

MAJOR EVALUATIONS UNDERWAY OR COMPLETED IN YOUR SPA

Project or Program being Evaluated:

Grant Title: Philadelphia Defender Association -  
PH-160-73A Interns Project - Trial Protection Project  
(include grant number)

Grantee: City of PHila./Common Pleas Ct./Defender Association

Brief Description: The project's objectives were to provide  
(both project and evaluation effort)  
interns with a broad range of experience while freeing staff  
attorneys to perform more difficult legal services.

Scheduled date of final Evaluation Report: 3/15/74

Person to contact concerning the Evaluation:

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If completed, is Evaluation Report on file with NCJRS? yes  no

Please mail completed form to:

Keith Miles  
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Washington, D.C. 20530

19324

EVALUATION LOG

Governor's Justice Commission  
Philadelphia  
Date 3/15/74  
4/29/74

FINAL EVALUATION REPORT OF SUBGRANT CONTRACT NO. PH 160 73A  
BETWEEN DEFENDER ASSOCIATION OF PHILADELPHIA, SUBGRANTEE AND  
BENJAMIN N. SCHOENFELD, EVALUATOR PURSUANT TO PROJECT FUNDED  
BY GOVERNOR'S JUSTICE COMMISSION UNDER PROVISIONS OF THE FEDERAL  
OMNIBUS CRIME CONTROL AND SAFE STREETS ACT OF 1968, AMENDED

Benjamin N. Schoenfeld  
March 1, 1974

## SECTION I. SUMMARY OF EVALUATION

1. The project's objectives were to provide internes with a broad range of experience while freeing staff attorneys to perform more difficult legal services.

The project did achieve its first objective in part and it did free its legal staff as contemplated. Summer internes did obtain a broader range of experiences. Regular internes were largely restricted to in-office interviewing. Over-all project objectives have been achieved.

2. Not all internes received adequate orientation and training. Supervisory personnel were not involved in all phases of the contemplated interne activity because of heavy operating commitments.

### Recommended:

1. The funding of a one-half time project manager *sk*
2. Formal orientation and training for all internes
3. Rotation of internes to give them complete experience coverage
4. Increased internship hours of training
5. Supply needed clerical support to cover additional costs

## SECTION II. PROJECT ACTIVITIES

### 1. Brief Description of Original Goals and Objectives

The project has two goals and objectives. The first is to provide law internes with familiarization with the criminal justice system in Pennsylvania and in Philadelphia County in order that they understand the need for the services of a Defender Association and by this familiarization to acquire professional skill in the advocacy function of criminal justice with the ultimate objective of fostering their commitment to the work of the defender organization. The second objective is to provide essential legal services in the office of the Defender Association so that lawyers in the Association are freed from duties in order to perform services requiring greater skill and experience.

### 2. Description of Activities of the Project

The application for subgrant (p. 4a) indicates that fifteen <sup>now 10</sup> (15) law students, spending 20 hours weekly during their summer vacation period and fifteen (15) law students spending ten hours <sup>now 14</sup> weekly during the school year, would perform the following functions:

- a. Perform the initial interviewing of clients for purposes of preparing for trial within three or four hours after arrest;
- b. Assist attorneys handling post-conviction matters by doing legal research and preparing hearing memoranda and also re-searching notes of testimony of prior proceedings;

- c. Assist attorneys in handling mental health commitments by reviewing reports from psychiatrists and in acting as an information research for staff attorneys;
- d. Assist staff social workers in preparing parole plans and presentence reports and in preparing social history work-ups for cases which may be diverted from the criminal justice system;
- e. Assist in performing research in appellate proceedings.

### SECTION III. EVALUATION ACTIVITIES

#### 1. Describe Nature, Extent and Timing of All Evaluation Activities

The contract to perform the evaluation was signed on September 5, 1973 and contact was established with the Defender Association. An initial meeting was held in early October at which time arrangements were completed for the Evaluator to attend training sessions for internes which the Association provided. The Association provided a thorough orientation of the Evaluator in October 1973. In late October the Evaluator spent the entire afternoon with Dennis Kelly Esquire, designated by the Association as the manager of this project, reviewing the training program which commenced in November 1973. The Association representative cooperated fully by providing names, addresses and background information of the internes. Subsequently the Evaluator spent three entire afternoons attending three of the four training sessions (November 6, November 13 and November 20, 1973). On the average these sessions were attended by four internes.

