-279(E7)

Agency/Program Sketch	
Workshop Participant's Name:	Corrine Hill
Title:	Planner/Monitor
Agency/Program:	Criminal Justice Council
Address:	820 N. French Street 4th Floor Wilmington, DE 19801
Telephone:	(302) 577-3434
Representing a Criminal Justice Agency?	
Agency's Current Role With Crime Victims:	The Criminal Justice Council administers the federal Victim of Crime Act money for Delaware and the Department of Health and Human Services Domestic Violence Funds. I monitor the programs funded with these monies. I conduct on-site monitoring to the subgrantees running programs to serve victims. The programs include victim centers, rape crisis, child abuse, and survivors of child abuse. I work with the victim planner in our agency to address planning strategies.
Agency's Current Role With Victims of Juvenile Crime:	The Criminal Justice Council administers the Federal Office of Juvenile Justice and Delinquency Prevention Act funds. I monitor the programs funded with OJJDP money. I work with the juvenile justice planner to administer existing juvenile programs. The programs that provide services to juvenile victims include the CASA program, Child Abuse/Neglect Unit, the Victim Center and police-based victim services.

Agency/Program Sketch	
Workshop Participant's Name:	Eric D. Johnson
Title:	Director
Agency/Program:	Charlottesville Victim/Witness Assistance Program
Address:	P.O. Box 911, City Hall Room 306 Charlottesville, VA 22902
Telephone:	(804) 971-3176
Representing a Victim Assistance Program?	
Sponsor:	Charlottesville Victim/Witness Assistance Program
Goals:	To provide direct assistance to all victims and witnesses of crime as they interact with the Criminal Justice System. The program strives to promote sensitive treatment of victims and witnesses by all the participants in the System. The program also strives to reduce the physical and emotional suffering that usually accompany victimization.
Services Provided:	Support services in Court, Crisis Intervention and Counseling services, referral and guidance through the Criminal Justice System, Information about case from investigation to disposition, Court tours and explanations of the procedures of the Justice System, escort services to and from Court, etc.
Annual Budget/No. of Staff:	\$40,000/3
Current Involvement With Juvenile Cases:	The services mentioned above are available to victims and witnesses in juvenile cases.

Agency/Program Sketch															
Workshop Participant's Name:	Thomas P. Keevey														
Title:	Administrative Analyst														
Agency/Program:	State and County Offices of Victim-Witness Advocacy														
Address:	Hughes Justice Complex Division of Criminal Justice--Office of Victim-Witness Advocacy 25 Market Street CN 085 Trenton, New Jersey 08625														
Telephone:	609-984-3880														
Representing a Victim Assistance Program?															
Sponsor:	legislatively established by the New Jersey Legislature, N.J.S.A. 52:4B-39 to 52:4B-45														
Goals:	to support and expand victim-witness services across the State; to provide victims and witnesses with services that will help them cope with the aftermath of victimization and help make their participation in the system less ominous and burdensome; to develop procedures and standards for the law enforcement and Victim-Witness Offices throughout the State and to evaluate the effectiveness of each county program.														
Services Provided:	<table border="0"> <tr> <td>Case Status Notification</td> <td>Information on Compensation</td> </tr> <tr> <td>Court Accompaniment and Transportation services</td> <td>Restitution & other financial entitlements</td> </tr> <tr> <td>Employer and Creditor Intercession</td> <td>Victim Impact Statements</td> </tr> <tr> <td>Expedited Property Return</td> <td>Parole Input</td> </tr> <tr> <td>Victim-Witness Waiting Rooms</td> <td>Criminal Justice Information</td> </tr> <tr> <td>Child Care</td> <td></td> </tr> <tr> <td>Counseling and Support Services</td> <td></td> </tr> </table>	Case Status Notification	Information on Compensation	Court Accompaniment and Transportation services	Restitution & other financial entitlements	Employer and Creditor Intercession	Victim Impact Statements	Expedited Property Return	Parole Input	Victim-Witness Waiting Rooms	Criminal Justice Information	Child Care		Counseling and Support Services	
Case Status Notification	Information on Compensation														
Court Accompaniment and Transportation services	Restitution & other financial entitlements														
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Expedited Property Return	Parole Input														
Victim-Witness Waiting Rooms	Criminal Justice Information														
Child Care															
Counseling and Support Services															
Annual Budget/No. of Staff:	<p>subject to State collections of fines, approximately \$500,000. to \$1,000,000.</p> <p>Five in State Office; 21 County Coordinators with staff.</p>														
Current Involvement With Juvenile Cases:	The State Office of Victim-Witness Advocacy is involved with Juvenile Cases upon request; however, several of the County Offices of Victim-Witness Advocacy have developed programs for victims that provide a number of services for them which are similar to the adult programs.														

Agency/Program Sketch

Workshop Participant's Name:	Karel Kurst-Swanger
Title:	Executive Director
Agency/Program:	Crime Victims Assistance Center, Inc. (Broome County, NY)
Address:	P.O. Box 836 Binghamton, NY 13902
Telephone:	(607) 723-3200

Representing a Victim Assistance Program?

Sponsor:	
Goals:	
Services Provided:	<ul style="list-style-type: none">• 24-hour crisis line• 24-hour emergency accompaniment• counseling• advocacy• crime victim compensation• support groups• assistance with court process• prevention education programs
Annual Budget/No. of Staff:	\$163,000 7 paid staff
Current Involvement With Juvenile Cases:	Very rarely do we handle a juvenile case. Our cases are all adult criminal cases - or family offenses in family court.

Agency/Program Sketch	
Workshop Participant's Name:	Tracy Nystrom
Title:	Victim/Witness Coordinator
Agency/Program:	Dauphin County District Attorney
Address:	P.O. Box 1109 Harrisburg, PA 17108
Telephone:	(717) 255-2770
Representing a Victim Assistance Program?	
Sponsor:	Dauphin County District Attorney Victim/Witness Program
Goals:	See: Laurie Reiley-Snell - same
Services Provided:	Same as above
Annual Budget/No. of Staff:	\$15,700.00 1 full-time employee
Current Involvement With Juvenile Cases:	This office prosecutes and works in conjunction with the VWAP program. I am here to incorporate a new system for our office in juvenile cases.

Agency/Program Sketch	
Workshop Participant's Name:	Susan Painter
Title:	Program Coordinator
Agency/Program:	Albemarle County Victim/Witness Assistance Program
Address:	Albemarle County Police Department 401 McIntire Road Charlottesville, VA 22901
Telephone:	(804) 296-5830
Representing a Victim Assistance Program?	
Sponsor:	Albemarle County Police Department
Goals:	Our goal is to make the crime victim an integral part of the Criminal Justice System, not just a witness. We want to keep him/her informed and let him/her be involved in any decisions that are made involving the case. Often without him/her there is no case.
Services Provided:	<ul style="list-style-type: none"> • Orientation to Criminal Justice System • Assistance in filing for Crime Victims' Compensation • Case status information • Assistance in recovering property • Escort to court hearings • Assistance in obtaining court-ordered restitution • Referrals to other agencies
Annual Budget/No. of Staff:	Included in police department budget; no separate budget, 1 paid full-time position
Current Involvement With Juvenile Cases:	We provide services to victims of crime when the offender is a juvenile. Some of the more heinous crimes which have occurred recently have been committed by juveniles.

Agency/Program Sketch	
Workshop Participant's Name:	Laurie Reiley-Snell
Title:	Executive Director
Agency/Program:	Dauphin County Victim Witness Assistance Program
Address:	Dauphin County Courthouse Front & Market Streets Harrisburg, PA 17101
Telephone:	(717) 233-3312
Representing a Victim Assistance Program?	
Sponsor:	Dauphin County Victim/Witness Assistance Program
Goals:	To provide assistance and various services to crime victims, witnesses and significant others in the criminal justice system in order to help reduce the trauma (felt by the initial victimization and the second victimization by the "system").
Services Provided:	Orientation to the system, assistance with intimidation procedures, assistance with property return, notification (case status, outcome, offender status), case status inquiries, witness management (juvenile system), victim input, assistance with crime victims' compensation and restitution, accompaniment, arrange/provide transportation, child care, assist with employer/creditor intercession, crisis intervention, supportive counseling, community referrals, legal options counseling, advocacy, victim-offender reconciliation
Annual Budget/No. of Staff:	1991 budget: \$55,597.00 Full-time: 3 staff, several volunteers
Current Involvement With Juvenile Cases:	Witness Management of the Juvenile System (for court cases) Victim-Offender Reconciliation

Agency/Program Sketch	
Workshop Participant's Name:	JEFFREY L. ROSOFF
Title:	Coordinator, District Attorney's Juvenile Victim/Witness Unit
Agency/Program:	Philadelphia District Attorney's Office (Juvenile Unit)
Address:	Room 127, 1801 Vine Street Philadelphia, PA 19103
Telephone:	(215) 686-4094
Representing a Victim Assistance Program?	
Sponsor:	Philadelphia District Attorney's Office
Goals:	To assist victims/witnesses through the judicial process by providing the below enumerated services. To serve as a liaison between the DA's Office and the victim/witness to lessen the impact of the "second victimization" sometimes inflicted by the judicial system.
Services Provided:	<ol style="list-style-type: none"> 1). Contact each witness before court by letter & phone. 2). Ascertain property & medical losses sustained & present information to presiding judge. 3). Inform victims of PA. Crime Victim Compensation & assist in filing or refer to victim advocacy agency to do so. 4). Inform victims of case disposition. (See attached)
Annual Budget/No. of Staff:	
Current Involvement With Juvenile Cases:	Currently provide services in <u>all</u> juvenile cases, when a juvenile is apprehended.

Representing a Criminal Justice Agency?

**Agency's Current Role
With Crime Victims:**

All victims of juvenile offenders are provided the above-mentioned services. Our unit is an integral part of the D.A.'s Juvenile Court Unit.

**Agency's Current Role With
Victims of Juvenile Crime:**

(See above)

SERVICES PROVIDED (Continued):

- 5.) Handle incidents of intimidation/harassment.
- 6.) Provide transportation to and from court for those who request it.
- 7.) Arrange for witness fees.
- 8.) Arrange for return of property held as evidence.
- 9.) Intervene with employers if victim so requests.
- 10.) Make referrals to counseling.
- 11.) Work with neighborhood groups/agencies that are involved with victim assistance.
- 12.) Maintain a separate waiting area for victim/witnesses.
- 13.) Place witnesses on call.
- 14.) Train Assistant D.A.'s in victims' issues.
- 15.) Provide court accompaniment, if needed.
- 16.) Conduct a brief orientation program for victim/witnesses prior to court.

Agency/Program Sketch	
Workshop Participant's Name:	Cheryl Stallman
Title:	Senior Planner
Agency/Program:	Delaware Criminal Justice Council
Address:	Carvel State Office Building 4th Floor 820 N. French Street Wilmington, DE 19801
Telephone:	(302) 577-3465
Representing a Criminal Justice Agency?	
Agency's Current Role With Crime Victims:	Our office administers the federal VOCA money for Delaware and Department of Health and Human Services Domestic Violence funds. I am the planner for both of these program areas. As such, I am an active participant in many state task forces/committees which have been set up to address issues which are related to crime victims. As the state criminal justice planning agency, we often have the ability to set up procedures to implement changes in the system which will benefit victims.
Agency's Current Role With Victims of Juvenile Crime:	Our office administers the federal OJJDP money for Delaware. Thus, the agency is involved with the development of programs in our Family Court. Additionally, the work done in the area of crime victims (above) would include services for victims of juvenile crime.

Agency/Program Sketch

Workshop Participant's Name:	Pamela E. West
Title:	Director, Victim-Witness Assistance Unit
Agency/Program:	District Attorney's Office Cobb Judicial Circuit
Address:	10 East Park Square Suite 330 Marietta, Georgia 30090-9619
Telephone:	404-528-3047

Representing a Victim Assistance Program?

Sponsor:	Victim-Witness Assistant Unit District Attorney's Office Cobb Judicial Circuit Marietta, Georgia
Goals:	To provide comprehensive services to victims and witnesses of criminal acts.
Services Provided:	The Unit provides all recommended services to crime victims except on the crime scene crisis intervention.
Annual Budget/No. of Staff:	4 staff members/Budget about 94 volunteers \$175,000.00
Current Involvement With Juvenile Cases:	Since 1990 has had limited involvement with services in juvenile court. Examples: case status, restitution, courtroom orientation, court escort, on-call services.

Introduction for Pamela West
Victim-Witness Assistance Unit
Cobb County District Attorney's Office

Pamela West, Director of the Victim-Witness Assistance Unit of the District Attorney's Office in Cobb County has a strong background in criminal justice and the judicial system. Ms. West is a victimologist by education and has years of experience with working with victims of violent crime. She earned both her Bachelor and Masters degrees in criminal justice from Georgia State University.

Formerly the Director of the Cobb County Rape Crisis Center and the YWCA Rape Crisis Center, Ms. West not only recruited, trained and supervised the volunteer staff, but also provided valuable, direct services to the victims of sexual assault. Ms. West did her thesis on the sexual abuse of children and has worked with many sexually abused children. She was involved with the Rape Crisis Center for 7 years.

The Victim-Witness Assistance Unit was begun in March, 1985. This Unit was the second in the State and has been well-received and quite successful. During its first year, the Unit was the recipient of two distinguished awards -- the J. C. Penney Golden Rule Award for outstanding volunteer services and the Georgia Federation of Women's Club Statewide award for crime prevention.

The Victim-Witness Assistance Unit is a part of District Attorney Thomas J. Charron's office.

BIBLIOGRAPHY

Pamela E. West
Director
Victim-Witness Assistance Unit
District Attorney's Office
Cobb Judicial Circuit

Date of Birth: March 26, 1946
Fort Worth, Texas

Marital Status: Married to
Richard C. West in 1966

Children: One daughter, Chandra Lorene West, "Chani",
student, Auburn University, Alabama

Occupation: Director, Victim-Witness Assistance Unit,
Cobb Judicial Circuit

EXPERIENCE:

1985-Present Director, Victim-Witness Assistance Unit

1982 - 1983 Program Coordinator. YWCA Rape Crisis Center.
YWCA of Marietta/Cobb County. Marietta,
Georgia. Responsible for social service agency
providing direct services to victims of sexual
assault. Managed two offices, three clothes
closets, and 25-40 volunteers.

1983 - 1985 Task Force Chair on Victimization of Women.
National Organization of Women. Cobb County,
Georgia. Responsibilities include awareness
of all legislation in this area, liason with
social services agencies providing direct
services, and education of the public and
members.

1984 - 1985 Vice-Chair of Citizens Review Panel for Cobb
County Juvenile Court. Marietta, Georgia.
The duties include; reviewing case information
of children in foster care; formulating per-
manency plans and making recommendations to
the Judge; identifying services and resources
needed; and maintaining confidentiality.

1983 Office Manager. Cobb Christmas, Inc. Marietta,
Georgia. This agency provides Christmas for
3,000 families by conducting its own
fundraising. Responsibility for recruitment,
training and management of office workers.
Maintained records of, and tracked all
recipients.

1976 - 1982 Crisis Counselor, Cobb County Rape Crisis Center. Marietta, Georgia. Various duties were; coordinator, trainer for five sessions, crisis interventionist, fundraising, statistician, and public relations.

1978 - 1980 Volunteer Probation Officer. Court Services. Marietta, Georgia. Supervised probationers on a one-to-one basis. Referred clients to appropriate community agencies. Compiled required reports concerning clients.

EDUCATION:

MS. 1983. Criminal Justice. Georgia State University. Atlanta, Georgia concentrated studies in philosophy of crime justice system, with an emphasis on victims of crime and family violence. Suma Cum Laude graduation.

BS. 1981. Criminal Justice and Urban Life. Georgia State University. Atlanta, Georgia. Coursework in criminal justice system, management, counseling, and victims of crime.

SPECIAL TRAINING AND

CONFERENCES: Attended various seminars and conferences on:

- Crisis Intervention
- Grantsmanship
- Battered Women
- Rape Victims
- Sexual Assault Offenders
- Juvenile Court Training
- Child Abuse (Sexual, Physical and Mental)
- Criminal Victimization
- Homicide Survivors
- DUI and Vehicular Homicide
- Restitution
- Victim Compensation
- Probation and Victim Services
- Volunteer Management
- Hotline Counseling
- Burglary and Its Effect
- Management of Victim Assistance Programs
- Adolescent Male Victims
- How To Work With Children

AWARDS: April 1986, Victim-Witness Assistance Unit received the J. C. Penney Golden Rule Award for volunteer services to victims of crime.

MEMBERSHIP:

National Organization for Victim Assistance, Inc.

Georgians for Victim Justice, Inc.

Cobb County Coalition Against Sexual Abuse of Children

Cobb Community Council

Cobb Senior Services
Board Member

Georgia Crime Prevention Association

Cobb County Law Enforcement Association

National Victim Advocacy Center

Georgia Advocates for Battered Women and Children

Representing a Criminal Justice Agency?**Agency's Current Role
With Crime Victims:**

Provides comprehensive services since 1985.

1. Crisis intervention
2. Short-term counseling
3. Advocacy
4. Emergency shelter and food
5. Mediation
6. Employer intervention
7. Landlord intervention
8. Creditor intervention
9. Property return
10. Intimidation protection
11. Referral
12. Restitution and witness
fee assistance
13. Witness reception
14. Court orientation
15. On-call services
16. Court appearance notification
17. Escort to court
18. Public education and
legislative advocacy
19. Training
20. Insurance claim aid
21. Victim Impact Statements
22. Funeral arrangements-Grief
counseling
23. Reporting and monitoring of
stolen credit cards
24. Mobilization natural support system
25. Victim for victims support

SPECIALIZED SERVICES

1. Elderly crime victims
2. Children who are victims and
witnesses--"Kids In Court"
3. Crime prevention-Home
Security Checks
4. Neighborhood Watch Program

**Agency's Current Role With
Victims of Juvenile Crime:**

Since 1990 has had limited involvement with services in
juvenile court.

Examples: case status, restitution, courtroom orientation,
court escort, on-call services.

Module 1

Handouts

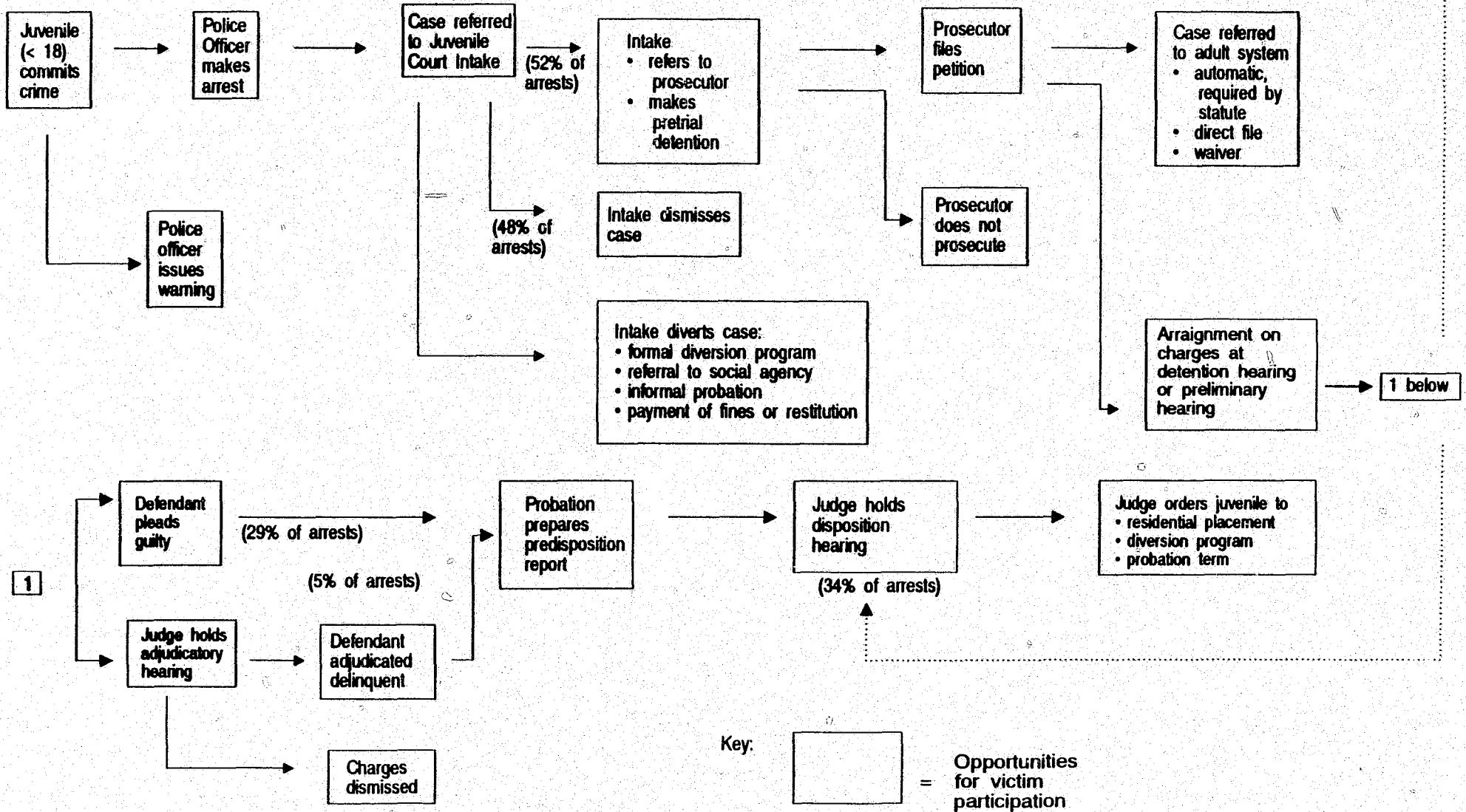
Handout 1.1: Flow Chart of the Juvenile Justice Process

Handout 1.2: Advantages and Drawbacks to Program Sponsors

Overhead 1.6 - Handout 1.1

Flow Chart of the Juvenile Justice Process

Time from Arrest to Disposition
 = 2-6 months if detained (2% of cases)
 = 4-9 months if released



Handout 1.2

Advantages and Drawbacks to Program Sponsors*

Prosecutor-Sponsored Programs	
Potential Advantages	Potential Drawbacks
Provides ready access to case files	Focuses on victims in terms of potential as witnesses
Provides opportunities for staff training in juvenile justice system operations	Restricts services to victims whose cases are filed
Provides program with authority and credibility	Limits early contact with victims
Provides area-wide jurisdiction	Restricts staff role as victim advocate
Provides opportunity to improve prosecutors' handling of victims of juveniles	Reduces acceptance by community-based organizations
Facilitates access to juvenile judges	Can create conflicts over confidentiality and disclosure
Facilitates inclusion of victims' concerns with sentencing recommendation	Can create conflict between prosecution needs and victims' needs
Provides opportunity for office space at court	
Provides stable constituency for future funding	
Provides opportunity to obtain prompt official action on intimidation	

- * The handout appears in Helping Victims and Witnesses in the Juvenile Justice System: A Program Handbook. It is adapted from Peter Finn and Beverly N. W. Lee, Serving Crime Victims and Witnesses. Washington, DC: U.S. Department of Justice, (1987), p. 27.

Handout 1.2
Advantages & Drawbacks to Program Sponsors

Probation-Sponsored Programs	
Potential Advantages	Potential Drawbacks
Provides ready access to case information	Misses victims if no referral has been made
Provides access to victims before prosecutor screening	Creates potential conflict between offender orientation and concern for victims
Provides access to victims in diverted cases	Creates tendency to focus on restitution exclusively
Provides opportunity for staff training in operation of the juvenile justice system	
Provides program with authority and credibility	
Provides area-wide jurisdiction	
Facilitates access to judges and court hearings	
Provides opportunity for court escort and witness reception center	
Facilitates inclusion of victims' concerns in sentencing recommendations	
Facilitates access to post-sentencing information (restitution performance, parole hearings, release from secure placements)	

Programs Sponsored by Community-Based Organizations	
Potential Advantages	Potential Drawbacks
Facilitates staff advocacy for victims vis-a-vis juvenile justice system	Hampers access to cases from criminal justice system
Relaxes victims distrustful of or intimidated by the system	Limits potential for improving justice system's handling of victims
Provides access to victims of unreported offenses and few disincentives to helping them	Reduces justice system's interest in funding program
Enhances access to referral resources	Inhibits credibility with police and prosecutors
Easily taps local support services, churches, senior centers, etc.	Can restrict court accompaniment
Can establish own objectives and priorities, independent of "system" needs	Can limit the location of reception facilities

Law Enforcement-Sponsored Programs	
Potential Advantages	Potential Drawbacks
Provides swift access to clients through arrest reports or calls to appear on the scene	Discourages service delivery after investigation and referral to juvenile court
Facilitates 24-hour services because agency operates around the clock	May arouse distrust among officers who fear interference with practices
Provides opportunity to improve police handling of victims	Association with law enforcement alienates some victims
Provides opportunity to assist in interrogation of children, rape victims, etc.	Invites excessive referrals of non-crime cases
Reduces distinctions between victims of juvenile crime and victims of adult crime	May create conflicts with service organizations that distrust police

Module 2

Handouts

Handout 2.1: Core Service Components

Handout 2.2: Example of Effective Orientation Brochure

Handout 2.1

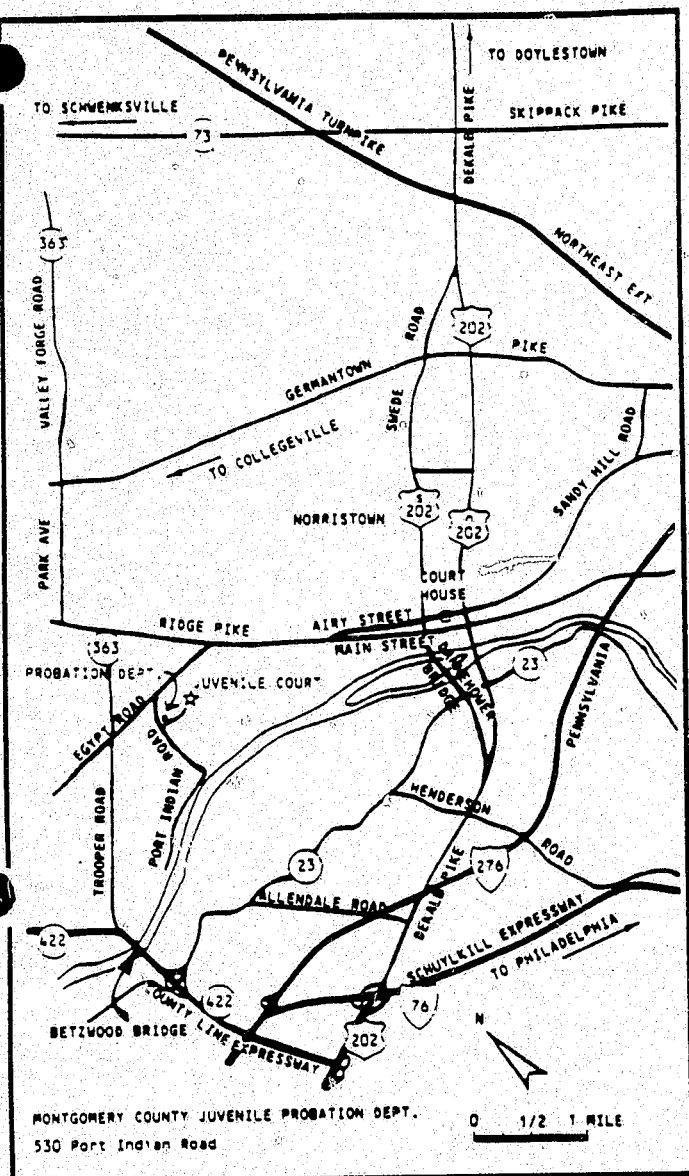
Core Service Components

Core Service Components	Primary Component Function
1. Orientation to the juvenile court and process	Improved Interaction Between Victim & System
2. Assistance to victims who must testify	
3. Information about case status/outcomes	
4. Facilitating victim participation	
5. Assistance with compensation & restitution	
6. Facilitating property return	Serves Victims' Needs
7. Crisis intervention	
8. Information & referral	
9. Education & training	Educates Public/System Personnel

Handout 2.2

Example of Effective Orientation Brochure

Handbook For Victims



COUNTY OF MONTGOMERY

COMMISSIONERS
PAUL BAKER BARTLE, CHAIRMAN
FLORIANA M. BLOSS
RITA C. BANNING

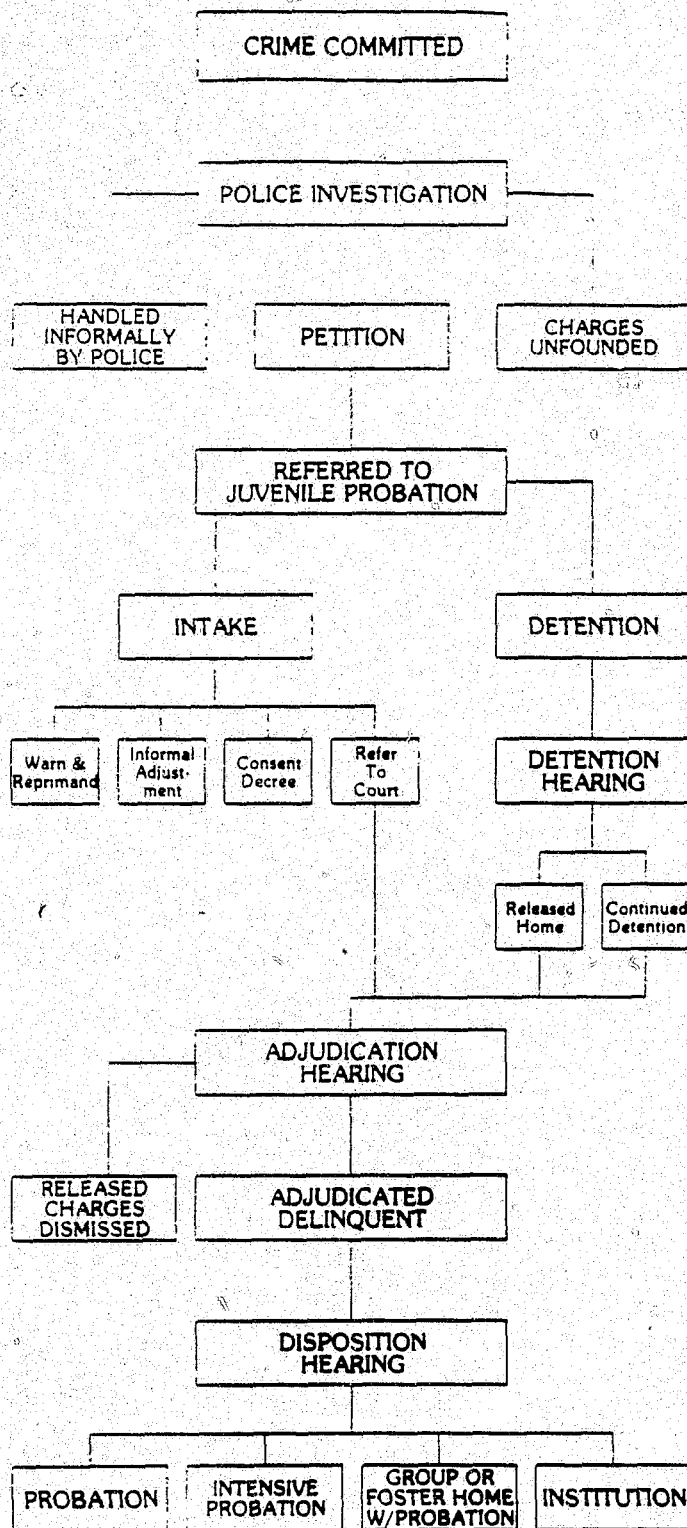
HONORABLE WILLIAM W. VOGEL
PRESIDENT JUDGE

HONORABLE PAUL W. TRESSLER
ADMINISTRATIVE JUVENILE JUDGE

ANTHONY A. GUARNA
CHIEF JUVENILE PROBATION OFFICER



**Victim / Witness Assistance Program
Montgomery County Juvenile Court**



THE JUVENILE JUSTICE SYSTEM

When a juvenile commits a crime, the police conduct an investigation to determine if there is enough evidence to file a petition alleging acts of delinquency. If there is enough evidence, the petition is referred to the Juvenile Probation Department. The department then has two options in handling the case: refer the case to the Intake Department or detain the juvenile at Montgomery County Youth Center.

THE INTAKE PROCESS

The juvenile remains at home under the supervision of a parent or guardian until his/her appearance before an intake officer at the Juvenile Probation Department. At the Intake Conference, the parents and juvenile are required to appear for an informal interview. Victims do not attend Intake Conferences, but may talk with the intake officer or victim assistance coordinator prior to the hearing.

Depending on the seriousness of the charge(s) and the juvenile's adjustment at home, at school and in the community, the intake officer will determine whether the juvenile should be referred to court or handled informally at the Intake level. If court referral is made, an Adjudication Hearing is scheduled before the Juvenile Court Judge.

In cases which are not referred to court, the intake officer has three options. In any of these options, the juvenile may be ordered to pay restitution, attend school regularly, do community service work, attend counseling, avoid contact with the victim, etc.

1. Warn and reprimand the juvenile. No further action taken.
2. Hold the case open pending the successful adjustment of the juvenile for 3-6 months. This is called an Informal Adjustment.
3. Recommend to the judge that the juvenile be placed on a Consent Decree. The charges are held open for 6-12 months pending the successful adjustment of the juvenile. A probation officer supervises the juvenile during this period.

Juveniles who do not comply with the terms and conditions of the Informal Adjustment or Consent Decree may still be referred to court on the original charges.