The Evaluator has examined all written training materials which were distributed. He took detailed notes on the oral presentations at these training sessions and met informally with the internes who attended these sessions for the purpose of obtaining their evaluation of the value of such sessions.

During this period (October 1973-December 1973) the Evaluator prepared in-depth questionnaires for administration to the summer and regular internes and their supervisors. The content

of these questionnaires was discussed with the project manager who participated actively in the formulation of the final draft. He made specific suggestions designed to improve the quality of the questionnaire. Questionnaires were later mailed to summer internes who were no longer on the project and were personally administered to those summer internes who continued to serve as regular internes. The Evaluator personally administered the questionnaires to regular internes and to their supervisors except in one instance where a supervisor was not readily available. Each personal interview required approximately one half hour. A total of fifteen hours was spent in interviewing. Interviewing occurred during the month of February 1974. A total of twelve (12) hours was spent in interviewing.

All results from summer interne and regular interne questionnaires were segregated and analyzed. The results of the survey are included in a separate section of this final evaluation and are made part thereof.

All reports filed under the Evaluator's contract have been discussed with the project manager. The Evaluator spent the afternoon of January 17th, 1974 to discuss the contents of the interim evaluation with him. The Evaluator also spent the part of one afternoon in March 1974 with him to discuss the contents of the final report and a copy has been deposited with the Defender Association.

Name of Interne \_\_\_\_\_

EXHIBIT 1

Evaluation Questionnaire of Law Student Internes in the  
Defenders Office of Philadelphia

1. How would you describe the scope and clarity of the orientation materials in the project?: (check)
  - a. Very helpful \_\_\_\_\_
  - b. Helpful \_\_\_\_\_
  - c. Neutral \_\_\_\_\_
  - d. Not helpful \_\_\_\_\_
  - e. Not helpful at all \_\_\_\_\_
  
2. How would you describe the scope and clarity of the training materials used in the program?: (check)
  - a. Very helpful \_\_\_\_\_
  - b. Helpful \_\_\_\_\_
  - c. Neutral \_\_\_\_\_
  - d. Not helpful \_\_\_\_\_
  - e. Not helpful at all \_\_\_\_\_
  
3. How would you describe the value of substantive information you obtained from orientation and training seminars?: (check)
  - a. Very helpful \_\_\_\_\_
  - b. Helpful \_\_\_\_\_
  - c. Neutral \_\_\_\_\_
  - d. Not helpful \_\_\_\_\_
  - e. Not helpful at all \_\_\_\_\_
  
4. How would you describe the character and extent of professional guidance in the duties to which you were assigned?: (check)
  - a. Very helpful \_\_\_\_\_
  - b. Helpful \_\_\_\_\_
  - c. Neutral \_\_\_\_\_
  - d. Not helpful \_\_\_\_\_
  - e. Not helpful at all \_\_\_\_\_

5. How would you describe the scope and extent of assigned duties in furthering your professional skills in law?: (Check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

6. How would you describe the scope and character of the supervision of your client interviews in preparation for trial?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

7. Would you say the supervision of the duties to which you were assigned in the post-conviction work was: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

8. How would you rate the character of supervision you received in assigned duties of legal research?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

9. How would you rate the character of the guidance you received in developing your internship skills?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

10. How would you describe the extent of supervision and guidance you received in researching notes of testimony and prior proceedings?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

11. How would you describe the extent of the supervision and guidance you received in developing internship skills in preparing materials for mental health commitments (including review of psychiatric and social workers reports) and developing alternative treatment modalities?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

12. How would you describe the extent of supervision and guidance you received in preparing parole plans and pre-sentence reports in cases deemed suitable for diversion from the criminal justice system?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

13. How would you describe the qualitative character of research duties assigned to you concerning appellate proceedings?: (check)

- a. Very meaningful \_\_\_\_\_
- b. Meaningful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not meaningful \_\_\_\_\_
- e. Not meaningful at all \_\_\_\_\_

14. How would you describe the character and extent of the guidance you received in research work assigned on appellate matters?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