If juveniles successfully meet the conditions of the Informal Adjustment or Consent Decree, they are released from the jurisdiction of the Court and do not have a juvenile record.

HERE ARE THE WAYS TO RECOVER YOUR LOSSES

RESTITUTION

A claim for restitution can be submitted to the Juvenile Probation Department. Please complete a VICTIM CLAIM FORM and return it to our office as soon as possible. You should include documentation of your losses and/or medical expenses. Restitution can be ordered by the judge or the intake officer. In lieu of financial restitution, you may prefer to have the juvenile perform volunteer community service.

INSURANCE

A claim can be filed with your insurance company. The judge may order the juvenile to reimburse you for the amount of the deductible or for losses not covered by insurance.

SMALL CLAIMS COURT

You have the option of suing the juvenile and his parents in Small Claims Court. In doing so, you are proceeding in a civil court rather than criminal court. If you wish to sue in Small Claims Court, please contact the district justice in your area. Under the Juvenile Act, parents are responsible for \$300.00 per incident.

CRIME VICTIMS' COMPENSATION BOARD

This program covers any unreimbursed medical expenses, loss of wages or support, or loss of the ability to earn wages as a result of bodily injury from a crime. Pain and suffering and property losses are not covered. This act requires that the crime be reported to police within 72 hours after the crime occurred and that the victim and his/her family remain cooperative with the police. Applications can be obtained from our office or by writing to:

Crime Victims' Compensation Board
333 Market Street
Harrisburg, PA 17101
Phone = (717) 783-5153 or (800) 233-2339

We can assist you in filing your claim.

DO YOU NEED SOMEONE TO TALK TO?

We realize that being a victim of crime can be a traumatic experience. If you or your family need assistance to resolve some of the problems resulting from the crime or if you have any questions about the progress of your case or have any thoughts or information that you did not include in your victim claim form or victim impact statement, we encourage you to call our office to discuss your concerns with the victim assistance coordinator.

The coordinator can refer you to an appropriate counseling agency, or you may call one of the agencies listed below for services and/or referrals.

- Victim Services Center (provides assistance to victims of crime) ASSIST-1
- 24 hour rape hotline 277-5200
- Abington Memorial Hospital
Mental Health Outpatient Department
of Psychiatry 576-2525
M-F 9-5
- Mental Health
Crisis Line 1-800-237-4447
- Family Services 272-1520
- Elder Help 657-3344
- Senior Victim
Assistance Program 277-3715

VICTIM / OFFENDER MEDIATION

Even after the disposition of a case, some victims still have unanswered questions. They may want to know what happened to a particular item that was not recovered, how juveniles entered the home, why a particular victim was singled out. These are questions that only the juvenile offender can answer.

Victims can participate in a meeting with the offender supervised by the victim assistance coordinator. In this meeting, victims can ask questions, express feelings, determine restitution and work out a payment schedule. The meeting process helps to put closure on a case and reduces some of the anxiety victims may have about the offender.

If you are interested in participating in such a meeting, the process can be explained to you in more detail.

Module 3

Handouts

Handout 3.1: Crime and Juvenile Court Statistics Worksheet

Handout 3.2: Sample Topic Outline for Interviewing Judges

Handout 3.3: Sample Topics for Victim Interviews

Handout 3.4: Summary of Interview Results

Handout 3.5: Example of Interview Results from Hypothetical Jurisdiction

Handout 3.6: Exercise in Using Needs Assessment Data

Handout 3.1

Crime and Juvenile Court Statistics Worksheet

Potential Sources of Local Data:

Annual Report of the Juvenile Court

Juvenile Court

Juvenile Court Intake

Prosecutor's Office or Juvenile Division of Prosecutor's Office

Research Department of Law Enforcement Agency (Check each law enforcement agency in your jurisdiction.)

State Criminal/Juvenile Justice Planning Agency

Published Data on Crime and Arrests:

Crime in the United States. U.S. Department of Justice, Federal Bureau of Investigation (Washington, D.C.:USGPO) 1989. (Check for most recent edition.)

Data for cities over 100,000 population are also in the Sourcebook of Criminal Justice Statistics-1989. U.S. Department of Justice, Office of Justice Programs. (Washington, D.C.: USGPO) 1990. (Check for most recent edition.)

Arrests: 19__

Murder and non-negligent manslaughter

Forcible rape

Robbery

Aggravated assault

Burglary

Household larceny

Motor vehicle theft

Arson

Violent crime index

Property crime index

<u>Juvenile</u>	<u>Adult</u>	<u>Total</u>

Delinquency referrals to juvenile court intake: 19__

*Felony offenses
 Misdemeanor offenses
 Total delinquency offenses

Disposition of cases referred to intake

Dismissed by intake, no action taken
 Informal handling, counseled and released
 Diverted (no restitution) by intake
 Diverted (restitution) by intake
 Filed, juvenile court or referred to prosecutor
 for filing

Delinquency Cases filed in juvenile court: 19__

*Felony petitions
 Misdemeanor petitions
 Total delinquency petitions

Disposition of cases filed in juvenile court

Not prosecuted/dropped
 Transferred to adult system
 *Resolved by plea
 *Tried
 Charges not sustained (not guilty)
 Charges sustained (guilty)
 *Number of subpoenas issued to:
 Police
 Civilians
 Experts

Disposition of delinquency petitions

Offender placed in residential facilities
 Offender placed on probation
 Offender released without probation
 Other ()
 Other ()
 Total number of offenders ordered to pay restitution

* Especially useful statistics

Handout 3.2

Sample Topic Outline for Interviewing Judges

1. Explain Purpose of Interview

- considering developing a program to better serve victims and witnesses of juvenile crime
- would like to understand the juvenile justice process relative to victims and witnesses

2. How Does the Judge See the Role of Victims in the Juvenile Justice Process?

- any conflict between needs of victim and court's other goals (for offenders, for efficiency of operation, etc.)

3. What Services Does the Judge Believe Are Needed by Victims and Witnesses in Juvenile Cases? How Well Does He Feel These Needs Are Being Met and By Whom?

- victim needs
- current level of services
- gaps or problem areas
- priorities

4. What Are the Priority Needs of the Juvenile Court Relative to Victims and Witnesses

- any functions that could be performed by a Victim Assistance Program?

5. What Are the Ground Rules Concerning Victim Participation in the Court Process? What Are the Current Practices?

- confidentiality of juvenile information
- notification of court hearings (detention, preliminary, trial, disposition)
- attendance at hearings (detention, preliminary, trial, disposition)
- accompaniment to hearings
- impact statements (by whom, what information)

6. Background Information about the Juvenile Court

- court jurisdiction over what types of cases?
- judges (number handling delinquency cases full-time, part-time)
- courtrooms (number, locations, schedules)
- what information is maintained about victims and witnesses (location, access)
- sentencing (primary considerations, role and frequency of restitution)

Handout 3.3

Sample Topics for Victim Interviews

1. **What was the Crime?** (usually available in case records)
 - Type of crime
 - Where occurred
 - Involving offender(s) known to the victim?
2. **What were the Victim's Experiences with the Juvenile Justice System?**
 - Type and frequency of victim contacts with police and juvenile justice personnel
 - Understanding of purpose of juvenile court and the process
 - Level and type of participation in the court process (attendance, testimony, impact statement, etc.)
 - Informed or consulted about
 - case schedule?
 - case outcome?
 - Any restitution requested, order, or received?
3. **Who Helped the Victim?**
 - Type and source of assistance (formal or informal)
 - Needs that could not be met
4. **How Does the Victim Feel About His/Her Experiences with the Juvenile Justice Process?**
 - Level of satisfaction with victim/witness services (if any)
 - Level of satisfaction with police and various juvenile justice personnel (judge, prosecutor, etc.)
 - Reasons for satisfaction or dissatisfaction
 - Suggestions for improving the system or victim/witness assistance
5. **How was the Victim Affected?**
 - Immediate emotional reaction to the crime
 - Level of physical injury and/or financial loss
 - Longer-term consequences (including changes in lifestyle)
6. **Who is the Victim?** (often in case records)
 - Sex
 - Age
 - Ethnicity
 - Employment status
 - Socioeconomic status
 - Prior history of victimization

Handout 3.4

SUMMARY OF INTERVIEW RESULTS Services Checklist for Victims & Witnesses in Juvenile Cases

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
1. Orientation to Juvenile Court & victim rights <ul style="list-style-type: none"> explains how juvenile court is different explains what will happen in court explains victim's role & responsibilities explains victim's rights explains how to get more information 				
2. Assistance for victims who must testify <ul style="list-style-type: none"> provides directions provides transportation provides reception at court provides babysitting intervenes with schools or employers helps with witness fees provides separate waiting areas accompanies witnesses to court 				

Handout 3.4 Summary of Interview Results (continued)

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<ul style="list-style-type: none"> • prepares witnesses for court • protects witnesses from intimidation • protective practices in sensitive cases (e.g. videotaped dispositions) • restricts the release of victims' names • provides legal referrals along with prosecutors 				
<p>3. Crisis intervention & referral</p> <ul style="list-style-type: none"> • provides on-the-scene assistance • staffs a 24-hour hotline • provides crisis counseling during routine victim contacts • coordinates victim triage & referral • provides direct emergency services 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>4. Provides information about case status & outcome</p> <ul style="list-style-type: none"> • regular updates on investigation status • date of detention or preliminary hearing • advance notification of subpoena • date of adjudication • on-call system (victims only) • disposition date • case outcome • diversion decisions • sentence information 				
<p>5. Assistance obtaining compensation & restitution</p> <ul style="list-style-type: none"> • explains application rules & procedures • assists witnesses in documenting losses • monitors claims • tracks restitution payments • assists with insurance claims 				

What services provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>6. Facilitates victim participation in the juvenile justice process</p> <ul style="list-style-type: none"> • provides information about opportunities for participation • helps write impact statements • assists in preparing oral statements • paraphrases victims' statements at disposition • consults on case filing • consults on charges • consults on diversions • consults on pleas • consults on information adjustments 				
<p>7. Facilitating the return of property</p> <ul style="list-style-type: none"> • write property release orders • provides liaison with the police for release 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
8. Information & referral <ul style="list-style-type: none"> • refers victims for psychological treatment • refers victims for legal information • refers victims for emergency assistance • refers victims to support groups 				
9. Education & training <ul style="list-style-type: none"> • train police about victims' needs • train other juvenile justice officials • educates the community education 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>10. Witness coordination & support</p> <ul style="list-style-type: none"> • provides directions • provides transportation • provides reception at court • provides babysitting • intervenes with employers or school • helps with witness fees • provides separate waiting areas • accompanies witnesses to court • prepares witnesses for court • protects witnesses from intimidation 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>(Witness coordination)</p> <ul style="list-style-type: none"> • prepares subpoenas • subpoena follow-up • advance notification of subpoenas • appearance reminders • operates on-call system • notifies witnesses of changes in schedules • notifies witnesses about case outcomes 				
<p>11. Post-adjudication services</p> <ul style="list-style-type: none"> • notifies witnesses about probation release hearings • notifies witnesses about parole hearings • relays restitution payment status to court • provides mediation services 				

Handout 3.5

Example of Interview Results from Hypothetical Jurisdiction

What services are provided	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
1. Orientation to Juvenile Court and victims rights				
• explains how juvenile court is different	No	-----	-----	Judge considers it a priority need
• explains what will happen in court	Only to victims/witnesses who telephone prosecutor after receiving subpoena	Prosecutor	After subpoena	Prosecutor sees need to explain to all victims/witnesses subpoenaed
• explains victim's role & responsibilities	No	-----	-----	Victims express need for this information
• explains victim's rights	To victims in cases with a conviction To all sexual assault victims	Prosecutor Rape crisis program	Upon conviction only At crime scene or when reported	Ambiguity in statutes; information must be cleared by judge
• explains how to get more information	All victims & witnesses subpoenaed	Prosecutor	In letter with subpoena	Need to highlight information number
2. Assistance for victims who must testify				
• provides directions	No	-----	-----	No official reaction to whether needed
• provides transportation	No	-----	-----	No victims mentioned the need
• provides reception at court	Court receptionist checks victim's name; provides no other information	Court	Upon victim's arrival at court	Need for more information, more courteous reception
• provides babysitting	No	-----	-----	Security problem since no separate victim waiting area
• intervenes with schools or employers	No	-----	-----	Prosecutor sees this as victim's responsibility

Handout 3.6

Exercise in Using Needs Assessment Data Characteristics of Jurisdiction

Background. Lake County, Mississippi (pop. 800,000) consists of a central city and its surrounding suburbs. For years, the county prosecutor's victim witness unit has provided victim witness services in criminal cases. Because the budget is tight and juvenile cases are prosecuted five miles away from the main office at the juvenile court complex, the unit has never worked on juvenile cases.

Caseloads. Last year, police arrested 4250 juveniles for delinquent offenses and referred them to the intake center at the juvenile court. About 50% of these cases were later formally petitioned by the prosecutor's office. (The other cases were handled informally or refused by the prosecutor.)

Of the offenses that were officially filed, about 1800 involved the type of offenses that usually have a victim. The breakdown of these cases is as follows:

Felonies against persons

Homicide, manslaughter	4
Forcible rape	8
Robbery	75
Aggravated assault	80
Other sex offenses	<u>35</u>
	202

Felonies against property

Burglary	450
Motor vehicle theft, grand larceny	280
Arson	<u>8</u>
	738

Misdemeanors against persons

Simple assault	195
Sex offenses	<u>15</u>
	210

Misdemeanors against property

Vandalism and trespassing	200
Petit larceny and other stolen property offenses	<u>450</u>
	650

All Offenses (With Victims)	1800
-----------------------------	------

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

Subpoenas and trials. Approximately 3000 subpoenas were issued to civilian victims and witnesses last year. Often, these victims and witnesses never actually testified, because the defendant decided to plead guilty before the trial or any preliminary hearings.

About 150 cases went to trial, with trials lasting from less than a day to almost two weeks. The average was about 1 1/2 days. Because of growing backlogs, the average case took 5 1/2 months to resolve (compared with 3 1/2 months the previous year). The range was from 4 days to 11 months.

Problems Identified by Juvenile Justice Officials. [From interviews with: both juvenile court judges, chief of juvenile probation, director of rape crisis program, chief juvenile prosecutor.

General system problems

- Big increase in court backlog, system is very overburdened now, but budget has not increased.
- Much public concern about the overuse of plea bargaining.
- Limited or unsatisfactory sentencing alternatives:

Diversion program is under fire for taking some assaults and sex offenses.
Probation is overwhelmed.

Few placements available for serious offenders.

Crowded residential facilities.

No formal restitution program. Many youth don't complete restitution requirements.

Problems related to witness access and needs

- Many witnesses fail to appear. Subpoenas go out too late, especially in cases where the juvenile is detained and gets an early trial date.
- Victims are not informed of disposition dates or other hearings unless subpoenaed.
- There is no private waiting area for victims at the courtroom.

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

- Victim impact information is rarely included in probation reports. Probation sends victims a form requesting restitution information, but most people never send it back or send it after the case is already over.
- By law, the prosecutor's office is supposed to notify victims of case outcome, but individual prosecutors are overburdened and frequently don't get around to it.

Specific attitudes and preferences concerning victim assistance

Judge 1: I'm afraid that victim participation will slow the backlogged court down even further. Also concerned that victim involvement may conflict with the court's rehabilitative mission. Not opposed to making victim appearances at court more comfortable or educating victims about the process.

Judge 2: We should make victim participation as easy as possible and avoid re-victimization by the system. The problem is we lack resources for things like a private waiting area. Not opposed to impact statements and other forms of participation as long as the confidentiality of juveniles is protected.

Probation Chief: Victims should be informed of disposition dates and encouraged to participate. Victims need a chance to tell their story. For offenders, hearing the victim's statement is the first step in accountability. However, it should not be up to probation to encourage impact statements, because that would conflict with probation's primary mission.

Rape Crisis Director: Have had only two cases in juvenile court, but the victims felt they were on trial and disliked waiting near the defendants and their friends. We handled the cases just like criminal cases, accompanying the victims to court and submitting written impact statements. (The judges and prosecutors knew us from criminal court.)

Juvenile Prosecution Chief: We need to get subpoenas out faster and develop a better system for managing information about case status and witnesses. Also, I assume that the victim rights described in our Victim Bill of Rights apply to juveniles even if the statute doesn't say so.

Problems Identified by Victims. [From telephone interviews with 28 felony victims whose cases were disposed of within the last six months. (70% of the original sample of 40 agreed to participate.)]

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

Effects of victimization

- 50% reported no lasting effects
- 50% said they did not need any help immediately after the crime
- 33% did not recoup their financial losses through insurance or restitution. (Most of these victims were angry, because no restitution was ordered or it was ordered but not paid.)
- 20% suffered debilitating fear after the crime
- 14% dramatically changed their daily habits as a result

Experiences with the juvenile justice system

- 67% did not understand what was expected of them when they got their subpoena
- 25% had tried to call the prosecutor and didn't reach him or her
- 70% did not understand the differences between the juvenile and adult systems
- other problems:
 - no explanation of why charges were dropped
 - didn't get a telephone number to call for information
 - letter from the prosecutor was intimidating
 - no information about case outcome
 - didn't understand the letter about case outcome or wanted more information

Experiences with court appearances

- 50% of victims went to court on at least one occasion

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

- problems mentioned:

- had to wait near defendant
- long waiting time
- too many appearances were required
- lack of attention to case/prosecutor didn't seem very prepared
- court seemed disorganized/no-one knew where I should wait
- showed up unnecessarily -- wasn't told that the defendant pled guilty and the trial was called off

Other

- A few victims wondered whether the sentence meted out would do the offender any good.
- Two victims were extremely angry about what they saw as lenient sentencing.

Worksheet for the Exercise on Using Needs Assessment Data

1. What are the primary problems in this jurisdiction? Which ones might be improved by a victim (and/or witness) assistance program?

2. Which of these problems would you propose to tackle with your initial program and how? Why did you choose these problems?

3. Who do you think will support or oppose your approach? Is your proposal politically feasible?

4. Was the information provided sufficient to support your decisions? If not, how could you improve on this needs assessment?

5. Do you see any similarity to the situation in your own jurisdiction?

Module 4

Handouts

Handout 4.1: Guidelines for a Plan for Victim (Witness) Assistance in the Juvenile Justice System

Handout 4.2: Service Planning Guide

Handout 4.3: Program Planning Exercise

Handout 4.1:

Guidelines for a Plan for Victim (Witness) Assistance in the Juvenile Justice System

1. What is the structure of the program?

- a. What organization will sponsor the program?
- b. Where will the program be located?
 - With other victim witness services?
 - Near the juvenile court or other juvenile justice agencies?

2. What are the program's goals and objectives?

- a. What are the goals? What are the program's broad purposes?

For example, is the program trying to:

- Reduce the trauma and loss associated with victimization?
- Improve the way victims and witnesses are treated by the juvenile justice system?
- Implement a particular statute or policy?
- Make the juvenile justice system or some part of it function more efficiently?
- Improve public attitudes toward the juvenile justice system?
- Affect juvenile offenders in some way?

- b. What are the objectives? What specific accomplishments is the program after?

For example, will the program:

- Notify all victims of violent crime that they have a right to attend and speak at case disposition?
- Notify all victims that a case has been filed within one 1 week of filing?
- Provide a private waiting area for all victims of violent crime?
- Reduce prosecutor time spent in preparing witnesses to testify?
- Increase the number of victims of juvenile crime who receive restitution?

3. What is the target population?

a. Whom will the program serve?

Will it serve:

- Victims? If so, will it serve --
 - Victims of all types of offenses?
 - Victims in cases where no charges have been filed yet?
 - Victims in cases that the prosecutor has decided not to prosecute?
 - Victims who are never summoned as witnesses?
 - Police officers who have been victimized in the line of duty?
- Witnesses? If so, will it include --
 - Witnesses in all types of cases?
 - Police officers and expert witnesses called to testify?

b. Will the program assign priorities to different categories of victims and witnesses?

Will all the victims or witnesses that the program serves

- Be contacted within the same time frames?
- Be contacted initially in the same way?
- Be offered the same types of services?

If caseloads exceed program capacity, are there some categories of "must-serve" victims or witnesses? Others that will receive service only if time permits?

c. What geographical or political jurisdiction will the program serve?

4. How will the program identify its target population?

a. To identify clients, will the program

- Review court or probation files?
- Review prosecutor files?
- Review police files?
- Ask prosecutors to send their witness lists?
- Ask police, prosecutors, or other juvenile justice personnel to refer cases?
- Ask health and social service agencies in the community to refer cases?
- Advertise its services to the general public and solicit self-referrals?

b. If the program plans to solicit referrals from juvenile justice personnel or other agencies in the community, how will they learn about the program?

c. How will the program screen cases?

- Will the program assign cases to different levels of priority, depending on their characteristics?
- Will the program need to screen out cases that do not fit its criteria?
- Who will do the screening -- the program staff or others?

5. What services will the program offer?

a. Will the program services include

- Core service components

- Orientation to the juvenile court and to the rights of victims?
- Assistance to victims who must testify?
- Information about case status and outcome?
- Facilitating victim participation in the juvenile justice process?
- Assistance in obtaining compensation and restitution?
- Facilitating the return of property?
- Crisis intervention and referral?
- Information and referral?
- Education and training to the general public, juvenile justice personnel, and/or other local service providers?

- Optional service components

- Witness coordination and support?
- Post-adjudication services?

b. For each of these services, will the service be provided by mail, by telephone, or in person?

To which types of victims or witnesses?

6. What resources will be needed to support the program?

a. Who will deliver the services?

- How many staff will be involved and what will be their responsibilities?
- Will the program involve volunteers? If so, how will volunteers be recruited and supervised?
- To whom will the staff report?
- Will staff or volunteers receive any training?

b. What will it cost to operate the program?

- Personnel
- Fringe benefits
- Emergency funds (if desired to meet special victim needs not covered by other sources)
- Other expenses, such as
 - Office space
 - Waiting room space
 - Furniture
 - Equipment (e.g., typewriter, word processor)
 - Telephone
 - Postage
 - Office supplies
 - Printing (for brochures, record-keeping forms)
 - Conference/training expenses
 - Travel
- Overhead and administrative expenses (if not included above)

c. Which of these expenses will be met through "in-kind" support -- through donations from the host agency or other agencies?

d. Who will provide the monetary support that is needed?

7. How will the program be monitored or evaluated?

- a. What kinds of records will the program keep?
- b. Will the program follow up with clients, referral agencies, or key officials in the juvenile justice system?
- c. What kinds of reports will the program generate, for whom, and how often?
- d. Will researchers from outside the program be involved in assessing how the program is working?

Handout 4.2:

Service Planning Guide

Example:

Type of Service	Provided to/by means of:		
	Mail	Telephone	Face-to-face contact
Core service components: <u>Examples:</u> Orientation to juvenile court/victim's rights	<u>All victims:</u> Send letter & brochure when case is filed	<u>Victims of felonies:</u> Call when subpoena is mailed	<u>Child victims, others who have special needs:</u> Courtroom tour. <u>All victims who appear:</u> Brief orientation on trial date.
Assistance to victims who must testify	<u>All victims who are subpoenaed:</u> Cover letter asks victims who need help to call	<u>All victims of felonies:</u> Transportation, other needs identified during above phone call. Call those who do not acknowledge subpoena.	<u>All victims who appear:</u> Escort/accompaniment to court. Private waiting area in victim/witness office.

Handout 4.2
Service Planning Guide

Type of Service	Provided to/by means of:		
Core service components	Mail	Telephone	Face-to-face contact
Orientation to juvenile court/victim's rights			
Assistance to victims who must testify			
Case status/outcome information			
Facilitating victim participation			
Compensation/restitution assistance			

Type of Service	Provided to/by means of:		
Core service components	Mail	Telephone	Face-to-face contact
Helping with property return			
Crisis intervention and referral			
Information and referral			
Education and training for public or professionals			
Witness coordination/support			

Type of Service	Provided to/by means of:		
Core service components	Mail	Telephone	Face-to-face contact
Post-adjudication services			
Other			

Handout 4.3.

Program Planning Exercise Program Planning Worksheet #1: General Overview

1. What is the structure of the program?

What organization will operate it?

Where will the program be located?

2. What are your primary goals? Rate these goals according to their priority at this time: H=High, M=Moderate, L=Low

- ☐ Reduce the trauma and loss associated with victimization?
- ☐ Improve the way victims and witnesses are treated by the juvenile justice system?
- ☐ Implement a particular statute or policy?
- ☐ Make the juvenile justice system or some part of it function more efficiently?
- ☐ Improve public attitudes toward the juvenile justice system?
- ☐ Affect juvenile offenders in some way?
- ☐ Other?

3. What is your target population?
Will you serve:

- ☐ Victims? If so, will you serve --
 - ☐ Victims of all types of offenses?
 - ☐ Victims in cases where no charges have been filed yet?
 - ☐ Victims in cases that the prosecutor has decided not to prosecute?
 - ☐ Victims who are never summoned as witnesses?
 - ☐ Police officers who have been victimized in the line of duty?

- ☐ Witnesses? If so, will you include --
 - ☐ Witnesses in all types of cases?
 - ☐ Police officers and experts called to testify?

Will you assign priorities to different categories of victims and witnesses? How might services differ for the different priority groups?

4. How will you identify your target population? Indicate what emphasis you will place on each method: H=High, M=Moderate, L=Low.

- ☐ Reviewing court or probation files
- ☐ Reviewing prosecutor files
- ☐ Reviewing police files
- ☐ Asking prosecutors to send their witness lists
- ☐ Asking police, prosecutors, or other juvenile justice personnel to refer cases
- ☐ Asking health and social service agencies in the community to refer cases
- ☐ Advertising services to the public so that clients will refer themselves

5. What services will the program offer? Indicate your priorities: H=High, M=Moderate, L=Low.

Core service components

- ☐ Orientation to the juvenile court and to the rights of victims?
- ☐ Assistance to victims who must testify?
- ☐ Information about case status and outcome?
- ☐ Facilitating victim participation in the juvenile justice process?
- ☐ Assistance in obtaining compensation and restitution?
- ☐ Facilitating the return of property?
- ☐ Crisis intervention and referral?
- ☐ Information and referral?
- ☐ Education and training to the public, juvenile justice personnel, or other local service providers?

Optional service components

- ☐ Witness coordination and support?
- ☐ Post-adjudication services?

Other services (explain)

6. What resources will be needed for this program?
How many staff, with what responsibilities?

Will you involve volunteers? How will they be recruited and supervised?

Besides the basics, like desks and telephones, will you have special needs for space, equipment, printing, or other items?

Who can provide "in-kind" support?

Who can provide monetary support?

Program Planning Worksheet #2: Detailed Service Planning

Examples:

Type of Service	Current Status	Planned Services Provided to/by means of:			Next Steps	When
		Mail	Telephone	Face-to-face		
<u>Examples:</u> Orientation to juvenile court/victim's rights	D.A. sends brief letter with subpoena -- talks briefly to victim on court date (in routine cases). Adult V/W staff help on request (big cases only)	All victims: send letter & brochure when case is filed.	Victims of felonies: call when subpoena is mailed.	Child victims, others who have special needs: courtroom tour. All victims who appear: brief orientation on trial date.	1. Revise letter & adult victim/witness brochure. 2. Meet with judge re: courtroom tours & orientation content. 3. Outline orientation for phone & in-person work. 4. Judge & D.A. review materials. 5. Print brochure.	6/91 6/91 6/91 7/91 7/91
Help with property return	Police handle it.	All victims: dispo letter explains whom to contact	"Hardship cases": intervene with D.A. for early release.		1. Verify procedures with D.A. & police. 2. Include in dispo letter.	6/91 6/91

Program Planning Worksheet #2:
Detailed Service Planning

Type of Service	Current Status	Planned Services Provided to/by means of			Next Step	When?
		Mail	Telephone	Face-to-face		
Orientation to juvenile court/victim's rights						
Assistance to victims who must testify						
Case status/outcome information						
Facilitating victim participation						
Compensation/restitution assistance						

**Program Planning Worksheet #2:
Detailed Service Planning**

Type of Service	Client Status	Planned Services Provided to/by means of			Next Step	When?
		Mail	Telephone	Face-to-face		
Helping with property return						
Crisis intervention & referral						
Information & referral						
Education & training for public or professionals						

**Program Planning Worksheet #2:
Detailed Service Planning**

Type of Service	Current Status	Planned Services Provided to/by means of			Next Step	When?
		Mail	Telephone	Face-to-face		
Witness coordination/ support						
Post-adjudication services						
Other						

Program Planning Worksheet #3:

Summary/Preparation for Group Discussion

1. What steps do you need to take when you return home? List your 5 highest priorities for action.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. Whom will you involve in further discussion or planning of services for victims or witnesses of juvenile crime?
3. What obstacles or problems are you most concerned about?

Module 5

Handouts

Handout 5.1: Distinctions Between Monitoring and Other Forms of Evaluation

Handout 5.2: Client Intake Form

Handout 5.3: Client Service Record

Handout 5.4: Case Closure Record

Handout 5.5: Staff Activity Log (Supplement)

Handout 5.6: Summary Report of Program Activities and Services

Handout 5.7: Worksheet for Program Activities and Services

Handout 5.8: Samples of Charts and Graphs for Presentation of Findings

Handout 5.9: Client Evaluation of Juvenile Victim/Witness Program

Handout 5.10: Agency Evaluation of Juvenile Victim/Witness Program

Handout 5.11: Guide to Troubleshooting

Handout 5.1.

Distinctions Between Monitoring and Other Forms of Evaluation

	Monitoring	Other Forms of Evaluation
<u>Focus</u>	<u>Short-term objectives</u>	<u>Long-term goals</u>
Key questions	Who is doing what, when, where, how often, and with what resources? effectiveness?	Does the program work? Is it efficient and effective? How do various activities contribute to program
Examples of typical monitoring concerns	<ul style="list-style-type: none"> • How many victims are we reaching each month? • How many (what proportion of) our clients are being notified that they are entitled to attend the disposition (sentencing) hearing? • How many hours of staff time are spent on victim witness services each month? • Is the size of our caseload changing over time? Is the type of victims we serve changing? 	<ul style="list-style-type: none"> • Are victims less traumatized as a result of our help? • Do cases get handled more expeditiously? • Are victims who make an impact statements more satisfied with their juvenile justice experience? • Do significantly more witnesses come to court if we routinely offer child care?
Required skills:	Careful and systematic record-keeping, simple arithmetic	Training in research design and statistical methods

Handout 5.2

Client Intake Form

Client ID # _____

Referred on: _____
(Mo/Day/Year)

Client

Name _____
(Last) (First) (Initial) (Suffix)

Address _____
(Street) (Apt. #)

(City) (State) (Zip)

Home Phone _____ Work Phone _____
(Area Code) (Number) (Area Code) (Number)

Client Representative (if client is a minor)

Name _____
(Last) (First) (Initial) (Suffix)

Address _____
(Street) (Apt. #)

(City) (State) (Zip)

Relationship to Client _____

Home Phone _____ Work Phone _____
(Area Code) (Number) (Area Code) (Number)

Client Profile

- ☐ Victim or Survivor
- ☐ Significant Other
- ☐ Witness

- ☒ Male
- ☐ Female

Age _____
(years)

- ☐ White (non-Hispanic)
- ☐ Black (non-Hispanic)
- ☐ Hispanic
- ☐ Asian/Pacific Islander
- ☐ Native American
- ☐ Other _____

- ☐ 0-12 years
- ☐ 13-17
- ☐ 18-29
- ☐ 30-44
- ☐ 45-64
- ☐ 65 and over
- ☐ Unknown

Disabled/Handicapped

- ☐ Yes _____
- ☐ No

Language Barrier

- ☐ Yes _____
(Language)
- ☐ No

Injured in Crime

- ☐ Yes _____
- ☐ No

Property Lost or Damaged

- ☐ Yes
- ☐ No

Case Profile

Defendant(s) _____

Case ID # _____ Prosecutor _____

Most Serious Charge: _____ Incident Date _____
(Mo/Day/Year)

- Charges
- ☐ Homicide
 - ☐ DUI/DWI
 - ☐ Sexual assault
 - ☐ Other assault
 - ☐ Robbery
 - ☐ Other crime against person
 - ☐ Burglary
 - ☐ Vehicle theft
 - ☐ Other property crime
 - ☐ Other

Initial Contact Information

Referred by: _____
(Agency, self, etc.)

Offense status at referral (check one):

- ☐ not reported
- ☐ reported, not charged
- ☐ being prosecuted
- ☐ disposed of

Notes:

Closed on: _____
(Mo/Day/Year)

Handout 5.3

Client Service Record

Service Date	Service Provided	Contact Type			Service and Contact Notes
		Mail	Phone	In-person	

Handout 5.4

Case Closure Record

Client ID # _____ Referred on: ____/____/____
(Mo/Day/Year)

Client
Name _____
(Suffix) (Last) (First) (Initial)

Case Information

Case disposed on: ____/____/____
(Mo/Day/Year)

Disposition: _____

Restitution: _____

- ☐ Not requested Amount awarded \$ _____
☐ Requested, refused _____
☐ Awarded (partial or full) _____
☐ Decision deferred until _____

Notification of Disposition

☐ Completed on: ____/____/____
(Mo/Day/Year)

- ☐ By mail
☐ By telephone
☐ In person/victim in court

☐ Not completed

- ☐ Not interested
☐ Unable to locate
☐ Other (explain) _____

☐ Case closed without court disposition (explain) _____

Follow-up Needed

- ☐ Notification of probation or parole hearing
☐ Notification of release
☐ Other (explain) _____

Handout 5.5

Name of Staff Member: _____

Time period: From ____/____/____ To: ____/____/____
(Mo/Day/Year) (Mo/Day/Year)

Number of hours worked during the time period: _____

Staff Activity Log (Supplement)

Record activities and services that do not appear in individual client records, such as information and referral for nonclients, education and training received or given, coalition or networking activities, and development of materials (brochures).