15. What is your over-all evaluation of the internship experience you received in regard to advancing your professional skills?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

16. Are there any comments you would care to make regarding your internship training and experience?





7. How would you describe the character and extent of the professional guidance that you provided to internes in their assigned duties?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

8. How would you describe the scope and character of your supervision of internes in client interviews and in trial preparation?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

9. How would you describe the supervision you provided to internes in post-conviction work?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

10. How would you describe the character of supervision you provided to internes in their assigned duties in legal research?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

11. How would you describe your guidance of internes in the development of their interneship skills?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

12. How would you describe the extent of your supervision and guidance to internes in their researching of notes of testimony and prior proceedings?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

13. How would you describe your supervision and guidance in helping internes develop interneship skills in preparing materials for mental health committments (including review of psychiatric and social worker reports) and developing alternative treatment modalities?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

14. How would you describe the extent of supervision and guidance you gave to internes in preparing parole plans and pre-sentence reports in cases deemed suitable for diversion from the criminal justice system?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

15. How would you describe the character and extent of your guidance of internes in research work assigned to them in appellate matters?: (check)

- a. Very helpful \_\_\_\_\_
- b. Helpful \_\_\_\_\_
- c. Neutral \_\_\_\_\_
- d. Not helpful \_\_\_\_\_
- e. Not helpful at all \_\_\_\_\_

16. Are there any comments you would care to make regarding the training and experience of internes in the internship program?

TABLE I

PERCENTAGE BREAKDOWNS ON QUESTIONNAIRES FOR REGULAR INTERNES\*†

Question	Very Helpful	Helpful	Neutral	Not Helpful	Not Helpful At All	Not Applicable
1	12%	30%	0%	12%	12%	36%
2	36	30	6	6	12	18
3	30	42	0	0	12	12
4	54	6	18	12	6	6
5	60	42	0	0	0	0
6	42	6	18	12	6	18
7	12	6	0	12	0	72
8	12	0	6	0	0	84
9	30	30	6	18	0	6
10	12	0	0	6	0	84
11	6	0	0	6	6	84
12	0	6	0	6	0	90
13	6	6	0	6	0	84
14	12	0	6	0	0	84
15	42%	48%	6%	0%	6%	0%

\*All percentages are rounded

†17 responses received as of February 28, 1974

TABLE II

PERCENTAGE BREAKDOWNS ON QUESTIONNAIRES FOR SUMMER INTERNES\*

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Question	Very Helpful	Helpful	Neutral	Not Helpful	Not Helpful At All	Not Applicable
1	40%	40%	10%	10%	0%	0%
2	30	40	30	0	0	0
3	30	40	0	0	0	10
4	30	40	10	10	0	0
5	60	40	0	0	0	0
6	20	20	30	10	0	0
7	0	30	30	20	0	20
8	20	50	20	20	10	10
9	20	10	20	10	0	0
10	10	30	20	20	0	40
11	20	30	0	10	10	30
12	0	20	30	10	0	40
13	10	30	30	10	0	20
14	10	30	30	10	0	20
15	50%	30%	0%	0%	0%	No answer 10%

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\*10 responses received as of February 28, 1974

TABLE III

PERCENTAGE BREAKDOWN ON QUESTIONNAIRES FOR SUPERVISORY PERSONNEL\*

Question	Very Helpful	Helpful	Neutral	Not Helpful	Not Helpful At All	Not Applicable
7	50%	50%	0%	0%	0%	0%
8	25	0	0	0	25	50
9	50	0	0	0	25	25
10	50	0	0	0	25	25
11	75	25	0	0	0	0
12	25	0	0	0	25	50
13	0	0	0	0	50	50
14	0	0	0	0	50	50
15	50%	0%	0%	0%	50%	0%

\*4 responses received as of February 28, 1974

ANALYSIS OF REGULAR INTERNE RESPONSES (17 RECEIVED)

Question 1. The internes responded that in 36% of the cases they received no orientation materials at all. Internes who received materials gave varied responses. Though 30% of the internes found the materials to be helpful, 12% said they were not helpful. Further, while 12% said they were very helpful, 12% said they were not helpful at all. Overall, it would appear that the use of orientation materials is not extensive and internes who did use the materials have divergent responses as to its value.