Date	Activity	Notes Note the number of hours of education and training given or received. For education and training <u>given</u> , note the type and size of audience.

Reporting Period: / / To: / /
(Mo/Day/Year) (Mo/Day/Year)

Handout 5.6

Summary Report of Program Activities and Services

Category	This Reporting Period	Year to Date	*Last Year
*1. Client Volume			
Clients carried over			
New clients			
Client files closed			

2. Profile of New Clients

(Indicate the total number of new clients falling into each category.)

Client type			
Victim or survivor			
Significant other			
Witness			
Sex			
Male			
Female			
Race or national origin			
White (non-Hispanic)			
Black (non-Hispanic)			
Hispanic			
Asian/Pacific Islander			
Native American			

*** - Optional section**

Handout 5.6
Tally of Program
Activities and Services

Category	This Reporting Period	Year to Date	*Last Year
Age group			
0-12 years			
13-17			
18-29			
30-44			
45-64			
65+			
Disabled/handicapped			
Language barrier			
Client injured in crime			
Client had property loss or damage			
Referral source			
Case screening			
Police			
Prosecutor			
Juvenile court			
Probation department			
Social services			
Mental health			
Hospital or other medical			
Self			
Other ()			
Other ()			

Handout 5.6
Tally of Program
Activities and Services

Category	This Reporting Period	Year to Date	*Last Year
Initial contact made			
By mail			
By telephone			
In person			
Offense status at referral			
not reported			
reported			
being prosecuted			
disposed of			
Crime type			
Homicide			
DUI/DWI			
Sexual assault			
Robbery			
Assault			
Other crimes against persons			
Burglary			
Vehicle theft			
Other crimes against property			
Other			

Handout 5.6
Tally of Program
Activities and Services

3. Client Services Rendered

(Indicate the number of units of each type of service provided during the month.
Include services to old and new clients.)

Category	This Reporting Period	Year to Date	*Last Year
Total Contacts			
Mail			
Telephone			
In Person			
<u>Specific Services:</u>			
Orientation to court procedures and victim rights			
Brochure/letter			
Oral			
Appearance support			
Transportation			
Child care			
Employer or school intervention			
Assistance with witness fees			
Reception			
Accompaniment to court			
Intimidation support			
Crisis intervention			
On-scene or hospital			
Initial/short-term counseling			
Long-term counseling			

Handout 5.6
Tally of Program
Activities and Services

Category	This Reporting Period	Year to Date	*Last Year
Direct emergency aid			
Financial			
Security repair			
Shelter			
Case status information			
General status update			
Notice of arrest			
Notice of detention			
Notice of release from detention			
Notice of charge filing			
Notice of adjudicatory hearing			
Notice of disposition hearing			
Notice of disposition (including restitution)			
Consultation on pleas			
Assistance with compensation			
Assistance with restitution			
Victim impact statements			
Assistance with statement			
Representation at disposition			
Assistance with property return			

Handout 5.6
Tally of Program
Activities and Services

Category	This Reporting Period	Year to Date	*Last Year
Information and referral to:			
Social services			
Mental health services			
Other health services			
Legal services			
Crime prevention services			
Support groups			
Other ()			
Witness support			
Subpoena preparation			
Appearance reminder			
Witness location			
On-call			
Notification of schedule change			
Post-adjudication services			
Notification of probation hearing			
Notification of parole hearing			
Accompaniment to hearing			
Notification of release			
Mediation			
Restitution follow-up			
Other ()			
Other ()			
All Other			

Handout 5.6
Tally of Program
Activities and Services

***4. Profile of Closed Cases**

(Indicate the total number of closed cases falling into each category.)

Category	This Reporting Period	Year to Date	*Last Year
Case outcome			
Delinquent (guilty)			
Diverted/given informal disposition			
Not delinquent (not guilty)			
Dismissed			
Other			
Restitution			
Not requested			
Requested, not awarded			
Awarded (partial or full)			
Total restitution awarded (\$)			
Type of disposition notification			
By mail			
By telephone			
In person/victim at court			
None, victim not interested			
None, unable to locate victim			
None, other reason			

*** - Optional section**

Handout 5.6
Tally of Program
Activities and Services

5. Education and Training Delivered by Program

(Include training delivered by program personnel to program staff or volunteers.)

<u>Total Hours</u>	<u>No. Attending</u>	<u>Audience Type</u>

6. Staffing

	<u>#</u>	<u>Total hours worked</u>
Paid staff		
Volunteers		

7. Other Activities

a. New services, capabilities, or procedures. (Briefly list any added since last reporting period -- such as new or improved waiting room, new brochure, etc.)

b. Other significant activities. (Include activities not covered elsewhere -- such as participation in coalitions or committees, attendance at conferences, key meetings, etc.)

*Handout 5.6
Tally of Program
Activities and Services*

c. Recognition/publicity received. (Attach copies of letters or articles.)

d. Evaluation or monitoring results. (Report what has been found through client or agency evaluations, other methods.)

Staff Member: _____

Report Period From: _____ (Mo/Day/Year) To: _____ (Mo/Day/Year)

Handout 5.7

Worksheet for Program Activities and Services

Category	Tally Marks	Total
*1. Client Volume		
Clients carried over		
New clients		
Clients files closed		

2. Profile of New Clients
(Indicate the total number of new clients falling into each category.)

Client type		
Victim or survivor		
Significant other		
Witness		
Sex		
Male		
Female		

*** - Optional section**

Handout 5.7
Worksheet for Program
Activities and Services

Category	Tally Marks	Total
Race or national origin		
White (non-Hispanic)		
Black (non-Hispanic)		
Hispanic		
Asian/Pacific Islander		
Native American		
Age group		
0-12 years		
13-17		
18-29		
30-44		
45-64		
65+		
Disabled/handicapped		
Language barrier		
Client injured		
Client had property loss or damage		

Handout 5.7
**Worksheet for Program
Activities and Services**

Category	Tally Marks	Total
Referral source		
Case screening		
Police (specify department)		
Prosecutor		
Juvenile court		
Probation department		
Social services		
Mental health		
Hospital or other medical		
Self		
Other (specify)		
Initial contact made		
By mail		
By telephone		
In person		
Case status at referral		
no report		
offense reported		
offense being prosecuted		
offense disposed of		

Handout 5.7
**Worksheet for Program
Activities and Services**

Category	Tally Marks	Total
Crime type		
Homicide		
DUI/DWI		
Sexual assault		
Robbery		
Assault		
Other crime against person		
Burglary		
Vehicle theft		
Other crime against property		
Other (specify)		

3. Client Services Rendered

(Indicate the number of units of each type of service provided during the month. Include services to old and new clients.)

Total Contacts		
Mail		
Telephone		
In Person		
Orientation to court procedures and victim rights		
Brochure/letter		
Oral		

Handout 5.7
**Worksheet for Program
Activities and Services**

Category	Tally Marks	Total
Appearance support		
Transportation		
Child care		
Employer or school intervention		
Assistance with witness fees		
Reception		
Accompaniment to court		
Intimidation support		
Crisis intervention		
On-scene or hospital		
Initial or short-term counseling		
Direct emergency aid		
Financial		
Security repair		
Shelter		
Case status information		
General status update		
Notice of arrest		
Notice of detention		

Handout 5.7
Worksheet for Program
Activities and Services

Category	Tally Marks	Total
Notice of release from detention		
Notice of charge filing		
Notice of adjudicatory hearing		
Notice of disposition hearing		
Notice of disposition (including restitution)		
Consultation on pleas		
Assistance with compensation		
Assistance with restitution		
Victim impact statements		
Assistance with statement		
Representation at disposition		
Assistance with property return		

Handout 5.7
**Worksheet for Program
Activities and Services**

Category	Tally Marks	Total
Information and referral to:		
Social services		
Mental health services		
Medical services		
Legal services		
Crime prevention services		
Support groups		
Other		
Witness support		
Subpoena preparation		
Appearance reminder		
Witness location		
On-call		
Notification of schedule change		
Post-adjudication services		
Notification of probation hearing		
Notification of parole hearing		
Accompaniment to hearing		
Notification of release		

Handout 5.7
**Worksheet for Program
Activities and Services**

Category	Tally Marks	Total
Mediation		
Restitution follow-up		
Other		
Other		

***4. Profile of Closed Cases**

(Indicate the total number of closed cases falling into each category.)

Case outcome		
Found delinquent (guilty)		
Diverted/given informal disposition		
Found not delinquent (not guilty)		
Dismissed		
Other		
Restitution		
Not requested		
Requested, not awarded		
Awarded (partial or full)		

*** - Optional Section**

Handout 5.7
**Worksheet for Program
Activities and Services**

Category	Tally Marks	Total
Total restitution awarded (\$)		
Type of disposition notification		
By mail		
By telephone		
In person/victim at court		
None, victim not interested		
None, unable to locate victim		
None, other reason		

5. Education and Training Delivered
(Include training delivered to program staff or volunteers.)

<u>Total Hours</u>	<u>No. Attending</u>	<u>Audience Type</u>

Handout 5.7
**Worksheet for Program
Activities and Services**

6. Total Number of Hours Worked: _____

7. Other Activities

Include activities not covered elsewhere -- such as participation in coalitions or committees, attendance at conferences, key meetings, etc.

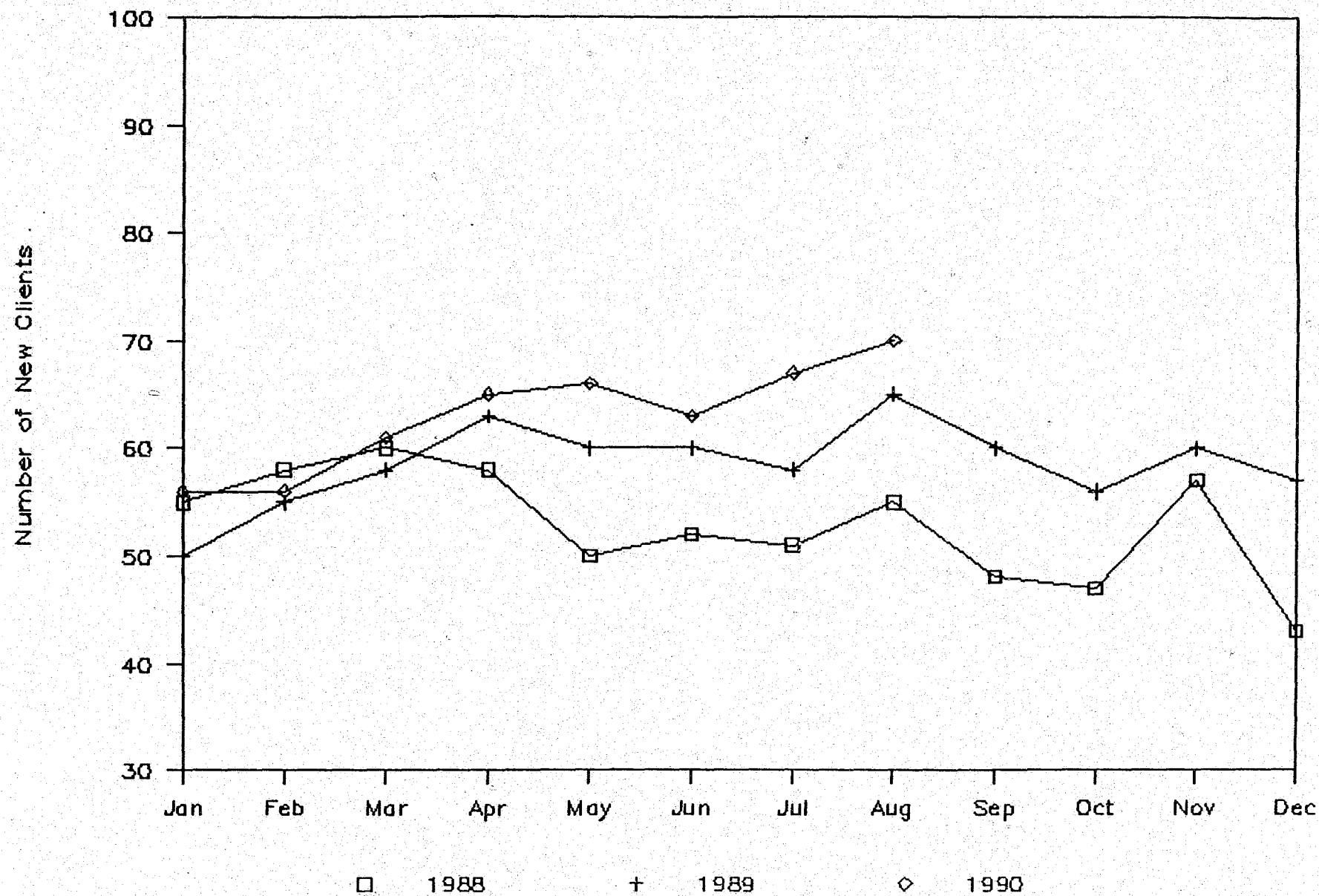
Handout 5.8

Samples of Charts and Graphs for

Presentation of Findings

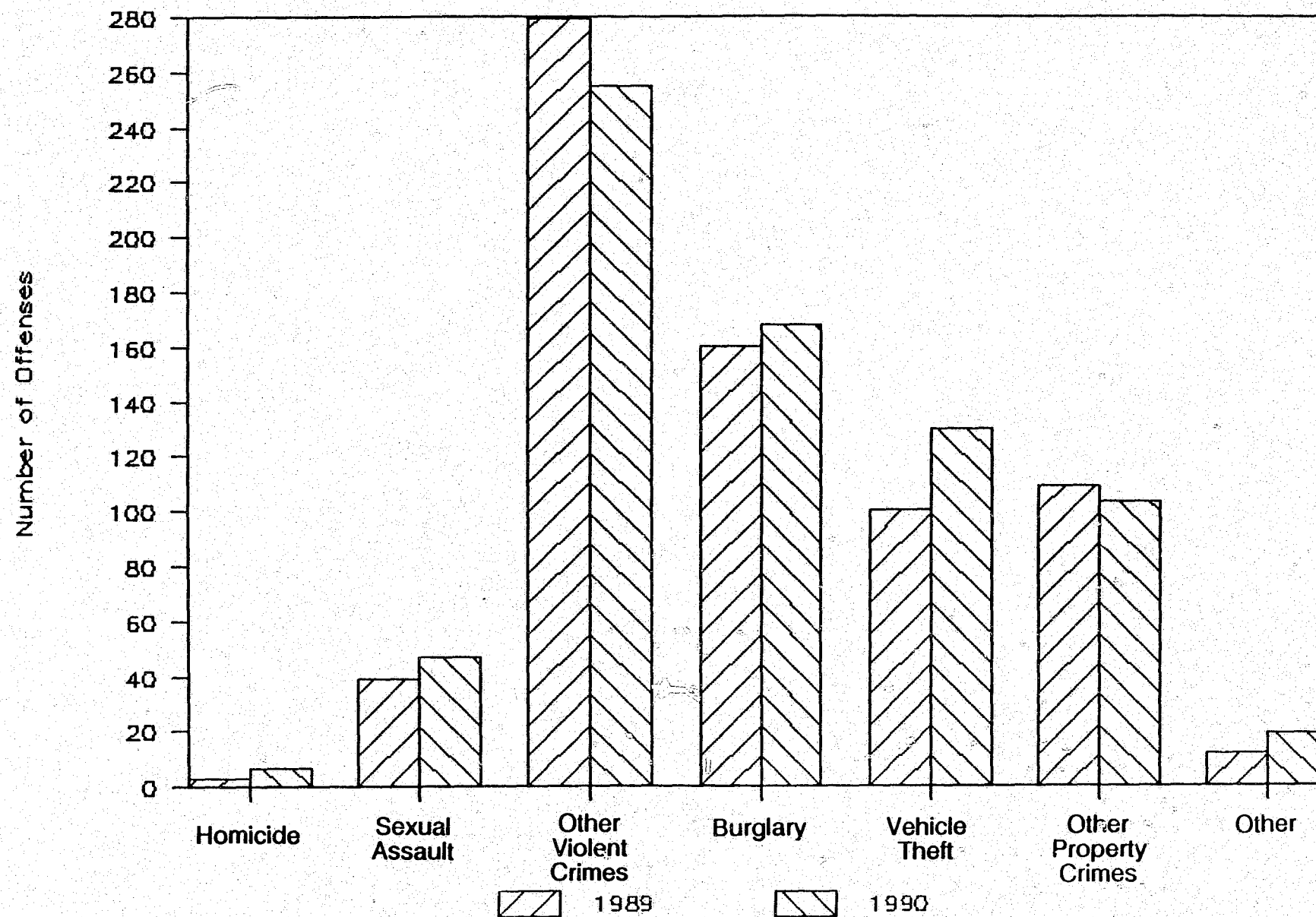
Victim/Witness Services:

Number of New Clients — 1988 — 1989



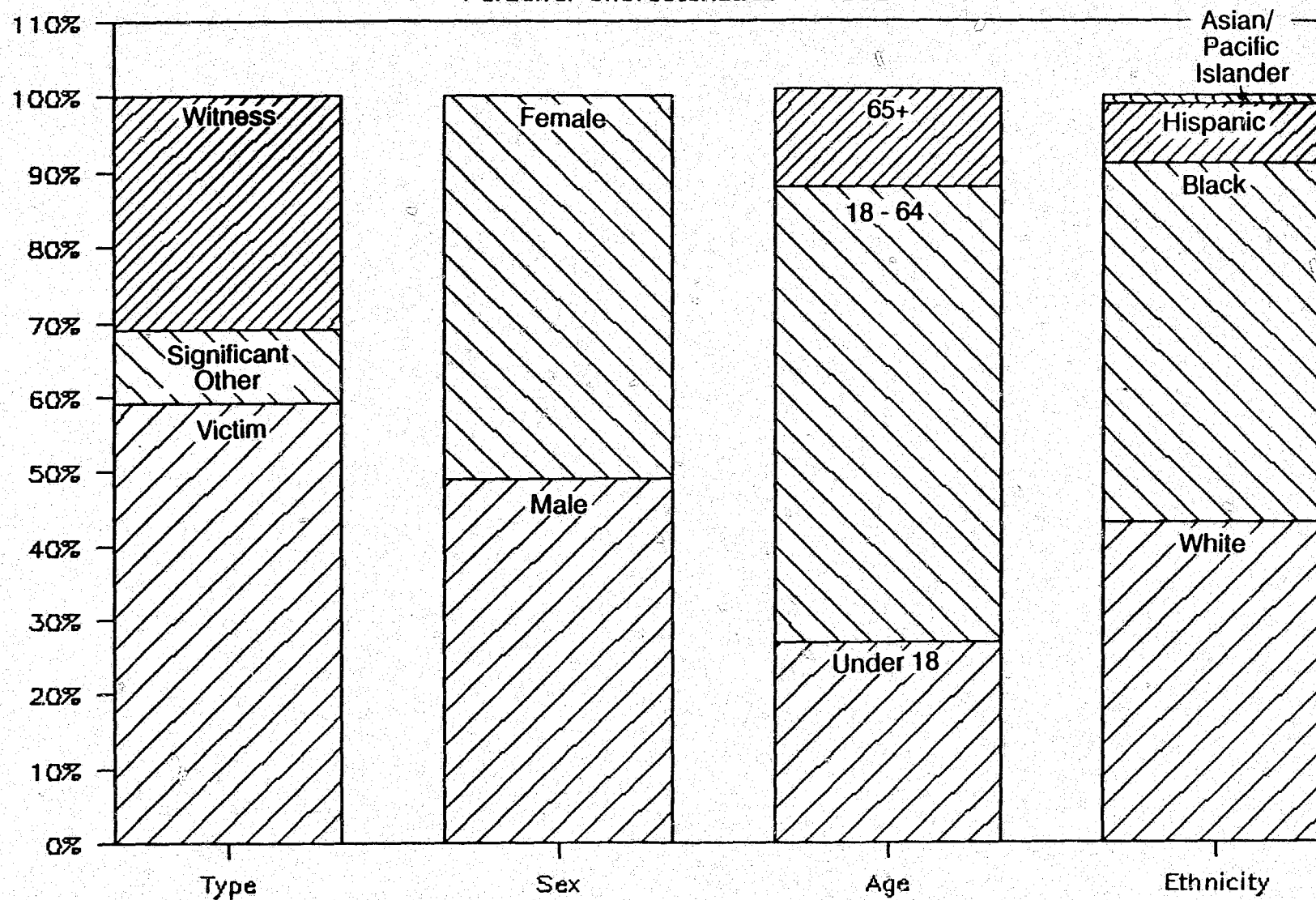
Victim/Witness Services:

Profile of Offenses — 1989 and 1990



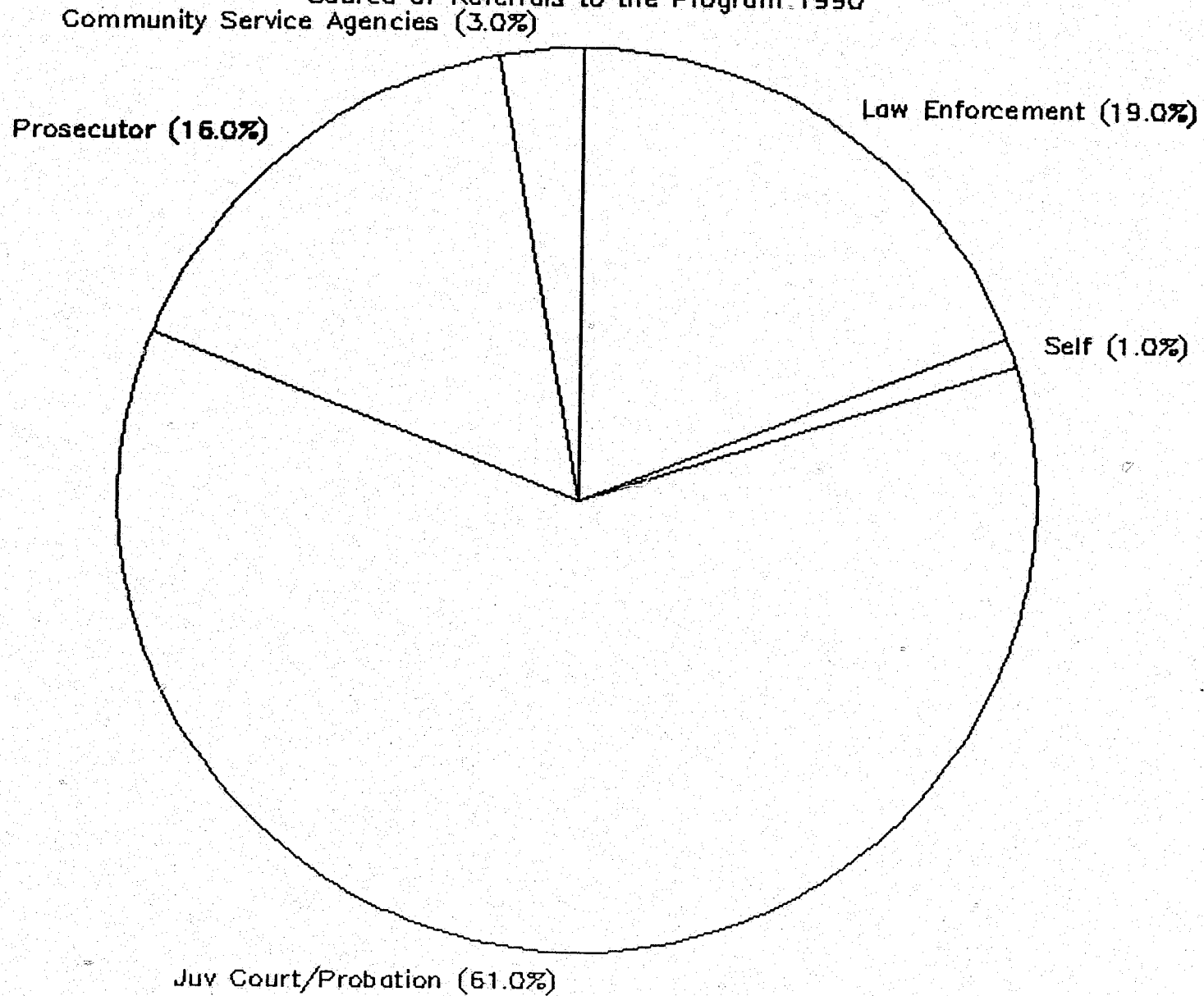
Victim/Witness Services:

Personal Characteristics — 1990



Victim/Witness Services:

Source of Referrals to the Program 1990



Victim/Witness Services:

Source of Referrals to the Program 1989

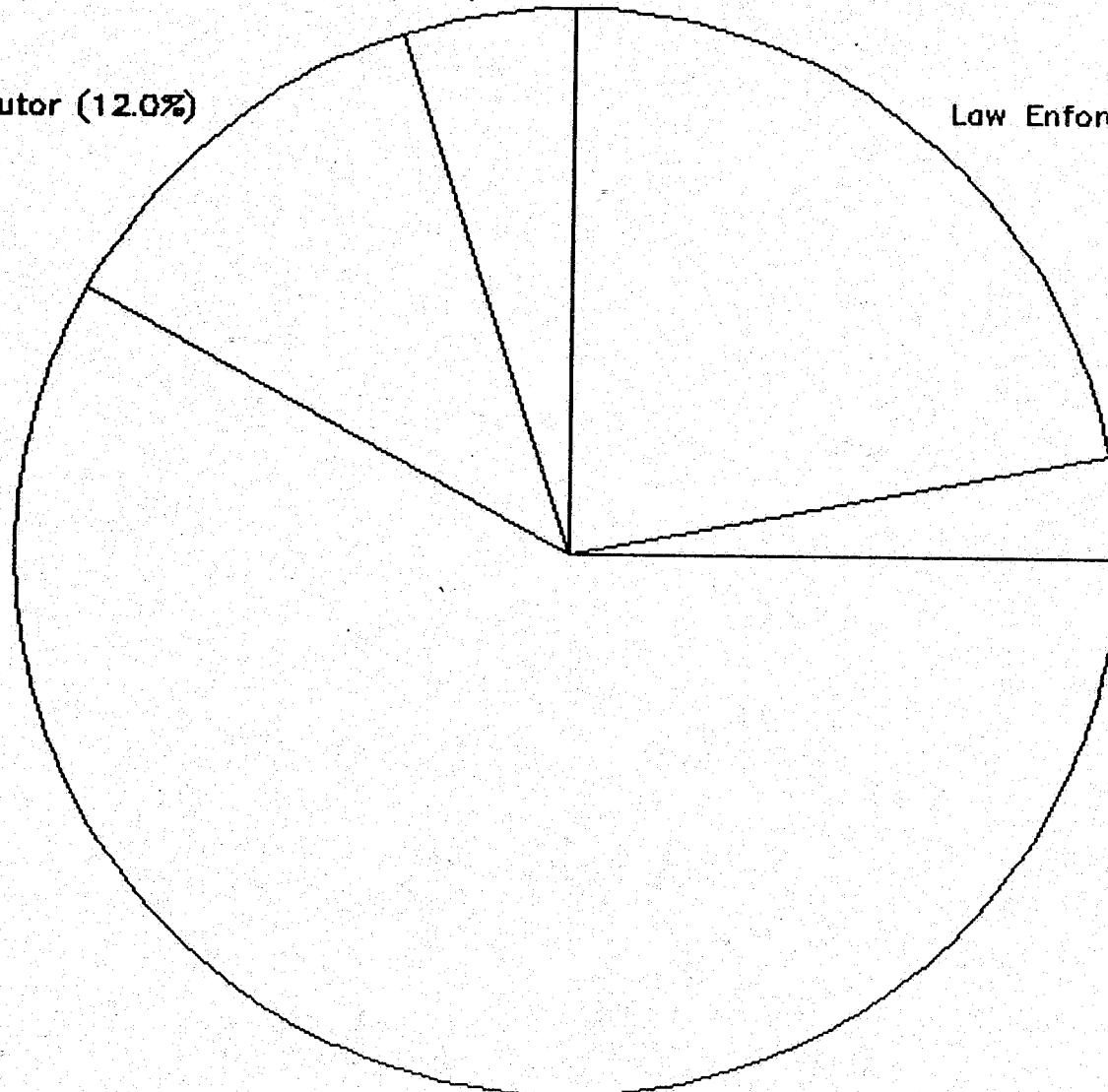
Community Service Agencies (5.0%)

Prosecutor (12.0%)

Law Enforcement (22.0%)

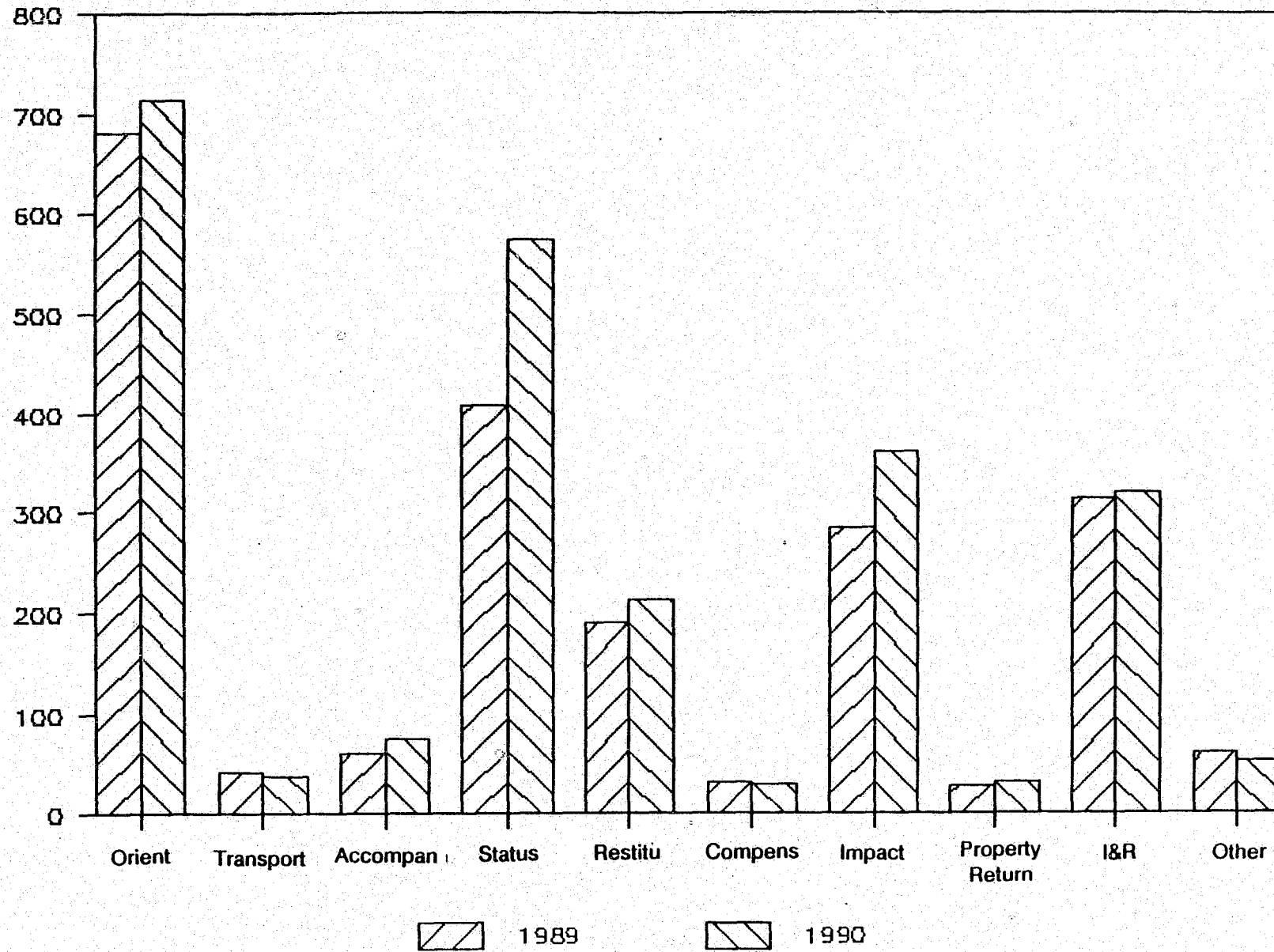
Self (3.0%)

Juv Court/Probation (58.0%)