Question 2. A few internes (18%) replied they had not received any training materials. Internes who did receive the materials replied that in most cases they were helpful (30%) or very helpful (36%). Only 12% of the internes said that the materials were not helpful at all.

Question 3. The internes responded that the information they obtained from the orientation and training seminars was, for the most part, helpful (30%) or very helpful (36%).

Question 4. The responses to this question were varied. Over half of the internes (54%) said the professional guidance they received was very helpful. Some internes took a neutral position on the question (18%), and two internes said guidance was not helpful. One interne responded that he didn't even know his

supervisor. It would appear that in the majority of the cases the professional guidance given to the internes was helpful.

Question 5. The internes responded that the duties to which they were assigned were either helpful (42%) or very helpful (60%) in furthering their professional skills in law.

Question 6. Varied responses were given for this question. Some internes reported little or no supervision (18%). Other internes said they received very helpful supervision (42%). Responses varied with the supervisor in charge of each interne.

Question 7. The majority of the internes (72%), said they had not participated in this area of work. A small percentage who said that they had worked in this area replied that the work assigned was very helpful (12%) or not helpful (12%).

Question 8. The majority of the internes replied that they had not received any work assignments in this area (84%). The few who received assignments said that they were very helpful (12%).

Question 9. Responses to this question varied. Most internes replied the guidance they received was either helpful (30%) or very helpful (30%). A few said that it was not helpful (18%). Overall, the character of guidance the internes received was beneficial.

Question 10. Those internes who worked in this area found the assignments to be very helpful (12%). However, the majority of internes did not receive any work experience in this area (84%).

Question 11. The majority of internes replied that they did not receive any work in this area (84%). The internes that were assigned duties said they were either helpful (6%), not helpful (16%), or not helpful at all (6%).

Question 12. Only two internes responded they had received any work experience in this area and believed the work to be helpful and not helpful. The majority of internes (90%) had not received any work assignment in this area.

Question 13. The majority of the internes did not receive any assignments in relation to researching appellate proceedings (84%). The two internes who did perform such duties found them meaningful (12%).

Question 14. The majority of internes did not receive any work in this area (84%). Internes who worked in this area believed their experience to be very helpful (12%).

Question 15. The overall evaluation of the program yielded favorable results. The experience received through the program was either helpful (48%) or very helpful (42%). Only one interne

took a neutral position and one said the duties were not helpful. It would appear that basically the program proves to be beneficial to the greater majority of participating internes.

General Evaluation of the Regular Interne Program, as Expressed by their Written Comments

In reviewing the written comments of the internes, certain general trends appear. The main criticisms of the program voiced by the internes were:

- 1) A lack of general response from supervisors about individual work of internes.
- 2) A request that internes be assigned a broader range of duties.
- 3) A continuation of the program during the Christmas, inter-semester, and summer breaks.
- 4) Better guidance by supervisors when interviewing and a greater degree of guidance in utilizing interviewing techniques.
- 5) A greater use of orientation materials and training seminars and an exposure to the organizational structure of the Defender's office.

Some internes expressed an interest in assignments in the areas of social and psychiatric services and trial and pre-trial hearings. Some internes suggested that the program be extended to first year law students because it would give those students a better sense of direction in the field of law at an early stage in their training. There was also an expressed concern for a Police Practices Manual.

ANALYSIS OF SUMMER INTERNE RESPONSES (10 RECEIVED)

Question 1. The majority of the summer internes replied that the orientation materials provided were either very helpful (40%) or helpful (40%). Only one interne believed the materials were not helpful. None of the internes said that they had not received any materials.

Question 2. The majority of internes replied that the training materials they received were helpful (40%) or very helpful (30%). However, 30% of the internes took a neutral position on this question.

Question 3. Internes responded the information they obtained from the orientation and training seminars was helpful (40%) or very helpful (30%). One interne said that he was not involved in training and orientation seminars.

Question 4. While one interne replied that the professional guidance he received was not helpful, some 30% found it to be very helpful and 40% believed it was helpful.

Question 5. Internes responded that the duties to which they were assigned were either helpful (40%) or very helpful (60%) in furthering their professional skills in law.

Question 6. Responses were varied; 20% believed the supervision they received was very helpful; 20% found it was helpful; 10% said it was not helpful and 30% of the internes took a neutral position.

Question 7. Only 20% of the internes said that they had not participated in this area of work. The other internes found the work helpful (30%) or not helpful (20%). However, 30% of the internes took a neutral position on this question.

Question 8. Response patterns were extremely varied; 10% of the internes said that they had not participated in this area. However 50% said they found the work helpful, and 20% said the work was very helpful. However, some of the internes believed it was not helpful (20%) or not helpful at all (10%). 20% of the internes took a neutral position.

Question 9. Thirty percent of the internes responded that the guidance they received in developing their skills was either very helpful or helpful, while only 10% of the internes found the guidance not helpful.

Question 10. Forty percent of the internes did not work in this area. While 30% said the work was helpful, 20% said it was not. The other internes who were assigned duties either said it was very helpful (10%) or they took a neutral position (20%).

Question 11. Response to this inquiry was varied. Thirty percent of the internes responded that they were not assigned to the mental health area. Those who had been assigned found the work helpful (30%) or very helpful (20%), while 10% found it not helpful at all.

Question 12. While 40% of the internes said they were not assigned work in this area, 20% who were so assigned, believed it was helpful, but 10% said it was not helpful. However, 30% of the internes replied neutrally to this question.

Question 13. The majority of the internes assigned to work in this area found it to be either helpful (30%) or very helpful (10%) while 30% took a neutral position on this question. Ten percent found the work was not helpful. Only 20% of the internes had not done any work in this area.

Question 14. The percentages for this question are the same as the above question. Where 30% found the work helpful and 10% said it was very helpful, 10% said it wasn't helpful and 30% took a neutral position. Only 20% of the internes were not assigned to any work in this area.

Question 15. The majority of the internes found the overall work they received in the Defender's Office to be very helpful (50%) or helpful (30%). One interne did not answer the question. It

would seem that the program is satisfying to the overwhelming majority of internes who participated in the summer program.

General Evaluation of the Summer Interne Program as Expressed by  
Written Comments

An examination of interne comments fall into patterns of complaints and criticisms on the nature of the program. These include:

- 1) A written guideline on what to expect from the program which should be given in the orientation seminars, and more formalization in oral presentations during orientation.
- 2) Requests for a Police Practices Manual and for more written material for advanced students.
- 3) Requests for more orientation in appellate matters and interviewing techniques.
- 4) Request for more trial and pre-trial work.
- 5) Internes asked to be able to follow staff attorney to court on Defender time.
- 6) Not enough supervision from supervisors and other lawyers in the office.
- 7) One interne did not like the time-saving idea of having inexperienced internes train other internes in matters with which they themselves had just become acquainted.
- 8) Another interne believed that if higher salary might attract better qualified students who otherwise would be unable to afford to work in the program.

- 9) A suggestion for the possible use of a Big Brother to help in the various areas of interne work.
- 10) One interne responded that he thought it would be helpful to extend the program to first year law students.

Favorable comments expressed include the following:

- 1) The program gave the interne valuable experience in actually working with people and not just classroom situations.
- 2) The lack of supervision gave a better sense of self-worth and enriched a sense of personal achievement.
- 3) The Defender Newsletter was a very valuable tool.
- 4) The work experience in the interne program was a valuable experience in a career in law.

ANALYSIS OF SUPERVISOR RESPONSES (4 RECEIVED)

Question 1. The comments expressed by the supervisors concerning the extent to which the internship program contributed to the interne's experience in a career in the criminal justice system were positive and varied. Such comments include:

Contributes immensely to their development in procedural and substantive areas.

Gain knowledge in interviewing various situations.

Learn how to handle various types of legal problems.

Learn if they are really interested in a career in law or in the defender's office.

Learn about different types of people.

Gain very valuable practical experience that they can't get in the classroom.

Question 2. The supervisors believed that the most effective areas of experience and services that the internes received in the program were:

Police practices from defendant's point of view.

Learn to talk to clients whose educational level is below their own.

Learn about 'bad searches' and 'bad confessions'.

Learn interviewing techniques.

Get a 'good feel' of the criminal justice system.

Learn technique of dealing with people with real problems.

Learn the concept of standing on their own two feet in a competitive situation.