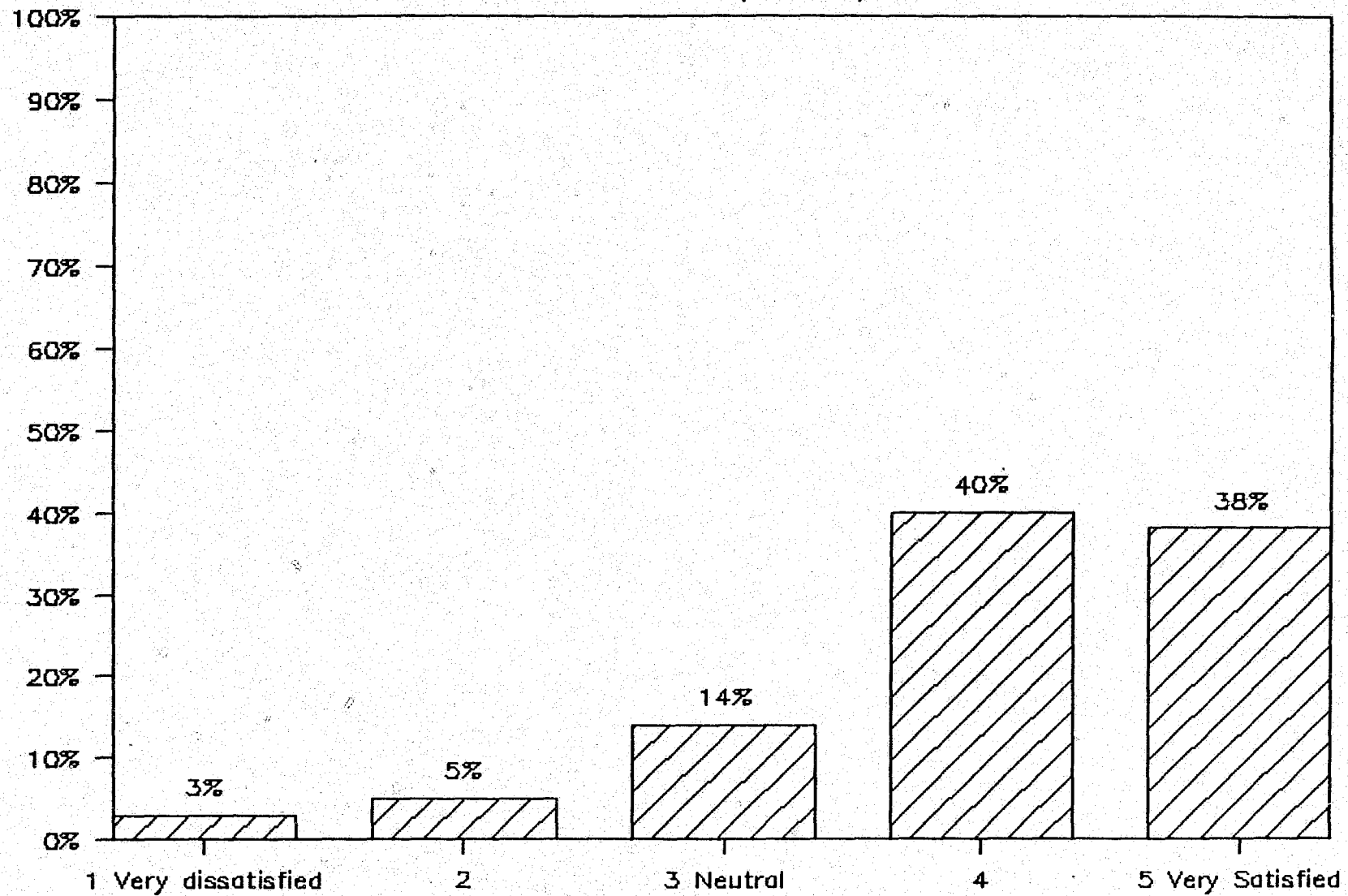
Victim Witness Services:

Average Number of Services/Month



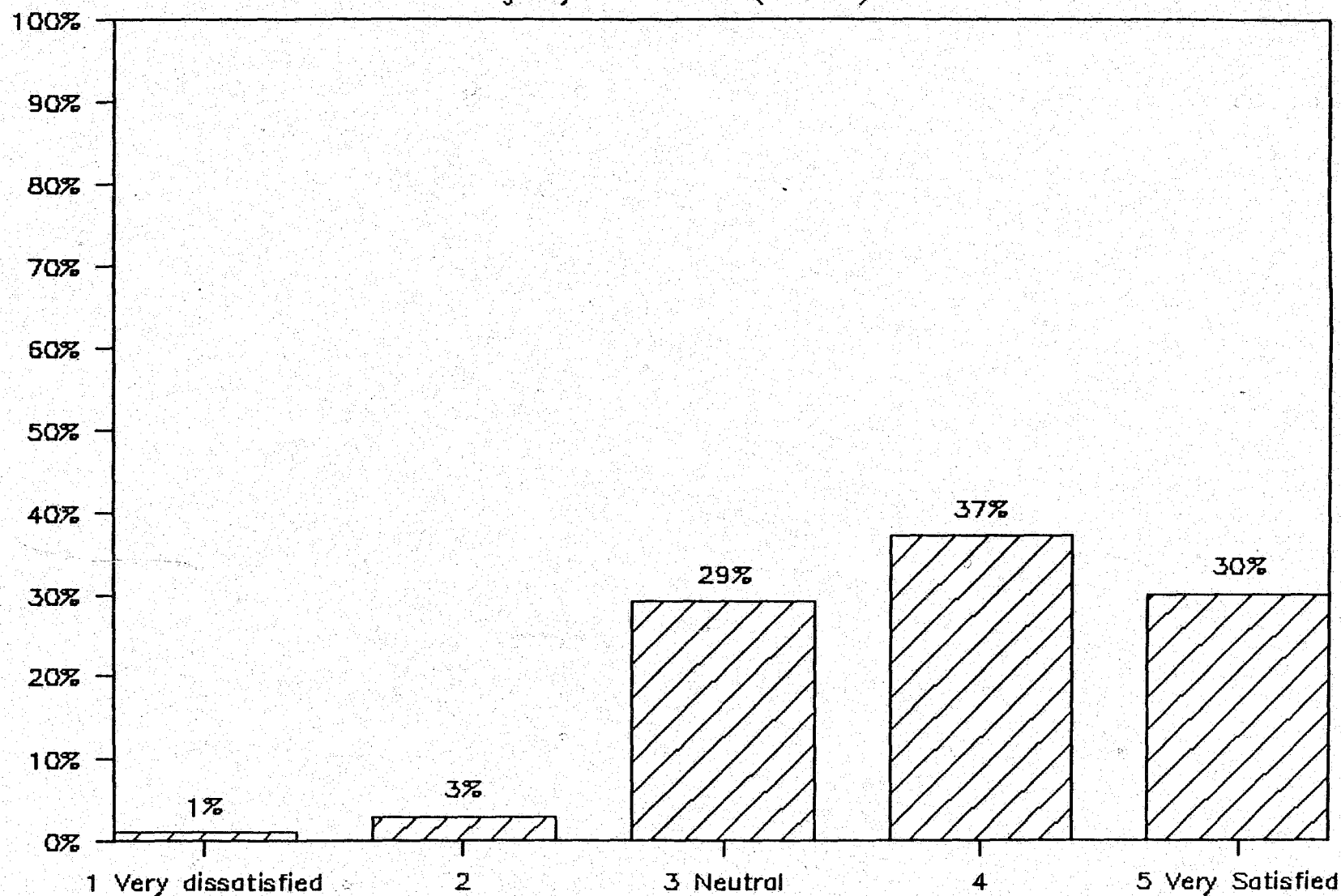
Victim/Witness Services:

Client Satisfaction (n = 135)



Victim/Witness Services:

Agency Satisfaction (n = 45)



Handout 5.9

Client Evaluation of Juvenile Victim/Witness Program

Our records show that you recently had contact with our Victim/Witness Program because you were the victim/witness (**circle one**) of a juvenile crime. Would you please take a few minutes to give us your honest opinions about our program? Just complete the form below and return it in the enclosed, stamped envelope.

If you have comments to add, we would be very interested in them.

Note: You do not have to give us your name. If you do give us your name, it will never be used in any reports about this survey.

1. Do you remember speaking with one of our Victim Witness Service workers? (Jane Doe, Mary Smith, or Bob Jones -- if you remember which one, please underline the name.)

☐ Yes
☐ No

2. What services did you receive from the Victim Witness Program?* (Check all that apply.)

☐ No services
☐ Gave me information about the juvenile court
☐ Discussed my feelings about the crime
☐ Explained what was happening with my case
☐ Explained what would happen when I went to court
☐ Helped me with problems I had about coming to court
☐ Stayed in the court hearing with me
☐ Helped me apply for restitution
☐ Helped me apply for compensation

* These are examples only! Develop your own list and keep it relatively short -- not more than 6 or 8 items.

Handout 5.9
Client Evaluation of Juvenile
Victim/Witness Program

- ☐ Helped me express my opinions to the judge
- ☐ Told me how the case turned out
- ☐ Referred me to other services for help with problems that came up
- ☐ Other (please specify) _____

Comments:

3. Which of the services listed in question #2 was most important to you? Put a star next to it.

Comments:

Handout 5.9
Client Evaluation of Juvenile
Victim/Witness Program

4. Tell us how satisfied you were you with our program. Circle the number, from 1 (Very poor) to 5 (Excellent), that comes closest to your opinion.

	Very Poor 1	2	So-so 3	4	Excellent 5
Were staff polite?	1	2	3	4	5
Could staff answer your questions?	1	2	3	4	5
Were the services satisfactory?	1	2	3	4	5

Comments:

5. **[Optional question]** Put a check mark next to any of the experiences that you had during this case. Did you:

- ☐ speak with the prosecutor personally?
- ☐ come to court?
- ☐ testify in court?
- ☐ come to the disposition hearing (sentencing)?
- ☐ speak at the disposition hearing (sentencing)?

Handout 5.9
Client Evaluation of Juvenile
Victim/Witness Program

Did the defendant get convicted or plead guilty?

☐ Yes

☐ No

☐ Other _____

6. Overall, how satisfied were you with the way your case turned out? [Optional question]

Extremely dissatisfied		Neutral		Extremely satisfied
1	2	3	4	5
1	2	3	4	5

Comments:

7. How can we make our services better? How can we make things better for victims (witnesses)?

Handout 5.9
**Client Evaluation of Juvenile
Victim/Witness Program**

8. Once in a while, reporters ask to talk with victims (witnesses) about their experiences in juvenile court. Would you ever be willing to talk to a reporter about your experiences? (We would call and let you know first.)

- ☐ Yes (Please give us your name and number below)
☐ No

Thank you for helping us on this important survey. If you have any questions or need any further information, please call _____

Optional

Name _____

Address _____

Work Telephone _____

Home Telephone _____

Handout 5.10

Agency Evaluation of Juvenile Victim/Witness Program

Our records show that you recently had contact with our Victim/Witness Program. Would you please take a few minutes to give us your honest opinion of our program? Just complete the form below and return it in the enclosed, stamped envelope. Your comments, both positive and negative, would be especially beneficial.

Defendant or Client _____

Case # _____

1. Do you remember speaking with one of our Victim Witness Services workers? (Jane Doe, Mary Smith, or Bob Jones -- if you remember which one, please underline the name.)

- ☐ Yes
☐ No

2. Was this your first contact with our program?

- ☐ Yes
☐ No

3. Did this contact occur because

- ☐ Your agency referred a client to the program
☐ We referred a client to your agency
☐ Both
☐ Other (specify) _____

Handout 5.10
Agency Evaluation of Juvenile
Victim/Witness Program

4. Please tell us how satisfied you are with the program on the following dimensions.
(Circle the number, from 1 to 5, that comes closest to your opinion.)

	Extremely dissatisfied 1	2	Neutral 3	4	Extremely satisfied 5
Overall support and assistance provided	1	2	3	4	5
Courtesy of staff	1	2	3	4	5
Dependability of staff	1	2	3	4	5
Responsiveness of staff	1	2	3	4	5

Comments: _____

5. Are you familiar with what our program does and the kinds of clients we serve?
(Circle the number, from 1 to 5, that comes closest to your opinion.)

Not at all Familiar 1	2	Somewhat familiar 3	4	Extremely familiar 5
1	2	3	4	5

Comments: _____

Handout 5.10
**Agency Evaluation of Juvenile
Victim/Witness Program**

6. Compared to other agencies and programs that you have contact with, how would you rate this program overall? **(Circle the number, from 1 to 5, that comes closest to your opinion.)**

Very poor		About average		Excellent
1	2	3	4	5
1	2	3	4	5

Comments: _____

7. How can we make our services better? How can we make things better for victims (witnesses)?

Thank you for helping us with this important survey. If you have any questions or need any further information, please call _____
(name and/or phone number)

Optional

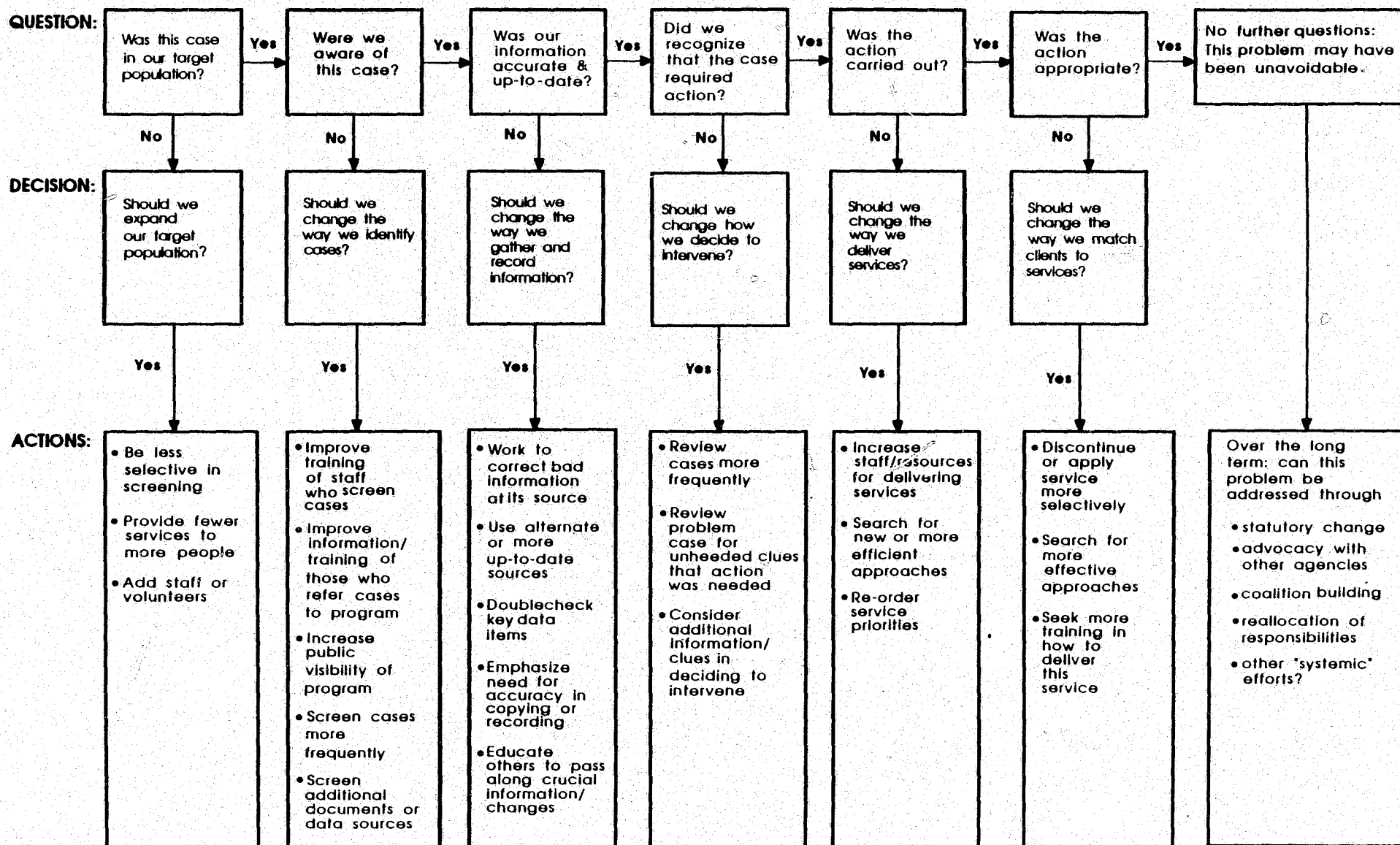
Name _____

Agency _____

Work Telephone _____

Handout 5.11

Guide to Troubleshooting



Overheads

Module 1:

- 1.1 Why Provide Services to Victims and Witnesses of Juveniles?
- 1.2 Understanding the Juvenile Justice System
- 1.3 Few Opportunities To Be Heard
- 1.4 Inadequate Information
- 1.5 Uncertainty About Testifying
- 1.6 Flow Chart of the Juvenile Justice Process
- 1.7 Do Existing Victim Witness Assistance Programs Serve Victims and Witnesses of Juvenile Crime
- 1.8 Who Sponsors Programs Serving Victims or Witnesses of Juvenile Crime?
- 1.9 Service Emphasis Associated with Program Sponsors
- 1.10 Core Service Components
- 1.11 Key Lessons from Juvenile Programs

Module 2:

- 2.1 Core Service Components
- 2.2 Orientation to the Juvenile Court and to the Rights of the Victims
- 2.3 Provide Information About Case Status and Outcome
- 2.4 Assistance to Victims Who Must Testify
- 2.5 Facilitating Victim Participation in the Process
- 2.6 Assistance with Compensation and Restitution
- 2.7 Facilitating the Return of Property
- 2.8 Crisis Intervention and Referral
- 2.9 Information and Referral
- 2.10 Education and Training

Module 3:

- 3.1 Needs Assessment Functions
- 3.2 Why Do Needs Assessment?
- 3.3 How Do You Conduct a Needs Assessment?
- 3.4 Considerations in Conducting Surveys of Victims and Witnesses of Juvenile Crime

Module 4:

- 4.1 Important Lessons Learned from Programs in Operation

Module 5:

- 5.1 Guide to Troubleshooting

Why Provide Services to Victims & Witnesses of Juveniles?