One supervisor who distinguished summer and regular programs,

observed that the regular internes receive strictly office interviewing experience as they learned about substantive and procedural information while summer internes receive experience in benchwarrants, administrative work, argumentation, prison interviews and learning what happens to a client who was convicted of a serious crime.

Question 3. The supervisors offered a few suggestions for changes in the administration of the interneship program. These included:

More formalization.

Having students file briefs.

Spending up to 16 hours a week in interneship work.

Having all internes starting at the same time to get full training.

Question 4. Only two of the supervisors stated they offered career counseling to internes. They stated they offered the internes guidance when requested and this included negative advice and advice about future career possibilities in the Delaware Valley area.

Question 5. Supervisors have stated that the interne writing, research and trial preparation skills have improved substantially. Some of the comments were that the internes gained confidence in trial preparation and improved their abilities in asking appropriate questions in preparing for defense. One supervisor went

so far as to say that the abilities of some internes had surpassed those of some practicing attorneys.

Question 6. Supervisory comments centered around the point that the internes gained familiarity with the good and bad aspects of the criminal justice system; that they began to understand the faults of the system; that some internes even begin to distrust the system; that they increased their knowledge of the criminal law; and that internes learned the alternatives to sentencing.

Question 7. The supervisors replied that the professional guidance they provided internes was either very helpful (50%) or helpful (50%). Obviously supervisors felt comfortable with their role in the program.

Question 8. One supervisor believed the supervision offered internes in client interviews and in trial preparation was very helpful. Another supervisor believed his supervision was not helpful at all. Two supervisors said they did not work in this area.

Question 9. Two supervisors stated they did not work in this area. The other two supervisors said their supervision was either very helpful or not helpful at all.

Question 10. Although one supervisor did not work in this area,

two supervisors said they provided very helpful supervision to internes in legal research. One supervisor said his supervision was not helpful at all.

Question 11. Three of the supervisors thought that their guidance of internes in developing their interneship skills was very helpful, one said he was helpful. All supervisors viewed their guidance in a positive light.

Question 12. With regard to the supervision and guidance of internes in researching notes of testimony and prior proceedings, two supervisors said they did not work in this area; one believed he was very helpful to internes, and a fourth said he was not helpful.

Question 13. The responses to this question showed that two supervisors did not work in this area while the two who had, believed their guidance was not helpful.

Question 14. Two of the supervisors did not work in this area while those who did believed their guidance was not helpful.

Question 15. This question yielded a split response; either the supervisors believed their guidance was very helpful or not helpful.

#### SECTION IV. PROJECT RESULTS

1. What are the results of the project and how do they differ from the "Anticipated Results" as outlined in the Sub-grant Application?

Results of the questionnaires and personal interviews indicate that the bulk of internes did not perform the wide variety of function described in the "Results Anticipated" Section of the Applicant for Subgrant (p. 4A) but were limited basically to the initial interviewing of clients function, although the summer internes did perform a wider variety of activity than the regular year internes. Variety of function in gaining a broad base of experience was not the norm for all internes. This conclusion is supported by findings summarized in Table IV, Functions Performed by Summer and Regular Internes. (See page 33.)

The Methods and Timetable Section of the Application for the Subgrant contemplate orientation and training in order to develop an overall view of the criminal justice system which will permit the interne to understand the importance of the work performed as it relates to the overall system. In addition, the interne was expected to spend time observing in the courtroom in order to provide a visual component to learning experience. (Application for Subgrant p. 4A, 4B.) In the operation of the project, no formal orientation was provided to internes. Orientation as defined in this report consists of a

TABLE IV

FUNCTIONS PERFORMED BY SUMMER AND REGULAR INTERNES IN DEFENDER'S OFFICE (Percentage Breakdowns of those who Worked in Area)