- Administrative or legislative mandate
- Large numbers of Victims and serious crimes
- Victims suffer distress, losses, and inconveniences
- Victims are more likely to be juveniles themselves, more vulnerable
- Juvenile system is confusing
- Problems with timeliness, clarity and completeness of information given to victims
- Reduced victim participation slows process, hinders justice
- Few services available in juvenile system
- Mistreating victims produces dissatisfaction, non-reporting of crimes

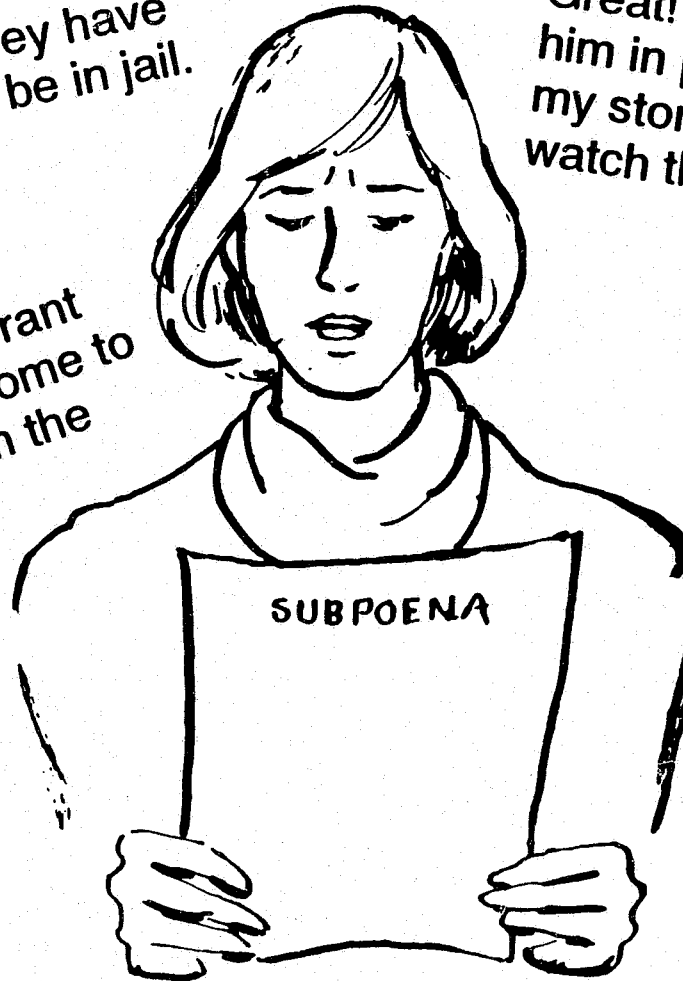
Overhead 1.1

Understanding The Juvenile Justice System

I feel safer now that they have caught him. He must be in jail.

Great! I'm sure the jury will put him in prison after they hear my story. I'll bring my family to watch the trial.

They'll issue a bench warrant and arrest me if I don't come to court? It sounds like I'm the criminal!



This is in the interest of Joe Smith? Who is Joe Smith? Is he the one who stole my purse?

Family Court? This isn't a family problem. Maybe they made a mistake.

Overhead 1.2

Few Opportunities To Be Heard

The court doesn't care that I have been hospitalized three times since that boy attacked me. You'd think they would want to know how I've been hurt. It shows how vicious that kid is.



They sure do waste a lot of energy catching crooks only to warn them and let them go.

No one wants to hear my story. It's funny! They're interested in you until they catch the kid, then they don't care.

I am glad he pled guilty, but I wonder why the Judge has not asked me about my injuries.

Overhead 1.3

Inadequate Information

I wonder what happened to that kid who stole my car a year ago? I sent in my forms showing it would cost \$1,500 to repair the damage from his wreck. I guess the court let him go. They really don't care about innocent people.



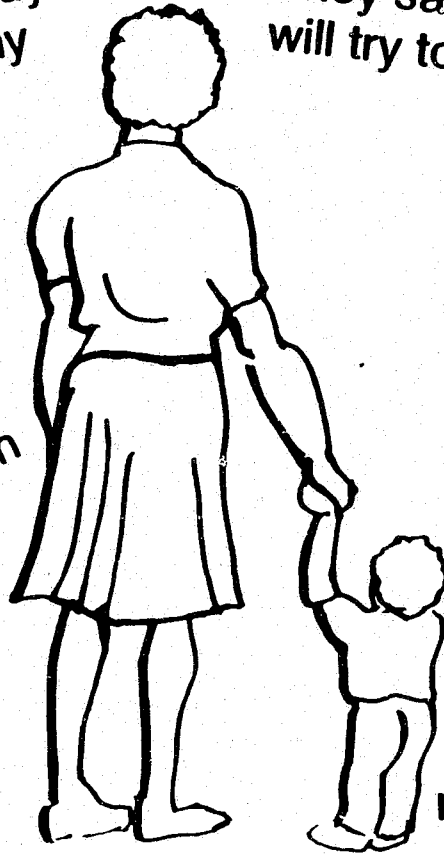
Should I tell someone the insurance company paid to fix my car?

Uncertainty About Testifying

I don't want to see that guy again. He might learn my name and address.

I wish I knew what to expect. They say the defense attorneys will try to confuse me.

I am a bit scared to testify. I wish someone could go with me.



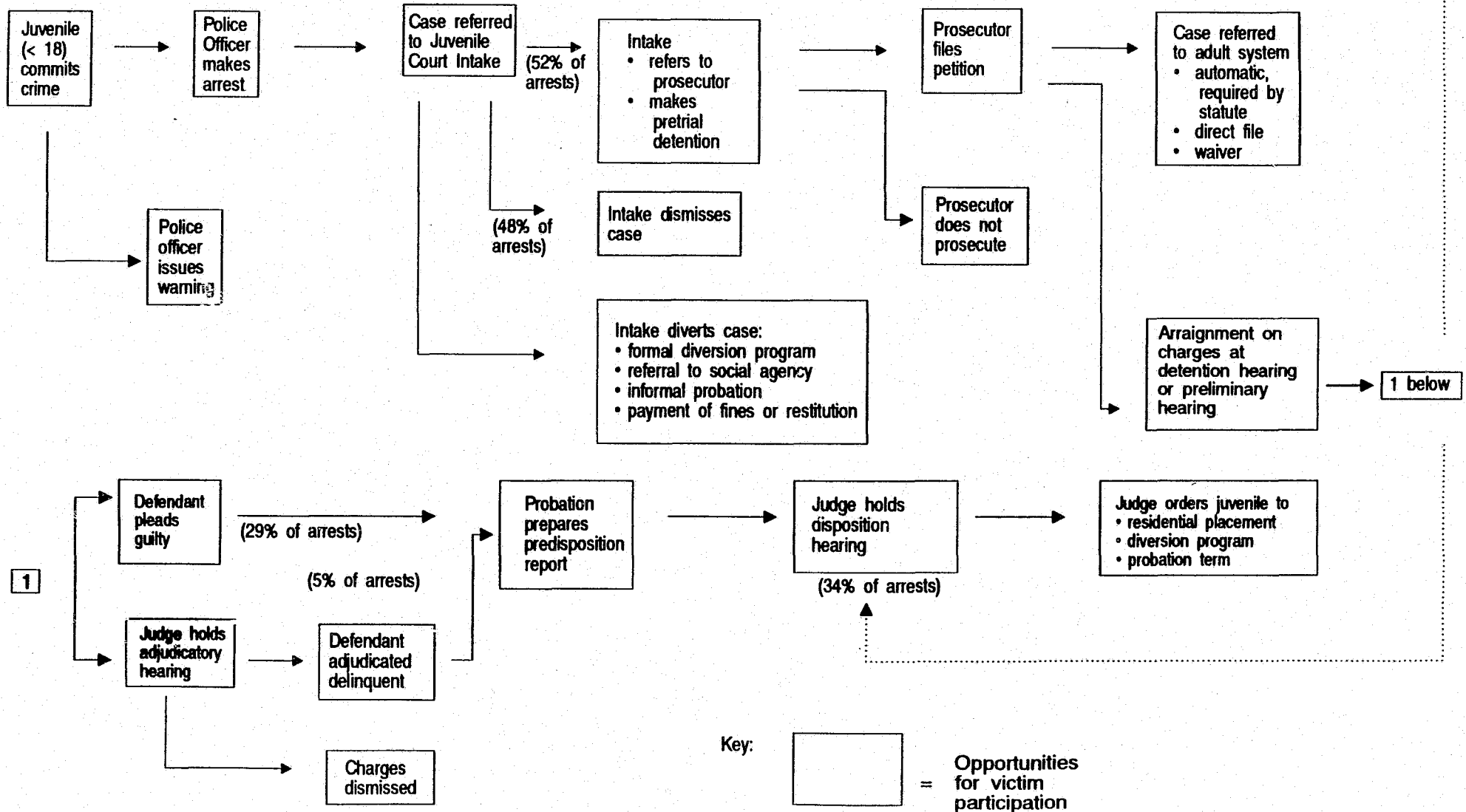
Who will take care of Johnny while I'm in court? If I hire a babysitter it will be \$25 more I have lost because of that kid who robbed me.

Overhead 1.5

Overhead 1.6 - Handout 1.1

Flow Chart of the Juvenile Justice Process

Time from Arrest to Disposition
 = 2-6 months if detained (2% of cases)
 = 4-9 months if released



Do Existing Victim Witness Assistance Programs Serve Victims and Witnesses of Juvenile Crime?

Proportion of program clients who are victims or witnesses of juveniles	Percentage of 225 victims assistance programs
< 5% of clients	44
5-10% of clients	17
11-30% of clients	26
31-50% of clients	8
51-70% of clients	4
71-90% of clients	0
100% of clients	2

* Based on responses to a 1988 mail survey of a national sample of victim witness assistance programs

Who Sponsors Programs Serving Victims or Witnesses of Juvenile Crime?*

(168 Programs)

Law Enforcement Agency	4%
Prosecutor	35%
Juvenile Court	4%
Juvenile Probation	3%
Other Government Agencies	9%
Non-Governmental Organizations	45%

* Based on responses to a 1988 mail survey of a national sample of victim witness assistance programs.

Overhead 1.8

Service Emphasis Associated with Program Sponsors*

Law enforcement programs	Reporting investigation status Preparation for testimony Accompaniment to court Assistance with impact statement Notification of disposition Assistance with compensation Crisis counseling Referral
Prosecutor-sponsored program	Preparation for testimony Notification of court dates Notification of disposition Assistance with compensation Referral
Probation-sponsored program	Assistance with restitution Crisis counseling
Other programs	Crisis counseling 24-hour hotline Referral

* Drawn from responses to a 1988 mail survey of a national sample of victim witness programs.

Core Service Components

Core Service Components	Primary Component Function
1. Orientation to the juvenile court & process	Improved Interaction Between Victim & System
2. Assistance to victims who must testify	
3. Information about case status/ outcomes	
4. Facilitating victim participation	
5. Assistance with compensation & restitution	Serves Victims' Needs
6. Facilitating property return	
7. Crisis intervention	
8. Information & referral	Educates Public/System Personnel
9. Education & training	

Key Lessons from Juvenile Programs

Successful Juvenile Programs:

- can be implemented in any jurisdiction
- can be part of an adult program or independent
- can be affiliated with a variety of sponsoring agencies
- frequently start small
- rely on mail or telephone for most program contacts
- do not follow one correct formula or model, but adapt to jurisdiction's needs

Overhead 1.11

Core Service Components

Core Service Components	Primary Component Function
1. Orientation to the juvenile court & process	Improved Interaction Between Victim & System
2. Assistance to victims who must testify	
3. Information about case status/ outcomes	
4. Facilitating victim participation	
5. Assistance with compensation & restitution	Serves Victims' Needs
6. Facilitating property return	
7. Crisis intervention	
8. Information & referral	Educates Public/System Personnel
9. Education & training	

Orientation to the Juvenile Court and to the Rights of Victims

Effective orientation:

- thanks the victim for reporting crime
- explains how juvenile court is different
- explains what will happen
- explains the victim's rights
- tells people how to get more information

How do programs orient victims and/or witnesses?

- sends materials to victims
- telephone victims following written script
- for high priority victims, talk to them in person

Overhead 2.2

Provide Information About Case Status and Outcome

Notify victims of the following: <ul style="list-style-type: none">• date of adjudicatory hearing and schedule changes• disposition date• case outcome• the sentence	Minimum service: <ul style="list-style-type: none">• notify victims and witnesses by mail of case filing and outcome, but relay other information only upon request
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Overhead 2.3

Assistance to Victims Who Must Testify

Offer:

- help with logistics
- preparation for court
- reception at court
- court accompaniment
- intervention when victim is intimidated

Minimum service:

- notify victims of services and greet those who appear to testify
- provide additional services (intervention, court preparation, accompaniment) upon request

Overhead 2.4

Facilitating Victim Participation in the Process

Programs can facilitate victim participation by:

- informing victims about opportunities to participate
- assisting victims in attending court hearings
- assisting victims in providing oral or written impact statements

Typical Service:

- provide forms to guide preparation of impact statement
- relay impact information to court via:
 - presentence report
 - victim appearance at sentencing
 - prosecutor, probation officer, or program staff statement at sentencing
 - submission of report to judge

Assistance With Compensation and Restitution

Programs should:

- inform victims about restitution policies and procedures
- provide victims with work sheet and clear instructions
- help victims upon request
- distribute information about compensation
- link victims to the victim compensation office

Overhead 2.6

Facilitating the Return of Property

Programs should assist all victims with property return problems: <ul style="list-style-type: none">• long delays in return• special needs (prescription glasses, checks)	How? <ul style="list-style-type: none">• write order & walk it through signatories (judge, prosecutor, etc.)• intervene with police property return official	Programs may also: <ul style="list-style-type: none">• establish routine procedures to speed property return• encourage use of photographic evidence
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Overhead 2.7

Crisis Intervention and Referral

Crisis intervention consists of:

- assessing victim's emotional state
- providing emotional first aid
- referring victim, if needed

Effective programs:

- train staff in crisis counseling and listening skills
- identify victims who may need more intensive counseling
- establish a referral mechanism
 - identify the community resources
 - develop relationships with providers
 - regularly follow up on referrals

Overhead 2.8

Information and Referral

Typical Service:

- develop networks of community referral agencies
- refer victims who need help for
 - long-term psychological treatment
 - legal information and services
 - emergency assistance
 - support from other victims, (e.g., MADD, Parents of Murdered Children, and Women Against Rape)

Overhead 2.9

Education and Training

Programs should:

- educate people about the problems, needs and rights of victims

How?

- make presentations to community organizations
- hold training sessions for juvenile justice personnel
- maintain contact with juvenile justice personnel
- disseminate printed information
- serve on interagency task forces, state victim witness groups, etc.

Overhead 2.10

Needs Assessment Functions

- Determine how the juvenile justice process works in your jurisdiction.
- Assess what services are currently provided to victims and witnesses in juvenile cases.
- Identify service gaps.
- Determine priority needs of victims and witnesses.
- Determine priority needs of system agencies.

Overhead 3.1

Why do needs assessment?

To:

1. Learn the parameters of the juvenile justice system -- statutes, procedures, key players, etc.
2. Establish credibility with juvenile justice officials.
3. Develop a convincing "problem statement" for funding.
4. Estimate caseloads and staffing needs.
5. Shape other decisions about program design -- services, sponsors, target group, etc.

Overhead 3.2

How do you conduct a needs assessment?

<ul style="list-style-type: none">• Review Statutes and Rules<ul style="list-style-type: none">- Juvenile Code- Victim Bill of Rights	<ul style="list-style-type: none">• Talk to Local Service Providers<ul style="list-style-type: none">- Victim witness- Mental Health- Social Services agencies
<ul style="list-style-type: none">• Review Written Records<ul style="list-style-type: none">- Annual reports of key agencies- Caseload Statistics- Individual case files- Police record	<ul style="list-style-type: none">• Talk to Victims & Witnesses of Juvenile Crime
<ul style="list-style-type: none">• Talk to Juvenile Justice Officials<ul style="list-style-type: none">- Judges- Prosecutors- Intake- Probation	<ul style="list-style-type: none">• Talk to Staff of Elected Officials

Overhead 3.3

Considerations in Conducting Surveys of Victims and Witnesses of Juvenile Crime

- Confidentiality provisions may hinder access to case files
- Victims may be particularly distrustful of questions from strangers
- Victims in juvenile court may be juveniles themselves
- Victims may need services now
- Take care in drawing conclusions on the basis of a small sample of victims
- Tell people how you are using the information

Overhead 3.4

Important Lessons Learned From Programs in Operation

- Historically, programs for the juvenile justice system have started small
- Many services can be provided by mail or telephone
- Many services are needed by only a minority of victims
- A program's credibility is enhanced by doing its job well, even if its initial aspirations are modest

Overhead 4.1

Overhead 5.1

Guide to Troubleshooting