Functions	Summer In- ternes (7 respondents)	Regular In- ternes (16 respondents)
1. Client Interviews in preparation for trial	100%	78% (13 of 16)
2. Post-conviction work	100%	24% (4 of 16)
3. Legal Research	100%	18% (3 of 16)
4. Researching notes of testimony and prior proceedings	70% (5 of 7)	18% (3 of 16)
5. Preparation of materials for mental health commitments (including review of psychiatric and social workers reports) and developing alternative treatment modalities	84% (6 of 7)	18% (3 of 16)
6. Preparation of parole plans and pre-sentence reports in cases deemed suitable for diversion from the criminal justice system	84% (6 of 7)	12% (2 of 16)
7. Research work in appellate matters	100%	18% (3 of 16)

program of acquainting the internes with the administrative structure of the agency, the management objective of each operating unit in the agency as it relates to the internes' mission in the agency as well as the physical location of each agency unit, its records and its personnel. Internes acquired this orientation by their on-the-job experience. With reference to training, defined here as the process of instruction in skills required to perform the duties of interne, not all internes received the formal sessions conducted by the Association. All internes who did receive such training found it very helpful. Moreover no formalized arrangements were provided for in-court observation of proceedings which were relevant to the interneship objective. Several internes did indicate that they took the initiative to spend some time in court observing criminal proceedings.

2. What factors led to results other than those anticipated? A number of factors have appeared to operate to produce the result that internes have not received a broad spectrum of five different varieties of experience which was contemplated.

(a) The planning for the project did not take into account the needs of continuous supervision of internes and for providing a rationalized system of rotating internes on a variety of functions in order to attain the anticipated results. Consequently many internes felt bored in performing only interviewing after they had once reached a plateau of

their experience in this function.

(b) Operating supervisory personnel were not involved in the internship project in a manner designed to achieve the project goals. Thus, for example, supervisors in appellate work and in mental health commitments, among others, did not participate in providing and supervising experiences for the internes in gaining experience.

(c) The operating commitments of the agency to the agency commitment required that the project manager assume the burden of supervision in addition to his regular duties. The result was his availability to the extent that he could be spared from his regular duties.

(d) The operation of the project did not include the convening of orientation and training sessions which required the attendance of all internes at the same time. This resulted in a variation in orientation and training so that some internes obtained experiences which others did not. A material factor in this operating condition was the difficulty of finding a common time in which all internes were free from law school to attend a single session.

3. The basic approach or method used to attack the problem was partially successful in solving the problem as described in the Application for Subgrant page 4a. It achieved the goal of freeing attorneys for additional duties. However it only partially achieved the goal of familiarizing internes with the

criminal justice system for by and large it exposed them to only one facet of the system: viz- interviewing. Nevertheless 100% of the internes indicated they received valuable experience from their internship. One of the important results of the project was to further the commitment of internes to work in the criminal justice system since 100% of all interviewed indicated they intended to make their careers in this field.

4. The results of the project clearly indicate success in attaining the over-all objective. This success is clearly justified by the modest costs of the project. Maximum success may be realized by appropriate funding levels which will defray the costs incurred by changes indicated in SECTION V, CONCLUSIONS AND RECOMMENDATIONS. The investigation of this project by this Evaluator do not disclose any unintended or dysfunctional consequences.

SECTION V. CONCLUSIONS AND RECOMMENDATIONS

1. The administration of this project is carried on by supervisory personnel who are already overburdened by operating duties under stress conditions in providing service to a heavy client-load.

Recommended: Future funding provide for the services of a project supervisor on a one-half time basis (twenty hours per week). Such a part-time supervisor should be operationally responsible to the Executive Director of the Association and work closely with unit supervisors.

2. The orientation and training programs of the project are relatively informal and variable in scope and availability to internes.

Recommended: Future orientation and training programs be formalized into a definite, but flexible plan to reflect the work load of the agency, student commitment to law school obligations and local office conditions.

3. The present internship experience is largely limited to in-office client interviewing and falls short of "Results Anticipated" goals.

Recommended: Future internes be rotated to various operating units to maximize their exposure to the criminal justice experience. In recognition of the individual character of internship progress, such advancement would be made on an

individualized basis by the project supervisor.

4. Present internes are spending an average of 8 hours weekly on the project. Many have indicated a willingness to spend more time and to spend part of their mid-semester recess and free time on the project.

Recommended: Future programs be funded to reflect greater amounts of time available for internship experience to be administered on an individual and flexible basis.

5. Present clerical services for the project intrude upon agency operations.

Recommended: Appropriate funding for clerical services necessary to support additional requirements.

**END**

7 miles/min